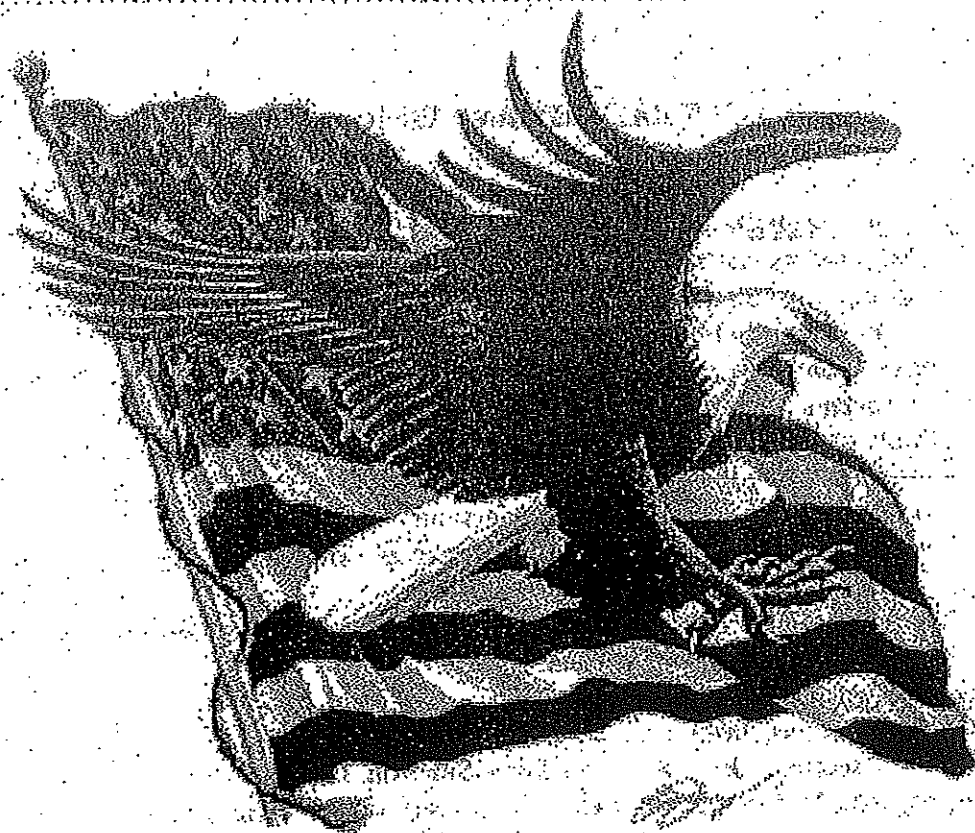


NORTH HUNTERDON

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HISTORY/SOCIAL STUDIES  
DEPARTMENT

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## FINANCIAL LITERACY-MONEY MATTERS

Gr. Required

2.5 cr., 18 wks

This state mandated personal financial literacy course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much easier when learned earlier in life. This course will start students on a path toward being in control of their financial futures. Five broad topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets. Please note: this is a stand-alone, independent, state mandated graduation requirement that does not count toward the 15 credit state Social Studies requirement.

# NORTH HUNTERDON HIGH SCHOOL HISTORY/SOCIAL STUDIES DEPARTMENT

Our program and curriculum are designed to help students: (1) develop the skills that are necessary for success in today's changing world and markets and (2) develop the skills that are necessary to become effective, reflective citizens.

## Frequently Asked Questions

### I. What skills will help me succeed in my history/social studies class?

1. **Reading comprehension.** The student must possess the ability and willingness to read large segments of information with understanding and comprehension.
2. The ability to **outline** and **summarize** reading assignments clearly and concisely.
3. **Critical thinking skills.** The student should be able to discuss intelligently information gathered from reading and research. The student will be expected to participate in all class discussions.
4. **Solid writing skills.** The student should possess the proper fundamentals of writing, and be willing to write essays and research papers.
5. **Analysis and evaluation skills.** The student must be able to, in written and oral form, present answers to analysis and evaluation type questions.
6. **Research skills.** The student should be willing to learn proper research techniques, and to apply these to search for information beyond what is presented in the text and in class notes.
7. **A great attitude.** The student must welcome a challenge, and have a desire to be pushed to the "next level!"
8. **Work ethic.** The student should have the initiative and independent ability to **read** the text and to **complete homework** assignments.

