



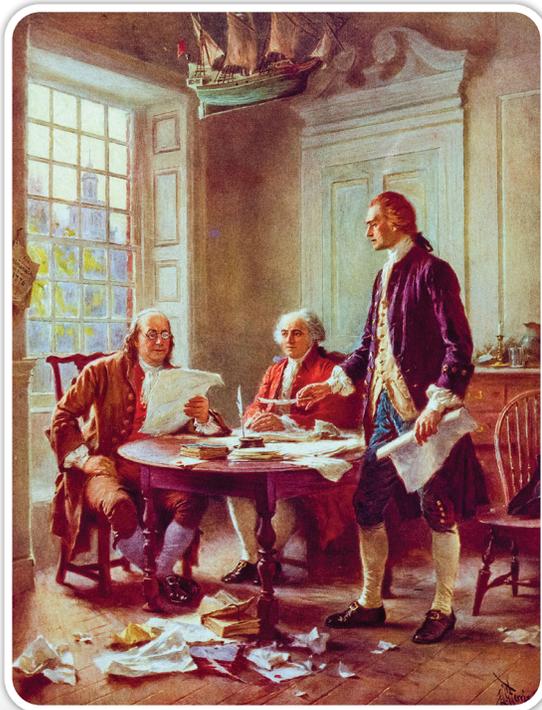
LOUISIANA HIGH SCHOOL U.S. HISTORY

# Land of Liberty

Telegraph



Teacher Guide, Volume 1



Declaration of Independence



Second Industrial Revolution



Louisiana Purchase

Victory in WWI







# LAND OF LIBERTY



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# Introduction

## ABOUT THIS PROGRAM

### Big Idea

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The history of the United States is a story of founding principles tested and redefined across two and a half centuries of growth, conflict, reform, and achievement. By examining the nation's origins, its successes and challenges, and its many transformations, students can better understand how the United States has developed and how its past continues to shape its present and future.

The study of U.S. history is essential to understanding the ideas, events, and struggles that have influenced America's past, present, and future. By learning about the founding of the republic, westward expansion, the Civil War and Reconstruction, the rise of industry, reform movements, the widening of civil rights and constitutional protections, and America's emergence as a world power, students gain insight into both the progress and the challenges of the nation's democratic experiment.

The most important ideas in Volume 1 are:

- The United States was founded in the late eighteenth century through conflict with Great Britain and the development of unprecedented principles in the Declaration of Independence, the Constitution, and the Bill of Rights.
- Early leaders faced the challenge of applying the nation’s founding ideals to real political, economic, and foreign policy decisions, testing the durability of the new republic.
- Westward expansion transformed the United States by opening opportunities for settlers, reshaping the economy, generating conflict with Native Americans, and inspiring the idea of manifest destiny.
- The debate over slavery and its spread drove increasingly fraught sectional debates, culminating in the Civil War. The period of Reconstruction that followed abolished slavery and extended citizenship and voting rights but also left legacies of violence, discrimination, and resistance that persisted for decades.
- Industrialization and urbanization in the late nineteenth and early twentieth centuries reshaped American society, creating new economic opportunities while also sparking challenges such as labor struggles, political corruption, and social reform.
- Progressive reformers sought to improve society through new laws and institutions, and women and African Americans pushed for the recognition of their rights and equality under the law.
- The women’s suffrage movement achieved a major victory with the passage of the Nineteenth Amendment in 1920, securing the right to vote for women and reshaping American democracy.
- By the turn of the twentieth century, the United States had expanded its influence beyond its borders through diplomacy and war, acquiring territories overseas, intervening in Latin America, and asserting itself in the Pacific.
- Initially reluctant to join World War I, the United States was eventually drawn into the conflict. American entry contributed to the Allied victory, while at home, mobilization spurred economic growth, social change, restrictions on civil liberties, and growing debates over the nation’s expanding international role.

## PROGRAM RESOURCES

### Student Components

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*Land of Liberty*, Student Volumes 1 and 2—six units (three in Volume 1, three in Volume 2)

The Student Volumes provide traditional narrative text and high-quality images that explain and discuss the foundation, development, growth, challenges, and achievements of the United States from the years leading up to the American Revolution through the 2008 election. Interspersed with the text and images are

Primary Source Features and Think Twice boxes, which pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. Possible responses to the Think Twice questions are provided in the topic-level support in the Teacher Guide. Each Student Volume also includes a glossary of vocabulary terms.

 *Land of Liberty DBQ Workbook* Student Edition

The DBQ Workbook that accompanies this program provides additional primary and secondary sources related to content in the Student Volumes, including text excerpts, photographs, graphs, and political cartoons. These supplementary sources build on essential ideas within each unit. Each source in the workbook is followed by a set of questions that ask students to apply their knowledge of U.S. history.

## Teacher Components

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*Land of Liberty* Teacher Guide, Volumes 1 and 2—six units (three in Volume 1, three in Volume 2)

The Teacher Guide includes topic-level lessons aligned to each unit of the Land of Liberty Student Volumes that contain background and support notes, scaffolded primary source analyses, discussion prompts, and questions designed to reinforce the topic content. The guide also includes activities; those that require additional research time and challenge students to investigate beyond the core standards-based instruction are labeled “Extension Activity.”

Topic assessments, a document-based Performance Task Assessment, and activity pages are included in the Teacher Resources at the end of every unit.

- The topic assessments test knowledge of each topic using standard testing formats.
- The Performance Task requires students to apply the knowledge learned during the unit by responding in writing to a claim and supporting their answer with details from primary sources and the unit reading.
- The activity pages are designed to support, reinforce, and extend content and activities presented in the unit.

 *Land of Liberty DBQ Workbook* Teacher Edition

The DBQ Workbook that accompanies this program provides additional primary and secondary sources related to content in the Student Volumes, including text excerpts, photographs, graphs, and political cartoons. These supplementary sources build on essential ideas within each unit. Each source in the workbook is followed by a set of questions that ask students to apply their knowledge of U.S. history. The Teacher Edition provides exemplar answers to these questions and prompts for class discussion and debate, as well as an optional Primary Source Analysis Activity Page and suggestions for implementation, including question frames to further guide historical thinking.

*Land of Liberty* Instructional Slide Deck—These individual images reinforce key concepts from the Student Volume. In addition to an image, each slide contains a caption and speaker notes designed to guide the teacher as they and students progress through a topic.

Use this link to download the Land of Liberty Online Resources, where the specific links to the Instructional Slide Decks may be found:

Online Resources



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

The Online Resources for each unit also include links to resources mentioned in the topic-level support in the Teacher Guide, including maps, diagrams, images, and videos. You should check the links prior to using them in class to assess their suitability.

## USING THE TEACHER GUIDE

### Pacing Guide

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*Land of Liberty* can be implemented as a semester course or a full-year course. We have provided detailed pacing guides as guidance on how to use both volumes of *Land of Liberty* in a semester or full school year. You will find the Sample Pacing Guides in the Land of Liberty Online Resources. There are many options and ways that you may choose to individualize this program for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview the entire program and create your pacing guide before teaching the first unit.

Online Resources



To find the Sample Pacing Guides, download the Land of Liberty Online Resources:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

### What Teachers Need to Know

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Each topic of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the topic content. The background information will summarize the topic content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning.

To find the What Teachers Need to Know documents, look for the link to download the Land of Liberty Online Resources at the beginning of each topic.

### Talk It Over

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Each topic includes multiple opportunities for discussion or debate, in the Guided Reading and in the DBQ Workbook. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

Online Resources



For more about classroom discussions and debates, including an evaluation rubric, download the Land of Liberty Online Resource “About Class Discussions and Debates”:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Framing Questions

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At the beginning of each Teacher Guide topic, you will find a Framing Question, also found at the beginning of each Student Volume topic. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the topic. The Framing Questions, by topic, are:

<b>Topic</b>	<b>Framing Questions</b>
<b>Unit 1</b>	
<b>1</b>	What ideas and events influenced the founding of the United States of America?
<b>2</b>	What were the effects of westward expansion on the United States, its people, and Native Americans?
<b>3</b>	What were the effects of the Civil War and Reconstruction on the United States?
<b>Unit 2</b>	
<b>1</b>	How did the process of late nineteenth-century westward expansion change the economy, society, and culture of the United States?
<b>2</b>	What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?
<b>3</b>	To what extent were the progressives successful in their goals?
<b>Unit 3</b>	
<b>1</b>	What events and policies led to the United States becoming a world power?
<b>2</b>	What were the effects of U.S. involvement in World War I?

## Core Vocabulary

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Domain-specific vocabulary and phrases highlighted in each topic of the Student Volume are listed at the beginning of each Teacher Guide topic, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary terms in Volume 1, by topic, are:

<b>Topic</b>	<b>Core Vocabulary</b>
<b>Unit 1</b>	
<b>1</b>	Parliament, salutary neglect, revenue, dissent, repeal, subsidize, autonomous, militia, inalienable, mercenary, separation of powers, checks and balances, sovereignty, diplomacy, confederation, mutiny, republic, federalism, apportionment, codify, popular sovereignty, treason, ratification, partisan, sedition
<b>2</b>	civilian, abolition, strike down, unconstitutional, judicial review, impressment, nationalism, tariff, inflation, recession, annexation, patronage, assimilate
<b>3</b>	secession, sectionalism, de facto, inherent, conscription, franchise, extralegal, occupation, segregation

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**Unit 2**

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- |          |  |
|----------|--|
| <b>1</b> | transcontinental, bond, nativism, reservation, amnesty   |
| <b>2</b> | industrialization, urbanization, capitalism, socialism, communism, entrepreneur, raw material, corporation, monopoly, trust, mechanization, sweatshop, anarchy, xenophobia, political machine, party boss, strike, injunction, collective bargaining |
| <b>3</b> | populism, bimetallism, cooperative, platform, lynching, accommodationist, suffragist, initiative, recall, referendum   |
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**Unit 3**

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- |          |   |
|----------|---|
| <b>1</b> | ambassador, imperialism, sphere of influence, protectorate, coup  |
| <b>2</b> | neutrality, militarism, alliance, artillery, arms race, ultimatum, trauma, isolationism, mobilization, infantry, offensive, armistice, propaganda, espionage, precedent |
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**Activity Pages**

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The following activity pages can be found in the Teacher Resources for each unit. They are to be used with the topic specified either as reference, for additional classwork, or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

**Activity Pages**

AP 1.1  
AP 1.2  
AP 2.1  
AP 3.1

**Unit 1**

- Topics 1–3—Primary Source Analysis (AP 1.1)
- Topic 1—Venn Diagram (AP 1.2)
- Topic 2—The American System (AP 2.1)
- Topic 3—Domain Vocabulary: Unit 1 (AP 3.1)

**Activity Pages**

AP 1.1  
AP 1.2  
AP 3.1

**Unit 2**

- Topics 1–3—Primary Source Analysis (AP 1.1)
- Topic 1—Native American Conflicts (AP 1.2)
- Topic 3—Domain Vocabulary: Unit 2 (AP 3.1)

**Activity Pages**

AP 1.1  
AP 2.1

**Unit 3**

- Topics 1–2—Primary Source Analysis (AP 1.1)
- Topic 2—Domain Vocabulary: Unit 3 (AP 2.1)

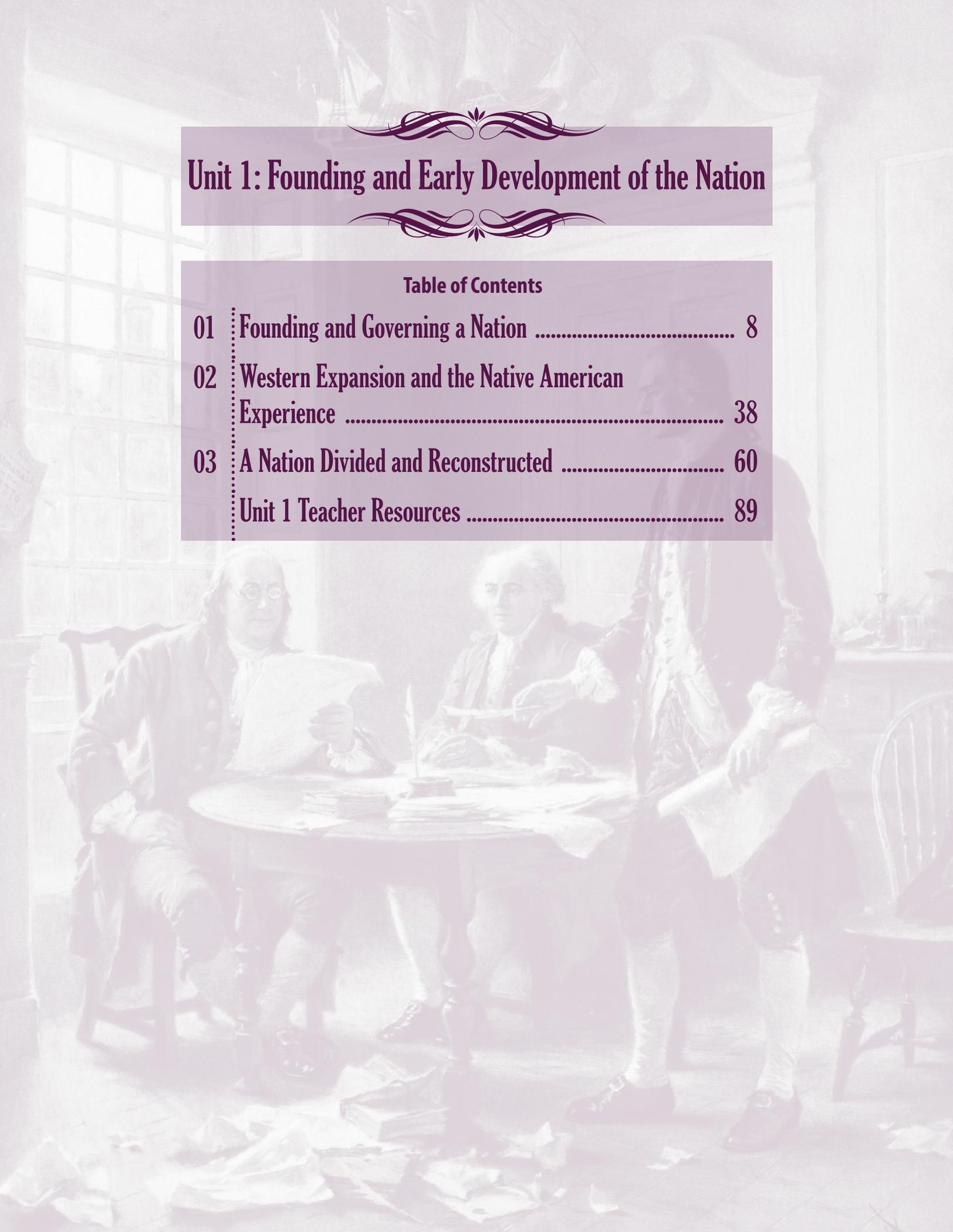


# Unit 1: Founding and Early Development of the Nation



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# TOPIC 1: Founding and Governing a Nation

**Framing Question:** What ideas and events influenced the founding of the United States of America?

## Primary Focus Objectives

- ✓ Examine and explain key events that led to and comprised the American Revolution as well as its achievements and results. **(US.7, US.7.a)**
- ✓ Analyze and evaluate ideas of the Declaration of Independence and the U.S. Constitution, including “inalienable rights” and “consent of the governed,” and explain why they were unprecedented. **(US.7.c, US.7.d)**
- ✓ Describe weaknesses of the Articles of Confederation and how they were addressed in exceptional ways by the U.S. Constitution and Bill of Rights. **(US.7.e, US.7.f, US.7.g)**
- ✓ Analyze major events and developments of the Washington and Adams presidencies. **(US.7.h)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Parliament, salutary neglect, revenue, dissent, repeal, subsidize, autonomous, militia, inalienable, mercenary, separation of powers, checks and balances, sovereignty, diplomacy, confederation, mutiny, republic, federalism, apportionment, codify, popular sovereignty, treason, ratification, partisan, sedition.*

## What Teachers Need to Know

**Online Resources** For background information, download the Land of Liberty Online Resource “About Founding and Governing a Nation”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

### Activity Pages



AP 1.1  
AP 1.2

- individual student copies of Primary Source Analysis (AP 1.1) and Venn Diagram (AP 1.2)
- political cartoon “The Bostonians Paying the Excise Man”
- article “Such Ruins Were Never Seen in America”
- poem “Concord Hymn”
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- map of the United States

### Online Resources



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the cartoon, article, poem, worksheet, and map may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**Parliament, n.** the legislative body of Great Britain, composed of the House of Lords and the House of Commons (4)

*Example:* The American colonists protested their lack of representation in Parliament.

*Variations:* parliament (n.), parliamentary (adj.)

**“salutary neglect” (phrase)** policy under which the British government allowed its North American colonies to control many trade and regional government decisions as long as the colonies remained profitable and loyal (4)

*Example:* Many American colonists considered the levying of several new taxes and duties by Great Britain to be an upsetting departure from decades of salutary neglect.

**revenue, n.** income; money brought in (5)

*Example:* The king demanded more tax revenue to pay his country’s debts.

**dissent, n.** public disagreement with an official decision (7)

*Example:* There was widespread dissent on the issue of taxation throughout the colonies, inspiring various forms of protest.

*Variations:* dissent (v.)

**repeal, v.** to cancel or reverse a law (8)

*Example:* Parliament repealed the harsh act, a decision that was greeted with cheers by the public.

*Variations:* repeal (n.)

**subsidize, v.** to support with public money (9)

*Example:* In the twentieth century, there was frequent debate about the degree to which the government should subsidize health care.

*Variations:* subsidy (n.)

**autonomous, adj.** making decisions for oneself and acting on them without interference (10)

*Example:* The colonies were autonomous in some ways, even though they were not completely independent.

*Variations:* autonomy (n.)

**militia, n.** a body of regular citizens who volunteer for part-time or on-demand military service (10)

*Example:* The militia stockpiled weapons and supplies in anticipation of the war.

**inalienable, adj.** unable to be lost, given up, or taken away (18)

*Example:* Life, liberty, and the pursuit of happiness are everyone’s inalienable rights.

**mercenary, n.** a private individual hired to fight on behalf of a foreign country (21)

*Example:* The mercenary had to supply his own firearm but was provided with ammunition.

*Variations:* mercenary (adj.)

**separation of powers, n.** the division of government into different branches with distinct powers and responsibilities (24)

*Example:* Under the separation of powers, Congress makes laws and the courts interpret them.

**checks and balances, n.** a system in which the branches of government can limit each other’s powers (25)

*Example:* Without checks and balances, one branch of government might grow to dominate the others.

**sovereignty, n.** a state’s or country’s authority to govern itself and its people (25)

*Example:* The island nation fought to protect its sovereignty from foreign navies.

*Variations:* sovereign (n., adj.)

**diplomacy, n.** the process of managing and communicating with foreign governments peacefully to meet policy goals (25)

*Example:* It took many months of diplomacy, but the three nations finally all signed the controversial treaty.

*Variations:* diplomat (n.), diplomatic (adj.)

**confederation, n.** a group of individual states that join together for specific, limited purposes (25)

*Example:* The confederation members agreed to defend each other in wartime but otherwise remained independent.

*Variations:* confederate (n., adj., v.)

**mutiny, n.** a rebellion by soldiers or sailors against their commanding officers (26)

*Example:* The sailors committed a violent mutiny and took over the ship when the captain withheld their pay.

*Variations:* mutineer (n.), mutinous (adj.)

**republic, n.** a system of government in which citizens exercise power through their elected representatives (27)

*Example:* Voting is a key responsibility for citizens of a republic.

*Variations:* republican (n., adj.)

**federalism, n.** a system of government in which power is shared between the national government and the states (27)

*Example:* One challenge of federalism is deciding where state powers end and national powers begin.

*Variations:* federalist (n., adj.)

**apportionment, n.** the assignment of seats in a legislature or other government body (28)

*Example:* The apportionment of the Senate is equal by state, while the apportionment of the House of Representatives is based on population.

*Variations:* apportion (v.)

**codify, v.** to standardize or classify (29)

*Example:* Following the ratification of the Constitution, the Founders worked to codify individual rights by including them in the Bill of Rights.

**popular sovereignty, n.** the principle that a government's powers originate from the people and that government actions should reflect the will of the people (29)

*Example:* Under popular sovereignty, public officials are meant to serve the people, not rule them.

**treason, n.** the crime of attempting to overthrow one's government or aid its enemies (29)

*Example:* Criticizing or even ridiculing public officials is not treason, but leading an army to take over the Capitol is.

*Variations:* treasonous (adj.)

**ratification, n.** formal adoption of a treaty or other agreement (29)

*Example:* The ratification of the Constitution took a long time and a great deal of debate.

*Variations:* ratify (v.)

**partisan, adj.** based on support of political parties or movements (35)

*Example:* George Washington worried that partisan politics would divide and weaken the country.

*Variations:* partisan (n.), partisanship (n.)

**sedition, n.** an act of inciting resistance or revolt against a government (38)

*Example:* Congress passed legislation targeting sedition when many Americans began to protest the federal government's actions during the Quasi-War.

*Variations:* seditious (adj.)

### Introduce *Founding and Early Development of the Nation*

Direct students to examine the unit opener image, which shows the writing of the Declaration of Independence. Explain that the Declaration of Independence was one of the first steps in forming a new government. It justified the colonies' decision to break away from Great Britain and laid the foundation for establishing their own system of rule. Ask students to name possible "must-dos" of a brand-new government, including what is necessary for its structure and initial authority. Students will likely mention drafting laws, establishing a procedure for electing or selecting government officials, and determining the role of the people within the government.

### Introduce "Founding and Governing a Nation"

Call students' attention to the Framing Question. Tell students to look for events that convinced the American colonists that they should be independent, as well as for writings and speeches that seem to express "American" values as they understand the term today.

### Guided Reading Supports for "Founding and Governing a Nation"



#### "The Boston Tea Party," pages 2–3

**Scaffold understanding as follows:**

**Have students read the section on pages 2–3.**

**SUPPORT**—Students may need help with the distinction between Britain, Great Britain, and England. Explain as needed that Great Britain is the largest island of the British Isles and includes the countries of England, Scotland, and Wales. At the time of the American Revolution, there was a Kingdom of Great Britain that combined these three countries into a single political entity under a single ruler. This is the political entity that is usually meant when people refer to *Britain* or *the British* in the context of the American Revolution. The country was expanded to include Ireland in 1801 (and still includes Northern Ireland), and its name changed to the United Kingdom of Great Britain and Ireland (now the United Kingdom of Great Britain and Northern Ireland). Mentions of *Britain* after that early nineteenth-century change (e.g., *the British ambassador*) refer to that country, the United Kingdom.

**SUPPORT**—Although the tea aboard the ships belonged to the British East India Company, the ships themselves—the *Dartmouth*, the *Eleanor*, and the *Beaver*—were American-owned vessels. Under the British mercantilist system, which primarily focused on trade as a way to build a country's wealth and power, colonial merchants often transported British goods as part of tightly controlled trade networks that benefited the home country. This system meant that even American ships and crews played a role in advancing British economic interests—one reason colonists found laws like the Tea Act so frustrating.

**SUPPORT**—Students may wonder why the governor of Massachusetts was loyal to the Crown. Share that governors in Massachusetts, as in most of the thirteen colonies, were appointed by the king and not elected by the people. In only two so-called charter colonies—Connecticut and Rhode Island—did the colonists elect their governors.

**After students read the text, ask the following questions:**

**LITERAL**—What disagreement led to the Boston Tea Party? **(US.7.a)**

- » The disagreement that led to the Boston Tea Party was between the people of Massachusetts, who wanted to deny entry to ships arriving in Boston Harbor, and the governor, who wanted to allow the ships to enter so they could unload their cargo.

**ANALYTICAL**—Why did the protesters target tea shipments specifically? **(US.7.a)**

- » The protesters targeted tea because it was one of the goods being taxed without colonists having any say in the matter. They feared that allowing the tea on the ships in Boston Harbor to be unloaded, sold, and taxed in the colonies would show the British that they could tax the colonies as they pleased.

**“Before the Revolution,” pages 4–5**

**Scaffold understanding as follows:**

**Have students read the section on pages 4–5.**

**CORE VOCABULARY**—Point out the vocabulary terms *Parliament* and *salutary neglect*, and explain their meanings.

**SUPPORT**—Point out the phrase “religious refugees” in the first paragraph of the section. Explain that this refers to people who left Europe, especially England, to escape persecution for their religious beliefs. Many early colonists, such as the Pilgrims who settled Plymouth in 1620 and the Puritans who founded Massachusetts Bay in 1630, came to North America seeking religious freedom.

**SUPPORT**—Explain that the term *French and Indian War* reflects the then-widespread tendency to refer to Native Americans as “Indians.” Though inaccurate and less often used today, the term *Indian* appears with this meaning in many eighteenth- and nineteenth-century sources. Clarify that although this war began in 1754, it is related to the Seven Years’ War of 1756–63, which originated in Europe. Both were part of a wider conflict between Great Britain and France.

**SUPPORT**—Point out the image on page 4, and invite students to examine the postures and facial expressions of the citizens whose homes the soldiers are intruding upon. Explain that the phrase “in practice and in principle” means that both the actual housing of troops *and* the idea of having to do so were unpopular. Ask students to explain why quartering might have been an especially unpopular practice. (*Possible response: Americans were probably unwilling to provide space and shelter to British soldiers whom they considered as representative of a government impeding on their rights.*) **(US.7, US.7.a)**

**After students read the text, ask the following questions:**

**INFERENTIAL**—What prompted the British Parliament to enact laws that raised taxes in the North American colonies? Why might it have felt justified in doing so? **(US.6.a, US.7, US.7.a)**

- » Parliament enacted laws that raised taxes in the North American colonies to help pay for the war debts from the Seven Years’ War, which had included conflict in North America. Parliament might have felt justified in raising taxes because it believed that the British military had helped protect the colonists in the war.

**ANALYTICAL**—In what way was the Proclamation of 1763 intended to prevent conflict? (US.7, US.7.a)

- » The Proclamation of 1763 aimed to prevent conflict between British colonists and Native Americans by creating a frontier zone where the colonists could not settle. In principle, this was intended to limit settlers’ encroachment on Native American lands.

✓ **THINK TWICE**—Why did the relationship between Great Britain and its American colonies deteriorate in the late eighteenth century?

- » The colonists began to feel that their rights as “Englishmen” were more and more under threat and that their right of self-government was being undermined.

## “Taxation Without Representation,” pages 5–8

**Scaffold understanding as follows:**

**Have students read the section on pages 5–8.**

**CORE VOCABULARY**—Point out the vocabulary terms *revenue*, *dissent*, and *repeal*, and explain their meanings.

**SUPPORT**—Explain that the Sugar Act was expected to raise less protest than other forms of taxation because sugar was then considered a luxury good. The strategy failed because the tax on sugar eventually impacted rum manufacturers in New England, who depended on the sugar for production. The colonists did not object to taxes per se, but they did object to taxes being imposed on them specifically, from overseas, and in a way that had a ripple effect on part of the colonies.

**SUPPORT**—Invite students to examine the timeline on page 7 and note the numerous laws passed between 1764 and 1774. Ask: How does this timeline help explain why the colonists considered George III a tyrant when they had regarded his grandfather George II much more favorably? (*Possible response: Under George II, the colonists had gotten used to having a lot of autonomy. During the reign of his grandson George III, a huge number of taxes and other restrictive or punitive laws were passed in just over a decade.*) (US.7, US.7.a)

**SUPPORT**—Explain to students that a *grievance* is a formal complaint about something that is unfair or harmful.

**After students read the text, ask the following questions:**

**LITERAL**—What did the goods targeted by the Townshend Acts have in common? (US.7, US.7.a)

- » All of the goods taxed under the Townshend Acts were typically imported, rather than produced within the North American colonies.

**ANALYTICAL**—Who did the colonists believe had the authority to tax the colonies? How do you know? (US.6.a, US.6.b, US.7, US.7.a)

- » The colonists believed that their own elected assemblies, such as the Virginia House of Burgesses, had taxation authority over the colonies. This is evident from the burgesses’ claim that they had the “sole exclusive . . . power” to levy taxes in Virginia.

✓ **THINK TWICE**—What is taxation without representation, and why was it a source of conflict between the American colonists and the British government?

- » Taxation without representation happens when a tax is imposed on people who did not have a say in making the tax laws or electing those who make them. The American colonists rejected certain taxes because they felt that, like Englishmen living in England, they should have representation in the government that decided how they were being taxed.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What ideas and events influenced the founding of the United States of America?”

**Primary Source Feature: “Declaration of Rights and Grievances, Stamp Act Congress, 1765,” page 6**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 6.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Explain the earlier and broader meaning of *congress* as it appears in the term *Stamp Act Congress*: a formal meeting of people who have been appointed or elected to represent a larger group. Students may wonder why Congress, the U.S. legislature, has the same name as these earlier, irregular, and ad hoc meetings. In fact, the United States Congress, though it now meets year-round, was originally an annual meeting much shorter in duration. (Students will learn more about the evolution of the congressional term in Unit 4.)

**SUPPORT**—Explain to students that *liege* as it is used in the source means loyal or faithful. Confirm that students understand that to *repeal* means to cancel or reverse.

**SUPPORT**—Remind students that the House of Commons is one of two chambers of the British Parliament. Specifically, it is the lower house, analogous to the House of Representatives in the U.S. legislature. The upper house of Parliament is the House of Lords. For most of its history, including the period covered in this unit, membership in the House of Lords was hereditary or by appointment by the monarch.

**SUPPORT**—Note the noun sense of the word *sovereigns*, and explain its meaning in this context (monarchs or rulers).

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What are the “grievances” to which the petition’s authors refer? (**US.5.a, US.7, US.7.a**)

- » The grievances referred to are the unfair taxes imposed by the Stamp Act.

**ANALYTICAL**—Why did the members of the Stamp Act Congress cite the “rights of Englishmen” in their declaration? (US.5.a, US.5.b, US.7, US.7.a)

- » The members of the Stamp Act Congress were technically Englishmen and wanted to show that they were being treated unfairly compared to their countrymen who lived in England. They wanted to point out that a double standard was being applied in taxing some English subjects without their consent while allowing others to elect representatives to decide what the taxes would be.

## “Colonists Push Back” and “Paul Revere’s Engraving,” pages 8–10

**Scaffold understanding as follows:**

**Have students read the section “Colonists Push Back” on pages 8–10.**

**CORE VOCABULARY**—Point out the vocabulary terms *subsidize* and *autonomous*, and explain their meanings.

**SUPPORT**—Display the political cartoon “The Bostonians Paying the Excise Man.” (Note: This cartoon includes an illustration of a noose.) Invite students to identify and comment on details of this highly stylized and symbolic portrayal, such as the noose hanging from the tree, the teapot, and the Boston Tea Party depicted in the background. Explain that not all colonial protests were peaceful; colonists sometimes tarred and feathered tax collectors to punish and intimidate them. (US.5.a)

For a prose account of an episode of Stamp Act–inspired vandalism and looting, see the article “‘Such Ruins Were Never Seen in America’: The Looting of Thomas Hutchinson’s House at the Time of the Stamp Act Riots” from the Colonial Society of Massachusetts.

**Reminder:** The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**SUPPORT**—Examine with students the illustration of the Boston Massacre victims’ coffins on page 9. Explain that the *Æ* on Samuel Maverick’s coffin is from Latin *aevum*, or age, and means a person’s age at time of death. Thus, Samuel Maverick was seventeen when he was killed. Ask students to explain why the engraver might have included that detail in an otherwise simple illustration. (Possible response: *The fact that a teenager was killed would make the colonists even more angry at the British.*) (US.5.a, US.5.c)

**Have students read the sidebar “Paul Revere’s Engraving” on page 9.**

**SUPPORT**—Lead students in examining Paul Revere’s engraving of the Boston Massacre. Point out the phrase “helped raise the indignation” in the last sentence of the sidebar. *Indignation* means anger or annoyance provoked by something perceived as unfair or unjust. Also, point out that the portrayal makes the redcoats (described in the original caption as “taking great pleasure in firing at the town’s people”) seem like an organized firing squad, not a panicked group surrounded by a mob, and that it shows them enjoying their act of bloodshed. Lead students to discuss the engraving’s status as a piece of political propaganda. (US.5.a, US.5.c)

Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—How did colonists protest the Tea Act of 1773? (US.7, US.7a)

- » Colonists protested the Tea Act of 1773 by boycotting tea and by destroying tea shipments in the Boston Tea Party.

**INFERENTIAL**—Why did Revere use the name “Boston Massacre” for the shootings that took place in Boston in March 1770? What would have been the effect if the name “Boston Incident” or “Boston Riot” had been used instead? (US.6.a, US.7a)

- » Calling the incident a massacre made it seem like a one-sided, calculated, and ruthless act of violence on the part of the British soldiers. This stirred up colonists’ anger and resentment. If it had been called an incident or a riot, it may have been harder to convince people that the British soldiers were murderers.

 **THINK TWICE**—What actions did colonists take to oppose British laws before the American Revolution?

- » Colonists protested laws they considered unfair by conducting boycotts.

**“The Colonies Unite,” pages 10–13**

**Scaffold understanding as follows:**

**Have students read the section on pages 10–13.**

**CORE VOCABULARY**—Point out the vocabulary term *militia*, and explain its meaning.

**SUPPORT**—Explain that an *armory* is a place where weapons and other military equipment are stored.



**SUPPORT**—Invite students to examine the map of the Battles of Lexington and Concord on page 12. Point out the scale of the map: All of the places involved in these historic battles are within about twenty miles (32 km) of each other. Ask students to use the map to suggest reasons that Charlestown was both a strategically beneficial and vulnerable location. (*Charlestown sits on a peninsula overlooking Boston Harbor. This position provided the British Army with a place from which they could view the harbor and possibly fire on enemy ships, but it could be simply cut off from the rest of the landmass.*) (US.4, US.7a)

**SUPPORT**—Explain to students that the Patriots used guerilla warfare in their initial confrontations with the British, a kind of irregular military action often employed by small groups with fewer resources than a dedicated military—for example, hit-and-run attacks and raids on British supply lines. The term *guerilla* was first coined after the American Revolution in the 1800s and is often used in descriptions of twentieth-century conflicts, including the Vietnam War, about which students will read in Unit 5.

**SUPPORT**—Explain to students that during the American Revolution, there were two separate Continental Congresses, each with different goals, durations, and outcomes. The First Continental Congress lasted less than two months in 1774 and aimed only to frame an immediate response to the Intolerable Acts. The Second Continental Congress lasted six years (1775–81) and, in addition to producing the Declaration of Independence and the Articles of Confederation, served as the de facto American government during the revolution.



**SUPPORT**—Students may be curious why Georgia did not send a delegate to the First Continental Congress. Part of the answer is that Georgia’s Loyalist governor blocked efforts to appoint and send delegates. Additionally, British military protection from Native American attack had helped Georgia’s colonial leaders prosper economically. Thus, the colony had stronger Loyalist leanings at the beginning of the Revolutionary War than did many of its northerly counterparts. (This point will resurface when discussing Cornwallis’s strategy of seeking to retake the South with Loyalist support.)

**SUPPORT**—American poet Ralph Waldo Emerson coined the phrase “shot heard round the world” in his 1837 poem “Concord Hymn.” Display the poem for students, and ask a volunteer to read it aloud. Prompt the class to consider what its significance might have been more than fifty years after the Battles of Lexington and Concord. **(US.5.a, US.5.c, US.7.a)**

**After students read the text, ask the following questions:**

**LITERAL**—What was the immediate outcome of the First Continental Congress? **(US.7, US.7a)**

- » The immediate result of the First Continental Congress was a decision to resist the importation of British goods.

**ANALYTICAL**—Why was the first gunshot at Lexington referred to as “the shot heard round the world”? **(US.7, US.7a, US.7.d)**

- » “The shot heard round the world” refers to the worldwide implications for democracy, self-determination, and colonialism of the American Revolution. It marked the first battle in what would become the first successful colonial war for independence in modern times. The emergence of an independent United States would change the balance of power in Europe and its remaining colonies, and it would inspire other movements, such as the French Revolution.

 **THINK TWICE**—How did the events of 1774 and 1775 change the goals of the American colonists and their leaders?

- » The events of these years shifted the colonists’ goals from gaining greater respect and autonomy within the British Empire toward leaving the British Empire. The Battles of Lexington and Concord showed that violent confrontations could be expected if the colonists tried to assert their autonomy while remaining subjects of Britain.

**Primary Source Feature: “Give Me Liberty, or Give Me Death,” Patrick Henry, 1775,” page 11**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 11.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Patrick Henry’s religious appeals were part of his strategy for inspiring his listeners. Ask students what “the means which the God of nature hath placed in our power” refers to. (*It refers to whatever resources the colonists had that would help them win a war for independence; these might include a large population compared to the British Army, great distance from Britain, and a huge landmass with ample natural resources.*) Then ask students

what Henry is implying when he says “a just God . . . presides over the destinies of nations.” (Possible response: He means that the outcome of a war for independence is divinely ordained, and the “right side”—the American colonists’ side—will win.) (US.5.b, US.7.a)

**SUPPORT**—Explain that *election* originally and literally meant choice. When Henry says, “We have no election,” he means that the colonists have no real choice but to fight. Invite students to draw the connection between this meaning and the modern sense of *election* (i.e., selection of a representative for political office). (US.6.a, US.7, US.7.a)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—What reason does Patrick Henry give for seeking independence without delay? (US.5.a, US.7.a)

- » Patrick Henry argues that the colonists must seek independence now because the longer they wait, the more oppressed they will become. He points out that “irresolution and inaction” will give British authorities an opportunity to station more troops in the colonies and to seize colonial militias’ weapons.

**ANALYTICAL**—How accurate was Patrick Henry’s statement that the Revolutionary War was “actually begun”? If it was not accurate, why do you think he made this claim? (US.5.b, US.7.a)

- » The statement is not entirely accurate: The war had not really begun because no battles had been fought. He is exaggerating to excite and motivate his listeners.

### “The Olive Branch Petition,” page 13

**Scaffold understanding as follows:**

**Have students read the section on page 13.**

**SUPPORT**—Explain that an olive branch can be used as a symbol of peace. When someone “extends an olive branch,” it means that they are offering to pause hostilities so that the two sides can begin negotiating.

**SUPPORT**—Point out the term *Continental Army*, and connect it with the earlier term *Continental Congress*. Ask students to identify implications of the American colonists’ use of these terms. (Possible response: They considered the North American continent to be its own place, not a territory of Britain.) (US.7.a)

**After students read the text, ask the following questions:**

**LITERAL**—How did King George III respond to the Olive Branch Petition? (US.7, US.7.a)

- » King George III rejected the petition without even reading it, declared the colonists rebels, and ordered troops to put down the rebellion.

**LITERAL**—What was George Washington’s background prior to leading the Continental Army? (US.7.a)

- » Before becoming general of the Continental Army, George Washington had led British forces in the French and Indian War and was a burgess in the Virginia colonial legislature.

**LITERAL**—How did British forces ultimately respond to the siege of Boston? (**US.7, US.7.a**)

- » During the siege of Boston, British forces ultimately abandoned the city and relocated north to their home base in Nova Scotia.

 **THINK TWICE**—What motivated the Second Continental Congress to initially offer the Olive Branch Petition to King George III and Parliament?

- » They offered an “olive branch” (in the form of a written petition) in a final effort to avoid open war between the British Army and the colonial militias.

### Primary Source Feature: “The Olive Branch Petition, 1775,” page 14

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 14.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Tell students that the “Majesty’s Minsters” were members of Parliament who advised the king in different capacities.

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—According to the petition, why did the colonists raise arms against the British? (**US.5.a, US.7a**)

- » According to the petition, the colonists were forced to raise arms because of the actions of the British. As the text states, “Your Majesty’s Ministers . . . have compelled us to arm in our own defence.” In the months before the Olive Branch Petition, colonists and British forces clashed at Lexington and Concord, where “the shot heard round the world” marked the beginning of the American Revolution.

**LITERAL**—What were the “open hostilities” to which the petition refers? (**US.5.a, US.7a**)

- » The “open hostilities” included the Battles of Lexington and Concord (April 1775) and the Battle of Bunker Hill (June 1775).

**ANALYTICAL**—What evidence best supports the idea that the Olive Branch Petition was an attempt by the colonists at reconciliation with the British? (**US.5.b, US.7.a**)

- » John Dickinson, who wrote the petition, claims that the colonists did not want to raise arms against the British. He describes the colonists as “faithful” and expresses “distress” at the possibility of the conflict continuing. The petition states that the colonists “most ardently desire the former harmony between her [Britain] and these colonies may be restored.” This means that the colonists would like to restore the relationship that the British and the colonists enjoyed before the revolution began.

Activity Page



AP 1.1

**ANALYTICAL**—The authors say that their “own particular misfortunes” are only “parts” of what will happen if the conflict continues. What do they mean by this? (US.5.b, US.7a)

- » The authors may be pointing out that non-colonial British subjects will suffer, too. For example, soldiers of the British Army will be killed or wounded if the conflict continues, and British merchants will have an even harder time selling their products in the colonies.

**INFERENTIAL**—What is the overall tone of the petition, and what does this tell you about its authors’ intentions? (US.6.a, US.6.b, US.7.a)

- » The language of the petition is very respectful and deferential toward the king himself. The authors express their “devotion” and “affection” toward the king and wish him “a long and prosperous reign.” Moreover, instead of blaming the king for the destructive policies, the petition blames the ministers. The authors of the petition obviously want to flatter the king, avoid angering him, and persuade him to their point of view by allowing him to place blame for his actions on others.

## “The Declaration of Independence,” pages 14–18

**Scaffold understanding as follows:**

**Have students read the section on pages 14–18.**

**CORE VOCABULARY**—Point out the vocabulary term *inalienable*, and explain its meaning.

-  **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: Can a monarch rule by “the consent of the governed”? Why or why not? (US.6.a, US.7.c)

**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**EXTENSION ACTIVITY**—Explain to students that what a person *has a right* to do and what they *are free* to do are closely related concepts. A more precise definition is that a *civil liberty* is something that we are free to enjoy without government interference. The freedom of speech is a good example. The government does not have to “do” anything for freedom of speech to exist. It merely has to avoid actions that would unduly interfere with this freedom. A *civil right* is something that the government has to take positive action to protect or provide, such as public education.

Invite students to research the history of a specific civil right that is recognized today. Guide them to identify key milestones in that right’s development, such as landmark Supreme Court cases or important protests/demonstrations. Prompt students to consider whether, and why, the authors of the Declaration of Independence would have considered this an important right, then report back to the rest of the class in a brief oral presentation. (US.1, US.6.a, US.7.c)

-  **Note:** Students have the opportunity to read Abigail Adams’s entreaty to her husband John to “Remember the Ladies” in the sources titled “Abigail and John Adams Converse on Women’s Rights” in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

Online Resources



**ANALYTICAL**—How did Thomas Paine influence the creation of the Declaration of Independence? (US.7, US.7.a, US.7.c)

- » Thomas Paine’s pamphlet *Common Sense* explained why independence was not only preferable but also necessary and why it was a realistic goal.

**ANALYTICAL**—How does the Declaration of Independence reflect specific grievances that the colonists had under British rule? (US.7, US.7.a, US.7.c)

- » The Declaration of Independence contains language that points to specific abuses of power under British rule. It mentions quartering of soldiers and taxation without representation as examples of tyranny. It also responds to taxation without representation by demanding a representative government—one in which the people have a say.

 **THINK TWICE**—How does the Declaration of Independence both reflect and build on ideas presented in Thomas Paine’s *Common Sense*?

- » The Declaration of Independence and *Common Sense* both express a disgust with British rule and a desire to throw off tyranny. Both documents also express regret that a peaceful solution is not possible. Paine’s pamphlet makes a practical case for why the colonists will be better off as independent citizens. The Declaration of Independence focuses instead on the moral and philosophical call for independence, explaining how the colonists have been wronged and what they have tried to do about it.

### Primary Source Feature: “*Common Sense*, Thomas Paine, 1776,” page 15

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 15.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Explain to students that in the late eighteenth century, authoring a widely printed and discussed pamphlet was the equivalent of “going viral.” A pamphlet whose ideas were talked about in coffee shops and taverns and debated in newspapers and broadsides (flyers) could have a great deal of influence on a country’s political thought.

**SUPPORT**—Explain that the description of George III as a “sullen tempered Pharaoh” refers to the biblical book of Exodus, in which the cruel and stubborn ruler of Egypt refuses to let the enslaved Israelites go free. Invite students to consider how this reference relates to the colonists’ situation in 1776. (US.5.a, US.5.c, US.7.a)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—Why does Thomas Paine say that American trade is based on “the necessaries of life”? (US.5.a, US.7.a)

- » Thomas Paine is arguing that there “will always [be] a market” for American products and that even if America gave up all international commerce, the country could still

provide everything the people need. He uses these points to demonstrate that British rule is not necessary for American prosperity.

**ANALYTICAL**—What does Paine mean when he says that “Europe is too thickly planted with kingdoms to be long at peace”? (US.5.a, US.6.a, US.7.a)

- » Paine means that there are so many different countries in Europe that some of them will almost always be at war.

### Primary Source Feature: “Declaration of Independence, 1776,” pages 16–17

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on pages 16–17.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Call students’ attention to the second paragraph of the Declaration of Independence and its emphasis on “a decent respect to the opinions of mankind.” Invite students to explain why the colonists would have cared what the rest of the world thought about their decision to declare independence. (*They wanted other countries to support them in the war, or at least not support Britain.*) (US.5.a, US.7.c)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—Identify and explain at least one colonial law or group of laws that is referred to in the Declaration of Independence. (US.5.a, US.7, US.7.a, US.7.c)

- » Possible response: “Quartering large bodies of armed troops” refers to the Quartering Act (1765). The phrases “mock Trial” and “cutting off our Trade” refer to the Intolerable Acts (1774).

**ANALYTICAL**—The Declaration of Independence states that representation of the colonists in Parliament would be “formidable” (meaning threatening or intimidating) to a tyrant. Why is this? (US.5.b, US.7.a, US.7.c)

- » Possible response: A tyrant would feel threatened by the idea that the people want representatives and demand rights because a tyrant wants to have everything exactly their way. They only care about what the people want to the extent that they need to prevent insurrection. Any other form of government would welcome the people’s views and help in getting the people what they want.

### “The American Revolution” and “The British Gain, Then Lose, the Advantage,” pages 18–21

**Scaffold understanding as follows:**

**Have students read the sections on pages 18–21.**

**CORE VOCABULARY**—Point out the vocabulary term *mercenary*, and explain its meaning.

**SUPPORT**—Accounts of the American Revolution tend to focus on the movements and actions of armies on land, but sea forces played a crucial role. The Continental Navy came into existence on October 13, 1775, when the Continental Congress resolved to acquire two armed ships with which to block shipments of British military supplies. Several early navy vessels were simply merchant ships fitted with guns, not the specialized war-fighting watercraft used today. The navy was disbanded soon after the Peace of Paris (discussed in an upcoming section of the Student Volume) and its ships sold, but it was reestablished in 1794 amid attacks on American shipping. By the time of the Quasi-War with France (also discussed in an upcoming section), it was a fully fledged branch of the U.S. military with its own cabinet secretary.



**SUPPORT**—Point out Breed’s Hill on the map of major battles on page 20, and explain that this is the site of the Battle of Bunker Hill. Both hills were on the peninsula that also housed Charlestown. The Battle of Bunker Hill began with the British and the Americans vying for control of nearby Bunker Hill, but most of the combat ended up taking place on Breed’s Hill. **(US.4)**

**EXTENSION ACTIVITY**—Lead students to research a group of people other than Patriots or Loyalists and learn about their experiences during the American Revolution. For example, students might want to know how the revolution was experienced by enslaved persons, free African Americans in the northern colonies, or the members of a specific Native American nation. Ask students to come up with answers to the following questions in the form of a multimedia presentation:

- How did this group of people experience the war?
- How were their interests reflected, or not reflected, in the Patriot and Loyalist causes?
- In what ways was the outcome of the war beneficial for people in this group? In what ways was it not?

**(US.7, US.7.a, US.7.b)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—What was the first major battle following the Declaration of Independence, and what was its effect on the Patriots? Which later battles had a different effect?  
**(US.7, US.7.b)**

- » The first major battle was the Battle of Long Island (August 1776). The British defeated the Continental forces and caused many casualties. The battles at Trenton (December 1776) and Princeton (January 1777) restored Patriot initiative and boosted the Continentals’ confidence.

**LITERAL**—Where is Saratoga? What happened there during the Revolutionary War? **(US.7.b)**

- » Saratoga is in upstate New York. At Saratoga, the British suffered a major defeat by a much larger Continental force.



**THINK TWICE**—Explain two reasons the British had either an advantage or a disadvantage at the beginning of the American Revolution.

- » I think the British had a disadvantage at the beginning of the war because they needed to get any reinforcements from overseas and were not as familiar with the land on which they were fighting.

 **THINK TWICE**—How did the capture of Philadelphia contribute to the British defeat at Saratoga?

- » The decision to capture Philadelphia left the rest of the British Army unsupported as they ventured into upstate New York, and it delayed the arrival of any reinforcements. The British Army was thus significantly outnumbered when it marched on Saratoga.

### **“New Allies for the Continentals,” “The Final Campaign,” and “The Treaty of Paris,” pages 21–24**

**Scaffold understanding as follows:**

**Have students read the sections “New Allies for the Continentals” and “The Final Campaign” on pages 21–23.**

**SUPPORT**—The Continental troops encamped at Valley Forge, though disheartened, soon received valuable training. Those who survived the winter benefited from the training of Baron Friedrich von Steuben, a Prussian officer who helped school the Continental Army in formal military technique. A seasoned veteran, Steuben had distinguished himself as a captain in the Seven Years’ War and had recently grown weary of life away from the battlefield. He undertook the training of the U.S. citizen-soldiers without pay.

**SUPPORT**—Although it never formed a direct alliance with the Continental forces, Spain also supported the Patriots through a treaty signed with France in 1779. In addition to arming and supplying American forces, Spain fought the British in theaters throughout the Caribbean and the Gulf Coast and protected the Mississippi River through its control of New Orleans. Spain was in control of all of Louisiana at the time, and its presence there helped secure the western frontier against British advances.

**SUPPORT**—Draw students’ attention to the James Gillray cartoon on page 22, and read the caption aloud. Encourage students to compare how British and American readers would have reacted differently to the cartoon. Then ask the class to compare the message in this British cartoon to the ideas communicated by the American-created Gadsden flag, shown on page 10. **(US.5.c)**

**Note:** You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Land of Liberty Online Resources for this unit for the link to the worksheet:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**Have students read the section “The Treaty of Paris” on pages 23–24.**



**SUPPORT**—Draw students’ attention to the map on page 24. Point out that the boundaries established by the Peace of Paris did not last very long. Vermont was admitted to the Union in 1791, the huge Louisiana Territory changed hands in 1803, and Spain gave up the Floridas in 1821. Only Article I of the Treaty of Paris, which recognizes the former thirteen colonies as “free sovereign and Independent States,” remains in force today. **(US.4, US.7.b)**

**SUPPORT**—Point out the image of the person being made to “ride the rail” on page 23. Explain that being a suspected or accused Loyalist was all it took to incite vigilantes and that actions such as these made Loyalists fear for their safety, their property, and sometimes their lives. Although anti-Loyalist mob justice sometimes limited itself to mere humiliation, it could easily turn violent and destructive. In fact, some Revolutionary War–era judges allowed these actions. One was Virginia justice Charles Lynch, the magistrate from whom the

term *lynching* is thought to derive. After rushed and inadequate trials, he sentenced many suspected Loyalists to corporal punishment or confiscation of property.

**After students read the text, ask the following questions:**

**LITERAL**—What event prompted the French to form an alliance with the Americans to help them win the Revolutionary War? **(US.7.b)**

- » The American victory at Saratoga convinced the French to support the Patriots.

**LITERAL**—Why did Cornwallis undertake his southern campaign? **(US.7.b)**

- » General Cornwallis undertook a campaign in the South because British leaders believed that many Loyalists lived there.

**ANALYTICAL**—What happened at Yorktown, and what effect did it have on the course of the Revolutionary War? **(US.7.b)**

- » At Yorktown, American and French forces surrounded and besieged Cornwallis's army, which was completely outgunned, could not be resupplied, and could not escape. Cornwallis was forced to surrender. This decisive defeat of the British was the last major battle of the American Revolution.

✔ **THINK TWICE**—How did the geography of the early United States affect the outcome of the American Revolution?

- » The outcomes of several battles in the Revolutionary War were affected by the breadth of U.S. territory, which forced British generals such as Lord Charles Cornwallis to march long distances to regions where they could not resupply as necessary.

✔ **THINK TWICE**—Explain two reasons the Mississippi River was so significant in the Treaty of Paris.

- » The treaty gave special attention to the Mississippi River because it formed the border between U.S. and Spanish territory and was a crucial waterway for shipping for both the United States and Great Britain.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, "What ideas and events influenced the founding of the United States of America?"

**"Government of the New United States" and "The Articles of Confederation,"  
pages 24–25**

**Scaffold understanding as follows:**

**Have students read the sections on pages 24–25.**

**CORE VOCABULARY**—Point out the vocabulary terms *separation of powers*, *checks and balances*, *sovereignty*, *diplomacy*, and *confederation*, and explain their meanings.

**Note:** Students in the Foundations of Freedom: A Louisiana Civics Program course read about the confederate system of government in Unit 2.

**SUPPORT**—Remind students that the colonists who became the Founders believed that they had suffered from abuses of unchecked power. They placed great importance on

separation of powers and on checks and balances so that no one could become a de facto “king of America” and oppress the people, as they believed King George III had done.

**SUPPORT**—Point out the sentence “States remained independent in economic matters as well.” Tell students that under the Articles of Confederation, both the central government and the individual states had the power to coin money, leading to a nonstandard, unstable economic system of different currencies and values, as well as complicated trade issues.

**SUPPORT**—Montesquieu’s treatise *The Spirit of Laws (De l’esprit des loix)* was published in 1748 and is considered one of the great eighteenth-century works of political theory. It makes for dense reading even in a modern translation and draws heavily on examples from French, English, and Roman legal history. Students in the Foundations of Freedom: A Louisiana Civics Program course read an excerpt from *The Spirit of Laws* in Unit 1.

**After students read the text, ask the following questions:**

**ANALYTICAL**—What are checks and balances? What is one example of a check that you know about in the current U.S. government? **(US.7.g)**

- » Checks and balances are limits that one branch of government places on the others. An example is the president’s ability to veto legislation, requiring a larger majority of Congress to pass it. Another example is the Supreme Court’s ability to strike down laws as unconstitutional, preventing Congress from passing laws that violate constitutional rules and principles. (Note that students will read in Topic 2 about how this check was first identified by Chief Justice John Marshall in *Marbury v. Madison*.)

**INFERENTIAL**—What is one reason to favor a loose confederate form of government? What is one potential problem with such a government? **(US.6.a, US.7.g)**

- » Possible responses: A government that is structured as a loose confederation gives the individual states greater freedom to decide what is best for their people. This means that states with different populations, resources, economies, and so on can respond to local needs. However, a confederation may run into trouble when it encounters crises that the whole country must respond to, such as wars or trade difficulties with other countries.

**“The Confederation Is Tested” and “The Northwest Ordinance,” pages 25–26**

**Scaffold understanding as follows:**

**Have students read the section “The Confederation Is Tested” on pages 25–26.**

**CORE VOCABULARY**—Point out the vocabulary term *mutiny*, and explain its meaning.

**SUPPORT**—Students in the Foundations of Freedom: A Louisiana Civics Program course read in detail about the Articles of Confederation, the Philadelphia Mutiny, and Shays’s Rebellion in Unit 1.

**SUPPORT**—Draw students’ attention to the Shays’s Rebellion engraving on page 26. Invite them to use what they have learned about the rebellion to surmise who is attacking whom and why. Point out that some of the onlookers seem to be approving of or even cheering on the attacker, while others seem concerned. Prompt students to consider how Shays’s Rebellion might have divided people in the early American republic. Then ask: Who would have supported the rebellion, and who would have opposed it? *(Possible response: People sympathetic to the bankrupt veterans may have supported the rebellion. These might*

have included other people who had financial troubles, especially those whose troubles were caused by the government or by an employer's failure to pay. People who wished to give the new government under the Articles of Confederation additional time to address the country's current issues may have opposed the rebellion on the grounds that it distracted from other, more important concerns.) (US.6.b, US.7.g)

**Have students read the sidebar “The Northwest Ordinance” on page 26.**



**SUPPORT**—Use the sidebar to clarify the meanings of *Northwest* and *Southwest* as the terms were used in early American history. Display the map of the present-day United States, and ask students to identify states in the Old Northwest versus those of today's Pacific Northwest. Guide students to draw a similar distinction between the Old Southwest (present-day Kentucky, Tennessee, Mississippi, and Alabama) and the Southwest as the term is used today. (US.4)

Online Resources



See the Land of Liberty Online Resources for this unit for the link to the map:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**After students read the text, ask the following questions:**

**INFERENTIAL**—What might have been one reason why the Northwest Ordinance was more successful than other actions taken under the Articles of Confederation? (US.6.a, US.7.e)

- » Possible response: There were not yet any states within the Northwest Territory, so the limitations of the new central government under the Articles of Confederation—such as the lack of power to raise an army—may not have been highlighted to the same degree as they were within states, such as during Shays's Rebellion.

**LITERAL**—What was the cause of Shays's Rebellion? What was the government's response to the rebellion? (US.7.e)

- » The immediate cause of Shays's Rebellion was a series of court cases in which courts sided with creditors and stripped indebted farmer-veterans of their lands. The rebels ultimately fought with state militia members.

 **THINK TWICE**—How did the Philadelphia Mutiny and Shays's Rebellion expose weaknesses in the Articles of Confederation?

- » These two events showed that Congress, as it existed under the Articles of Confederation, did not have the means to pay its debts. Under the Articles, Congress could not enforce its laws, raise revenue, or maintain an army without the continued cooperation of individual states. Absent that cooperation, the country simply could not function in a unified way.

## “The U.S. Constitution” and “Constitutional Compromises,” pages 27–29

**Scaffold understanding as follows:**

**Have students read the sections on pages 27–29.**

**CORE VOCABULARY**—Point out the vocabulary terms *republic*, *federalism*, and *apportionment*, and explain their meanings.

**SUPPORT**—Invite students to examine the chart of state populations on page 28. Ask: Which states would have benefited the most from an apportionment plan based entirely on

population? (*Virginia, Massachusetts, Pennsylvania*) Which states would have benefited the most from equal apportionment by state? (*Georgia, Rhode Island, Delaware*) **(US.4)**

**SUPPORT**—As students read the wording of the Three-Fifths Compromise, point out that “all other Persons” was a euphemism for enslaved persons. Ask students why the Framers would have used such a euphemism instead of using precise terminology. (*Possible response: Many delegates may have been embarrassed to sign and present to their friends and family and professional colleagues a document they had agreed to that acknowledged and tacitly approved of slavery. Others were probably nervous that alternate wording would be too politically divisive.*) **(US.6.a, US.7.g)**

**After students read the text, ask the following questions:**

**LITERAL**—What is federalism? **(US.7.g)**

» Federalism is the sharing of power between federal and state governments.

 **THINK TWICE**—Explain two ways the Constitutional Convention was characterized by conflict and compromise.

» The Constitutional Convention was the scene of conflict between states with very different populations and demographic qualities. Large states and prominent slaveholding states wanted representation in the government to be decided in ways that favored them. Small states and states with few enslaved persons wanted the opposite. Both issues—state population and status of enslaved persons—were decided via compromises. The convention also produced a compromise on the question of how and when federal laws should prevail over state laws and constitutions with the inclusion of the supremacy clause.

### “Key Ideas of the U.S. Constitution,” pages 29–30

**Scaffold understanding as follows:**

**Have students read the section on pages 29–30.**

**CORE VOCABULARY**—Point out the vocabulary terms *codify*, *popular sovereignty*, *treason*, and *ratification*, and explain their meanings.

**Note:** Students in the Foundations of Freedom: A Louisiana Civics Program course read in Unit 1 about other, earlier documents beside the Declaration of Independence that influenced the U.S. Constitution, including the Magna Carta and the English Bill of Rights.

**SUPPORT**—Point out to students that the text of the original Constitution is just over 4,500 words, and the amendments over the subsequent two centuries add approximately 3,000 words to that total. Altogether, the Constitution is still shorter than the constitutions of the individual states and most other countries. Discuss with students why states might adopt constitutions that are longer than the constitution of the entire country. (*States have to make provisions for state-specific issues such as education and taxation, and their constitutions are often easier to amend.*) Reemphasize that the U.S. Constitution is shorter because it only lays out the basic plan of government. The details are filled in as Congress makes laws. **(US.7.g)**

**ACTIVITY**—Have students complete the Venn Diagram (AP 1.2) to compare the Articles of Confederation with the preamble to the U.S. Constitution. **(US.3, US.7.e, US.7.g)**

**SUPPORT**—Remind students who have completed the Foundations of Freedom: A Louisiana Civics Program course of what they read in Unit 2 about how the Constitution



structures and grants authority to the three branches of the federal government, as well as about the processes for ratifying and amending the Constitution.

Note also that Article I, Section 8, spells out several powers of Congress that were lacking under the Articles of Confederation, such as the powers “to lay and collect Taxes,” “to regulate Commerce with foreign Nations,” and “to declare War.” Additionally, Section 10 imposes some restrictions on states’ rights that, in principle, prevent their work from interfering with congressional power. In between, Section 9 outlaws many judicial practices that the Founders deemed unfair or prone to abuse, such as imprisoning people without a trial and passing ex post facto laws.

Remind students that the Constitution says little about the internal affairs of states except that every state is guaranteed “a Republican Form of Government,” meaning that the people of each state must hold the power to elect their own leaders, such as a governor and legislators.

**SUPPORT**—Ask students if they know why the Constitution is so specific about the criteria for a treason charge. Explain that in other countries, an overly broad definition of treason has been a tool for quashing political protests. For example, for centuries, British law deemed it treasonous to “compass or imagine the death of . . . the King”; that is, even thinking about killing the king was an act of treason. This naturally meant that many forms of political speech and writing could be treated as proof of treason. Today, most democratic societies do as the United States does and limit treason to a narrowly specified set of acts, and only if those occur during wartime.

**After students read the text, ask the following questions:**

**LITERAL**—The preamble states six purposes of the Constitution. What are two of them? **(US.7.f)**

- » Answers will include two or more of the following: to form a more perfect union, to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, and to secure liberty.

**LITERAL**—How can the U.S. Constitution be amended? **(US.7.g)**

- » A constitutional amendment must be approved by a two-thirds majority in both houses of Congress and ratified by three-fourths of the states.

 **THINK TWICE**—Explain two ways that the Founders tried to prevent an overly powerful government when drafting the U.S. Constitution.

- » The Founders included the specific powers of each branch of government to try to prevent any one branch from becoming too powerful. They also included a process for changing the Constitution in the interest of preventing the laws of the country from changing too quickly, too often, or at the whim of one group.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What ideas and events influenced the founding of the United States of America?”

## **“The Ratification Debate and the Bill of Rights,” pages 30–31**

**Scaffold understanding as follows:**

**Have students read the section on pages 30–31.**

**Note:** Students in the Foundations of Freedom: A Louisiana Civics Program course read in detail about the Bill of Rights in Units 2 and 4.

**SUPPORT**—Explain that the Federalists did not oppose the *idea* of individual rights. Their position was not that the government should dominate individuals or that the president should have the powers of a king. Instead, they argued that the Constitution, as drafted, *already* provided adequate protection to individuals. Some Federalists also believed that a bill of rights could, perhaps counterintuitively, undermine individual freedoms: They worried that once such a list was made, any right that did not appear there explicitly could be deemed not to exist. Ask students if they think the Federalists’ arguments were valid and why. **(US.6.b, US.6.c, US.7.g)**

Then explain to students that how the Constitution is interpreted remains an issue today. For example, some Supreme Court justices are what are known as strict constructionists: those who interpret the Constitution literally. Others are known as loose constructionists, or those who use a wider, less literal interpretation when deciding constitutional issues.

**After students read the text, ask the following questions:**

**LITERAL**—What was the main constitutional issue that prolonged the debate over ratification? **(US.7.g)**

- » The main issue in the ratification debate was whether the Constitution did enough to protect the rights of individuals and states.

**LITERAL**—What were the two main positions regarding the proposed Constitution? **(US.7.g)**

- » Anti-Federalists believed the Constitution would create a government that was too strong. Federalists favored ratifying the proposed Constitution.

**ANALYTICAL**—How did the Bill of Rights reflect the concept of limited government? **(US.7.g)**

- » The Bill of Rights affirmed the principle of limited government and placed limits on the government by listing powers that the government did not have.

 **THINK TWICE**—What lasting contribution did the Anti-Federalists make to the U.S. government?

- » The Anti-Federalists pressed for the inclusion of the constitutional guarantees that became the Bill of Rights. They contributed to the current form of the American government by calling for clear and specific protections for the rights of individuals.

### **“The First President: George Washington,” pages 31–33**

**Scaffold understanding as follows:**

**Have students read the section on pages 31–33.**

**SUPPORT**—The election of George Washington to his first term as president followed a similar procedure to that used today. The ten states that were eligible to participate chose their electors between December 1788 and January 1789. (New York failed to appoint electors in time; North Carolina and Rhode Island had not yet ratified the Constitution, so their citizens were not eligible to vote.) Each elector cast one of their two votes for Washington, unanimously granting him the presidency. The remaining votes—in effect, votes for vice president—were split among eleven candidates. John Adams won a plurality (more votes than anyone else, but still not a majority) and became the first vice president.

