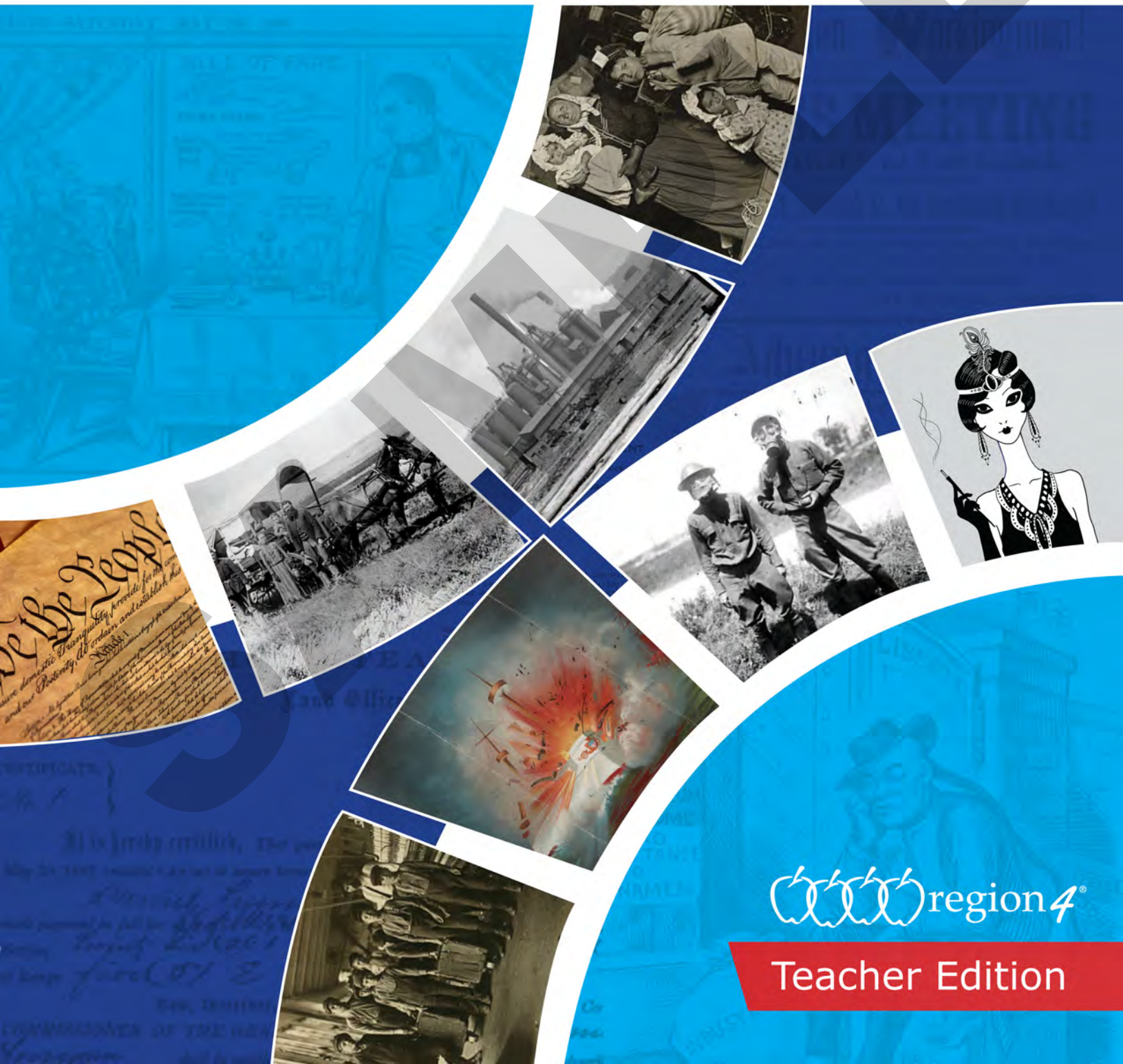


SUPPORTING ACHIEVEMENT IN U.S. HISTORY

Volume 1



region 4®

Teacher Edition

SUPPORTING ACHIEVEMENT IN U.S. HISTORY

Volume 1

Teacher Edition

Product ID:

