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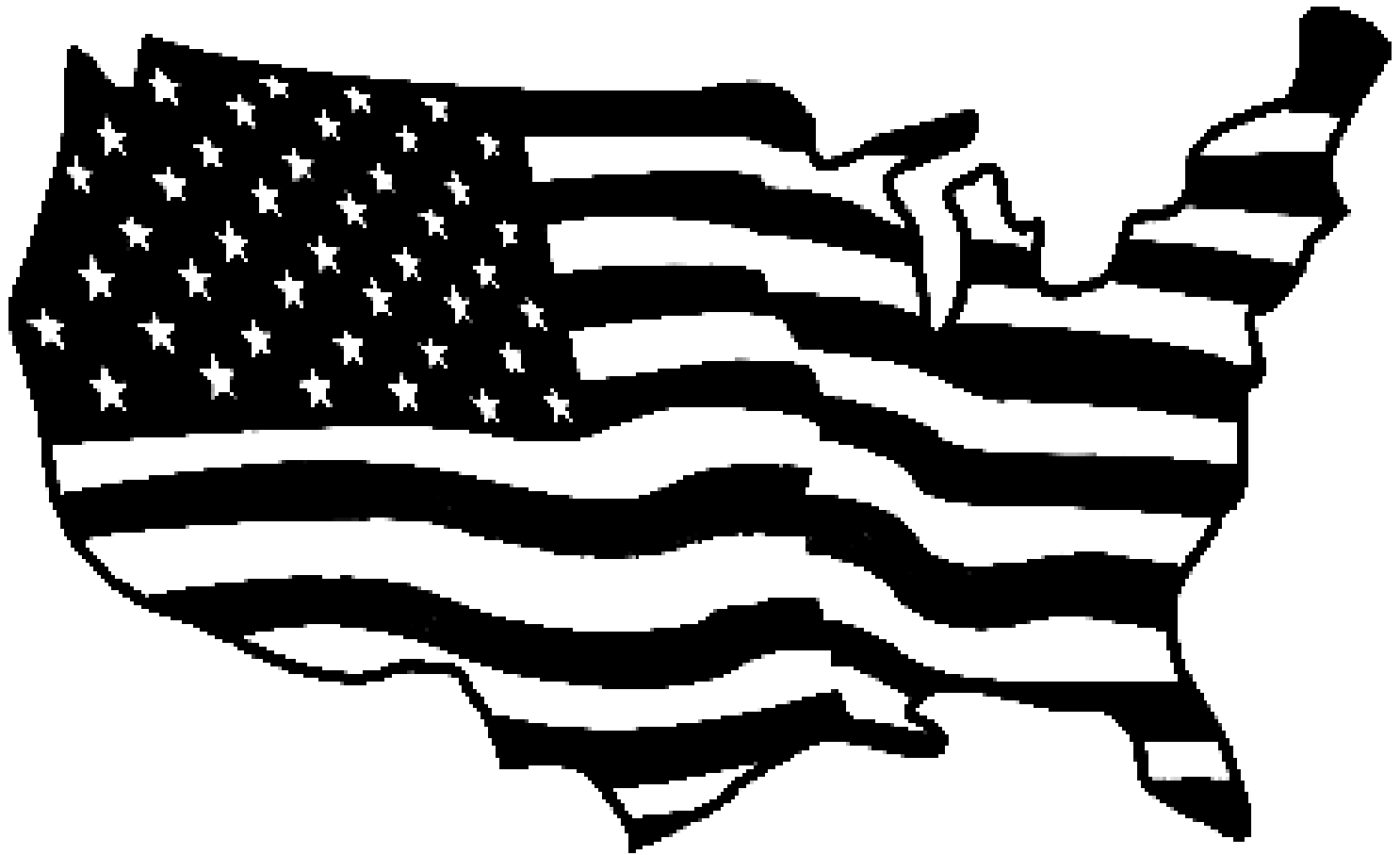
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i Think = U.S. History