**SUPPORT**—Little Turtle and Blue Jacket are English-language translations of Native names. Little Turtle’s name in the Myaamia/Miami language is Mihšihkinaahkwa (/mish\*eh\*kin\*aw\*kwa/); this is the Myaamia term for the painted turtle, a species widespread in Canada and the United States. While the turtle is not a particularly large species, *Little* in the English version seems to be a fanciful addition. Blue Jacket was known by multiple names and epithets in Shawnee as in English.

**After students read the text, ask the following questions:**

**LITERAL**—Who were the members of the first U.S. cabinet? **(US.7.h)**

- » The members of the first cabinet were the heads of the War, State, and Treasury Departments and the attorney general.

**ANALYTICAL**—Why might some farmers in western Pennsylvania have believed the tax on whiskey to be unfair? **(US.7.h)**

- » The farmers may have felt that because the grain they grew was primarily used for distillation into whiskey, they were being targeted by the specific whiskey tax.

**ANALYTICAL**—How did Washington’s attempts to sell land to settlers to pay off war debts lead to conflict with Native Americans? **(US.7.h)**

- » Washington sold off frontier lands to get money to repay war debts, but the land was already in use by Native Americans. The land sales encouraged settlement, which put settlers in conflict with the Native occupants. The conflicts led to armed resistance that American soldiers were sent to suppress, resulting in deadly consequences.

 **THINK TWICE**—How did the events of Washington’s first term test the structure and powers of the government laid out under the U.S. Constitution?

- » During his first term as president, Washington needed to find a way to pay off the government’s war debts, and he used federal powers of taxation to do so, provoking the resistance of some farmers in the process. The first term also saw Washington’s generals clash with Native Americans on the Northwestern frontier, posing an almost immediate challenge to the new federal military.

### “Washington’s Second Term, 1793–97,” pages 33–35

**Scaffold understanding as follows:**

**Have students read the section on pages 33–35.**

**CORE VOCABULARY**—Point out the vocabulary term *partisan*, and explain its meaning.

**ACTIVITY**—Have students create a two-column chart in which they compare Shays’s Rebellion, which took place under the government created by the Articles of Confederation, and the Whiskey Rebellion, which took place under the government created by the U.S. Constitution. Tell students to compare the government response to each event, as well as the outcomes and significance of both rebellions. **(US.3, US.7.h)**

**SUPPORT**—Tell students that while *Northwest Indian War* is the long-standing historical term for the 1785–95 conflict, today it is more common to refer to the constituents of the Northwestern Confederacy as Native American or Indigenous nations.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did the outcome of the Whiskey Rebellion show the contrast between the federal government under Washington and the confederation that it replaced? Cite examples to support your claim. (US.7.h)

- » Washington was able to bring the Whiskey Rebellion to a decisive end by mustering an expeditionary force and marching on the rebels' location. This shows that the federal government, as of 1794, was militarily much more powerful than the confederation government that had struggled to respond to Shays's Rebellion and the Philadelphia Mutiny.

**LITERAL**—In what ways did Washington's response to the Whiskey Rebellion strengthen the new federal government's authority? (US.7.h)

- » The response demonstrated that the federal government under the Constitution was considerably more powerful than its predecessor had been.

 **THINK TWICE**—In what ways was Washington's second term a continuation of his first? What new problems did he face as president?

- » In his second term, Washington continued to deal with two major conflicts that had arisen during his first term: the Whiskey Rebellion and the Northwest Indian War. Washington also had the problem of trying to maintain friendly relations with mutual enemies Britain and France.

**Primary Source Feature: "Farewell Address, George Washington, 1796," page 34**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 34.**

**Have students read the source.**

**SUPPORT**—The meaning of many terms in Washington's address can be inferred from context, but some may require assistance, such as the following:

- *Felicity* is happiness.
- *Dissension* is disagreement, especially among parties or factions.
- *Enormities*, in this context, are crimes, sins, or outrages.
- *Despotism* is the oppressive use of absolute power over the people.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What reason does George Washington give for offering political advice at the end of his presidential career? (US.5.a, US.7.h)

- » Washington says he offers this final advice out of "a solicitude for [Americans'] welfare" and for "the permanency of [their] felicity." In other words, he cares about the well-being of the country and its people.

**ANALYTICAL**—What does Washington see as the two greatest dangers to American prosperity? Cite evidence from the source to support your answer. (US.5.a, US.7.h)

- » One danger Washington warns against is political parties. In the address, he cautions of “the spirit of revenge natural to to party dissension,” which “the chief of some prevailing faction” will eventually “[turn] . . . to the purposes of his own elevation on the ruins of public liberty.” Washington is warning that political parties will lead people to choose self-interest over country and cause divisions that will eventually lead to the demise of the country. Another danger Washington warns against is foreign wars. He states, “The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little *political* connection as possible.” Washington believes that the United States should pursue trading partners but avoid political entanglements, as they will likely lead to war.

**INFERENTIAL**—Think about George Washington’s advice regarding foreign policy. Would it be wise for the United States to try to follow this advice strictly today? Why or why not? (US.6.a, US.7.h)

- » Possible response: It is no longer a good idea, or even possible, for the United States to minimize its “political connection” with other countries. The world is simply too interconnected now via the Internet, global trade, and organizations such as the United Nations. The fact that the United States is an ocean away from Europe no longer matters as much as it once did: Communications cross the Atlantic instantly, and it takes only hours for airplanes to do so.

### “The Adams Presidency, 1797–1801,” pages 35–38

**Scaffold understanding as follows:**

**Have students read the section on pages 35–38.**

**SUPPORT**—Adams was unique among the early presidents in several ways. For one thing, he was a New Englander and the only one of the first five presidents not to come from Virginia or own slaves. Though a Patriot from the earliest days of the revolution, Adams was also well-known as the attorney who had defended the British troops involved in the Boston Massacre. This controversial action was intended to show the British that colonial courts could be trusted to conduct trials fairly. Adams later won great admiration from his fellow Americans for his role in negotiating the Treaty of Paris, among other diplomatic achievements.

**DBQ Note:** Students have the opportunity to read John Adams’s retrospective analysis of the enactment of the Alien and Sedition Acts in the source titled “John Adams on the Alien and Sedition Acts” in the Land of Liberty DBQ Workbook.

**SUPPORT**—After students have initially examined the cartoon “Property Protected à la Française” on page 36 themselves, explain the following details:

- The cartoon was drawn by a British cartoonist and published in London.
- The red, white, and blue cockades and red Phrygian cap are symbols of the French Revolution and would have identified these figures as French to readers of the day.
- Various national caricatures are seen in the right third of the image. The round, blue-coated figure sitting atop the hill is John Bull, a personification of Britain, or more specifically England.

- “National sack” is a pun, as to *sack* is to loot and pillage. The sack’s contents, “diplomatic perquisites,” are benefits or bonuses—what would today commonly be called *perks*.
- Students who have studied French may be interested to know that *françoise* is a historic spelling of *français* (French) and not an error.

Then ask students to explain how these details contribute to their understanding of the cartoon. For example, what do these details show about American attitudes toward France, Britain, and other countries? (Possible response: The “national sack” shows that some Americans saw the French as thieves and cheats. The picture of John Bull suggests that some people thought the United States was getting what it deserved for siding with France instead of Britain.) (US.5.a, US.7.h)

**After students read the text, ask the following questions:**

**LITERAL**—What was the result of U.S. diplomats’ attempt to negotiate with France in the late 1790s? (US.7.h)

- » When U.S. diplomats attempted to negotiate with France, the French ministers demanded bribes. This led the Americans to walk away without reaching an agreement.

**ANALYTICAL**—*Quasi-* is a Latin prefix meaning partly or almost. How does this term apply to the Quasi-War? (US.7.h)

- » The Quasi-War can be described as an “almost war” or “partial war” because, while fighting took place, no official war was declared.

 **THINK TWICE**—Explain how events during the presidencies of George Washington and John Adams tested the ideals of the Constitution and the Bill of Rights.

- » During Washington’s presidency, the constitutional provision for a strong federal executive was tested by a rebellion and a frontier war, in both of which the American government emerged victorious. During Adams’s time in office, the passage of the Alien and Sedition Acts challenged the Bill of Rights’ guarantee of free speech. They were decried as unconstitutional, though the Sedition Act expired before it could be tested before the Supreme Court.

**Primary Source Feature: “Alien and Sedition Acts, 1798,” page 37**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 37.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Inform students that the term *alien* today has negative overtones like the term *foreigner*, despite its continuing use in legal expressions such as “resident alien.” The term can imply a lack of loyalty to the country one lives in; it can also imply not belonging or not fitting in. The word is sometimes unavoidable, but students should be aware of these connotations and consider neutral synonyms when possible.

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.



**After students have read the source, ask the following questions:**

**LITERAL**—What penalty do the Alien and Sedition Acts prescribe for someone who does not comply with a presidential deportation order? **(US.5.a, US.7.h)**

- » The penalty for ignoring a deportation order under the Alien and Sedition Acts was up to three years in prison and a permanent ban on becoming a citizen.

**ANALYTICAL**—Did the Alien and Sedition Acts uphold the ideals of the U.S. Constitution and the Bill of Rights? Why or why not? **(US.5.a, US.7.h)**

- » The Alien and Sedition Acts did not uphold the ideals of the Constitution and the Bill of Rights. By making it illegal for “any person [to] write, print, utter or publish” criticism of the government, the acts violated the right to free speech granted by the First Amendment.

**ANALYTICAL**—Why were opponents of the Alien and Sedition Acts concerned about their effects on free speech? Cite specific language from the law in your explanation. **(US.5.b, US.7.h)**

- » Those opposed to the Alien and Sedition Acts were concerned that the president and his allies might interpret any criticism as “scandalous and malicious” or as intended to bring the government “into contempt or disrepute.” In other words, they were afraid that legitimate but unflattering political speech would now be considered a crime if the president or Congress did not like what was being said.

**“A Founding Legacy,” pages 38–40**

**Scaffold understanding as follows:**

**Have students read the section on pages 38–40.**

**Note:** Support for the sidebar “Adam Smith and *The Wealth of Nations*” on page 40 can be found within the following Primary Source Feature Support.

**SUPPORT**—Although Tocqueville helped create the *idea* of American exceptionalism, the phrase itself comes from Joseph Stalin, the dictator of the Soviet Union from 1922 to 1953. Stalin coined the term as an insult to stubborn American workers who could not be persuaded to take part in the worldwide communist revolution. He and communist leaders in the United States believed that the American working class was too ideologically attached to capitalism and too preoccupied with the prospect of individual success.

**After students read the text, ask the following questions:**

**LITERAL**—What values did Alexis de Tocqueville deem critical to the success of the American experiment? **(US.7.i)**

- » Tocqueville deemed egalitarianism, liberty, populism, and individualism as critical to American success. Some also attribute praise for a laissez-faire approach to the economy to Tocqueville as well.

**ANALYTICAL**—Choose one of the values Tocqueville embraced. Briefly define it, then give an example of how it has contributed to life in the United States today. **(US.7.i)**

- » Possible response: *Egalitarianism* means a belief that people are equal before the law. This value is important to American life today because it means that people are entitled

to the same treatment regardless of how wealthy they are or who their parents are. For instance, everyone has the right to public schooling, to petition the government, and to receive a fair trial if they are accused of a crime.

✔ **THINK TWICE**—How is the United States an exceptional society and economy, and how have the principles of liberty and individualism influenced this exceptionalism?

- » The United States is among the wealthiest and most politically and economically influential societies in the world, and it was among the very first modern countries to be founded on egalitarian principles. Personal liberty and individualism have created a society that, at its best, rewards individual accomplishments and encourages the best ideas to rise to the top in any field of endeavor.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What ideas and events influenced the founding of the United States of America?”

**Primary Source Feature: “An Inquiry into the Nature and Causes of the Wealth of Nations, Adam Smith, 1776,” page 41**

**Scaffold understanding as follows:**

**Have students read the sidebar “Adam Smith and *The Wealth of Nations*” on page 40. Then direct students to the Primary Source Feature on page 41.**

**Have students read the source.**

**SUPPORT**—Tell students that Adam Smith’s ideas contrasted sharply with the era’s prevailing economic idea of mercantilism, under which trade was considered all-important. Mercantilism held that a country should increase its exports and decrease its imports to build up the most wealth and global power.

**SUPPORT**—Students will read more about the division of labor in Unit 2. Preview the concept here by explaining that it is the assignment of different parts of a production process, such as manufacturing, to different people in the interest of efficiency.

**SUPPORT**—Help students become aware of the several criticisms that exist of the invisible hand argument, including that it creates wealth gaps, sometimes prioritizes profit over fair wages, and is susceptible to boom-and-bust cycles. The proper role of government—such as enforcing property rights, regulating industries to protect consumers and the environment, and sponsoring basic research—may be worth further discussing with students as they relate Smith’s thoughts to the founding documents of the American republic.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—What lesson does Adam Smith want readers to draw from his pin-factory example? (**US.5.a, US.14.f**)

- » Adam Smith presents the example of the pin factory as an illustration of how division of labor saves time and increases efficiency.

**LITERAL**—How does Smith explain the value of a commodity? (US.5.a, US.14.f)

- » Smith asserts that labor “is the real measure of the exchangeable value of all commodities.” He suggests that the true cost or value of any commodity is not simply its market price or the money one pays for it but the labor and effort required to produce it.

**LITERAL**—How does Smith explain division of labor? (US.5.a, US.14.f)

- » Smith explains that when a larger task is divided into smaller tasks performed by different people specializing in that small task, a factory is able to produce significantly more product. Smith uses the example of the pinmaker to illustrate the division of labor. He states that the untrained pinmaker “could scarce, perhaps, with his utmost industry, make one pin in a day, and certainly could not make twenty.” However, when pin production is “divided into about eighteen distinct operations,” with different people performing different operations, then “each person . . . might be considered as making four thousand eight hundred pins in a day. But if they had all wrought separately and independently, . . . they certainly could not each of them have made twenty.” According to Smith’s example of the pinmaker, division of labor increases production from fewer than 20 pins per day to 4,800 pins per day.

**ANALYTICAL**—Smith states that the division of labor makes labor more productive “so far as it can be introduced.” Can you think of a drawback or limitation to the division of labor from the worker’s point of view? (US.6.c, US.14.f)

- » Possible responses: If labor is divided into very small, simple operations like those in the pin factory, then the workers might suffer from injuries from having to do the same physical task over and over again; they will get bored and find work miserable; they will not have the opportunity to learn new skills.

 **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.



## CHECK FOR UNDERSTANDING

### Ask students to:

- Write a short answer to the Framing Question: “What ideas and events influenced the founding of the United States of America?”
  - » Key points students should cite include: punitive colonial laws and taxes (e.g., the Intolerable Acts); the breakdown in British–American relations during the Boston Massacre, the Boston Tea Party, and the early battles of the Revolutionary War; the Continental Congresses and the discontents they expressed; the growing independence movement, as seen in Thomas Paine’s *Common Sense* and the Declaration of Independence; the codification of founding values and principles in the Articles of Confederation, the U.S. Constitution, and the Bill of Rights.
- Choose three Core Vocabulary words (*Parliament, salutary neglect, revenue, dissent, repeal, subsidize, autonomous, militia, inalienable, mercenary, separation of powers, checks and balances, sovereignty, diplomacy, confederation, mutiny, republic, federalism, apportionment, codify, popular sovereignty, treason, ratification, partisan, sedition*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

# TOPIC 2: Western Expansion and the Native American Experience

**Framing Question:** What were the effects of westward expansion on the United States, its people, and Native Americans?

## Primary Focus Objectives

- ✓ Describe the causes and consequences of the Louisiana Purchase. **(US.7.h, US.8, US.8.a, US.8.d)**
- ✓ Explain the major policies of Andrew Jackson, including the Bank War. **(US.7.h)**
- ✓ Analyze the motivations and effects of Indian removal, including the Trail of Tears. **(US.8.b, US.8.d)**
- ✓ Describe the causes, course, and consequences of the Mexican-American War, including its connection to sectional conflicts in the United States. **(US.8.c, US.8.d)**
- ✓ Evaluate the concept of manifest destiny and how it influenced westward expansion. **(US.8.d)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *civilian, abolition, strike down, unconstitutional, judicial review, impressment, nationalism, tariff, inflation, recession, annexation, patronage, assimilate.*

## What Teachers Need to Know

Online Resources For background information, download the Land of Liberty Online Resource “About Western Expansion and the Native American Experience”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

Activity Pages



AP 1.1

AP 2.1

- individual student copies of Primary Source Analysis (AP 1.1) and The American System (AP 2.1)
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- map of the Americas in the 1820s

Online Resources



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the worksheet and map may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**civilian, adj.** having the status of one who is not a member of the armed forces (43)

*Example:* The expedition of Lewis and Clark included both military and civilian members.

*Variations:* civilian (n.)

**abolition, n.** the formal and legal end of the practice of slavery (45)

*Example:* The abolition of slavery was the goal of the editors of *The Liberator*, who believed that no human being should be treated as property.

*Variations:* abolitionist (n.), abolitionism (n.), abolish (v.)

**strike down, v.** to declare a law null and void because it conflicts with something, often the Constitution (47)

*Example:* The Supreme Court will probably strike down a law that grants the president judicial powers.

**unconstitutional, adj.** incompatible with the U.S. Constitution and/or with the constitution of a state (47)

*Example:* Laws that restrict free speech are often found unconstitutional because they violate the First Amendment.

**judicial review, n.** the principle that courts hold legal power to determine whether laws are constitutional (47)

*Example:* Under judicial review, the Supreme Court has the final power to interpret federal laws.

**impressment, n.** forcible recruitment into a country's military, usually its navy (50)

*Example:* The capture and impressment of American merchant sailors into the British Royal Navy caused great outrage in the United States.

*Variations:* impress (v.)

**nationalism, n.** support for national interests above those of other countries or groups (54)

*Example:* The speaker supported nationalism over a desire for good diplomatic and trade relations.

*Variations:* nationalist (n., adj.)

**tariff, n.** a tax imposed on imported goods (55)

*Example:* The tariff on cotton made it more expensive to buy cotton from India than to purchase cotton grown at home.

**inflation, n.** the general increase in prices over time (56)

*Example:* Gradual inflation is not a big problem, but when prices rise too quickly, people's savings lose their value.

*Variations:* inflationary (adj.), inflate (v.)

**recession, n.** a period of significantly reduced economic activity, characterized by a decline in both employment and production, that lasts more than a few months (56)

*Example:* It is true that the stock market is slowing somewhat, but that doesn't mean we are in a recession just yet.

**annexation, n.** the process of adding a region to a country as part of its territory (57)

*Example:* The annexation of Hawaii by the United States in 1898 was an example of the gradual expansion of interventionism under the Monroe Doctrine.

*Variation:* annex (n., v.)

**patronage, n.** granting of political offices and other favors to friends, allies, and relatives (60)

*Example:* Nearly everyone in that administration was there as a result of patronage, not because they had the right skills or experience for the job.

**assimilate, v.** to absorb into the cultural tradition of a group or population (61)

*Example:* The boarding school forced the children to speak only English so that they would assimilate faster.

*Variations:* assimilation (n.)

## Introduce “Western Expansion and the Native American Experience”

Call students’ attention to the Framing Question. Tell students to be on the lookout for specific events in which the United States expanded westward (e.g., the Louisiana Purchase or the Mexican cession) as well as the long-term consequences of those events. Help them begin this process by previewing the map on pages 42–43.

## Guided Reading Supports for “Western Expansion and the Native American Experience”



### “The Lewis and Clark Expedition,” pages 42–43

#### Scaffold understanding as follows:

**CORE VOCABULARY**—Point out the vocabulary term *civilian*, and explain its meaning.

**SUPPORT**—Point out that the word *corps* in “Corps of Discovery” is pronounced *core* and not *corpse*. This is because *corps* is a French word that entered the English language through the military; the final *-ps* is silent. The word *corps* means body and is still used in the military in terms such as *Marine Corps*.

#### Have students read the section on pages 42–43.

**SUPPORT**—Point out the phrase “present-day North Dakota,” and explain that the land acquired through the Louisiana Purchase in 1803 was not divided into states at the time. North Dakota did not become a state until 1889, eighty-six years after the Louisiana Purchase. Explain that land from the Louisiana Purchase eventually became all of Arkansas, Missouri, Iowa, Minnesota west of the Mississippi River, North Dakota, South Dakota, Nebraska, and Oklahoma. It also included most of Kansas, Montana, Wyoming, and Colorado and parts of Louisiana, Texas, New Mexico, and Minnesota east of the Mississippi River.

**SUPPORT**—Sacagawea was just one of many Native Americans who were critical to the success of the Corps of Discovery at nearly every stage of its journey. Relations between the Lewis and Clark party and the Native tribes they encountered were for the most part amicable or at least neutral, with only one recorded instance of bloodshed. President Jefferson had instructed Lewis and Clark to cultivate trade and diplomatic relations with Native American peoples they encountered. This was an important undertaking, as France, Spain, and Britain had exchanged portions of the Louisiana Territory several times by treaty without the consultation of Indigenous leaders. The Corps brought symbolic goods with them to distribute as gifts, including U.S. flags and Jefferson “peace medals” embossed with a motif of joined hands and a peace pipe.

#### After students read the text, ask the following questions:

**ANALYTICAL**—What were the main official and unofficial purposes of the Lewis and Clark expedition? (**US.7.h, US.8.a**)

- » The official purpose of the expedition was commercial. By finding and navigating undiscovered routes across North America, the Lewis and Clark expedition would uncover new ways to trade and communicate. Unofficially, the expedition also served as a means of gathering scientific, geographic, and cultural knowledge about the land, plant and animal life, and existing societies and civilizations of the Louisiana Territory.

**ANALYTICAL**—Briefly characterize the Corps of Discovery’s relationship to Native American peoples during its expedition. **(US.8.a)**

- » Most of the Native American people and groups the Corps of Discovery encountered were friendly and traded with them, but some Indigenous groups were wary or hostile because they perceived the Corps as unfamiliar and unwanted trespassers.

### **“A New Century, A New President” and “The Election of 1800,” pages 44–45**

**Scaffold understanding as follows:**

**Have students read the sections on pages 44–45.**

**SUPPORT**—Students read about the history and details of the Electoral College in Unit 5 of Foundations of Freedom: A Louisiana Civics Program. Remind them that as the country’s population has grown and shifted, the Electoral College has changed considerably. Today, Maine and Nebraska are the only states that provide for electors to split their vote—something North Carolina and Pennsylvania did in the contentious election of 1800.

**SUPPORT**—Explain that *running mates* today are pairs of candidates from the same party who seek the offices of president and vice president.

**SUPPORT**—Remind students what they read about the process for amending the Constitution in Topic 1. Students also read about the amendment process in Unit 2 of Foundations of Freedom.

**SUPPORT**—Point out the sentence “To prevent such outcomes in the future, Congress soon proposed the Twelfth Amendment, which introduced the modern system of voting separately for president and vice president.” Explain to students that while this is the case in the Electoral College, the presidential election ballots used in the popular vote pair presidential and vice presidential running mates as a single choice.

**SUPPORT**—Despite being bitter political rivals earlier in their career, presidents Thomas Jefferson and John Adams became friendlier later in life. They also died on the same day: July 4, 1826, the fiftieth anniversary of the adoption of the Declaration of Independence. Jefferson was eighty-three years old at his death, and Adams was ninety.

**After students read the text, ask the following questions:**

**INFERENTIAL**—Why do you think it took thirty-six ballots in the House of Representatives before Jefferson was elected president? **(US.6.a, US.7.h)**

- » A majority of the members of the House were Federalists and therefore opponents of Jefferson. It took them thirty-six ballots before they decided to vote for Jefferson.

**ANALYTICAL**—How did the presidential election process change after 1800? **(US.7.h)**

- » Until 1800, candidates ran individually for president; the candidate who gained the most electoral votes won the presidency, and the candidate with the second-largest number of electoral votes would be vice president. In time for the 1804 election, the Twelfth Amendment introduced the modern system of voting separately for president and vice president.

✓ **THINK TWICE**—Based on what you have learned about the Federalists, how would you expect Adams and Jefferson, who was not a Federalist, to differ in their policy goals?

- » Possible response: I would expect Jefferson to be in favor of limited government and states' rights and to avoid projects that would expand federal power, such as expanding the military. I would expect Adams to focus on strengthening the federal government by investing in the military and expanding infrastructure.

✓ **THINK TWICE**—What problem did the Twelfth Amendment solve?

- » The Twelfth Amendment was introduced to prevent what happened in 1800—weeks of debate and unsuccessful votes to decide the winner of a presidential election.

## “President Jefferson’s Policies” and “*Marbury v. Madison*,” pages 45–47

**Scaffold understanding as follows:**

**Have students read the section “President Jefferson’s Policies” on pages 45–46.**

**CORE VOCABULARY**—Point out the vocabulary term *abolition*, and explain its meaning.

🗨️ **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: Did Jefferson’s presidency move the United States closer to or further from ending slavery? (**US.6.a, US.7.h**)

**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**Have students read the section “*Marbury v. Madison*” on pages 46–47.**

**CORE VOCABULARY**—Point out the vocabulary terms *strike down*, *unconstitutional*, and *judicial review*, and explain their meanings.

**SUPPORT**—Tell students that historians often refer to *Marbury v. Madison* as a watershed case for the Supreme Court. Explain that a watershed is, in its literal sense, a line that divides different drainage basins. Rainwater and snowmelt on one side or the other of the line are “shed” to different areas. To call a Supreme Court decision a watershed is to say that it is a figurative line sharply distinguishing what came before from what came after. Students read the details of why *Marbury v. Madison* was a watershed moment in Unit 2 of Foundations of Freedom: A Louisiana Civics Program.

**After students read the text, ask the following questions:**

**LITERAL**—What are two specific ways that Jefferson cut down on government spending? (**US.7.h**)

- » Jefferson cut government spending by decreasing the size of the military and reducing the number of government employees.

**ANALYTICAL**—Why did the United States’ ban on the international slave trade only go into effect in 1808? (**US.7.h**)

- » The United States did not ban the international slave trade until 1808 because the Constitution, ratified in 1788, had included a twenty-year restriction period preventing any such law.

Online Resources



- ✔ **THINK TWICE**—How did Jefferson’s presidency break with Federalist policies and ideas?
- » Jefferson’s presidency broke with Federalist policies and ideas by aiming to shrink the government and by supporting agrarian rather than industrial and commercial interests.
- ✔ **THINK TWICE**—How did *Marbury v. Madison* affect future court decisions in the United States?
- » *Marbury v. Madison* established the concept of judicial review—the principle that courts can review laws and determine whether they are constitutional—for future court cases.

## “The Louisiana Purchase,” pages 47–50

**Scaffold understanding as follows:**

**Have students read the section on pages 47–50.**



**SUPPORT**—Point out the map on page 48, and invite students to compare the orange region with the beige region to its right, or to the east. Explain that the beige region in the east represents the area of the United States before the Louisiana Purchase and that the addition of the Louisiana Territory, represented by the orange region, nearly doubled this area: The United States grew from 865,000 square miles to 1,693,000 square miles (2.24 to 4.38 million sq km) after the purchase. **(US.4, US.8.a)**

**SUPPORT**—Explain that *Saint-Domingue* was the name of a French colony located on the western part of the island of Hispaniola during the 1700s and early 1800s. Today, it is known as the country of Haiti, which became independent in 1804 after a successful revolt by enslaved persons against the French. Explain that the eastern part of the island is now the Dominican Republic, a separate nation.

**SUPPORT**—Although the Louisiana Purchase involved an enormous amount of territory, New Orleans remained the true prize at the time of the negotiations. Control of the Port of New Orleans was of great strategic value to the United States, which had struggled with Spanish restrictions on the port’s use. Whoever held the port had great sway over the commercial and military use of the rest of the Mississippi River.

**After students read the text, ask the following questions:**

**LITERAL**—What happened to France’s colonial presence in North America after the Louisiana Purchase? **(US.7.h)**

- » The Louisiana Purchase essentially ended France’s colonial presence in North America.

**ANALYTICAL**—How did the Louisiana Purchase worsen political tensions between the North and South? **(US.8.a)**

- » The Louisiana Purchase worsened sectional tensions by adding a large amount of territory that would become future states whose “free” or “slave” status would need to be decided.

- ✔ **THINK TWICE**—Identify one positive and one negative effect of the Louisiana Purchase.
- » Possible response: One positive effect of the Louisiana Purchase was that it created enormous territorial growth. However, the Louisiana Purchase also had the negative effect of increasing tensions between the North and South about which future states would allow slavery.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of westward expansion on the United States, its people, and Native Americans?” (US.8)

### Primary Source Feature: “Thomas Jefferson to John B. Colvin, 1810,” page 49

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 49.**

**Introduce the source to students by reading the introductory material.** Again discuss with students how a strict constructionist, like Jefferson, tends to interpret the Constitution literally, whereas a loose constructionist considers the Constitution more of a “living document” open to less narrow interpretation.

**Have students read the source.**

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: Do you agree with Jefferson that some principles are more important than “a strict observance of the written laws”? If so, give an example; if not, why not? (US.7.h)

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—What does Jefferson mean when he states that it was his duty “to assume authorities beyond the law”? (US.5a, US.5b, US.8a)

- » Jefferson means that as president, he had to make the decision to purchase Louisiana. He did this, even though it went against his strict interpretation of the Constitution, because it was in the best interest of the country and its citizens. He states, “It is incumbent on those only who accept of great charges, to risk themselves on great occasions, when the safety of the nation, or some of its very high interests are at stake.”

**ANALYTICAL**—Based on his letter to Colvin, why was Jefferson conflicted about the Louisiana Purchase? How did he ultimately resolve the conflict? (US.5.b, US.7.h)

- » Jefferson was conflicted about the constitutionality of the Louisiana Purchase; he feared that it exceeded his legitimate authority as president. He ultimately decided that there were more important things than “a scrupulous adherence” to the Constitution and that the safety and preservation of the country required him to make the purchase once offered.

### “President Madison and the War of 1812” and “Causes of the War of 1812,” pages 50–51

**Scaffold understanding as follows:**

**Have students read the section “President Madison and the War of 1812” on page 50.**

**SUPPORT**—Students may see a parallel to present-day politics in the “small government/big government” tug-of-war during the first four presidencies. Remind students that Washington had benefited from the additional powers the federal government acquired

Activity Page



AP 1.1

when the Articles of Confederation were replaced, and he created cabinet positions. Adams built up the federal government, including the military, only for Jefferson to proceed to thin out both the military *and* the bureaucracy. Tell students to look for how the pendulum swings back somewhat toward “big government” as Madison confronts foreign military and economic threats.

**Have students read the section “Causes of the War of 1812” on pages 50–51.**

**CORE VOCABULARY**—Point out the vocabulary term *impressment*, and explain its meaning.

**SUPPORT**—Call students’ attention to the political cartoon on page 51. Point out that the man is carrying a barrel marked “superfine,” which is a type of sugar, and that the ship in the background flies the British flag. Thus, this scene depicts a smuggler illegally selling goods to a country that the nation viewed with hostility. The smuggler is being punished by the Embargo Act’s enforcement of shipping licenses, such as the one the turtle holds. Ask: Do you think this cartoonist supports or opposes the embargo? What details helped you form this opinion? (*Possible response: I think the cartoonist opposes the embargo because it is represented as a dangerous animal. Also, the man who sics the turtle on the smuggler has a cruel expression on his face and seems to be enjoying the smuggler’s distress.*) **(US.5.b, US.7.h)**

Online Resources



**Note:** You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

See the Land of Liberty Online Resources for this unit for the link to the worksheet:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—What event of Madison’s presidency provided him with a reason to pursue Federalist policies? **(US.7.h)**

- » The War of 1812 justified Madison’s plan to build up the military and expand the powers of the federal government.

**ANALYTICAL**—How did support for the War of 1812 build by the end of the first decade of the nineteenth century? **(US.7.h)**

- » Americans gradually became more and more frustrated with British treatment of American soldiers, as well as more concerned about British–Native American alliances and possible British interest in taking control of the United States.

### **“Fighting on Land and Sea” and “The Burning of the (First) White House,” pages 51–52**

**Scaffold understanding as follows:**

**Have students read the section “Fighting on Land and Sea” on pages 51–52.**

**SUPPORT**—Native American nations did not automatically or unilaterally support the British in the War of 1812. The Haudenosaunee (Iroquois) Confederacy, also known as the Six Nations, continued the policy they followed in the Revolutionary War: The confederacy maintained neutrality and let individuals decide for themselves how to respond. (Students read about this famous form of confederate government in Unit 1 of the Foundations of Freedom: A Louisiana Civics Program course.) This meant that members of the confederacy might be

fighting against one another. As it turned out, some Mohawks fought alongside the British against Tuscarora and Seneca warriors.

**SUPPORT**—Ask a volunteer to read aloud the last paragraph of the section, about the Battle of New Orleans, on page 52 and the caption under the accompanying image on page 53. Prompt students to discuss why and how Andrew Jackson’s victory in the battle would influence his later opportunity as a politician and presidential candidate. Ask: In what ways do the qualities that Americans valued in early presidents like Jackson continue to shape the kinds of leaders they support today, and how have those expectations changed over time? (*Responses will vary. Students may indicate that Americans continue to look for strong leaders with a professional history of proven success in either politics, business, or both.*) **(US.1, US.7.h)**

**Have students read the sidebar “The Burning of the (First) White House” on page 52. Then ask the following questions:**

**LITERAL**—What development in Europe enabled the British to enlarge their military in North America? What effect did the additional troops have? **(US.7.h)**

- » The end of the Napoleonic Wars allowed the British to send more troops to North America. The strengthened force not only undid U.S. gains in Canada but also made important gains in several areas farther south.

**ANALYTICAL**—What was the symbolic significance of the burning of Washington in 1814? **(US.7.h)**

- » Possible response: The burning of Washington during the War of 1812—including the White House and the Capitol—showed how fragile the United States was at this early date in its existence. The country had formally existed for just a few decades, and it remained vulnerable to invasion by both land and sea.

**ANALYTICAL**—What was one consequence of the delayed arrival of the Treaty of Ghent in the United States? **(US.7.h)**

- » Because the Treaty of Ghent took so long to reach the United States, fighting continued. Andrew Jackson became a war hero for repelling a large British force at the Battle of New Orleans, though the war was already technically over. He would go on to play a prominent role in national politics.

 **THINK TWICE**—Identify one success and one challenge for U.S. forces during the War of 1812.

- » American sailors, both civilian and military, were successful in capturing British merchant vessels. However, American troops initially had trouble winning battles on land against the British and their Native American allies, though there were some later victories, including at the Battle of New Orleans.

### **“The Treaty of Ghent,” page 53**

**Scaffold understanding as follows:**

**Have students read the section on page 53.**

**SUPPORT**—Underscore the fact that it took seven weeks for the signed treaty to cross the Atlantic. Explain to students that faster means of communication were then in their infancy. The telegraph would not be widely adopted until the 1840s, and neither a transcontinental telegraph network nor a reliable transatlantic cable existed until the 1860s.

**SUPPORT**—Invite students to examine the wording of the *Connecticut Courant* clipping on page 54. Point out that the author describes peace as “great and joyful news” that was celebrated publicly. Ask: How did American attitudes toward the war change between 1812 and 1815? (*Americans were initially optimistic; they believed the United States would win the war easily and seize territory from Britain. By 1815, they had grown weary of fighting and were glad for the war to end in a draw.*) (US.5.d, US.7.h)

**After students read the text, ask the following questions:**

**LITERAL**—What issues were left unresolved by the Treaty of Ghent? (US.7.h)

- » Border disputes between Britain and the United States were left unresolved at the war’s end.

 **THINK TWICE**—What were the outcomes of the War of 1812?

- » The War of 1812 did not result in any territorial changes between Britain and the United States. However, it did show that the United States could defend itself against a militarily powerful enemy, which also boosted national morale—and the growing sense of manifest destiny.

### “The Era of Good Feelings” and “The American System,” pages 54–56

**Scaffold understanding as follows:**

**Have students read the section “The Era of Good Feelings” on pages 54–55.**

**CORE VOCABULARY**—Point out the vocabulary term *nationalism*, and explain its meaning.

**SUPPORT**—Point out that the reason Spain had a greater interest in Texas than in Florida was because Texas’s location was adjacent to the rest of New Spain; the Spanish government therefore thought it could more easily maintain control of Texas.

**SUPPORT**—Explain that the name *the Floridas* reflects a common practice of colonizing powers, which would divide up territory into east and west, upper and lower, or outer and inner provinces for administrative purposes. The British formerly divided their Canadian colonies into Lower and Upper Canada—the Canadas. Students may recall that the same occurred with the Carolinas; those colonies were partitioned from a single Province of Carolina in 1712.

**Have students read the section “The American System” on pages 55–56.**

**CORE VOCABULARY**—Point out the vocabulary terms *tariff*, *inflation*, and *recession*, and explain their meanings.

**SUPPORT**—Point out the sentence “Banks were also lending money widely with low interest rates and little regulation.” Ask students what a lack of regulation of who can qualify for loans might mean for lenders and borrowers. (*Students should mention that with a lack of strict regulation, banks may be able to make more loans to people who may not be able to repay them later, leading to ongoing debt for borrowers and eventual economic instability.*) (US.7.h)

**ACTIVITY**—Have students work independently or in pairs to complete The American System (AP 2.1). Then reconvene the class and ask for volunteers to share the answers they came up with. Combine students’ work into a larger graphic organizer that the whole class can view. (US.7.h)

Activity Page



AP 2.1

**After students read the text, ask the following questions:**

**LITERAL**—How did Florida become part of the United States? **(US.7.h)**

- » Spain agreed to cede the Floridas to the United States in exchange for a combination of money, favorable trade status, and recognition of Texas as part of New Spain. The agreement was formalized in the 1819 Adams–Onís Treaty.

 **THINK TWICE**—What developments gave the Era of Good Feelings its nickname?

- » The Era of Good Feelings got its nickname from a strong sense of national unity following the War of 1812. Partisan conflict was limited, and a single political party prevailed.

 **THINK TWICE**—Explain the regional issues involved in the American System.

- » Possible response: The American System included tariffs that would benefit manufacturers in the North more than they would the more agricultural South, which already had access to a wide market for its goods and didn't need to compete as much with imports. But the American System also included infrastructure improvements that would benefit the South and West more than the North. The role of the Second Bank of the United States, a key part of the American System, also affected Southern and Western farmers when the bank called in its debts at a challenging time for U.S. agriculture.

**“The Monroe Doctrine,” pages 56–57**

**Scaffold understanding as follows:**

**Have students read the section on pages 56–57.**

**CORE VOCABULARY**—Point out the vocabulary term *annexation*, and explain its meaning.

Online Resources



**SUPPORT**—Display the map of the Americas circa 1820. Have students first identify countries or colonies that no longer exist. Then have them identify countries that do still exist today. (*Possible response: There is no country or colony called New Grenada in modern times, but Peru is still a country today.*) Lead a discussion of how Latin America was undergoing a series of independence movements at the time, so the region was a patchwork of Spanish colonies and new countries. Have students identify why these independence movements might prompt European countries to become more involved in Latin America. Ask: How could this new potential involvement cause anxiety for some Americans? (*Americans may have feared that European powers would try to squash the independence movements through war or new conquest, which might then inspire those powerful countries with global influence to look north and perhaps try to also take control of the still-young United States.*) Students will read more about American imperialism in the region in Unit 3, Topic 1. **(US.4, US.8)**

**After students read the text, ask the following questions:**

**LITERAL**—What was the Monroe Doctrine? **(US.7.h)**

- » The Monroe Doctrine was a promise by the U.S. government to respect and, if needed, protect the independence of sovereign Latin American countries.

**ANALYTICAL**—How did the situation in Latin America lead President Monroe to issue the Monroe Doctrine? **(US.7.h)**

- » Spanish colonies throughout Latin America were following Mexico, Chile, and Argentina in throwing off their colonial status and demanding independence. President Monroe and his secretary of state, John Quincy Adams, were concerned about how the Spanish might respond. To protect U.S. commercial interests, they wanted to prevent the reestablishment of European colonial rule.

 **THINK TWICE**—Explain whether the Monroe Doctrine reflects continuity or change in U.S. foreign policy since the presidency of George Washington.

- » The Monroe Doctrine is a departure from George Washington’s recommendation to remain uninvolved in the affairs of other nations. Despite the U.S. self-interest at the heart of the policy, it declares the United States’ willingness to go to war to protect other countries in the Americas.

### “The Missouri Compromise,” pages 57–59

**Scaffold understanding as follows:**

**Have students read the section on pages 57–59.**



**SUPPORT**—Draw students’ attention to the map of the Missouri Compromise on page 58. Ask students to identify whether, under the terms of the Missouri Compromise, slavery would have been permitted or forbidden in specific present-day U.S. states (e.g., Kansas, Utah, Washington). Point out that some future Western states, such as California, straddle the parallel 36°30’ north. **(US.4, US.9.g)**

**After students read the text, ask the following questions:**

**LITERAL**—Was Missouri admitted to the Union as a slave state or a free state? **(US.9.g)**

- » Missouri was admitted as a slave state.

**LITERAL**—How did the Missouri Compromise preserve the equal balance of slave states and free states? **(US.7.h)**

- » The Missouri Compromise preserved the equal balance of slave states and free states by admitting Missouri as a slave state and Maine as a free state.

**INFERENTIAL**—What was the significance of the parallel 36°30’ north in the Missouri Compromise? What is a potential problem created by setting such a boundary? **(US.6.a, US.9.g)**

- » Possible response: The significance of the parallel 36°30’ north was that slavery would be prohibited in new states north of this line and permitted in new states south of it. One problem is that new territories and states might straddle the line, theoretically making them half slave state and half free state.

 **THINK TWICE**—Explain how the Missouri Compromise addressed the issue of slavery in new U.S. territories.

- » The Missouri Compromise set an imaginary line at the parallel 36°30’ north; slavery would be prohibited in future states north of this line and permitted in future states south of it.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of westward expansion on the United States, its people, and Native Americans?”

### “The Jacksonian Era,” pages 59–60

**Scaffold understanding as follows:**

**Have students read the section on pages 59–60.**

**CORE VOCABULARY**—Point out the vocabulary term *patronage*, and explain its meaning.

**SUPPORT**—Explain that the presidents before Andrew Jackson came from wealthier backgrounds. Washington, Jefferson, and Madison all belonged to the planter class of Virginia. Monroe’s family had a more modest but still comfortable farming background, as did John Adams’s family. John Quincy Adams inherited by birth and marriage a position in a prominent American political family. Andrew Jackson, in contrast, was born on the Carolina frontier, was raised by a widowed mother, and grew up in a state of near poverty with little formal schooling. His two brothers and his mother died in the Revolutionary War, in which Jackson himself fought as a teenager. Many voters, being themselves veterans and frontiersmen, saw in Jackson’s background and manner something more relatable than in those of the men who preceded him in office.

**SUPPORT**—Explain that the phrase “hardline policies” in the last paragraph of the section refers to strict, uncompromising government actions. In the context of the Jacksonian era, it describes the U.S. government’s firm and often harsh approach toward Native American nations. These policies left little room for negotiation and often ignored treaties or Native resistance, resulting in widespread suffering and displacement.

**SUPPORT**—Tell students that Jackson’s embrace of patronage went beyond his public arguments about rotation in office and breaking the elite hold on government. He also wanted to fill key positions with people he personally trusted. He was deeply suspicious of political opponents and long-standing bureaucrats, believing they might undermine him or his policies. Explain that the name of the spoils system comes from a nineteenth-century senator’s description of a politically motivated government appointment during Jackson’s presidency: “To the victor belong the spoils of the enemy.”

**After students read the text, ask the following questions:**

**LITERAL**—What were among John Quincy Adams’s greatest national achievements during his presidency? (**US.7.h**)

- » John Quincy Adams made a lasting contribution to the country by securing congressional backing for large-scale improvements to the nation’s roads, canals, and waterways.

**INFERENTIAL**—Why might some American settlers have embraced Jackson’s hardline attitude toward Indigenous peoples? (**US.6.a, US.7.h**)

- » Possible response: Many American settlers feared and distrusted their Native neighbors, who resisted the continual encroachments on their land. Settlers wanted the land for themselves, and they also wanted government support and protection in claiming it. They would have seen Jackson as on their side.

 **THINK TWICE**—How did John Quincy Adams’s policies reflect his status as a former Federalist?

- » As a former Federalist, John Quincy Adams advocated for policies that expanded the role of the federal government. He supported large building projects and the creation of new federal institutions that would require government money to operate, such as a national university.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of westward expansion on the United States, its people, and Native Americans?”

## “The Bank War,” pages 60–61

**Scaffold understanding as follows:**

**Have students read the section on pages 60–61.**

**SUPPORT**—Explain that a bank’s charter is a legal allowance, or license, issued by the government that explains how the bank will operate and how it will be regulated.

**SUPPORT**—Andrew Jackson stated that a national bank was a tool “to make the rich richer and the potent more powerful” while harming “the humble members of society—the farmers, mechanics, and laborers.” Although the Second Bank did lend money to both merchants and farmers, Jackson and many of his fellow Democrats felt that the wealthy were being favored excessively. Jackson also distrusted the paper banknotes issued by banks and felt that gold and silver money was more reliable.

**ACTIVITY**—Read or display the necessary and proper clause of the Constitution (Article I, Section 8):

The Congress shall have power . . . to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Explain that this clause is sometimes called the elastic clause because it allows Congress to stretch its powers to adapt to different circumstances. The clause is generally seen as allowing Congress to make laws and create institutions that support an enumerated power, even if those laws are not themselves explicitly authorized.

In the context of the Bank War, the question was whether the creation of a national bank was a “necessary and proper” way for Congress to exercise its enumerated powers. Ask students to examine the list of enumerated powers found in Article I, Section 8, and to identify powers that are relevant to the creation of a national bank. (*Possible response: A national bank supports Congress’s powers to collect taxes, borrow money, and coin money.*) Remind students of what they have learned about strict and loose interpretation of the Constitution, and help them connect that to the underlying issues of the Bank War. (*Jackson used a strict constructionist view to contest Congress’s power to create a national bank.*) **(US.7.g, US.7.h)**

**SUPPORT**—Have students examine the political cartoon on page 61. Ask what the caption “Clay / Might stop a hole to keep the wind away” might mean. (*Henry Clay wanted to silence Jackson’s opposition to the Bank of the United States.*) **(US.5.a, US.7.h)**

 **TALK IT OVER**—Prompt students to compare President Andrew Jackson’s actions with those of presidents they learned about earlier in Topics 1 and 2, and have them consider how Congress responded to these actions. Then have students debate or discuss the

following question with a partner or small group: What does Andrew Jackson’s presidency demonstrate about the role of the federal government in the first three decades of the 1800s? (US.3, US.6.a, US.7.h)

**After students read the text, ask the following questions:**

**LITERAL**—What were the opposing sides in the Bank War? (US.7.h)

- » The opposing sides in the Bank War were the Democrats, including President Jackson, who wanted to put an end to the national bank, and the National Republicans, who supported the bank’s continued existence.

**LITERAL**—Why did Jackson oppose the Second Bank of the United States? (US.7.h)

- » Jackson opposed the Second Bank because he believed it was an overreach of congressional authority and was a symbol of federal encroachment on states’ rights. Jackson also believed that the national bank mainly benefited the wealthy.

✔ **THINK TWICE**—How did Congress and Andrew Jackson diverge in their opinions of presidential power during the Bank War?

- » During the Bank War, Andrew Jackson insisted that as chief executive, he had the power to determine the constitutionality of a national bank. This was evident in his use of the veto to quash laws, like the bank charter renewal, that he deemed unconstitutional. Congressional leaders considered it inappropriate for Jackson to react in this way and said he was overstepping the bounds of his office.

### “The Trail of Tears,” pages 61–64

**Scaffold understanding as follows:**

**Have students read the section on pages 61–64.**

**CORE VOCABULARY**—Point out the vocabulary term *assimilate*, and explain its meaning.

**SUPPORT**—Note that the term *reservation* is often used in conjunction with early nineteenth-century Indian removal policies. Formally, reservations were not established until 1851 with the Indian Appropriations Act, which students will read about in Unit 2, Topic 1. Prior to that time, displaced Indigenous peoples of the Southeast—including the so-called Five Civilized Tribes—were marched to the unincorporated Indian Territory in present-day Oklahoma.

**SUPPORT**—Point out that framing the conflict between westward expansion and Native American survival as “the Indian problem” transforms Indigenous people, with their own lives and cultural practices, into a problem to be “solved.” Ask: What alternative approach could the federal government have used to solve the conflict? (*Possible response: The government could have considered what each group of Native Americans wanted and needed and the rights they possessed as Indigenous inhabitants of the land being contested.*)

**After students read the text, ask the following questions:**

**LITERAL**—What was the Trail of Tears? (US.7.h, US.8.b)

- » The Trail of Tears was the 1,200-mile (1,930 km) forced march by which the U.S. Army displaced sixty thousand members of the Five Tribes from their homelands to Indian Territory in Oklahoma.

**ANALYTICAL**—What was “the Indian problem” to which Jackson and his supporters referred? For whom was it a problem, and how was it related to the process of westward expansion? (US.7.h, US.8.b)

- » Jackson and his supporters considered the existence of Native Americans a problem because they were disrupting the process of westward expansion. It was a problem for the settlers because Indigenous peoples lived on land they wanted for themselves. Those who favored westward expansion wanted to remove Indigenous people to create room for American settlement.

✔ **THINK TWICE**—How did the U.S. government behave toward Native Americans during the early nineteenth century, and what reasons did it give for its actions?

- » The U.S. government forced Native Americans from their ancestral homelands and onto land west of the Mississippi River. It justified these actions by claiming that Indigenous people and European American settlers could not live together peacefully. In some cases, such as the Treaty of New Echota, the government claimed that Native Americans had agreed to relocate and were violating a treaty by not doing so.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of westward expansion on the United States, its people, and Native Americans?”

**Primary Source Features: “Andrew Jackson to the Cherokee, 1835” and “Cherokee Petition Protesting Removal, 1836,” pages 62–63**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Features on pages 62–63.**

**Introduce the sources to students by reading the introductory material for the first source.**

**Have students read both sources.**

**SUPPORT**—Clarify the following language in the Cherokee petition: *Despoiled* means stripped of possessions or value, and *aver* means to declare or verify.

**SUPPORT**—Point out that in the inset portrait of the second source, Cherokee principal chief John Ross is shown in European American formal dress (a suit, shirt, and tie). Discuss with students what Americans of the time might have thought of his appearance. Ask: How does Ross’s decision to sit for a portrait in this clothing reflect his attitude toward assimilation? (Possible response: Ross may have wanted to show that he favored assimilation by wearing clothing familiar to Americans rather than traditional Indigenous attire.) (US.7.h, US.8.b)

**SUPPORT**—As these documents explain, Andrew Jackson upheld the Treaty of New Echota even as John Ross and his followers dismissed it as a sham. Ask: What does Jackson not address in his writing to the Cherokee? (Possible response: He does not address any economic factors underlying the federal government’s actions.) Was the U.S. government acting in good faith when it signed this treaty and went on to enforce it? Explain. (Possible response: No, the treaty was made in bad faith because the U.S. government dealt with people who were not really in charge of the Cherokee Nation but who would give them the answer they wanted.) (Students will learn in Unit 2 that the federal government was often selective in its fulfillment of treaty obligations toward Indigenous peoples.) (US.5.a, US.5.b, US.7.h, US.8.b)



You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner for one or both sources.

**After students have read the sources, ask the following questions:**

**ANALYTICAL**—When Jackson instructs the Cherokee to “remove to the west and join [their] countrymen, who are already established there,” what “countrymen” is he referring to? Is this accurate? **(US.5.b, US.7.h, US.8.b)**

- » Jackson is referring to other Native Americans west of the Mississippi as the Cherokee people’s “countrymen.” This is not accurate; the Cherokee were a nation completely distinct from other Indigenous nations.

**ANALYTICAL**—What is Jackson’s point of view when he tells the Cherokee they “cannot remain where [they] now are” and should “remove to the west and join [their] countrymen”? What specific evidence does Jackson provide to the Cherokee to demonstrate that their survival depends on separation from white settlers? **(US.5.a, US.8.b, US.8.d)**

- » President Jackson is telling the Cherokee that it is best for them to move west to where other Native American tribes have settled. He believes that their way of life cannot be sustained if they stay where they are and that it is “impossible that [they] can flourish in the midst of a civilized community.” Jackson believes that Cherokee survival depends on separation from the white population. He states that the Cherokee situation in Georgia is becoming difficult and that they are regularly engaging in clashes with settlers there (“young men are committing depredations upon the property of our citizens, and are shedding their blood”). He writes that if this continues, the Cherokee will be punished, and he says, “The fate of your women and children, the fate of your people to the remotest generation, depend upon the issue.” Although Jackson initially claims to be genuinely concerned about the Cherokee, he ends the letter by threatening that if the Cherokee do not relocate to the Indian Territory, they will cease to exist.

**ANALYTICAL**—According to the petition, what are the Cherokee’s grievances concerning the U.S. government? **(US.5.a, US.7.h, US.8.b)**

- » The Cherokee argue that the U.S. government has broken its treaty with them by forcing them to relocate. They argue that they had assimilated into American culture and “were happy and prosperous under a scrupulous observance of treaty stipulations by the Government of the United States,” having “made rapid advances in civilization, morals, and in the arts and sciences.” Now they are being forced to undo this assimilation and “return to the savage life” by being forced into “the wilds of the far west.”

**ANALYTICAL**—What is the petition writers’ opinion of assimilationist policies? How do you know? **(US.5.b, US.7.h, US.8.b)**

- » Possible response: The Cherokee petitioners seem to have a favorable opinion of assimilation. They feel that it allowed the Cherokee people to make rapid social and technological advancements. They certainly consider assimilation preferable to the forced removal that is taking place as they write this petition.

## “Manifest Destiny!” pages 64–65

**Scaffold understanding as follows:**

**Have students read the section on pages 64–65.**

**SUPPORT**—Briefly explain how a telegraph works (shown on page 65): A telegraph sends electric signals by opening and closing an electric circuit. When the key is down, the circuit is closed, and current flows; when the circuit is open, the flow of current stops. The telegraph operator sends messages by timing the opening and closing of the circuit. At the receiving end, an electromagnet can be used to move a needle or produce an audible click, reproducing the timing of the key presses.

**SUPPORT**—Invite students to critically examine the painting *Westward the Course of Empire Takes Its Way* on page 66. Ask: How does this painting portray the experience of American settlers and pioneers? What does it include, and what does it leave out? (*Possible response: It shows settlers in a romantic and idealized fashion, including their struggles with nature but omitting conflict with other people.*) Who is absent from this depiction of manifest destiny and its effects? (*Native Americans are missing from the painting.*) What does the painting’s title imply about manifest destiny? (*that it is a natural, righteous cause and a glorious nation-building project*) **(US.5.b, US.8.d)**

**After students read the text, ask the following questions:**

**LITERAL**—Identify at least two technological developments that aided and accompanied the westward expansion of the United States. **(US.8, US.8.d)**

- » Possible response: The telegraph, the railroad, and the steamboat are all technologies that helped the people of the United States expand the country westward.

**INFERENTIAL**—Was manifest destiny a new concept in the 1840s or part of a longer tradition of American thought? **(US.1, US.6.a, US.8.d)**

- » Possible response: The concept of manifest destiny arose gradually before the 1840s, though it did not get its formal name until 1845. Even under British rule, the American colonists had balked at the idea that they could not settle the western frontier because of the Proclamation of 1763, as discussed in Topic 1. Once the United States was its own country, several treaties and purchases extended its territory farther westward.

 **THINK TWICE**—Explain the concept of manifest destiny in your own words.

- » Manifest destiny was the belief that it was Americans’ right and predetermined fate to settle as much of the North American continent as they could, gaining economic, spiritual, and cultural opportunities for themselves in the process.

## Primary Source Feature: “John O’Sullivan Declares America’s Manifest Destiny, 1845,” page 66

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 66.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**After students have read the source, ask the following question:**

**INFERENTIAL**—What are the nations that Sullivan considers to be engaged in “hostile interference” against the United States? (**US.5.a, US.6.a, US.7.h, US.8.d**)

- » Possible response: Sullivan mentions England (“our old . . . enemy”) and France directly as examples of countries interfering with the expansion of the United States.

### **“The United States and Texas,” pages 67–69**

**Scaffold understanding as follows:**

**Have students read the section on pages 67–69.**

**SUPPORT**—Discuss with students the legal details of Tyler’s succession to president. The Constitution originally provided that the vice president would succeed the president and that Congress would make the laws covering the remaining order of succession. At the time, the governing law was the Succession Act of 1792. It described the president’s successor as an acting president and added the president pro tempore of the Senate and the Speaker of the House of Representatives to the line of succession. In 1967, the Twenty-Fifth Amendment provided an explicit constitutional procedure for handling presidential (and vice presidential) succession and disability.

**After students read the text, ask the following questions:**

**INFERENTIAL**—Look at the photo on page 67. In the motto “Remember the Alamo,” what specifically are people being asked to remember? (**US.6.a, US.8.c**)

- » “Remember the Alamo” means to remember the heroic resistance of the Texians and the brutal massacre by the Mexican military and to be inspired by it to fight for one’s cause.

**ANALYTICAL**—How did Mexico and the United States differ in their treatment of the Republic of Texas, and why? (**US.8.c, US.8.d**)

- » Mexico refused to recognize Texas as an independent republic. The United States saw Texas as a new U.S. state in the making and allied with the Republic of Texas with the long-term goal of annexing it.

### **Primary Source Feature: “Inaugural Address, James K. Polk, 1845,” page 68**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 68.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Students may be surprised to see Polk discussing the “reannexation” of Texas. This usage reflects Polk’s unfounded claim that Texas had been part of the Louisiana Purchase and thus had been American territory since 1803. By positioning the annexation of Texas as a *reannexation*, Polk hoped to frame the action as a reclamation of one’s own property instead of a land grab from a neighboring country.

**SUPPORT**—The word *title* appears here in its sense of legal right. Explain that to *perfect a title* means to clear it of any challenges to ownership and establish for others the validity of one’s claim. In ordinary legal matters, this is done by recording or registering the title formally. Here, Polk argues that populating Oregon with Americans will have a similar effect on U.S. ownership of that territory.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—Who “adventurously ascended the Missouri to its headsprings”? (**US.5.a, US.8.c, US.8.d**)

- » Lewis and Clark, in their expedition of 1804–6, navigated the Missouri River up to its source in the Rockies.

**ANALYTICAL**—What justification does Polk give for pursuing a policy of westward expansion? (**US.5.a, US.8.c, US.8.d**)

- » Polk justifies westward expansion in terms of the benefits that American settlement and governance will bring to the western parts of North America. He says that the United States will bring “the blessings of self-government” and “the benefits of our republican institutions” to the territories it claims and settles and that hardworking emigrants will make those territories productive.

**Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

## “The Mexican-American War,” pages 69–71

**Scaffold understanding as follows:**

**Have students read the section on pages 69–71.**

**SUPPORT**—Explain that while the Mexican-American War was ongoing, California experienced great changes. The U.S. military incited a small group of Americans to emigrate to California and raise a rebellion there. The war began in May 1846, and a month later, the rebels declared independence from Mexico as the California Republic, also known as the Bear Flag Republic. Their grizzly bear emblem survives today in California’s state flag. Four weeks later, the U.S. military began its occupation, and the short-lived California Republic became a de facto part of the United States.



**SUPPORT**—Point out the center of population map on page 70, and lead students to review the territorial evolution of the United States over its first seventy years. Revisit the map with students as you discuss the section, prompting them to use what they have learned to track when and how the various cessions and annexations noted on the map occurred. Ask: Why was the center of population so far eastward in 1850 and 1880 despite all the new territory that had been gained? (*The East Coast cities were much more populous than the Midwest and the frontier, and no census was taken of Native Americans when the territories were acquired.*) Do you think the center of population will continue to drift westward in the next fifty years? Why or why not? (*Possible response: Yes, because the cities on the West Coast and in the Southwest are still growing fast.*) Tell students that by 2020, the year of the most recent U.S. Census, the center of population had drifted as far west as Hartville, Missouri. (**US.4, US.8.d**)



**SUPPORT**—Point out the phrase “forty-ninth parallel” in the fourth paragraph of the section, on page 69. Explain that a parallel is one of the imaginary circles on the surface of Earth that run parallel to the equator and are used to mark latitude, or the distance north or south of the equator. Refer students back to the map on page 70 to locate the boundaries of Oregon Country. Then ask them to review what they have learned about the history of the other regions labeled on the map. **(US.4, US.8.a, US.8.d)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did the United States’ and Mexico’s goals differ at the start of the Mexican-American War? **(US.8.c, US.8.d)**

- » The United States wished to annex Texas and bring it into the union; Mexico did not recognize the Republic of Texas as an independent country or its borders. Ultimately, the United States also wished to annex part of Mexico’s holdings in the Southwest.

**ANALYTICAL**—How did planning for the Mexican-American War affect U.S. relations with Britain? **(US.8.c, US.8.d)**

- » Planning for the Mexican-American War affected U.S. relations with Britain because President Polk realized it would not be practical (or successful) to fight a war in Oregon and another one in Texas simultaneously. As soon as the Mexican-American War was declared, he moved to resolve the dispute with Britain over the Oregon border.

 **THINK TWICE**—How did the idea of manifest destiny influence U.S. expansion throughout the first half of the nineteenth century?

- » The idea of manifest destiny was that the United States had the right and even the obligation to expand westward across the continent. It influenced many actions taken by the U.S. government, including the Trail of Tears—the U.S. government expulsion of Native Americans from their homelands so they could be cleared and settled by white people. Manifest destiny also shaped the decisions to send settlers into Oregon Country and later to acquire it by treaty, to annex Texas, and to claim the Southwest from Mexico. With every one of these steps, the territory claimed and settled by the United States moved farther west.



## CHECK FOR UNDERSTANDING

**Ask students to:**

- Write a short answer to the Framing Question: “What were the effects of westward expansion on the United States, its people, and Native Americans?”
  - » Key points students should cite include: The Louisiana Purchase brought huge amounts of land with diverse Indigenous populations under U.S. control; in *Marbury v. Madison* (1803), the Supreme Court established the principle of judicial review, giving the judicial branch the power to strike down unconstitutional laws; the so-called Indian problem and subsequent hardline policies, such as Indian removal under Jackson and other presidents, drove many Native peoples westward from their ancestral homelands in Georgia and elsewhere; the War of 1812 helped solidify U.S. independence and fostered a sense of national pride; policies like Henry Clay’s American System promoted internal improvements, a national bank, and protective tariffs to strengthen the U.S. economy; the Missouri Compromise of 1820 temporarily eased sectional tensions by maintaining a balance between free and slave states; the Monroe Doctrine (1823) asserted that the Western Hemisphere was off-limits

to future European colonization, reflecting growing U.S. confidence and ambition; the Mexican cession, following the Mexican-American War, added most of the present-day Southwest to the United States; these episodes of expansion both encouraged and drew on a growing national sense of manifest destiny.

- Choose three Core Vocabulary words (*civilian, abolition, strike down, unconstitutional, judicial review, impressment, nationalism, tariff, inflation, recession, annexation, patronage, assimilate*) and explain their relationship to each other in the context of early nineteenth-century American history.

To wrap up the lesson, invite several students to share their responses.

# TOPIC 3: A Nation Divided and Reconstructed

**Framing Question:** What were the effects of the Civil War and Reconstruction on the United States?

## Primary Focus Objectives

- ✓ Describe the origins and consequences of the transatlantic slave trade in North America, including slavery's connections to the U.S. economy. **(US.9.a, US.9.b, US.9.c, US.9.d)**
- ✓ Identify key figures in the abolition movement, and explain their contributions to the abolition of slavery in the United States. **(US.9.e, US.9.f, US.9.i)**
- ✓ Explain how sectional disagreements over slavery deepened and eventually defied attempts at compromise, leading to the Civil War. **(US.9, US.9.g, US.9.h, US.10.b)**
- ✓ Describe the course of the Civil War, including the leadership of Abraham Lincoln and the process of Reconstruction, noting the successes and limitations of the latter. **(US.10.a, US.10.c, US.10.d, US.10.e)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *secession, sectionalism, de facto, inherent, conscription, franchise, extralegal, occupation, segregation.*

## What Teachers Need to Know

**Online Resources** For background information, download the Land of Liberty Online Resource “About A Nation Divided and Reconstructed”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

**Activity Pages**



AP 1.1  
AP 3.1

- individual student copies of Primary Source Analysis (AP 1.1) and Domain Vocabulary: Unit 1 (AP 3.1)
- diagram of the triangular trade
- materials from the WPA Slave Narratives project
- video about the impact of the cotton gin
- poem “O Captain! My Captain!”

**Online Resources**



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the diagram, materials, video, and poem may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**secession, n.** formal withdrawal from a country or other political group (73)

*Example:* Some members favored secession, while others thought the state could be more effective if it remained part of the country.

*Variations:* secessionist (n., adj.), secede (v.)

**sectionalism, n.** extreme devotion to distinct regions of a country, such as the North and South in the nineteenth-century United States (80)

*Example:* Disagreements over slavery led to deeper and deeper sectionalism between North and South.

*Variations:* sectionalist (n.), sectional (adj.)

**de facto, adj.** existing in fact, even if not legally or officially (85)

*Example:* After driving the president and the parliament into exile, the general became the de facto leader of the country.

**inherent, adj.** being part of the nature of a thing or person (91)

*Example:* The charter recognized the inherent equality of all people.

*Variations:* inherently (adv.)

**conscription, n.** a system that requires individuals to serve in the military; also known as the draft (93)

*Example:* Many protested conscription during the Vietnam War because they did not believe that they would be fighting for a good cause.

*Variations:* conscript (n., adj., v.)

**franchise, n.** the constitutional right to vote (106)

*Example:* Women gained the franchise nationwide in 1920 after many years of campaigning.

*Variations:* enfranchise (v.)

**extralegal, adj.** not regulated by law (109)

*Example:* The vigilante mob surrounded the jail and threatened the suspect with extralegal violence.