461-1788



Table of Contents

Introduction: Overview	ix
The U.S. History Course	ix
Data Considerations	x
Description of <i>Supporting Achievement in U.S. History</i>	x
Scope and Organization of <i>Supporting Achievement in U.S. History</i>	x
Applications of <i>Supporting Achievement in U.S. History</i>	xi
Structure of <i>Supporting Achievement in U.S. History</i>	xi
How to Use this Resource	xiii
Era Details	xv
TEKS by Eras	xvi
Era Cards for Course	xvii
Era Placards	xviii
The Spiral: Vocabulary for the Bill of Rights and Tocqueville's Values	xxii
Summer School Plan	xxiii
General Instructional Ideas	xxiv
Framework for the course	xxiv
The Spiral	xxvi
The Source	xxvii
Card Games Using the Sorting Cards	xxvii
Assessment Items	xxviii
Sorting Card Game Directions	xxx
References	xli
Era 1: Founding Era	1
Era 2: Westward Expansion	9
Era 3: Industrial and Gilded Ages	19
Era 4: Immigration, Segregation, and Urbanization	29
Era 5: Progressive Era	41
Era 6: Rise to World Power	53
Era 7: World War I	65
Era 8: Roaring Twenties	75

Anticipation Guide Pretest/Posttest—Answer Key

Read each statement. In the Before Reading column, circle either an **A** for agree or **D** for disagree beside each statement. After reading this section, go back and reread the statements and respond to them again in the After Reading column.

Before Reading	Statements	After Reading
A D	1. People moved into and settled the Great Plains after the Civil War.	A D
A D	2. American Indians' land and rights were protected by U.S. government treaties.	A D
A D	3. Most homesteaders were very successful in establishing farms on the Great Plains.	A D
A D	4. The U.S. government encouraged people to move west through legislation such as the Homestead Act.	A D
A D	5. Prospectors involved in the Klondike Gold Rush became wealthy from the gold strikes.	A D

Answer Key:

1. *Correct*
2. *Incorrect: American Indians signed many treaties with the U.S. government, but later the government broke the treaties, taking away their lands and relocating them to reservations.*
3. *Debatable: One-third of the homesteaders did not succeed, and many more did not stay with their land beyond five years. The life on the prairie was difficult, and many were not prepared for the hardships.*
4. *Correct*
5. *Incorrect: Most individuals did not find the mother lode of gold in the Yukon; many died from hardships and exposure.*

The Summary: Era 3—Industrial and Gilded Ages**1870s–1910s****The Schedule (Time Line)**

1870: Incorporation of Standard Oil by John D. Rockefeller
1876: Invention of the telephone by Alexander Graham Bell
1877: Invention of the phonograph by Thomas Edison
1879: Invention of the lightbulb by Thomas Edison
1883: Passage of the Pendleton Act, establishing the U.S. Civil Service Commission
1886: Founding of the American Federation of Labor (AFL), Haymarket Riot
1887: Passage of the Interstate Commerce Act
1889: Publication of Andrew Carnegie's essay "The Gospel of Wealth"
1890: Passage of the Sherman Anti-Trust Act
1894: Strike by Pullman sleeping car plant workers

The Scoop (Main Points)

- The American economy grew rapidly during the last part of the 19th century. Farmers controlled less of the national wealth, and a large concentration of wealth was controlled by a relatively small number of people in the upper class.
- Rapid urbanization resulted from the growth of industry.
- Innovations such as the mechanized reaper contributed to increased automation of agriculture.
- New technological advances included the telephone, lights and electrical service, and the Bessemer steel process.
- The name "Gilded Age" was first used by Mark Twain; he was describing America during this period as shiny on the outside but bad on the inside.
- Entrepreneurs created corporations; some became monopolies or trusts, allowing one corporation to dictate prices.
- Philanthropists like Andrew Carnegie contributed wealth to social causes. He gave away about 90% of his wealth.
- Some political groups and politicians were corrupt and were connected to some of the wealthy businesses. Political bosses, such as Boss Tweed, greatly affected political and economic policies.
- The concept of social Darwinism proposed that the government should allow the economy to work through its problems without interference, letting free enterprise run its course. This *laissez-faire* policy ended with the passage of antitrust legislation.
- Labor unions were formed in order to address workplace concerns. They were opposed by business owners, at times resulting in violence.