The U.S. & W.W. I



by Kendra Corr

With contributions by Sharon Coletti

** It is the goal of InspirEd Educators, Inc. to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

Edited by Sharon Coletti

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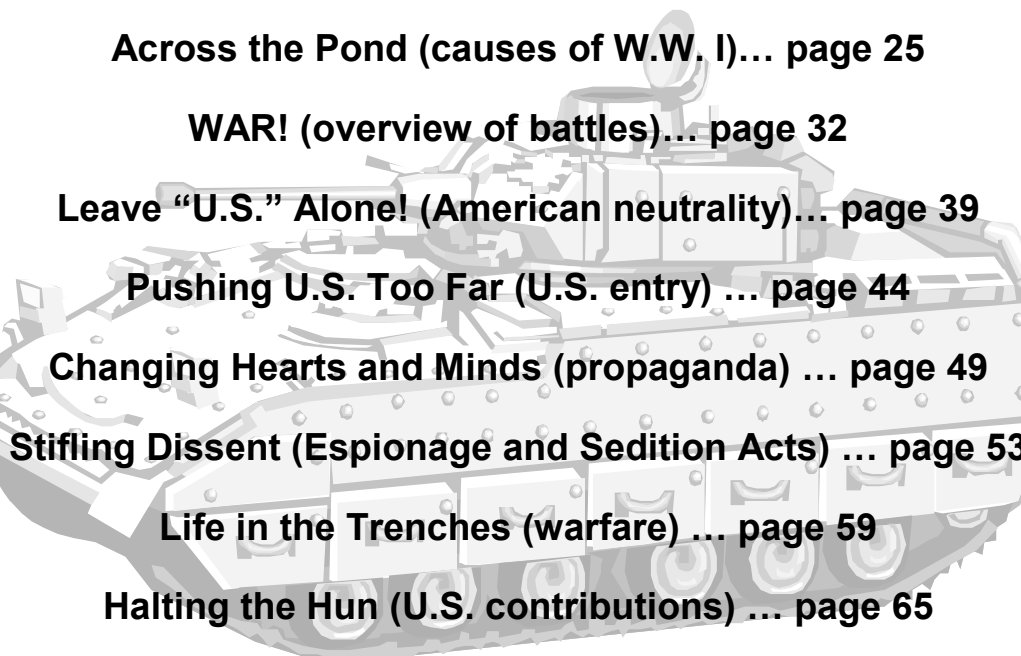
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America Turns the Century

Springboard:

Students should read “_____” and answer the questions.

Objective: The student will be able to describe changes in America during the last half of the 19th century.

Materials: “_____” (Springboard handout)
Changing with the Times (2-page handout)

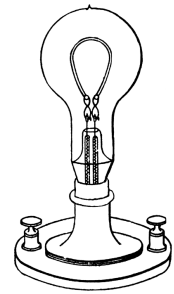
Terms to know:

- industry** - businesses involved in making and selling the same type of product or service
- monopoly** - a company that controls all the business of a particular industry; the only available source
- immigrant** - one who comes to permanently live in a country
- literacy** - ability to read and write

Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will learn about some changes that took place in the United States as it entered the 20th century.*
- Distribute the “Changing with the Times” handouts. Working individually, in pairs, or small groups, the student(s) should read about each development in America and explain its impact. (*Answers will vary, but most developments were overwhelmingly positive for the country, making it stronger.*)
- Have the student(s) share / compare their ideas and offer answers to these questions in the follow-up discussion:
 - ? Overall, do you think the U.S. was a stronger country in 1900 than in the past? (*Answers may vary if justified; but innovation, industry, population growth, and advances in education made the country stronger. Students may argue otherwise citing the defeat of Native Americans or the plight of urban workers.*)
 - ? Which change do you think was most positive for America? (*Answers will vary.*)
 - ? Which change do you think was most negative? (*Answers will vary.*)
 - ? What new problems do you think the nation faced as a result of these changes? (*Answers may vary and include overcrowded cities, monopolies impacting prices and availability of goods, etc. Many of these problems were addressed during the Progressive Era after the turn-of-the-century.*)

“ _____ ”