**occupation, n.** control of an area, usually by a military force (110)

*Example:* The occupation of former Confederate states was a point of contention during Reconstruction, as many Southerners resented the presence of federal troops.

*Variations:* occupier (n.), occupy (v.)

**segregation, n.** the enforced separation of people by race, ethnicity, religion, or sex (114)

*Example:* Under Jim Crow laws, the segregation of restaurants, libraries, swimming pools, trains, and even hospitals was common.

*Variations:* segregationist (n., adj.), segregate (v.)

## THE CORE LESSON

### Introduce “A Nation Divided and Reconstructed”

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Call students’ attention to the Framing Question. Tell students to watch for ways in which the divide between regions of the country, shaped by differences in economy, labor systems, and ways of life, widened in the lead-up to the Civil War and continued to influence American life even after the war ended.

## Guided Reading Supports for “A Nation Divided and Reconstructed”



### “Leaving the Union,” pages 72–73

**Scaffold understanding as follows:**

**Have students read the section on pages 72–73.**

**CORE VOCABULARY**—Point out the vocabulary term *secession*, and explain its meaning.

**SUPPORT**—Clarify that *the Union* is a formal term typically used to refer to the entire United States, as when we say that a state was “admitted to the Union.” In the context of the Civil War, however, it refers to the group of Northern states that remained loyal to the federal government based in Washington, D.C. The Confederacy, by contrast, was a separate government formed by the eleven Southern states that chose to secede from the United States. Students will learn more about Southern secession and the motivations behind it later in the topic.

**SUPPORT**—Point out the illustration on pages 72–73. Ask students to describe what they notice about the people in this image. (*The men seem to be celebrating something as a group; they are waving their hats jubilantly.*) Explain that many people, in both the North and the South, believed that if a civil war broke out, it would be brief. Many in the Confederacy expected that a short war would show the Union that it could not force the Southern states to return. Similarly, many in the Union expected it would take just one decisive defeat before the Confederacy abandoned its attempt to break away from the United States. **(US.6.a)**

**After students read the text, ask the following questions:**

**LITERAL**—What specific example did South Carolina’s leaders use to illustrate the North’s “hostility . . . to the institution of slavery”? **(US.10.b)**

- » The leaders of South Carolina argued that Northerners refused to capture and return those who escape from Southern slaveholders.

**ANALYTICAL**—How did South Carolina’s Declaration of Secession resemble the Declaration of Independence? How did it differ? **(US.10.b)**

- » South Carolina’s Declaration of Secession proclaimed that the state had reasons for rejecting the oppression of the Union and now sought a place among the world’s nations—ideas similar to those found in the Declaration of Independence. It omitted, however, any mention of the claim that “all men are created equal”—a central value of the Declaration of Independence.

### “The Roots of Division: Slavery” and “The Plantation System,” pages 74–76

**Scaffold understanding as follows:**

**Have students read the section “The Roots of Division: Slavery” on pages 74–76.**

**SUPPORT**—Call students’ attention to the illustration on page 75, and connect it to the discussion of slavery legislation in Topics 1 and 2 of this unit. Remind students that the Framers of the Constitution could not reach agreement on the future of slavery. As a result, they included a clause that prevented Congress from passing any laws to ban the



international slave trade for twenty years. In 1808, Congress finally banned the importation of enslaved people from abroad. Explain that this did not prohibit the domestic slave trade, in which people were bought and sold within the United States, often being moved across state lines and separated from their families in the process.

**ACTIVITY**—Show students the diagram of the triangular trade. Ask students to explain what they see in terms of the directions of goods and people and to identify their destinations, including the area that is the Middle Passage. Have the class help you make a list on the board or chart paper of the various short-term and long-term effects of the triangular trade on the people captured and sold into slavery, both in their homelands and in North America. **(US.4, US.9.b)**

**EXTENSION ACTIVITY**—Have students form small groups and use an online collection featuring materials from the WPA Slave Narratives project to learn more about life as an enslaved person in the United States of America. Consider assigning each group a topic, then conducting a jigsaw activity in which members of the original groups share as “experts” what they have learned in mixed “expert” groups. **(US.9.b)**

**SUPPORT**—Students may wonder how Nat Turner was able to become a preacher while enslaved. Share that literacy played an important role; unlike most enslaved persons, Turner had the opportunity to learn how to read and write. This meant he could read the Bible, where he found inspiration for his emancipatory beliefs. In fact, Southern newspapers commenting on Turner’s rebellion sometimes emphasized his literacy and the dangers that literate enslaved people posed to the social order. Commentators seized on the uprising as proof that the laws against teaching enslaved people to read and write were necessary.

**Have students read the sidebar “The Plantation System” on page 75.**

**SUPPORT**—Emphasize that the plantation system was not the only way in which slavery was practiced in North America. Enslaved people worked in mills and factories, on docks and in shipyards, and in many private households. However, plantation agriculture was the slaveholding system with the most extensive effects on the U.S. economy, the domestic slave trade, and the eventual sectional split between North and South. As students will read in an upcoming section, the economic incentives of the plantation system were closely connected to the growth of the enslaved population, even after the international trade was formally abolished.

**After students read the text, ask the following questions:**

**LITERAL**—How did the Middle Passage get its name? **(US.9.a, US.9.b, US.9.d)**

- » The Middle Passage was the leg of the triangular trade in which enslaved people were brought from Africa to the Americas. It came after the passage of goods from Europe to Africa, where those goods were traded for enslaved people, and before the passage of goods from the Americas to Europe. It was the middle stage and journey within the triangular trade.

**LITERAL**—What were the major cash crops whose rise encouraged the development of slavery in the Americas? **(US.9.a)**

- » Sugarcane and tobacco were the two main cash crops that facilitated the growth of slavery in the Americas.

**ANALYTICAL**—Why did an extensive plantation system arise in the American South but not in Northern states? (US.9.a, US.9.d)

- » The climate, soil, and terrain of the South were more suitable to the large-scale farming of cash crops, so many large farms (plantations) arose there. In the North, the climate and geography favored smaller farmsteads with fewer workers.

 **THINK TWICE**—What overwhelming obstacles did enslaved people face if they chose to revolt against those who oppressed them?

- » If they attempted to revolt, enslaved people could count on the opposition of not only slaveholders but also the police, local vigilantes, and even the military. Those who were caught often suffered gruesome or even deadly punishments at the hands of their captors.

### “Economic Role of Slavery,” pages 76–77

**Scaffold understanding as follows:**

**Have students read the section on pages 76–77.**

**SUPPORT**—Point out the sentence “Rather than reducing plantation owners’ reliance on enslaved labor, paradoxically, the cotton gin encouraged them to use *more* enslaved labor for planting and picking cotton.” Explain to students that *paradoxically* means in a seemingly contradictory way. Discuss how the efficiency provided by the cotton gin saved labor and inspired a desire for more labor at the same time. (US.9.c)

**SUPPORT**—Remind students that the importation of enslaved persons had ended within the first decade of the 1800s. The growth in the enslaved population was therefore due to an existing slave population, lack of emancipation, and the internal slave trade.

**SUPPORT**—Share with students that the invention of the cotton gin did not just encourage existing cotton farmers to plant more; it also displaced existing crops. For example, indigo, a flowering shrub from which blue dye is extracted, had long been a staple of South Carolina’s agricultural economy. The increased profitability of cotton as a result of the cotton gin led many of the remaining indigo planters, already threatened by post-revolution changes in trade, to shift toward cotton.

Online Resources



**ACTIVITY**—Show students the video about the impact of the cotton gin from PBS LearningMedia. Have students track the causes and positive and negative effects of this invention in a two-column chart, then compare responses. (US.2, US.9.c)

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did the invention of the cotton gin affect the practice of slavery? (US.9.c)

- » The cotton gin made it much faster, and thus more profitable, to process cotton. This led cotton plantation owners to greatly expand their plantings. Because these plantations ran on enslaved labor, the domestic slave trade and the enslaved population grew to meet the new demand.

**ANALYTICAL**—How was the economy of the Northern states reliant on enslaved labor? (US.9.d)

- » The Northern states used the products of Southern agriculture—and therefore often of enslaved labor—in their own economy, which centered on manufacturing and trade.

For example, cotton grown in the South would often be processed into textiles in the North. Northern manufacturers also supplied the goods that kept plantations running, such as lumber and grains.

✓ **THINK TWICE**—What role did cotton and other cash crops play in the growth of slavery in the United States?

- » Cotton and other cash crops provided a motive for farmers to exploit enslaved labor. The more profitable these crops were and the greater the demand for them grew, the more labor was required and the more the practice of slavery expanded in the United States.

## “Abolitionist Efforts,” pages 77–80

**Scaffold understanding as follows:**

**Have students read the section on pages 77–80.**

**CORE VOCABULARY**—Point out the vocabulary term *sectionalism*, and explain its meaning.

**SUPPORT**—Invite students to look more closely at the masthead of *The Liberator*, reprinted on page 78. Point out that the illustration shows a “horse-market” advertising “slaves horses & other cattle to be sold at 12:00.” Ask: Why would an antislavery newspaper choose this image for its masthead? (*It calls attention to the inhumane treatment of enslaved people.*) **(US.9.b, US.9.e)**

**SUPPORT**—The advertisement for *Uncle Tom’s Cabin* on page 80 provides an opportunity to discuss the enormous public reaction to the novel. Invite students to consider the claim that *Uncle Tom’s Cabin* was “the greatest book of the age” and the basis on which such a claim would be made. Ask: Why did those who disagreed with Stowe seek to publish “anti-Tom novels”? (*They understood that popular literature could change people’s attitudes toward slavery and abolition.*) Share with students that Harriet Beecher Stowe sent a copy of *Uncle Tom’s Cabin* to British monarch Queen Victoria upon its publication. Queen Victoria’s letters from the time report that she was deeply moved by the novel and was inspired to learn more about the source material Stowe used to write the novel. **(US.9.e)**

**ACTIVITY**—Share with students that the resistance to the Fugitive Slave Law was not just simple and spontaneous, like that proposed in the excerpt from *Uncle Tom’s Cabin* that students can read on page 81. Rather, there was an entire network, known as the Underground Railroad, that assisted escapees in making their way north, sometimes all the way to Canada. Have students work in pairs to identify and answer a research question that connects the Underground Railroad to the sectional conflict they have been learning about (for example: *How did abolitionists in the South support the Underground Railroad? What did slaveholders do to try to stop the Underground Railroad?*). Ask them to share their findings in a poster presentation. **(US.9.e)**

**After students read the text, ask the following questions:**

**LITERAL**—What role did Sojourner Truth play in the abolitionist movement? **(US.9.e)**

- » After escaping slavery, Sojourner Truth gave speeches that emphasized the connection between abolition and women’s rights. Her most famous such speech is known for its rhetorical question “Ain’t I a woman?”

**ANALYTICAL**—Why did the Fugitive Slave Act outrage many people in the North? (US.9.e, US.9.g)

- » The Fugitive Slave Act required people in free states to assist in the capture and return of people who escaped from slavery. This outraged many Northerners who opposed slavery and believed it had been made illegal in their states for good reason.

 **THINK TWICE**—Describe two methods or arguments abolitionists used to convince others of the injustices of slavery.

- » Abolitionists wrote both fictional and autobiographical books describing the outrages of slavery. Some had themselves been enslaved and thus knew much more about the subject than their audiences. Sojourner Truth argued that enslaved people should be considered and treated as the equals of their free peers. Frederick Douglass spoke and wrote about his own experiences in slavery to advocate for abolition and promote education for African Americans.

### Primary Source Feature: “*Uncle Tom’s Cabin*, Harriet Beecher Stowe, 1852,” page 81

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 81.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Acknowledge that the language that Mary uses to describe escapees from slavery is sometimes condescending, such as “poor, homeless, houseless creatures.” Ask whether this weakens the moral appeal that the author is making, and if so, how. (*Possible response: It doesn’t detract from the author’s appeal. Mary’s heart seems to be in the right place, and she wants the fugitives to be treated humanely.*) Then point out that John, the senator, talks to his wife in a patronizing manner (“my fair politician”). Lead students to discuss the expectations for women’s involvement in and understanding of politics in the United States circa 1850. Ask whether students find John’s explanation reasonable and why. (*Possible response: His explanation doesn’t make sense because it doesn’t count enslaved people as part of the “public” that will supposedly be harmed by abolitionists.*) (US.5.b, US.9.e)

**SUPPORT**—Point out to students that Mary cites her familiarity with biblical teachings as support for her feelings about the Fugitive Slave Act. Explain that proslavery groups also used the Bible to defend their position, citing passages in which slavery is explicitly mentioned as divine endorsement for its practice.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have examined the source, ask the following questions:**

**LITERAL**—What is John’s argument in favor of enforcing the Fugitive Slave Act strictly? (US.5.b, US.9.e)

- » John argues that enforcing the act strictly is necessary in order to avoid “public agitation.”

**ANALYTICAL**—What “public evil” might John be referring to as the result of doing as Mary suggests? Why do you think Stowe chose to include a perspective such as John’s in the novel? **(US.5.b, US.9.e)**

- » Possible response: One “public evil” that John likely has in mind is further tension between the North and the South, possibly leading all the way to secession or civil war. He may also fear an uprising among enslaved people who believe they can obtain their freedom in the North. Stowe likely included John’s reluctance to take action against slavery to allow some readers to see themselves in that character and reflect on whether they should change their own stance on the practice of slavery.

**ANALYTICAL**—How does the text demonstrate the growing tension over slavery? **(US.5.a, US.9.e)**

- » In the text, John mentions “public agitation,” implying that the subject of slavery was a deeply divided issue in the mid-nineteenth century. Such laws forced people to choose between their personal beliefs and breaking the law and pitted family and friends against one another. For example, when Mary asks if she can feed and shelter the fugitive slaves, John states, “That would be aiding and abetting, you know,” and he furthers his opposition when he says they “must put aside [their] private feelings” because “there are great public interests involved.”

### “Sectionalism and the Road to War,” pages 80–83

**Scaffold understanding as follows:**

**Have students read the section on pages 80–83.**

**SUPPORT**—Point out the phrase “to petition the Government for a redress of grievances” in the first paragraph. Prompt students to recall from Topic 1 the purpose of the Declaration of Independence and the grievances expressed there. **(US.5.c, US.7.c)**

**SUPPORT**—Invite students to examine *The Tragic Prelude* on page 83. Point out the date of the painting, and explain that the mural is in the Kansas State Capitol in Topeka and that it presents Bleeding Kansas as a prelude—a foreshadowing or lead-up—to the Civil War. Guide their attention to specific details that show the highly symbolic nature of the painting, such as John Brown’s wild facial expression, his larger-than-life stature compared to the other figures, and his brandishing of a rifle in one hand and a Bible in the other. Ask: Why do you think the artist chose to portray John Brown in this way? (Possible response: to highlight the drama of both Bleeding Kansas and Brown’s mission) What other details of this painting show that the events of Bleeding Kansas will culminate in the Civil War? (the Union and Confederate flags, the soldiers in blue and gray in the foreground, the tornado and fire in the background) **(US.9.g)**

**After students read the text, ask the following questions:**

**INFERENTIAL**—In what ways was the slavery issue a political no-win situation for Congress in the 1830s? **(US.6.a, US.9.g)**

- » Sectional attitudes toward slavery were so divided in Congress that any discussion was likely to provoke severe disagreement without actually leading to policy change. The awkwardness for Congress was that abolitionists kept petitioning them to debate the subject when they wished not to.

**INFERENTIAL**—What can you infer from the fact that John Brown had supporters and sympathizers after his actions in Kansas? (US.6.a, US.9.g)

- » Possible response: A significant number of people were willing to endorse violence as a means of abolishing slavery.

**LITERAL**—What were the immediate effects of the Compromise of 1850? (US.9.g)

- » The Compromise of 1850 admitted California to the Union as a free state, banned the slave trade in Washington, D.C., and enacted the Fugitive Slave Law, which required free-state citizens and police to assist in capturing escapees from slavery.

 **THINK TWICE**—How did Bleeding Kansas reflect growing sectionalism?

- » Bleeding Kansas showed that violent civil conflict was possible when the people of a territory got to decide its slave or free status. The small-scale civil war of the 1850s came about as those in and around Kansas saw their chance—through violence, intimidation, or sheer numbers—to make the territory’s laws reflect their individual stance on slavery.

### “The Dred Scott Decision,” pages 83–85

**Scaffold understanding as follows:**

**Have students read the section on pages 83–85.**

**CORE VOCABULARY**—Point out the vocabulary term *de facto*, and explain its meaning.

**SUPPORT**—Call attention to the word *dissented* in the second paragraph of the section, on page 85. Explain that a *dissent* is a differing opinion. Note that the Supreme Court does not always vote unanimously in favor of a ruling. The justices who voted in the majority write a majority opinion that explains their rationale for a ruling. Sometimes justices vote with the majority but cite alternative reasoning for the ruling, which may be expressed in a concurring opinion. A dissenting opinion, often referred to as a dissent, explains why justices in the minority voted against a ruling.

Explain that one of the things that Supreme Court justices disagree on is how broad their rulings should be. They might specify an outcome narrowly tailored to the specific case at hand, or they might issue general pronouncements or establish a framework for dealing with other, similar disputes. The latter was the basis of the dissents of John McLean and Benjamin Curtis in the *Dred Scott* case; both held that the court was going out of its way to revisit the Missouri Compromise when doing so was not necessary to adjudicate Dred Scott’s lawsuit. They argued that once the court found that Scott did not have standing to sue, there was no need to look into the merits of the case.

**SUPPORT**—The *Dred Scott* case involved not only Dred Scott but also his wife, Harriet, who had also lived in Wisconsin. Both had been part of the household of the slaveholding Emerson family and had sued for their freedom after John Emerson’s death. Relatively early in the case’s history, a Missouri judge decided that only Dred Scott’s case would be appealed, and the decision made in that case would apply to Harriet as well. “Sandford” was a clerical error for the name of John F. A Sanford, the brother of Emerson’s widow, Eliza Irene Sanford, and the respondent in the case. John Sanford had been given charge of his sister’s affairs in Missouri after she moved to Massachusetts.

**After students read the text, ask the following questions:**

**ANALYTICAL**—On what basis did Dred Scott sue for his freedom? **(US.9.h)**

- » Dred Scott argued that because he had lived in a state and a territory where slavery had been outlawed, he should now be considered a free person.

**ANALYTICAL**—Why was the *Dred Scott* decision later called a “self-inflicted wound”? **(US.9.h)**

- » Chief Justice Charles Evans Hughes called the *Dred Scott* decision the Supreme Court’s “greatest self-inflicted wound” because it harmed the credibility of the court and worsened political division in the United States.

 **THINK TWICE**—How did legislative and legal decisions made in the mid-1800s contribute to rising sectionalism?

- » Legislative and legal decisions made around 1850 created a situation in which neither the North nor the South was satisfied. In the Compromise of 1850, Northerners were unhappy with the requirements imposed by the Fugitive Slave Act, and when the Kansas–Nebraska Act was passed, both pro- and antislavery advocates went to Kansas to fight for the territory’s free or slave status. The *Dred Scott* decision followed this same pattern: It overturned past compromises and seemed to threaten to impose slavery nationwide.

**Primary Source Feature: “Dred Scott v. Sandford, 1857,” page 84**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 84.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Explain that a “plea in abatement” is a challenge to a plaintiff’s right to sue, rather than one based on the merits of the suit.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—What reason does Chief Justice Taney give for dismissing Dred Scott’s suit? Why is this an important part of the court’s decision? **(US.5.a, US.5.b, US.9.h)**

- » Taney states in his opinion that Dred Scott is “not a citizen of Missouri” and therefore cannot file a lawsuit there. He goes on to explain that in the view of the court, Dred Scott is not a citizen at all but property. This is important because the court’s ruling in *Dred Scott* declared that African Americans were not citizens of the United States.

**ANALYTICAL**—What is the broader legal effect of the last paragraph of the *Dred Scott* ruling shown here? **(US.5.a, US.9.g, US.9.h)**

- » The last paragraph of the ruling has the effect of revoking the Missouri Compromise. It declares it unconstitutional for Congress to prohibit slavery in any part of the country.

## “Radical Abolitionism and the Path to War” and “The Election of 1860,” pages 86–88

**Scaffold understanding as follows:**

**Have students read the section “Radical Abolitionism and the Path to War” on pages 86–87.**

**SUPPORT**—Have students examine the John Brown illustration on page 86. Invite them to compare this portrayal of Brown with his portrayal in *The Tragic Prelude* (page 83). (*Possible response: The mural shows Brown in a highly stylized and symbolic way. It presents him as a heroic but dangerous-looking figure who looms over the bodies of the fallen almost without noticing them. The illustration is more realistic and has a narrower focus.*) **(US.5.c, US.6.b)**



**TALK IT OVER**—Draw students’ attention to the quotation from Henry Ward Beecher about John Brown. Have students debate or discuss the following question with a partner or small group: Do you agree with Beecher’s description of John Brown as someone whose “soul was noble, his work miserable”? Why or why not? **(US.9.e)**

Online Resources



**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

[www.coreknowledge.com/land-of-liberty](http://www.coreknowledge.com/land-of-liberty)

**Have students read the section “The Election of 1860” on pages 87–88.**

**SUPPORT**—Explain to students that *incumbent* means currently holding a position or political office.



**SUPPORT**—Draw students’ attention to the pair of electoral maps on page 89. Explain that in the map of the 1856 presidential election, the A after Millard Fillmore’s name indicates the American Party, the official name of the Know-Nothing party. Ask: What does the difference between these two elections suggest about Lincoln? (*He was a popular candidate even with people who usually voted Democrat.*) What changes in the U.S. party system do the maps show? (*They show that the Democratic Party had split to field two different candidates and that a new Constitutional Union Party had arisen.*) **(US.4, US.10)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did attitudes toward John Brown reflect sectional disagreements? **(US.9, US.9.e)**

- » Northerners, who were broadly antislavery, generally approved of John Brown’s aims, if not necessarily of the violence he used to try to attain them. They often depicted him as a martyr. Southerners, who were generally proslavery, saw Brown as a terrorist.

**INFERENTIAL**—Think about Lincoln’s life and career before he sought the presidency. Based on this description, how do you think Lincoln reacted to John Brown’s raid on Harpers Ferry? **(US.6.a, US.10.a)**

- » Possible response: Abraham Lincoln worked as an attorney in Illinois before getting involved in politics. He entered, and lost, a Senate race against Democrat Stephen A. Douglas before running for president in 1860. Lincoln probably agreed with Brown’s opposition to slavery but may have disapproved of his violent all-or-nothing approach, as Lincoln did not initially call for the end of all slavery in the South.

✓ **THINK TWICE**—What was the significance of the events at Harpers Ferry?

- » John Brown’s raid on Harpers Ferry sharpened sectional disagreements and convinced many Southerners that they must secede from their “sectional enemies.” In the view of Southern writers, John Brown was an example of Northern terrorists invading slave states to impose an antislavery agenda.

✓ **THINK TWICE**—Why did Lincoln believe that compromises between free states and slave states were doomed to fail?

- » Lincoln believed that a country that was “half slave and half free” was inherently unstable.

### Primary Source Feature: “House Divided’ Speech, Abraham Lincoln, 1858,” page 88

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 88.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Share with students the biblical context of the “house divided” image. It originates in an episode from the Gospel of Matthew (12:22–28) in which Jesus is casting out a demon from a possessed man and is himself accused of having demonic powers as a result. Jesus points out that if that were true, Satan would be fighting against himself—a losing proposition for any kingdom, city, or house. Ask: How does Lincoln’s use of this image differ from the way it is used in the Bible? (*Possible response: Lincoln wants the house—the American republic—to keep standing, whereas Jesus is arguing a logical point to defend himself against an accusation.*) **(US.5.c, US.10.a)**

**SUPPORT**—Point out that from the date of the speech, the “policy . . . with the avowed object, and confident promise, of putting an end to slavery agitation” must have happened in 1853 or 1854. Ask students to infer which specific policy Lincoln might be referring to. (*the Kansas–Nebraska Act of 1854*) **(US.5.b, US.9.g)**

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**INFERENCE**—According to the text and your knowledge of U.S. history, what does Lincoln mean when he states, “A house divided against itself cannot stand”? **(US.5.b, US.6.a, US.10.a)**

- » Lincoln is describing the divisiveness of the slavery issue in the United States. He believes that the country cannot continue to exist as it is much longer without a resolution to the issue. The sectionalism that resulted from slavery is reaching a boiling point, and Lincoln believes that only a crisis will decide the issue once and for all. As he states in the last paragraph, “Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States.”

**ANALYTICAL**—Did the Kansas–Nebraska Act make good on its “confident promise, of putting an end to slavery agitation”? Why or why not? (US.5.b, US.6.a, US.10.a)

- » No, the Kansas–Nebraska Act had the opposite effect. It led not only to agitation but to violence amounting to a small-scale civil war.

## “Secession” and “The Civil War,” pages 89–93

**Scaffold understanding as follows:**

**Have students read the section “Secession” on page 89.**

**SUPPORT**—Reinforce that from the time the Southern states seceded and formed the Confederacy until they were readmitted, “United States” and “Union” refer to the remaining, predominantly Northern states that did not secede.

**SUPPORT**—When Lincoln spoke about freedom for all, he was referring to his belief that by containing slavery, the country could gradually move toward ending it altogether without triggering immediate war with slaveholding states.

**SUPPORT**—Clarify that West Virginia broke away from Virginia during the war and was officially admitted as a state in 1863. It was not a Union state or a separate state of any kind at the start of the war.

**Have students read the section “The Civil War” on pages 89–93.**

**CORE VOCABULARY**—Point out the vocabulary terms *inherent* and *conscription*, and explain their meanings.

**SUPPORT**—Explain that the Civil War’s estimated death toll of 2 percent of the U.S. population would be equivalent to 6.6 million deaths in the country today.

**SUPPORT**—Review with students the meaning of the term *civil war* and the features that distinguish it from a war between two independent countries. Point out that with the attack on Fort Sumter, Americans were attacking their own country and their own people. Prompt students to put this in perspective with the country’s age at the time and make observations. Ask: How might the outbreak of the Civil War have affected the United States’ reputation internationally? (Possible response: *The United States was less than eighty years old when the Civil War broke out. It had worked hard to create and protect a reputation as an independent nation. The outbreak of the Civil War may have initially caused some other countries to reevaluate the United States’ stability and value as a trading partner.*) (US.6.a, US.10)

**After students read the text, ask the following questions:**

**INFERENTIAL**—How were states’ rights arguments connected to the issue of slavery at the outbreak of the Civil War? (US.6.a, US.10.b)

- » Possible response: The states that seceded claimed that the federal government had overstepped its authority as it managed and considered ending the practice of slavery, an activity those states thought it was their right to manage.

**LITERAL**—What was the outcome of the Battle of Fort Sumter? (US.10.c)

- » In the Battle of Fort Sumter, Confederate forces bombarded a U.S. Army fort in South Carolina, forcing its occupants to surrender.

✓ **THINK TWICE**—Describe the initial goals of the Union and the Confederacy at the beginning of the Civil War.

- » At the beginning of the Civil War, the Union wanted to put down what its leaders considered to be a rebellion. The Confederacy wanted to establish and defend its independence from the Union.

### Primary Source Feature: “First Inaugural Address, Abraham Lincoln, 1861,” page 90

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 90.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Explain that “the foreign slave-trade” refers to the international trafficking of enslaved people, which Congress banned in 1808. This is different from the domestic slave trade, which continued within the United States until slavery was abolished.

**SUPPORT**—The final sentence of the speech may be difficult for students to follow. Explain as needed that a *chord* is an element of musical harmony formed by multiple notes played at once, and a *chorus* is a group of voices singing together.

**SUPPORT**—Point out that Lincoln says he has taken a solemn oath to “preserve, protect, and defend” the government. This refers to the language of the presidential oath in Article II of the Constitution.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—According to this speech, what does Lincoln believe is the cause for division in the United States? (**US.5.a, US.10.a, US.10.b**)

- » Lincoln states, “One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong, and ought not to be extended. This is the only substantial dispute.” Lincoln believes that the only real division in the country is over slavery.

**ANALYTICAL**—What event led Lincoln to state to his audience, “Physically speaking, we cannot separate”? (**US.5.a, US.10.a, US.10.b**)

- » The secession of seven Southern states led Lincoln to remind his listeners that the country cannot physically or literally separate, even if it does so politically.

**ANALYTICAL**—Why does Lincoln believe that the Fugitive Slave Law and the Act Prohibiting the Importation of Slaves are “as well enforced” as they can be in the United States of his day? (**US.5.a, US.10.a, US.10.b**)

- » Lincoln believes that these laws are followed by most people in both Northern and Southern states, but he also believes that people should not expect full compliance because both laws are detested by large numbers of people. Some people who object to slavery will break the law because they refuse to help capture and return escapees,

and some people who are dedicated to slavery will still smuggle people even though there is a ban on the foreign slave trade.

**INFERENCE**—Why does Lincoln choose the images of notes sounding in harmony and people singing together at the close of his speech? (US.5.b, US.6.a, US.10.a)

- » Possible response: He wants the American people to have harmonious relationships with one another.

**INFERENCE**—Why does Lincoln believe the memories of battlefields and patriot graves will lead the country to reunite? What does this speech indicate about what he feels is his role as president? (US.5.a, US.5.b, US.6.a, US.10.a)

- » Possible response: Lincoln believes that people will remember that war is terrible and that many have sacrificed their lives to build the United States. He shares this imagery and other ideas because he is committed to preserving the country as it is; he states he has “the most solemn” oath: “to ‘preserve, protect, and defend it.’”

### Primary Source Feature: “Cornerstone Speech, Alexander Stephens, 1861,” page 92

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 92.**

**Have students read the source.**

**SUPPORT**—Remind students that Alexander Stephens was the vice president of the Confederacy and that his Cornerstone Speech laid out the Confederacy’s belief in slavery and white supremacy as foundational principles. This speech is often cited by historians to show that slavery was central to the Southern cause.

**SUPPORT**—Make sure students understand that the argument developed in the first paragraph is what Stephens thinks *others* believed. Stephens describes ideas of Jefferson and some of the other Founding Fathers, who, despite not wishing to incur the political or economic costs of abolishing slavery, still believed it to be “an evil” due to their “assumption of the equality of races.” He then says bluntly, “This was an error.”

**SUPPORT**—Point out that Stephens uses Bible verses to illustrate his points. The “sandy foundation” comes from Matthew 7:24–27, where Jesus contrasts two people: a wise man who builds his house on rock and a foolish one who builds his house on sand. Stephens’s use of this biblical expression underscores that the Founders’ plan—to wait for slavery to naturally go away—was ill-founded. The cornerstone image at the end, from which the speech gets its nickname, is from Psalm 118:22, which reads, “The stone the builders rejected has become the cornerstone.” Stephens uses the verse to say that slavery, something once deemed undesirable, can now be seen as crucial.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What assumption, which Stephens attributes to Jefferson and other “leading statesmen,” does he consider an error? (US.5.a, US.10.b)

- » Stephens says that it was an error to assume “the equality of races.”

**ANALYTICAL**—Explain Stephens’s claim regarding the Founders, the Constitution, and slavery. (US.5.a, US.10.b)

- » Stephens claims that the Constitution protects the “peculiar institution” of slavery. He asserts that although the Founders were against slavery and described it as a “violation of the laws of nature,” they did protect it in the Constitution because they believed that “the institution would be evanescent and pass away.”

**ANALYTICAL**—Considering what you know about why Southern states seceded, in what ways could slavery be considered a “cornerstone” of Southern society? (US.5.a, US.6.a, US.9.d)

- » Possible response: One way that slavery could be considered the cornerstone of a society is economically. Unpaid, forced labor served as the driving force of the Southern plantation economy; the plantations would have been much less profitable without enslaved labor.

### “Major Events of the Civil War,” “The Battle of Bull Run (First Manassas),” and “Conscription,” pages 93–97

Scaffold understanding as follows:

Have students read the section “Major Events of the Civil War” on pages 93–95.



**SUPPORT**—Call students’ attention to the map on page 97. Explain to students that almost all of the U.S. Navy had sided with the Union and that the Northern states had greater industrial and shipbuilding capacity. Ask: How does the map reflect this advantage in naval strength? (*The Union was able to blockade many ports in Confederate territory.*) (US.4, US.10.d)



**SUPPORT**—Return to the map on page 97. Point out the proximity of the border states (identified on the map as “Slave states that stayed in the Union and West Virginia”) to Washington, D.C., and the major Northern industrial cities (e.g., Boston and others labeled on the map on page 94). Remind students that these states’ economies were more closely connected to those of the North and that they were never considered to be “in rebellion.” Therefore, the Emancipation Proclamation, which students will read about in an upcoming section, did not abolish slavery in the border states. That happened later, with the ratification of the Thirteenth Amendment in December 1865. (US.4)



**SUPPORT**—Examine with students the information on population, the rail network, and factories in the map and pie graph on page 94. Explain that the Union had an advantage not only in the number of cities but also in population overall. Between 1861 and 1865, the Union states had approximately 18.5 million people, while the states of the Confederacy had about 9 million—5.5 million free and 3.5 million enslaved. Even in the realm of agriculture and animal husbandry, traditionally seen as the economic strength of the South, Union farmers and ranchers produced almost twice as much corn, three times as much wheat, and twice as many horses as their Confederate counterparts. (US.4, US.10.d)

**SUPPORT**—Acknowledge that some of the cultural depictions in the “Scott’s Great Snake” map on page 95 reflect widely held prejudices of the time toward Native Americans and enslaved African Americans and would be considered highly insensitive today. Other illustrations are more innocuous and add valuable historical detail. For instance, the artist has depicted the Confederate capital of Richmond, Virginia, as a beehive swarming with activity, while a shocked-looking man in Alabama, where the former Confederate capital of Montgomery stood, reflects on the loss of capital city status. The seafaring portions of the snake are flanked by warships, showing the centrality of the naval blockade to Scott’s strategy.

**Have students read the section “The Battle of Bull Run (First Manassas)” on pages 95–96.**

**SUPPORT**—Point out the section title, “The Battle of Bull Run (First Manassas).” Explain that many Civil War battles are known by two different names, one used by the Union and one by the Confederacy. The Union often named battles after nearby bodies of water or geographic features, while the Confederacy tended to use the names of nearby towns or human-built landmarks. For example, the first major battle of the war was called the First Battle of Bull Run by the Union, named after a stream near the battlefield. The Confederacy called it the Battle of First Manassas, after the nearby town of Manassas, Virginia.

**Have students read the section “Conscription” on pages 96–97.**

**SUPPORT**—Point out the last sentence in the section: “The Constitution prohibits the suspension of habeas corpus except ‘in Cases of Rebellion or Invasion’ that threaten ‘the public Safety.’” Prompt students to recall the letter from Thomas Jefferson to John B. Colvin that they read in Topic 2, which uses very similar language: “It is incumbent on those only who accept of great charges, to risk themselves on great occasions, when the safety of the nation, or some of its very high interests are at stake.”

**After students read the text, ask the following questions:**

**LITERAL**—What were three goals of the Union’s coastal blockade of the Confederacy? **(US.10.c)**

- » With a coastal blockade of the Confederacy, Union leaders hoped to prevent the export of Southern cash crops, hamper the import of goods, and hinder the movement of troops and equipment within Confederate territory.

**ANALYTICAL**—What was Winfield Scott’s Anaconda Plan, and why did he consider such a plan necessary? **(US.10.c)**

- » General Winfield Scott’s Anaconda Plan was a strategy to gradually encircle Confederate territory with a naval blockade to the south and east and gain control of the Mississippi River to the west. Scott believed that this large-scale strategy, involving massive resources and a large professional army, was necessary because he expected the war to go on for years.

**ANALYTICAL**—During the Civil War, the Union authorized the president to suspend habeas corpus. In Topic 1, you read that President John Adams supported Congress’s passage of the Alien and Sedition Acts. Were either or both of these curtailments of civil liberties justified? Explain your answer. **(US.3, US.6.a, US.6.b, US.7.h)**

- » Possible response: I think neither action was justified because it is not clear to me that either helped the war effort in a way that outweighed the harm to individuals. The Alien and Sedition Acts suppressed free speech, but it is not clear that they helped the United States fight the French; suspending habeas corpus interfered with due process, but I am not convinced that the Union would have lost the war if it had granted suspected spies a speedy trial.

**LITERAL**—How did people in the Union and the Confederacy react to conscription, or the draft? **(US.10.c)**

- » In both the Union and the Confederacy, people disliked and protested the draft. Many sought to evade it, refused to enforce it, or even rioted against it. On the Union side, the draft led to a long and deadly riot in New York City.

 **THINK TWICE**—How had attitudes toward the war changed in both the North and the South by 1863?

- » Both sides initially believed the war would be over quickly and with limited bloodshed. But by 1863, those in both the North and South realized that the war was still far from over—and that it would require far more troops, whether or not people were willing to serve.

### **“Early Battles in the West,” “Early Battles in the East,” and “The Emancipation Proclamation,” pages 97–100**

**Scaffold understanding as follows:**

**Have students read the sections on pages 97–100.**



**SUPPORT**—As students read about various battles, refer back to the earlier description and illustration of the Anaconda Plan on page 95 and the map on page 97. Prompt students to connect the geographic considerations involved in Grant’s and Farragut’s tactical strategies. **(US.4, US.10.c)**

**SUPPORT**—Clarify that General Lee’s plan was never to try to conquer the Union and especially not to make it part of the Confederacy. Confederate armies launched invasions of Union territory mainly to try to force the Union to negotiate a truce. The Confederate capture of a major Northern city such as Philadelphia would have given many Union supporters pause and forced them to reconsider their war aims.

**SUPPORT**—Shiloh (April 6–7, 1862) had more casualties than any other Civil War battle up to that point. Antietam (September 17, 1862) surpassed its record for a single day of fighting, while Gettysburg (July 1–3, 1863) became the Civil War battle with the most casualties overall. Some sources refer to Antietam as “the bloodiest single day in American history,” but this only considers American blood shed on American soil.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did Union forces’ actions in 1862 and 1863 help carry out the Anaconda Plan? **(US.10.c)**

- » In 1862 and 1863, Union generals and admirals led campaigns that attempted to gain control of the Mississippi River and the Gulf and Atlantic coasts, all of which were part of the Anaconda Plan. General Grant’s Western campaign led to Union control of the upper Mississippi, while coastal blockades culminated in the capture of New Orleans.

**ANALYTICAL**—What effect did the Emancipation Proclamation have on the status of slavery in the Southern states and in the border states? **(US.9.i, US.10.c)**

- » Southern states were unaffected by the Emancipation Proclamation because the Union had no way of enforcing emancipation on them and they would not comply willingly. Border states, which remained loyal to the Union, were unaffected by the Emancipation Proclamation because it applied only to areas in rebellion.

 **THINK TWICE**—Compare the stated purpose of the Emancipation Proclamation with its actual effects.

- » While the Emancipation Proclamation declared all enslaved persons in Confederate states free from slavery, the Union did not yet have control of all of those states and

therefore could not enforce the decree. However, the proclamation did inspire many enslaved persons to escape the South, leading to an increase in Union forces. The proclamation also made Great Britain less eager to ally with the South and the cause of slavery, and it inspired more support for the war among abolitionists.

### Primary Source Feature: “The Emancipation Proclamation, 1863,” page 99

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 99.**

**Have students read the source.**

 **TALK IT OVER**—Define *emancipation* for students as the act of freeing someone from slavery or other bondage. Yet this is an inaccurate characterization of what the Emancipation Proclamation authorized and what actually occurred. Have students debate or discuss the following question with a partner or small group: Does the Emancipation Proclamation deserve its name, given its limitations? (**US.5.a, US.6.a, US.9.i, US.10.a**)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What did Lincoln promise to do in the Emancipation Proclamation? (**US.5.a, US.10.a**)

- » Lincoln promised that the government of the United States would “recognize and maintain the freedom of” formerly enslaved persons in Confederate-held areas and would not interfere with their efforts to attain freedom.

**LITERAL**—What test does Lincoln adopt for whether a state (or part of a state) is an area “in rebellion”? (**US.5.a, US.10.a**)

- » Lincoln says that if a state has elected members to the U.S. Congress and most of the state’s qualified voters have participated in the election, the state will be assumed “not then in rebellion” unless someone can offer proof to the contrary.

### “Gettysburg and Vicksburg” and “Breaking the Confederacy,” pages 100–102

**Scaffold understanding as follows:**

**Have students read the sections on pages 100–102.**

**SUPPORT**—Point out that the Gettysburg Address was viewed not only as a politically important work but as a masterpiece of speechcraft. The main speaker at the dedication ceremony, the famous orator Edward Everett, declared, “I should be glad, if I could flatter myself that I came as near to the central idea of the occasion, in two hours, as you did in two minutes.” (Everett did play an important role in the preservation of the speech by requesting a handwritten copy. He sold this to raise money for charity, and it passed through various private collections before becoming the property of the state of Illinois. The Everett copy of the address is now housed in the Abraham Lincoln Presidential Library and Museum.)

**After students read the text, ask the following questions:**

**ANALYTICAL**—What happened at Gettysburg that leads historians to consider it the turning point of the Civil War? **(US.10.c)**

- » At Gettysburg, Lee’s attempt to invade the North failed for a second time, and so did his hopes of forcing the Union to sue for peace. This was the turning point because it made it apparent that a Union victory was only a matter of time.

**INFERENTIAL**—What can you infer about the concept of Sherman’s strategy from the description of his March to the Sea? **(US.6.a, US.10.c)**

- » Possible response: I can infer that Sherman’s strategy involved attacking civilian infrastructure like railroads and farms, not just military targets. He wanted to destroy the enemy’s capacity to fight.

 **THINK TWICE**—Explain two of the most consequential events in the course of the Civil War.

- » Answers may vary but should explain two of the following events: the attack on Fort Sumter, which started the war; the early Confederate victory at Bull Run (Manassas); the Confederate failure at Antietam; the Emancipation Proclamation; Lee’s failure at Gettysburg; Sherman’s March to the Sea; and the Confederate surrender.

**Primary Source Feature: “Gettysburg Address, Abraham Lincoln, 1863,” page 101**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 101.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Explain “the last full measure of devotion” as meaning the sacrifice of one’s life to further an important cause.

 **TALK IT OVER**—Note the claim in the Student Volume that Lincoln’s speech was “extraordinarily diplomatic.” Discuss with students what it means for a speech or a written work to be “diplomatic” in dealing with its subject and listeners. Ask whether they think the term applies to Lincoln’s speech. Then have students debate or discuss the following question with a partner or small group: What did the Gettysburg Address leave out? What did Lincoln *not* say about the Civil War? **(US.5.a, US.6.a, US.10.a)**

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—Why does Lincoln say that those who have come to dedicate the cemetery cannot do so? **(US.5.a, US.10.a)**

- » Lincoln claims that the place has already been consecrated by the Civil War soldiers who fought and died there.

**ANALYTICAL**—How are the principles expressed in the Gettysburg Address related to the Emancipation Proclamation issued earlier that year? **(US.5.c, US.10.a)**

- » The Gettysburg Address emphasizes “the proposition that all men are created equal” and speaks of “a new birth of freedom” that the country will experience following the Civil War. These principles of equality and freedom are closely related to the Emancipation Proclamation, which did not abolish slavery nationwide but did establish abolition as a war aim of the Union.

## “The War Ends,” pages 103–105

**Scaffold understanding as follows:**

**Have students read the section on pages 103–105.**

**SUPPORT**—Clarify for students that Appomattox Court House is the name of the entire small town. The town is named after the courthouse, which served as a prominent local landmark. The Confederate surrender did not take place at the actual courthouse, but at the farmhouse of Appomattox County resident Wilmer McLean.

**SUPPORT**—Underscore for students the significance of the fact that Grant released the Confederate troops who had surrendered. Because they had surrendered, they could reasonably expect to be taken prisoner, and it was not out of the question that they would be tried for treason. Grant instead sent them back home to their families, provided they would not continue fighting. This shows that both he and Lee understood the war to be over. Point out that Grant’s action was in line with Lincoln’s plea that Americans work to put the country back together “with malice toward none.”

**ACTIVITY**—Display and read aloud the poem “O Captain! My Captain!,” Walt Whitman’s ode to Abraham Lincoln after his assassination. Ask students for their reaction to the poem and their predictions about Lincoln’s early legacy after his death. **(US.5.c, US.10.a)**

Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—How did the Civil War end? **(US.10.c)**

- » The Civil War essentially ended with the surrender of Confederate general Robert E. Lee at Appomattox Court House on April 9, 1865.

**ANALYTICAL**—Did John Wilkes Booth and his co-conspirators succeed in their plan? Why or why not? **(US.10.a)**

- » John Wilkes Booth and his co-conspirators succeeded in their immediate aim of killing President Lincoln, but they did not succeed in their larger goal of eliminating the leadership of the Union government and gaining an advantage for the Confederacy. Neither the vice president nor the secretary of state was assassinated as planned, and the war ended with a Confederate surrender.

 **THINK TWICE**—What were the principles by which Lincoln intended to lead Reconstruction?

- » Abraham Lincoln intended to lead Reconstruction “with malice toward none, with charity for all.” In other words, he wanted it to be a peaceful and lenient process of reintegrating the Confederate states into the Union. He argued that this, not a

harshly punitive treatment of the Confederates, was the best way to ensure that peace endured.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of the Civil War and Reconstruction on the United States?”

**Primary Source Feature: “Second Inaugural Address, Abraham Lincoln, 1865,” page 104**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 104.**

**Have students read the source.**

**SUPPORT**—Lead students to discuss how some parts of Lincoln’s speech reflect a primarily Union audience that is eager to win the war, such as in the following: “The progress of our arms . . . is . . . encouraging to all.” Other parts show that he is looking ahead to the reunited country he expects to lead. Ask students to identify examples of language that includes both Union and Confederate audiences or that avoids drawing a distinction between the two. (Possible response: Lincoln speaks of “him who shall have borne the battle,” which could equally refer to Union and Confederate soldiers.) (US.5.a, US.10.a)

 **TALK IT OVER**—Point out that in the paragraph beginning “The Almighty has His own purposes,” Lincoln suggests that the war is a divine punishment for the “offense” of slavery. He further suggests that this punishment is “to both North and South . . . as the woe due to those by whom the offense came.” Have students debate or discuss the following question with a partner or small group: Is it fair to blame “both North and South” for the institution of slavery as it existed in the United States? (US.5.b, US.6.a, US.9.d, US.10.a)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What was the state of the war at the time Lincoln gave his address? What reasons did he have to be optimistic about its progress? (US.5.a, US.10.a)

- » The Union was winning the war decisively at the time Lincoln gave his second inaugural address. The Union Army had conquered Vicksburg, giving the North complete control of the Mississippi. It had razed large parts of northern Georgia and the Carolinas and had put Lee’s army on the retreat. All these factors gave Lincoln “high hope for the future.”

**ANALYTICAL**—What is “the work we are in,” according to Lincoln, and what comes next? (US.5.a, US.10.a)

- » The work Lincoln refers to is most likely winning the war, which seemed very likely to happen soon but had not yet happened in March 1865. He implies that after finishing that piece of work, the country will need to reunite, care for the wounded soldiers, bury the fallen, provide for their families, and try to establish “a just and lasting peace.”

**ANALYTICAL**—What does Lincoln ask of Americans in the last paragraph? (US.5.a, US.10.a)

- » Lincoln is advising the nation of his postwar wishes. He asks that Americans not harbor resentment or hatred toward those who were on the other side (“with malice toward none, with charity for all”). He also asks that the country heal itself from the divisions of the war (“bind up the nation’s wounds”), care for the veterans and their loved ones (“care for him who shall have borne the battle and for his widow and his orphan”), and work toward an enduring peace (“do all which may achieve and cherish a just and lasting peace among ourselves”).

## “Reconstruction” and “The Reconstruction Amendments,” pages 105–109

**Scaffold understanding as follows:**

**Have students read the section “Reconstruction” on pages 105–106.**

**SUPPORT**—Andrew Johnson, born in North Carolina and formerly a U.S. senator from Tennessee, campaigned with Lincoln on the ticket of the short-lived National Union Party, whose major preoccupation was to support Lincoln in his effort to preserve the Union. Admiral David Farragut (whom students encountered in the context of his leadership in the capture of New Orleans) was another Southerner who remained loyal to the Union cause. He was born near Knoxville, Tennessee, in a small town that was later named in his honor.

**SUPPORT**—Point out the sentence “[Johnson] believed that *restoration*, not reconstruction, was needed.” Ask students to use information in the section to hypothesize how the two approaches differed. (*Under Lincoln’s plan for Reconstruction, the South would need to address issues resulting from slavery and its participation in the Civil War as an enemy of the Union. This would require social and political changes. Under Johnson’s plan, much of society and politics in the South would revert to how they were before the war, or be restored, with less of an emphasis on change, such as support for formerly enslaved persons.*) (US.10.e)

**Have students read the section “The Reconstruction Amendments” on pages 106–109.**

**CORE VOCABULARY**—Point out the vocabulary term *franchise*, and explain its meaning.

**SUPPORT**—Explain that “Radical Republicans” were a group of mostly Northern lawmakers who pushed for strong protections for African Americans and harsher penalties for former Confederates during Reconstruction.

**SUPPORT**—Point out the part of the Thirteenth Amendment that permits involuntary servitude “as a punishment for crime whereof the party shall have been duly convicted.” Historically, this exception clause led to the creation of systems that are now widely viewed as exploitative. For example, under the Black Codes that students will shortly read about, offenses were created specifically so that people could be convicted and sentenced to forced labor. The clause has also been used to justify various forms of poorly regulated and low-paying or unpaid convict labor. Since the 2010s, several individual states have struck the exception clause from their own constitutions, and a movement has been underway to do so federally.

**SUPPORT**—*Amnesty* is an official pardon for people who have been convicted, or could be convicted, of political offenses.

**ACTIVITY**—Direct students to the Fourteenth Amendment chart on page 107. Have them form pairs or small groups to analyze the chart. Ask them to choose a section of the amendment and answer the following questions:

- What problems does this section address?
- Why were these important problems in the aftermath of the Civil War?
- How does this section relate to the other Reconstruction Amendments?

*(Possible response: Section 1 prevents Southern states from denying citizenship to newly freed persons. This was important because many people who had been freed from slavery now faced backlash from their former enslavers. Citizenship is closely connected to the voting rights guaranteed by the Fifteenth Amendment.)*

Once students have completed their work, have them jigsaw to share their answers with a new group or partner, or ask for volunteers to share their answers with the full class. **(US.9.j, US.10.e)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—What are some key ways in which Presidential Reconstruction and Congressional Reconstruction differed? **(US.10.e)**

- » Presidential Reconstruction under Andrew Johnson was meant to be a restorative, not punitive, plan, with leniency for all but the highest-ranking Confederates and many pardons issued even to these. Congressional Reconstruction was harsher toward former Confederates and more protective of newly freed African Americans.

**LITERAL**—How did different groups of suffrage advocates split over the Fifteenth Amendment? **(US.9.j, US.10.e)**

- » Some women’s suffrage advocates believed that white women should gain the vote before Black men did. Others argued that African American men were in greater need of the right to vote to protect themselves from racial discrimination in other areas of life. A bitter debate ensued over who should be first in line as constitutional amendments expanded suffrage in the United States.

 **THINK TWICE**—What guarantees did the Reconstruction Amendments make?

- » The Thirteenth Amendment outlawed slavery. The Fourteenth Amendment promised birthright citizenship, equal protection of the laws, and due process. The Fifteenth Amendment promised voting rights for African Americans.

**Primary Source Feature: “‘What the Black Man Wants,’ Frederick Douglass, 1865,” page 108**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 108.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Point out that Frederick Douglass, who was taught to read at an early age by a member of the family who had enslaved him, did not wait for the white majority to see him as an equal before embarking on a career as an author and orator. Douglass’s written works include three book-length autobiographies, various collections of speeches, and the *North Star* newspaper, which he founded and edited.



You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What is Frederick Douglass’s main argument for allowing African American men to vote? (**US.5.a, US.10.e**)

- » Douglass states that “it is our *right*, first of all.”

**ANALYTICAL**—Why does Frederick Douglass describe the franchise as a means of “educating [his] race”? (**US.5.a, US.10.e**)

- » Douglass argues that people assess their self-worth and potential (“their conviction of their own possibilities”) partly through how others see them. The right to vote represents a high expectation of intelligence and judgment about public matters. So, Douglass says, African Americans will develop greater self-esteem and ambition if they possess the right and responsibility to vote.

**DBQ Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

**“Reconstruction Policies and the Struggle for Equality” and “Reconstruction in Louisiana,” pages 109–111**

**Scaffold understanding as follows:**

**Have students read the section “Reconstruction Policies and the Struggle for Equality” on pages 109–110.**

**CORE VOCABULARY**—Point out the vocabulary term *extralegal*, and explain its meaning.

**SUPPORT**—The oath required by the Wade–Davis Bill (whose namesakes were both Radical Republicans) would have excluded people who had committed acts of treason, defined in the Constitution as “levying War against” the United States or giving “Aid and Comfort” to its enemies. In practice, requiring half a state’s population to swear they had never aided the Confederacy would have made it impossible for some states to be readmitted—unless citizens swore the oath dishonestly.

**Have students read the section “Reconstruction in Louisiana” on pages 110–111.**

**CORE VOCABULARY**—Point out the vocabulary term *occupation*, and explain its meaning.

**SUPPORT**—Clarify that while Louisiana’s free people of color did not endure the hardships of slavery, they were often subject to various forms of discrimination and did not have the same social or economic standing as Americans of European descent. Typically, free people of color occupied a socioeconomic middle ground between enslaved people of African descent and free colonists of French and Spanish descent.

**After students read the text, ask the following questions:**

**LITERAL**—What did the Freedmen’s Bureau provide to newly freed people during Reconstruction? (**US.10.e**)

- » The Freedmen’s Bureau provided supplies, education, job assistance, medical care, and help reuniting families separated by war and slavery.

**ANALYTICAL**—How did the Radical Republicans’ plan differ from Presidential Reconstruction? **(US.10.e)**

- » The plan of the Radical Republicans, as seen in the Wade–Davis Bill, imposed a much higher hurdle to reentering the Union on former Confederate states. It required that 50 percent of a state’s white men take an oath of past and present loyalty, with conditions that most Southern citizens could not honestly swear to. Their plan also called for Union military rule during the time that the seceded states were seeking readmission.

✔ **THINK TWICE**—Explain one argument for and one against the creation of the Freedmen’s Bureau.

- » Supporters of the Freedmen’s Bureau believed it would be a strong resource in providing economic, educational, and health-related support to newly freed African Americans. Opponents claimed the bureau was an overreach of federal power and would make freed African Americans too dependent on government assistance.

✔ **THINK TWICE**—How did Louisiana differ from other Southern states in its post–Civil War political history?

- » Immediately after the Civil War, Louisiana enjoyed somewhat more progressive race relations than other Southern states, adopting a state constitution that was more favorable to newly freed persons than its neighbors’ were. This was due in part to the presence of a large population of free people of color, who were reflected in Louisiana’s social and political institutions. Another cause was the extended Union military presence in Louisiana, which provided a check on racially motivated violence.

### “Resistance to Reconstruction: Black Codes and the Ku Klux Klan,” pages 111–112

**Scaffold understanding as follows:**

**Have students read the section on pages 111–112.**

**SUPPORT**—Call attention to the phrase “replicate the power structures of slavery in all but name.” Ask: What does this phrase mean? (*It means to treat people as though they are enslaved, even when they aren’t.*) What are some ways this kind of policy could be carried out? (*Possible responses: suppressing voting rights, forcing or exploiting labor, limiting economic opportunities, giving orders, demanding deferential behavior*) **(US.10.e)**

**SUPPORT**—Explain that the Knights of the White Camelia were Louisiana’s version of the KKK. They practiced the same kinds of intimidation tactics as the larger organization, but they did not share the KKK’s anti-Catholic views because Louisiana’s Spanish and French colonial heritage meant the state had a large Catholic population. Like the KKK throughout the rest of the South, the KWC were highly influential; for instance, their founder, Alcibiades DeBlanc, was a former Confederate general who went on to serve in Louisiana’s supreme court.

**After students read the text, ask the following questions:**

**LITERAL**—What were carpetbaggers and scalawags, and how were they viewed by their critics? **(US.10.e)**

- » Both *carpetbagger* and *scalawag* were insults used to describe white people who sympathized with the goals of Reconstruction. Carpetbaggers were Northerners who

came South after the Civil War and were accused of trying to profit from the region's instability. Scalawags were Southern whites who supported Reconstruction and the Republican Party. Their critics viewed them as traitors.

**ANALYTICAL**—What were the overall goals and effects of the Enforcement Acts? (US.10.e)

- » The Enforcement Acts had the overall effect of suppressing vigilante violence and voter intimidation by groups such as the KKK. They relied on military rule and federal intervention to protect the rights of newly freed citizens.

**ANALYTICAL**—It became prohibited to deny African American men the right to vote with the passage of the Fifteenth Amendment. Would this new access to voting be considered a success or a failure of Reconstruction? Explain. (US.6.d, US.9.j, US.10.e)

- » Possible response: While the ratification of the Fifteenth Amendment was a success of Reconstruction, the obstacles that many Southern states soon put in place to prevent African American men from actually being able to physically cast their vote was a failure of Reconstruction.

 **THINK TWICE**—What kinds of official and unofficial resistance did Reconstruction policies encounter?

- » Reconstruction policies encountered official resistance in the form of laws that disproportionately punished or hindered African Americans, known as Black Codes. Unofficially, the policies faced resistance from supremacist groups such as the KKK and the Knights of the White Camelia, which used mob violence and intimidation to check newly freed people's participation in society and politics.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, "What were the effects of the Civil War and Reconstruction on the United States?"

### **"Economic Challenges: Sharecropping" and "The Rise of Jim Crow," pages 112–114**

**Scaffold understanding as follows:**

**Have students read the section "Economic Challenges: Sharecropping" on pages 112–113.**

**ACTIVITY**—Ask students to direct you in drawing a diagram of the sharecropper cycle on the board or chart paper. Then ask them to identify beliefs and practices that made the system so prone to cyclical failure and how these failures were exploited by landholders. Explain as well that African Americans did not yet have many opportunities to participate in other economic activities. (US.10.e)

**Have students read the section "The Rise of Jim Crow" on pages 113–114.**

**CORE VOCABULARY**—Point out the vocabulary term *segregation*, and explain its meaning.

**SUPPORT**—Explain that Jim Crow was the name of a stock character from minstrel shows—variety shows that parodied the lives and manners of African Americans. These shows were typically performed by white actors wearing blackface, or makeup that darkened their skin and exaggerated their facial features. "Jump Jim Crow" was the name

of a specific song-and-dance routine popular among minstrel show performers and audiences. The name *Jim Crow* became a shorthand for the laws and customs that enforced inequality in the American South after Reconstruction. By the 1880s, the term *Jim Crow law* was being used in the sense we know it today.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How were sharecroppers different from farmers who owned their land? **(US.10.e)**

- » Sharecroppers were dependent on others—the farmers on whose land they farmed—to grow the food with which they paid for the use of the land and farming supplies. They did not necessarily have the freedom to grow what they wanted when they wanted (or to leave the arrangement), as farmers would.

**ANALYTICAL**—What events brought an end to the Reconstruction era? **(US.10.e)**

- » The Reconstruction era came to an end with the Compromise of 1877, by which the presidential election of 1876 was resolved. Democrats agreed to support their opponent, Rutherford B. Hayes, in order to resolve the disputed election if he would revoke federal Reconstruction policies.

**LITERAL**—What are two examples of the effects of Jim Crow laws? **(US.10.e)**

- » Answers may vary but should explain two of the following effects: segregating public facilities, preventing interracial marriage, and hindering the voting rights of African Americans.

✓ **THINK TWICE**—How was sharecropping different from the system of slavery that preceded it? How were the two similar?

- » Sharecropping, like slavery, relied on impoverished laborers who were bound to the land they worked and often legally unable to leave their employer. Unlike slavery, the system of sharecropping nominally allowed these laborers to make money from their work, though often they remained in debt from year to year.

✓ **THINK TWICE**—Explain one way in which Reconstruction was successful and one way in which it was a failure.

- » Possible response: Reconstruction was a success in that it provided and enforced some protections for newly freed African Americans in the South, such as the Reconstruction Amendments. It was a failure in that it did not resolve the long-standing economic and political inequalities that newly freed people still experienced; many of the gains made during Reconstruction were undermined by discriminatory laws, violence, and a lack of federal enforcement.



## CHECK FOR UNDERSTANDING

### Ask students to:

- Write a short answer to the Framing Question: “What were the effects of the Civil War and Reconstruction on the United States?”
  - » Key points students should cite include: The war brought about the nationwide abolition of slavery and the extension of citizenship rights to African Americans; the Thirteenth Amendment prohibited slavery, the Fourteenth Amendment—among other things—confirmed the citizenship status of formerly enslaved persons by enshrining birthright citizenship, and the Fifteenth Amendment prohibited the denial of the right to vote on the basis of race; the economy of the former Confederacy struggled to adapt and recover; federal leaders disagreed on how harsh or lenient Reconstruction policies should be; resistance to Reconstruction took the form of vigilante violence, Black Codes, and Jim Crow legislation.
- Choose five Core Vocabulary words (*secession, sectionalism, de facto, inherent, conscription, franchise, extralegal, occupation, segregation*) and have a conversation with a partner in which you use those words correctly.

To wrap up the lesson, invite several students to share their responses.

Activity Page

You may wish to assign Domain Vocabulary: Unit 1 (AP 3.1) for homework.



AP 3.1

# Teacher Resources

**Topic Assessments: Unit 1**

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**Performance Task: Unit 1**

- Performance Task Activity **106**
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**Activity Pages**

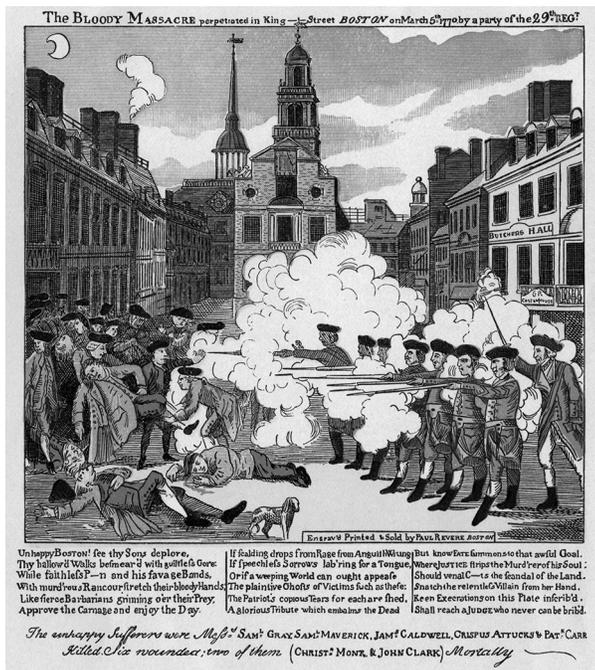
- Primary Source Analysis (AP 1.1) **114**
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## Assessment: Topic 1—Founding and Governing a Nation

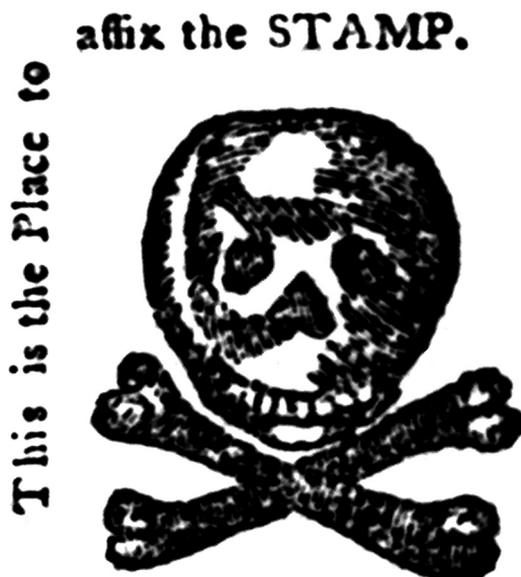
A. On your own paper, write the letter that provides the best answer.

Use the image to answer question 1.



1. Which statement best describes the effects of the event shown in this image? (US.5.a, US.7.a)
  - a) It forced the British Army to flee Boston indefinitely.
  - b) It led immediately to a declaration of war on Britain.
  - c) It drove the Sons of Liberty out of their Boston headquarters.
  - d) It provoked colonists' resentment toward the British government.

Use the image to answer question 2.



2. The item shown in the image was created to protest which of the following? **(US.5.a, US.7.a)**
- a) a tax on postage stamps
  - b) a tax on tobacco and rum
  - c) a tax on sugar and molasses
  - d) a tax on paper goods and documents

Use the text excerpt to answer questions 3 and 4.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

3. Which historic document does this excerpt come from? **(US.5.a, US.7.c)**
- a) the Bill of Rights
  - b) the Articles of Confederation
  - c) the Declaration of Independence
  - d) the Constitution of the United States
4. Which rights are asserted in the document this excerpt comes from? Select the **three** correct answers. **(US.5.a, US.7.c)**
- a) the right to life
  - b) the right to liberty
  - c) the right to a jury trial
  - d) the right to private property
  - e) the right to pursue happiness
5. Which of the following factors contributed to the Patriots' victory in the American Revolution? **(US.7.b)**
- a) the experience of U.S. naval forces
  - b) the very limited land area on which the war was fought
  - c) the decision of France to join the war as an American ally
  - d) the success of the Continental Army in the first half of the war

Use the two excerpts from the Articles of Confederation and the United States Constitution to answer questions 6 and 7.