### II. How do I know which level (Core, CP, Honors) to choose?

You should take the most challenging level that you feel you can get an A or B in. Remember, if you are planning to go to college, your entire high school (including 9<sup>th</sup> grade!) record will be looked at. The stronger your courses and the stronger your grades, the more choices you will have in the future.

### III. What are the differences between Core, College Prep, and Honors History?

Please see chart on the back of this sheet and the attached reading sample comparison.

### IV. After my freshman year, am I locked into a specific "track" for future History/Social Studies course selections?

No. We encourage you to take the most challenging level that you feel you can achieve success in.

Should you have any further questions, please do not hesitate to contact Department Supervisor Christopher Schumann (713-4159) or [cschumann@nhvweb.net](mailto:cschumann@nhvweb.net).

## NHVRHSD FRESHMEN SOCIAL STUDIES PLACEMENT GUIDE

	American History I (Core Level) #7410	American History I (College Prep) #7411	American History I (Honors/AME) #7412
<p><b>Course Content</b></p> <p>Modern American History Begins with a review of Reconstruction and ends with late 20<sup>th</sup> century history.</p>	<p>Modern American History Begins with review of Reconstruction and ends with late 20<sup>th</sup> century history.</p>	<p>Modern American History Begins with review of Reconstruction and ends with late 20<sup>th</sup> century history.</p>	<p>Modern American History Begins with review of Reconstruction and ends with late 20<sup>th</sup> century history.</p>
<p><b>Skills Needed for Success</b></p> <p>Hard work. Commitment to improving current reading and writing skills. Desire to improve organizational skills. Interest in looking at history through a variety of lenses. Realization of the need to improve areas of weakness. Seeking extra help when necessary.</p>	<p>A desire to work hard and be successful. Willingness to tackle content that is sometimes difficult. Good organizational skills. Ability to read and decode text and primary sources. Good thinking skills. Interest in learning how to incorporate higher order thinking skills into the content being present. Solid writing skills.</p>	<p>Outstanding work ethic. Desirous of taking on a challenging course. Ability to manage time and pace assignments. Superior reading comprehension skills required. Higher order thinking skills. The ability to synthesize information and critically evaluate sources. Excellent writing skills.</p>	
<p><b>Workload &amp; Assignments</b></p> <p>A variety of writing assignments are given to improve skills. A variety of different types of assessments are given including tests and quizzes. Class participation is encouraged.</p>	<p>A variety of assignments. Written assignments are given. Group and individual projects. Tests and quizzes on a regular basis. Short and long term assignments. Class participation is expected.</p>	<p>Numerous and varied assignments. Written assignments are a core component of the course. Numerous tests, quizzes, and other assessments. Short and long term assignments. Expectation of regular class participation and dialog</p>	
<p><b>Homework</b></p> <p>Workload regarding homework is not as demanding as that of the other two levels. Homework is assigned in order to help students review content and concepts and to prepare for tests and quizzes.</p>	<p>Homework is given on a regular basis. Students are expected to complete these assignments and to turn them in on a timely basis.</p>	<p>Students will be involved in some type of preparation for class every night. Students will be expected to manage the assigned work in such a way as to complete assignments on a timely basis.</p>	
<p><b>Textbook &amp; Course Materials</b></p> <p>High school level American History textbook. Support for reading is given through directed reading and chapter study guides. Re-teaching materials as needed.</p>	<p>High school level American History textbook. Primary sources are frequently utilized to deepen understanding. Additional supplemental materials as needed.</p>	<p>History textbook is one that is frequently used in college level introductory American History courses. Primary source readers. Extensive use of the Media Center and data banks. Numerous supplemental materials.</p>	
<p><b>Prerequisites</b></p> <p>Students who elect the core level are not receiving high grades on tests and for the marking period. These are students who need to strengthen basic skills prior to undertaking more challenging work.</p>	<p>Students who elect the college prep level course should currently be testing at the "B" to "C" and receiving "B's to C+'s" for the marking period.</p>	<p>Students who elect the honors level course should currently be testing at the "A" level and receiving "A's" for the marking period.</p>	