The Slate (People/Places/Events)

- Andrew Carnegie
- Bessemer Steel Process
- Clayton Antitrust Act
- "The Gospel of Wealth"
- Interstate Commerce Act
- Cyrus McCormick
- J. P. Morgan
- Pendleton Act
- Robber Barons
- John D. Rockefeller
- Sherman Anti-Trust Act
- Social Darwinism
- Boss Tweed
- Cornelius Vanderbilt

Quotes

"The growth of a large business is merely a survival of the fittest."

—John D. Rockefeller

"Surplus wealth is a sacred trust which its possessor is bound to administer in his lifetime for the good of the community."

—Andrew Carnegie

The Scheme (Connections across Time)

- The growth of American industry and wealth prepared the country to become a world power in the 1900s.
- The relationship between the federal government and private business changed during this period and has continued to evolve throughout the 20th century.
- The corruption and excesses of the Gilded Age and the problems associated with crowded urban spaces led to the Progressive Era in the early 1900s.
- The philanthropy of entrepreneurs such as Andrew Carnegie provided funding for reforms that extended into the Progressive Era in the early 1900s.
- Industrial innovations continued into the 1910s, including the American automobile, the assembly line, and the airplane.

The Spiral: Connections to the Bill of Rights' Ideals and Tocqueville's Values—Answer Key

Below are some possible connections between events in this era and the Bill of Rights and Tocqueville's values. Accept responses where students justify their choices with relevant facts and logical explanations.

Amendment/Values	Event	Grade	Justification
Personal Freedoms: Amendments 1–4			
Rights of the Accused: Amendments 5–8	Lynching	F	African Americans were captured and hung without any trial or due process.
Reserved Powers: Amendments 9–10	Powers reserved to the states	A	States were allowed to pass black codes that abridged freedoms for black people although the 14th Amendment prohibited these actions. Supreme and federal court cases upheld the states' policies.
Liberty	Freedom and equal treatment	F	Plessy v. Ferguson legalized separate public facilities for blacks and whites.
Egalitarianism	Education to provide equal opportunities to all people	C	W. E. B. DuBois became the first black man to earn a doctorate from Harvard University. Booker T. Washington became the head of Tuskegee Institute. However, many educational opportunities were not available to black people.
Individualism	Freedom to have different beliefs without consequences	F	American Indians were removed from their tribal lands to reservations and forced to assimilate into the American culture.
Populism	African American voting	F	Black codes prevented African Americans from voting.
<i>Laissez-faire</i>	Open immigration	F	The Chinese Exclusion Act restricted immigration for Chinese immigrants. The American government established immigration quotas.

Instructional Ideas

1. Character Sketch Cards

- a. Instruct students to select two characters from the chart below.
- b. Instruct students to create trading cards for various peoples represented in this unit. Some of the information is on the Character Sketch Data Bank chart; some information will come from what students have learned about immigration and their imagination. Each card should include the following:
 - i. Immigrant Name
 - ii. Country of Origin
 - iii. Year of Immigration
 - iv. Cause for Immigration
 - v. Place of Settlement
 - vi. Cultural Contribution(s)

Character Sketch Data Bank					
Name	Country	Entry	Settlement	Occupation	Gender
Vito Genovese	Italy	1890	New York	Laborer	Male
Maria Gonzalez	Mexico	1912	Texas	Mother	Female
Ferdinand Goetschl	Austria	1899	New York	Industry	Male
Ray Mendoza	Mexico	1912	New Mexico	Armed Forces	Male
Meagan O’Leary	Ireland	1895	Massachusetts	Seamstress	Female
Herman Schreiber	Germany	1905	Pennsylvania	Miner	Male

2. Instruct students to research their family histories and identify immigrants. Write a story about how the family came from one or more countries to America. Encourage students to include the immigrants’ challenges and achievements. If students do not have access to this information, they could research the family history of someone they admire in their sphere of influence or a significant individual in today’s era.