- 1862 Homestead Act passed; gave land to those who moved west to settle
- 1865 Civil War ended; 13th Amendment passed to outlaw slavery
- 1867 United States purchased Alaska from Russia for 7.2 million dollars
- 1869 First transcontinental railroad built from Iowa to California
- 1870 Standard Oil organized
- 1876 Alexander Graham Bell invented the telephone; the first phone line built the next year; John Hopkins Graduate School established in Maryland
- 1879 Dumbbell tenement introduced, offering cheap but crowded housing; Thomas Edison invented the light bulb
- 1883 Brooklyn Bridge completed
- 1885 First skyscraper built in Chicago
- 1886 American Federation of Labor organized
- 1889 500 horse-drawn combine wheat harvesters in use in California
- 1890 Native Americans defeated at Wounded Knee and Indian Wars ended; U.S. Census Bureau declared American frontier closed
- 1892 Ellis Island Immigration Station opened in New York Harbor; processed 12 million immigrants by 1954
- 1898 Spanish American War began in April and ended in December; U.S. gained Puerto Rico, Guam, and the Philippines in the peace treaty; United States also annexed Hawaii
- 1900 31 states required children ages 8- 14 to attend school
- 1901 U.S. Steel Corporation organized

Which of these titles would **BEST FIT** the timeline?

- A. “19th Century U.S. Progress”
- B. “What’s New in America?”
- C. “Americans Move Forward”
- D. “U.S History Since 1962”

Which pair of actions or events reflects a cause-effect relationship?

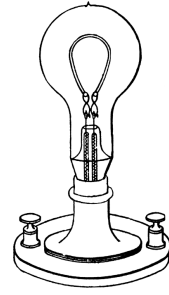
- A. Standard Oil organized; U.S. Steel Corporation organized
- B. Homestead Act passed; American frontier declared closed
- C. First skyscraper built in Chicago; tenements introduced
- D. John Hopkins opened; children 8-14 had to attend school

Which event **LEAST** affected the growth of industry in America?

- A. opening the first trans-continental railroad in 1869
- B. the purchase of Alaska and annexation of Hawaii
- C. organization of the American Federation of Labor
- D. Thomas Edison’s 1879 invention of the light bulb

Which event(s) do you think **MOST** contributed to America becoming a stronger nation? Explain your ideas.

“ _____ ” – Answers & Explanations



- 1862 Homestead Act passed; gave land to those who moved west to settle
- 1865 Civil War ended; 13th Amendment passed to outlaw slavery
- 1867 United States purchased Alaska from Russia for 7.2 million dollars
- 1869 First transcontinental railroad built from Iowa to California
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- 1901 U.S. Steel Corporation organized

Which of these titles would **BEST FIT** the timeline? *(Choices B and C are too broad, D can't be true as the 20th and 21st centuries aren't shown. Choice A the best choice since the timeline ends at the start of the 20th century.)*

- A. "19th Century U.S. Progress" *
- B. "What's New in America?"
- C. "Americans Move Forward"
- D. "U.S History Since 1962"

Which pair of actions or events reflects a cause-effect relationship?

- A. Standard Oil organized; U.S. Steel Corporation organized
- B. Homestead Act passed; American frontier declared closed *
- C. First skyscraper built in Chicago; tenements introduced
- D. John Hopkins opened; children 8-14 had to attend school

(Each pair of events should be stated as a sentence to see if it makes sense. For example, "Because the Homestead Act brought so many people westward, the American frontier closed.")

Which event **LEAST** affected the growth of industry in America?

- A. opening the first trans-continental railroad in 1869
- B. the purchase of Alaska and annexation of Hawaii *
- C. organization of the American Federation of Labor
- D. Thomas Edison's 1879 invention of the light bulb

(Choices A and D certainly helped industry, and C affected wages and worker conditions IN INDUSTRY. Choice B has little or nothing to do with industry.)

Which event(s) do you think **MOST** contributed to America becoming a stronger nation? Explain your ideas. *Answers will vary but should be well-reasoned.*

Changing with the Times

DIRECTIONS: Below is a list of changes that occurred in America by 1900. Explain the positive and negative effects you think each might have brought.

1. Discovery of oil in Pennsylvania in 1859 led to the organization of Standard Oil in 1870. U.S. production grew to 2 million barrels a year in just five short years. In the steel industry Andrew Carnegie founded Carnegie Steel in 1872.
2. Thomas Edison's invention of the light bulb led to the first electric station in New York in 1882. Alexander Graham Bell invented the telephone in 1876 and by 1900, 3/4 of American farmers had phones, compared to almost none in rural England. Transportation inventions included the steam engine, making rail and water travel faster and easier, the automobile, and the airplane. In all over 676,000 patents to protect the rights to new inventions were granted from 1860 to 1900.
3. The amount of land held by American farmers doubled between 1860 and 1900 to over 840 million acres. New inventions such as barbed wire, better plows, and fertilizers made farming easier and more efficient.
4. A number of people grew rich in America during the last decades of the 19th century. Monopolies emerged in almost every industry from steel and oil to meat packing and milling. By 1865 several hundred U.S. businessmen were millionaires.
5. Between 1850 and 1870, over five million people immigrated to the United States. Unlike earlier waves of immigrants, these came from Southern and Eastern Europe, were mostly poor, and looking for work. With unusual languages and ways, they did not "fit" into American society. They tended to keep to themselves, settling together in neighborhoods within large cities.