#### **Excerpt A**

The said states hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

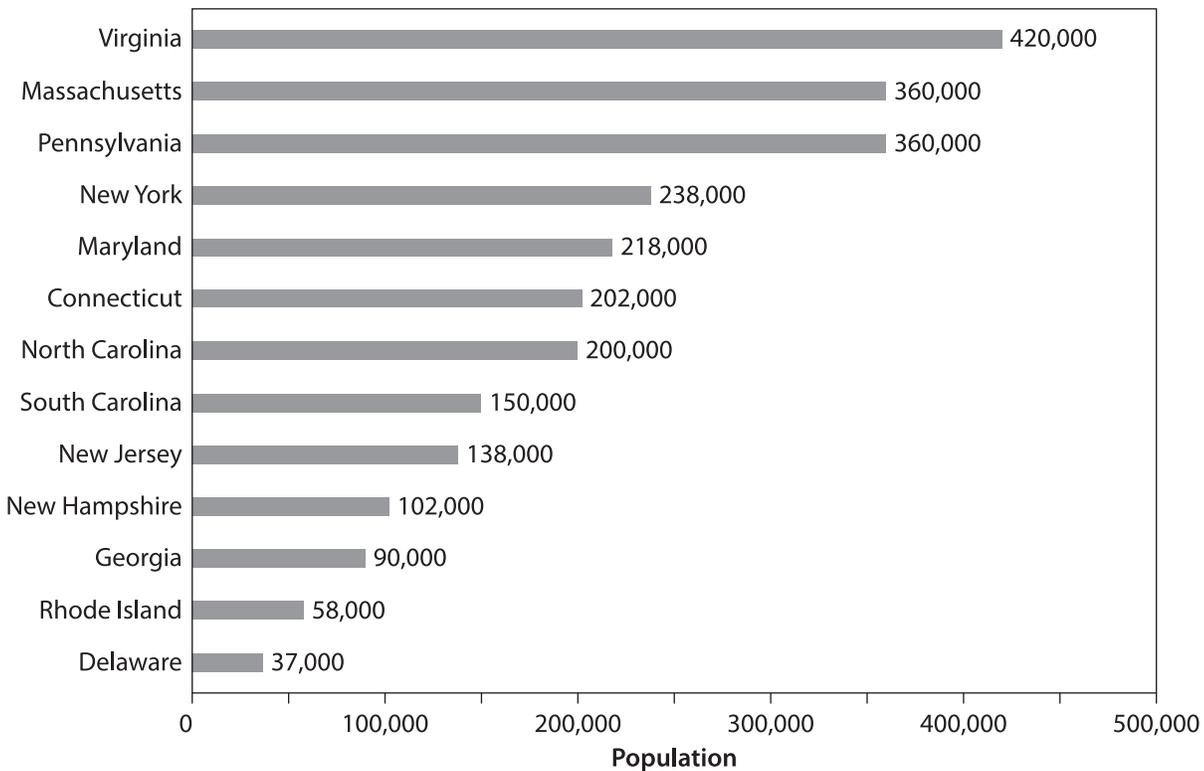
#### **Excerpt B**

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

6. What do these two text excerpts have in common? (US.5.c, US.7.e, US.7.f)
- a) Both were, at different times, part of the basic law of the United States.
  - b) Both are individual articles from the Articles of Confederation.
  - c) Both are parts of the U.S. Constitution as it exists today.
  - d) Both were authored by the First Continental Congress.
7. How did the “firm league of friendship” in Excerpt A compare to the “more perfect Union” described in Excerpt B? (US.5.c, US.7.e, US.7.f)
- a) The firm league of friendship had more constituent states than the more perfect union.
  - b) The firm league of friendship had a less powerful government than the more perfect union.
  - c) The firm league of friendship imposed more obligations on its states than did the more perfect union.
  - d) The firm league of friendship imposed as many obligations on its states as did the more perfect union.

Use the graph to answer question 8.

**State Populations Used to Determine Representation in the First Congress, 1789**



8. During the Constitutional Convention, which of the states listed here advocated for a system of equal apportionment by state? (US.4, US.7.g)
- a) Virginia
  - b) New Jersey
  - c) Connecticut
  - d) Pennsylvania

9. Which statement best explains why some delegates at the Constitutional Convention supported a strong federal government? **(US.7.g)**
- They believed it was necessary for maintaining order, unity, and effective governance across the states.
  - They suspected that some states would soon attempt to break away.
  - They wanted to grant states the power to print their own money.
  - They expected the British to invade again.
10. What did the federal response to the Whiskey Rebellion demonstrate about the newly formed U.S. government? **(US.7.h)**
- The federal military was still no match for regional rebels.
  - Rebels against the new government would be executed for treason.
  - The federal government was now powerful enough to quell rebellions.
  - Taxes passed by Congress remained impossible to enforce on the frontier.

Use the excerpt from George Washington’s farewell address to answer question 11.

The alternate domination of one faction over another, sharpened by the spirit of revenge natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism.

11. What was the “more formal and permanent despotism” that George Washington feared? **(US.5.a, US.7.h)**
- Partisan politics would lead to mob violence.
  - Partisan leaders would elevate themselves as tyrants.
  - The wealthiest politicians would come to dominate American politics.
  - Foreign nations would exploit partisan politics to harm American interests.
12. Which statement best paraphrases the foreign policy advice that Washington gave in his farewell address? **(US.5.a, US.7.h)**
- Avoid political entanglement with foreign countries.
  - Resist commercial agreements with foreign countries.
  - In contests between Britain and France, always support France.
  - Use trade and commerce to build fruitful political relationships with other countries.

Use the image to answer question 13.



13. This cartoon illustrates the XYZ Affair, in which \_\_\_\_\_. (US.5.a, US.7.h)
- a) French agents attempted to bribe U.S. officials
  - b) French soldiers plundered Washington during wartime
  - c) French diplomats demanded bribes during negotiations
  - d) French authorities seized U.S. assets being stored in France
14. Which statements best explain the controversy surrounding the Alien and Sedition Acts and their impact on American politics? Select the **two** correct answers. (US.7.h)
- a) They banned all immigration from foreign countries.
  - b) They were passed despite resistance from President John Adams.
  - c) They were seen as a violation of freedom of speech and civil liberties.
  - d) They were used more to intimidate than to punish political opposition.
  - e) They became a major campaign issue that helped the Federalists win the 1800 election.

Use the excerpt from *An Inquiry into the Nature and Causes of the Wealth of Nations* to answer question 15.

I have seen a small manufactory of this kind where ten men only were employed, and where some of them consequently performed two or three distinct operations. . . . They could, when they exerted themselves, make among them . . . upwards of forty-eight thousand pins in a day.

15. Which economic concept is described in the excerpt? (US.5.a, US.14.f)
- a) exchange value
  - b) the cost of living
  - c) the invisible hand
  - d) the division of labor
- B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.**
- Explain one reason some colonists supported the Patriots and one reason some colonists supported the Loyalists. (US.7)

## Assessment: Topic 2—Western Expansion and the Native American Experience

### A. On your own paper, write the letter that provides the best answer.

Use the two excerpts to answer questions 1 and 2.

#### Excerpt A

There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three eighths of our territory must pass to market.

#### Excerpt B

A strict observance of the written laws is doubtless *one* of the high duties of a good citizen: but it is not *the highest*. The laws of necessity, of self-preservation, of saving our country when in danger, are of higher obligation.

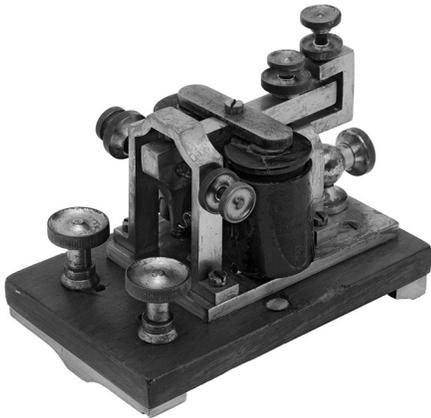
- Excerpts A and B provide different justifications for which of the following policy measures? (US.5.c, US.7.h US.8.a.)
  - the Embargo Act
  - the Louisiana Purchase
  - the Indian Removal Act
  - the Missouri Compromise
- Why does Excerpt A specify the amount of “produce” passing through New Orleans? (US.5.c, US.7.h, US.8.a)
  - to show the economic importance of Louisiana’s farms
  - to show the significance of New Orleans for U.S. and global trade
  - to show that lack of Spanish control of New Orleans is harming trade
  - to show that most U.S. commercial activity is unconnected to New Orleans
- Which of the following statements is true of the Louisiana Purchase? (US.8.a)
  - It increased French influence along American borders.
  - It helped calm the ongoing debate over slave states and free states.
  - It extended U.S. borders three-fourths of the way across North America.
  - The land it involved was discovered by Lewis and Clark and the Corps of Discovery.

Use the image to answer question 4.



4. Which early nineteenth-century U.S. policy does this cartoon respond to? **(US.5.a, US.7.h)**
- a) imposing new tariffs on sugar and other products in response to export challenges
  - b) suppressing speech critical of the U.S. government as part of sedition laws
  - c) halting U.S. maritime trade with foreign countries to counter impressment
  - d) strengthening Atlantic coast defenses against the British navy
5. What was an indirect outcome of the War of 1812? **(US.7.h)**
- a) expansion of the U.S.–French trade relationship
  - b) expansion of U.S. borders in the North and West
  - c) increased confidence and unity among Americans
  - d) increased recognition of Native Americans' territorial rights

Use the image to answer question 6.



6. How did the device shown affect westward expansion? **(US.5.a, US.8)**
- a) It allowed for more accurate land surveying.
  - b) It sped up communications over great distances.
  - c) It gave steamship captains a way to navigate more precisely.
  - d) It led to the manufacture of new and more effective medicines.

Use the following excerpt to answer question 7.

The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. . . . We . . . declare that we should consider any attempt on [the European powers'] part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

—James Monroe, 1823

7. What was the purpose of the Monroe Doctrine? **(US.5.a, US.7.h, US.11.e)**
- a) to encourage rebellion in Latin American colonies
  - b) to discourage further European colonization in Latin America
  - c) to assert dominance over countries that bordered the United States
  - d) to declare war on European nations that had interfered in the Western Hemisphere

8. Which of the following was an effect of the Bank War? Select the **two** correct answers. **(US.7.h)**
- a) the growth of political opposition to Jackson
  - b) a new trend of overriding presidential vetoes
  - c) the strengthening of the national bank's power
  - d) a reduction in the Supreme Court's authority over Congress
  - e) the privatization of the Second Bank after its charter expired

Use the excerpt to answer questions 9 and 10.

An instrument purporting [claiming] to be a treaty with the Cherokee people, has recently been made public by the President of the United States, that will [displace the Cherokee], if carried into effect. This instrument . . . is fraudulent, false upon its face.

—Memorial and Protest of the Cherokee Nation, 1836

9. What "instrument" is this author referring to? **(US.5.a, US.8.b)**
- a) the Adams–Onís Treaty
  - b) the Indian Removal Act
  - c) the Treaty of New Echota
  - d) the Jackson–Cherokee Pact
10. Why does the author believe the "instrument" is fraudulent and false? **(US.5.a, US.8.b)**
- a) It does not give the Cherokee adequate compensation for their land.
  - b) It was not made by actual representatives of the U.S. government.
  - c) It was not authorized by the leaders of the Cherokee Nation.
  - d) It conflicts with past treaties.
11. Which of the following best describes U.S. policy toward the "Indian problem" during the presidencies of Andrew Jackson and Martin Van Buren? **(US.8.b)**
- a) encouraging assimilation among Native peoples
  - b) promoting voluntary resettlement west of the Mississippi River
  - c) collaborating with unified Native leaders to enforce Supreme Court rulings
  - d) using federal law and military force to remove Native peoples from their homelands

Use this excerpt by John O'Sullivan to answer question 12.

Other nations have undertaken to intrude themselves . . . in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness . . . [as we attempt] to overspread the continent allotted by Providence.

12. What name did this author give to the principle hinted at in this excerpt, that the United States should overspread the North American continent? **(US.5.a, US.8.d)**
- a) divine right
  - b) assimilation
  - c) manifest destiny
  - d) limited expansion

Use the following image to answer question 13.



13. Which statement best describes the significance of the building shown here? (US.5.a, US.8.c)
- a) It was the site of a famous Texian victory over Mexican forces.
  - b) It was the scene of the first battle of the Mexican-American War.
  - c) It was the place where Texian and Mexican officials agreed to peace.
  - d) It was the location where Mexican forces overwhelmed and slaughtered Texian rebels.

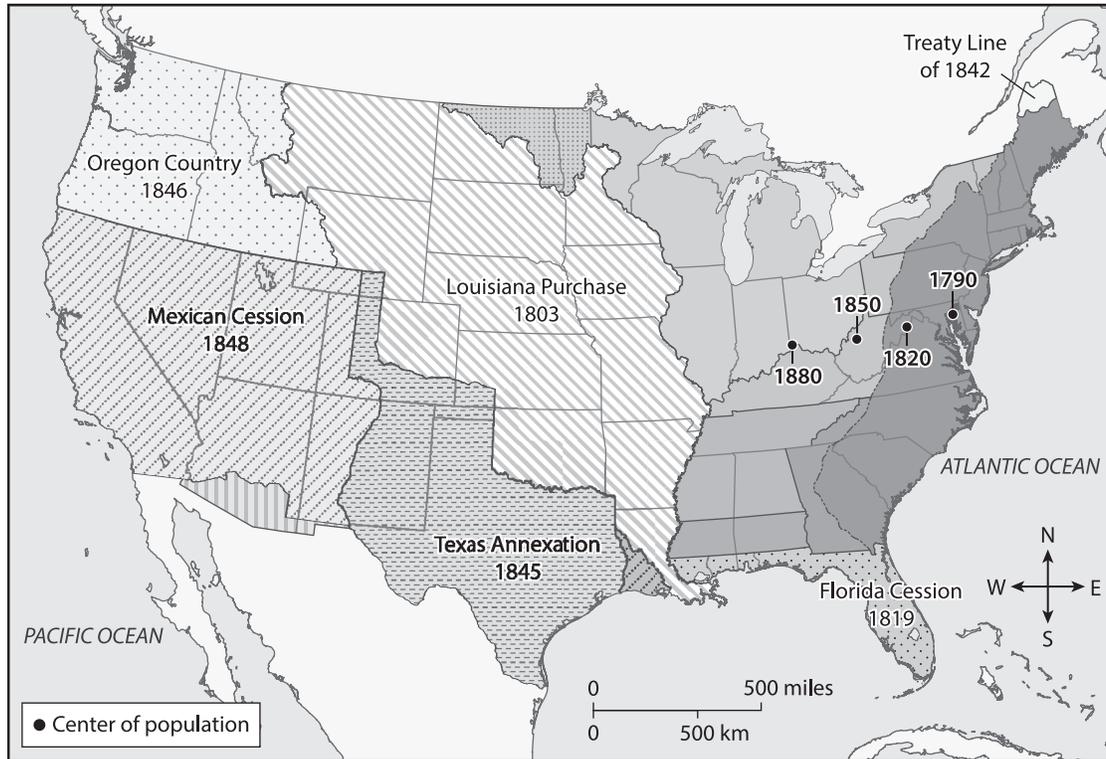
Use this excerpt from the inaugural address of James K. Polk to answer questions 14 and 15.

I shall on the broad principle which formed the basis and produced the adoption of our Constitution, and not in any narrow spirit of sectional policy, endeavor by all Constitutional, honorable, and appropriate means to consummate the expressed will of the people and Government of the United States by the reannexation of Texas to our Union at the earliest practicable period.

14. Which phrase best describes the status of Texas at the time this speech was delivered? (US.5.a, US.8.c)
- a) a U.S. state that had fallen under Mexican occupation
  - b) a rebellious province of the colonial territory of New Spain
  - c) a Mexican state that had begun secret negotiations to leave Mexico
  - d) a breakaway republic recognized by the United States but not by Mexico
15. Why is Polk careful to say that he is not acting in a “narrow spirit of sectional policy”? (US.5.b, US.8.c)
- a) The annexation of Texas was likely to start a war.
  - b) The annexation of Texas was a divisive partisan issue.
  - c) The annexation of Texas violated a specific section of an existing treaty.
  - d) The annexation of Texas was unconstitutional according to legal experts.

Use the map to answer question 16.

**Center of American Population, 1790–1880**



**16.** Why is the territory in the Southwest known as the Mexican cession? (US.4, US.8.c)

- a) It was ceded by Mexico in the Treaty of Guadalupe Hidalgo.
- b) It was ceded by Spain to Mexico before becoming a U.S. territory.
- c) It was once ceded to Spain by France as part of peace negotiations in an earlier war.
- d) It was an area in which the United States made special concessions to permit Mexican settlers.

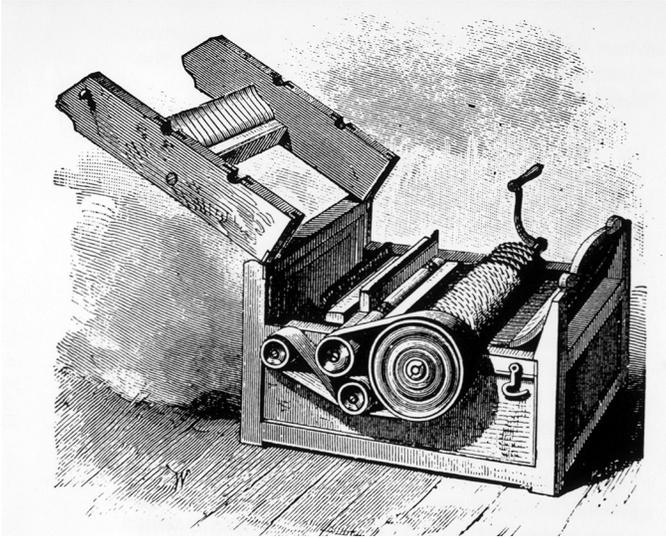
**B.** On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Explain two ways in which the idea of manifest destiny influenced U.S. westward expansion in the 1800s. (US.8, US.8.d)

## Assessment: Topic 3—A Nation Divided and Reconstructed

A. On your own paper, write the letter that provides the best answer.

Use the image to answer questions 1 and 2.



1. What is the function of the device illustrated here? (US.5.a, US.9.c)
  - a) to weave cotton yarn into fabric
  - b) to spin raw cotton fibers into yarn
  - c) to prepare cotton seeds for planting
  - d) to separate cotton fibers from seeds
2. Which statement best describes how this device affected the domestic slave trade? (US.9.c, US.9.d)
  - a) It led to an **increase** in the domestic slave trade because enslaved labor was used to manufacture this type of machine.
  - b) It led to an **increase** in the domestic slave trade because plantations expanded as cotton became more profitable.
  - c) It led to a **decrease** in the domestic slave trade because farmers in free states could now profitably grow cotton.
  - d) It led to a **decrease** in the domestic slave trade because less total labor was now needed per pound of cotton.

Use the excerpt from *Uncle Tom's Cabin* by Harriet Beecher Stowe to answer question 3.

"You ought to be ashamed, John! Poor, homeless, houseless creatures! It's a shameful, wicked, abominable law, and I'll break it, for one, the first time I get a chance; and I hope I *shall* have a chance, I do! . . ."

"But, Mary, just listen to me. Your feelings are all quite right, dear, and interesting, and I love you for them; but, then, dear, we must n't suffer our feelings to run away with our judgment . . ."

3. What law are the speakers debating? (US.5.a, US.9.e)
  - a) the Fugitive Slave Act
  - b) the Enforcement Acts
  - c) the Kansas–Nebraska Act
  - d) the Missouri Compromise

4. *Uncle Tom's Cabin* has sometimes been cited as a factor contributing to the Civil War. Which statement best explains the connection? **(US.9.e)**
- a) It provoked questions about the validity of the Treaty of Guadalupe Hidalgo.
  - b) It incited a highly public “war of letters” between pro- and antislavery novelists.
  - c) It led many Southerners to reconsider their views on slavery and become abolitionists.
  - d) It inspired many Northerners in their opposition to slavery and their refusal to cooperate with proslavery policies.
5. What did John C. Calhoun’s colleagues fear would happen if he prohibited debate of antislavery petitions? **(US.9.g)**
- a) It might lead to a civil war.
  - b) It might empower the abolitionist movement.
  - c) It might seem like a dismissal of constitutional duty.
  - d) It might result in the loss of Southern political power.
6. What was one significant challenge that arose after the Mexican-American War concerning newly acquired territories? **(US.9, US.9.g)**
- a) increased agricultural production
  - b) the establishment of new state governments
  - c) the need for more military presence in the West
  - d) tensions over the status of slavery in the territories
7. Which of the following was a significant outcome of *Dred Scott v. Sandford*? **(US.9.h)**
- a) Scott was granted his freedom.
  - b) The Missouri Compromise was upheld.
  - c) Enslaved persons were deemed property under U.S. law.
  - d) African Americans were legally recognized as U.S. citizens.

Use the two excerpts to answer questions 8 and 9.

#### Excerpt A

One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong, and ought not to be extended. This is the only substantial dispute. . . . This [conflict], I think, cannot be perfectly cured; and it would be worse in both cases after the separation of the sections than before.

—Abraham Lincoln, First Inaugural Address

#### Excerpt B

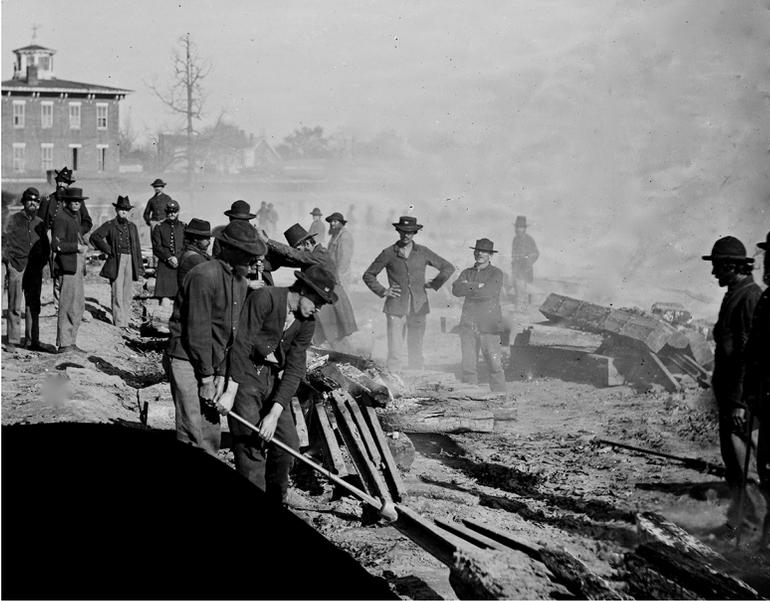
The prevailing ideas entertained by [Jefferson] and most of the leading statesmen at the time of the formation of the old Constitution were, that the enslavement of the African was in violation of the laws of nature; that it was wrong in principle, socially, morally and politically. . . . This stone which was rejected by the first builders “is become the chief stone of the corner” in our new edifice.

—Alexander Stephens, Cornerstone Speech

8. What was Abraham Lincoln’s primary message in his first inaugural address in 1861? **(US.5.a, US.10.a)**
- a) He demanded immediate abolition.
  - b) He announced plans to expand the Union.
  - c) He called for unity between North and South.
  - d) He insisted on the enforcement of the Fugitive Slave Act.



Use the image to answer question 12.



12. Which of the following was a major strategic goal of the March to the Sea? **(US.5.a, US.10.c, US.10.d)**
- a) to rescue all Union prisoners of war
  - b) to protect and recruit newly freed African Americans
  - c) to weaken the South's morale and productive capacity
  - d) to besiege and capture the capital of the Confederacy
13. Which of the following statements summarizes a major purpose of the Fourteenth Amendment? **(US.9.j)**
- a) It allows Congress to override state laws.
  - b) It extends the right to vote to African Americans.
  - c) It addresses the economic issues of the Confederacy's debts.
  - d) It establishes birthright citizenship and equal protection under the law.
14. Which statement best summarizes how federal Reconstruction policies were enacted over time? **(US.10.e)**
- a) They were harshly worded but never meaningfully enforced.
  - b) They remained consistent in severity toward all Southerners from 1865 to 1877.
  - c) They provided initial gains for African Americans, including political participation, but grew weaker over time.
  - d) They restricted the new freedoms of African Americans, including political participation, but grew stronger over time.

Use the image to answer question 15.



15. What term describes the system in which farmers, like those depicted in the photo, worked land they did not own and paid a portion of their harvest to the landowner? **(US.5.a, US.10.e)**
- a) sharecropping
  - b) smallholding
  - c) indenture
  - d) serfdom
16. Which of the following took place in the South due to the Compromise of 1877? Select the **two** correct answers. **(US.10.e)**
- a) Federal troops withdrew.
  - b) Jim Crow laws were put in place.
  - c) Reconstruction continued as before.
  - d) Segregation became less common.
  - e) Republicans took control of state governments.
- B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.**
- Describe one way in which Reconstruction efforts succeeded and one way they failed. **(US.10.e)**

## Performance Task: *Founding and Early Development of the Nation*

**Teacher Directions:** The United States experienced immense growth during its first one hundred years as a nation. The ideas set forth in the country’s founding documents, while still revered, were often challenged by sectionalism, rapid change, and political and cultural differences.

Ask students to respond to the following prompt, using at least two of the five the sources that follow. These sources will be familiar to students from the Student Volume. Students can use the sources to support their claim and/or address counterclaims. Encourage students to also use information from their Student Volume in their responses.

### Prompt:

Tocqueville identified key values of the American experiment, including egalitarianism, liberty, and individualism. How well do the events and developments in the first hundred years of American history (1776–1877) embody those key values? **(US.1, US.2, US.3, US.5a–d, US.6a–d, US.7a–j)**

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

<b>Sample claim:</b>	Of the values Tocqueville identified, liberty was the one that was most cherished by Americans but also the value that they struggled the most to uphold.
<b>Reason:</b>	A desire for liberty was one of the primary reasons the colonies declared independence from Great Britain, but in the decades that followed, the government of the United States often failed to defend the liberty of its citizens.
<b>Evidence:</b>	<p>In a speech delivered by Patrick Henry in 1775, he exhorted, “Give me liberty, or give me death!” and said that the cause of liberty was holy. The Declaration of Independence stated that all men “are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”</p> <p>However, less than twenty-five years later, the Alien and Sedition Acts criminalized speech that was critical of the U.S. government. From the time the country was founded until the 1860s, millions of African Americans were enslaved and denied their rights. It wasn’t until the ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments that the Constitution recognized and guaranteed the liberties of African Americans.</p>
<b>Counterclaim and answer:</b>	Some may argue that individualism is the value identified by Tocqueville that Americans most cherished. The Declaration of Independence lists the pursuit of happiness as one of the unalienable rights, which many say can only be achieved when individuals have the freedom to live their lives as they best see fit. Polk supported manifest destiny because territorial expansion gave settlers the chance to individually pursue economic opportunities.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: *Founding and Early Development of the Nation***

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The United States experienced immense growth during its first one hundred years as a nation. The ideas set forth in the country's founding documents, while still revered, were often challenged by sectionalism, rapid change, and political and cultural differences.

Draw evidence from at least two of the five sources provided and from your reading in this unit to answer the following question:

Tocqueville identified key values of the American experiment, including egalitarianism, liberty, and individualism. How well do the events and developments in the first hundred years of American history (1776–1877) embody those key values?

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of U.S. history **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

## Source 1

### Declaration of Independence, 1776

The unanimous Declaration of the thirteen united States of America.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. . . . The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. . . .

He has refused to pass . . . Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. . . .

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. . . .

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent. . . .

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

## Source 2

### Alien and Sedition Acts, 1798

#### **An ACT concerning aliens.**

. . . It shall be lawful for the President of the United States at any time during the continuance of this act, to order all such aliens as he shall judge dangerous to the peace and safety of the United States, or shall have reasonable grounds to suspect are concerned in any treasonable or secret machinations against the government thereof, to depart out of the territory of the United States. . . . And in case any alien, so ordered to depart, shall be found at large within the United States after the time limited in such order for his departure, and not having obtained a license from the President to reside therein, or having obtained such license shall not have conformed thereto, every such alien shall, on conviction thereof, be imprisoned for a term not exceeding three years, and shall never after be admitted to become a citizen of the United States. . . .

#### **An ACT in addition to the act, entitled An Act for the punishment of certain crimes against the United States.**

. . . And be it further enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, or shall knowingly and willingly assist or aid in writing, printing, uttering or publishing any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government, or either house of the said Congress, or the said President, or to bring them, or either of them, into contempt or disrepute; or to excite against them, or either or any of them, the hatred of the good people of the United States, or to stir up sedition within the United States, or to excite any unlawful combinations therein, for opposing or resisting any law of the United States, or any act of the President of the United States, done in pursuance of any such law, or of the powers in him vested by the constitution of the United States, or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet any hostile designs of any foreign nation against United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

## Source 3

### Inaugural Address, 1845

#### James K. Polk

*In his inaugural address, President James K. Polk discussed his vision for the United States, emphasizing the importance of westward expansion. Polk's address set the tone for his administration, highlighting his commitment to manifest destiny and territorial acquisition as key elements of his agenda.*

I shall on the broad principle which formed the basis and produced the adoption of our Constitution, and not in any narrow spirit of sectional policy, endeavor by all Constitutional, honorable, and appropriate means to consummate the expressed will of the people and Government of the United States by the reannexation of Texas to our Union at the earliest practicable period.

Nor will it become in a less degree my duty to assert and maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to the country of the Oregon is "clear and unquestionable," and already are our people preparing to perfect that title by occupying it with their wives and children. But eighty years ago our population was confined on the west by the ridge of the Alleghanies. Within that period—within the lifetime, I might say, of some of my hearers—our people, increasing to many millions, have filled the eastern valley of the Mississippi, adventurously ascended the Missouri to its headsprings, and are already engaged in establishing the blessings of self-government in valleys of which the rivers flow to the Pacific. The world beholds the peaceful triumphs of the industry of our emigrants. To us belongs the duty of protecting them adequately wherever they may be upon our soil. The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes.

## Source 4

### First Inaugural Address, 1861

#### Abraham Lincoln

One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong, and ought not to be extended. This is the only substantial dispute. The fugitive-slave clause of the Constitution, and the law for the suppression of the foreign slave-trade, are each as well enforced, perhaps, as any law can ever be in a community where the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, cannot be perfectly cured; and it would be worse in both cases after the separation of the sections than before. The foreign slave-trade, now imperfectly suppressed, would be ultimately revived, without restriction, in one section, while fugitive slaves, now only partially surrendered, would not be surrendered at all by the other.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence and beyond the reach of each other; but the different parts of our country cannot do this. . . .

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to “preserve, protect, and defend it.”

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.

## Source 5

### The Fourteenth Amendment

	Provisions	Notes
<b>Section 1</b>	All people born or naturalized in the United States are citizens. States must observe due process, cannot limit citizenship rights, and must provide equal protection to all.	This is the principle of <i>birthright citizenship</i> . Its main effect at the time was to declare that formerly enslaved persons were citizens.
<b>Section 2</b>	Representatives are apportioned by population. If states deny the right to vote to adult males, those people do not count for apportionment either.	This section provided states with an incentive not to try to disenfranchise newly freed African American men. Women (of any race) would not obtain the franchise for another fifty-five years.
<b>Section 3</b>	People who violate their oath of office by participating in an insurrection may not hold office in the future. Congress can override this by a two-thirds majority.	This section gave Congress the right to decide which former Confederate officials could be rehabilitated into holding office.
<b>Section 4</b>	U.S. public debt is valid; debts of the Confederacy are not, and the United States will not pay them. Nor will the United States compensate former slaveholders for freeing their enslaved workers.	This section addresses two economic questions that many had at the end of the war: Would the United States take over the Confederacy's war debts, and would there be any compensation for the economic loss of enslaved labor? The amendment answers no to both questions.
<b>Section 5</b>	Congress has the power to enforce the amendment by making laws.	Many Reconstruction-era laws were, in fact, attempts to hold states to their responsibilities under this amendment.

## Performance Task Scoring Rubric

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**Note:** Student essays should be evaluated on the basis of the rubric.

Score	Scoring Description
4	<p>Response includes a <b>correct claim</b> about key values of the American experiment.</p> <p>Response includes a <b>correct explanation</b> that addresses the prompt and includes references to two or more of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p>
3	<p>Student meets all criteria to earn a 4 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about key values of the American experiment.</p> <p>Response includes a <b>correct explanation</b> that addresses the prompt and includes references to two or more of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources, but not both.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about key values of the American experiment.</p> <p>Response includes references to at least two of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources but does not explain the evidence.</p> <p>OR</p> <p>Response includes a <b>correct explanation</b> about key values of the American experiment.</p> <p>The explanation includes references to at least two of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p>
2	<p>Student meets all criteria to earn a 3 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about key values of the American experiment with references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p> <p>OR</p> <p>Response includes a <b>correct explanation</b> about key values of the American experiment.</p> <p>The explanation includes references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p>

<b>1</b>	<p>Student meets all criteria to earn a 2 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about key values of the American experiment but does not reference any <b>sources</b>.</p> <p>OR</p> <p>Response includes <b>correct information</b> that is not directly relevant to the prompt but demonstrates some content knowledge about the American experiment, but it does not reference any <b>sources</b>.</p>
<b>0</b>	<p>Response does not include any elements described above.</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.1**

**Use with Topics 1–3**

**Primary Source Analysis**

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

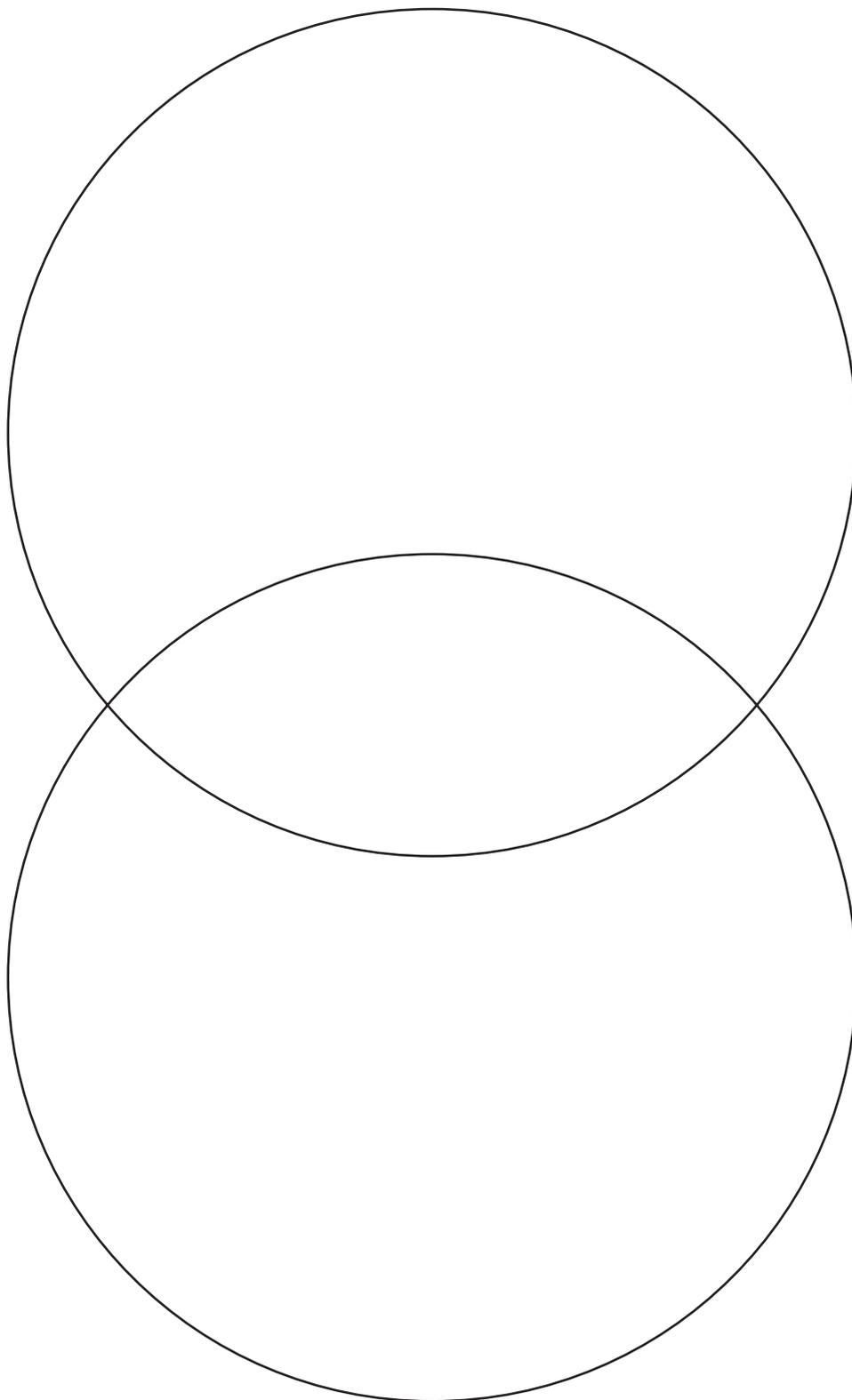
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Topic 1

Venn Diagram



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1**

**Use with Topic 2**

**The American System**

<b>Policy</b>	<b>Benefits</b>	<b>Drawbacks</b>
<b>Expand Infrastructure</b>		
<b>Enact Tariffs</b>		
<b>Establish Central Bank</b>		

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1**

**Use with Topic 3**

**Domain Vocabulary: Unit 1**

**Write a sentence for each prompt below. Include at least two vocabulary terms from the Word Bank in each sentence.**

dissent	occupation	diplomacy	Parliament
repeal	autonomous	inalienable	separation of powers
checks and balances	sovereignty	republic	federalism
apportionment	popular sovereignty	salutary neglect	ratification
partisan	abolition	strike down	unconstitutional
judicial review	impressment	nationalism	secession
sectionalism	inherent	conscription	franchise
segregation			

1. Describe an idea or event leading up to the American Revolution. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Describe a key moment in the presidency of John Adams, Thomas Jefferson, or Andrew Jackson. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Describe a Supreme Court case that set an important precedent for the United States at the time. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Describe an issue that led to the outbreak of the Civil War. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Describe a change that took place after the Civil War. \_\_\_\_\_

\_\_\_\_\_

## Answer Key: Founding and Early Development of the Nation

### Topic Assessments

#### Topic 1

A. 1. d 2. d 3. c 4. a, b, e 5. c 6. a 7. b 8. b 9. a  
10. c 11. b 12. a 13. c 14. c, d 15. d

B.

Score	Scoring Description
4	Student correctly identifies and explains one reason for the support of <b>each</b> group.
3	Student correctly identifies explains one reason for the support of <b>one</b> group.  AND  Student correctly identifies a reason for the support of the <b>other</b> group without explaining it.
2	Student correctly identifies one reason for the support of <b>each</b> group but does not explain either.  OR  Student correctly identifies and explains one reason for the support of <b>one</b> group.
1	Student correctly identifies one reason for the support of <b>one</b> group but does not explain it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about the support for Patriots and Loyalists.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

#### Topic 2

A. 1. b 2. b 3. c 4. c 5. c 6. b 7. b 8. a, e 9. c  
10. c 11. d 12. c 13. d 14. d 15. b 16. a

B.

Score	Scoring Description
4	Student correctly identifies and explains <b>two</b> ways that the idea of manifest destiny influenced U.S. westward expansion.
3	Student correctly explains <b>one</b> way that the idea of manifest destiny influenced U.S. westward expansion.  AND  Student correctly identifies a <b>second</b> way that the idea of manifest destiny influenced U.S. westward expansion without explaining it.
2	Student correctly identifies <b>two</b> ways that the idea of manifest destiny influenced U.S. westward expansion without explaining either.  OR  Student correctly identifies and explains <b>one</b> way that the idea of manifest destiny influenced U.S. westward expansion.
1	Student correctly identifies <b>one</b> way that the idea of manifest destiny influenced U.S. westward expansion but does not explain it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about the causes and motivations of westward expansion.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

**Topic 3**

- A. 1. d 2. b 3. a 4. d 5. c 6. d 7. c 8. c 9. c 10. c  
11. a, b 12. c 13. d 14. c 15. a 16. a, b

B.

Score	Scoring Description
4	Student correctly identifies and explains one way in which Reconstruction succeeded <b>and</b> one way it failed.
3	Student correctly identifies and explains one way in which Reconstruction succeeded <b>or</b> one way it failed.  AND  Student correctly identifies one way in which Reconstruction succeeded <b>or</b> one way it failed without explaining it.
2	Student correctly identifies one way in which Reconstruction succeeded <b>and</b> one way it failed without explaining either.  OR  Student correctly identifies and explains one way in which Reconstruction succeeded <b>or</b> failed.
1	Student identifies one way in which Reconstruction succeeded <b>or</b> failed without explaining it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about Reconstruction and its effects.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

**Activity Pages**

**Primary Source Analysis (AP 1.1): Declaration of Rights and Grievances, Stamp Act Congress, 1765**

**Content:** This is a formal statement asserting the rights of colonists as subjects of Great Britain. It says the colonists cannot be taxed without representation.

**Creation:** A group of colonial representatives in Virginia wrote this declaration in October 1765.

**Communication:** The audience is Parliament and the king and probably also the people in the colonies that the authors represented.

**Context:** A very unpopular tax called the Stamp Tax had just been imposed.

**Connection:** This source shows how people felt about the Stamp Act because it asks for the act’s repeal and gives reasons for that request.

**Consideration:** The viewpoint is that of the colonists who had to pay the tax.

**Conclusion:** This declaration makes it easier to understand how people wanted and expected their government to act.

**Primary Source Analysis (AP 1.1): “Give Me Liberty, or Give Me Death,” Patrick Henry, 1775**

**Content:** This is a speech promoting the cause of independence shortly before the start of the American Revolution. It states that the American colonists can and must win the fight for their freedom.

**Creation:** Patrick Henry delivered this speech in 1775.

**Communication:** The audience is the Virginia House of Burgesses. The speech aims to convince them to support independence and prepare for war.

**Context:** The British Parliament had recently passed new laws to punish the colonists for protesting taxation. Many colonists came to believe that a violent conflict would soon result.

**Connection:** This source frames British rule as a form of “slavery” that will keep the colonists in “chains.” Although the colonists were not literally enslaved by Britain, this shows how passionately Henry and others must have felt.

**Consideration:** The viewpoint is Henry’s, though many others supported it. He expresses his belief that it is too late to try to make peace with Britain.

**Conclusion:** This source helps show that even in 1775, many people needed to be convinced that the American colonies should be independent.

### Primary Source Analysis (AP 1.1): The Olive Branch Petition, 1775

**Content:** This is a petition from the American colonists to King George III and his government, asking for them to reconsider the punitive taxes and other policies.

**Creation:** Members of the Continental Congress wrote this petition in 1775.

**Communication:** The purpose is to get King George III (and his ministers) to repeal some of the harsh measures they recently enacted toward the colonies. Because they want the king's help, the colonists emphasize how loyal they are and state that they wish him well.

**Context:** By mid-1775, the British Parliament had passed several laws that not only taxed the American colonies but also punished colonists for protesting the taxes.

**Connection:** This source shows that colonists still wanted to be British subjects and did not yet think of themselves as rebels or revolutionaries.

**Consideration:** The viewpoint is that of the colonial leaders. They show some bias against the king's ministers, whom they blame for the harsh taxes and punitive laws. However, they may also be blaming the ministers so that they do not look like they are disagreeing with the king directly.

**Conclusion:** This source helps show that even after the Intolerable Acts, some prominent colonists held out hope that they could reconcile with Britain and that becoming an independent country was unnecessary.

### Primary Source Analysis (AP 1.1): Common Sense, Thomas Paine, 1776

**Content:** This is part of a pamphlet explaining why "it is the true interest" of the American colonies to break free from the British Empire.

**Creation:** Thomas Paine wrote this pamphlet sometime after April 1775 and published it in 1776.

**Communication:** The audience is other American colonists, whom Paine wants to persuade to seek independence from Britain.

**Context:** The recent Battles of Lexington and Concord had marked the beginning of the American

Revolution, but some colonists still wanted to try to reconcile with Britain.

**Connection:** Paine says that until the battles, he also wanted the colonies to reconcile with Britain, but since that time, he sees peace as neither possible nor desirable.

**Consideration:** The viewpoint is Paine's. He is much harsher toward the king than the Olive Branch petitioners were, likening him to the hard-hearted pharaoh from the Bible. Paine also suggests that the real "King of America" is not George III of England but God and the law.

**Conclusion:** This source shows how people thought of the cause of independence when it was just getting started. Paine's words demonstrate the feeling that dependence on Britain will harm the colonies in the long term even if they can make peace. He describes independence not only as something that he wants but also as something that people *should* want for moral reasons.

### Primary Source Analysis (AP 1.1): Declaration of Independence, 1776

**Content:** This is part of the Declaration of Independence, the document that declared the United States to be its own country independent of British rule.

**Creation:** Thomas Jefferson was the main author; Benjamin Franklin, John Adams, and others helped draft it, too. They wrote it in the summer of 1776.

**Communication:** The audience is the whole world. The authors of the declaration want anyone who reads or hears it to understand why the American colonists have broken free from Britain.

**Context:** The American Revolution was underway, and war was about to start. The colonists had come around to the view that they could not put up with British oppression any longer.

**Connection:** The Declaration of Independence spells out many specific abuses that King George III has committed. It points out the colonists' lack of representation and complains of the different ways that Britain has undermined colonial autonomy.

**Consideration:** In one sense, the viewpoint is Jefferson's, but he is writing as part of a committee

that in turn represents the views of the whole Continental Congress. Like Thomas Paine, Jefferson blames the king personally for the way the colonies and their people have been mishandled.

**Conclusion:** The language of the Declaration of Independence lists specific practices that made the colonists revolt. In that way, it is a kind of summary of the problems that led to the American Revolution. Its passionate and somewhat aggressive tone shows that by the middle of 1776, many people must have changed their minds about trying to seek peace.

### **Primary Source Analysis (AP 1.1): Farewell Address, George Washington, 1796**

**Content:** This is a statement in the form of a speech that gives George Washington's views about politics as he is about to leave the presidency. He comments specifically on party politics and foreign affairs.

**Creation:** The address is attributed to George Washington. It was finished and published in 1796.

**Communication:** The purpose of the address is to announce that Washington will not seek reelection and to warn the country against some dangerous political developments. Washington is speaking to his "Fellow-Citizens," meaning Americans in general.

**Context:** Washington had served two terms as a nonpartisan president. He had decided not to seek a third term even though he remained popular.

**Connection:** Washington wanted to offer some advice to those who would govern the country and those who would elect them. His warning against party politics and involvement in foreign affairs was not heeded for very long.

**Consideration:** This is Washington's personal viewpoint, given out of "a solicitude for [the] welfare" of the country—meaning a concern that the country remain strong. He has a strongly negative opinion of party politics, which he says can lead to oppression, or "despotism," and revenge seeking.

**Conclusion:** Washington's address shows that at the very beginning of the United States' history, party politics was not seen as inevitable. Considering how central parties are now to American politics, it is important to remember it wasn't always this way. This address represents one person's hopes for a country that was still very new and still deciding its political norms and rules.

### **Primary Source Analysis (AP 1.1): Alien and Sedition Acts, 1798**

**Content:** This is an excerpt from laws passed during the John Adams administration, supposedly to curb French influence in American politics. The laws give the president the ability to deport "aliens" (foreign persons) and place restrictions on anti-government speech and writing.

**Creation:** The acts were passed in 1798.

**Communication:** The purpose of the acts is to declare certain actions illegal and to grant the president certain powers. Because they are laws, they are written to be understood by the general public but would mainly be used by people within the American legal system.

**Context:** The French and American navies were headed for war following a failed American effort at diplomacy. Adams wanted to build up the American military in preparation for this conflict. The Federalists, Adams's supporters, were the predominant party in Congress at that time.

**Connection:** The acts attempt to silence critics of Adams's policies and to weaken or discourage his political opponents. They were seen by some as an assault on freedom of speech.

**Consideration:** The acts—especially the Sedition Act—use strong language to suggest that they are responding to a serious threat. They propose to punish "false, scandalous and malicious writing" that will bring the government "into contempt or disrepute."

**Conclusion:** The Alien and Sedition Acts show that freedom of speech cannot be taken for granted and that even a right enshrined in the Constitution may have to be defended in the courts against a law that seems to restrict it.

### **Primary Source Analysis (AP 1.1): An Inquiry into the Nature and Causes of the Wealth of Nations, Adam Smith, 1776**

**Content:** This is a short extract from a famous book on economics by Adam Smith. It explains how the division of labor can make workers more efficient.

**Creation:** *The Wealth of Nations* was published in 1776.

**Communication:** This part of the book aims to explain how labor is the real measure of economic value, as

people create value by working and then exchange that value for things they want. It seems to be written for most people to read; the language sounds academic, but the example is very basic and easy to follow.

**Context:** Adam Smith was one of the first writers in English to systematically discuss economics as people think of it today.

**Connection:** Smith's book starts with very basic ideas, like dividing factory work into different steps, and builds up from them to make its points.

**Consideration:** Smith sounds very convincing and authoritative. He states his principles as though they are obvious. I would have to read more of the book to decide whether his arguments are really convincing.

**Conclusion:** This source shows that economics, as a science, was just getting started around the time of the American Revolution. Things that seem very obvious today needed to be spelled out and proven with examples.

### **Primary Source Analysis (AP 1.1): Thomas Jefferson to John B. Colvin, 1810**

**Content:** This is a letter written by Thomas Jefferson after the Louisiana Purchase and aims to justify the transaction despite concerns about its constitutionality.

**Creation:** Jefferson wrote this letter in 1810, when he was no longer president.

**Communication:** The letter is written to a newspaper editor and seems to be Jefferson's attempt to explain a controversial decision.

**Context:** The Louisiana Purchase was a major step in the territorial growth of the United States, but Jefferson doubted that it was truly constitutional.

**Connection:** The letter explains why presidents must sometimes make risky and unpopular decisions.

**Consideration:** Jefferson is trying to convince his reader, so he naturally works to make his position sound plausible. He argues that being too scrupulous about the law is self-defeating.

**Conclusion:** This letter shows that Jefferson had personal doubts about whether the Louisiana Purchase was within his authority as president, but

he must have thought the strategic value of Louisiana (including New Orleans) was too great for the still-new nation to pass up.

### **Primary Source Analysis (AP 1.1): Andrew Jackson to the Cherokee, 1835**

**Content:** This is a written statement made by President Andrew Jackson to the Cherokee people, urging them to voluntarily remove to the West in order to avoid further conflict with settlers and the U.S. government.

**Creation:** Jackson wrote this statement and published it in 1835.

**Communication:** Jackson is speaking directly to Cherokee leaders, whom he addresses as "friends." He wants them to accept his claim that it is impossible for them to live side by side with American settlers.

**Context:** For decades, leaders of the U.S. government had been divided about how to interact with Indigenous peoples. Some had called for a program of assimilation—encouraging or even forcing Native Americans to adopt the ways of white settlers. Others wanted to offer Native peoples money and resources to voluntarily leave the land that the settlers wanted. Still others wanted to relocate Native Americans by force—or worse.

**Connection:** Jackson's statement shows his attitude toward these three different types of policy. He considers assimilation impossible and seems to be encouraging voluntary migration. However, the last paragraph is clearly meant as a threat.

**Consideration:** Jackson expresses a patronizing attitude toward the Cherokee. He calls them friends but then threatens them with violence. He also assumes that "civilization" means the settler society of predominantly white Americans, following the laws of the United States. This attitude comes up again when the Cherokee are grouped in among the Five "Civilized" Tribes, the implication being that they live the closest to European American norms.

**Conclusion:** Jackson's statement shows that he had already made up his mind to relocate the Cherokee people one way or another. The fact that he does not mention the plain economic facts—settlers wanted Cherokee land for economic activities—suggests that he needed a more morally acceptable reason to do so.

### **Primary Source Analysis (AP 1.1): Cherokee Petition Protesting Removal, 1836**

**Content:** This is a petition from Cherokee representatives protesting the U.S. government’s plan to remove the Cherokee people from their historic homeland. They say that this is a drastic and unfair change in course from previous friendly relations under earlier treaties.

**Creation:** The delegation wrote and sent it to the U.S. Congress in 1836.

**Communication:** The petitioners are addressing Congress directly. They want the members of Congress to recognize past treaties with the Cherokee Nation that are still in force and to reject the Treaty of New Echota as not legally binding.

**Context:** As part of a plan to find a pretext for removing the Cherokee people, representatives of the U.S. government had convinced some members of the Cherokee Nation to sign a treaty on behalf of the nation as a whole. This was the Treaty of New Echota (1835), which agreed to a relocation policy. However, the people who signed it were not the actual leaders of the Cherokee, who rejected the treaty.

**Connection:** The petitioners directly reject the Treaty of New Echota and declare it illegitimate. They state clearly that it was made by unauthorized individuals and that those attempting to enforce it are committing fraud.

**Consideration:** The petition’s authors acknowledge that there were some benefits to the earlier treaty relationship. However, their low opinion of the Treaty of New Echota is evident in the fact that they call it “an instrument purporting to be a treaty”—in other words, something that looks like a treaty but is not.

**Conclusion:** This petition tells the other side of the story from the earlier 1835 primary source created by Andrew Jackson. It shows that the actual Cherokee leaders did not in any way approve the removal of their people from Georgia.

### **Primary Source Analysis (AP 1.1): Inaugural Address, James K. Polk, 1845**

**Content:** This is the speech that James K. Polk gave when he became president in 1845.

**Creation:** Polk delivered this speech in 1845.

**Communication:** Polk is speaking both to the American people and specifically to Congress, whose support he will need to pursue his Texas policy. He wants listeners to celebrate the United States’ territorial and population growth since the time of the revolution.

**Context:** War with Mexico was deemed imminent, and the annexation—Polk says “reannexation”—of Texas was the central issue of that impending conflict.

**Connection:** Here, Polk is promising to do all he can to annex Texas, claiming that he has a mandate to do so—the will of the people and government of the United States.

**Consideration:** Polk—like O’Sullivan, who wrote in the same year—is arguing that the expansion of the United States is good not only for the people of the country but for the world. He claims that American settlers will bring “the blessings of self-government” and the wealth produced by their labor wherever they go.

**Conclusion:** This address suggests that the Mexican-American War was basically a foregone conclusion when Polk took office. He is determined to annex Texas, which he claims is what Congress and the American people want him to do.

### **Primary Source Analysis (AP 1.1): Uncle Tom’s Cabin, Harriet Beecher Stowe, 1852**

**Content:** This is a scene from a famous antislavery novel by Harriet Beecher Stowe. In it, a state senator is defending the Fugitive Slave Law while his wife is protesting it.

**Creation:** Stowe published this book in 1852.

**Communication:** Stowe likely put her ideas into a novel so that she could reach a wide readership. She is on the side of the abolitionists here, as she (through her character) questions whether the Fugitive Slave Law is “right and Christian.”

**Context:** In 1850, as part of an ever more contentious compromise between free and slave states, the Fugitive Slave Law was passed. This law required free-state citizens to aid in recapturing enslaved people who had escaped.

**Connection:** Stowe is expressing harsh moral criticism of the law through the character of Mary. Meanwhile,

the senator, John, can give only weak political arguments in its favor.

**Consideration:** Stowe sounds unconvinced by arguments that reckless abolitionists are to blame for the law. Recognizing that the slavery debate often involved religious principles, she points out specific biblical ideas that seem to clearly contradict the Fugitive Slave Law.

**Conclusion:** This scene shows that for some people, the issues surrounding slavery were a conflict between private feelings of compassion and public interests of order and profit. This makes it clearer as to why the Fugitive Slave Law failed to work as part of a compromise.

### **Primary Source Analysis (AP 1.1): *Dred Scott v. Sandford*, 1857**

**Content:** This is an excerpt from an important Supreme Court decision. The court finds that a person does not become free simply by moving to a jurisdiction where slavery is outlawed.

**Creation:** Chief Justice Roger B. Taney, writing for the majority, authored this opinion in 1857.

**Communication:** Like most Supreme Court decisions, the language here is mainly aimed at readers who are judges, lawmakers, and legal professionals. It is worded in a very technical way. Its immediate goal is to explain why, according to the Supreme Court, *Dred Scott* is not only not a free man but also not entitled to sue in the U.S. court system at all.

**Context:** Throughout the mid-nineteenth century, the U.S. Congress had enacted a series of compromises to preserve the balance of power between slave states and free states. One result was that some new territories and states outlawed slavery, while others permitted it.

**Connection:** Taney comments on these cases and specifically strikes down the Missouri Compromise. He writes that the compromise is illegal because it limits a citizen's right to hold and own "property of this kind"—meaning enslaved persons.

**Consideration:** The whole decision rests on the principle that slavery is a property relationship. Everything Taney says here seems to be based on the idea that an enslaved person is considered property

for life. As such, an enslaved person cannot ever become a citizen.

**Conclusion:** This decision was widely condemned in later years and even called a "self-inflicted wound" by a later justice. In the short term, it does not seem to have done anything to ease sectional tensions; it may even have made them worse.

### **Primary Source Analysis (AP 1.1): "House Divided" Speech, Abraham Lincoln, 1858**

**Content:** This is a campaign speech by Abraham Lincoln on the issue of slavery. It gets its name from the Bible quotation "A house divided against itself cannot stand."

**Creation:** Lincoln delivered this speech in Illinois on June 16, 1858.

**Communication:** Lincoln is speaking to his fellow Republicans at a party convention. He is hoping to convince them that compromises over slavery are failing and doomed to fail. He likens the United States to a "house divided" on this critical issue.

**Context:** By the late 1850s, the U.S. government had tried numerous methods of compromising between the predominantly slave-state South and free-state North. The latest major compromise, which Lincoln refers to in his speech, was the Kansas–Nebraska Act, which had led to Bleeding Kansas.

**Connection:** Lincoln wants his listeners to share his belief that compromises like the Kansas–Nebraska Act will not work in the long run. He sees "half slave and half free" as an unstable situation that will resolve one way or the other: either with eventual abolition nationwide or with the legalization of slavery across the country.

**Consideration:** Lincoln does not say that he opposes slavery or wants to abolish it nationwide. However, Republicans of the time were broadly opposed to the nationwide extension of the practice of slavery.

**Conclusion:** This speech, especially when compared with Lincoln's later speeches, shows that abolition was not a central part of his policy when he became president or even when the Civil War began. He was right about the instability of the "house divided," which would be split further by secession in late 1860 and early 1861.

### Primary Source Analysis (AP 1.1): First Inaugural Address, Abraham Lincoln, 1861

**Content:** This is the speech that President Lincoln delivered at the beginning of his first term in office. It focuses on the deepening divide over slavery and urges those in the South not to initiate a civil war.

**Creation:** Lincoln delivered this speech at his inauguration on March 4, 1861.

**Communication:** Lincoln is speaking to the country and perhaps especially to the people in the South who have seceded because they are dissatisfied with his policies. He calls on these people to protect national unity and seek reconciliation.

**Context:** By the end of 1860, seven Southern states had already seceded from the Union, and a civil war was looking more and more likely. The pivotal issue was sectional disagreements over slavery.

**Connection:** Lincoln is candid about the political implications of slavery. He points out that the solution in place now will not totally satisfy either section of the country—the broadly antislavery North or the proslavery South. Yet he maintains that secession and civil war will only make the situation worse for both sides.

**Consideration:** Lincoln identifies the Fugitive Slave Law as a Northern concession to the South and the law against the foreign slave trade as a Southern concession to the North. Overall, he continues to speak of slavery as an abstract political problem without taking a firm position on abolition.

**Conclusion:** This speech continues some of the themes of the “House Divided” address, but the divisions have grown deeper than they were in 1858. Lincoln’s almost-desperate tone at the end suggests that civil war is nearly inevitable at this point.

### Primary Source Analysis (AP 1.1): Cornerstone Speech, Alexander Stephens, 1861

**Content:** This is a rebuttal by Alexander Stephens to Lincoln’s first inaugural address. It argues that the races are inherently unequal, and therefore slavery is justified.

**Creation:** Alexander Stephens, the vice president of the Confederacy, delivered this speech in mid-March 1861, two weeks after Lincoln was inaugurated.

**Communication:** Stephens is speaking to his fellow Southerners and is defending the institution of slavery on moral and philosophical grounds.

**Context:** The leaders of the secessionist states were not moved by Lincoln’s appeals for unity, nor did they want to compromise on the issue of slavery. They distrusted Lincoln and believed that he would force abolition on them through executive, congressional, and judicial power.

**Connection:** Stephens admits that at the time of the American Revolution, many people viewed slavery as a moral evil and hoped the practice would gradually go extinct. He says this was an error because slavery is not evil.

**Consideration:** Stephens’s argument is based on the premise that different races of people are essentially unequal. This bias is presented as if it were a matter of fact. Referring to the antislavery attitude of previous American leaders, Stephens says, “Those ideas . . . rested upon the assumption of the equality of races. This was an error.”

**Conclusion:** This speech shows that, at least in public, Confederate leaders were embracing slavery not reluctantly or with an attitude of guilt but quite openly.

### Primary Source Analysis (AP 1.1): The Emancipation Proclamation, 1863

**Content:** This is a formal order, issued by President Abraham Lincoln, declaring that people held in slavery in areas in rebellion will now be considered free.

**Creation:** Lincoln issued the Emancipation Proclamation on January 1, 1863, just a few months after the Battle of Antietam.

**Communication:** Lincoln is issuing an executive order that is to be implemented throughout the United States.

**Context:** The Union’s success at Antietam in September 1862 had given Lincoln a chance to change the direction of the Civil War, pressing for a Union victory rather than a negotiated peace.

**Connection:** As part of his strategy, Lincoln issued this proclamation, which had several effects. It incited enslaved people to escape to Union territory and sometimes even join the Union Army. It also galvanized support among abolitionists, as up to that point, abolition had not been a strategic goal for the Union.

**Consideration:** The language of this proclamation is dry and procedural compared to Lincoln's political speeches. It furthers the abolitionist cause but does not say anything about why that is desirable.

**Conclusion:** The Emancipation Proclamation was a turning point in the Civil War because it made abolition a specific goal of the Union.

### **Primary Source Analysis (AP 1.1): Gettysburg Address, Abraham Lincoln, 1863**

**Content:** This is a speech delivered by Abraham Lincoln at the dedication of Gettysburg National Cemetery.

**Creation:** Lincoln delivered the address on November 19, 1863.

**Communication:** Lincoln's audience is not simply those witnessing the ceremony but people throughout the United States who will read his words in newspapers. He frames the Union cause as the preservation of "government of the people, by the people, for the people."

**Context:** The Battle of Gettysburg had taken more than three days in July 1863. It was an extremely bloody conflict, and a national cemetery was planned on the site of the battle for those who had died there.

**Connection:** Lincoln uses Gettysburg's status as "a great battlefield of [the] war" to make a point about the sacrifices made by the "honored dead." He argues that winning the war, and bringing about "a new birth of freedom," is the best way to honor those who died.

**Consideration:** Although Lincoln was the commander in chief of one of the two armies, he does not engage in partisan talk about how much better the Union is than the Confederacy. The speech refers to "the brave men, living and dead, who struggled here [at Gettysburg]" without mention of their allegiance. Lincoln does make it clear that he believes in the Union cause and wishes it to triumph, as when he calls attention to "the proposition that all men are created equal."

**Conclusion:** The tone of this speech suggests that Lincoln believed the war was in its final stages and a Union victory was fairly certain. The fact that he was dedicating a cemetery in Pennsylvania suggests that he did not expect the Confederacy to come this far north again.

### **Primary Source Analysis (AP 1.1): Second Inaugural Address, Abraham Lincoln, 1865**

**Content:** This is a speech delivered by Abraham Lincoln at the beginning of his second term as president.

**Creation:** Lincoln delivered this speech on March 4, 1865.

**Communication:** Lincoln's audience is the entire country, including those in Confederate states that will be rejoining the Union after the war. He wants his audience to share his vision of postwar unity and reconciliation.

**Context:** At this point in the Civil War, a Union victory seemed assured. The Union had surrounded the Confederacy and controlled most of its waterways and rail lines, and Lee was on the retreat.

**Connection:** Lincoln comments briefly on the progress of the war, calling it "satisfactory and encouraging." However, his focus is on what caused the war (slavery) and what will happen next (Reconstruction).

**Consideration:** Lincoln places the blame for slavery, and thus for the war, on both North and South. Some of his listeners, especially if they were abolitionists, may have disagreed with this interpretation and wanted to blame the South for everything. But the North benefited in many ways from slavery even if Northern states abolished it sooner.

**Conclusion:** This speech shows what Lincoln wanted and expected to happen after the Civil War. Had he not been assassinated, it seems likely that Reconstruction would have been more lenient. Congress might have been more willing to accept his goal of Reconstruction "with malice toward none, with charity for all."

### **Primary Source Analysis (AP 1.1): "What the Black Man Wants," Frederick Douglass, 1865**

**Content:** This is a speech that Frederick Douglass gave before an antislavery organization. In it, he makes the case for recognizing African American men's right to vote.

**Creation:** Douglass delivered this speech in April 1865.

**Communication:** Douglass is speaking to a group of abolitionists in Massachusetts. He knows that they

support the end of slavery. He is asking them to take the next step and support political rights for African American men.

**Context:** At this point, the Civil War was very nearly over, and politicians were planning the terms on which the country would be reunited. There were a variety of opinions about how to incorporate newly freed African Americans into the nation's political life.

**Connection:** Douglass directly addresses those who would deny Black men the right to vote even after they have become free citizens. He makes two different arguments: first, that they have a moral right to the franchise, and second, that the right and responsibility of voting will enable further progress among African Americans.

**Consideration:** Douglass offers the idea of racial self-esteem to explain why the franchise will be beneficial to African Americans. He says that Black people will undervalue themselves as long as the white majority deems them unfit to vote. This seems like a less obvious and more abstract reason than some other arguments for enfranchising African Americans. Douglass's reasoning may have surprised his audience and led them to reconsider their point of view.

**Conclusion:** This speech shows a prominent Black abolitionist and activist weighing in on an important issue of the day. The fact that Douglass had to argue vigorously for the franchise shows that there was still a lot of debate and hesitation about the political participation of African Americans.