3

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an act of Congress or executive order setting apart the same for their use, the President of the United States be, and he hereby is, authorized, whenever in his opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes, to cause said reservation, or any part thereof, to be surveyed, or resurveyed if necessary, and to allot the lands in said reservation in severalty to any Indian located there . . . allot the lands to each individual Indian belonging thereon in quantity as specified in such treaty or act: And provided further, That when the lands allotted are only valuable for grazing purposes, an additional allotment of such grazing lands, in quantities as above provided, shall be made to each individual.

How did the legislation excerpted above affect the relationship between the U.S. government and American Indians?

- A** American Indians gained more power in individual ownership of their lands.
- B** American Indian tribes lost control of their lands.
- C** The U.S. government ensured all American Indian lands were returned to the native tribes.
- D** The U.S. government discouraged assimilation of American Indians.

The Story: Brief Description of the Eras

In 1914, a war began in Europe. It became known as the Great War and the “War to End All Wars.” It involved more nations and more people than any previous war. After another “Great War” started in 1939, this first war became known as World War I.

Causes

There were several causes of the war. European countries had been vying for territories in Europe and around the world. European powers were colonizing Africa and Asia as the Ottoman Empire declined. In order to protect themselves from the threat of attack, European countries created coalitions. One was the Triple Alliance, made up of Germany, Italy, and Austria-Hungary, and the other was the Triple Entente, consisting of Britain, France, and Russia. Secondary members of the Triple Entente included Japan, Belgium, Serbia, Greece, Montenegro, Romania, and the Czechoslovak regions.

Germany had united into a strong nation in 1872; its neighbors had a head start on Germany in the area of imperialism. Germany began to develop a stronger naval force and targeted Africa. Britain was concerned about this military expansion and felt it threatened their naval dominance. The event that touched off World War I was the assassination of Archduke Franz Ferdinand of Austria in Sarajevo in July 1914. Each of the countries in the Triple Alliance declared war on the Triple Entente’s members and vice versa.

America attempted to remain neutral while supporting the Triple Entente. The U.S. had practiced a policy of isolationism in regard to foreign conflicts. However, unrestricted German submarine attacks in the Atlantic threatened American vessels. On May 7, 1915, the passenger ship *Lusitania* was sunk by a torpedo from a German U-boat, or underwater boat. A total of 1,198 passengers and crew members lost their lives; only 861 people survived. In addition, an intercepted communication, the Zimmerman telegram, angered Americans further, revealing that Germany was asking Mexico to join them in the war against the Allied forces. That put the threat of war in America’s backyard.

President Woodrow Wilson had worked hard during his first term to keep the U.S. out of war. His campaign for his second term included the slogan “He kept us out of war.” But after the sinking of the *Lusitania*, public pressure was strong against Germany. As a result, America declared war on Germany in April 1917.

Events

Many Americans contributed to the U.S. participation in World War I. The commander-in-chief of the American Expeditionary Forces was General John J. Pershing. His leadership in Europe kept the U.S. forces separate from the Triple Entente’s troops, and he was able to make independent movements where they were most effective. Many soldiers became part of the military through the Selective Service program, started in 1917, which empowered the government to draft men into military service.

The Source: Primary Source Analysis**Activity 1**

In detail our demands are clear and unequivocal. First, we would vote, with the right to vote goes everything: Freedom, manhood, the honor of your wives, the chastity of your daughters, the right to work, and the chance to rise, and let no man listen to those who deny this. We want full manhood suffrage, and we want it now, henceforth and forever.

Second. We want discrimination in public accommodation to cease.

Third. We claim the right of freedmen to walk, talk, and be with them that wish to be with us.

Fourth. We want the laws enforced against rich as well as poor; against Capitalists as well as Laborer; against white as well as black.

Fifth. We want our children educated.

These are some of the chief things which we want. How shall we get them? By voting where we may vote, by persistent, unceasing agitation; by hammering at the truth, by sacrifice and work.

We do not believe in violence, neither in the despised violence of the raid nor the lauded violence of the soldier, nor the barbarous violence of the mob, but we do believe in John Brown, in that incarnate spirit of justice, that hatred of a lie, that willingness to sacrifice money, reputation, and life itself on the altar of right. And here on the scene of John Brown's martyrdom we reconsecrate ourselves, our honor, our property to the final emancipation of the race which John Brown died to make free.