30

# The War to End War

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1917-1918

THE WORLD MUST BE MADE SAFE FOR DEMOCRACY. ITS  
PEACE MUST BE PLANTED UPON THE TESTED FOUNDA-  
TIONS OF POLITICAL LIBERTY. WE HAVE NO SELFISH  
ENDS TO SERVE. WE DESIRE NO CONQUEST, NO DOMIN-  
ION. WE SEEK NO INDEMNITIES FOR OURSELVES, NO  
MATERIAL COMPENSATION FOR THE SACRIFICES WE  
SHALL FREELY MAKE.


WOODROW WILSON, WAR MESSAGE, APRIL 2, 1917

Destiny dealt cruelly with Woodrow Wilson. The lover of peace, as fate would have it, was forced to lead a hesitant and peace-loving nation into war. As the last days of 1916 slipped through the hourglass, the president made one final, futile attempt to mediate between the embattled belligerents. On January 22, 1917, he delivered one of his most moving addresses, restating America's commitment to neutral rights and declaring that only a negotiated "peace without victory" would prove durable.

Germany's warlords responded with a blow of the mailed fist. On January 31, 1917, they announced to an astonished world their decision to wage *unrestricted* submarine warfare, sinking *all* ships, including America's, in the war zone.

Why this rash act? War with America was the last thing Germany wanted. But after three ghastly years in the trenches, Germany's leaders decided the distinction between combatants and noncombatants was a luxury they could no longer afford. Thus they jerked on the string they had attached to their Sussex pledge in 1916, desperately hoping to bring Britain to its knees before the United States entered the war. Wilson, his bluff

called, broke diplomatic relations with Germany but refused to move closer to war unless the Germans undertook "overt" acts against American lives.



## War by Act of Germany

To defend American interests short of war, the president asked Congress for authority to arm American merchant ships. When a band of midwestern senators launched a filibuster to block the measure, Wilson denounced them as a "little group of willful men" who were rendering a great nation "helpless and contemptible." But their obstruction was a powerful reminder of the continuing strength of American isolationism.

Meanwhile, the sensational Zimmermann note was intercepted and published on March 1, 1917, infuriating Americans, especially westerners. German foreign secretary Arthur Zimmermann had secretly proposed a German-Mexican alliance, tempting anti-Yankee Mexico with veiled promises of recovering Texas, New Mexico, and Arizona.

Reading Sample Comparison

Honors - American Pageant - 13<sup>th</sup> edition - 2006

"All the News That's  
Fit to Print"

# The New York Times.

THE WEATHER

For other cities, see page 10.  
For a full and complete weather  
report, see page 10.

VOL. LXXV, NO. 21,617.

NEW YORK, TUESDAY, APRIL 3, 1917.—TWENTY-FOUR PAGES.

Published by The New York Times Company, 1230 Avenue of the Americas, New York, N. Y.

## PRESIDENT CALLS FOR WAR DECLARATION, STRONGER NAVY, NEW ARMY OF 500,000 MEN, FULL CO-OPERATION WITH GERMANY'S FOES

War! Attacks by German submarines finally forced Wilson's hand, and he asked Congress for a declaration of war on April 2, 1917. Four days later, after considerable debate and with fifty-six dissenting votes, Congress obliged the president.

On the heels of this provocation came the long-dreaded "overt" acts in the Atlantic, where German U-boats sank four unarmed American merchant vessels in the first two weeks of March. As one Philadelphia newspaper observed, "The difference between war and what we have now is that now we aren't fighting back." Simultaneously came the rousing news that a revolution in Russia had toppled the cruel regime of the tsars. America could now fight foursquare for democracy on the side of the Allies, without the black sheep of Russian despotism in the Allied fold.