### The American System (AP 2.1)

Possible responses: **Expand Infrastructure:** easier to move people and goods, especially in the South; requires government spending; **Enact Tariffs:**

protects Northern industries from foreign competition; limits market for Southern and Western farmers and miners; **Establish Central Bank:** stabilizes the dollar and regulates the economy; can't prevent panics and crashes

### Domain Vocabulary: Unit 1 (AP 3.1)

Possible responses:

1. After experiencing years of salutary neglect, the American colonists declared their inalienable rights of life, liberty, and the pursuit of happiness and formed a new republic.
2. President Andrew Jackson declared Congress's decision to create a national bank unconstitutional; the Bank War between Democrats and National Republicans that resulted was an early example of partisan politics in action.
3. The Supreme Court established its power of judicial review in its decision in *Marbury v. Madison*, a case that tested the federal system of checks and balances outlined in the U.S. Constitution.
4. The disagreement between North and South about whether states should continue the practice of slavery or embrace abolition led to the secession of Southern states, which declared themselves the Confederate States of America, or the Confederacy.
5. Following the Civil War, African Americans gained the franchise with the ratification of the Fifteenth Amendment; however, formerly enslaved persons continued to struggle with segregation in many areas of daily life.





## Unit 2: Revolutionary Advancement and Change



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# TOPIC 1: The Western Frontier

**Framing Question:** How did the process of late nineteenth-century westward expansion change the economy, society, and culture of the United States?

## Primary Focus Objectives

- ✓ Describe the geographic, economic, social, and political factors that influenced westward expansion. (US.8.d, US.11, US.11.a, US.11.b, US.11.c)
- ✓ Discuss the role of immigration in the western frontier. (US.11, US.11.a, US.11.c)
- ✓ Explain the impacts of westward expansion on Native Americans. (US.8.d, US.11.g)
- ✓ Understand the meaning of the following domain-specific vocabulary: *transcontinental*, *bond*, *nativism*, *reservation*, *amnesty*.

## What Teachers Need to Know

Online Resources For background information, download the Land of Liberty Online Resource “About The Western Frontier”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

Activity Pages



AP 1.1  
AP 1.2

- individual student copies of Primary Source Analysis (AP 1.1)
- individual student copies of Native American Conflicts (AP 1.2)
- maps of the Oregon Trail and Santa Fe Trail, nineteenth-century bison herds, the Dakota diaspora, and the original Navajo (Diné) homelands
- video about telegraphs

Online Resources



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the maps and video may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**transcontinental, adj.** stretching across an entire continent (124)

*Example:* The transcontinental railroad carried people and goods from the East Coast to the West Coast in just under a week.

**bond, n.** a financial guarantee made by a government or company (126)

*Example:* The federal government issued a bond to the railroad company to help finance construction of new rail lines on the western frontier.

**nativism, n.** a preference for people born in one's own country rather than immigrants (132)

*Example:* People who supported nativism during the late 1800s and early 1900s believed that immigrants posed an economic threat to native-born Americans.

*Variations:* nativist (n., adj.)

**reservation, n.** an area of land set aside by the federal government for Native Americans (133)

*Example:* The treaty signed with the federal government forced the Native Americans off their tribal lands and onto a small reservation.

*Variations:* reserve (v.)

**amnesty, n.** a decision, usually by a government, not to punish a person or group that has committed a crime (142)

*Example:* Although the U.S. government promised amnesty to the Sioux people upon their return from Canada, federal authorities still arrested Chief Sitting Bull and imprisoned him for two years.

## THE CORE LESSON

### Introduce *Revolutionary Advancement and Change*

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Have students turn to the unit opener on page 115, and direct them to take a few minutes to review the opening image, the unit title, and the headings, sidebars, primary sources, and images in Topic 1. Invite students to share what they notice; you may choose to record this information in a list on the board or chart paper. Students will likely mention the variety of images related to western expansion, immigration, and industrialization; the impacts of western expansion on Native Americans; and various reformers. Point out that the unit opener image on page 115, shows immigrants arriving in the United States at the Ellis Island processing center in New York Harbor, with the Statue of Liberty visible in the distance. Explain to students that they will have many opportunities to consider the immigrant experience and how immigration affected the development of the United States in this unit.

### Introduce “The Western Frontier”

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Introduce the topic by reminding students that the Civil War and Reconstruction fundamentally transformed the United States. Note that this period coincided with and sparked other developments, including an increased desire to settle the western part of the country.

Call students' attention to the Framing Question. Tell students to look for how late nineteenth-century westward expansion changed the economy, society, and culture of the United States as they read the text.

## Guided Reading Supports for “The Western Frontier”



### “An American Icon in the West,” pages 116–117

**Scaffold understanding as follows:**

**Have students read the section on pages 116–117.**

**SUPPORT**—Call attention to the term *dry goods*. Explain that this encompasses products that typically do not include fresh food or hardware. Examples of dry goods include fabric, clothing, and toiletries.

**SUPPORT**—Call attention to the word *rivets*. Explain that a rivet is a type of metal fastener. Levi Strauss and Jacob Davis used rivets to reinforce different areas of their work pants, including where the pockets meet the pant seams, so they were less likely to tear.

**SUPPORT**—Explain that the word *jeans* comes from the Middle English word *Gene*, in reference to Genoa, Italy, where a type of sturdy fabric was used to make work pants for sailors.

**After students read the text, ask the following questions:**

**LITERAL**—What event drew Levi Strauss to San Francisco? **(US.11.b)**

- » Levi Strauss was drawn to San Francisco by the promise of adventure and riches during the Gold Rush, including the economic opportunity of meeting the material needs of miners.

**LITERAL**—How did Levi Strauss’s business evolve over time? **(US.11.b)**

- » At first, Levi Strauss sold dry goods to miners. Later, he partnered with Jacob Davis to make durable pants for miners to wear.

**ANALYTICAL**—Why is Levi Strauss a significant figure? **(US.11.b)**

- » Levi Strauss is a significant figure because the pants he designed became a symbol of the American West. He also designed the early version of one of the best-selling clothing items around the world.

### “The Continued Allure of the West” and “The Draw of the Land,” page 118

**Scaffold understanding as follows:**

**Have students read the section “The Continued Allure of the West” on page 118.**

**SUPPORT**—Call attention to the phrase “romanticized American ideas” at the start of the section. Note that the word *romanticized* as used here refers to something that is idealized or imagined. Explain that information brought back by the Corps of Discovery and other expeditions described the West as an exotic and wild place, unlike the increasingly settled area east of the Mississippi River. Explain that Americans romanticized, or idealized, the idea of the West for the seemingly boundless possibilities of adventure and opportunity it represented.

**SUPPORT**—Review with students what they read about manifest destiny and westward migration following the Lewis and Clark expedition. Ask: What was manifest destiny, and

how did it influence westward migration? (*Manifest destiny was the idea that the United States should occupy the North American continent from the Atlantic Ocean to the Pacific Ocean. This idea inspired U.S. territorial acquisition and spurred increased western settlement.*) (US.8.d)

**Have students read the section “The Draw of the Land” on pages 118–119.**

**SUPPORT**—Call attention to the illustration of families on a wagon trail on page 118, and read the caption aloud. Reiterate that despite the romantic depictions in artwork of the time, journeys along overland routes such as the Oregon Trail were grueling and very dangerous. Travelers endured accidents, severe weather, and the threat of drowning during river crossings. By some estimates, as many as thirty thousand settlers lost their lives to disease. Some students may have heard references to the Donner party, an infamous and tragic incident in which an expedition heading to California chose to take a “shortcut” instead of the Oregon Trail and was subsequently trapped by fierce snows in the Sierra Nevada. Historical accounts of the Donner party often report that members tried to survive through cannibalism of those who had already died.

Online Resources



**SUPPORT**—Share with students the maps of the Oregon and Santa Fe Trails that settlers took to reach the West. Ask: What are some of the potential geographic challenges on each of the trails? (*Possible response: On the Oregon Trail, settlers had to cross deserts, rivers, and the Rocky Mountains. On the Santa Fe Trail, settlers had to cross the Great Plains and desert.*) Prompt students to think about how limited communication at this time meant that most people did not know exactly where they were going or what they were getting themselves into. (US.4, US.11.a)

**Reminder:** The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**SUPPORT**—South Pass is a twenty-mile-wide (32 km) and relatively flat section of the Rocky Mountains that is located in present-day Wyoming. It was one of the only places where large wagon trains could safely cross the Rockies.

**After students read the text, ask the following questions:**

**LITERAL**—Why was land seen as the key to economic opportunity? (US.11.a, US.11.b)

- » At this time, most Americans earned a living by farming. Land was seen as the key to economic opportunity because inexpensive and abundant land was essential to growing crops and raising livestock.

**ANALYTICAL**—How were the Oregon Trail and the Santa Fe Trail similar? (US.11.a)

- » Both the Oregon Trail and the Santa Fe Trail followed existing overland routes used by traders. Both trails started in Independence, Missouri.



**THINK TWICE**—What motivated people to undertake the challenging journey to settle in the West?

- » Many Americans were motivated by the promise of inexpensive and abundant land, which was increasingly scarce east of the Mississippi River. The Great Plains offered millions of acres of fertile, flat land ideal for farming and raising livestock, while the West also provided opportunities for logging and mining. For those seeking to improve their economic situation, the chance to claim and work the land was seen as a worthwhile risk despite the dangers and hardships of the journey.

## “The Homestead Act” and “The Morrill Acts and Louisiana,” pages 119–121

Scaffold understanding as follows:

Have students read the first two paragraphs of the section “The Homestead Act” on page 119.

**SUPPORT**—Explain that the “land office” noted in the second paragraph is a government office in which sales of public land are registered.

 **TALK IT OVER**—Explain that homesteaders could bypass the five-year requirement by paying the government \$1.25 an acre after living on the land for just six months. Have students debate or discuss the following questions with a partner or small group: Do you think this provision undermined the spirit of the Homestead Act to help poorer, start-up farmers? Why or why not? What do you think were some of the effects of this provision? (**US.6.a, US.6.c, US.11**)

Online Resources



**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

Online Resources



**SUPPORT**—Share with students this allegedly common quote by homesteaders: “The government bet you 160 acres of land against eighteen dollars that you will starve to death before you live on the land five years.” Lead students in a brief discussion about what they think the quote means and whether they agree with this sentiment. (A relevant excerpt from the Homestead Act of 1862 is included in the What Teachers Need to Know for Topic 1, which is linked in the Online Resources.) (**US.6.a, US.11**)

Have students read the remainder of the section, including the sidebar “The Morrill Acts and Louisiana,” on pages 120–121.

**SUPPORT**—Call attention to the image of the homestead certificate on page 120, and read the caption aloud. Note that as of 2007, there were an estimated ninety-three million people living in the United States who were descended from homesteaders.

**SUPPORT**—Explain to students that capital costs, discussed in the second-to-last paragraph, are the expenses associated with the purchase of necessary land, construction, equipment, and other supplies needed to produce a good or service.

**SUPPORT**—Call attention to the phrase “ancestral connections” in the last paragraph of the section. Explain that Indigenous people lived in North America for thousands of years before European settlers arrived. This history involves complex interactions, including warfare and alliances, that led to changes in territory among different groups. Later, federal actions like the Homestead Act further displaced Native Americans from their land and communities.

**SUPPORT**—Newly arrived homesteaders often grew crops such as corn, but they soon discovered that wheat varieties successful east of the Mississippi were not hardy enough for the Great Plains. This changed in 1874, when immigrants introduced a winter wheat—a strain with hard, red kernels that was planted in the winter and harvested in the spring—to Kansas. Known as “Turkey red,” this strain of wheat was ideal for making bread and helped make wheat farming viable on the Plains.

**SUPPORT**—Note that Southern University is the largest Historically Black College or University (HBCU) in Louisiana.

**After students read the text, ask the following questions:**

**LITERAL**—What was the Homestead Act of 1862? (US.8.d, US.11, US.11.g)

- » The Homestead Act of 1862 was legislation that provided 160 acres (0.6 sq km) of land to individuals who could “prove up” by living on and farming the land for a set period of time.

**ANALYTICAL**—What were the effects of the Homestead Act on property ownership in the United States for settlers and other groups, and how did it impact Native American communities? (US.8.d, US.11, US.11.g)

- » The Homestead Act gave away 10 percent of U.S. land across thirty states, with about 50 percent of homestead claims being awarded. The act also reduced barriers to property ownership for many groups, including single women, immigrants, and formerly enslaved people. However, the act had devastating effects on Native American communities by displacing them from their land and their traditional ways of life.

 **THINK TWICE**—How did the Homestead Act of 1862 affect western settlement?

- » The Homestead Act of 1862 increased western settlement by incentivizing people to move to the Great Plains. The federal government did this by providing 160-acre (0.6 sq km) homesteads for a minimal fee if people could live on and improve the land for five years.

**“Ranching and Mining,” pages 121–122**

**Scaffold understanding as follows:**

**Have students read the section on pages 121–122.**

**SUPPORT**—Students may be familiar with the phrase “get out of Dodge,” which means to leave a place—often a dangerous place—quickly. Note that this phrase originated in Dodge City, Kansas, a major cattle drive hub and cowboy town that became synonymous with lawlessness during the late 1800s.

**SUPPORT**—Tell students that some of the first miners to arrive in California had the greatest success, easily plucking up gold they found in shallow streams and shallow surface mines. Once those easy pickings were gone, prospecting required significant amounts of digging and considerable amounts of luck to find anything worthwhile. While some miners did become rich—as did the merchants who sold to miners—the majority struggled to make ends meet, forcing many of them to take up farming instead.

**SUPPORT**—Explain that the names of many sports teams are tied to significant historical events that occurred in the place the team represents. For example, San Francisco’s professional football team is called the Forty-Niners, named after the thousands of people who migrated to California during the Gold Rush, which started in 1849. Other examples include the Philadelphia 76ers, named for the signing of the Declaration of Independence in Philadelphia in 1776; the Oklahoma Sooners, named for the settlers who entered the Oklahoma Territory to claim land before it was officially opened to settlers in the late 1800s; and the Pittsburgh Steelers, whose name reflects that city’s famous history as a steel production powerhouse during the Second Industrial Revolution.

**After students read the text, ask the following questions:**

**INFERENTIAL**—How was ranching different from homesteading? (**US.6.a, US.11.a**)

- » Possible response: While homesteaders needed to prepare the land they acquired and remain on that land to produce something from it, ranchers used an existing resource—the wild cattle roaming Texas and other regions—and moved it (through cattle drives) to generate income.

**LITERAL**—Why did the cattle drives come to an end? (**US.11.a**)

- » Cattle drives came to an end during the late 1870s as the free-range era ended. Ranchers began to close off and develop their lands, which meant that the cattle could no longer freely graze on the route to rail hubs.

 **THINK TWICE**—Identify a challenge that cowboys and miners each faced as they attempted to make their fortunes in the West.

- » Cowboys undertook long, exhausting, and dangerous cattle drives to get steers to railroad hubs. Miners faced the challenges of uncertainty and competition as they attempted to locate gold buried underground alongside thousands of other hopeful prospectors.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “How did the process of late nineteenth-century westward expansion change the economy, society, and culture of the United States?”

**“The Exodusters” and “Westward Expansion of Faith,” pages 122–124**

**Scaffold understanding as follows:**

**Have students read the section “The Exodusters” on pages 122–123.**

**SUPPORT**—Explain that the name *Exodusters* comes from the word *exodus*. The biblical book of Exodus describes the escape of the Israelites from Egypt. The term has come to refer generally to any mass departure. *Exodus* was adopted into English (via Latin) from the Greek word *exodos*, which literally means the road out. In Hebrew, the book of Exodus is called the book of Numbers.

**SUPPORT**—Remind students that they learned about John Brown and Bleeding Kansas in Unit 1.

**SUPPORT**—After students read about the Exodusters, tell them that Benjamin “Pap” Singleton is often credited with inspiring many formerly enslaved persons to migrate to Kansas. Born into slavery in Nashville around the beginning of the nineteenth century, Singleton escaped slavery many times before returning to Tennessee after the Civil War. Disturbed by the increase in Jim Crow segregation and racial violence in much of the South, Singleton convinced thousands of African Americans to move to colonies in Kansas, even testifying in front of Congress as to the effect he believed he had on the breadth of the Exoduster movement.

 **Note:** Students have the opportunity to read an essay by Frederick Douglass about the Exodusters in the Land of Liberty DBQ Workbook.

**Have students read the section “Westward Expansion of Faith” on pages 123–124.**

**SUPPORT**—Members of the Church of Jesus Christ of Latter-day Saints prefer to be referred to as such, or as Latter-day Saints.

**SUPPORT**—During the Second Great Awakening, preachers and other faith leaders emphasized the pursuit of salvation through a commitment (or recommitment) to God and spiritual rebirth. They also emphasized personal experience over formal scripture study, promoted societal reform, and challenged existing hierarchies. Explain that the *First* Great Awakening took place during the early 1700s. During this time, Protestant preachers sought to reach their listeners emotionally instead of solely through scholarly arguments; they also rejected the idea of a church hierarchy and maintained that all people (or at least all Christians) were equal. Students learn about the First Great Awakening and the effect it had on colonial and early American government in Unit 1 of the Foundations of Freedom: A Louisiana Civics Program course.

**After students read the text, ask the following questions:**

**LITERAL**—Who were the Exodusters? (**US.11.a**)

- » The Exodusters were Southern African Americans who migrated to the North and the Midwest—especially Kansas—to escape worsening conditions in the South after Reconstruction ended.

**ANALYTICAL**—Did the Exodusters find what they hoped to in Kansas? Why or why not? How does this compare to the experience of the Mormons who migrated west? (**US.3, US.11**)

- » Possible response: While thousands of Exodusters succeeded under the Homestead Act, others arrived with few resources and needed support from the Kansas Freedman’s Relief Association. In contrast, the Mormons chose to settle in a remote region, where they lived separately from most other communities and were free from religious persecution.

 **THINK TWICE**—Why did so many Exodusters choose to migrate to Kansas?

- » Possible response: Many Exodusters chose to migrate to Kansas because they hoped this would be a place where the broken promises of Reconstruction would be fulfilled.

 **THINK TWICE**—Why did Mormons and many Protestants migrate west?

- » Mormons hoped to find a place to settle where they would be free from religious persecution. Many Protestants migrated westward to spread the messages of their faith to new communities, including by converting Native Americans.

**“Transportation and Communication Technology,” “Railroads,” “Statehood Expands West,” and “Time Zones,” pages 124–128**

**Scaffold understanding as follows:**

**Have students read the sections “Transportation and Communication Technology” and “Railroads” on pages 124–128.**

**CORE VOCABULARY**—Point out the vocabulary terms *transcontinental* and *bond*, and explain their meanings.

**SUPPORT**—Explain that bonds are a form of debt that governments and companies issue to finance projects or other types of operations. Bondholders give money to a government or company in the form of a loan; the bond issuer—the government entity or company—then promises to pay back the value of the bond plus interest after a set period of time. The U.S. government issued bonds to help finance the American Revolution; note that students will read about other instances when the U.S. government has issued bonds in later units.

**SUPPORT**—Call attention to the advertisement on page 124, and read the caption aloud. Ask: Why would owning property along the railroad create an advantage for businesses and farmers? (Possible response: Being close to the railroad meant that businesses and farmers did not have to transport their goods long distances to ship them to other parts of the country.) (US.5.a, US.11.a)

**SUPPORT**—Have students examine the photo on page 125. Explain that the golden spike (mentioned in the Student Volume but not visible in the photo) was actually one of four ceremonial spikes commissioned to go into the last rail tie (also ceremonial and made from laurel wood): two spikes made from solid gold, both from San Francisco; a solid silver spike from the Nevada Territory; and a silver, gold, and iron spike from the Arizona Territory. All four ceremonial spikes were later removed and replaced with iron spikes.



**SUPPORT**—Call attention to the map on page 126, and read the caption aloud. Prompt students to consider how land grants may have encouraged the development of additional transcontinental railroads. (US.4, US.11.a)

**SUPPORT**—Explain to students that *interstate* means between two or more states (and therefore involves the crossing of state lines), while *intrastate* means within a state.

**Have students read the sidebar “Statehood Expands West” on page 125.**

**SUPPORT**—Explain to students that the admissions clause (Article IV, Section 3) of the Constitution grants Congress the power to admit new states, a power used to admit thirty-seven of the fifty current U.S. states. Although Congress has adjusted how it goes about using this power over the centuries, in general, a region wishing to become a state first must have a territorial government. Eventually, when the region’s population grows enough to warrant it, a constitutional convention is called to draft a state constitution, which is then submitted for approval by the U.S. Congress before formal admission as a state.

**Have students read the sidebar “Time Zones” on page 127.**

**After students read the text, ask the following questions:**

**ANALYTICAL**—Why did Congress pass the Pacific Railway Act of 1862? (US.8.d, US.11.a)

- » Congress passed the Pacific Railway Act of 1862 to incentivize railroad companies to construct the country’s first transcontinental railroad. Previously, the railroads were hesitant to take on such an ambitious project due to a lack of funding and other resources.

**ANALYTICAL**—What were some of the obstacles that impeded construction of the transcontinental railroad? (US.11.a)

- » Obstacles that impeded construction of the transcontinental railroad included the Civil War, extreme weather conditions, the amount of labor needed, and the time it took to receive construction supplies from the East. The railroad also had to be constructed through or across very challenging terrain, including mountains.

**LITERAL**—Why did many Chinese immigrants go to work on the Central Pacific line? What kinds of conditions did they endure? (US.11.c)

- » Many Chinese immigrants went to work on the Central Pacific line after they failed to strike it rich in California's gold mines. While working on the railroad, they endured backbreaking and often dangerous conditions, working for twelve hours a day, six days a week.

 **THINK TWICE**—How did completion of the transcontinental railroad impact the United States and western expansion?

- » Completion of the transcontinental railroad impacted the United States and western expansion by making it faster to move people and goods across the country. This opened up new markets and benefited businesses, farmers, and ranchers. It also inspired more western settlement.

## “Communication Technology,” pages 128–129

**Scaffold understanding as follows:**

**Have students read the section on pages 128–129.**

**SUPPORT**—Call attention to the image of the Western Union office on page 128, and read the caption aloud. Note that in 1870, Western Union handled 9.1 million messages. That number grew to 63 million messages in 1900.

**SUPPORT**—Explain that telegraph messages, or telegrams, were much more expensive to send than letters—it cost fifty-five cents to transmit ten words from New York to Washington, D.C., compared to just three cents to mail a letter with an unlimited number of words. Telegrams sent along the transatlantic cable—a cable that connected North America and Europe—were even more expensive at ten dollars a word, with a minimum of ten words per message.

Tell students that the first telegram sent by Morse, from Washington, D.C., to Baltimore, read, “What hath God wrought?”—a line from the book of Numbers in the Bible. Explain that *wrought* means made or manufactured.

**ACTIVITY**—Explain to students that Morse code uses arrangements of dots, dashes, and spaces sent as electric pulses. Write the code for *history* on the board: .... .. - - - - . - . - - . Then share with students the video about telegraphs. Lead a brief discussion about the ways the telegraph revolutionized communication, as well as some of the drawbacks and limitations of the technology. (US.5.a, US.11)

Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—How does telegraph technology work? (US.11)

- » Telegraph technology works by sending electrical signals from a transmitter through a wire that is connected to a receiver. A person tapped out a message in Morse code, and the message was decoded by the person operating the receiver.

**LITERAL**—How did the telegraph transform long-distance communication, and what aspects of communicating over distances remained the same? (US.1, US.11.a)

- » The invention of the telegraph made it possible to communicate important messages across long distances in a short period of time. However, communicating over distances still required an expansion of infrastructure; in the case of the telegraph, a system of telegraph lines had to be built across the country and eventually across continents.

✓ **THINK TWICE**—How did settling the West impact communication technology?

- » Settling the West led to a need for expanded communications across the United States. The invention and increased use of the telegraph made it easier for people and businesses to share information across the country and then the world.

### **“Immigration to the West,” “German and Scandinavian Immigration,” and “Chinese Immigration,” pages 129–132**

**Scaffold understanding as follows:**

**Have students read the section “Immigration to the West” on page 129.**

**SUPPORT**—Note that students will learn more about the connections between immigration, urbanization, and industrialization, as well as specific push and pull factors of immigration, in Topic 2.

**Have students read “German and Scandinavian Immigration” on pages 129–130.**

**SUPPORT**—Call attention to the graph on page 130, and read the caption aloud. Ask: How did the foreign-born population change between 1870 and 1890? (*The foreign-born population nearly doubled between 1870 and 1890.*) **(US.4, US.11.c)**

**Have students read “Chinese Immigration” on pages 130–132.**

**SUPPORT**—Call attention to the photo on page 131. Remind students that they read earlier in Topic 1 that many of the laborers who constructed the transcontinental railroad were Chinese immigrants. Tell students of the many challenges posed by the mountainous terrain through which the transcontinental railroad ran. For example, Chinese railroad workers used simple tools and explosives to bore fifteen tunnels through the Sierra Nevada mountain range. Boring the Summit Tunnel, the longest and most difficult tunnel built by Chinese workers during construction of the transcontinental railroad, took fifteen months of blasting through nearly 1,700 feet (518 m) of rock.

**After students read the text, ask the following questions:**

**ANALYTICAL**—Where did many German and Scandinavian immigrants settle in the United States? **(US.11.c)**

- » Many German people settled along the Mississippi, Missouri, and Ohio River valleys and around the Great Lakes. Many Swedish immigrants also settled around the Midwest.

**ANALYTICAL**—What impacts did German and Scandinavian settlement have on the Great Plains region? **(US.11.c)**

- » German and Scandinavian settlement impacted the Great Plains region in many ways, including by shaping its economy and culture. German immigrants influenced a movement for universal public education, and Swedish immigrants actively participated in labor and social reform movements.

**INFERENTIAL**—The text explains that despite the low wages and dangerous working conditions on the railroads, many Chinese immigrants felt that this was an opportunity they

had to take. Knowing what you do about why many Chinese people moved to the United States, why do you think this was the case? (US.6.a, US.11.c)

- » Possible response: There were very few opportunities available to Chinese immigrants at this time. Many had come to the country hoping to discover gold but failed to do so. Railroad jobs may have been the only opportunity available to them to earn a living.

✓ **THINK TWICE**—Which factors encouraged German and Scandinavian immigrants to settle on the Great Plains?

- » Many immigrants were encouraged to settle in the Midwest by letters from family and friends already living there, some of which were published in local newspapers. Others were recruited directly by railroad companies and local governments to settle and work on the frontier.

✓ **THINK TWICE**—What was the experience of many Chinese people who immigrated to the West Coast during the 1850s?

- » Chinese immigrants came to the United States during the 1850s hoping to strike it rich during the Gold Rush. Many were unable to support themselves through mining and ended up working on the new railroads; others started businesses.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “How did the process of late nineteenth-century westward expansion change the economy, society, and culture of the United States?”

### “Challenges for Immigrants in the West,” page 132

**Scaffold understanding as follows:**

**Have students read the section on page 132.**

**CORE VOCABULARY**—Point out the vocabulary term *nativism*, and explain its meaning.

**SUPPORT**—Explain that the American Party began as a secret society. When its members were asked about the society and its activities, they were told to say they knew nothing. Because of this, the group came to be known as the Know-Nothing party.

**SUPPORT**—Explain that the queue was a hairstyle symbolizing submission imposed by the ruling Qing dynasty (also known as the Manchu dynasty due to how its rulers originated in Manchuria, a region in northeastern China), which lasted from 1644 until 1912. A man without a queue could not return to China. The Queue Ordinance of 1873, which required imprisoned Chinese men to have their queues cut off, was eventually blocked by San Francisco’s mayor and later struck down as unconstitutional.

**After students read the text, ask the following questions:**

**LITERAL**—What is nativism? Why did many Americans harbor nativist sentiments during the 1800s and early 1900s? (US.11.c)

- » Nativism is a preference for people born in one’s own country rather than immigrants. Many Americans harbored nativist sentiments because they believed immigrants posed an economic threat to native-born Americans by lowering wages and taking jobs. They also worried that immigrants would not assimilate to American culture quickly enough.

**LITERAL**—How did the Sidewalk Ordinance of 1870 and the Queue Ordinance of 1873 discriminate against Chinese people? (US.11.c)

- » The Sidewalk Ordinance of 1870 discriminated against Chinese people by preventing them from using a pole to carry their laundry and vegetables, while the Queue Ordinance of 1873 banned Chinese male prisoners from wearing a traditional hairstyle called a queue.

✔ **THINK TWICE**—How did the local, state, and federal governments encourage and reflect nativism?

- » Local, state, and federal governments encouraged and reflected nativism by passing discriminatory laws. At the local level, San Francisco passed the Sidewalk and Queue Ordinances. At the federal level, Congress passed the Chinese Exclusion Act of 1882 and extended it through the Geary Act and later legislation, effectively banning Chinese immigration until 1943.

### “Effects of Expansion on Native Americans,” pages 133–134

**Scaffold understanding as follows:**

**Have students read the section on pages 133–134.**

**CORE VOCABULARY**—Point out the vocabulary term *reservation*, and explain its meaning.

**Note:** Students in the Foundations of Freedom: A Louisiana Civics Program course read about the relationship among federal, state, local, and tribal governments in Unit 2.

**SUPPORT**—Explain that under U.S. law, Native American tribes are sovereign nations, meaning that tribal governments have supreme power and authority over their people. In the past, Native American tribes exercised sovereignty by signing treaties with the federal government, just as foreign nations such as Great Britain, France, or Germany did. The federal government’s view of tribal sovereignty, however, has changed throughout time. Remind students that Andrew Jackson’s Indian removal policies ignored tribal sovereignty and violated treaties with tribes such as the Cherokee. The U.S. government would continue to make and then break treaties with Native Americans through the 1800s. Today, tribal governments operate within the federal system; like state and local governments, they receive funding from the federal government, and they work with federal and state governments to support the well-being of their communities. Note that students will read more about matters of sovereignty later in the topic.

**SUPPORT**—Call attention to the photographs on page 133, and read the caption aloud. Ask students to identify differences between the two photos and discuss how such changes may have affected Native American children. (*The first photo shows Native American children in traditional clothing with long hair, while the second photo shows them in Western, military-style uniforms with short hair.*) (US.5.c, US.11.g)

**After students read the text, ask the following questions:**

**LITERAL**—How did the federal government attempt to control Native Americans? (US.11.g)

- » The federal government attempted to control Native Americans through forced relocation and assimilation.

**ANALYTICAL**—What were some of the effects of the Indian Appropriations Act of 1851? (US.11.g)

- » The Indian Appropriations Act of 1851 denied tribes access to traditional hunting grounds and forced them to live on harsh and barren reservations.

**LITERAL**—What was the purpose of institutions such as the Carlisle Indian Industrial School? How did they work to achieve their goals? (US.11.g)

- » Institutions such as the Carlisle Indian Industrial School sought to force Native American children to assimilate to mainstream American culture. These institutions worked to achieve their goals by forcibly separating Native American children from their families and prohibiting them from speaking their native languages or practicing their religions. They also taught the students English and vocational skills to integrate into Western culture.

 **THINK TWICE**—What was the purpose of the Indian Appropriations Act passed in 1851?

- » The purpose of the Indian Appropriations Act of 1851 was to establish the reservation system, forcing Native Americans onto lands far from their ancestral homes and restricting their ability to hunt, gather, and maintain traditional ways of life.

### “Intrusions on Native American Ways of Life,” pages 134–135

**Scaffold understanding as follows:**

**Have students read the section on pages 134–135.**

Online Resources



**SUPPORT**—Call attention to the image on page 135, and read the caption aloud. Share with students the map of bison herds during the nineteenth century, and explain that bison once roamed across most of the United States and North America, including Louisiana. A farmer named L. C. Curbey is believed to have killed the last known bison in Louisiana in the 1870s. (US.4)

**SUPPORT**—Explain that the Pawnee scouts were invaluable to the U.S. military and to the railroads. Not only did they know the land, but they also understood how other tribes, such as the Lakota and Cheyenne, fought in battle. This made them especially adept at guarding both the Union Pacific Railroad’s interests and pioneers settling in the West.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did the arrival of railroads impact the Pawnee way of life? Why do you think many Pawnee went to work for the railroads? (US.8.d, US.11.g)

- » The arrival of railroads led many Pawnee people to work as railroad scouts. This introduced wage labor to the Pawnee, an economic concept that did not exist in traditional Native American economies. It required the Pawnee to adapt to a way of earning a living based on selling their labor to Americans.

**LITERAL**—What problems did the construction of railroads pose for Native Americans? (US.8.d, US.11.g)

- » The construction of railroads posed a variety of problems for Native Americans. The government frequently violated land treaties and gave away Native American lands to railroads in the form of land grants. The U.S. government also deployed the U.S. Army and state militias against Native Americans to protect the interests of the railroads and government.

 **THINK TWICE**—How did the construction of the transcontinental railroad impact the Cheyenne compared to the Lakota?

- » The Lakota could no longer roam across the Great Plains to hunt bison (millions of which were slaughtered as a result of the railroad), while the Cheyenne trade-based economy shifted to government reliance and raids on other tribes.

### “Frontier Conflicts of the 1860s,” “Sand Creek Massacre,” and “Navajo Long Walk,” pages 135–137

**Scaffold understanding as follows:**

**Have students read the sections “Frontier Conflicts of the 1860s” and “Sand Creek Massacre” on pages 135–137.**

Online Resources



**SUPPORT**—Share with students the map of the Dakota diaspora from the Minnesota Historical Society. Explain that a diaspora occurs when a group of people settle far away from their ancestral lands. First, point out where the Dakota’s ancestral lands were located on the map. Then highlight the small size of the reservations where they were later relocated. Next, share with students the map of the original Navajo homelands from the National Museum of the American Indian. Note the size of the original territory compared to the Bosque Redondo Reservation, emphasizing what a massive loss of land this represented. **(US.4)**

Ask: What do you notice about the movements of the two peoples? (*Possible response: The Dakota and Navajo [Diné] people traveled great distances from their homelands and to and from reservations.*) What does this tell you about the experience of Native Americans during this time and their reactions to mid-nineteenth-century frontier conflicts? (*Possible response: Native Americans struggled to find a place where they could exist and be safe. They were aware from frontier conflicts that it was very difficult to overcome the U.S. military forces sent to control their movements.*) **(US.4, US.11.g)**

**SUPPORT**—Raising both a white flag and the American flag was meant to show peaceful intentions and signal that the group was under U.S. protection.

**SUPPORT**—Explain that the location of the Sand Creek Massacre was officially dedicated as a national historic site under the National Park System in 2007.

**EXTENSION ACTIVITY**—Have students work individually or in small groups to research and analyze contemporary apologies for the Sand Creek Massacre, including an apology made in 2014 by former Colorado governor John Hickenlooper. Ask: What was the context of Governor Hickenlooper’s apology? How does the apology show that ideas about Native American rights and federal government responsibility have changed since the 1800s? What remained the same for many years after the massacre? **(US.1, US.5.a, US.6.a, US.11.g)**

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: What do the frontier conflicts of the 1860s reveal about how many Americans had to reconsider the West as they settled it more deeply? **(US.1, US.8, US.6.a, US.11.g)**

**Have students read the section “Navajo Long Walk” on page 137.**

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: How was the Navajo Long Walk similar to and different from the Trail of Tears you read about in Unit 1? **(US.3, US.8.b, US.11.g)**

**After students read the text, ask the following questions:**

**LITERAL**—When did the Indian Wars begin, and who was involved? **(US.11.g)**

- » The Indian Wars were a series of clashes and wars that erupted between Native Americans, white settlers, and U.S. soldiers beginning in the 1860s.

**ANALYTICAL**—Why did the Dakota face starvation during the 1860s? **(US.11.g)**

- » The Dakota had ceded much of their land to the U.S. government in exchange for food and money. As more settlers moved to the region, the Dakota relied increasingly on the government’s payments for survival. The government often failed to uphold its commitment during the Civil War, which pushed the Dakota to the brink of starvation.

**LITERAL**—What did Governor John Evans hope to achieve by issuing a proclamation in 1864? **(US.11.g)**

- » Governor John Evans issued a proclamation in 1864 to urge “friendly” Native Americans to relocate to military posts for their protection. Native Americans who refused the proclamation were considered “unfriendly” and subject to attack.

**ANALYTICAL**—What actions did the Arapaho and Cheyenne take that show they were not responsible for the white mining family’s deaths? **(US.11.g)**

- » The Arapaho and Cheyenne groups voluntarily complied with Governor Evans’s proclamation and surrendered their weapons. They also raised American flags at their encampment to show that they were peaceful and under U.S. protection.

 **THINK TWICE**—How did western expansion and the arrival of settlers impact Native American peoples in the 1860s?

- » The Dakota, Arapaho, Cheyenne, and Navajo (Diné) suffered great loss of life, land, and autonomy during the 1860s as white settlers, frequently supported by the strength and weaponry of the U.S. military, forced them from their ancestral lands, devastated their traditional food supply, and disregarded their ways of life.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “How did the process of late nineteenth-century westward expansion change the economy, society, and culture of the United States?”

**“Indian Appropriations Act of 1871 and the Dawes Act,” pages 138–141**

**Scaffold understanding as follows:**

**Have students read the section on pages 138–141.**

**SUPPORT**—Elaborate on the earlier discussion of Native American sovereignty. Emphasize that the U.S. government from its inception treated Native Americans as sovereign nations by making treaties with tribal leaders. Even though the treaties largely disadvantaged Native Americans, the mere practice of engaging in treaty negotiations was an acknowledgment of Native American sovereignty as distinct, independent nations. Explain that the end of treaty making under the Indian Appropriations Act was a reversal in U.S. policy and marked a major blow to Native American sovereignty, making Native Americans dependents of the U.S. government rather than sovereign nations.

**SUPPORT**—*Communal land use* is a system where land is shared and managed by a group or tribe, rather than owned by individuals.

**SUPPORT**—Call attention to the graph on page 139, and read the caption aloud. Ask: What were the effects of the Dawes Act from the original recipient to the sixth generation? (*The amount of land first received was carved into increasingly smaller plots by the time it reached the sixth generation.*) Why was this not a sustainable way of distributing land? (*Possible response: This was not a sustainable way of distributing the land because, depending on the quality of the land, the original allotment may not have been sufficient to support the original recipients. As a result, later generations would have an increasingly difficult time earning a living and surviving on the land.*) **(US.4, US.11.g)**

 **TALK IT OVER**—Have students research the perspectives of pro-assimilation advocates during the 1800s, such as Charles Eastman (Ohiye S'a) or Captain Richard Henry Pratt, the latter of whom infamously stated his philosophy as “Kill the Indian, save the man.” Have students respond to the following prompt with a partner or small group: Using the benefit of historical knowledge, respond to the perspectives of pro-assimilation leaders during the 1800s. What claims, reasoning, evidence, and counterclaims would you use to refute their views? **(US.5.a, US.6.a, US.6.b, US.11.g)**

**After students read the text, ask the following questions:**

**LITERAL**—What was the stated purpose of the Indian Appropriations Act? **(US.11.g)**

- » The stated purpose of the Indian Appropriations Act was to allocate land and resources for Native Americans.

**ANALYTICAL**—Why was the Indian Appropriations Act significant? **(US.11.g)**

- » The Indian Appropriations Act was significant because it ended formal nation-to-nation relations and accelerated efforts to assimilate Native peoples into U.S. society. It stripped Native Americans of their rights and tilted the balance of power toward the U.S. government. It also opened the door to policies that broke up tribal landownership and forced Native Americans into assimilation programs.

**ANALYTICAL**—What were the effects of the Dawes Act? **(US.11.g)**

- » The Dawes Act forced Native Americans into private landownership by dividing tribal lands into individual allotments, which undermined their traditional concepts of collective property ownership. These allotments often comprised poor-quality land, which Native peoples were not equipped to farm. This led many Native Americans to ultimately sell their land to settlers below market value, resulting in the loss of millions of acres of land.

 **THINK TWICE**—How did the treatment of Native Americans by the federal government during the late nineteenth century compare to the Native American policies of the Jacksonian era?

- » Both Jacksonian-era and late nineteenth-century policies forced Native Americans from their land and destroyed their ways of life. Unlike the policies of the Jacksonian era, laws such as the Dawes Act were designed to force Native Americans to adapt to a new way of life.

## Primary Source Feature: “Dawes Act, 1887,” page 140

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 140.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Call attention to the phrase “either by treaty stipulation or by virtue of an act of Congress or executive order setting apart the same for their use” in the second paragraph. Remind students that some treaties with Native Americans established reservations; the federal government also unilaterally established reservations that Native Americans were forced to relocate to.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to the excerpt, what does the Dawes Act provide to Native Americans? (**US.5.a, US.11.g**)

- » The Dawes Act “provide[s] for the allotment of lands . . . to Indians on the various reservations.”

**LITERAL**—How do the sizes of allotments vary based on age or status? (**US.5.a, US.11.g**)

- » The excerpt explains that heads of family receive the largest allotment, one-quarter of a section. Single people over eighteen and orphaned children under eighteen each receive one-eighth of a section, while single people under eighteen who are living before the act goes into effect receive one-sixteenth of a section.

**ANALYTICAL**—Using what you have learned, what do you think was Congress’s motivation for passing this act? (**US.5.a, US.6.a, US.11.g**)

- » Congress’s motivation for passing this act was to force Native Americans to assimilate into mainstream U.S. culture by making them abandon collective landownership and adopt Western farming practices.

## “Native American Resistance in the Late 1800s” and “The Little Bighorn,” pages 141–142

**Scaffold understanding as follows:**

**Have students read the sections on pages 141–142.**

**CORE VOCABULARY**—Point out the vocabulary term *amnesty*, and explain its meaning.

**SUPPORT**—Point out where the Student Volume mentions the Second Treaty of Fort Laramie. Explain that the signing of the First Treaty of Fort Laramie, in 1851, had been a significant occasion in U.S.–Native relations. More than ten thousand Native Americans across several groups met with U.S. federal officials near Fort Laramie in present-day Wyoming to negotiate the passage of white emigrants across lands long inhabited by Native

Americans. The “lasting peace” noted in the treaty did not actually last, with fighting among groups breaking out almost immediately and white settlers continuing to disrespect tribal hunting grounds and other resources. As Americans continued to cross the lands of the Arapaho, Lakota Sioux, and Cheyenne, already pushed from their original lands, skirmishes broke out. When Americans then constructed a road between Fort Laramie and gold fields in Montana, Red Cloud’s War (named for the commanding Sioux chief) erupted, lasting from 1866 until 1868 and the signing of the second treaty—which Americans would also break.

**SUPPORT**—Explain that the Battle of the Little Bighorn has been widely remembered for “Custer’s Last Stand,” treated as a moment of tragic heroism by a prominent Civil War officer rather than a major Native American victory. One reason for the romanticization of Custer’s death is that it supported contemporary views about westward expansion. Another reason is that Custer’s widow, Elizabeth Bacon Custer, worked hard to defend and elevate her husband’s memory, including by publishing best-selling books about Colonel Custer’s life and military career. Contemporary historians emphasize that the Battle of the Little Bighorn was a successful act of Native resistance against an illegal incursion by U.S. forces and settlers.

 **Note:** Students have the opportunity to read an account of the Battle of the Little Bighorn by a Sioux warrior in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**ANALYTICAL**—Why was the Battle of the Little Bighorn significant? **(US.11.g)**

- » The Battle of the Little Bighorn was significant as a major victory for the Sioux and Cheyenne, who assembled a large Native American force on the Great Plains. They defeated Custer and his two hundred soldiers, successfully resisting U.S. expansion and drawing national attention, which influenced future U.S. government actions.

**ANALYTICAL**—Why did the Sioux eventually surrender to the U.S. government? **(US.11.g)**

- » Despite winning numerous battles, the Sioux could not withstand the federal government’s military force, economic pressure, and settler encroachment.

 **THINK TWICE**—What factors contributed to the Battle of the Little Bighorn?

- » Gold discovered in the Black Hills led prospectors to encroach on the Sioux reservation. The conflict escalated when the U.S. government sent troops to protect the interests of the prospectors, not the Native Americans.

## “The Ghost Dance and Wounded Knee,” pages 142–143

**Scaffold understanding as follows:**

**Have students read the section on pages 142–143.**

**SUPPORT**—Call attention to the image on page 143, and read the caption aloud. Note that spirituality plays a central role in many traditional Native American cultures. Many Indigenous peoples believe that the Great Spirit has the power to communicate with them through various signs and visions.

**SUPPORT**—Share with students that despite the tragic nature of the massacre and the controversy surrounding it, nineteen U.S. Army soldiers who fought at Wounded Knee were awarded the Congressional Medal of Honor, the country’s most distinguished military honor. This remains controversial today, as many historians and victims of the descendants view the event as a massacre of largely unarmed Lakota civilians.

**DBQ Note:** Students have the opportunity to read two accounts of the Wounded Knee Massacre (from the perspectives of a Sioux warrior and a U.S. Army scout) in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Wovoka, and what was his vision? **(US.11.g)**

- » Wovoka was a Paiute leader in present-day western Nevada who had a vision of the Ghost Dance. Many Native Americans believed that if they performed the dance, they could reunite with ancestors on their tribal lands, bring back the bison, and send the settlers back east.

**ANALYTICAL**—How did the idea of the Ghost Dance affect Native Americans and white settlers differently? **(US.11.g)**

- » Whereas the Ghost Dance brought hope to Native Americans, it frightened settlers, who worried the ritual dancing was a sign of an impending uprising.

**ANALYTICAL**—How did the U.S. government’s response to the Ghost Dance lead to the Wounded Knee Massacre? **(US.11.g)**

- » U.S. officials and the Bureau of Indian Affairs attempted to ban the Ghost Dance in the Dakota Territory; however, Native Americans refused to stop, which the bureau blamed on Sitting Bull’s influence. Police killed Sitting Bull while trying to arrest him, and his half brother, Chief Big Foot, fled with his followers to the Pine Ridge Reservation in South Dakota. They were later confronted at the reservation by U.S. troops, who killed three hundred Sioux and wounded fifty more.

**✓ THINK TWICE**—Why was Wovoka’s vision significant?

- » Wovoka’s vision was significant because it inspired Native Americans across the Great Plains to resist settlement and western expansion.

### **“The Nez Percé War,” page 144**

**Scaffold understanding as follows:**

**Have students read the section on page 144.**

**SUPPORT**—The U.S. Army engaged the Nez Percé on eighteen separate occasions on their attempted flight to Canada. In August 1877, the Nez Percé traveled through Yellowstone National Park (founded in 1872). During their journey, the Nez Percé looted supplies and encountered about two dozen tourists who were visiting the park, attacking and killing several of them.



**ACTIVITY**—Have students work individually or in small groups to complete Native American Conflicts (AP 1.2). Then lead students in a brief discussion about how the shifting motivations of railroads, settlers, and the federal government impacted Native American populations in the United States during the mid-1800s. **(US.11.g)**

**After students read the text, ask the following questions:**

**LITERAL**—What were the terms of the Treaty of 1855? **(US.11.g)**

- » Through the Treaty of 1855, the Nez Percé and other local tribes gave the U.S. government 7.5 million acres (30,351 sq km) of their land while maintaining the rights to their traditional fishing and hunting grounds.

**ANALYTICAL**—How did the discovery of gold in 1860 affect the land and living conditions of Native Americans in the Oregon Territory? **(US.6.c, US.11.g)**

- » Gold was discovered in the region in 1860. Instead of preventing prospectors from encroaching on Native American lands, the government forced a new treaty that reduced the tribes' lands by 90 percent.

**LITERAL**—What factors contributed to the outbreak of the Nez Percé War? How did it end? **(US.11.g)**

- » Three Nez Percé warriors killed several white settlers after the U.S. government ordered Chief Joseph and the Nez Percé to move to a reservation. Other Nez Percé were inspired by these acts, leading the U.S. Army to pursue the tribe through Idaho, Wyoming, and Montana. The U.S. Army ultimately apprehended them before they reached Canada. Chief Joseph agreed to surrender, and the Nez Percé were forced to resettle on different reservations across the Northwest.

 **THINK TWICE**—How was the cause of the Nez Percé War similar to the cause of the Battle of the Little Bighorn?

- » Both conflicts began when the government failed to uphold treaties with Native Americans after gold was discovered on or near their reservations.

### **“A Changed Frontier,” pages 144–145**

**Scaffold understanding as follows:**

**Have students read the section on pages 144–145.**



**SUPPORT**—Call attention to the maps on page 145, and read the caption aloud. Explain that the maps show the present-day names and locations of major cities across the United States, some of which did not yet exist or had different names in 1850. For example, Kansas City was first called just Kansas and then the City of Kansas, while Minneapolis and Denver were not established until 1856 and 1858, respectively. Ask: Which areas in the Midwest and West saw the greatest population growth between 1850 and 1890? (*The areas directly to the west of the Mississippi River into the middle of the Great Plains and the areas around San Francisco, Salt Lake City, and Denver saw the greatest population growth between 1850 and 1890.*) **(US.4, US.11)**

**EXTENSION ACTIVITY**—Have students research the life and death of the Cheyenne chief Lean Bear. Ask students to report back on what their research shows about Native Americans' efforts to maintain peace with American settlers and the U.S. government even as Native lands and peoples were regularly threatened and forever changed. **(US.5.a, US.11.g)**

**SUPPORT**—Explain that even after the “closing” of the frontier, the concept has continued to loom large in the American imagination. Ask students: Can you think of any other “frontiers” in other periods of American history? In the present era? (*Possible responses: the space program; the development of the Internet, or the “digital frontier”*)

**After students read the text, ask the following questions:**

**LITERAL**—What did the superintendent of the U.S. Census Bureau mean when he said, “There can hardly be said to be a frontier line”? (**US.8.d, US.11**)

- » He meant that so much of the Midwest and West had been settled that there was simply no longer a frontier to speak of.

**ANALYTICAL**—Based on the information in the maps, do you agree with the U.S. Census superintendent’s declaration? Why or why not? (**US.4, US.6.a, US.8.d, US.11**)

- » Possible response: I disagree with the superintendent’s declaration. While there were some new settlements and pockets of increased population in the West, the 1890 map shows that most people still lived in the eastern half of the United States.



## CHECK FOR UNDERSTANDING

**Ask students to:**

- Write a short answer to the Framing Question: “How did the process of late nineteenth-century westward expansion change the economy, society, and culture of the United States?”
  - » Key points students should cite include: The Homestead Act of 1862 offered inexpensive land to farmers on the Great Plains; ranching eventually became a major economic activity of the Midwest and West; the Exodusters left the South and settled in the Midwest and North in search of a better life; the Gold Rush drew Americans and immigrants to the West in search of riches, resulting in major population growth in the area; the transcontinental railroad and transcontinental telegraph lines revolutionized transportation and communication, making it faster and more efficient to move people, goods, and information across the country; many immigrant groups, including Scandinavians and Germans, settled in the Midwest and West, helping shape the region’s culture; Chinese immigrants largely settled in the West, where they established communities and businesses, worked in mines, and helped construct the transcontinental railroad; increased immigration heightened nativism; westward expansion and federal policies negatively impacted Native American communities and resulted in resistance and conflicts in the mid- to late 1800s.
- Choose three Core Vocabulary words (*transcontinental, bond, nativism, reservation, amnesty*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

# TOPIC 2: Industrialization, Immigration, and Urbanization

**Framing Question:** What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?

## Primary Focus Objectives

- ✓ Explain the economic principles that enabled and developed during the Second Industrial Revolution. (US.11, US.11.b)
- ✓ Describe the immigrant experience during the late 1800s and early 1900s, including push and pull factors that brought people to the United States. (US.11, US.11.c, US.11.d)
- ✓ Analyze the challenges associated with industrialization. (US.11, US.11.c, US.11.d)
- ✓ Analyze the rise in labor unions during the late 1800s and early 1900s. (US.11, US.11.b, US.13.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *industrialization, urbanization, capitalism, socialism, communism, entrepreneur, raw material, corporation, monopoly, trust, mechanization, sweatshop, anarchy, xenophobia, political machine, party boss, strike, injunction, collective bargaining.*

## What Teachers Need to Know

Online Resources For background information, download the Land of Liberty Online Resource “About Industrialization, Immigration, and Urbanization”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

Activity Page



AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- image of gilding
- political cartoon “Where the Blame Lies”
- maps of New York City and immigration during the 1800s
- videos about corporations and tenements
- podcast “In Honor of Tweed, the Soul of Modern New York”
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- audio file of “The Liberty of the People” speech

Online Resources



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the image, cartoon, maps, videos, podcast, worksheet, and audio file may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**industrialization, n.** a shift to the widespread use of machines and factories to produce goods (148)

*Example:* The number of people working in factories grew in the late 1800s as a result of industrialization.

*Variations:* industrialist (n.), industry (n.), industrial (adj.), industrialize (v.)

**urbanization, n.** the formation and growth of cities (148)

*Example:* A lack of suitable housing in major cities such as New York City was just one of many effects of urbanization.

*Variations:* urban (adj.), urbanize (v.)

**capitalism, n.** an economic system in which resources and businesses are privately owned and the government does not control prices (149)

*Example:* Under capitalism, some acquire great wealth from starting and owning a business.

*Variations:* capital (n.), capitalist (n., adj.)

**socialism, n.** an economic system in which the government or community collectively owns and controls major industries (149)

*Example:* Karl Marx believed that collective ownership under socialism offered a solution to the exploitation of workers and the class divisions he observed in capitalism.

*Variations:* socialist (n., adj.)

**communism, n.** an economic system in which all property is publicly owned and the government makes all decisions about production and distribution (149)

*Example:* In the former Soviet Union, the government's adherence to communism meant that it decided how goods and services were produced and consumed.

*Variations:* communist (n., adj.)

**entrepreneur, n.** an individual who creates, organizes, and assumes the risk of a business (150)

*Example:* The entrepreneur used her personal funds and money raised from investors to start a new technology enterprise.

*Variations:* entrepreneurial (adj.)

**raw material, n.** the basic substance from which a product is made (152)

*Example:* The sugarcane plant is a raw material used to make sugar.

**corporation, n.** a type of business that is granted various rights and duties and is authorized by law to act as a single person despite being made up of one or more people (154)

*Example:* The railroad corporation owned rail lines across several states.

*Variations:* corporate (adj.), incorporate (v.)

**monopoly, n.** exclusive control over a product or service by a company or other entity, eliminating competition (154)

*Example:* John D. Rockefeller had a monopoly on oil refineries in the United States during the second half of the nineteenth century, giving those who depended on refined oil little choice in where they bought it.

*Variations:* monopolize (v.)

**trust, n.** a combination of corporations created to reduce competition and control prices (154)

*Example:* Standard Oil Company formed a trust to eliminate competition and keep oil prices high.

**mechanization, n.** the process of replacing human or animal labor with machine labor (158)

*Example:* As a result of mechanization, a worker used a machine to stitch the seams on a dress rather than doing it by hand.

*Variations:* mechanism (n.), mechanical (adj.), mechanize (v.)

**sweatshop, n.** a type of factory in which employees work long hours for low wages in cramped and otherwise unsafe conditions (160)

*Example:* The sweatshop was hot, dusty, and crowded, leading many workers to develop respiratory problems while earning very little money.

**anarchy, n.** absence of government (167)

*Example:* Some Americans feared that immigrants arriving from parts of southern and eastern Europe would try to destroy the country's government by spreading ideas about anarchy.

*Variations:* anarchist (n., adj.)

**xenophobia, n.** a hatred or fear of people or things that come from another country (170)

*Example:* Xenophobia and fear of the "other" led many Americans to push for harsh anti-immigration policies during the late 1800s and early 1900s.

*Variations:* xenophobe (n.), xenophobic (adj.)

**"political machine" (phrase)** a group that maintains political control, usually of a city, through bribery and intimidation (173)

*Example:* Leaders of the political machine paid local judges to return favorable rulings in cases involving their crimes.

**party boss, n.** an individual who holds the greatest power in a political party at the local, state, or national level (173)

*Example:* William "Boss" Tweed, a notorious party boss, maintained control over Tammany Hall by rewarding supporters with government jobs and contracts.

**strike, n.** a practice of workers refusing to work until the company meets their demands in negotiations (176)

*Example:* Members of the union decided to walk out of the factory and go on strike after company owners failed to improve workplace safety.

*Variations:* strike (v.)

**injunction, n.** a court order that specifies an action a person or group must or must not take (177)

*Example:* The business owner requested an injunction to end the union's protests outside of the factory.

**collective bargaining, n.** the negotiation of better wages and working conditions by a group, such as a union (177)

*Example:* Through collective bargaining, the union used the strength of its numbers to force the company owners to meet its demands.

## THE CORE LESSON

### Introduce "Industrialization, Immigration, and Urbanization"

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Introduce the topic by explaining that in the early 1800s, the United States experienced what historians call the First Industrial Revolution. During this era, the first factories were established in the United States, the first railroads were built, steamboats and steamships improved water travel, the telegraph improved long-distance communication, and people began to move to cities. After the Civil War in the 1860s, industrial and technological changes accelerated, creating the Second Industrial Revolution that students will read about in this chapter.

Call students' attention to the Framing Question. Tell students to look for the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries as they read the text.

## Guided Reading Supports for “Industrialization, Immigration, and Urbanization”



### “A Gilded Age,” pages 146–147

Scaffold understanding as follows:

Have students read the section on pages 146–147.

Online Resources



**SUPPORT**—Share with students the image of an artist gilding a work of art. Note how the artist is applying gold leaf to the carved wooden surface, giving the illusion that the object is made entirely of gold or another precious metal.

**SUPPORT**—Call attention to the image on pages 146–147, and read the caption aloud. Ask: What do you think Twain meant when he said, “I am opposed to millionaires, but it would be dangerous to offer me the position”? (Possible response: He probably meant that even though he disagreed with the idea of extreme wealth, he would still be tempted to become rich if given the chance.) Note that Twain himself made several poor investments and had to declare bankruptcy in 1894. (US.5.a, US.6.a)

After students read the text, ask the following questions:

**ANALYTICAL**—Is Mark Twain’s letter to Cornelius Vanderbilt sincere? How do you know? (US.5.a, US.11.b)

- » Mark Twain’s letter to Cornelius Vanderbilt is not sincere. Instead, it is sarcastic and satirical. Twain feigns sympathy for Vanderbilt for “hav[ing] to struggle and struggle” because he “need[s] money so badly”; however, Vanderbilt does not actually need money, as he is one of the richest men in America.

**LITERAL**—Why did Twain’s book *The Gilded Age: A Tale of Today* become a metaphor for the late 1800s? (US.11.b, US.11.d)

- » Twain’s book *The Gilded Age* became a metaphor for the late 1800s because the immense wealth of entrepreneurs like Vanderbilt made the late 1880s seem like a golden age of prosperity, but this was a facade because most Americans struggled to make ends meet.

### “The Second Industrial Revolution,” pages 148–149

Scaffold understanding as follows:

Have students read the section on pages 148–149.

**CORE VOCABULARY**—Point out the vocabulary terms *industrialization* and *urbanization*, and explain their meanings.

**SUPPORT**—Explain that a *textile* is a woven fabric or cloth; the term is also used to refer to the fibers and other materials used to make this fabric or cloth.

**SUPPORT**—Emphasize that while machines facilitated production, the human labor element was still critical. Humans operated the machines and performed tasks that machines were unable to do. Prompt students to consider how the role of human labor during the increasingly mechanized Second Industrial Revolution is similar to or different from the role of human labor in the digital age, where technologies like robotics and artificial intelligence exist. (US.3)

**SUPPORT**—Explain that *urbanization* refers not only to the physical growth of cities but also to the shift in where people live and work.

**EXTENSION ACTIVITY**—Have students research and create a graph or chart (bar, line, pie, etc.) to show the population growth in major cities during the second half of the nineteenth century, including cities in the North, South, Midwest, and West. Prompt students to identify patterns in development. For example, students may analyze whether cities in one region grew more quickly than in another and the relationship between urban population growth and proximity to certain physical features or natural resources. **(US.4, US.11.a)**

**After students read the text, ask the following questions:**

**LITERAL**—What led to the Second Industrial Revolution? **(US.11.b)**

- » A wave of innovative developments in technology, like new ways of refining steel or using fossil fuels for energy, led to the Second Industrial Revolution.

**ANALYTICAL**—How were the First and Second Industrial Revolutions similar? **(US.3, US.11.b)**

- » Both the First and Second Industrial Revolutions were brought about by new technological developments and machinery.

**ANALYTICAL**—How did the Second Industrial Revolution change where people chose to live?

- » People chose to move from rural areas to urban areas to work in jobs in the new industrial factories, which were mostly located in cities. **(US.11.a, US.11.d)**

**LITERAL/ANALYTICAL**—What is urbanization? Why is New York City considered a prime example of urbanization during the late 1800s? **(US.11.a, US.11.d)**

- » Urbanization is the formation and growth of cities. New York City is considered a prime example of urbanization because its population grew from 813,600 people to 3.4 million people within forty years.

 **THINK TWICE**—Why did U.S. cities experience significant population growth in the decades after the Civil War, and where did people moving into the cities come from?

- » After the Civil War, more people moved from rural areas to cities and more people immigrated to the United States. Many in both of these groups hoped to find new employment opportunities in the rapidly industrializing cities.

### **“Enabling Industrialization,” “Karl Marx,” and “Taylorism,” pages 149–152**

**Scaffold understanding as follows:**

**Have students read the section “Enabling Industrialization” and the sidebar “Taylorism” on pages 149–152.**

**CORE VOCABULARY**—Point out the vocabulary terms *capitalism*, *socialism*, and *entrepreneur*, and explain their meanings.

**SUPPORT**—Confirm that students understand that the United States does not have a purely capitalist economy, where the government takes a completely hands-off approach.

(Students learn about this concept in Units 1 and 3 of Foundations of Freedom: A Louisiana Civics Program.) Today, the government intervenes in the economy in several ways: by setting and enforcing laws and regulations, safeguarding and promoting competition between businesses, redistributing income through different programs funded by taxes, and taking action to stabilize the economy. This is very different from how the government interacted with the economy in the 1800s and early 1900s.

**Have students read the sidebar “Karl Marx” on page 149.**

**CORE VOCABULARY**—Point out the vocabulary term *communism*, and explain its meaning.

**SUPPORT**—Explain that *means of production* indicates the resources and facilities used to make goods. These include land, raw materials, machinery, and factories.

Online Resources



**SUPPORT**—Have students paraphrase the differences and similarities among capitalism, communism, and socialism. (Ensure that students understand that communism involves a stronger central government than socialism; under communism, there is no private property, and any existing democratic social and political structures are abolished.) Then share with students the political cartoon “Where the Blame Lies.” Remind them that Uncle Sam has historically been used to represent the United States. Step through the parts of the cartoon with the class, asking what the negative and derogatory labels on many of the immigrants indicate about how Americans felt about the ideas and activities that immigrants might bring with them. Point out the labels “German Socialist” and “Russian Anarchist” and tie them to the explanations of capitalism and socialism in the Student Volume, explaining that anarchy is a complete rejection of government and social hierarchy. Students will learn more about anarchy in Unit 4. **(US.5.a, US.5.b, US.11.b, US.11.c)**



**TALK IT OVER**—After students read about socialism, have them debate or discuss the following questions with a partner or small group: What would the opposite of pure capitalism look like? Who would own the means of production? Who would make decisions about what to produce and how to produce it? Where does the contemporary U.S. economy fall on the spectrum between pure capitalism and its opposite? **(US.6.a, US.11.b)**

Online Resources



**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**SUPPORT**—Call attention to the image on page 150, and read the caption aloud. Explain that iron is a metal that occurs naturally. Steel is an alloy, or a mixture of metals, formed primarily by iron and carbon. This alloy is both stronger than iron and less prone to rust when exposed to air and moisture, making it a more desirable building material.

**SUPPORT**—Call attention to the illustration on page 151, and read the caption aloud. Note the individuals operating machinery on the right side of the image, and reiterate that human labor was still critical to production, which helped the boom in urban populations at this time. Challenge students to consider whether human labor remains as valuable in the current digital age. **(US.1, US.6.a)**

**After students read the text, ask the following questions:**

**LITERAL**—What is capitalism? **(US.11.b)**

- » Capitalism is an economic system in which resources and businesses are privately owned and the government does not control prices.

**ANALYTICAL**—Which factors contributed to the rapid progress of the Second Industrial Revolution? (US.11.b)

- » Factors such as the government’s laissez-faire approach to regulating the economy, continuous technological improvements to machines and ideas used in industry, and innovations in energy and materials contributed to the rapid progress of the Second Industrial Revolution.

**ANALYTICAL**—How did increasing division of labor and assembly lines impact productivity? (US.11.b)

- » With division of labor and assembly lines, workers specialized in an individual task, then passed the item on to the next worker in the process. These developments made it possible for manufacturers to produce a broader range of goods in less time.

 **THINK TWICE**—How did technological innovations and the federal government’s laissez-faire policies foster industrialization?

- » Technological innovations such as access to new fuel sources and electricity helped power factories, allowing them to produce more goods in a shorter period of time. The federal government’s laissez-faire policies meant that investors and entrepreneurs had few regulations. This allowed them to grow their businesses without government interference.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?”

## “Railroads and Industrialization,” pages 152–153

**Scaffold understanding as follows:**

**Have students read the section on pages 152–153.**

**CORE VOCABULARY**—Point out the vocabulary term *raw material*, and explain its meaning.

**SUPPORT**—Review what students read about railroad expansion in Topic 1 of this unit, including the Pacific Railway Act of 1862, the push to build the first transcontinental railroad, and its effects on the United States. Note that regional railroads were already expanding and continued to grow during construction of the first transcontinental railroad.