—W. E. B. DuBois, 1906
The Niagara Movement's Address to the Country

1. What five things does DuBois say that African Americans demand?
2. How does he believe these things can be obtained?
3. Review John Brown's raid on Harper's Ferry, his trial, and execution. Why do you think DuBois uses him as an example in his speech?
4. How do DuBois's beliefs differ from those of Booker T. Washington?

The So-What: Personal Connections

What does the Progressive Era have to do with me today?

Look around your community. Do you see anything that you consider unfair? Are you involved in helping improve conditions where you live? The idea of contributing to the public interest comes from the Progressive Era, and Americans continue to participate in reform movements today.

- Businesses must follow federal rules about work hours per week, minimum wages, and minimum age requirements for their employees.
- Work places must be safe, and food and drugs are still regulated by the federal government to ensure consumer safety.
- Referendum, recall, and initiative were political processes used during the Progressive Era. Galveston is an example from this time period; after the Hurricane of 1900, changes were made to the municipal government. Commissioners were elected by the citizens rather than appointed by the governor. This form of local government is used in many areas in Texas and other states in America.
- The right to vote is important to citizens in a constitutional republic. Suffrage was expanded to include women, and later women's rights were expanded. However, there are still inequities between men and women, such as instances of lower salaries for women working the same jobs as men.
- Third parties continue to influence elections today. For example, the Tea Party movement has become influential in American politics in the 21st century.
- The United States is still affected by the failure of Prohibition during this era. The growth of organized crime resulted and the problems with alcoholism were not solved.
- The graduated income tax is still part of our lives; taxes are withheld from each paycheck, and a tax return is submitted every year.
- The National Park Service has grown since its inception during this period. Today there are 59 national parks out of over 400 total locations served by this service.

What connections can you make between this era and your personal life? Discuss your ideas below.

Sorting Cards

Cuba	<ul style="list-style-type: none"> • Colony of Spain 1500s–1800s • Became independent from Spain during the Spanish–American War • American economic investments and yellow journalism influenced America's involvement in Cuba's fight for independence from Spain. 	<ul style="list-style-type: none"> • Platt Amendment empowered America to have oversight in its affairs. • Given independence from American control in 1934 • Example of American imperialism and expansion in the late 19th and early 20th centuries
Sanford B. Dole	<ul style="list-style-type: none"> • Important American living in Hawaii in the 19th century • Influenced Hawaiian government during its annexation to the United States 	<ul style="list-style-type: none"> • He served in Hawaiian government in the 1880s. • He helped write the declaration against the monarch although he didn't actively support the rebels. • He was president of the Provisional Government of Hawaii in the 1890s. • He worked for Hawaiian annexation.
Dollar Diplomacy	<ul style="list-style-type: none"> • Foreign policy under President William H. Taft • American business investments in Latin America and Asia could benefit both the U.S. and the less wealthy areas. 	<ul style="list-style-type: none"> • Taft worked with J. P. Morgan and other American business leaders to protect American interests abroad. • Economic ventures did not stop countries like Mexico and Nicaragua from experiencing revolutions and political turmoil.
Hawaii	<ul style="list-style-type: none"> • Islands in the North Pacific Ocean midway between Asia and the Americas • Important strategic location for the U.S. • Settled by New England missionaries in the early 18th century • Also known as the Sandwich Islands 	<ul style="list-style-type: none"> • It provided a rest stop for U.S. ships sailing to Asia. • The monarchy was overthrown in 1893 by indigenous people. • It was annexed by America in 1898. • It became the fiftieth state in the U.S. in 1959.

3

Ignorance and fanaticism is ever busy and needs feeding. Always it is feeding and gloating for more. Today it is the public school teachers, tomorrow the private. The next day the preachers and the lectures, the magazines, the books, the newspapers. After while, your honor, it is the setting of man against man and creed against creed until with flying banners and beating drums we are marching backward to the glorious ages of the sixteenth century when bigots . . . burn[ed] the men who dared to bring any intelligence and enlightenment and culture to the human mind.

This statement was most likely made about the —

- A** indictment of Sacco and Vanzetti
- B** story in *The Great Gatsby*
- C** writings of Langston Hughes
- D** conflict over evolution instruction