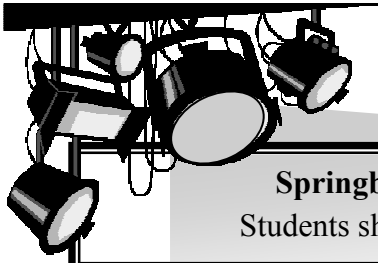
6. By 1900 more than 17 million people worked in American factories. Though wages were low and working conditions were dangerous, labor unions were slow to organize. The American Federation of Labor led by Samuel Gompers was the first to form in 1886, but by 1900 it still had only 500,000 members.

7. Before the Civil War there were very few publicly-funded schools, since education was mainly for the rich. However in the years after Reconstruction, a public school system was set up in almost every state. In 1870 there were only 500 public high schools in the nation. By 1910 that number had jumped to 10,000, and the number of college graduates tripled in that same period.

8. The population of the United States doubled in the years from 1870 to 1900. During that time the populations of America's cities tripled as four out of every ten Americans were urban-dwellers. By 1900 New York City already boasted a population of over 3.5 million people, second only to London.

9. By 1900 the West was officially "won" and was no longer a barren expanse. The buffalo were extinct, and Native Americans had been defeated at Wounded Knee, ending the Indian Wars. The Great Plains were occupied instead by farmers and cattlemen. Miners were hard at work in California, Montana, Wyoming and the Dakotas. Wealth and railroads were growing.

10. Literacy rates rose and books and other reading materials became more popular. Public libraries grew in number, stocked with the best-known authors and poets of the day: Mark Twain, Steven Crane, and Emily Dickinson. The invention of linotype in 1885 made printing easier and faster, leading to an explosion of newspapers and subscribers.



On the World Stage

Springboard:

Students should read “A New Attitude” and answer the questions.

Objective: The student will be able to describe changes in U.S. foreign policy during the last half of the 19th century and early 20th century.

Materials: A New Attitude (Springboard handout)
In My Time... (2 page handout)
Putting It All on the Line (handout)

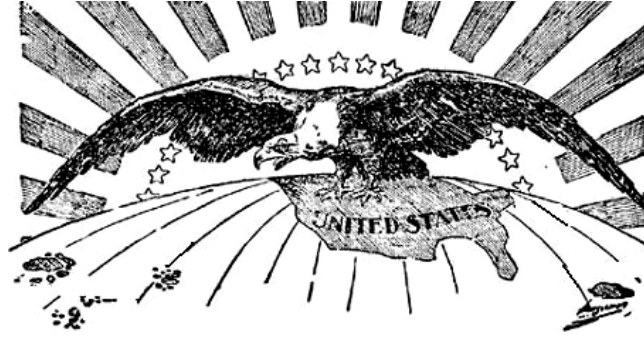
Terms to know: **markets** - places where goods are bought and sold
foreign policy - dealings between nations
imperialism - policy of taking over other lands to establish colonies and/or economic control
tariffs - taxes on imports and exports
customs houses - government offices for processing and taxing trade goods

Procedure:

- After reviewing the Springboard, explain that this lesson examines how America's role changed in the decades leading up to World War I.
- Distribute “In My Time...” and “Putting It All on the Line.” The student(s) should work individually, in pairs, or small groups to read about each leader’s foreign policy approach. Then using the analysis handout, they should indicate where they think each policy fits on the spectrum and explain their ideas.
- Have the student(s) share and compare their ideas and discuss. (*Answers will vary but should be explained.*) During the discussion, have the student(s) suggest how “yellow journalism” might impact events. (*Answers may vary, but the media CAN create hype about a subject to get everyone all riled up.*)
- For homework or lesson closure, have the student(s) write a short prediction and explanation of what they think the United States did when World War I began based on what they have learned about American foreign policy in this lesson. (*Again, answers will vary. This question is further addressed in future lessons.*)

A New Attitude

Throughout much of United States history, Americans had little interest in what was happening outside their borders. Most people including government leaders were more concerned with expanding the nation westward to achieve what they saw as its “manifest destiny” to stretch “from sea to shining sea.”