Online Resources



**SUPPORT**—Share with students the map of New York City’s five boroughs. Explain that today, these areas are connected by networks of bridges, tunnels, and roads that did not exist during the 1820s and 1830s. Ask: Prior to Vanderbilt’s ferry, how would people have likely traveled from areas such as Manhattan or Brooklyn to Staten Island? (*Possible response: They traveled overland up and around to the mainland, where they could cross the water at a shorter distance.*) Lead students in a brief discussion about how entrepreneurs (past and present) identify economic needs to start their businesses. (US.4, US.11.b)

**After students read the text, ask the following questions:**

**LITERAL**—How did the extent of America’s railroads change during the second half of the nineteenth century? (US.11.a)

- » During the second half of the nineteenth century, the number of transcontinental railroads grew from one to four. The total miles of railroad lines grew from forty-five

thousand miles (72,420 km) of track in 1871 to almost two hundred thousand miles (321,900 km) by the end of nineteenth century.

**INFERENCE**—The text explains that railroads were “massive consumers of raw materials in their own right.” What impact do you think this consumption may have had on the economy and the environment? (**US.6.a, US.11.a, US.11.b**)

- » Possible response: Massive consumption of raw materials by railroads would have impacted the economy by increasing demand in certain industries, such as coal mining and timber. At the same time, such massive consumption likely resulted in pollution and the destruction of certain resources, such as forests.

 **THINK TWICE**—How did railroad expansion contribute to industrialization?

- » Railroad expansion contributed to industrialization by transporting and consuming raw materials; by stimulating growth in other industries, such as steel, oil, and timber; and by opening up new markets for businesses, which led to increased competition and lower prices.

## “The Rise of Big Business,” pages 153–157

**Scaffold understanding as follows:**

**Have students read the first two paragraphs of the section on pages 153–154.**

**CORE VOCABULARY**—Point out the vocabulary term *corporation*, and explain its meaning.

**SUPPORT**—Share with students the video about corporations and corporate structure. Emphasize that shareholders own shares of a company’s value. The value of a company’s shares is tied to its profitability: If profits rise, share value tends to go up; if profits fall, share value tends to go down. Corporations often make decisions that maximize profits for shareholders, which can sometimes come at the expense of workers, such as through cutting wages or benefits.

**Have students read the remainder of the section on pages 154–157.**

**CORE VOCABULARY**—Point out the vocabulary terms *monopoly* and *trust*, and explain their meanings.

**SUPPORT**—Remind students of how they read about colonial-era competition in Unit 1, Topic 2, and competition among railroads in Topic 1 of this unit.

**SUPPORT**—Call attention to the diagram on page 155, and read the caption aloud. Emphasize that horizontal integration focuses on controlling an aspect of production across an industry by merging with or buying competitors in that industry; vertical integration means controlling all steps of production and distribution within one company, which can lower costs and increase efficiency. Offer students a hypothetical good or service, and encourage them to predict how production of it might be approached via horizontal and vertical integration. (**US.5.a, US.6.a, US.11.b**)

**SUPPORT**—Rockefeller’s use of horizontal integration did not end with control over the oil industry. Rockefeller also made Standard Oil very influential over the railroads, enabling the trust to dictate its own shipping rates.

**SUPPORT**—Call attention to the advertisement on page 156, and read the caption aloud. Ask: Do you think this type of advertisement was effective? Why or why not? (*Possible*

Online Resources



response: I think it was effective because it creates the sense that the remedy was made by someone who shared values with many other women and therefore could be considered trustworthy and uncontroversial.) (US.5.a, US.6.a, US.6.c)

**SUPPORT**—Madam C. J. Walker was born Sarah Breedlove. She adopted the name Madam C. J. Walker while building her business during the late 1800s.

**After students read the text, ask the following questions:**

**LITERAL**—Why did more and more businesspeople and entrepreneurs form corporations during the mid-1800s? (US.11.b)

- » Businesspeople and entrepreneurs formed corporations during the mid-1800s because the corporate structure offered a variety of benefits that other types of companies did not. Corporations helped manage risk and created stability by protecting the financial interests of the corporation’s owners should the business fail.

**ANALYTICAL**—Why are monopolies harmful to consumers? (US.11.b)

- » Monopolies mean that businesses operate without competition. As a result, they can charge whatever price they like, and consumers have no say in the price or quality of the products they consume.

**LITERAL**—What is a trust? (US.11.b)

- » A trust is a combination of corporations created to reduce competition and control prices.

**ANALYTICAL**—How were Madam C. J. Walker and Lydia Pinkham similar? (US.3, US.11.b)

- » Both women built successful businesses during the Second Industrial Revolution. Madam C. J. Walker and Lydia Pinkham built empires that catered to specific consumer needs. Their entrepreneurial successes allowed them to build influential business empires despite the social and economic challenges of their time.

✓ **THINK TWICE**—How does vertical integration differ from horizontal integration? Explain why both were effective in the rise of big business.

- » Through vertical integration, businesses work to acquire and control all aspects of their production, including raw materials and transportation. Through horizontal integration, businesses focus on building a monopoly by controlling one aspect of a specific industry. Both were effective in the rise of big business because they allowed individuals and/or corporations to dominate their industries and reduce or eliminate competition.

## “Complicated Legacies,” page 157

**Scaffold understanding as follows:**

**Have students read the section on page 157.**

**SUPPORT**—Connect back to the Setting the Scene feature at the start of the topic. Reiterate that the massive accumulation of wealth by “captains of industry,” often at the expense of workers, contributed to the belief that American society in the late 1800s was only shiny on the surface, or “gilded.”

**SUPPORT**—A *philanthropist* is a person who gives away money or resources to help improve society, donating to causes such as education, health care, libraries, or scientific research.

**SUPPORT**—Call attention to the illustration of the New Orleans Public Library on page 157, and read the caption aloud. In 1902, Andrew Carnegie donated \$250,000 to the city of New Orleans to build five libraries, an amount that would be worth more than \$9 million today. Carnegie believed that access to knowledge and education could help people improve their lives. He saw libraries as a way to give communities tools for self-improvement, promote learning, and support social mobility, reflecting his philosophy of “the gospel of wealth,” which encouraged the rich to use their wealth for the public good.

 **TALK IT OVER**—Share the following quote from Carnegie’s “The Gospel of Wealth” (explained in What Teachers Need to Know for Topic 2, which is linked in the Online Resources), and allow students time to offer their interpretations of it:

The laws of accumulation will be left free; the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor; intrusted for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself.

Then have students debate or discuss the following question with a partner or small group: How did Carnegie’s and Rockefeller’s philanthropy attempt to respond to the social and economic challenges caused by industrialization, such as poor working conditions, limited access to education, and urban poverty? Do you think their charitable efforts helped address these problems, or were they primarily a way to improve their public image? Why? **(US.2, US.6.a–d, US.11.b, US.11.d)**

**After students read the text, ask the following questions:**

**LITERAL**—Why are businesspeople such as Rockefeller and Carnegie sometimes labeled “captains of industry” and “robber barons”? **(US.11.b)**

- » Businesspeople such as Rockefeller and Carnegie are sometimes labeled “captains of industry” because of the enormous success they experienced in leading businesses. They are also sometimes labeled “robber barons” because some believe that their massive wealth was the result of ruthless business practices and the exploitation of other people’s labor.

 **THINK TWICE**—Should a wealthy industrialist such as Andrew Carnegie be characterized as a captain of industry or a robber baron? Why?

- » Possible responses: Although Andrew Carnegie employed many people and used his fortune for philanthropy, he is best characterized as a robber baron rather than a captain of industry because of the way he earned his fortune; I believe Andrew Carnegie is better characterized as a captain of industry because of the leadership and creativity he showed in expanding U.S. industrial growth and boosting the country’s growing reputation as an industrial powerhouse.

## “Big Business Gets Too Big,” pages 157–158

**Scaffold understanding as follows:**

**Have students read the section on pages 157–158.**

**SUPPORT**—Explain that Congress took a long time to respond to public demand to adjust its hands-off policy in regard to railroads and other industries; members of the House and Senate were reluctant to pass laws that regulated the economy and the activities of corporations. Tell students to look for information at the beginning of Topic 3 about how

Midwestern politicians eventually pushed through laws that targeted railroads. Explain that the ruling from a resulting Supreme Court case, *Wabash v. Illinois*, led Shelby M. Cullom, a U.S. senator from Illinois, to champion the Interstate Commerce Act.

**After students read the text, ask the following questions:**

**LITERAL**—What was the purpose of the Interstate Commerce Commission? **(US.11.b)**

- » The purpose of the Interstate Commerce Commission was to regulate how the railroads conducted business, including putting an end to fare gouging.

**LITERAL**—Why is the Interstate Commerce Act of 1887 considered a turning point in U.S. policy? **(US.1, US.11.b)**

- » The Interstate Commerce Act of 1887 is considered a turning point in U.S. policy because it marked a shift from limited government involvement to the government taking a more active role in regulating private businesses while still pursuing the long-term goal of promoting economic growth and stability.

**ANALYTICAL**—How were the Interstate Commerce Act of 1887 and the Sherman Antitrust Act similar? **(US.3, US.11.b)**

- » Both acts were intended to curb big business, and both acts proved less effective than initially intended.

✓ **THINK TWICE**—How did the Interstate Commerce Act and the Sherman Antitrust Act attempt to rein in big business?

- » The Interstate Commerce Act attempted to rein in big business by increasing federal oversight over privately owned railroads, while the Sherman Antitrust Act allowed the federal government to take legal action to break up trusts to increase competition.

## “Workers and Industrialization,” pages 158–159

**Scaffold understanding as follows:**

**Have students read the section on pages 158–159.**

**CORE VOCABULARY**—Point out the vocabulary term *mechanization*, and explain its meaning.

**SUPPORT**—Students will encounter a more in-depth discussion of increased American consumerism in Unit 4. Familiarize them with the term *consumerism* and its meaning by pointing out the sentence “There was a growing market for consumer goods and machines” and explaining that this expanding market indicated increasing consumerism.

**SUPPORT**—Call attention to the graph on page 159, and read the caption aloud. Ask: What trends does this graph show? (*This graph shows trends in urban and rural population distribution and the steady growth of the U.S. population over time.*) In what decade did the U.S. urban population surpass the rural population? (*between 1910 and 1920*) **(US.4, US.11.a)**

**After students read the text, ask the following questions:**

**LITERAL**—What is mechanization, and how did it change American employment? **(US.11.b)**

- » Mechanization is the process of replacing human or animal labor with machine labor. Most companies using machine labor were located in urban areas, causing many U.S. workers to shift from rural jobs to urban, industrial jobs.

**ANALYTICAL**—What were some of the effects of mechanization? (US.11.a, US.11.b)

- » Mechanization led to an increased number of machinists, or people who built and used machines. It also decreased the amount of labor required to work on farms, leading more people to seek jobs in factories.

✓ **THINK TWICE**—How did industrialization affect population distribution in the United States during the late 1800s and early 1900s?

- » Industrialization led more people to migrate from rural areas to urban areas in search of jobs.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?”

### “Working Conditions” and “Changing Roles for Women,” pages 159–162

**Scaffold understanding as follows:**

**Have students read the section “Working Conditions” on pages 159–161.**

**CORE VOCABULARY**—Point out the vocabulary term *sweatshop*, and explain its meaning.

**SUPPORT**—Expand on the idea that farmers “owned” their time. While their work was often physically strenuous, they were not subject to strict schedules set by factory owners or managers. Their work was also seasonal, which meant there were periods of downtime. Additionally, in a time before widespread electricity, the workday varied based on available daylight. Ask students: What may have been the challenges and benefits for Americans switching from rural, agricultural work to industrial work? (*Possible response: Americans may have resented the long hours that were no longer dictated by available daylight or the season but by managers; however, they also may have appreciated the less physical nature of industrial work.*) (US.1, US.11.d)

**SUPPORT**—Note that although the United States has much stronger labor laws now than in the past, sweatshops still exist in the country today.

**Have students read the section “Changing Roles for Women” on pages 161–162.**

**SUPPORT**—Note that there was a ranking of status in available work for women. Domestic work was considered to be of low status, while factory work and jobs in stores were considered higher status. Clerical work required more education and training and so was valued as a high-status job. Higher-status jobs tended to pay better.

**After students read the text, ask the following questions:**

**LITERAL**—What kinds of conditions did industrial workers endure during the 1800s? (US.11.d)

- » Industrial workers often endured unsafe working conditions. Some operated heavy machinery that could cause them to lose their fingers, limbs, or lives. Fires and explosions were commonplace depending on the industry, and workers breathed in dust and fumes generated by machinery. Lack of protective equipment also meant that people could experience hearing loss from loud noises or vision impairment caused by machinery malfunctions.

**LITERAL**—Why did the public become more sympathetic to labor issues? **(US.11.d)**

- » More of the public worked in industry than ever before. People also recognized that in a democracy, the government has a responsibility to act on behalf of workers.

**LITERAL**—Why did more women seek industrial jobs during the late 1800s? How did increased industrialization change the role of women in American society, and in what ways did some aspects of women’s work remain the same? **(US.1, US.11)**

- » Industrial wages were not enough for an individual worker to support a family, and there were few other jobs available, so more women sought industrial jobs to help their families survive. Increased industrialization meant that more and more women worked outside of the home, although they also remained responsible for cooking, washing, cleaning, mending, childcare, and shopping.

 **THINK TWICE**—How were factory owners able to justify paying workers low wages?

- » Factory owners justified the low wages on the grounds that they kept production costs and prices for customers low. The constant stream of people looking for work meant that factory owners could easily replace workers who left if the wages were too low.

 **THINK TWICE**—What types of jobs were deemed acceptable for women during the Second Industrial Revolution?

- » Factory jobs (especially in the garment or textile industries), domestic service, nursing, teaching, working in a department store, and clerical work were considered acceptable jobs for women outside of the home.

## “Child Labor,” pages 162–164

**Scaffold understanding as follows:**

**Have students read the section on pages 162–164.**

**SUPPORT**—In the mid- to late 1800s, the concepts of childhood and adolescence were quite different from today. Young people often were seen as small adults and were expected to take on adult roles and responsibilities much earlier.

**SUPPORT**—Explain that over the years, breathing in cloth fibers in textile factories could cause a disease called “brown lung.” In coal mines, the air was often thick with coal dust. The coal dust congested workers’ lungs and caused an illness called “black lung,” which frequently led to cancer.

**After students read the text, ask the following questions:**

**ANALYTICAL**—What were the differences between farm work and factory work for children? **(US.11.d)**

- » On farms, children had a chance to be outside, and they worked with their families. In factories, children were inside in often hazardous conditions for long hours; in mines, they were often underground. The working conditions in factories and mines could cause lifelong health problems.

**LITERAL**—What kinds of dangers did child laborers experience? (US.11.d)

- » Child laborers could sustain serious, sometimes fatal injuries in industrial accidents or just from the conditions where they worked, including developing respiratory illnesses from inhaling coal dust or fiber particles.

 **THINK TWICE**—How did work for children change during the 1800s?

- » Historically, children labored on farms with their families. During the Second Industrial Revolution, they took low-paying jobs in places like mines and factories, where they worked long hours in often dangerous conditions.

### Primary Source Feature: “The Wail of the Children,’ Mother Jones, 1903,” page 163

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 163.**

**Introduce the source to students by reading the introductory material.** Explain to students that Mother Jones’s activism often led to confrontations with authorities. She was arrested multiple times and even labeled “the most dangerous woman in America” for her ability to organize workers. Jones’s loss of her four children, all of whom died of yellow fever during the epidemic of 1867, deeply affected her and helped shape her lifelong dedication to labor rights, fair wages, and improved working conditions.

**Have students read the source.**

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to the excerpt, whose attention was Mother Jones trying to capture with the march? (US.5.b, US.11.d)

- » Mother Jones explains that she wanted “President Roosevelt to hear the wail of the children.”

**INFERENTIAL**—According to Mother Jones, how do the long hours and harsh conditions in textile and cotton mills affect the lives of children? (US.5.b, US.11.d)

- » Mother Jones says that this child labor deprives children of education, joy, freedom, nutrition, and the opportunity for hope for a different, better life.

**ANALYTICAL**—Why does Mother Jones make the point that the president and her listeners walk upon the carpets that child laborers have woven? (US.5.a, US.11.d)

- » Possible response: Mother Jones makes this point to emphasize how people are connected to child labor, even if they do not realize it.

**ANALYTICAL**—What comparison does Mother Jones make to another historical event in U.S. history? Is this comparison effective? Why or why not? (US.3, US.5.a, US.5.b, US.11.d)

- » Possible response: Mother Jones alludes to the Civil War and the institution of slavery when she says that the president should “emancipate [child laborers] from slavery.” The allusion is effective because it calls back to another point in American history when people in the United States experienced a massive expansion of rights.

Activity Page



AP 1.1

## “Immigration” and “Push and Pull Factors,” pages 164–166

Scaffold understanding as follows:

Have students read the section “Immigration” on page 164.

**SUPPORT**—Note that the total U.S. population in 1800 was 5.3 million people; this number grew to more than 23 million people by 1850. Emphasize that the number of people who immigrated to the country between 1865 and 1914 exceeded the country’s total population in 1850.

Have students read the section “Push and Pull Factors” on pages 164–166.

**EXTENSION ACTIVITY**—Review the table listing various immigration push factors of the late 1800s on page 165. Note that a *pogrom* is a violent, organized attack on a particular ethnic or religious group, often carried out with the support of the state. In the late 1800s and early 1900s, many Jewish communities in eastern Europe were targeted by pogroms. (Their frequency in Russia at the time is why a Russian word, *pogrom* [devastation], is used to refer to them.) Then have students work independently or in small groups to research push and pull factors that have led people to immigrate to the United States and other places around the world in the past fifty years. Encourage students to identify the ways these more modern push and pull factors are similar to and different from the reasons for migration in the late nineteenth and early twentieth centuries. (US.5.a, US.11.c)

Online Resources



**SUPPORT**—Display for students the map showing where people immigrated from during the late 1800s, and identify the time period to which it refers. Ask: Where did the majority of immigrants come from at this time? (*The majority of immigrants came from Europe.*) How does the map differentiate “old” immigrants from “new” immigrants? What do you think this means? (*The map identifies “old” immigrants as those from northern and western Europe and “new” immigrants as those from southern and eastern Europe. This likely means that people historically immigrated from the north and west before the number of people coming from the south and east increased.*) (US.4, US.11.c)



**SUPPORT**—Call attention to the map on page 165, and read the caption aloud. Ask: Which areas of the country had the greatest percentage of foreign-born residents? (*The North, Midwest, and West had the greatest percentage of foreign-born residents.*) Why do you think those regions had the highest foreign-born populations? (*Possible response: The areas in the North were more industrialized than in the South and did not rely on organized labor. Meanwhile, immigrants were drawn to the Midwest and West by the promise of available land and industries such as logging and mining.*) (US.4, US.11.c)



**TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: How do push and pull factors often work together to encourage people to migrate from one place to another? Cite evidence to support your response. (US.6.a, US.6.c, US.11.c)

After students read the text, ask the following questions:

**ANALYTICAL**—How are push and pull factors similar and different? (US.11.c)

- » Both push and pull factors are reasons for immigration. Whereas push factors are reasons that people choose to leave a place, pull factors are reasons that bring people to a specific place.

**LITERAL**—Which push factor encouraged Irish immigration to the United States during the mid-1800s? (US.11.c)

- » A potato famine in Ireland pushed many Irish people to immigrate to the United States.

**ANALYTICAL**—How were the reasons for immigration similar for people from Sweden and parts of eastern Europe? (US.11.c)

- » People in these areas were pushed to immigrate by land shortages; they immigrated to the United States to escape starvation and poverty.

✓ **THINK TWICE**—What were some push and pull factors that encouraged immigration to the United States during the late 1800s and early 1900s?

- » Push factors include land shortages, political upheaval, religious persecution, and famine. Pull factors include the promise of religious freedom, available land, and job opportunities.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?”

### “Discrimination and Restriction,” pages 166–168

**Scaffold understanding as follows:**

**Have students read the section on pages 166–168.**

**CORE VOCABULARY**—Point out the vocabulary term *anarchy*, and explain its meaning.

**SUPPORT**—Remind students about the Know-Nothing party that espoused anti-Catholic, anti-immigrant policies during the early to mid-1800s. Though this group disappeared by the 1850s, their beliefs did not. Additionally, by the late 1800s, a growing fear that radical socialist or communist ideas would spread from Europe to the United States through immigration became more widespread. As students will read in later units, this fear often led to a distrust of organized labor because many of the workers within unions had immigrated from countries associated with socialism or communism.

**SUPPORT**—As students read about the fear of the formation of immigrant voting blocs, preview the literacy tests, a form of voter suppression of African Americans, mentioned in the next topic of this unit (see page 203 in Topic 3 of the Student Volume). Explain that literacy tests and poll taxes also prevented many poor white Americans from voting. Some Americans supported the use of restrictive measures such as literacy tests to make it more difficult for immigrants to naturalize.

**SUPPORT**—Explain that the Gentlemen’s Agreement of 1907 was an informal agreement between the United States and Japan, not an act or law that was passed by Congress.

**SUPPORT**—Gustave Eiffel was the same engineer who designed the Eiffel Tower in Paris, France.

**After students read the text, ask the following questions:**

**LITERAL**—What were some reasons for anti-immigration sentiment in the United States? (US.11.c)

- » Some Protestant Americans feared that Catholic immigrants were part of a scheme by the pope, the leader of the Roman Catholic Church, to undermine Protestantism in the United States. Others accused new arrivals of changing the United States by causing crowding in cities, contributing to rising crime rates, and spreading disease. Some Americans also worried that immigrants would transform American politics by bringing radical ideas with them or by voting as a group.

**LITERAL**—Why were Chinese immigrants singled out for hostile treatment? (US.11.c)

- » People from China were often singled out for hostile treatment because their cultural and religious practices and style of dress were viewed as radically unlike those of mainstream American culture.

**ANALYTICAL**—How did U.S. policy reflect anti-immigration sentiment? (US.11.c)

- » U.S. policy reflected anti-immigration sentiment in several ways. The Chinese Exclusion Act barred immigration for many Chinese people, while the Gentlemen’s Agreement of 1907 forced the Japanese government to limit emigration from Japan to only businesspeople and family members of Japanese people already living in the United States.

✔ **THINK TWICE**—What are some of the forms that anti-immigrant sentiment took during the late 1800s and early 1900s?

- » Anti-immigrant sentiment took many different forms during the late 1800s and early 1900s, including violence against different groups, especially Chinese immigrants, and exclusionary laws and practices.

**“Community and Assimilation” and “Contributions to American Society,”  
pages 168–170**

**Scaffold understanding as follows:**

**Have students read the section “Community and Assimilation” on pages 168–170.**

**CORE VOCABULARY**—Point out the vocabulary term *xenophobia*, and explain its meaning.

**SUPPORT**—Remind students that in Topic 1, they read how the federal government tried to force Native Americans to assimilate into mainstream American culture. Prompt them to keep this in mind as they read about how and when immigrants to the United States chose to assimilate. (Students will read about Progressive Era efforts to help immigrants assimilate in Topic 3.)

**SUPPORT**—Explain that *insular* (in the first paragraph), in this context, means closed off or separate from the surrounding community. Immigrant neighborhoods were sometimes called insular because they often kept their own languages, customs, and traditions.

**SUPPORT**—Call attention to the photo on page 168, and read the caption aloud. Remind students what they read about Chinatowns in Topic 1. Ask: What conclusions can you draw about New York City’s Little Italy based on the photograph? (*Possible response: The neighborhood was densely populated. There were many businesses and markets. It was probably an insular neighborhood where Italian immigrants maintained a sense of community in a larger city.*) (US.5.a, US.11.c)

**SUPPORT**—Note that “mainstream culture” in the United States at this time was primarily Protestant and English-speaking.

**SUPPORT**—Explain that some immigrants assimilated by giving their children American-sounding names. It was also common for immigrants to marry people who were not foreign-born. Prompt students to connect these choices to impacts on immigrant culture. (US.11.c)

**Have students read the sidebar “Contributions to American Society” on page 169.**

**SUPPORT**—By 1890, nearly 15 percent of the U.S. population was foreign-born, and another 22 percent had at least one foreign-born parent. As of 2025, approximately 15.8 percent of the U.S. population was foreign-born, which equates to about 53.3 million people.

**EXTENSION ACTIVITY**—Have students identify examples of communities or neighborhoods in their region that tell a part of Louisiana’s immigrant story. Reserve class time for students to share what they have discovered and whether this has prompted them to think of certain regions of the state from a new or fresh perspective. **(US.1, US.6.a, US.11.c)**

**After students read the text, ask the following questions:**

**LITERAL**—How did earlier immigrants influence subsequent immigrants? **(US.11.c)**

- » Many immigrants were encouraged to migrate by family, friends, and other people from their country of origin who were already living in the United States.

**INFERENTIAL**—What is xenophobia? How does the origin of the United States undermine or support these beliefs? **(US.1, US.6.a, US.11.c)**

- » Possible response: Xenophobia is fear of the “other.” It includes fear, dislike, or hostility toward people from other countries or cultures, often leading to prejudice, discrimination, or unfair treatment of immigrants. The United States has been a country of immigrants from its beginning. Despite anxiety over shifts in demographics, this means that American culture has evolved over time to reflect the people who live in the United States.

**LITERAL**—How have immigrants contributed to American society? **(US.11.c)**

- » Immigrants have contributed to American society in many ways, including by helping the country’s economic development, by helping settle the West, by bringing trades and skills, by participating in the country’s rapid industrialization, and by bringing with them their languages, foods, beliefs, and other cultural traditions. Immigrants have also introduced many innovations, such as blue jeans, alternating current electricity, and the telephone. Some immigrants, such as Andrew Carnegie, became “captains of industry.”

 **THINK TWICE**—What were the pros and cons of insular immigrant communities during the late 1800s and early 1900s?

- » Insular immigrant communities provided support to new arrivals. People in these communities spoke the same languages, had the same traditions, and practiced the same religions. Insular immigrant communities could also make it more challenging for immigrants to learn English or assimilate into American culture.

### **“Life in Cities,” “Challenging Living Conditions,” and “Reversing a River,” pages 170–172**

**Scaffold understanding as follows:**

**Have students read the sections “Life in Cities” and “Challenging Living Conditions” on pages 170–172.**

**SUPPORT**—Call attention to the image on page 172, and read the caption aloud. Explain that the title of this photo is *A Monday Washing, New York*, so named for the city’s unofficial laundry day. People hauled water from the ground level up to their tenements, where they



boiled it on the stove before using it to soak and scrub their linens and clothing. They would then hang clean—but still very wet—items to dry on clotheslines attached by a pulley system across the open space between buildings. On non-laundry days, the clotheslines could be used to pass messages and other small items from one building to the next.

**ACTIVITY**—Share with students the brief video tour of New York City tenements. Emphasize that entire families (sometimes more than one family) lived in these very small spaces. Allow time for a turn-and-talk in which students identify social, cultural, and economic challenges that would have resulted from living in such limited spaces. **(US.5.a, US.11.c, US.11.d)**

**SUPPORT**—The Great Chicago Fire is often and mistakenly attributed to a cow owned by the O’Leary family. According to rumor, and now legend, the cow kicked over a lantern and set the barn ablaze, and the fire spread to neighboring structures. This version of events is so infamous that it was even memorialized in song lyrics. Investigations, however, could not definitively prove that a cow was responsible for the fire.

**DBQ Note:** Students have the opportunity to strengthen historical thinking skills and consider the late eighteenth-century immigrant experience through a text excerpt, art, and photos in the Land of Liberty DBQ Workbook.

**Have students read the sidebar “Reversing a River” on page 171.**

**SUPPORT**—Explain that before indoor plumbing and municipal sewers, American cities employed hundreds of “night soil men,” many of whom were African Americans or immigrants, to remove human waste produced by urban populations. The work was performed by cover of night to spare city residents from seeing the very dirty work.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did tenements contribute to the spread of disease and fire? **(US.11.c, US.11.d)**

- » Tenements were built very close together and had limited air circulation, which meant that disease could easily pass from one person to another. Tenements were also built with inexpensive building materials; this, plus such close proximity between buildings, meant that fire could spread quickly from one building to the next.

**LITERAL**—How did cities address sanitation during the late 1800s and early 1900s? **(US.11.c, US.11.d)**

- » During the late 1800s and early 1900s, cities established garbage collection and street sweeping schedules. They also began expanding and constructing municipal sewer systems to better manage human waste.

**✓ THINK TWICE**—How did rapid industrialization in the late 1800s affect the immigrant population living in urban America?

- » Rapid industrialization affected immigrant populations living in urban America by contributing to housing shortages and cramped, unsanitary living conditions. Many immigrants lived in unsafe tenements. At the same time, mass migration strained urban infrastructure.

**“Political Machines” and “The End of the Spoils System,” pages 173–175**

**Scaffold understanding as follows:**

**Have students read the section “Political Machines” on pages 173–175.**

**CORE VOCABULARY**—Point out the vocabulary terms *political machine* and *party boss*, and explain their meanings.

**SUPPORT**—Remind students about what they read in Unit 1 about the spoils system used by President Andrew Jackson, and explain that patronage is the granting of political offices and other favors to friends, allies, and relatives. Prompt students to connect Jackson’s practice with the patronage used by political machines and party bosses to shore up support and maintain loyalty.

**SUPPORT**—Tammany Hall’s and Boss Tweed’s corruption was both blatant and staggering; the voter fraud Tweed supported, from ballot-box stuffing to unscrupulous poll workers, affected democracy. Also remind students of the average wages for industrial workers at this time, noting that the contracts paid out by New York City under Tweed far exceeded these amounts. As part of an investigation into Tweed, *The New York Times* reported in 1871 that one furniture contractor was paid nearly \$200,000 for just three tables and a few dozen chairs, while a carpenter earned \$360,000 for a month’s worth of work.

**ACTIVITY**—Play the podcast “In Honor of Tweed, the Soul of Modern New York” for students. Ask students to identify why Tweed’s legacy is complicated and to hypothesize how he was able to achieve the level of power he did. Encourage students to use prior historical knowledge and current events to draw connections to other political eras. **(US.2, US.5.a, US.11.d)**

**SUPPORT**—Review with students the diagram of a political machine on page 174. Ask: How did the hierarchical pyramid structure of political machines allow leaders like bosses to gain and maintain power? What does this reveal about the machines’ strengths and weaknesses? (*Students may note that the strength of the organization is at its base, yet the power is held by a few at the top, making a pyramid a logical choice for representation. They may also note that the machine’s strength in numbers at its base may also be its weakness if the base rebels or rejects the power at the top.*) What effects might this structure have had on local government and immigrant communities? (*It may have left local government entirely under the control of one party, and it may have taken advantage of the vulnerability of newly arrived immigrants with many material needs.*) **(US.6.a, US.6.c, US.11.c, US.11.d)**

**Have students read the sidebar “The End of the Spoils System” on page 173.**

**SUPPORT**—The Pendleton Act was passed after a man who had supported James Garfield in his successful campaign for president did not get a government job he wanted and then shot Garfield in retaliation. The president died from complications from the shooting two months later, only six months after he was inaugurated.

**After students read the text, ask the following questions:**

**LITERAL**—What is a political machine? **(US.11.c, US.11.d)**

- » A political machine is a group that maintains political control, usually of a city, through bribery and intimidation.

**LITERAL**—Why was the Tammany Hall political machine established? How did it achieve its goals? **(US.11.c, US.11.d)**

- » Tammany Hall was established to get Democratic Party candidates elected to office and to help poor people and immigrants (many of whom were Irish) living in New York City. Tammany Hall achieved its goals by helping people find jobs and housing, giving them gifts of food, and providing legal assistance; in exchange, beneficiaries repaid this debt at the polls, which helped keep Tammany Hall and Democratic candidates in power.

Online Resources



**LITERAL**—Why is William “Boss” Tweed’s legacy considered complicated? (US.11.c, US.11.d)

- » Tweed’s legacy is complicated because he helped many people in New York by helping thousands of immigrants naturalize, arranging medical care for the poor, and donating millions of dollars to community institutions. At the same time, Tweed maintained power through bribery and patronage, and he also misrepresented the costs of building projects in the city, ultimately stealing as much as \$200 million.

**INFERENTIAL**—Why do you think people used the term *political machine* to describe the political structures that emerged in local government during the 1800s? Can you think of other mechanical metaphors used to describe certain concepts? (US.6.a, US.11.c, US.11.d)

- » Possible response: Industrialization meant that machines were always on people’s minds. The concept of management and organization pioneered in factories became part of the wider society. *Cog in the machine* refers to someone who is a small but necessary part of a larger organization or system; *well-oiled machine* describes something that operates smoothly and efficiently, often due to good organization or teamwork; *throw a wrench in the works* indicates that someone has initiated a change or disruption that prevents something from working properly.

 **THINK TWICE**—How did political machines benefit immigrants living in cities?

- » Political machines helped immigrants find jobs and housing, provided food and coal, and helped them with health care and legal assistance. They also helped immigrants become naturalized citizens, which allowed them to vote in elections.

### “A Growing Middle Class,” page 175

**Scaffold understanding as follows:**

**Have students read the section on page 175.**

**SUPPORT**—Remind students that skilled laborers earned about \$2.34 a day, or about \$700 a year (assuming six days a week, fifty-two weeks per year), and unskilled workers earned half that sum. By comparison, in 1900, middle-class jobs such as chief clerks and attorneys earned between \$1,200 and \$3,000 a year. The work of unions to secure higher wages for their members helped the middle class grow.

**EXTENSION ACTIVITY**—Explain that mass-produced art became increasingly popular during this time. Have students research Currier & Ives prints from the late 1800s and early 1900s. Prompt students to use their findings to create a poster presentation that considers why these images appealed to consumers and how they represented a homogenization and democratization of culture during this time. (US.5.a, US.11)

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did life for the middle class compare to the wealthy elites? How did it compare to the country’s poor? (US.3, US.11)

- » The middle class lived more modestly than wealthy elites. Compared to the country’s poor, they lived a more comfortable existence in single-family homes or apartments instead of tenements. The middle class also had money to send their children to school, whereas the poor did not.

## “Organized Labor and Unions,” pages 175–177

Scaffold understanding as follows:

Have students read the section on pages 175–177.

**CORE VOCABULARY**—Point out the vocabulary term *strike*, and explain its meaning.

**SUPPORT**—Mine owners paid detectives to infiltrate the mines and gather evidence on suspected members of the Molly Maguires. Twenty-four members were ultimately convicted of crimes, including murder.

**SUPPORT**—Call attention to the illustration on page 176, and read the caption aloud. Explain that members of the eight-hour movement adopted the slogan “Eight hours for work, eight hours for rest, and eight hours for what you will.”

After students read the text, ask the following questions:

**LITERAL**—Why did workers form labor unions? (US.11.d, US.13.e)

- » Workers formed labor unions to combine their efforts and organize together to negotiate better working conditions, including higher wages and shorter workdays.

**LITERAL**—What types of unions did workers form? (US.13.e)

- » Skilled workers such as carpenters and steam pipefitters formed to trade unions, while unskilled workers generally belonged to labor unions.

**LITERAL**—Why were trade unions more successful than labor unions during the late 1800s and early 1900s? (US.13.e)

- » Trade unions were more successful than labor unions during the late 1800s and early 1900s because factory owners could more easily replace unskilled workers in labor unions who went on strike. Skilled workers in trade unions were more difficult to replace, which gave them greater leverage when negotiating for safer working conditions, shorter hours, or higher wages.

 **THINK TWICE**—How did the public view organized labor during the late 1800s?

- » The public was unsympathetic toward the labor movement. Some Americans feared that organized labor was motivated by political radicalism and disapproved of the violent tactics used by some groups. At the same time, the media portrayed laborers in a negative light.

## “National Labor Unions,” page 177

Scaffold understanding as follows:

Have students read the section on page 177.

**CORE VOCABULARY**—Point out the vocabulary terms *injunction* and *collective bargaining*, and explain their meanings.

**SUPPORT**—Explain that the collective, or group, involved in collective bargaining is not all of the individual workers in a union but rather the union (representing these workers and their needs) and the employer. The negotiations are considered a *collective* action.

**SUPPORT**—The AFL feared that allowing women and African American workers into their ranks would lead to increased competition for jobs, potentially driving down wages and working conditions for the white male workers who dominated the skilled trades.

**After students read the text, ask the following questions:**

**LITERAL**—What were some of the goals of the Knights of Labor? **(US.13.e)**

- » The Knights of Labor fought for an eight-hour workday, cooperative ownership between employers and employees, and equal pay for all workers, regardless of their gender.

**LITERAL**—What types of actions did Samuel Gompers and the AFL coordinate against business owners? **(US.13.e)**

- » Samuel Gompers and the AFL first engaged in collective bargaining with employers and then organized strikes when collective bargaining efforts failed.

**INFERENTIAL**—Why do you think the AFL barred certain groups from joining? **(US.6.a, US.13.e)**

- » Possible response: The AFL may have barred African Americans and women from joining because members were more focused on workers' economic well-being than they were on more divisive issues such as racial and gender equality.

 **THINK TWICE**—How was the American Federation of Labor similar to and different from the Knights of Labor?

- » Both the AFL and KOL organized to advance the interests of workers. Unlike the KOL, the AFL limited membership to skilled workers. It also focused primarily on economic issues related to its workers, and it excluded women and minority groups from becoming members.

## **“The Great Strikes,” pages 178–180**

**Scaffold understanding as follows:**

**Have students read the first six paragraphs of the section on pages 178–179.**

**SUPPORT**—Explain that some of the alleged anarchists convicted for the Haymarket Affair, called the “Chicago Eight,” were not actually present at the event, and their involvement was not proven.

**SUPPORT**—Call attention to the illustration of the Homestead Strike on page 178, and read the caption aloud. Clarify that the detectives mentioned were not police detectives. Explain that the Pinkerton Detective Agency was established in 1850 by Allan Pinkerton, a Scottish immigrant known as “America’s first private eye.” The Pinkertons provided protection and intelligence to the Lincoln administration during the Civil War and worked to protect railroad interests, including preventing train robberies. After Pinkerton’s death, the agency became an important part of the anti-labor movement and was responsible for the downfall of the Molly Maguires.

**SUPPORT**—A few days after the end of the Homestead Strike, anarchist and Massachusetts resident Alexander Berkman attempted to assassinate Henry Frick in his office. While he aimed at Frick’s head, Berkman missed and hit Frick’s upper body; he then stabbed him. Frick survived, declaring, “I do not think I shall die, but whether I do or not, the company will pursue the same policy, and it will win.”

**Have students read the remainder of the section on pages 179–180.**

**SUPPORT**—Call attention to the political cartoon of Eugene V. Debs on page 179, and read the caption aloud. Ask: Do you think the political cartoonist supported the actions of the American Railway Union? Why or why not? (*Possible response: The political cartoonist opposed the American Railway Union’s actions. This is evidenced by their portrayal of Debs as a king who dictated the ARU’s actions rather than as an elected individual tasked with leading a union.*)  
**(US.5.a, US.5.b, US.6.a, US.13.e)**

**Note:** You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Land of Liberty Online Resources for this unit for the link to the worksheet:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**SUPPORT**—Direct students to the statement “The government obtained its injunction on the grounds that the ARU’s strike interfered with interstate commerce” in the last paragraph of the section. Briefly review with students what they read about interstate commerce in Unit 1. Note the irony that the federal government invoked the Sherman Antitrust Act to obtain an injunction against workers when the law was originally intended to break up monopolies.

**DBQ Note:** Students have the opportunity to read Samuel Gompers’s letter to the judge who issued the injunction against the Pullman Strike in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—What happened at Chicago’s Haymarket Square on May 4, 1886? **(US.13.e)**

- » A strike grew violent when someone in the crowd threw a bomb at the police. People were killed, and eight people were convicted of conspiracy.

**LITERAL**—What were the causes and effects of the Homestead Strike? **(US.13.e)**

- » The Amalgamated Association of Iron, Steel, and Tin Workers had bargained for fair hours and wages at the Homestead Steel Works. Andrew Carnegie and his business partner Henry Clay Frick resented the influence of the union despite the mill’s profitability. In 1892, when the union’s contract was up, Frick worked to break the union by announcing it would cut workers’ wages and refusing to negotiate. The union refused to accept Frick’s terms, leading Frick to initiate a lockout and bring in the Pinkerton Detective Agency to help break the strike. The strikers and Pinkertons engaged in a violent clash that led to the governor of Pennsylvania sending in the National Guard. The mill reopened, and the union lost.

**LITERAL**—Why did George Pullman’s workers decide to strike? **(US.13.e)**

- » In response to a financial depression, George Pullman, the owner of the Pullman Palace Car Company, fired half of his employees and then reduced the wages of his remaining employees by 25 percent. Many employees lived in Pullman-owned housing and were required to shop at a Pullman-owned store; however, he did not adjust rents or prices to reflect their now-lower wages. The workers decided to go on strike after Pullman refused to meet with them and had more workers fired.

**ANALYTICAL**—Why was the American Railway Union’s decision to boycott in solidarity with the Pullman Strike significant? **(US.13.e)**

- » The ARU's decision to boycott in solidarity with the Pullman Strike was significant because it spread the impact from Pullman's factories to dozens of railroads across the United States.

**ANALYTICAL**—How was the government's response to labor strikes consistent in the late 1800s? (US.3, Us.13.e)

- » The government consistently supported businesses over workers during labor disputes, sending troops or using court injunctions to break strikes, as seen in the Homestead Strike (1892) and the Pullman Strike (1894).

 **THINK TWICE**—How were the Homestead Strike and the Pullman Strike similar and different?

- » Both the Homestead Strike and the Pullman Strike ended in losses for workers and unions. The Homestead Strike happened on a local level, while the Pullman Strike demonstrated the power of collective action on a national scale. Together, the Homestead Strike and the Pullman Strike represented a major setback for the labor movement.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, "What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?"

## "Labor in the Twentieth Century," page 180

**Scaffold understanding as follows:**

**Have students read the section on page 180.**

**SUPPORT**—Explain to students that the IWW was explicitly socialist and outright rejected capitalism and wage labor. The organization argued that workers should own and control the means of production.

**SUPPORT**—Explain that a general strike is when a large portion of workers across all or most industries in a country refuse to work until their demands are met.

**SUPPORT**—The term *social justice* was first used in the early nineteenth century. It is often attributed to the work of Luigi Taparelli, an Italian Jesuit priest and scholar, who used it in the 1840s. Taparelli developed the concept in the context of Catholic social teaching, emphasizing the moral obligations of society to ensure justice and equality among its members. The term gained broader usage as it became associated with various social reform movements, aiming to address issues such as poverty, inequality, and human rights. Over time, *social justice* has evolved to encompass a wide range of social, economic, and political issues, and it remains a central concept in discussions about equality and fairness in society.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: What caused industrialization to create both positive and negative outcomes? How do the benefits compare to the negative consequences for workers, communities, and the economy? Cite evidence from the text, including primary sources, to support your response. (US.2, US.5.a, US.5.b, US.5.c, US.6.a–d, US.11.a, US.11.b, US.11.c, US.11.d, US.13.e)

**After students read the text, ask the following questions:**

**LITERAL**—How did the IWW differ from its predecessors? (US.11.d, US.13.g)

- » The IWW took a more radical approach than its predecessors, including championing general strikes and issues related to social justice, political corruption, and socialism.

 **THINK TWICE**—How did the relationship between organized labor and the government shift during the 1900s?

- » During the 1900s, the federal government became more sympathetic to labor demands; this was reflected in political party platforms and the promises made by presidential candidates, as well as President Theodore Roosevelt's efforts in the 1902 coal strike.

**Primary Source Feature: “The Liberty of the People,’ Theodore Roosevelt, 1912,” page 181**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 181.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Note that Theodore Roosevelt served as president of the United States from 1901 to 1909. He promised that he would not run for an additional term, then later changed his mind after his handpicked successor, William Howard Taft, failed to continue carrying out many of Roosevelt's earlier policies. Students will read more about this in Topic 3.

**SUPPORT**—Call attention to the phrase “crazy deathtrap on a top floor.” Explain that this is a reference to the 1911 Triangle Shirtwaist Factory fire in New York City. Students will read about this horrific tragedy in Topic 3.

**SUPPORT**—Share with students the audio file of Theodore Roosevelt delivering his speech. Prompt students to consider how reading the speech versus hearing the speech shapes their understanding or influences their perspective. **(US.5.c, US.5.d)**

Online Resources



Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to Roosevelt, how does Wilson define liberty? What does Wilson's definition mean for workers? **(US.5.b, US.5.c, US.11.f, US.13.e)**

- » According to Roosevelt, Wilson defines liberty as “limitation of governmental power,” which Roosevelt argues is really just “the liberty of some great trust magnate to do that which he is not entitled to do.” Under Wilson's definition, the government is limited in its ability to protect workers, which means that the government protects industrialists by default.

**ANALYTICAL**—How does Roosevelt's definition of liberty compare to Wilson's? **(US.5.a, US.5.b, US.5.c, US.11.f, US.13.e)**

- » Whereas Wilson defines liberty as “limitation of governmental power,” Roosevelt argues that governmental power is “the only adequate instrument with which [the people] can work for the betterment . . . of the masses” and should be used “to secure the liberty of the wage workers.” He says that while “Wilson stands for the liberty of the oppressor to oppress,” he “stand[s] for the limitation of [the oppressor's] liberty thus to oppress those who are weaker than himself.”

**LITERAL**—How does Roosevelt characterize conditions for American workers? (**US.5.a, US.5.b, US.11.d, US.11.f, US.13.e**)

- » Roosevelt characterizes conditions for American workers as extremely harsh. In his speech, he describes “haggard women” who work “over-hours for under-pay” and refers to factory owners who hold employees in “some crazy deathtrap.”

**ANALYTICAL**—How might Roosevelt’s speech have appealed to working-class voters in 1912? (**US.5.a, US.5.b, US.11.f, US.13.e**)

- » Roosevelt positions himself as a champion of workers by explaining that he proposes “to extend governmental power in order to secure the liberty of the wage workers, . . . to save the liberty of the oppressed from the oppressor.” This would have likely appealed to voters who were struggling with low wages and unfair and unsafe working conditions.

 **Note:** For more primary source work related to this chapter, see the Land of Liberty DBQ Workbook.



## CHECK FOR UNDERSTANDING

### Ask students to:

- Write a short answer to the Framing Question: “What were the consequences of industrialization for the United States during the late nineteenth and early twentieth centuries?”
  - » Key points students should cite include: The adoption of industrial practices such as division of labor and the assembly line made it possible for factories to produce more goods in less time and for less money; the country became less agrarian, and more people moved from rural to urban areas; millions of people immigrated to the United States in search of opportunity, especially in industrial work; industrialization and subsequent urbanization resulted in unsafe and unsanitary living conditions for immigrants and the urban poor; laissez-faire economic policies enabled corporations to form monopolies that led to higher prices and lower-quality goods for consumers, as well as frequent corruption; workers, including child laborers, toiled for long hours for low wages in often unsafe conditions; the trade and labor unions organized in response to unfair practices by industrialists and management.
- Choose three Core Vocabulary words (*industrialization, urbanization, capitalism, socialism, communism, entrepreneur, raw material, corporation, monopoly, trust, mechanization, sweatshop, anarchy, xenophobia, political machine, party boss, strike, injunction, collective bargaining*) and challenge a partner to use each one in an original sentence.

To wrap up the lesson, invite several students to share their responses.

# TOPIC 3: Reform in the Late 1800s and Early 1900s

**Framing Question:** To what extent were the progressives successful in their goals?

## Primary Focus Objectives

- ✓ Analyze the challenges experienced by farmers, including those resulting from industrialization. **(US.11, US.11.b, US.11.d)**
- ✓ Analyze Progressive Era solutions to the challenges that accompanied industrialization. **(US.11, US.11.d)**
- ✓ Discuss the presidency and conservation efforts of Theodore Roosevelt. **(US.11.f)**
- ✓ Compare and contrast the philosophies of Booker T. Washington and W. E. B. Du Bois. **(US.11, US.11.h, US.11.j)**
- ✓ Explain the origins, actions, and achievements of the women’s suffrage movement. **(US.11.k, US.11.l, US.11.m)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *populism, bimetallism, cooperative, platform, lynching, accommodationist, suffragist, initiative, recall, referendum.*

## What Teachers Need to Know

**Online Resources** For background information, download the Land of Liberty Online Resource “About Reform in the Late 1800s and Early 1900s”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

Activity Pages



AP 1.1  
AP 3.1

- individual student copies of Primary Source Analysis (AP 1.1)
- individual student copies of Domain Vocabulary: Unit 2 (AP 3.1)
- political cartoon “Drawing the Line in Mississippi”
- image of a shirtwaist
- maps of the Breton and Chandeleur Islands and the 1892 presidential election
- film *Roosevelt, Friend of the Birds*
- videos about *Wabash v. Illinois*, *Plessy v. Ferguson*, the Triangle Shirtwaist Factory fire, and Carrie Nation
- data table “120 Years of Literacy”
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- online exhibition *Jacob Riis: Revealing “How the Other Half Lives”*

- majority opinion and dissent in *Hammer v. Dagenhart*
- audio file of “The Atlanta Compromise” speech

Online Resources



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the cartoon, image, maps, film, videos, data table, worksheet, exhibition, texts, and audio file may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**populism, n.** a political perspective that gives priority to the interests of ordinary people (184)

*Example:* The politician used populism to win support by promising to help regular people and challenge the wealthy leaders.

*Variations:* populist (n., adj.)

**bimetallism, n.** a monetary standard based on two metals, such as gold and silver (187)

*Example:* Populists advocated for bimetallism to increase the money supply and spur inflation that would make their loan repayments worth less than what they borrowed.

**cooperative, n.** an organization that is owned and operated by its users for their own economic benefit (187)

*Example:* Members of the cooperative could purchase seeds and farming equipment at low prices.

*Variations:* cooperative (adj.), cooperatively (adv.)

**platform, n.** the policies supported by a political party (187)

*Example:* The People’s Party platform addressed a variety of issues, including promoting an eight-hour workday for non-farmers.

*Variations:* platform (v.)

**lynching, n.** the killing of a person by a mob, often by hanging (199)

*Example:* The federal government made lynching a federal hate crime in 2022.

*Variations:* lynch (v.)

**accommodationist, adj.** compromising or adapting to the attitudes of someone else (206)

*Example:* Booker T. Washington’s ideas were sometimes considered accommodationist because he believed that pursuing the severely limited educational and economic opportunities afforded to African Americans was the best strategy to gain equality, rather than directly challenging segregation.

*Variations:* accommodationist (n.), accommodation (n.), accommodate (v.)

**suffragist, n.** a person who supports extending the right to vote, especially to women (214)

*Example:* As a suffragist, Alice Paul fought passionately for equal voting rights for women.

*Variations:* suffrage (n.)

**initiative, n.** a process that allows citizens to propose and enact new laws through petition and popular vote (226)

*Example:* During the general election, voters cast their ballots on an initiative that would raise the state’s minimum wage.

*Variations:* initiate (v.)

**recall, n.** a process that allows citizens to remove public officials through a popular vote (226)

*Example:* Following allegations of misconduct and misappropriation of state funds, citizens petitioned for a recall to remove the governor from office.

*Variations:* recall (v.)

**referendum, n.** a process that allows citizens to uphold or overturn existing legislation through a popular vote (226)

*Example:* During the general election, voters cast their ballots on a referendum to repeal a state law that prevented people from mowing their lawns on Sundays.

## THE CORE LESSON

### Introduce “Reform in the Late 1800s and Early 1900s”

Introduce the topic by reviewing what students read in Topics 1 and 2 about growing wealth inequality and other problems that developed as a result of industrialization and urbanization, such as unsafe working conditions and a lack of sanitation in overcrowded cities. Explain that in this topic, students will learn how people brought attention to these problems—as well as issues that American farmers were facing—and how individuals, citizen groups, and government tried to solve them.

Call students’ attention to the Framing Question. Tell students to look for the extent to which progressives were successful in their goals as they read the topic.

### Guided Reading Supports for “Reform in the Late 1800s and Early 1900s”



#### “Teddy Roosevelt: Friend of the Birds,” pages 182–183

**Scaffold understanding as follows:**

**Have students read the section on pages 182–183.**

Online Resources



**SUPPORT**—Share with students the Clifford Berryman cartoon “Drawing the Line in Mississippi.” Invite students to make predictions about what type of president Theodore Roosevelt was. Tell students that they will check their predictions later in the topic. **(US.5.a, US.5.c, US.5.d, US.11.f)**

Online Resources



**SUPPORT**—Share with students the map of the Breton and Chandeleur Islands. Explain that they are barrier islands, or strips of land made mostly of sand that run parallel to the mainland and help protect the Louisiana coast from the effects of storms. **(US.4)**

**SUPPORT**—Call attention to the photo of Louisiana’s Breton National Wildlife Refuge. Explain that in 1903, Roosevelt created the first U.S. national wildlife refuge at Pelican Island, Florida, to protect bird populations. He later established refuges on the Breton and Chandeleur Islands for the same purpose.

Online Resources



**EXTENSION ACTIVITY**—Share with students the film *Roosevelt, Friend of the Birds* from the Library of Congress. Lead students in a discussion about the film’s effectiveness, taking into consideration the time it was created. Ask: How do you think people responded to it? Would such a film be as impactful today? Why or why not? Then have students design a social media campaign for President Roosevelt that promotes his wildlife preservation efforts, emphasizing ideas and aesthetics that would engage audiences today. **(US.5.a, US.5.c, US.5.d, US.11.f)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—Why was President Roosevelt’s hunting expedition in Mississippi significant? **(US.11.f)**

- » President Roosevelt’s hunting expedition in Mississippi was significant because it exposed him to the beauty and wildlife of the Southeast and inspired his commitment to conservation in the area, including the creation of U.S. national wildlife refuges on the Breton and Chandeleur Islands.

**ANALYTICAL**—Why did Roosevelt establish U.S. national wildlife refuges on the Breton and Chandeleur Islands? **(US.11.f)**

- » Certain bird species in Mississippi and Louisiana were being overhunted to the point of extinction or near extinction. Roosevelt established U.S. national wildlife refuges on the Breton and Chandeleur Islands to protect wildlife, especially birds, living on the islands.

**“Populism and the People’s Party” and “The Rise of the Granger Movement,” pages 184–185**

**Scaffold understanding as follows:**

**Have students read the section “Populism and the People’s Party” on page 184.**

**CORE VOCABULARY**—Point out the vocabulary term *populism*, and explain its meaning.



**TALK IT OVER**—Have students debate or discuss the following questions with a partner or small group: What are some examples of populism that have emerged in the United States in recent years and decades? Why do you think populism has remained an important part of U.S. politics through history? **(US.1, US.6.a, US.6.b)**

**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**Have students read the section “The Rise of the Granger Movement” on pages 184–185.**

**SUPPORT**—Explain that a *glut* is when there is far more of a product available than people want to buy. This oversupply often causes prices to drop because sellers compete to attract buyers.

**SUPPORT**—Call attention to the illustration on page 184, and read the caption aloud. This illustration was created as promotional material for the Grangers by a lithograph company in Ohio in 1873. The border features scenes from rural life, including family gatherings, working in the fields, a community dance, and a log cabin.

**SUPPORT**—Remind students about the beginnings of American organized labor that they read about in Topic 2. Have students compare and contrast the goals of the Grangers with those of organized labor. *(Possible response: Both movements grew in size and power gradually. Both groups advocated for changes to specific economic practices to protect the workers involved in the relevant industries and agriculture. While the Grangers focused on improving the lives of farmers, organized labor focused on improvements for workers in specific industries, such as steel production, and sometimes across industries, as with the Knights of Labor and the American Federation of Labor.)* **(US.3, US.11, US.11.d)**

Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—What is populism? (US.11, US.11.d)

- » Populism is a political perspective that gives priority to the interests of ordinary people.

**LITERAL**—What challenges did farmers face during the mid-1800s? (US.11.d)

- » Many farmers struggled to afford the costs of farming and went into debt to buy machinery and supplies to increase crop production. Instead of raising profits, increased crop production caused the price of crops to decline. Farmers tried to undersell their competitors, which meant that it often cost more to grow the crops than they earned from selling them.

**ANALYTICAL**—How did the Granger movement emerge? (US.11.d)

- » The Granger movement emerged to help farmers after the federal government failed to address their growing economic crisis.

 **THINK TWICE**—How did the Granger movement work to help farmers?

- » The Granger movement worked to help farmers by providing opportunities for education and socialization, fighting unfair business practices, and lobbying for state laws that protected farmers' interests.

**“Populist Frustration with Banks and Railroads,” pages 185–186**

**Scaffold understanding as follows:**

**Have students read the section on pages 185–186.**

**SUPPORT**—Explain that banks generate revenue by charging interest on loans, or a percentage of the value of the loan that the borrower is required to pay back in addition to the amount they borrowed. Low-risk loans typically have lower rates, while high-risk loans, such as those that were made to farmers during the mid-1800s, usually have higher rates.

**SUPPORT**—Remind students that *interstate* means between states and *intrastate* means within a state.

**SUPPORT**—Students learn about how legal cases proceed through various levels of the court system and the appeals process in Unit 2 of the Foundations of Freedom: A Louisiana Civics Program course.

**ACTIVITY**—Share with students the video about *Wabash v. Illinois*. Ask: Why do you think the Supreme Court overruled this law? How do you think the Grangers responded? Have partners work together to write a brief press release expressing the Grangers' reaction to the decision. (US.5.a, US.11.d)

Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—Why were banks and railroads a source of frustration for farmers during the mid-1800s? (US.11.b, US.11.d)

- » Bank loans available to farmers had higher interest rates than those offered to industrial businesses. Meanwhile, local railroads where there was little competition for business charged farmers much higher shipping rates than they charged large businesses using busier, more competitive rail lines. Railroads also charged fees to use their grain elevators.

**ANALYTICAL**—Were the Grangers’ lobbying efforts successful? Why or why not? (US.11.d.)

- » Possible response: The Grangers’ lobbying efforts had mixed success. The Grangers managed to get laws passed in Illinois, Iowa, Minnesota, and Wisconsin that limited the rates that grain-storage companies and railroads could charge. The Supreme Court upheld these laws in *Munn v. Illinois*. However, while the Grangers succeeded in also getting a law passed in Illinois that prevented railroads from discriminating against customers, the Supreme Court later overturned it.

 **THINK TWICE**—Why was the case *Munn v. Illinois* significant?

- » The case *Munn v. Illinois* was significant because the Supreme Court upheld an Illinois law that regulated grain storage rates, siding with farmers. It was a win for the Grangers because it confirmed that states could regulate businesses affecting the public interest.

### “Free Silver Movement,” pages 186–187

**Scaffold understanding as follows:**

**Have students read the section on pages 186–187.**

**CORE VOCABULARY**—Point out the vocabulary term *bimetallism*, and explain its meaning.

**SUPPORT**—Review the diagram on page 186 with students. To help students understand the connection between an inflated dollar and a borrower’s original loan, work with students to diagram a hypothetical inflation-loan situation on the board with actual numbers. (US.11.b, US.11.d)

 **Note:** Students have the opportunity to read an excerpt from William Jennings Bryan’s “Cross of Gold” speech in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—What was the Free Silver Movement? (US.11.b, US.11.d)

- » The Free Silver Movement was a push to adopt a policy of bimetallism in which the value and amount of paper currency would be tied to both gold and silver.

 **THINK TWICE**—What did populists hope would happen if bimetallism was adopted?

- » Populists supported bimetallism because it would increase the money supply and lower the value of a dollar. They hoped this would make it easier for farmers to pay back their existing loans. They also hoped that resulting inflation would increase their crop prices.

### “The People’s Party,” pages 187–188

**Scaffold understanding as follows:**

**Have students read the section on pages 187–188.**

**CORE VOCABULARY**—Point out the vocabulary terms *cooperative* and *platform*, and explain their meanings.



**SUPPORT**—Share with students the 1892 presidential election results and election map. Point out that Weaver received one electoral vote in North Dakota and in Oregon and that the white areas of the map are territories that had not yet been admitted as states. Ask: Where did the People’s Party have the greatest support? (*The People’s Party had the greatest support in the Midwest and West.*) Explain that even though Weaver did not win the election, this was still a very strong showing for a third-party candidate, especially from a new political party. **(US.4 , US.5.a, US.11.d)**

**SUPPORT**—Call students’ attention to how the People’s Party advocated for a federal income tax, a limited workday, and the use of secret ballots in elections. Prompt students to make connections between these platform planks and what they read in Topic 2 about the growing division between the wealthy and poor, urban working conditions, and political machines. **(US.2, US.11.d)**

**SUPPORT**—Call attention to the political cartoon on page 188, and read the caption aloud. Explain that William Jennings Bryan is the head of the snake. Ask: What perspective does the cartoonist communicate in this image? Does the cartoon show the two parties merging as equals or one party consuming the other? Explain your reasoning. (*Possible response: The cartoonist communicates the perspective that the merging of the two parties was not a merger of equals and that the People’s Party, or Populist Party, has consumed the Democratic Party, even though the Democratic Party is the one that still remains. This is communicated by a snake labeled “Populist Party” swallowing the Democratic Party donkey.*) **(US.5.a, US.5.b, US.6.a, US.11.d)**

**Note:** You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.



See the Land of Liberty Online Resources for this unit for the link to the worksheet:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**After students read the text, ask the following questions:**

**LITERAL**—What is a cooperative? How did cooperatives help farmers? **(US.11.d)**

- » A cooperative is an organization that is owned and operated by its members for their own economic benefit. Cooperatives helped farmers by offering lower prices than traditional retailers, which saved them money on equipment and supplies.

**ANALYTICAL**—Was the People’s Party limited to farmers? Why or why not? **(US.11.d)**

- » While most members of the People’s Party were farmers, the People’s Party championed many policies that appealed broadly to reform-minded voters, including a federal income tax, an eight-hour workday for non-farmers, the direct election of U.S. senators, and a national requirement to use secret ballots in elections.

**ANALYTICAL**—Was the People’s Party successful? Explain. **(US.11.d)**

- » Possible response: The People’s Party, although short-lived, was still very successful. It succeeded in electing populist candidates to local and state offices, and many of its policies were adopted and absorbed by the Democratic Party and by reformers during the early twentieth century.



**THINK TWICE**—How was the rise of the People’s Party a response to economic instability among Western and Midwestern farmers?

- » The People’s Party emerged from the Granger movement and the Farmers’ Alliance. These organizations formed to help farmers who were struggling with low crop prices

and rising debts. The People’s Party championed these issues by supporting policies such as the Free Silver Movement and using government funds to build silos to store excess grain.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “To what extent were the progressives successful in their goals?”

### Primary Source Feature: “Populist Party Platform, 1896,” page 189

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 189.**

**Introduce the source to students by reading the introductory text.** Remind students that a platform is the policies supported by a political party. Also, tell students that U.S. senators were elected by state legislatures, not by popular vote, until 1913, when the Seventeenth Amendment was ratified.

**Have students read the source.**

**SUPPORT**—Explain that *aggregated* means amassed or accrued. The phrase “aggregated wealth” refers to immensely wealthy people in the United States.

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What economic problems does the People’s Party platform address? What solutions does it suggest? (**US.5.b, US.11.d**)

- » The People’s Party platform addresses economic problems such as depressed crop prices and abusive railroad practices. To solve the former, the platform proposes “the free and unrestricted coinage of silver and gold” to cause inflation and raise crop prices. To solve the latter, the platform suggests that “the Government should own and operate the railroads in the interest of the people and on a non-partisan basis.”

**LITERAL**—According to the excerpt, why did the People’s Party want a graduated income tax? (**US.5.b, US.11.d**)

- » According to the excerpt, the People’s Party wanted a graduated income tax to make sure the wealthy would “bear [their] just proportion of taxation.”

**ANALYTICAL**—Which evidence from the excerpt suggests that the People’s Party wants to expand democratic participation? (**US.5.a, US.11.d**)

- » Evidence that suggests that the People’s Party is concerned about government corruption and thus wants to expand democratic participation includes the lines “We favor a system of direct legislation through the initiative and referendum” and “We demand the election of President, Vice-President, and United States Senators by a direct vote of the people.”

Activity Page



AP 1.1

## “The Progressive Era,” page 190

**Scaffold understanding as follows:**

**Have students read the section on page 190.**

**SUPPORT**—Review with students the impacts of laissez-faire economic policies that they read about in Topic 2. Remind students that limited government involvement in the economy meant that “captains of industry” were able to amass immense fortunes, sometimes by engaging in exploitative or unethical business practices that harmed their employees.

**SUPPORT**—Call attention to the sentence “Meanwhile, political machines such as Tammany Hall had elevated corruption to an art form at widespread state and local levels” at the end of the third paragraph. Explain that to elevate something to an art form means to do something with immense skill and creativity.

 **TALK IT OVER**—Although the wealth gap in the United States today is not as large as it was in the Gilded Age, it remains significant. Today, the country is home to many billionaires, including Elon Musk, Jeff Bezos, Bill Gates, and Warren Buffett. Some see this as a sign of capitalism at work, pointing to these individuals as examples of innovation, investment, and financial success that can drive economic growth and job creation. Others argue that the wealthiest Americans could or should contribute more than the current graduated income tax requires because additional tax revenue might help fund programs to support those living in poverty.

As a result, there are ongoing debates among policymakers and citizens. Some propose higher taxes on the wealthy to reduce inequality and fund public services, while others believe such measures could discourage investment and economic expansion. Have students debate or discuss the following with a partner or small group: How are the debates about wealth inequality in the Gilded Age similar to debates today? How are they different? Consider the causes of wealth inequality, the groups affected, and the solutions proposed in each era. (**US.2, US.6.a, US.6.b, US.6.d, US.11.d**)

**After students read the text, ask the following questions:**

**LITERAL**—What was the wealth difference between the richest Americans and all other Americans by 1890? (**US.11, US.11.d**)

- » By 1890, the richest 1 percent of Americans owned more wealth than the other 99 percent of Americans combined.

**LITERAL**—How did political progressives work to bring about social, economic, and political change? (**US.11.d**)

- » Political progressives worked to bring about social, economic, and political change by working to pass new laws, public policies, regulations, and rules to address the many issues that stemmed from rapid industrialization and urbanization.