Subdued and solemn, Wilson at last stood before a hushed joint session of Congress on the evening of April 2, 1917, and asked for a declaration of war. He had lost his gamble that America could pursue the profits of neutral trade without being sucked into the ghastly maelstrom. A myth developed in later years that America was dragged unwittingly into war by munitions makers and Wall Street bankers, desperate to protect their profits and loans. Yet the weapons merchants and financiers were already thriving, unhampered by wartime government restrictions and heavy taxation. Their slogan might well have been "Neutrality Forever." The simple truth is that British harassment of American commerce had been galling but endurable; Germany had resorted to the mass killing of civilians. The difference was like that between a gang of thieves and a gang of murderers. President Wilson had drawn a clear, if risky, line against the depredations of the submarine. The German high command, in a last desperate throw of the dice, chose to cross it. In a figurative sense, America's war declaration of April 6, 1917, bore the unambiguous trademark "Made in Germany."

### Wilsonian Idealism Enthroned

"It is a fearful thing to lead this great peaceful people into war," Wilson said in his war message. It was fearful indeed, not least of all because of the formidable challenge it posed to Wilson's leadership skills. Ironically, it fell to the scholarly Wilson, deeply respectful of American traditions, to shatter one of the most sacred of those traditions by entangling America in a distant European war.

How could the president arouse the American people to shoulder this unprecedented burden? For more than a century, they had prided themselves on their isolationism from the periodic outbursts of militarized violence that afflicted the Old World. Since 1914 their pride had been reinforced by the bountiful profits gained through neutrality. German U-boats had now roughly shoved a wavering America into the abyss, but ominously, no fewer than six senators and fifty representatives (including the first congresswoman, Jeannette Rankin of Montana) had voted against the war resolution. Wilson could whip up no enthusiasm, especially in the landlocked Midwest, by fighting to make the world safe from the submarine.

To galvanize the country, Wilson would have to proclaim more glorified aims. Radiating the spiritual fervor of his Presbyterian ancestors, he declared the supremely ambitious goal of a crusade "to make the world safe for democracy." Brandishing the sword of righteousness, Wilson virtually hypnotized the nation with his lofty ideals. He contrasted the selfish war aims of the other belligerents, Allied and enemy alike, with America's shining altruism. America, he preached, did

Honors

May 1915 Lusitania sunk	March 1916 Sussex sunk	November 1916 Wilson reelected	February 1917 Germany resumes unrestricted submarine warfare; Zimmermann note	March 1917 Russian Revolution; City of Memphis, Illinois, and Vigilancia sunk	April 1917 United States declares war on Germany
1915	1916	1917	1917	1918	1918

\* CORE + COLLEGE PREP - PATHWAYS TO PRESENT - 2 000 €

# 2 The United States Declares War

## SECTION PREVIEW

### Objectives

- 1 Describe German submarine tactics during World War I.
- 2 Identify events that moved the United States toward war.
- 3 **Key Terms:** Define: U-boat; Sussex pledge; filibuster; Zimmermann note; Russian Revolution.

### Main Idea

German submarine warfare helped push the United States into World War I.

### Reading Strategy

**Organizing Information:** Imagine that you are a member of Congress in 1917. You must decide whether the United States should go to war against Germany and the other Central Powers. As you read the section, list the events that influence your decision.



This German poster urged U-boats on their mission. The translation is, "Submarine, come out!"

## German Submarine Warfare

One action that provoked angry calls for war in the United States was the German use of submarine warfare. This tactic was effective militarily, but it cost the Germans dearly in terms of American public opinion.