Then a huge shift in attitude began in the 1880's as Americans began to look outward.

There were several reasons for this shift in thinking, many related to the Industrial Revolution. As America's population, wealth, and economic activity boomed, many saw other nations as the key to further growth. Simply put, trade with other countries provided markets for all the new products being churned out by bustling factories.

However, this was not the only reason for foreign policy changes. Missionaries wanted to spread the Christian religion to the “backward” peoples of the world. Darwinism, the idea that the strongest survive, was interpreted by many to mean that the world should be in the hands of strong, successful Americans. Lastly, the U.S. had been left behind by the colonial scramble that had seized much of the globe. As latecomers to empire-building, Americans hoped to catch up to Europe. All were spurred on by “yellow journalism,” eye-catching, newspaper-selling headlines and stories with little basis in researched facts, aimed to encourage U.S. imperialism.

Great Britain, Germany, France, and other European countries had already gobbled up much of Africa and Asia. When the Monroe Doctrine was put forth in 1823, Europeans were warned that any attempt to establish control in the Western Hemisphere would be opposed by the United States. Thus as the 19th century came to a close, most of the world was already claimed by stronger powers. Only Latin America was still open to empire-building.

Which sentence **BEST** states the main idea of the passage?

- A. Manifest destiny had become an outdated idea by the late 1800's.
- B. Industry was the main reason for American foreign policy changes.
- C. Many factors in the late 1800's steered the U.S toward imperialism.
- D. European powers were stronger than the United States in 1880.

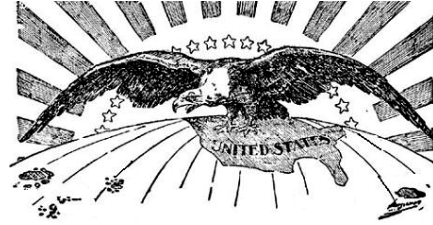
Which statement **MOST LIKELY** states the artist's view expressed in the cartoon?

- A. “The American eagle must be better protected!”
- B. “America is entering the dawn of imperialism.”
- C. “The sun rises and sets on the United States.”
- D. “America has no business in global affairs!”

Predict how you think America's new attitude may have impacted the nation and the world in the early 1900's. Support your ideas with passage information.

A New Attitude - Answers & Explanations

Throughout much of United States history, Americans had little interest in what was happening outside their borders. Most people including government leaders were more concerned with expanding the nation westward to achieve what they saw as its “manifest destiny” to stretch “from sea to shining sea.” Then a huge shift in attitude began in the 1880’s as Americans began to look outward.



There were several reasons for this shift in thinking, many related to the Industrial Revolution. As America’s population, wealth, and economic activity boomed, many saw other nations as the key to further growth. Simply put, trade with other countries provided markets for all the new products being churned out by bustling factories.

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Which sentence **BEST** states the main idea of the passage?

- A. Manifest destiny had become an outdated idea by the late 1800’s.
- B. Industry was the main reason for American foreign policy changes.
- C. Many factors in the late 1800’s steered the U.S toward imperialism. *
- D. European powers were stronger than the United States in 1880.

(Choice A is false; the U.S. had achieved its manifest destiny. Both B and D are details. C is the most general statement and summarizes the reading.)

Which statement **MOST LIKELY** states the artist’s view expressed in the cartoon?

- A. “The American eagle must be better protected!” *(Choice A is unrelated to the topic; C and D are related but B reflects the nation’s imperialism.)*
- B. “America is entering the dawn of imperialism.” *
- C. “The sun rises and sets on the United States.”
- D. “America has no business in global affairs!”

Predict how you think America’s new attitude may have impacted the nation and the world in the early 1900’s. Support your ideas with passage information. *(Predictions may vary but based on the reading, it is likely the U.S. would become involved in Latin America. Foreign policy in regards to this region is examined in this lesson.)*