 **THINK TWICE**—What is a political progressive?

- » A political progressive is a person who uses government activism to make social and economic change, including through passing new laws, policies, regulations, and rules.

## “The Muckrakers,” pages 191–192

Scaffold understanding as follows:

Have students read the section on pages 191–192.

**SUPPORT**—Call attention to the image of *McClure’s Magazine* on page 191, and read the caption aloud. Works by Mark Twain published in *McClure’s* include *Adventures of Huckleberry Finn*, *The Adventures of Tom Sawyer*, and *The Gilded Age: A Tale of Today*. *McClure’s* also published Jack London’s *The Call of the Wild* and Sir Arthur Conan Doyle’s *Sherlock Holmes*.

**DBQ SUPPORT**—Explain that President Theodore Roosevelt coined the pejorative term *muckraker* during a speech he gave in 1906, implying that many muckrakers focused too much on scandals and corruption and not enough on positive or optimistic developments. The term is a reference to “The Man with the Muck-Rake,” an illustration from a book called *Pilgrim’s Progress*. (Students can read an excerpt from the speech and examine the illustration in question in the Land of Liberty DBQ Workbook.) In his speech, Roosevelt explains, “There is filth on the floor, and it must be scraped up with the muck-rake; and there are times and places where this service is the most needed of all the services that can be performed. But the man who never does anything else, who never thinks or speaks or writes save of his feats with the muck-rake, speedily becomes, not a help to society, not an incitement to good, but one of the most potent forces for evil.”

**SUPPORT**—Note that the proliferation of accessible printed news coincided with steadily improving literacy rates in the United States. In 1870, approximately 80 percent of people aged fourteen and older could read and write. This number grew to 94 percent of the population by 1920. Display the data table “120 Years of Literacy” (scroll to the bottom of the web page), and allow students time to examine the decrease in illiteracy from 1870 to 1979. **(US.1, US.4, US.11)**

Online Resources



After students read the text, ask the following questions:

**ANALYTICAL**—How did the Second Industrial Revolution change the way people accessed and used information? Support your answers with examples. **(US.6.a, US.11)**

- » The Second Industrial Revolution introduced new technologies that made it faster and cheaper to produce newspapers, magazines, and books. As a result, more people could afford and access printed materials, which allowed news, data, and ideas to spread more widely than before.

**LITERAL**—What is a muckraker? **(US.11.d)**

- » A muckraker is an investigative journalist who “rakes the muck,” or brings society’s problems to light.

**INFERENTIAL**—Why do you think the term *muckraker* was originally used as a criticism? **(US.6.a, US.11.d)**

- » Possible response: Business owners and government officials likely resented muckrakers for exposing things they’d rather keep hidden, such as unfair or unsafe business practices and corruption.

✓ **THINK TWICE**—How were muckrakers able to attract as much attention to issues as they did?

- » Muckraking became popular around the same time that more people learned to read and had access to more printed materials. Muckrakers focused on issues they knew would interest many Americans, including those that impacted daily life, such as working conditions. Many muckrakers also wrote for publications that drew readers in by including not just exposés and other nonfiction but also fiction with a basis in reality; serialization also hooked readers and kept them paying attention.

## “Upton Sinclair and Food Safety,” page 192

**Scaffold understanding as follows:**

**Have students read the section on page 192.**

**SUPPORT**—Remind students about what they learned about the growth of ranching in Topic 1. Note that Chicago became a major center for meatpacking because it sat at the intersection of major rail lines and was close to farming communities in the Midwest.

**SUPPORT**—Upton Sinclair’s *The Jungle* inspired additional muckraking efforts, including exposing patent medicines, an early form of over-the-counter medicine, that purported to cure a range of maladies. In reality, these drugs often included harmful impurities as well as addictive substances that did far more harm than good.

DBQ **Note:** Students have the opportunity to read an excerpt from *The Jungle* in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—What did Upton Sinclair discover while working undercover in Chicago’s meatpacking industry? (**US.11.d**)

- » Sinclair discovered dangerous working conditions, animal cruelty, and unsanitary food processing practices while working undercover in Chicago’s meatpacking industry.

**ANALYTICAL**—What was Upton Sinclair’s original purpose for writing *The Jungle*? How did this differ from its actual impact? (**US.11.d**)

- » Sinclair’s original purpose was to raise public sympathy for workers in the meatpacking industry. Instead, *The Jungle* sparked public outrage over the unsanitary conditions in which food was being produced and increased public pressure on the federal government to pass new legislation. As Sinclair described it, “I aimed at the public’s heart, and by accident I hit it in the stomach.”

✓ **THINK TWICE**—Why was Upton Sinclair’s *The Jungle* significant?

- » Upton Sinclair’s *The Jungle* was significant because it drew national attention to the hazardous conditions that meat was being processed in and led to the passage of laws to prevent contaminated foods and drugs from reaching consumers.

## “Ida Tarbell and Standard Oil,” pages 192–193

**Scaffold understanding as follows:**

**Have students read the section on pages 192–193.**

**SUPPORT**—Ida Tarbell was one of the first women to graduate from Allegheny College in Pennsylvania and was the only woman in her class in 1880.

**SUPPORT**—Note that the three-month-long “Cleveland Massacre” that impacted Tarbell’s family marked the start of Rockefeller’s push to turn Standard Oil Company into a monopoly. During the so-called massacre, Rockefeller used the existence of the South Improvement Company and other tactics to threaten and intimidate twenty-two of his twenty-six competitors in Cleveland into selling their businesses to him. He then worked to monopolize production in other major refining centers, including Baltimore, Philadelphia, Pittsburgh, and New York.

**After students read the text, ask the following questions:**

**INFERENTIAL**—Why do you think Tarbell’s reporting on Standard Oil was popular? (**US.6.a, US.11.d**)

- » Possible response: With so little competition in the oil refinery industry, many people would have been directly impacted by the high prices that Rockefeller was able to charge.

 **THINK TWICE**—What types of details did Tarbell’s exposé reveal about Rockefeller and Standard Oil? What were the effects?

- » Tarbell’s exposé revealed Rockefeller’s use of corporate spies and the deceptive pricing practices he employed to drive rivals out of business. Her writing sparked public outrage and led to the eventual breakup of Standard Oil under the Sherman Antitrust Act.

## “Exposing Working and Living Conditions,” pages 193–194

**Scaffold understanding as follows:**

**Have students read the section on pages 193–194.**

Online Resources



**EXTENSION ACTIVITY**—Review the impact of Jacob Riis’s book *How the Other Half Lives*. Note that this was an important piece of muckraking journalism. Then have students work in pairs or small groups to browse the Library of Congress’s online exhibition *Jacob Riis: Revealing “How the Other Half Lives.”* Ask volunteers to identify the image that affected them most and connect it to what they read in Topic 2 about poverty and life in cities in the late nineteenth and early twentieth centuries. (**US.5.a, US.11.d**)

**SUPPORT**—Share with students that Crystal Eastman’s book investigated workplace accidents. While employers at the time claimed that workers caused 95 percent of accidents, Eastman’s research showed otherwise: 30 percent were the employers’ fault, 44 percent were *partially* the workers’ fault, and many “carelessness” cases involved young or inexperienced workers.

**After students read the text, ask the following questions:**

**LITERAL**—What were the effects of Jacob Riis’s work? **(US.11.d)**

- » Jacob Riis’s work shocked readers and spurred New York City’s government to establish the Tenement House Department and pass new laws, including one that required apartment buildings to be constructed with central courtyards so that interior apartments had access to natural light and fresh air.

**ANALYTICAL**—Why was Crystal Eastman’s work groundbreaking for the time? **(US.11.d)**

- » Crystal Eastman’s work was groundbreaking for the time because it showed that workers paid the greatest economic cost of workplace accidents and that workplace accidents were not primarily caused by workers, as was previously assumed.

 **THINK TWICE**—How did muckrakers impact workplace health and safety?

- » Muckrakers like Crystal Eastman investigated and exposed unsafe working conditions and the causes and costs of workplace accidents. This led corporations to institute new programs to make workplaces safer for employees.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “To what extent were the progressives successful in their goals?”

**“Triangle Shirtwaist Factory,” pages 194–196**

**Scaffold understanding as follows:**

**Have students read the section on pages 194–196.**

Online Resources



**SUPPORT**—Share with students the image of a shirtwaist. Explain that this was a buttoned blouse worn by women. As time allows, show students the video *The Triangle Shirtwaist Factory Fire*.

**SUPPORT**—Remind students that a sweatshop is a factory in which employees work for long hours in unsafe conditions for low wages.

**SUPPORT**—Note that the factory owners were charged with manslaughter after the fire but were acquitted at the end of the year. They also received a large insurance payout, \$400 per victim, only \$75 of which was paid to the families of the deceased.

**EXTENSION ACTIVITY**—Have students research the Uprising of 20,000, which took place two years before the Triangle Shirtwaist Factory fire and involved employees of the factory. Assign small groups to profile the different people and groups involved in the event, including Samuel Gompers of the American Federation of Labor (AFL), Anna Lemlich, and wealthy progressive women such as Anne Morgan and Alva Belmont. Then lead a discussion about the effectiveness and outcomes of the strike. Prompt student to answer the following question: In what ways did the problems faced by garment workers remain the same after the strike, and in what ways did they change? **(US.1, US.11.d)**

 **Note:** Students have the opportunity to read a survivor’s account of the Triangle Shirtwaist Factory fire in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—What were conditions like at the Triangle Shirtwaist Factory? Who worked there? **(US.11.d)**

- » The Triangle Shirtwaist Factory was a sweatshop that forced workers to work long hours in unsanitary conditions. Most of the employees were young immigrant women.

**ANALYTICAL**—What factors made the Triangle Shirtwaist Factory fire deadly? **(US.11.d)**

- » The factory had piles of scrap fabric all over the floor, which caused the fire to spread quickly. The lack of fire extinguishers and sufficient fire escapes meant that people could not put out or escape the fire safely. Additionally, the firefighters' ladder was too short to reach the tenth floor, leading workers to jump down elevator shafts and from the top stories of the building to escape.

 **THINK TWICE**—How did the Triangle Shirtwaist Factory fire lead to progressive reform?

- » After the Triangle Shirtwaist Factory fire, reformers and politicians used the outrage inspired by national press coverage of the event to pass new laws to prevent similar events from happening in the future, including new workplace health and safety regulations and fire codes.

**“Political Corruption,” page 196**

**Scaffold understanding as follows:**

**Have students read the section on page 196.**

**SUPPORT**—Remind students that Samuel Tilden was mentioned in Unit 1. Tilden was the Democratic presidential candidate in the disputed election of 1876. As part of the Compromise of 1877, Rutherford B. Hayes became president, and federal troops were withdrawn from the South.

**SUPPORT**—Call attention to the political cartoon on page 196, and read the caption aloud. Note that Thomas Nast was not technically a part of the progressive movement, but his depictions can still be considered through the lens of muckraking. Note that Nast, like many other historical figures, has a complicated legacy. He supported voting rights for African Americans, but he was virulently anti-Irish and anti-Catholic. Nast's illustrations and drawings in support of the Union and abolition during the Civil War earned him national attention, including from President Abraham Lincoln. Nast was the first to use an elephant to represent the Republican Party. However, he may be best known today as the creator of the modern depiction of the jolly, bearded, and rotund Santa Claus.

**SUPPORT**—Lincoln Steffens, Ida Tarbell, and other muckrakers formed their own magazine called *The American Magazine* in 1906. Steffens's writing highlighted how the corruption of political machines hurt both democracy and ordinary citizens, leading to poor public services, unsafe working conditions, and limited opportunities for the urban poor.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did Thomas Nast contribute to William Tweed’s conviction? (US.11.d)

- » Thomas Nast contributed to William Tweed’s conviction by exposing the corruption of Tammany Hall. Additionally, when Tweed was arrested in Spain, the authorities who captured him said they recognized him from Nast’s cartoons.

**LITERAL**—Who was Lincoln Steffens? How did he contribute to the progressive movement? (US.11.d)

- » Lincoln Steffens was a prominent anti-corruption muckraker. He contributed to the progressive movement by exposing municipal corruption and giving lecture tours around the country to help answer Americans’ questions about the unethical relationships between business and government.

 **THINK TWICE**—How were Thomas Nast and Lincoln Steffens similar?

- » Thomas Nast and Lincoln Steffens were both muckrakers whose published works exposed political corruption in cities.

**“Child Labor,” pages 196–197**

**Scaffold understanding as follows:**

**Have students read the section on pages 196–197.**

**SUPPORT**—Explain to students that in the late 1800s, some parents—especially those in low-income families—opposed child labor laws because the income their children earned was essential for survival.

**SUPPORT**—In 1941, the Supreme Court upheld the Fair Labor Standards Act in *United States v. Darby*, effectively overturning its earlier ruling in *Hammer v. Dagenhart*.

**EXTENSION ACTIVITY**—Divide the class into small groups. Assign half of the groups to research and analyze the arguments presented in the majority opinion of *Hammer v. Dagenhart* and the other half to research and analyze Justice Holmes’s dissent. Hold a class debate in which students consider the following questions: What constitutional precedents does the majority base its ruling on? What constitutional precedents does Holmes base his dissent on? In what ways are the texts similar and different? (US.3, US.5.a, US.5.c, US.11.d)

 **TALK IT OVER**—Discuss with students how during the Second Industrial Revolution, many children worked long hours in dangerous factories, mines, and other jobs. Progressive Era reforms tried to improve these conditions. Have students debate or discuss the following question with a partner or small group: Did the Progressive Era reforms do enough to truly protect children? Why or why not? Have the changes made since then completely solved the problem of child labor, or do challenges still remain? (US.2, US.11.d)

**After students read the text, ask the following questions:**

**LITERAL**—What question impeded the passage of stronger child labor laws during the Progressive Era? (US.11.d)

- » The question over what level of government—federal or state—had the responsibility to regulate child labor impeded the passage of stronger child labor laws.

Online Resources



**ANALYTICAL**—How was Lewis Hine similar to Jacob Riis? (US.11.d)

- » Lewis Hine, like Jacob Riis, was a photographer. He took photos of child laborers across the country. His work, like Jacob Riis's photos in *How the Other Half Lives*, led to increased pressure on lawmakers to take action.

**LITERAL**—What was the Keating–Owen Child Labor Act? Was it effective? (US.11.d)

- » The Keating–Owen Child Labor Act was passed in 1916 and made it illegal for factories, shops, and mines to ship products made by children under a certain age or by children under sixteen who worked more than eight hours a day or at night. The law was ultimately ineffective because it was overturned by the Supreme Court.

 **THINK TWICE**—What successes and failures did the progressives experience while attempting to outlaw child labor?

- » The progressives succeeded in bringing national attention to the issue of child labor. They also succeeded in passing laws to regulate child labor. Unfortunately, these laws were overturned by the Supreme Court.

**“Ida B. Wells and Anti-Lynching Reform,” pages 197–199**

**Scaffold understanding as follows:**

**Have students read the section on pages 197–199.**

**CORE VOCABULARY**—Point out the vocabulary term *lynching*, and explain its meaning.

**SUPPORT**—Explain that lynching is a violent public killing committed by a group of people without due process. Lynchings took many forms, including hangings, shootings, and burnings. Nearly five thousand African Americans were lynched in the United States between 1882 and 1968. While lynchings happened across the country, most were committed in the Deep South, typically considered Alabama, Georgia, Louisiana, Mississippi, and South Carolina.

**After students read the text, ask the following questions:**

**LITERAL**—How did Ida B. Wells get her start as an activist? (U.S.10.e, US.11.d)

- » Ida B. Wells got her start as an activist in 1891 after she published a series of newspaper articles under a pen name that expressed her views about the limited education opportunities available to African American students. Wells decided to become a journalist after she was fired from her teaching job for writing the articles.

**LITERAL**—In what areas did Ida B. Wells work as an activist, and in what organizations or movements was she involved? (U.S.10.e, US.11.d)

- » In addition to becoming a prominent anti-lynching advocate—including by pressuring legislators to pass federal anti-lynching legislation—Wells was active in the women's suffrage movement and cofounded the National Association of Colored Women in 1896. She was also a founding member of the National Association for the Advancement of Colored People (NAACP).

**ANALYTICAL**—Why was Ida B. Wells’s decision to investigate and publish her findings on the Moss case significant? (**U.S.10.e, US.11.d**)

- » Ida B. Wells’s decision to investigate and publish her findings on the Moss case (at risk to herself) was significant because her reporting revealed inconsistencies and prejudice in the legal system and brought national attention to the problem of lynching.

 **THINK TWICE**—How were Ida B. Wells’s goals similar to and different from those of other muckrakers?

- » Like other muckrakers, Ida B. Wells investigated and wrote about issues in American society. Unlike other muckrakers, Wells focused on issues related to racial inequality and civil rights. She worked to raise awareness of the horrors of lynching and supported a federal anti-lynching law.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “To what extent were the progressives successful in their goals?”

**Primary Source Feature: “‘Ida B. Wells in Town,’ *The Topeka State Journal*, 1895,” page 198**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 198.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Emphasize that Ida B. Wells was remarkably fearless. When asked by the reporter from the *The Topeka State Journal*, “Does it scare you any?” Wells smiled and replied, “I haven’t quit yet.”

**SUPPORT**—Explain that *expiate* means to make amends for something.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to the article, how has Ida B. Wells been personally affected by lynchings? (**US.5.a, US.11**)

- » The article explains that in addition to three of her friends being lynched in Memphis, “the daily papers advised that [she] be lynched,” and a committee “sacked” her office and “chased [her] business manager out of the city.”

**LITERAL**—According to Wells, how did people in the South justify lynchings? What is her response? (**US.5.b, US.11**)

- » Wells explains that people of the South claimed that the lynchings were “to expiate atrocious crimes on women and children.” To that, Wells responds that she has “indisputable evidence to prove that is not so.”

**ANALYTICAL**—Why does Wells make a point to explain that the telegraphs “are owned in the south by the people of the south”? (US.5.a, US.11)

- » Possible response: Wells makes this point to emphasize that the information that people in the North receive about lynchings is highly controlled. White Southerners own the means of communicating the news, which means they can change or omit information to create a specific narrative.

## “Social Reformers” and “Settlement Houses,” pages 199–201

**Scaffold understanding as follows:**

**Have students read the sections on pages 199–201.**

**SUPPORT**—Call attention to the line “These volunteers worked to improve the economic well-being of immigrants and help them adapt to American culture” in the first paragraph of the section “Settlement Houses.” Remind students of what they read earlier in Unit 2 about how anti-immigrant sentiments were often tied to concerns about immigrant assimilation (or lack thereof). Emphasize that assimilation often happens when a majority group imposes its culture on a minority group. Many immigrants *acculturated*, or adopted some aspects of mainstream American culture while still maintaining elements of their own culture.

**SUPPORT**—Hull House was named for Charles Hull, the man who built the mansion in 1856.

**SUPPORT**—Note that Jane Addams was a founding member of the National Child Labor Committee (NCLC) that students read about in an earlier section.

**SUPPORT**—Call attention to the photo on page 200, and read the caption aloud. Explain that tuberculosis, referred to as *consumption* in the past, is a highly contagious and serious illness that affects the lungs. Tuberculosis was the leading cause of death in the United States during the late 1800s and early 1900s, claiming one in seven Americans. It was especially common in urban areas, where close quarters and unsanitary living conditions allowed the disease to spread quickly from person to person.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did social reformers differ from muckrakers? (US.11.d)

- » Compared to muckrakers who worked to expose problems in the United States through investigative journalism, social reformers worked directly to improve the lives of people who were frequently unable to advocate for themselves.

**ANALYTICAL**—Why did settlement house workers live in the communities they served? (US.11.d)

- » By living in the communities they served, settlement house workers could learn firsthand about the conditions the urban poor faced and identify what they needed most. They could also learn about the distinct cultures of the populations they worked with while building trust.

**LITERAL**—How did the settlement house movement contribute to social and political reform? (US.11.d)

- » Members of the settlement house movement collaborated closely with neighborhood residents to successfully lobby for a juvenile court system, improved urban sanitation

measures, more playgrounds, factory safety laws, and legislation that protected female workers.

✓ **THINK TWICE**—How did settlement houses improve the lives of immigrants and the urban poor?

- » Settlement houses improved conditions by providing services such as education, job training, and childcare for immigrants and the urban poor. This helped them improve their economic situation and assimilate to American culture.

### **“Public Education and Health Reform” and “An Early Champion for Mental Health,” pages 201–203**

**Scaffold understanding as follows:**

**Have students read the section “Public Education and Health Reform” on pages 201–203.**

**SUPPORT**—Explain that *compulsory* means mandatory. Remind students that as public education became compulsory in the United States, the literacy rate of Americans increased. In 1880, 17.0 percent of people fourteen years of age or older were illiterate. This number dropped to 10.7 percent by 1900, to 6 percent by 1920, and then down to 4.3 percent by 1930.

**SUPPORT**—Remind students that cities constructed and improved sewer systems and introduced water treatment practices during the late 1800s and early 1900s; many of these changes were brought about in part by the efforts of progressive reformers.

**Have students read the sidebar “An Early Champion for Mental Health” on page 202.**

**SUPPORT**—Explain that an *almshouse* is synonymous with *poorhouse*, a privately owned home where poor people can live.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did vocational programs incentivize parents to keep their children in school? **(US.11.d)**

- » Vocational programs taught students specific trades. Parents were incentivized to keep their children in school so they would graduate with a skill that could set them up for a career.

**LITERAL**—Which factors contributed to public health concerns during the late 1800s and early 1900s? Who was especially susceptible to these issues? **(US.11.d)**

- » Insufficient plumbing, municipal sewers, and a lack of waste removal contributed to the rapid spread of diseases such as cholera, polio, tuberculosis, and typhus. Limited available health education worsened matters. Children and pregnant women were especially susceptible.

✓ **THINK TWICE**—Why did reformers work to expand public education during the Progressive Era?

- » Progressive reformers emphasized the importance of public education as a way to instill civic values and prepare children for democratic participation. Some reformers also viewed it as a tool to “Americanize” immigrant children by promoting the English language and mainstream cultural norms.

## “Civil Rights During the Progressive Era,” pages 203–205

**Scaffold understanding as follows:**

**Have students read the section on pages 203–205.**

**SUPPORT**—Take a quick survey of the class to see who has heard of the Supreme Court case *Brown v. Board of Education*. Invite students to share what they may know about the case. Explain that the ruling in *Brown* in 1954 struck down the precedent set by the Supreme Court in its *Plessy v. Ferguson* ruling. Students will read about *Brown v. Board of Education* in Unit 5.

Online Resources



**ACTIVITY**—Show the video *Plessy v. Ferguson* from the Bill of Rights Institute. After, have students work in small groups to read the text of the Fourteenth Amendment, encouraging them to paraphrase the amendment—and especially the equal protection clause—in their own words. Then have groups compare the findings of the Supreme Court in *Plessy* with their interpretations of the Fourteenth Amendment. **(US.5.a, US.5.c, US.11)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—Who was Homer Plessy? Why was he arrested? **(US.11)**

- » Homer Plessy was a man of mixed race recruited by the *Comité de Citoyens* to challenge Louisiana’s Separate Car Act. He was arrested when he refused to move from a “whites only” car to a train car reserved for African Americans.

**ANALYTICAL**—What was the reasoning behind the Supreme Court’s decision in *Plessy v. Ferguson*? **(US.11)**

- » The justices reasoned that segregation was not illegal as long as the facilities for different races were the same.

 **THINK TWICE**—Why was the ruling in *Plessy v. Ferguson* significant?

- » The ruling in *Plessy v. Ferguson* was significant because it upheld and reinforced Jim Crow laws and established the principle of “separate but equal.”

## Primary Source Feature: “*Plessy v. Ferguson*, 1896,” page 205

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 205.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Explain that to *commingle* means to blend into a single, indistinguishable whole.

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

Activity Page



AP 1.1

**After students have read the source, ask the following questions:**

**LITERAL**—How does the Supreme Court interpret the Fourteenth Amendment? (US.5.a, US.11)

- » The Supreme Court interprets the Fourteenth Amendment to mean that different races are equal “before the law.” However, they argue that the amendment was not “intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races upon terms unsatisfactory to either.”

**ANALYTICAL**—How does the Supreme Court justify its ruling in favor of segregation? (US.5.a, US.11)

- » The Supreme Court justifies its ruling in favor of segregation by explaining that it “do[es] not necessarily imply the inferiority of either race to the other” if the facilities provided for each race are equal.

**ANALYTICAL**—What legal precedent does the Supreme Court cite in its ruling? (US.5.a, US.11)

- » The Supreme Court cites the legal precedent that the judicial branch has upheld state laws that segregate public schools, meaning that segregation can also apply to transportation.

**“Booker T. Washington,” pages 206–207**

**Scaffold understanding as follows:**

**Have students read the section on pages 206–207.**

**CORE VOCABULARY**—Point out the vocabulary term *accommodationist*, and explain its meaning.

**SUPPORT**—Note that President Theodore Roosevelt invited Booker T. Washington to eat dinner with his family, making him the first African American to dine at the White House.

**SUPPORT**—Note that *accommodationist* comes from the word *accommodate*. The word *accommodate* has many meanings, including to make room or allow for something, to reconcile, to give something that another desires, or to make something suitable. In this context, some African Americans believed that Booker T. Washington was accommodating white Americans on several levels. Washington viewed his approach as a more pragmatic, long-term strategy that acknowledged the deep and pervasive racism of the time.

Online Resources



**Note:** Students have the opportunity to read an excerpt from Booker T. Washington’s “Atlanta Compromise” speech in the Land of Liberty DBQ Workbook. You may choose to have students listen to the audio file of Booker T. Washington delivering the speech during the lesson or prior to completing the DBQ activity.

**After students read the text, ask the following questions:**

**LITERAL**—What was the purpose of the Tuskegee Institute? (US.11.h)

- » The Tuskegee Institute was an academic and vocational school that taught African Americans subjects such as geography and applied mathematics while also training them for careers in carpentry, brickmaking, printing, and home economics.

**INFERENTIAL**—How do you think Booker T. Washington’s early life influenced his involvement with the Tuskegee Institute? **(US.6.a, US.11.h)**

- » Booker T. Washington was born into slavery. After emancipation, his family could not afford for him to attend school. He worked as a janitor to put himself through school, and after graduation, he became a teacher. These experiences likely encouraged him to become involved at the Tuskegee Institute to make it easier for other African Americans to obtain an education.

**THINK TWICE**—According to Booker T. Washington, how should African Americans during the late 1800s and early 1900s effect change?

- » Booker T. Washington encouraged African Americans to focus on education and economic security first before pushing for civil rights and social equality.

### “W. E. B. Du Bois,” pages 207–210

**Scaffold understanding as follows:**

**Have students read the section on pages 207–210.**

**SUPPORT**—Point out W. E. B. Du Bois’s quote “The problem of the twentieth century is the problem of the color line” at the end of the first paragraph. Explain that the “color line” is a metaphor for the various barriers that prevented African Americans and other minority groups from achieving political, economic, and social equality.

**SUPPORT**—Remind students of what they read about Booker T. Washington, and share that Du Bois was the one who coined the name “Atlanta Compromise” in reference to Washington’s speech. Ask: Why do you think W. E. B. Du Bois referred to Booker T. Washington’s speech as the “Atlanta Compromise”? (*Possible response: Du Bois believed Washington was compromising too much by essentially accepting white supremacy in return for economic advancement.*) **(US.11.j)**

**SUPPORT**—Call attention to the photo of the Niagara Movement on page 209, and read the caption aloud. Emphasize that the Niagara Movement rejected Booker T. Washington’s accommodationist approach.

**SUPPORT**—Provide additional context for the race riot in Springfield. On the evening of August 14, 1908, white inhabitants of Springfield, Illinois, initiated a race riot after reports that an African American man had assaulted a white woman and was being held in the city jail. Two African American men were indeed being held in the jail at that time. One was accused of the assault, and the other was accused of murdering a white mining engineer. After hearing of the accusation, a mob of people gathered at the jail, demanding to be able to take the two men out of the jail and kill them. However, police had already transferred the two men to another prison. When the mob learned the men were gone, they turned to violence against the entire African American community. Homes and businesses of African Americans were destroyed, and two men were lynched. The National Association for the Advancement of Colored People (NAACP) was created six months later, largely in response to the violence in Springfield.

**After students read the text, ask the following questions:**

**LITERAL**—Who was W. E. B. Du Bois, and how did he use data in his activism? **(US.11.j)**

- » W. E. B. Du Bois was a social scientist and activist. After graduating from Fisk University and Harvard, he gathered information and evidence to show, through charts and graphs, how racism limited opportunities for African Americans.

**LITERAL**—What was the goal of the Niagara Movement? (US.11.j)

- » The goal of the Niagara Movement was to demand direct action and immediate legal change to secure equal rights for African Americans.

**ANALYTICAL**—How did the Niagara Movement’s approach to equality differ from Booker T. Washington’s? (US.11.d, US.11.h)

- » The Niagara Movement opposed Booker T. Washington’s approach to equality through education and economic opportunity and instead pushed for direct action and immediate legal change.

**ANALYTICAL**—Why was the National Association for the Advancement of Colored People (NAACP) established? (US.11.j)

- » The NAACP was established in response to the Springfield riot. It fought to end segregation and worked on overturning existing discriminatory laws and passing new legislation to end discrimination against African Americans.

 **THINK TWICE**—How did W. E. B. Du Bois’s philosophy differ from that of Booker T. Washington?

- » Unlike Booker T. Washington, W. E. B. Du Bois emphasized the importance of fighting discrimination directly instead of accepting the status quo while focusing on educational and economic advancement.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “To what extent were the progressives successful in their goals?”

**Primary Source Feature: “*The Souls of Black Folk*, W. E. B. Du Bois, 1903,” page 208**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 208.**

**Introduce the source to students by reading the introductory material.** Note that *The Souls of Black Folk* is a collection of fourteen essays.

**Have students read the source.**

**SUPPORT**—Note that the word *Negro*, while acceptable in 1903, is no longer considered acceptable to use today.

**SUPPORT**—Explain that a *caste* is a rigid social class. Students may be familiar with this term as it relates to the history of Hinduism and India.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—What is W. E. B. Du Bois referring to when he identifies “the disfranchisement of the Negro” and “the legal creation of a distinct status of civil inferiority for the Negro”? (US.5.a, US.10.e, US.11.j)

- » W. E. B. Du Bois is referring to the ways African Americans were denied the right to vote through poll taxes, literacy tests, and other barriers; the passage of Jim Crow laws;

and the Supreme Court’s decision in *Plessy v. Ferguson* that established the principle of “separate but equal.”

**LITERAL**—What does W. E. B. Du Bois argue that Booker T. Washington’s views have done? (US.5.a, US.10.e, US.11.j)

- » Du Bois argues that Washington’s “propaganda has . . . helped [the] speedier accomplishment” of negative consequences for African Americans, including disenfranchisement and the loss of funds for African American education institutions.

**ANALYTICAL**—How does W. E. B. Du Bois challenge Booker T. Washington’s views? (US.5.a, US.10.e, US.11.j)

- » W. E. B. Du Bois challenges Booker T. Washington’s views by making the point that millions of African Americans without political rights who are forced into “a servile caste” are unlikely to “make effective progress in economic lines.” In other words, Washington’s goals of economic and educational advancement cannot be obtained without political equality and civil rights.

## “Historically Black Colleges and Universities,” page 211

**Scaffold understanding as follows:**

**Have students read the section on page 211.**

**SUPPORT**—Lincoln University was originally named Ashmun Institute; it was renamed in 1866 in honor of President Abraham Lincoln. William Wilberforce, for whom Wilberforce University was named, was a prominent member of British Parliament who helped end the British Atlantic slave trade.

**SUPPORT**—Note that many prominent individuals have graduated from HBCUs, including Katherine Johnson, Herman Cain, Dr. Martin Luther King Jr., Reverend Jesse Jackson, Thurgood Marshall, Toni Morrison, Samuel L. Jackson, Oprah Winfrey, and Kamala Harris.

**SUPPORT**—Remind students about the Morrill Land Act and the creation of land-grant universities, which they read about in Topic 1. Note that Southern University in Louisiana is a land-grant school.

**After students read the text, ask the following questions:**

**LITERAL**—When were the first HBCUs founded? (US.11.i)

- » The first HBCU, present-day Cheyney University, was founded in 1837. Three more HBCUs were established between 1851 and 1856.

**INFERENTIAL**—Why were most HBCUs founded after the Civil War through 1900 and primarily in the South? (US.6.a, US.11.i)

- » Most HBCUs were founded after the Civil War because formerly enslaved and free African Americans had new rights through the Reconstruction Amendments. HBCUs were founded primarily in the South because education was highly segregated in this part of the country.

✓ **THINK TWICE**—Why were Historically Black Colleges and Universities (HBCUs) founded during the 1800s and early 1900s?

- » HBCUs were founded to provide quality higher education to African American students at a time when they experienced discrimination at other colleges or universities.

## “Women’s Suffrage Movement,” page 212

**Scaffold understanding as follows:**

**Have students read the section on page 212.**

**SUPPORT**—Remind students that they read about the intersection of the abolition movement and women’s suffrage movement in Unit 1.

**SUPPORT**—Call attention to the political cartoon on page 212, and read the caption aloud. Ask: What perspective do you think the cartoonist held on women’s rights, and why? (Possible response: The cartoonist’s inclusion of a campaign poster for “Susan Sharp-Tongue” and the surly-looking woman passing off a baby to a frightened-looking man suggests that the cartoonist was opposed to women’s rights.) (US.5.a, US.5.b, US.11.m)

**After students read the text, ask the following questions:**

**LITERAL**—When did the push for expanded rights for women first begin? (US.11, US.11.m)

- » Women began campaigning for their rights before the United States was an independent country. Phillis Wheatley published poems in support of the Patriot cause, and Abigail Adams urged her husband to consider women’s rights.

✓ **THINK TWICE**—How were the abolition movement and the women’s suffrage movement connected?

- » Many women were involved in the abolition movement. However, they themselves were denied full political participation because of their gender. Increasingly, female abolitionists recognized that to make meaningful change, both for enslaved people and in other areas of reform, they would need to secure their own political rights, too.

## “The Seneca Falls Convention of 1848,” pages 213–214

**Scaffold understanding as follows:**

**Have students read the section on pages 213–214.**

**SUPPORT**—Reread the quote from the Declaration of Sentiments: “We hold these truths to be self-evident: that all men and women are created equal.” Then refer students back to the excerpts from the Declaration of Independence in Unit 1, Topic 1. Ask students how the statement from the Declaration of Sentiments is similar to and different from the beginning of the Declaration of Independence. (It is the same as the Declaration of Independence except for the addition of “and women.”) (US.3)

In addition to borrowing language from the opening to the Declaration of Independence, the Declaration of Sentiments also borrows from its general structure by including a list of grievances. Remind students that the Declaration of Independence included the colonists’ grievances against King George III and British Parliament.

**After students read the text, ask the following questions:**

**LITERAL**—Who were Lucretia Mott and Elizabeth Cady Stanton, and how did their experiences at the World Anti-Slavery Convention in London inspire them? **(US.11.k)**

- » Lucretia Mott and Elizabeth Cady Stanton were abolitionists. While at the World Anti-Slavery Convention in London, they and other women in attendance could only watch from a balcony. This experience inspired them to fight for women’s rights.

**LITERAL**—What were some of the grievances outlined in the Declaration of Sentiments? **(US.11.k)**

- » The Declaration of Sentiments identified such grievances as the inability to vote, the requirement to obey laws that women had no part in making, and limited property rights.

**ANALYTICAL**—Was Elizabeth Cady Stanton’s prediction “In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule” accurate? Why or why not? **(US.6.b, US.11.k)**

- » Stanton’s prediction was accurate; few newspapers took the Seneca Falls Convention and the demands of its attendees seriously, and some articles openly mocked the women for demanding voting and property rights.

 **THINK TWICE**—Why did Elizabeth Cady Stanton write the Declaration of Sentiments?

- » Elizabeth Cady Stanton wrote the Declaration of Sentiments to address the wrongs committed by men against women and to demand women’s equality and suffrage.

**“Susan B. Anthony” and “The Temperance Movement,” pages 214–217**

**Scaffold understanding as follows:**

**Have students read the section “Susan B. Anthony” on pages 214–217.**

**CORE VOCABULARY**—Point out the vocabulary term *suffragist*, and explain its meaning.

**SUPPORT**—Susan B. Anthony received significant backlash for her criticism of President Lincoln and referred to the fallout as “the Winter of Mobs.” In one harrowing episode, Anthony was burned in effigy in New York.

**SUPPORT**—Lucy Stone was the first woman in the United States to keep her own name after she married. This was a protest against the unequal marriage laws of the time. She wished to keep her own identity after marriage and campaigned for others to do so, too.

**SUPPORT**—Call attention to the photograph on page 215, and read the caption aloud. Note that during the mid- to late 1800s and early 1900s, married women were generally barred from owning property or entering into their own contracts. Susan B. Anthony retained these rights as an unmarried woman.

**Have students read the sidebar “The Temperance Movement” on page 216.**

**SUPPORT**—Call attention to the temperance poster on page 216, and read the caption aloud. Prompt students to interpret the main message of the poster. (*Possible response: The message is that money spent on alcohol is money wasted and would be better spent on goods needed by a family.*) **(US.5.a, US.11)**



**SUPPORT**—Note that the word *temperance* is synonymous with moderation. Over time, the temperance movement became associated with complete abstinence from alcohol.

**SUPPORT**—Play the video *Carrie Nation: The Axe-Wielding, Bottle-Smashing Temperance Leader* for students. Ask students to react to the video, and encourage them to draw connections among approaches in the temperance movement, the women’s suffrage movement, and the “traditional gender norms” referenced in the video. **(US.5.a, US.6.b, US.11.m)**

**After students read the text, ask the following questions:**

**LITERAL**—What legal strategies did suffragists have at their disposal during this time? **(US.11.I)**

- » Legal strategies available to suffragists included campaigning at the state and national levels, proposing new legislation, lobbying voters supportive of their cause, and testing women’s rights in court.

**LITERAL/ANALYTICAL**—How did Susan B. Anthony attempt to test women’s rights in court? Was her strategy effective? Why or why not? **(US.11.I)**

- » Susan B. Anthony and about a dozen other women attempted to register to vote in New York and cast their ballots in the presidential election of 1872. The action was largely unsuccessful. Anthony and the others were arrested two weeks later. At the conclusion of the subsequent trial, the judge instructed the all-male jury to convict Anthony, and he sentenced her to pay a fine instead of serving jail time. This meant that Anthony couldn’t appeal her case and potentially reach the Supreme Court.

**ANALYTICAL**—How did Susan B. Anthony’s early experiences and reform work influence her involvement with the women’s movement? **(US.11.I)**

- » As a teacher, Anthony learned that women were paid significantly less than men. While working for the temperance movement, she realized that women’s voices counted less than men’s. These experiences led her to work to advance women’s suffrage and equality.

 **THINK TWICE**—What actions did Susan B. Anthony take to promote women’s suffrage, and how did her efforts help advance the movement?

- » Susan B. Anthony organized campaigns, gave speeches, and helped form national organizations like the National Woman Suffrage Association. She also worked to change laws, including by attempting to vote herself, which drew attention to women’s lack of political rights and helped build support for the suffrage movement.

### “Women’s Suffrage Organizations,” pages 217–218

**Scaffold understanding as follows:**

**Have students read the section on pages 217–218.**

**SUPPORT**—Refer back to the chart about the Fourteenth Amendment in Unit 1, Topic 3, and review its provisions with students. Note that racism was pervasive within the women’s suffrage movement. Despite having worked so hard for abolition, many educated white women, including Susan B. Anthony, believed that they should have voting rights ahead of formerly enslaved African American men. Some white suffragists were blatantly racist toward their African American counterparts; for example, Ida B. Wells was banned from speaking at the 1895 NWSA meeting in Atlanta because of her race. Have students compare this idea to those in the chart of women’s suffrage organizations on page 217.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: How did the fight for women’s suffrage show both continuity and change in the struggle for equality in the United States? Consider how women’s roles, strategies, and challenges evolved over time, as well as how leaders like Susan B. Anthony and Ida B. Wells addressed issues of race and politics. **(US.1, US.11.I, US.11.m)**

**SUPPORT**—Mary Church Terrell was one of many notable figures in the push for civil rights. Born in 1863 in Memphis, Tennessee, to parents who were formerly enslaved, Terrell responded to the racially based violence she saw around her by working to empower fellow African Americans through education and civic action. Terrell chose the motto “Lifting as we climb” for the National Association of Colored Women (NACW). Ask: What do you think this motto means? (*Possible response: This motto means that as African Americans advance their rights and work toward social, political, and economic equality, they help move each other forward along the way.*) **(US.11)**

**SUPPORT**—Note that while the name of the National Association of Colored Women reflected acceptable language during the late 1800s and early 1900s, the term *colored* is not considered acceptable today.

**After students read the text, ask the following questions:**

**LITERAL**—Why did the Fourteenth and Fifteenth Amendments divide members of the American Equal Rights Association? What was the effect of this divide? **(US.2, US.11.m)**

- » Some, including Lucy Stone and Frederick Douglass, argued that it would be difficult to gain suffrage for African American men and white women simultaneously and considered the Fifteenth Amendment to still be a step in the right direction. Meanwhile, Susan B. Anthony, Elizabeth Cady Stanton, and others opposed the Fifteenth Amendment because it did not provide for universal suffrage. This led Anthony and Stanton to form the National Woman Suffrage Association (NWSA) in 1869, while a pro-Fifteenth Amendment faction, including Lucy Stone, formed the American Woman Suffrage Association (AWSA) later that year.

**LITERAL**—Why did Harriet Tubman, Ida B. Wells, Mary Church Terrell, and others establish the National Association of Colored Women? **(US.11.m)**

- » African American women were largely excluded from other national suffrage organizations. Those who were allowed to join were forced to participate in segregated conventions and parades.

 **THINK TWICE**—How did the NWSA differ from the AWSA?

- » The NWSA allowed only female members and focused on a constitutional amendment for women’s suffrage and other reforms, while the AWSA allowed both female and male members and focused on securing women’s voting rights at the state level.

### **“The Anti-Suffrage Movement” and “The Movement Progresses,” pages 219–221**

**Scaffold understanding as follows:**

**Have students read the section “The Anti-Suffrage Movement” on page 219.**

**SUPPORT**—Call attention to the anti-suffrage cartoon on page 218, and read the caption aloud. Invite students to identify the various social norms that the cartoonist anticipates

changing as a result of universal suffrage. Note that social norms would change during the twentieth century for a variety of reasons, not just universal suffrage. Students will learn more about these changes in upcoming units. (US.1, US.5.b, US.11.m)

**Have students read the section “The Movement Progresses” on pages 219–221.**

**SUPPORT**—Call attention to the photo of Alice Paul’s supporters on page 219, and read the caption aloud. Note that the National Woman’s Party (NWP) engaged in civil disobedience, which is refusing to obey a law because it goes against one’s conscience. Students will learn more about the role of civil disobedience in effecting change, as well as the Equal Rights Amendment, in Unit 5.

**After students read the text, ask the following questions:**

**LITERAL**—Why did anti-suffragists oppose enfranchising women? What arguments did they make to support their cause? (US.11.m)

- » Anti-suffragists believed that women belonged in the home. They argued that women did not want the responsibility of staying informed and voting and that women already had too much to manage in the home. Some questioned the ability of women to make educated political choices, while others argued that enfranchising women would double the number of voters, contributing to increased election costs.

**LITERAL**—How did Carrie Chapman Catt contribute to the suffrage movement? (US.11.m)

- » Carrie Chapman Catt was an effective organizer whose strategies ultimately convinced President Woodrow Wilson of the immediate need for women’s suffrage.

 **THINK TWICE**—What obstacles did women face on their paths to suffrage and equality under the law?

- » Women faced opposition from anti-suffragists. They were arrested for protesting and picketing and faced abuse while in jail. Suffragists who went on hunger strikes were force-fed.

**Primary Source Feature: “Answering Objections to Women’s Suffrage, Alice Stone Blackwell, 1916,” page 220**

**Scaffold understanding as follows:**

 **Background for Teachers:** As the daughter of Lucy Stone and Henry Blackwell, Alice Stone Blackwell (1857–1950) lived and breathed the women’s suffrage movement from an early age. After graduating from Boston University in 1881, she began working for the AWSA publication *Woman’s Journal*. She later encouraged her mother to reconcile with the NWSA, leading to the eventual formation of the National American Woman Suffrage Association. In addition to fighting for women’s suffrage, Blackwell was also involved with the temperance movement, the NAACP, and the Women’s Trade Union League.

**Direct students to the Primary Source Feature on page 220.**

**Introduce the source to students by reading the introductory material.**

**Have students read the source.**

**SUPPORT**—Explain that a *feminist* is a person who believes in the equality of the sexes.



You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to Blackwell, why should women have suffrage? (**US.5.a, US.11.m**)

- » Blackwell argues that “the people who must obey the laws” and “pay the taxes” should have a say in who their lawmakers are and how their tax dollars are spent.

**LITERAL**—What arguments against women’s suffrage does Blackwell cite in her article? How does she refute them? (**US.5.a, US.5.b, US.5.c, US.11.m**)

- » Two arguments against women’s suffrage that Blackwell cites are that “women are too emotional” to vote and that “Suffragists and Feminists are the enemies of marriage and the home.” Blackwell refutes the first argument by noting that both men and women “are largely controlled by sentiment,” or influenced by their feelings, and cites specific examples of male American leaders who were influenced by sentiment. She refutes the second argument by explaining that the NAWSA supports marriage and the home and unanimously passed a resolution acknowledging that “the home is the foundation of the State” and that members “believe that woman’s ballot will strengthen the power of the home, and sustain the dignity and sacredness of marriage.”

 **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

## “Toward the Nineteenth Amendment,” pages 221–223

**Scaffold understanding as follows:**

**Have students read the section on pages 221–223.**

**SUPPORT**—Washington Territory granted suffrage in 1883, rescinded it in 1887, and restored it in 1910.



**SUPPORT**—Call attention to the maps on page 222, and read the caption aloud. Ask: Which parts of the country were early adopters of women’s suffrage? (*The Midwest and West were early adopters of women’s suffrage.*) Why do you think this was the case? (*Possible response: Westward expansion resulted in the creation of new communities and new opportunities for people in the United States that were very different from the more rigid social and political structures of the East.*) Explain that women in the West often took on responsibilities in farming, ranching, and running households in harsh frontier conditions, which demonstrated their capability and independence. As students observe the maps, have them discuss the significance of voting in school elections. Ask: Why is participating in elections, even at the school level, important? (**US.4, US.11.m**)

**SUPPORT**—As students will read in the next section, support for the Nineteenth Amendment among lawmakers increased as the country witnessed women’s contributions during World War I, such as working in factories, serving as nurses, and supporting the war effort.

**SUPPORT**—Have students compare the language of the Fifteenth and Nineteenth Amendments. How are they similar and different? Note that the amendments do not expressly give voting rights to African Americans or to women; rather, each prevents states from denying voting rights based on race (Fifteenth) or sex (Nineteenth). (*Both amendments*

state what the government cannot do: “deny” or “abridge” the right to vote. Both also note that Congress has the power to enforce the amendment. The main difference is the basis on which groups cannot be denied the right to vote.) (US.3, US.5.c, US.9.j, US.11.m)

**After students read the text, ask the following questions:**

**INFERENTIAL**—Why do you think some states extended women only partial suffrage instead of full suffrage? (US.6.a, US.11.m)

- » Possible response: Some states may have wanted to appease members of the suffrage movement, so they gave them partial suffrage rather than full suffrage. The states wanted to take a gradual approach to expanding women’s rights.

**ANALYTICAL**—Why was the election of Jeannette Rankin significant? (US.11.m)

- » Jeannette Rankin was the first woman elected to Congress.

**LITERAL**—When was the Nineteenth Amendment ratified? What does the Nineteenth Amendment do? (US.11.m)

- » The Nineteenth Amendment was ratified on August 18, 1920. The Nineteenth Amendment prevents the states from passing laws or taking actions that interfere with the right of an eligible citizen to vote based on their sex.

 **THINK TWICE**—How did the women’s suffrage movement lead to the passage of the Nineteenth Amendment?

- » Women won the right to vote through decades of organizing, protesting, and lobbying. Leaders like Carrie Chapman Catt used strategic campaigns and state-by-state efforts, while Alice Paul organized marches, protests, and hunger strikes to draw attention to the cause.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “To what extent were the progressives successful in their goals?”

### **“Politicians and the Progressive Era,” “Theodore Roosevelt,” and “Fighting Bob,” pages 223–228**

**Scaffold understanding as follows:**

**Have students read the section “Politicians and the Progressive Era” and the first six paragraphs of the section “Theodore Roosevelt” on pages 223–226.**

**SUPPORT**—Examine the table on page 224 with students. Explain that even though many Republicans in the late 1800s and early 1900s claimed to favor laissez-faire economics, they were not always consistent in applying this belief. In practice, they often supported protective tariffs that would safeguard the interests of large domestic industries by indirectly raising the prices consumers paid on imported goods.

**SUPPORT**—Call attention to the political cartoon of Theodore Roosevelt on page 225, and read the caption aloud. The text in the cartoon reads, “Woodsman, spare that tree; / Touch not a single bough. / Funds would be scarce if we / Should ‘run amuck’—just now.” Explain that the phrase is typically written *run amok*, meaning to behave in an uncontrollable manner, but in this instance, the cartoonist’s spelling is especially appropriate given the time period.

Note that the woodsman is Philander C. Knox, a former corporate attorney who served as the U.S. attorney general under William McKinley and then under Theodore Roosevelt until 1904. Ask: What is the cartoonist communicating about Roosevelt? (*The cartoonist indicates that Roosevelt is being selective about which trusts he targets so that the economy is not adversely affected by the “busting” of too many large corporations.*) **(US.11.b, US.11.f)**

**Have students read the remainder of the section “Theodore Roosevelt” and the sidebar “Fighting Bob” on pages 226–228.**

**CORE VOCABULARY**—Point out the vocabulary terms *initiative*, *recall*, and *referendum*, and explain their meanings.

**SUPPORT**—Theodore Roosevelt’s characterization of canned meat as “embalmed beef” was alarmingly accurate. Meatpacking plants used formaldehyde, an embalming chemical and manufacturing preservative, to “preserve” spoiled meat before it was canned. Note that American soldiers fell ill, and in some cases even died, from consuming rotten canned beef that was supplied to the U.S. Army during the Spanish-American War, resulting in a national scandal.

**SUPPORT**—Call attention to the political cartoon of the meatpacking industry on page 227, and read the caption aloud. Note that the text at the bottom of the cartoon is from the Bible and reads, “Therefore I say unto you, Take no thought for your life, what ye shall eat, or what ye shall drink.” Ask: What practices of the meatpacking industry does this cartoon address? (*The cartoon addresses the use of chemicals and poisons to alter meat. It also speaks to the potential health risks caused by the meat, using words like “decayed,” “embalmed,” “putrefied,” and “tuberculosis.”*) How do you think people responded to this cartoon? (*People were likely horrified and disgusted. Many may have also been moved to demand government action.*) **(US.5.a, US.11.d)**

**SUPPORT**—Note that Yellowstone National Park, established in 1872, is the country’s first national park. Its creation was influenced by the Yosemite Act of 1864, which established the Yosemite Grant managed by the state government of California.

**SUPPORT**—Explain to students that a national monument is an area officially preserved and protected by the federal government because it is home to an object or place of historic or scientific interest and importance. Unlike national parks, which preserve large swaths of land, national monuments do not depend on land area and are typically smaller than national parks.

 **TALK IT OVER**—Have students return to the predictions they made about the type of president Theodore Roosevelt would be at the beginning of the topic. Have students debate or discuss the following question with a partner or small group: Were your predictions about Theodore Roosevelt accurate? Why or why not? **(US.6.a, US.11.f)**

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did Republican party bosses in New York recruit Roosevelt to run as William McKinley’s vice president? How did their efforts backfire? **(US.11.f)**

- » New York’s party bosses had selected Roosevelt to run for governor and were accustomed to controlling candidates and elected members of their party. Roosevelt, however, proved an enthusiastic government reformer who signed new laws that regulated corporations in the state and removed corrupt officials from office. Party bosses endeavored to get rid of him by making him William McKinley’s vice president; this backfired when McKinley was assassinated and Roosevelt became the U.S. president.

**ANALYTICAL**—How did Roosevelt differ from past presidents? Explain in your own words what Roosevelt meant by ensuring Americans had a “square deal.” (US.11.f)

- » Unlike past presidents who embraced laissez-faire policies, Roosevelt pushed for increased federal regulation of various industries, including mining, oil, and railroads. He believed that Americans deserved a “square deal,” by which he meant a level playing field with big corporations, so that they could better pursue individual success even in the face of massive corporate power. Roosevelt thought that increased federal regulation of certain industries was one way to do this, as was implementing consumer protection safeguards. He also began conserving land for use by the American public, not private companies.

**ANALYTICAL**—How did muckrakers influence Roosevelt’s support for consumer protection legislation like the Pure Food and Drug Act and the Meat Inspection Act? (US.11.d, US.11.f)

- » Upton Sinclair’s *The Jungle* raised both the government’s and the public’s awareness of food safety issues. This encouraged Roosevelt to pursue the passage and execution of official, strict food (and drug) safety regulations.

**LITERAL**—How did time in the Yosemite Valley influence President Theodore Roosevelt? (US.11.f)

- » Time in the Yosemite Valley influenced President Theodore Roosevelt to place more of the area under federal control. It also helped lay the groundwork for our system of national parks and monuments.

✓ **THINK TWICE**—How did Theodore Roosevelt advance progressive reforms during his presidency?

- » Theodore Roosevelt advanced progressive reforms during his presidency by increasing federal regulations on industries, including the railroads; establishing new protections for consumers; and conserving and preserving nature through the Antiquities Act, the creation of national parks and wildlife refuges, and the designation of millions of acres of national forests.

## “William Howard Taft,” pages 228–230

**Scaffold understanding as follows:**

**Have students read the section on pages 228–230.**

**SUPPORT**—Remind students that an *injunction* is a court order that specifies an action a person or group must or must not take.

**SUPPORT**—Note that Taft was very different from his predecessor, both in stature and in energy. Whereas Roosevelt was constantly on the move, Taft operated at a much slower pace. According to historian Peri E. Arnold, for breakfast, Taft “typically ate a dozen eggs, a pound of bacon, and mounds of pancakes for breakfast, leaving him sluggish for most of the morning.”

**SUPPORT**—Remind students that progressives opposed high tariffs because they reduced competition and protected the interests of corporations and trusts, which they saw as monopolizing American industry and harming consumers.

**SUPPORT**—Call attention to the newspaper headline on page 230, and read the caption aloud. Remind students that Roosevelt was once a member of the Republican Party, like Taft. Roosevelt’s decision to run against Taft divided the Republican vote rather than putting the full force of affiliated voters behind a single candidate. Combined, Taft and Roosevelt received about 1.3 million more popular votes than Wilson. Note that Eugene V. Debs also ran for president in 1912 as the Socialist Party’s nominee, receiving about 900,000 votes.

**After students read the text, ask the following questions:**

**ANALYTICAL**—Why were many progressive Republicans disappointed by Taft’s presidency? (US.11, US.11.d, US.11.f)

- » Progressive Republicans expected Taft’s presidency to be a continuation of Roosevelt’s; however, Taft was much more cautious than Roosevelt. He rarely pressured Congress to pass legislation, avoided appointing any progressives to his presidential cabinet, and failed to lower tariffs.

**ANALYTICAL**—Who was the more effective trustbuster, Roosevelt or Taft? (US.11, US.11.d, US.11.f)

- » Taft was the more effective trustbuster. His administration filed nearly twice as many antitrust lawsuits as the Roosevelt administration. The Taft administration also oversaw the dissolution of the Standard Oil Company in 1911.

**LITERAL**—What did the Sixteenth and Seventeenth Amendments do? (US.11)

- » The Sixteenth Amendment established a graduated federal income tax. The Seventeenth Amendment provided for the direct election of senators.

 **THINK TWICE**—How did President Taft contribute to Progressive Era reforms?

- » President Taft continued Theodore Roosevelt’s trust-busting efforts, expanded federal regulations over railroads and gave the ICC more authority over related industries, continued conservation efforts, and signed a law that established the Department of Labor.

## “Woodrow Wilson,” pages 230–232

**Scaffold understanding as follows:**

**Have students read the section on pages 230–232.**

**SUPPORT**—Woodrow Wilson was the first president since Andrew Jackson to have a foreign-born parent (President Barack Obama was the next president with a foreign-born parent) and, as of 2025, is the only president to have held a PhD. He was also the first president born in a Southern state since the Civil War.

**SUPPORT**—Explain that the Federal Reserve is the nation’s central banking system. Informally known as the Fed, the Federal Reserve was created in 1913 to address banking panics, a persistent issue in the American banking system at the time. A banking panic starts when people fear that their bank has insufficient funds to pay all of its depositors, leading them to rush to demand their own money back from the bank’s coffers. This mass behavior of withdrawing money all at once is known as a *bank run*. The fear of losing one’s money can then easily spread to other banks and create widespread economic turmoil. The Federal Reserve provides a backstop against banking panics by providing banks with

a place to store reserve funds (money that may be needed later) at a very low interest rate and by offering guaranteed short-term loans to help banks pay their depositors on demand. Students will read more about this in Unit 4, Topic 2.

**SUPPORT**—Remind students that the Keating–Owen Child Labor Act was overturned by the Supreme Court in 1918.

**SUPPORT**—Note that Wilson actively harmed the cause of civil rights for African Americans by hosting a special screening in the White House of *The Birth of a Nation*, a film that depicted Black people as unworthy of freedom and voting rights and the Ku Klux Klan as a heroic movement. The screening lent presidential legitimacy to the racist ideas featured in the film, reinforcing prejudice at a national level.

**After students read the text, ask the following questions:**

**LITERAL**—What was Wilson’s New Freedom program? (**US.11, US.11.d**)

- » Wilson’s New Freedom program was his domestic policy agenda, which focused on tariff, monetary, and antitrust reforms to help reduce inequality and promote economic opportunity for all Americans.

**ANALYTICAL**—How were the Clayton Antitrust Act and the Federal Trade Commission Act similar? (**US.3, US.11.b, US.11.d**)

- » Both acts expanded the federal government’s power to regulate business and prevent monopolies. The Clayton Antitrust Act clarified and strengthened existing antitrust laws to limit unfair business practices, and the Federal Trade Commission Act created the FTC, a government agency responsible for enforcing fair competition and protecting consumers.

 **THINK TWICE**—How did Woodrow Wilson’s domestic policies address the goals of progressive reformers?

- » Woodrow Wilson’s domestic policies addressed the goals of progressive reformers by strengthening antitrust legislation and by securing the eight-hour workday for interstate railroad workers, which then led to other industries adopting this practice. He also succeeded in passing legislation against child labor and eventually supported women’s suffrage by endorsing the ratification of a constitutional amendment extending the right to vote to women.

### **“The Progressive Legacy,” page 232**

**Scaffold understanding as follows:**

**Have students read the section on page 232.**

 **TALK IT OVER**—Revisit the Framing Question, “To what extent were the progressives successful in their goals?” Assign students one of two positions: “The progressives were largely unsuccessful in achieving their goals” or “The progressives were largely successful in achieving their goals.” Have students use what they have learned during Topic 3 to debate their positions in small groups or as a whole class. Encourage students to build their arguments using claims, reasoning, evidence, counterclaims, and rebuttals. (**US.6.a–d, US.11.d, US.11.f, US.11.h, US.11.j–m**)

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “To what extent were the progressives successful in their goals?”



## CHECK FOR UNDERSTANDING

### Ask students to:

- Write a short answer to the Framing Question: “To what extent were the progressives successful in their goals?”
  - » Key points students should cite include: Muckrakers exposed issues in American society, resulting in the passage of tenement reform and food safety laws, improved workplace safety, and the dissolution of the Standard Oil Company; the National Child Labor Committee lobbied for the passage of laws to end child labor, resulting in the Keating–Owen Child Labor Act of 1916, but it was later overturned by the Supreme Court; Booker T. Washington advocated for African Americans to improve their education and economic standing in lieu of agitating for equal political rights; W. E. B. Du Bois challenged Booker T. Washington’s accommodationist views and helped establish the Niagara Movement and the NAACP to push back against the *Plessy* decision and rigid Jim Crow laws; the women’s suffrage movement worked for decades to obtain universal suffrage, but it was not granted until the Nineteenth Amendment in 1920; progressive presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson acted to rein in corporations, expand protections for labor, and conserve and preserve the environment.
- Choose three Core Vocabulary words (*populism, bimetallism, cooperative, platform, lynching, accommodationist, suffragist, initiative, recall, referendum*) and use them in sample sentences related to the Progressive Era.

To wrap up the lesson, invite several students to share their responses.

Activity Page

You may wish to assign Domain Vocabulary: Unit 2 (AP 3.1) for homework.



AP 3.1

# Teacher Resources

**Topic Assessments: Unit 2**

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- Answer Key: Unit 2** **246**

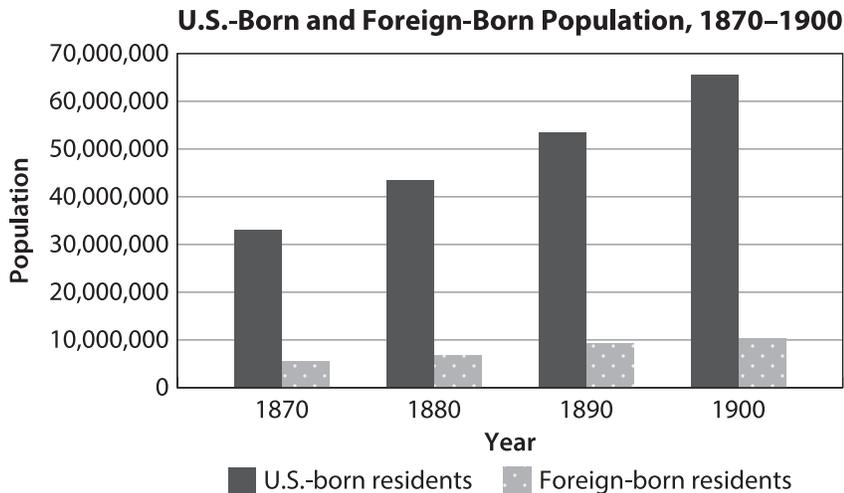
## Assessment: Topic 1—*The Western Frontier*

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**A. On your own paper, write the letter that provides the best answer.**

1. Which effects resulted from the Homestead Act of 1862? Select the **two** correct answers. (US.2, US.8.d, US.11.a)
  - a) It eliminated multiple barriers for territories to achieve statehood.
  - b) It reduced the “proving up” requirements established by programs.
  - c) It accelerated the displacement of Native communities from their lands.
  - d) It offered unprecedented landownership opportunities to different groups.
  - e) It led to the creation of overland routes such as the Oregon and Santa Fe Trails.
2. How did the discovery at Sutter’s Mill in 1848 impact westward settlement? Select the **two** correct answers. (US.11.a)
  - a) It caused a historic mass migration.
  - b) It encouraged investment in shipping.
  - c) It attracted ranchers rather than farmers.
  - d) It increased the pace of western expansion.
  - e) It persuaded most migrants to settle in Oregon rather than California.
3. Why did many Exodusters choose to settle in Kansas after Reconstruction? (US.11.a)
  - a) It offered high-paying jobs in local industries.
  - b) It was promoted by land speculators from the East.
  - c) It had a milder climate than the South and fertile farmland for crops.
  - d) It represented hope for a better and freer future for African American settlers.
4. What role did the federal government play in the construction of the transcontinental railroad? (US.11.a)
  - a) It oversaw progress.
  - b) It supplied workers.
  - c) It passed legislation.
  - d) It built western tracks.
5. What was one of the key incentives provided by the Pacific Railway Act to encourage the construction of the transcontinental railroad? (US.11.a)
  - a) Companies received free materials.
  - b) Companies were awarded federal land.
  - c) Companies could hire workers without restrictions.
  - d) Companies were given exclusive rights to the railroads.

Use the graph to answer question 6.



6. Which statement is supported by the graph? (**US.4, US.11.c**)
- a) The foreign-born population nearly doubled between 1870 and 1900.
  - b) The native-born population saw its greatest jump between 1870 and 1880.
  - c) The native-born population grew at a slower rate than the foreign-born population.
  - d) The foreign-born population was more likely to live in cities than the native-born population.
7. What was the primary purpose of the Chinese Exclusion Act passed by Congress in 1882? (**US.11.c**)
- a) to promote immigration from China
  - b) to extend immigration rights to all non-laborers
  - c) to provide special documentation for diplomats
  - d) to prohibit Chinese laborers from entering the country.
8. Which of the following statements is true of the relationship between U.S. physical geography and developments of the nineteenth century? (**US.11.a**)
- a) Industrialization was constrained by which cities had access to waterways for shipping.
  - b) The telegraph helped Americans overcome communication challenges posed by extensive territory.
  - c) The limited economic opportunities of the Great Plains reduced the region's attraction to immigrants.
  - d) The destruction of land in the South following the Civil War led to western migration, including of the Exodusters.

Use the photos and the excerpt from an 1887 law to answer questions 9 and 10.