The German **U-boat**, short for *Unterseeboot*, or submarine, was a terrifying new weapon that changed the rules of naval warfare. Passenger and merchant ships had no defense against the submarine, which could go undetected nearly anywhere in the ocean. Submarine attacks depended on the element of surprise. Unlike other naval ships, U-boats

issued no warning to their targets. This struck many Americans as uncivilized.<sup>†</sup>

The British encouraged such anti-German feelings. Shortly after the war began, the British cut the transatlantic cable connecting Germany and the United States. All news of the European front henceforth flowed through London. Its pro-Allied bias helped shape the opinion of the people in the United States in favor of punishing Germany for its use of the submarine.

American public opinion of the Germans sank even lower on May 7, 1915, when a U-boat sighted the *Lusitania*, a British passenger liner, in the Irish Sea. Suspecting correctly that the ship carried weapons for the Allies, the U-boat fired on the liner. Eighteen minutes later the *Lusitania* disappeared beneath the waves along with its almost 1,200 passengers. Included among the dead were 128 Americans, who had

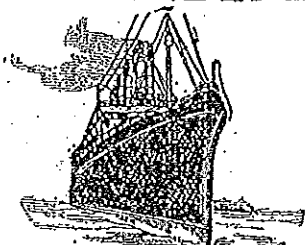
<sup>†</sup> Americans did not react the same way to the British blockade of Germany, even though it threatened freedom of the seas and was slowly starving the German people. They generally thought that such a blockade was reasonable during wartime. In contrast, German attempts to break the blockade with submarines seemed unfair.

## NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY,  
WASHINGTON, D. C., APRIL 22, 1916.

## CUNARD



### EUROPE VIA LIVERPOOL LUSITANIA

Fastest and Largest Steamer  
now in Atlantic Service Sails

SATURDAY, MAY 1, 10 A. M.

Transylvania - Fri., May 7, 5 P. M.

Orduna, - - - Tues., May 18, 10 A. M.

Tuscania, - - - Fri., May 21, 5 P. M.

LUSITANIA, - Sat., May 29, 10 A. M.

Transylvania, - - - Sat., May 29, 5 P. M.



American public opinion was extremely critical of Germany and its use of U-boats. The cartoon (right) suggests that Germany felt no remorse for the loss of American lives. Germany, however, did warn travelers—including passengers of the *Lusitania*—to stay out of the war zone (left). *Foreign Relations* What does this cartoon suggest about Wilson's response to the sinking of the *Lusitania*?

boarded the *Lusitania* in spite of German warnings to stay off British ships. Nevertheless, the American press went wild over what they called Germany's act of "barbarism."

Wilson urged patience. He demanded that Germany stop its submarine warfare and make payments to the victims' families. Germany's reply that the ship carried small arms and ammunition did not quiet American anger. Wilson sent a second, stronger note of protest. In response, Germany promised to stop sinking passenger ships without warning, as long as the ship's crew offered no resistance to German search or seizure.

Still, U-boats continued to torpedo Allied ships. On March 24, 1916, a German submarine sank the *Sussex*, a French passenger steamship. The United States threatened to cut diplomatic ties to Germany. In what came to be called the **Sussex pledge**, the German government again promised that U-boats would warn ships before attacking.

The series of demands and broken promises that led up to the Sussex pledge frustrated Wilson. He could not threaten force without entering the war. During this time, however, Wilson did embrace the concept of preparedness. He also authorized New York bankers to

make a huge loan to the Allies. American neutrality was beginning to weaken.

## Moving Toward War

In the presidential election of 1916, Wilson ran on the slogan "He kept us out of war." The Republicans, who nominated Supreme Court justice Charles Evans Hughes, criticized Wilson for not taking a stronger stand against Germany. American voters gave Wilson a narrow victory.

Germany soon tested Wilson's patience. On February 1, 1917, Germany violated the Sussex pledge by resuming unrestricted submarine warfare. German strategists knew that it might bring the United States into the war. But they felt fairly confident that they could defeat Britain and win the war before American entry could make a difference.

Germany's action dashed Wilson's hope of maintaining freedom of the seas—and American neutrality. On February 3 the United States broke off diplomatic relations with Germany. Wilson asked Congress for permission to arm American merchant ships.

### Main Idea CONNECTIONS

What was the impact of Germany's unrestricted submarine warfare?