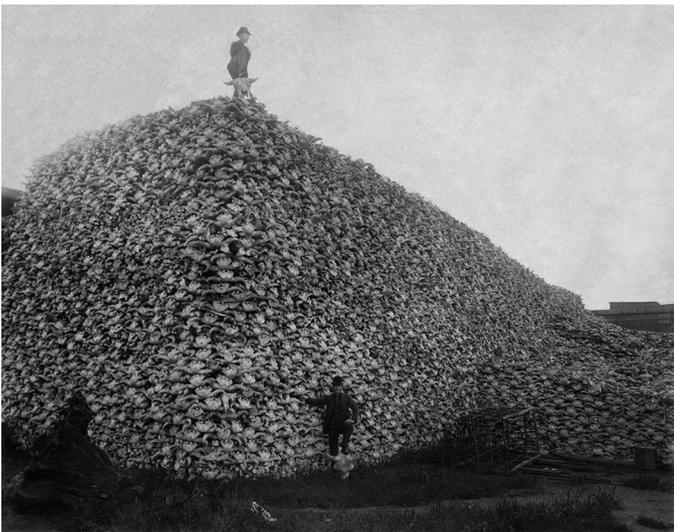


*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an act 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 thereon.*

—Dawes Act

9. Which federal policy is represented in the sources? (US.1, US.5.c, US.8.d, US.11.g)
- a) allotment
  - b) assimilation
  - c) termination
  - d) self-determination
10. What was an effect of the policy represented in the sources? (US.2, US.5.c, US.8.d, US.11.g)
- a) the decrease of traditional Native cultures
  - b) the widespread adoption of ranching
  - c) the expansion of Native sovereignty
  - d) the creation of the treaty system

Use the photograph to answer question 11.



11. What was the main cause of the decline in bison populations on the Great Plains, and what was one effect of this decline? (US.5.a, US.8.d, US.11.g)
- a) the construction of frontier forts; reduced rail traffic across the plains
  - b) the creation of the allotment system; growth of urban centers in the West
  - c) the completion of the transcontinental railroad; loss of traditional hunting
  - d) the introduction of a wage labor economy; gain of new economic opportunities

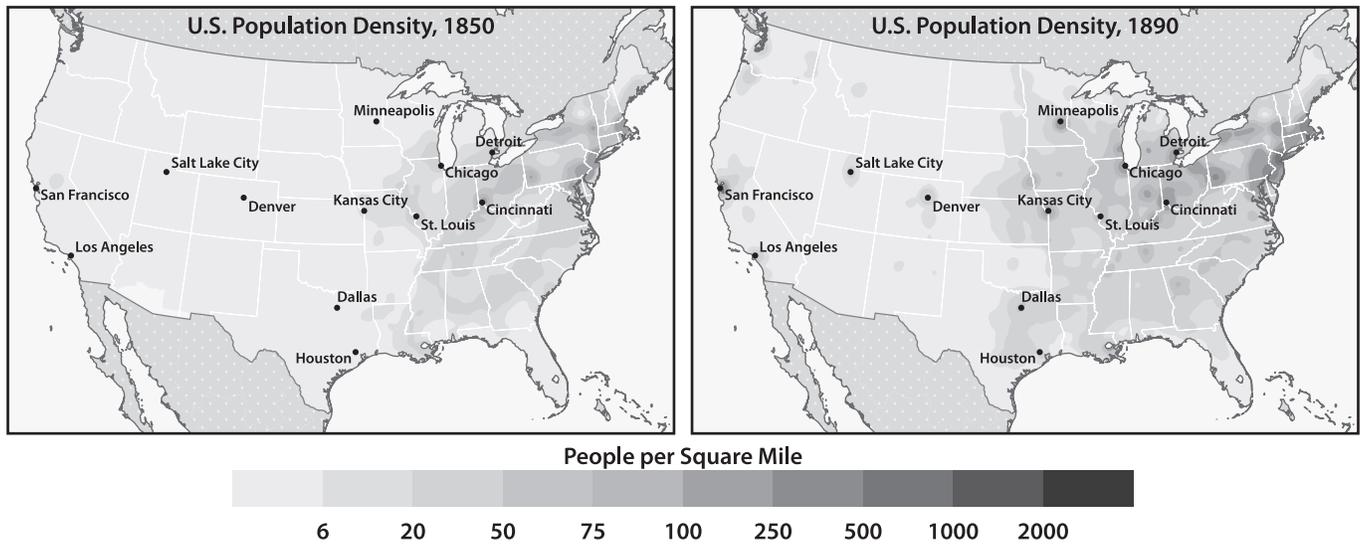
Use the photo of Native Americans performing a ritual activity on the Great Plains to answer question 12.



12. Which event resulted from the ritual activity shown in the photo? **(US.5.a, US.11.g)**
- a) the Dakota War
  - b) the Nez Percé War
  - c) the Wounded Knee Massacre
  - d) the Battle of the Little Bighorn
13. Which arguments were made by Americans who supported the Indian Appropriations Act of 1871? Select the **two** correct answers. **(US.11.g)**
- a) White settlers required more land.
  - b) Treaties were beneficial for western settlers.
  - c) Native Americans belonged to sovereign nations.
  - d) Native Americans were becoming U.S. dependents.
  - e) The U.S. government should protect Native American rights.
14. Which of the following statements is true of U.S. legislation concerning Native Americans in the second half of the nineteenth century? **(US.11.g)**
- a) The U.S. government shifted from a policy of assimilation to a focus on reservations.
  - b) Treaties became a more common tool for negotiations between the U.S. government and tribal nations.
  - c) U.S. officials put policies in place that undermined tribal sovereignty and reduced Native land use and traditions.
  - d) The U.S. government and tribal nations agreed to land allotments that made Native people less dependent on federal and state governments.

Use the maps to answer question 15.

### "Closing" the Frontier, 1850–90



15. What was an effect of the westward-spreading population density shown on this map? (US.4, US.11.a)

- a) the decline of westward migration
- b) an increase in densely populated cities
- c) a decrease in the population in the East
- d) an easing of tensions between U.S. settlers and Native Americans

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Describe how two different technologies affected westward expansion. (US.1, US.2, US.3, US.6.a, US6.c, US.8, US.11.a)

## Assessment: Topic 2—Industrialization, Immigration, and Urbanization

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**A. On your own paper, write the letter that provides the best answer.**

Use the illustration of an industrial innovation to answer question 1.

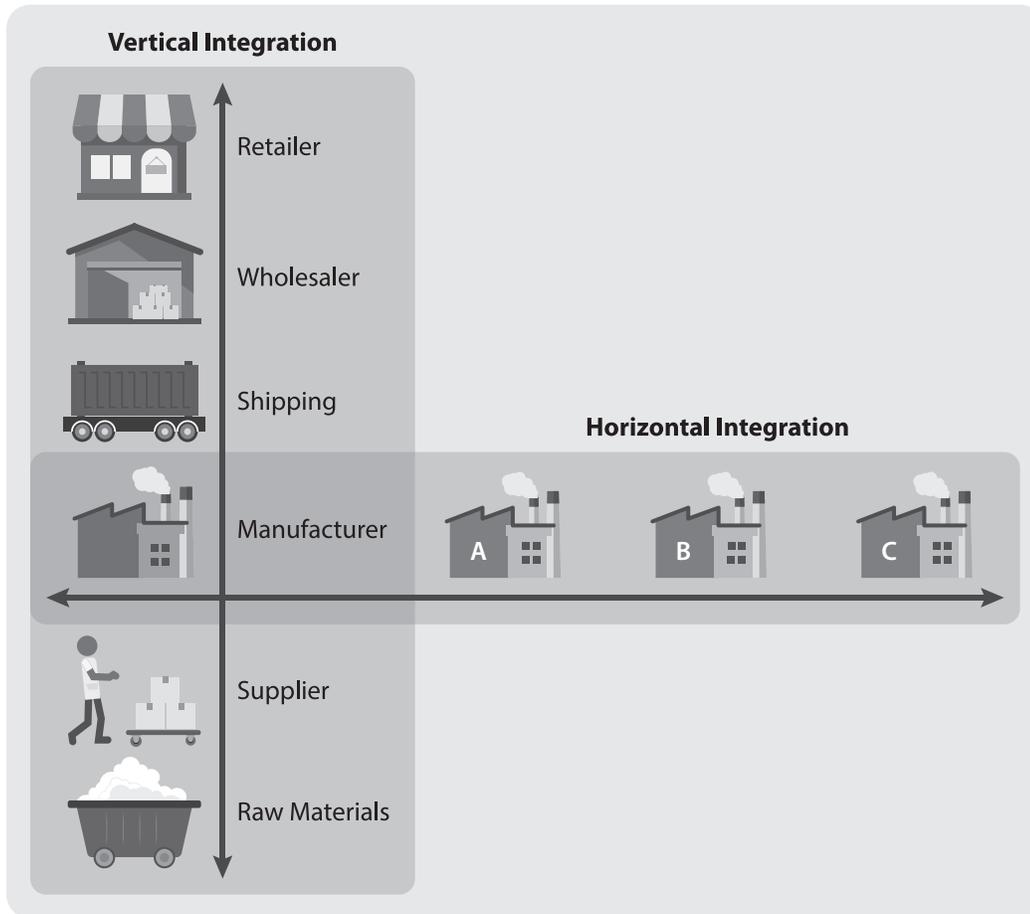


1. How did the innovation shown in the illustration impact industrialization? **(US.5.a, US.11.b)**
  - a) by producing inexpensive fuel sources
  - b) by making steel more efficient to produce
  - c) by simplifying the process to assemble parts
  - d) by introducing alternating currents to factories
2. Assembly lines and the introduction of interchangeable parts contributed to the development of \_\_\_\_\_. **(US.11.b)**
  - a) socialism
  - b) mass production
  - c) division of labor
  - d) employee satisfaction
3. Which of the following statements accurately describe a key difference between capitalism and socialism? **(US.11.b)**
  - a) Capitalism focuses on individual profit, while socialism focuses on individual economic freedom.
  - b) Capitalism seeks to distribute wealth more evenly, while socialism seeks to eliminate competition.
  - c) Capitalism promotes private ownership of industries, while socialism promotes communal ownership of industries.
  - d) Capitalism allows for widespread government involvement in the economy, while socialism encourages individuals to make most economic decisions.

4. Which developments helped improve efficiency in factory production during the Second Industrial Revolution? Select the **two** correct answers. (US.11.b)
- a) Each worker performed one specialized task.
  - b) Assembly lines moved production from task to task.
  - c) Employees received higher wages for longer workdays.
  - d) Machines replaced the need for skilled labor in all areas of work.
  - e) The location of factories and railroads in cities made production faster.

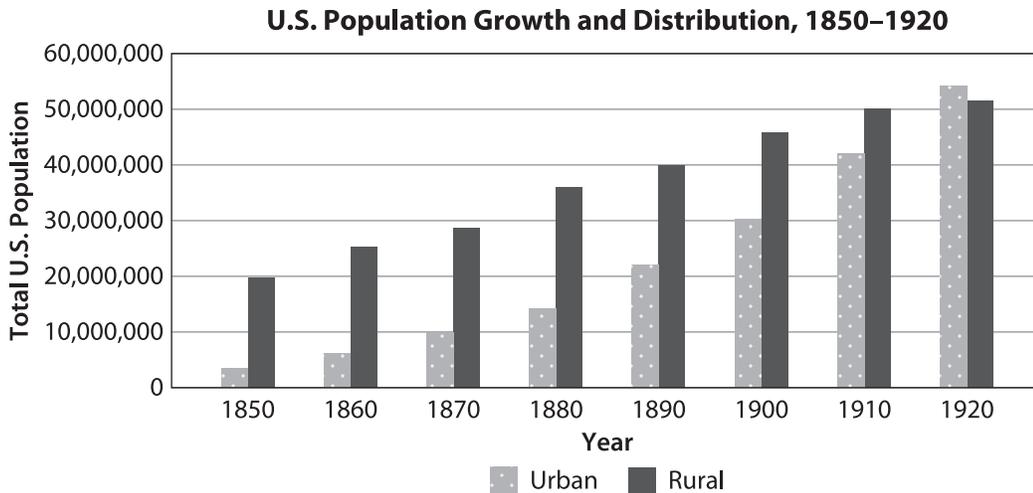
Use the image to answer question 5.

### Vertical and Horizontal Integration



5. Which of the following statements is true of horizontal integration? (US.5.a, US.11.b)
- a) It encourages competition by raising prices.
  - b) It encourages competition by allowing trusts to evolve.
  - c) It reduces competition by absorbing similar businesses.
  - d) It reduces competition by controlling all parts of the supply chain.
6. What was the primary purpose of Standard Oil evolving from a corporation to a trust? (US.11.b)
- a) to increase oil production
  - b) to reduce competition and control prices
  - c) to expand quickly into international markets
  - d) to improve the quality of oil-refining processes

Use the graph to answer question 7.



7. The trends in the graph were the result of increased \_\_\_\_\_. Select the **two** correct answers. (US.4, US.11.a, US.11.c, US.11.d)
- a) interstate trade
  - b) nativist sentiment
  - c) competition from trusts
  - d) mechanization on farms
  - e) demand for factory labor

Use the excerpt from a 1903 speech to answer question 8.

I shall ask the president in the name of the aching hearts of these little ones that he emancipate them from slavery. I will tell the president that the prosperity he boasts of is the prosperity of the rich wrung from the poor and the helpless. . . .

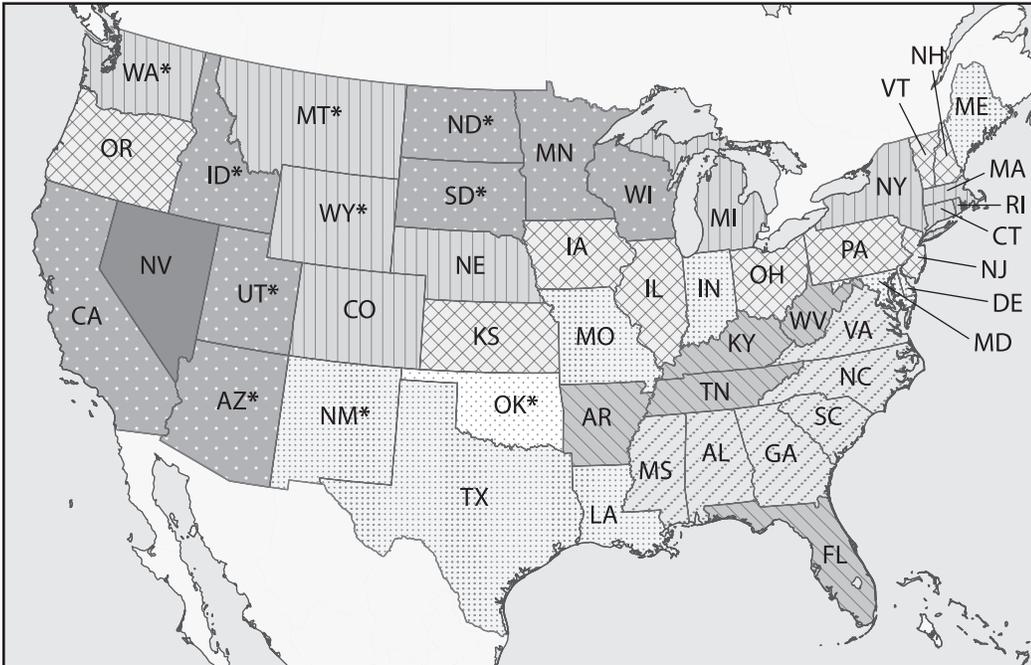
We are told that every American boy has the chance of being president. I tell you that these little boys in the iron cages would sell their chance any day for good square meals and a chance to play. These little toilers whom I have taken from the mills—deformed, dwarfed in body and soul, with nothing but toil before them—have never heard that they have a chance, the chance of every American male citizen, to become the president.

—Mother Jones

8. The primary purpose of this speech was to \_\_\_\_\_. (US.5.a, US.11.d)
- a) increase wages for unskilled workers
  - b) draw attention to the issue of child labor
  - c) petition for the right of labor to unionize
  - d) force industrialists to improve factory safety

Use the map to answer questions 9 and 10.

**Percentage of Foreign Population by State, 1880**



Key			
	No foreign population reported		10–20 percent of the population
	Less than 1 percent of the population		20–30 percent of the population
	1–5 percent of the population		30–40 percent of the population
	5–10 percent of the population		More than 40 percent of the population
* U.S. territory			

9. According to the map, which state had the highest percentage of foreign-born people? **(US.4, US.11.a, US.11.c)**
- North Carolina
  - Pennsylvania
  - Louisiana
  - Nevada

10. Which pull factor most likely drew immigrants to the state identified in question 9? **(US.4, US.11.a, US.11.c)**
- a) economic opportunity
  - b) political instability
  - c) religious freedom
  - d) ongoing famine

Use the photo to answer question 11.



11. The living conditions shown in the photo impacted urban populations by \_\_\_\_\_. **(US.5.a, US.11.d)**
- a) encouraging more people to immigrate
  - b) increasing costs for recent immigrants
  - c) contributing to the spread of disease
  - d) reducing the risk of large-scale fires

Use the cartoon of Boss Tweed by Thomas Nast to answer questions 12 and 13.



12. Which term best describes the individual shown in the cartoon? (US.5.a, US.11.d)
- a) party boss
  - b) industrialist
  - c) entrepreneur
  - d) political reformer
13. Which of the following were accomplished by corrupt political machines such as the one directed by the individual in the cartoon? Select the **two** correct answers. (US.5.a, US.11.d)
- a) funded some public projects
  - b) improved infrastructure in rural areas
  - c) increased transparency in government
  - d) provided services in exchange for votes
  - e) encouraged merit in hiring of public employees

Use the political cartoon published in 1894 to answer question 14.



14. What does the cartoon's portrayal of Eugene V. Debs as a king refer to? (US.5.a, US.5.b, US.11.d)
- a) his success in a recent political campaign
  - b) his leadership in a growing nationwide strike
  - c) his encouragement of violent and oppressive strike tactics
  - d) his victory in securing higher wages for Pullman employees

Use the excerpt from Theodore Roosevelt's "The Liberty of the People" speech to answer question 15.

The liberty of which Mr. Wilson speaks today means merely the liberty of some great trust magnate to do that which he is not entitled to do. It means merely the liberty of some factory owner to work haggard women over-hours for under-pay and himself to pocket the profits. It means the liberty of the factory owner who crowds his operatives into some crazy deathtrap on a top floor, where if fire starts, the slaughter is immense. . . . Men of this stamp are the men whose liberty would be preserved by Mr. Wilson. Men of this stamp are the men whose liberty would be preserved by the limitation of governmental power.

We propose, on the contrary, to extend governmental power in order to secure the liberty of the wage workers, of the men and women who toil in industry, to save the liberty of the oppressed from the oppressor. Mr. Wilson stands for the liberty of the oppressor to oppress. We stand for the limitation of his liberty thus to oppress those who are weaker than himself.

15. How would national labor unions of this era likely react to what is said in Roosevelt's speech? (US.5.a, US.11.d)
- a) They would agree that strikes often interfere with interstate commerce.
  - b) They would support Roosevelt's call for more government intervention in labor negotiations.
  - c) They would argue that the federal government should continue to stay out of labor negotiations.
  - d) They would highlight the federal government's recent reluctance to become involved in labor disputes.
- B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Explain one positive and one negative effect of the Second Industrial Revolution on the United States. (US.1, US.2, US.6.a, US.6.c, US.11.a, US.11.b, US.11.c, US.11.d)

## Assessment: Topic 3—Reform in the Late 1800s and Early 1900s

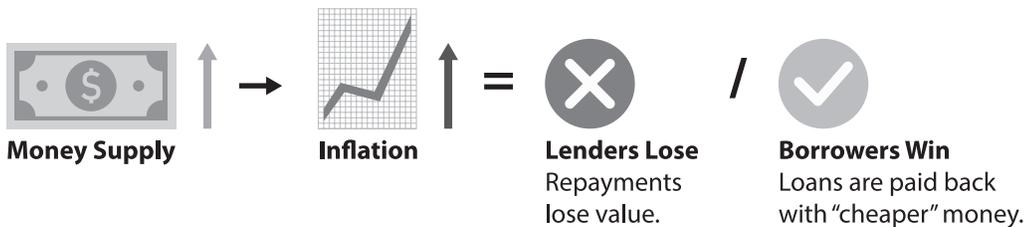
A. On your own paper, write the letter that provides the best answer.

Use the poster to answer question 1.



1. How did the organization shown in the poster benefit farmers on a national level? (US.5.a, US.11.b, US.11.d)
  - a) by increasing crop production
  - b) by extending low-interest loans
  - c) by lobbying for laws that restricted unfair railroad practices
  - d) by encouraging a switch from agricultural work to industrial jobs

Use the diagram to answer question 2.



2. How does this diagram reflect ideas within the Free Silver Movement? (US.5.a, US.11.b)
  - a) It shows how an increase in both the money supply and inflation benefits lenders.
  - b) It shows how an increase in inflation can lead to more expensive loan repayments.
  - c) It shows how federal intervention with the money supply can only hurt borrowers.
  - d) It shows how an increase in the money supply can make loan repayments worth less than the original loan.

Use the excerpt from the 1896 Populist Party platform to answer question 3.

We demand the free and unrestricted coinage of silver and gold at the present legal ratio of 16 to 1, without waiting for the consent of foreign nations. . . .

We demand a graduated income tax, to the end that aggregated wealth shall bear its just proportion of taxation, and we regard the recent decision of the Supreme Court relative to the income-tax law as a misinterpretation of the Constitution and an invasion of the rightful powers of Congress over the subject of taxation. . . .

The telegraph, like the Post Office system, being a necessity for the transmission of news, should be owned and operated by the Government in the interest of the people. . . .

We demand the election of President, Vice-President, and United States Senators by a direct vote of the people.

3. Which line from the excerpt supports the conclusion that the Populist Party wanted to expand democracy in the United States? **(US.5.a, US.11.d)**
- a) "We demand the free and unrestricted coinage of silver and gold."
  - b) "We demand a graduated income tax, to the end that aggregated wealth shall bear its just proportion of taxation."
  - c) "The telegraph, like the Post Office system, . . . should be owned and operated by the Government."
  - d) "We demand the election of President, Vice-President, and United States Senators by a direct vote of the people."

Use the excerpt from the writings of Ida Tarbell to answer question 4.

John D. Rockefeller is without question the most conspicuous type of our present dominating commercial man. "The most important man in the world" a great and serious newspaper passionately devoted to democracy calls him, and unquestionably this is the popular measure of him. His importance lies not so much in the fact that he is the richest individual in the world, with the control of property which that entails; it lies in the fact that his wealth, and the power springing from it, appeal to the most universal and powerful passion in this country—the passion for money.

4. This excerpt contributed to the \_\_\_\_\_. **(US.5.a, US.11.d)**
- a) passage of the Clayton Antitrust Act
  - b) dissolution of the Standard Oil Company
  - c) formation of the Carnegie Steel Company
  - d) creation of the Federal Trade Commission
5. What were the primary motivations and impacts of muckrakers in the early twentieth-century United States? Select the **two** correct answers. **(US.5.a, US.11.d)**
- a) to raise public awareness
  - b) to expose societal problems
  - c) to entertain the public with fictional stories
  - d) to promote government censorship of the press
  - e) to support the interests of wealthy industrialists

6. What was the primary impact of Crystal Eastman's book *Work Accidents and the Law* on workplace safety? (US.11.d)
- a) It highlighted challenges of factory owners.
  - b) It encouraged employers to ignore excessive safety regulations.
  - c) It convinced people to think of workplace injuries as a solvable problem.
  - d) It highlighted the need for more frequent and more in-depth factory inspections.

Use the photo of a protest in 1911 to answer question 7.



7. This and similar protests contributed to the passage of new \_\_\_\_\_. (US.5.a, US.11.d)
- a) urban sanitation laws
  - b) fire codes for factories
  - c) tenement building codes
  - d) workers' compensation laws

Use the excerpt from an 1896 Supreme Court ruling to answer question 8.

The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power.

8. Why was this ruling significant? (US.5.a, US.11)
- a) It made lynching a federal hate crime.
  - b) It upheld and reinforced Jim Crow laws.
  - c) It overturned railroad segregation policies.
  - d) It marked the end of the Niagara Movement.

Use the excerpt from *The Souls of Black Folk* by W. E. B. Du Bois to answer questions 9 and 10.

[This person] distinctly asks that black people give up, at least for the present, three things,—

First, political power,

Second, insistence on civil rights,

Third, higher education of Negro youth,—

and concentrate all their energies on industrial education, the accumulation of wealth, and the conciliation [placating] of the South. This policy has been courageously and insistently advocated for over fifteen years, and has been triumphant for perhaps ten years. As a result of this tender of the palm-branch, what has been the return? In these years there have occurred:

1. The disfranchisement of the Negro.
  2. The legal creation of a distinct status of civil inferiority for the Negro.
  3. The steady withdrawal of aid from institutions for the higher training of the Negro.
9. Which individual's views does the author challenge in this excerpt? **(US.5.a, US.11.h, US.11.j)**
- a) Ida B. Wells
  - b) Homer Plessy
  - c) Susan B. Anthony
  - d) Booker T. Washington
10. Based on the excerpt, the author would agree that African American leaders should \_\_\_\_\_.  
**(US.5.a, US.11.j)**
- a) actively pursue civil and political rights for all African Americans
  - b) accept short-term discrimination in the pursuit of social equality for all African Americans
  - c) focus on higher and industrial education to create economic security for African American communities
  - d) silently accept discriminatory laws while working to replace them with legislation focused on equal treatment

Use the excerpt from Alice Stone Blackwell to answer question 11.

The reasons why women should vote are the same as the reasons why men should vote—the same as the reasons for having a republic rather than a monarchy. It is fair and right that the people who must obey the laws should have a voice in choosing the law-makers, and that those who must pay the taxes should have a voice as to the amount of the tax, and the way in which the money shall be spent. . . .

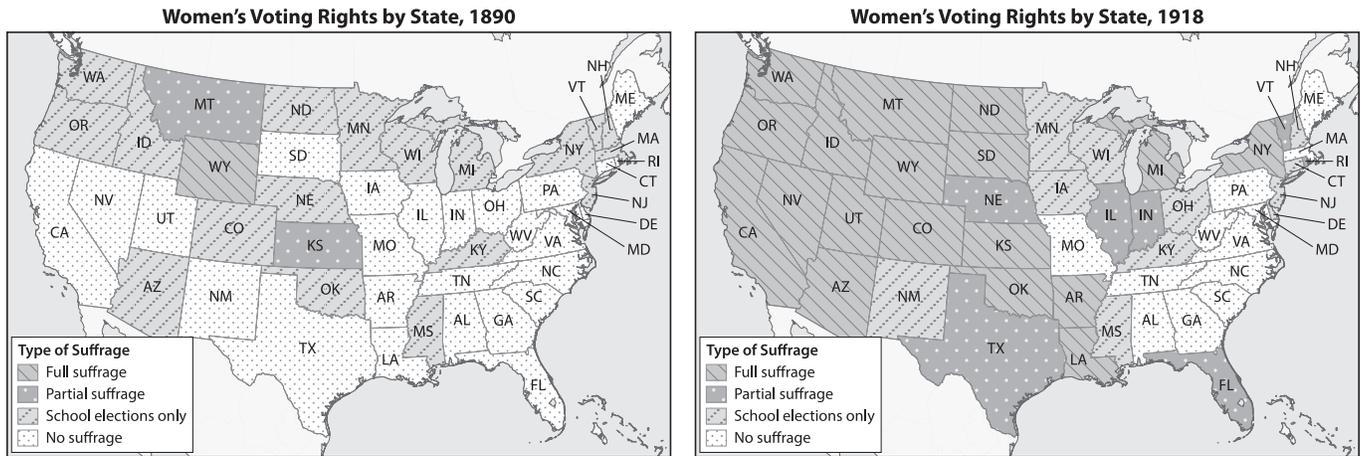
In thus taking a vote to get at the wish of the majority, certain classes of persons are passed over, whose opinions for one reason or another are thought not to be worth counting. . . . Is there any . . . good reason why no account should be taken of the opinions of women? Let us consider the reasons commonly given, and see if they are sound. . . .

*Women are too emotional and sentimental to be trusted with the ballot. . . .*

*Suffragists and Feminists are the enemies of marriage and the home.*

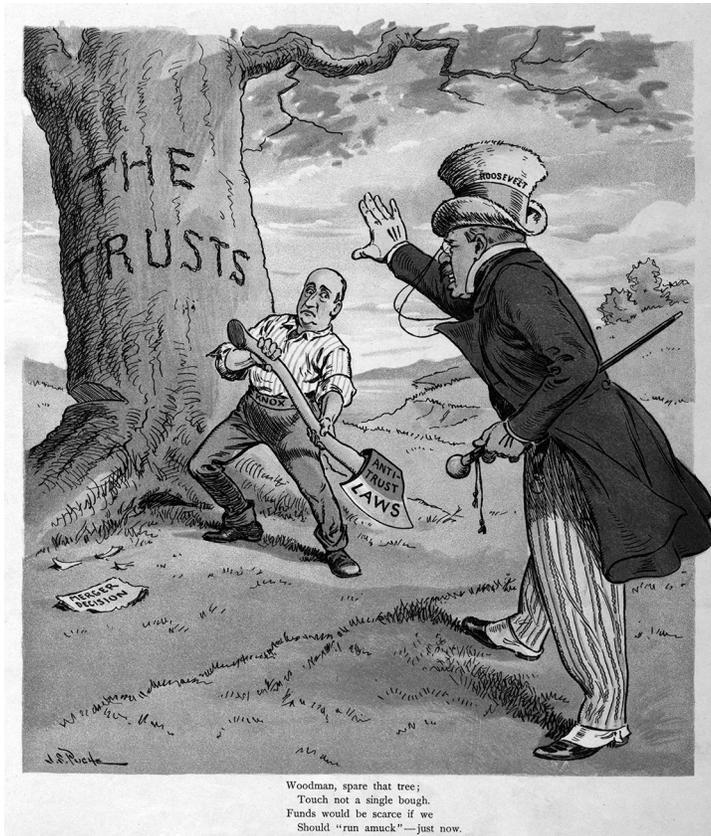
11. Based on Blackwell's arguments in favor of women's suffrage, what is one of her main points regarding the right to vote? **(US.5.a, US.11.m)**
- a) Women and men have different reasons for wanting to vote.
  - b) Women are correctly accused of being too emotional to vote.
  - c) Women's opinions should be included in policymaking decisions.
  - d) Women are not within the majority and therefore are left out of the franchise.

Use the maps to answer question 12.



12. Which statement is supported by the maps? **(US.4, US.11.m)**
- a) Midwestern states were the quickest to adopt women's suffrage.
  - b) Eastern states were the first to allow women's suffrage in school elections.
  - c) Women were more likely to have partial suffrage in Eastern states than Midwestern states.
  - d) Women were more likely to have full suffrage in Western states than Eastern states by 1918.

Use the political cartoon to answer question 13.



13. This cartoon expresses President Theodore Roosevelt's belief that trust-busting \_\_\_\_\_.
- (US.5.a, US.11.f)**
- a) is an aspect of environmental conservation
  - b) is the chief responsibility of the judicial branch
  - c) should be directed at the oil and railroad industries
  - d) should be limited to entities that hurt the public good

Use the list to answer question 14.

- Established federal conservation of U.S. mineral deposits
  - Filed dozens of antitrust lawsuits against corporations
  - Established the Department of Labor
14. Which individual is described by the list? **(US.11.d)**
- a) Theodore Roosevelt
  - b) Woodrow Wilson
  - c) William McKinley
  - d) William Taft

Use the chart to answer question 15.

Sherman Antitrust Act	Clayton Antitrust Act

- A Legalized labor unions, boycotts, and strikes
- B Outlawed monopolies and trusts to promote competition
- C Allowed the government to take legal action against trusts
- D Protected labor and farm organizations from antitrust prosecution

15. Which answer shows the correct distribution of statements to complete the chart? (US.11.b)

- a) Sherman Antitrust Act: B, C; Clayton Antitrust Act: A, D
- b) Sherman Antitrust Act: B; Clayton Antitrust Act: A, C, D
- c) Sherman Antitrust Act: A, D; Clayton Antitrust Act: B, C
- d) Sherman Antitrust Act: C, D; Clayton Antitrust Act: A, B

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Explain two ways in which the progressive movement succeeded. (US.1, US.6.a, US.6.c, US.11.d, US.11.f)

## Performance Task: *Revolutionary Advancement and Change*

**Teacher Directions:** The late nineteenth and early twentieth centuries were characterized by significant economic, political, and social change resulting from westward expansion and rapid industrialization, urbanization, and immigration.

Ask students to respond to the following prompt, using at least two of the four sources that follow. Some of these sources will be familiar to students from the Student Volume, while others will be new but connected to what they read in the Student Volume. Students can use the sources to support their claim and/or address counterclaims. Encourage students to also use information from their Student Volume in their responses.

### Prompt:

Did industrialization, westward expansion, or reform movements have the greatest impact on the United States during the late 1800s and early 1900s? Explain your choice. (**US.2, US.3, US.4, US.5.a–d, US.6.a–d, US.8.d, US.11.a–d, US.13.e**)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

<b>Sample claim:</b>	Of all the developments and events during the late 1800s and early 1900s, rapid industrialization had the greatest impact on the United States.
<b>Reason:</b>	Rapid industrialization introduced significant economic, social, and political changes to the United States.
<b>Evidence:</b>	<ul style="list-style-type: none"> <li>• “The Gospel of Wealth”: Andrew Carnegie argued that the wealthy, whose fortunes were in part generated by industrialization, had a moral obligation to give back to society by supporting public institutions through philanthropy.</li> <li>• Populist Party platform: The People’s Party emerged in response to changing conditions for farmers, including the effects of mechanization on labor demands and crop production. In addition to addressing agrarian interests, the People’s Party also advocated for an end to laissez-faire policies by promoting government ownership of railroads and increased democracy through the direct election of senators.</li> <li>• Theodore Roosevelt: He promoted progressive reforms to address social and economic inequalities, including trust-busting and conservation.</li> <li>• “The Wail of the Children”: Mother Jones explained how industrialization contributed to an expansion of child labor and the negative impacts of child labor practices in America.</li> <li>• <i>Shame of the Cities</i>: Lincoln Steffens contributed to the Progressive Era reform movement by investigating political corruption and corporate influence in American cities.</li> <li>• <i>The Jungle</i>: Upton Sinclair’s novel exposed unsanitary conditions in the meatpacking industry resulting from profit-motivated industrial practices, which sparked public outrage and resulted in the adoption of the Pure Food and Drug Act in 1906.</li> </ul>
<b>Counterclaim and answer:</b>	Some may argue that westward expansion had the greatest impact on the United States during the late 1800s and early 1900s because it dramatically reshaped the nation’s geography and demographics. Unlike industrialization, which primarily transformed urban centers, westward expansion opened vast new territories for settlement and resource extraction. However, industrialization eventually changed the economic, social, and political landscapes of the country in a more lasting manner than geographic expansion could, indirectly inspiring reform movements that reexamined those same landscapes.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: *Revolutionary Advancement and Change***

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The late nineteenth and early twentieth centuries were characterized by significant economic, political, and social change resulting from westward expansion and rapid industrialization, urbanization, and immigration.

Draw evidence from at least two of the four sources provided and from your reading in this unit to answer the following question:

Did industrialization, westward expansion, or reform movements have the greatest impact on the United States during the late 1800s and early 1900s? Explain your choice.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of U.S. history **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

## Source 1

### Homestead Act of 1862

*An effort by the federal government to encourage more Americans to move west, the Homestead Act provided 160 acres (0.6 sq km) to individuals who could “prove up” by living on and farming the land for a set period of time.*

An Act to secure Homesteads to actual Settlers on the Public Domain.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section or a less quantity of unappropriated public lands, upon which said person may have filed a preemption claim, or which may, at the time the application is made, be subject to preemption at one dollar and twenty-five cents, or less, per acre; or eighty acres or less of such unappropriated lands, at two dollars and fifty cents per acre, to be located in a body, in conformity to the legal subdivisions of the public lands, and after the same shall have been surveyed: *Provided*, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.*

**Source:** Homestead Act. Pub. L. No. 37-64, 12 Stat. 392 (1862).

## Source 2

### Populist Party Platform, 1896

#### The Finances . . .

2. We demand the free and unrestricted coinage of silver and gold at the present legal ratio of 16 to 1, without waiting for the consent of foreign nations. . . .

7. We demand a graduated income tax, to the end that aggregated wealth shall bear its just proportion of taxation, and we regard the recent decision of the Supreme Court relative to the income-tax law as a misinterpretation of the Constitution and an invasion of the rightful powers of Congress over the subject of taxation. . . .

#### Railroads and Telegraphs

1. Transportation being a means of exchange and a public necessity, the Government should own and operate the railroads in the interest of the people and on a non-partisan basis, to the end that all may be accorded the same treatment in transportation, and that the tyranny and political power now exercised by the great railroad corporations, which result in the impairment, if not the destruction of the political rights and personal liberties of the citizens, may be destroyed. Such ownership is to be accomplished gradually, in a manner consistent with sound public policy. . . .

4. The telegraph, like the Post Office system, being a necessity for the transmission of news, should be owned and operated by the Government in the interest of the people. . . .

#### The Referendum

We favor a system of direct legislation through the initiative and referendum, under proper Constitutional safeguards.

#### Direct Election of President and Senators by the People

We demand the election of President, Vice-President, and United States Senators by a direct vote of the people.

### Source 3

## “The Gospel of Wealth”

### Andrew Carnegie

*“The gospel of wealth” is a phrase coined by Andrew Carnegie. It refers to a philosophy outlined in an essay he wrote in 1889 with the same title, in which Carnegie articulated his beliefs about wealth, responsibility, and philanthropy in a rapidly industrializing United States.*

The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers [servants]. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. . . .

The price which society pays for the law of competition, like the price it pays for cheap comforts and luxuries, is also great; but the advantages of this law are also greater still than its cost—for it is to this law that we owe our wonderful material development, which brings improved conditions in its train. But, whether the law be benign [kindly] or not, we must say of it, as we say of the change in the conditions of men to which we have referred: It is here; we cannot evade it; no substitutes for it have been found; and while the law may be sometimes hard for the individual, it is best for the race, because it insures the survival of the fittest in every department. We accept and welcome, therefore, as conditions to which we must accommodate ourselves, great inequality of environment; the concentration of business, industrial and commercial, in the hands of a few; and the law of competition between these, as being not only beneficial, but essential for the future progress of the race. . . .

. . . The laws of accumulation [acquisition] will be left free, the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor, intrusted for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself.

**Source:** Carnegie, Andrew. “The Gospel of Wealth.” In *The Gospel of Wealth, and Other Timely Essays*. New York: Century, 1900, pp. 1, 4, 18.

## Source 4

### *The Souls of Black Folk*

**W. E. B. Du Bois**

Mr. Washington distinctly asks that black people give up, at least for the present, three things,—

First, political power,

Second, insistence on civil rights,

Third, higher education of Negro youth,—

and concentrate all their energies on industrial education, the accumulation of wealth, and the conciliation [placating] of the South. This policy has been courageously and insistently advocated for over fifteen years, and has been triumphant for perhaps ten years. As a result of this tender of the palm-branch, what has been the return? In these years there have occurred:

1. The disfranchisement of the Negro.
2. The legal creation of a distinct status of civil inferiority for the Negro.
3. The steady withdrawal of aid from institutions for the higher training of the Negro.

These movements are not, to be sure, direct results of Mr. Washington's teachings; but his propaganda has, without a shadow of doubt, helped their speedier accomplishment. The question then comes: Is it possible, and probable, that nine millions of men can make effective progress in economic lines if they are deprived of political rights, made a servile caste, and allowed only the most meagre chance for developing their exceptional men? If history and reason give any distinct answer to these questions, it is an emphatic *No*.

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their essays using the rubric.

Score	Scoring Description
4	<p>Response includes a <b>correct claim</b> about an event or development that had the greatest impact on the United States during the late 1800s and early 1900s. Response includes a <b>correct explanation</b> that addresses the prompt and includes references to two or more of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p>
3	<p>Student meets all criteria to earn a 4 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about an event or development that had the greatest impact on the United States during the late 1800s and early 1900s. Response includes a <b>correct explanation</b> that addresses the prompt and includes references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources, but not both.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about an event or development that had the greatest impact on the United States during the late 1800s and early 1900s. Response includes references to at least two of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources but does not explain the evidence.</p> <p>OR</p> <p>Response includes a <b>correct explanation</b> to address an event or development that had the greatest impact on the United States during the late 1800s and early 1900s. The explanation includes references to at least two of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p>
2	<p>Student meets all criteria to earn a 3 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about an event or development that had the greatest impact on the United States during the late 1800s and early 1900s with references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p> <p>OR</p> <p>Response includes a <b>correct explanation</b> to address an event or development that had the greatest impact on the United States during the late 1800s and early 1900s. The explanation includes references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.</p>

<b>1</b>	<p>Student meets all criteria to earn a 2 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about an event or development that had the greatest impact on the United States during the late 1800s and early 1900s but does not reference any <b>sources</b>.</p> <p>OR</p> <p>Response includes <b>correct information</b> that is not directly relevant to the prompt but demonstrates some content knowledge about events or developments that had an impact on the United States during the late 1800s and early 1900s, but it does not reference any <b>sources</b>.</p>
<b>0</b>	Response does not include any elements described above.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.1**

**Use with Topics 1–3**

**Primary Source Analysis**

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

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Topic 1**

**Native American Conflicts**

**Use the information in the Student Volume to detail the causes and effects of major conflicts with Native Americans during the mid-1800s.**

<b>Event</b>	<b>Date</b>	<b>Cause(s)/Effect(s)</b>
Dakota War		Cause(s): _____ _____ Effect(s): _____ _____
Sand Creek Massacre		Cause(s): _____ _____ Effect(s): _____ _____
Navajo Long Walk		Cause(s): _____ _____ Effect(s): _____ _____
Battle of the Little Bighorn		Cause(s): _____ _____ Effect(s): _____ _____
Wounded Knee Massacre		Cause(s): _____ _____ Effect(s): _____ _____
Nez Percé War		Cause(s): _____ _____ Effect(s): _____ _____



## Answer Key: Revolutionary Advancement and Change

### Topic Assessments

#### Topic 1

A. 1. c, d 2. a, d 3. d 4. c 5. b 6. a 7. d 8. b 9. b  
10. a 11. c 12. c 13. a, d 14. c 15. b

B.

Score	Scoring Description
4	Student correctly describes how <b>two</b> different technologies affected westward expansion.
3	Student correctly describes how <b>one</b> technology affected westward expansion.  AND  Student correctly identifies a <b>second</b> technology without describing it.
2	Student correctly identifies <b>two</b> different technologies that affected westward expansion but does not explain either.  OR  Student correctly describes how <b>one</b> technology affected westward expansion.
1	Student correctly identifies <b>one</b> technology that affected westward expansion but does not explain it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about the effects of technology on westward expansion.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

#### Topic 2

A. 1. b 2. b 3. c 4. a, b 5. c 6. b 7. d, e 8. b 9. d  
10. a 11. c 12. a 13. a, d 14. b 15. b

B.

Score	Scoring Description
4	Student correctly identifies and explains one positive <b>and</b> one negative effect of the Second Industrial Revolution.
3	Student correctly identifies and explains one positive <b>or</b> one negative effect of the Second Industrial Revolution.  AND  Student correctly identifies a <b>second</b> effect without explaining it.
2	Student correctly identifies one positive <b>and</b> one negative effect of the Second Industrial Revolution but does not explain either.  OR  Student correctly identifies and explains <b>one</b> effect of the Second Industrial Revolution.
1	Student correctly identifies one positive <b>or</b> one negative effect of the Second Industrial Revolution but does not explain it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about the effects of the Second Industrial Revolution.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

**Topic 3**

- A. 1. c 2. d 3. d 4. b 5. a, b 6. c 7. b 8. b 9. d  
10. a 11. c 12. d 13. d 14. d 15. a

B.

Score	Scoring Description
4	Student correctly identifies and explains <b>two</b> ways in which the progressive movement succeeded.
3	Student correctly identifies and explains <b>one</b> way in which the progressive movement succeeded.  AND  Student correctly identifies a <b>second</b> way in which the progressive movement succeeded without explaining it.
2	Student correctly identifies <b>two</b> ways in which the progressive movement succeeded but does not explain either.  OR  Student correctly identifies and explains <b>one</b> way in which the progressive movement succeeded.
1	Student correctly identifies <b>one</b> way in which the progressive movement succeeded but does not explain it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about the progressive movement.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

**Activity Pages**

**Primary Source Analysis (AP 1.1): Dawes Act, 1887**

**Content:** The Dawes Act is a piece of legislation passed by Congress. It explains that tribal lands will be broken into individual allotments and how.

**Creation:** U.S. Congress created this document in 1887.

**Communication:** The purpose of the source is to create a federal pathway for assimilating Native Americans into U.S. society by encouraging farming, private property ownership, and eventual U.S. citizenship.

**Context:** During the mid- to late 1800s, U.S. Native American policy shifted from removal and reservations toward assimilation, reflecting efforts to weaken tribal sovereignty and integrate Native peoples into Western culture.

**Connection:** By allotting land to individuals, the government tried to force Native Americans to adopt Western concepts of farming and property while simultaneously opening millions of acres of land formerly managed and used by Native peoples to white settlers.

**Consideration:** This document implies that traditional Native American concepts of landownership and collective landownership are inferior to mainstream American views of landownership.

**Conclusion:** This source illustrates both the U.S. government’s intent to assimilate Native Americans and the devastating consequences of that policy—massive loss of Native land and long-term damage to tribal cultures and sovereignty.

**Primary Source Analysis (AP 1.1): “The Wail of the Children,” Mother Jones, 1903**

**Content:** This excerpt is from a speech given during a march from Philadelphia to New York City. The speech describes the plight of child laborers working in mills around the United States.

**Creation:** This speech was created by child labor activist Mary Harris Jones, better known as Mother Jones, in 1903.

**Communication:** The purpose of the source is to draw national attention to the issue of child labor in the United States. The audience includes attendees at the march, the American public, and, ideally, the current president.

**Context:** Child labor was a major issue in the United States at this time. As many as 20 percent of children were employed at the turn of the twentieth century.

**Connection:** This speech connects to the context by describing in detail the effects of child labor on children and on American society.

**Consideration:** This speech expresses the point of view that children should not be employed and that child labor prevents children from living safe, happy lives and reaching their full potential.

**Conclusion:** This source demonstrates how industrialization led many children to be employed in unsafe conditions and illustrates the tension between industrial growth and social reform during the Progressive Era.

### **Primary Source Analysis (AP 1.1): “The Liberty of the People,” Theodore Roosevelt, 1912**

**Content:** This excerpt is from a campaign speech. In it, Theodore Roosevelt differentiates his views on liberty and fair labor from those of Woodrow Wilson.

**Creation:** This speech was created by Theodore Roosevelt in 1912.

**Communication:** The purpose of the source is to make Roosevelt appear to voters like a stronger presidential candidate than Woodrow Wilson by framing him as a man of the people rather than a man with the interests of big business at heart.

**Context:** The presidential election of 1912 was a three-way race between incumbent William Howard Taft (Republican), Woodrow Wilson (Democrat), and former president Theodore Roosevelt. Labor was an important issue during this time, as unions and workers pushed for a shorter workweek, safer workplaces, and better wages.

**Connection:** Roosevelt’s speech connects to the progressive movement for reform, highlighting the demand for government to serve ordinary people rather than big corporations.

**Consideration:** Roosevelt presents the point of view that government regulation is necessary.

**Conclusion:** This source helps me better understand American industrialization and its effects by highlighting the major issues that many Americans and their prospective leaders were concerned with at this time.

### **Primary Source Analysis (AP 1.1): Populist Party Platform, 1896**

**Content:** This is a platform statement from a political party. It identifies the People’s Party’s demands and

how they plan to address important issues facing the country if their candidates are elected.

**Creation:** This document was created in 1896.

**Communication:** The purpose of the source is to explain the Populists’ priorities to party members and prospective voters, including calls to nationalize the railroads, expand democratic participation, and introduce economic reforms.

**Context:** The People’s Party formed in 1892 from the Farmers’ Alliance. The Farmers’ Alliance wanted to introduce reforms that would help farmers and to improve other aspects of American life.

**Connection:** This document relates to this topic by showing the issues that the People’s Party championed during a presidential election in an era beginning to be characterized by reform efforts.

**Consideration:** This document expresses the point of view that there are many economic and political issues in the United States that need to be reformed. The word *tyranny* shows bias against the railroad companies.

**Conclusion:** This source contributes to my understanding of the Progressive Era by showing how people can work together to address issues that affect them and bring about change.

### **Primary Source Analysis (AP 1.1): “Ida B. Wells in Town,” *The Topeka State Journal*, 1895**

**Content:** This excerpt is from a newspaper article about Ida B. Wells visiting Kansas. The article includes an interview with Wells that describes her experiences with lynching in Tennessee and her anti-lynching campaign.

**Creation:** The source was created by a journalist in 1895.

**Communication:** The purpose of the source is to share the story and views of Ida B. Wells with readers. The audience was most likely African Americans and white Americans who supported political and social equality for Black people.

**Context:** After Reconstruction, Jim Crow laws spread across the South, stripping African Americans of rights and enforcing segregation. Lynching was a common form of racial violence, used to terrorize Black communities and silence those who resisted.

**Connection:** The source relates to the context by detailing why Wells began her anti-lynching campaign.

**Consideration:** The source is written from the perspective of someone who seems to be very supportive of Ida B. Wells.

**Conclusion:** The source shows an example of how progressives worked for change but did not always see immediate change happen. It demonstrates the urgency of Wells's campaign and the difficulties that reformers faced in achieving change.

### **Primary Source Analysis (AP 1.1): *Plessy v. Ferguson*, 1896**

**Content:** This excerpt is from a Supreme Court ruling. The case established the principle of "separate but equal" in the United States.

**Creation:** This ruling was issued by the Supreme Court in 1896.

**Communication:** The purpose of the source is to explain how a segregation law in Louisiana is upheld by the Supreme Court. The intended audience includes the plaintiff, the defendant, and other courts that will use this ruling as a precedent for future cases.

**Context:** After Reconstruction, Southern states enacted Jim Crow laws. Homer Plessy, who was of mixed race, was arrested in Louisiana for refusing to leave a "whites only" rail car. He appealed to the Supreme Court, seeking to overturn the state's segregation law.

**Connection:** The source relates to the context because the Supreme Court's ruling upheld and reinforced Jim Crow laws. It also emboldened Southern states to pass more restrictive laws.

**Consideration:** The ruling expresses the point of view that the Fourteenth Amendment only makes people equal under the law and that separate facilities for different races are legal as long as those facilities are more or less the same.

**Conclusion:** This source played an important role in establishing a legal principle that remained in effect for decades and had an immense impact on African Americans in the United States. It contributes to my understanding of history by showing how impactful Supreme Court rulings can be.

### **Primary Source Analysis (AP 1.1): *The Souls of Black Folk*, W. E. B. Du Bois, 1903**

**Content:** This excerpt is from an essay criticizing the accommodationist views of Booker T. Washington and presenting alternative ideas.

**Creation:** This source was published in 1903 by social scientist and civil rights leader W. E. B. Du Bois.

**Communication:** The purpose of the source is to challenge the views of Booker T. Washington. The intended audience includes African American people and white civil rights reformers.

**Context:** Booker T. Washington was an African American leader who believed that Black people should focus on education and economic advancement over political and social equality. W. E. B. Du Bois and other leaders disagreed with these views.

**Connection:** W. E. B. Du Bois's writing directly countered Washington's vision for African American advancement and explained that without full political rights, educational and economic advancement were not actually achievable.

**Consideration:** Du Bois expresses the point of view that African Americans should work to achieve equality in all areas of life simultaneously. Du Bois strongly critiques Washington's accommodationist approach.

**Conclusion:** This source demonstrates how progressives such as W. E. B. Du Bois laid the groundwork for social, political, and economic change. It helps contribute to my understanding of history by showing how people within the same movement often have differing views about how best to achieve certain goals.

### **Primary Source Analysis (AP 1.1): *Answering Objections to Women's Suffrage*, Alice Stone Blackwell, 1916**

**Content:** This excerpt is from a book that identifies arguments against women's suffrage and then provides rebuttals with reasoning and evidence to challenge them.

**Creation:** This source was created by Alice Stone Blackwell, a suffragist, in 1916.

**Communication:** The purpose of the source is to tell people why women should have the right to vote.

**Context:** The women’s suffrage movement began during the mid-1800s. By 1917, the majority of Western states had adopted full women’s suffrage, while many other states had adopted partial women’s suffrage.

**Connection:** This source relates to the context by revealing why some Americans were still resistant to women gaining the right to vote. It relates to what I already know by emphasizing just how challenging the push for women’s suffrage was.

**Consideration:** The source expresses the point of view that “the reasons why women should vote are the same as the reasons why men should vote.” Blackwell is biased in favor of the women’s suffrage movement.

**Conclusion:** The source shows how the women’s suffrage movement worked to achieve its goals. It contributes to my understanding of history by revealing the obstacles and opposition that women faced when trying to attain voting rights.

### **Domain Vocabulary: Unit 2 (AP 3.1)**

Possible responses:

**Terms:** transcontinental, industrialization, corporation

**Connection:** Although the Gold Rush was short-lived, people were still drawn to the West; to make moving people and goods easier, the federal government passed the Pacific Railway Act, which incentivized construction of the country’s first transcontinental railroad. As industrialization grew and the goods produced by massive corporations needed transport

to various markets, the railroad became even more important to the U.S. economy.

**Terms:** trust, monopoly, platform

**Connection:** During the Second Industrial Revolution, industrialists and entrepreneurs formed corporations that allowed them to avoid risk and create stability by protecting the financial interests of the corporation’s owners. In some instances, corporations evolved into trusts, or groups of corporations designed to reduce competition. Both corporations and trusts worked to build monopolies in their respective industries. In the early twentieth century, progressive president Theodore Roosevelt would make trust-busting part of his political platform.

**Terms:** strike, injunction, collective bargaining

**Connection:** These terms are related to the labor movement. In some instances, the courts issued injunctions against workers who went on strike. Unions organized worker strikes and used their strength in numbers to engage in collective bargaining with owners and managers.

**Terms:** urbanization, xenophobia, nativism

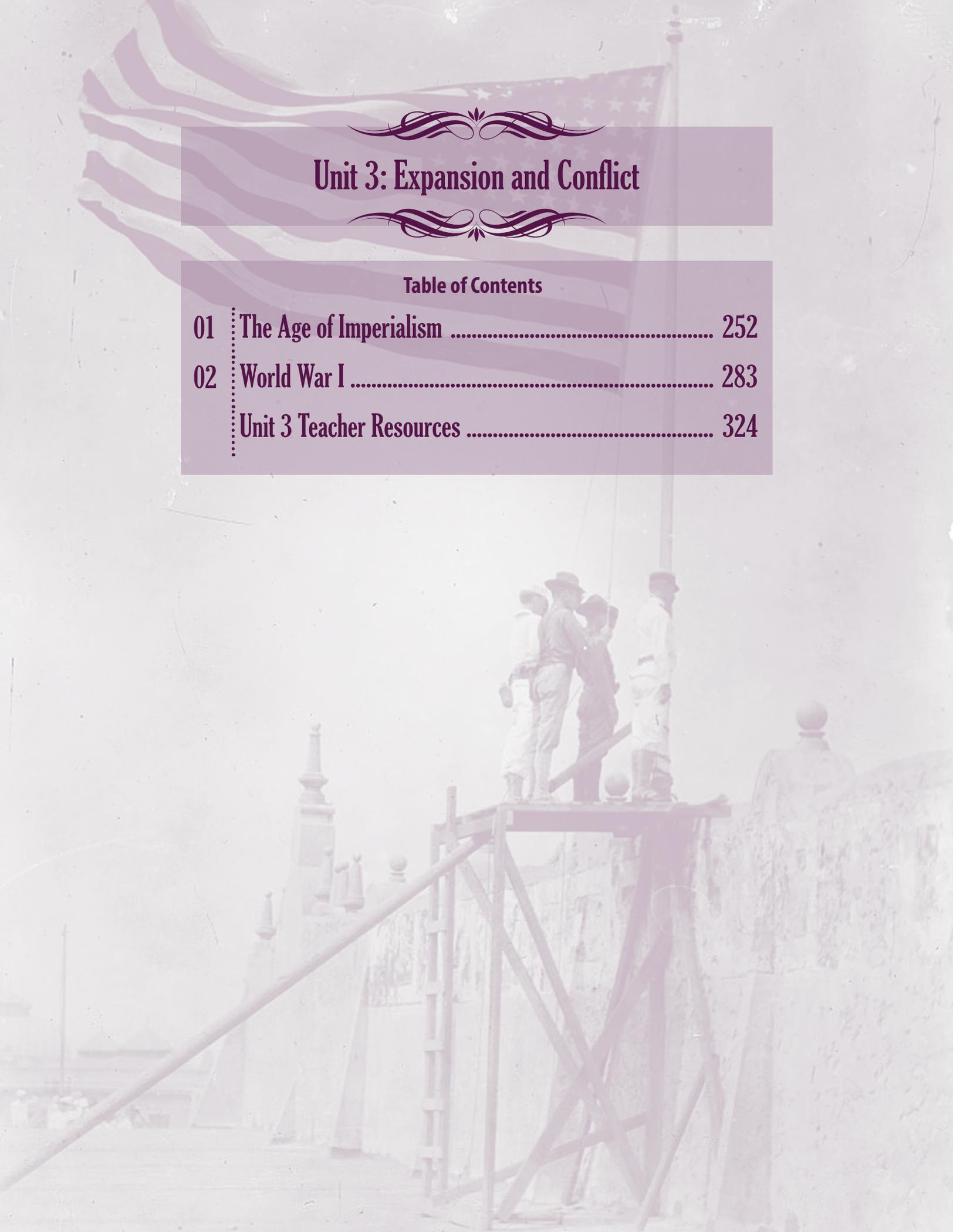
**Connection:** As urbanization swept regions of the country, some Americans reacted negatively to the arrival of immigrants attracted to U.S. cities by new industrial jobs; many immigrants experienced both nativism and xenophobia when interacting with native-born Americans.



**Unit 3: Expansion and Conflict**

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# TOPIC 1: The Age of Imperialism

**Framing Question:** What events and policies led to the United States becoming a world power?

## Primary Focus Objectives

- ✓ Describe the development of U.S. foreign policy and the United States' emergence as a major imperial power in the late nineteenth and early twentieth centuries. **(US.11)**
- ✓ Analyze the Monroe Doctrine, the Roosevelt Corollary, and other principles, actions, and policies that shaped American foreign policy in the late nineteenth and early twentieth centuries. **(US.11.e)**
- ✓ Explain the importance of the Spanish-American War, the acquisition of Hawaii and Alaska, the construction of the Panama Canal, and the U.S. expedition to capture Pancho Villa. **(US.11.e)**
- ✓ Analyze Theodore Roosevelt's life and presidency, including the Rough Riders and Roosevelt's "big stick" diplomacy. **(US.11.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *ambassador, imperialism, sphere of influence, protectorate, coup*.

## What Teachers Need to Know

**Online Resources** For background information, download the Land of Liberty Online Resource "About The Age of Imperialism":



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

**Activity Page**



AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- maps of Latin America, of the Canal Zone in Panama, the Philippines, Manila Bay, and the Caribbean
- image of the Yellow Kid
- political cartoon "The First Spadeful"

**Online Resources**



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the worksheet, maps, image, and cartoon may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**ambassador, n.** an official sent to represent their country's government abroad (234)

*Example:* African nations like Nigeria send ambassadors to the United States to represent their interests on the world stage.

**imperialism, n.** the practice of gaining power as a country by taking political and economic control over other areas of the world (235)

*Example:* The U.S. takeover of the Philippines after the Spanish-American War is an example of American imperialism.

*Variations:* imperialist (n., adj.), imperial (adj.)

**sphere of influence, n.** an area of the world where one country has strong political and economic influence and control (242)

*Example:* Countries within the United States' sphere of influence often buy American-made products.

**protectorate, n.** a country guarded and controlled by another country that is usually larger and more powerful (250)

*Example:* Cuba became a U.S. protectorate after the Spanish-American War, as the United States controlled many of its decisions even though Cuba was officially independent.

**coup, n.** the overthrow of an existing government by force (263)

*Example:* The new leaders were not elected; but rather, they seized power in a violent coup.

## THE CORE LESSON

### Introduce *Expansion and Conflict*

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Have students turn to the unit opener on page 233, and direct them to take a few minutes to review the opening image, the unit title, and the headings, sidebars, primary sources, and images in Topic 1. Invite students to share what they notice; you may choose to record this information in a list on the board or chart paper. Students will likely mention that the first image in Topic 1 shows a large ship traveling through a canal. Have students look more closely at this image. Explain that the ship is traveling through a canal, an artificial waterway in Panama built to allow ships to cross between oceans. Point out that locks, or special chambers that raise and lower ships, are used in canals like this to help ships move through areas where the land is not flat. Then have students discuss why shipping routes and canal travel might be important to expanding a nation's power. Students may suggest that control of shipping routes supports international trade and provides easier access to distant regions.

### Introduce "The Age of Imperialism"

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Review that Great Britain's overseas colonies included part of the territory that later became the United States, as students learned in Unit 1, Topic 1. Briefly review how Britain exercised control over these colonies, including how the nation attempted to control their economies. Explain that at the dawn of the nineteenth century, Britain and other European nations had large empires that included overseas colonies. However, during the nineteenth century, many colonies declared their independence. By the late 1800s, the United States was industrializing and growing wealthier and more powerful. As the country's economy grew, the United States extended its power and influence beyond the continent to noncontiguous territories around the world, such as Cuba, Guam, and the Philippines.

Call students' attention to the Framing Question. Tell students to look for events and policies that increased the United States' power over other countries and regions of the world.

## Guided Reading Supports for "The Age of Imperialism"



### "An Engineering Triumph," pages 234–235

**Scaffold understanding as follows:**

**Have students read the section on pages 234–235.**

**CORE VOCABULARY**—Point out the vocabulary terms *ambassador* and *imperialism*, and explain their meanings.

Online Resources



**SUPPORT**—Show the map of Latin America, and zoom in to have students identify Panama and Colombia on the map, including the location of the Panama Canal. Then show the close-up map of the Canal Zone in Panama, including the inset in the lower left-hand corner that shows Panama in more detail. **(US.4, US.11.e)**

**Reminder:** The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**SUPPORT**—Point out the term *nautical mile*, and explain that it is a measure of distance traveled on the water. If something is nautical, it relates to sailors or navigation. A nautical mile is not just an adjustment of the land mile but a different unit of measurement. It is based on Earth's latitude lines, which account for the planet's curvature. For this reason, a nautical mile is slightly longer than a mile on land.

**SUPPORT**—Point out the sentence "Prior to its completion, the project was daunting enough to seem virtually impossible." Explain that before it was finished, building the Panama Canal seemed like an overwhelming, almost impossible challenge. The project required digging through mountains, dealing with dangerous diseases like yellow fever, and coordinating thousands of workers. Many people thought it might never be completed because of how difficult it was.

**After students read the text, ask the following questions:**

**LITERAL**—What did construction workers need to do to build the Panama Canal? **(US.11.e)**

- » Construction workers had to create the world's largest human-made lake, cut through the natural boundary separating the river systems of two continents, and build massive locks to lift and lower boats safely.

**ANALYTICAL**—How did the United States benefit from building the Panama Canal? **(US.11.e)**

- » The Panama Canal opened up a much easier and faster trade route between the Atlantic and Pacific Oceans. The United States could more easily engage in overseas trade and boost global commerce. The project also showed the world that the United States had become a world power.

## “The United States Expands Its Global Influence,” pages 236–237

Scaffold understanding as follows:

Have students read the section on pages 236–237.

**SUPPORT**—Students may need additional clarification about how the economies of Latin American countries and the United States were linked through trade. If the United States had some degree of influence in a Latin American country, U.S. businesses and merchants could sell raw materials that came from Latin America (or finished goods made from these products) and earn profits from these sales. In general, when countries are connected economically, they tend to have a vested interest in each other’s stability and success.

Online Resources



**SUPPORT**—Review the map of Latin America. Point out that many independent countries in the area are former colonies of Spain or Portugal. Students briefly learned about some of these countries’ wars of independence in Unit 1, Topic 2, including those of Mexico, Chile, and Argentina. **(US.2, US.4)**

**SUPPORT**—Explain that a *coaling station* is a place for coal-powered ships to stop, refuel, and get food and supplies for the crew. These stations were necessary for long-distance shipping because if a ship carried enough coal to power it across the ocean, it would not have enough space to carry much cargo.

After students read the text, ask the following questions:

**LITERAL**—Why was Latin America important to the United States’ economic growth? **(US.2, US.11, US.11.e)**

- » Latin America was important to the United States’ economic growth because it had raw materials that U.S. businesses needed to make goods they could sell abroad.

**LITERAL**—What were the economic benefits of U.S. imperialism? **(US.11, US.11.e)**

- » Imperialism offered access to other countries’ raw materials, which many argued were economically essential for U.S. trade. It also offered greater global trading opportunities.

**EVALUATIVE**—Besides trade, what other factors persuaded people to support American imperialism? **(US.11, US.11.e)**

- » Besides trade, other factors that were considered by supporters of American imperialism included military strategy (such as the need for overseas ports and coaling stations), ideology (that manifest destiny meant expanding not just across North America but also into new global frontiers), and the belief that American values, institutions, and culture were superior and should thus be spread.

## “Expansion into Asia,” pages 237–238

Scaffold understanding as follows:

Have students read the section on pages 237–238.

**SUPPORT**—*Wangxia* is pronounced /wang\*shyah/

**SUPPORT**—Explain that all nations seek to negotiate treaties that benefit their own interests. However, the Treaty of Wangxia is considered an “unequal treaty” because the balance of power between the United States and China was unequal. The treaty protected American interests while limiting Chinese sovereignty. Review the treaties the U.S. government made with Indigenous nations in the United States, which students learned about in Unit 2, Topic 1. Ask: How was the unequal treaty with China similar to the treaties the United States made with Indigenous nations? (*In both cases, the United States gained major advantages while the other side had little power to resist.*) (US.2, US.3, US.11, US.11.e)

**SUPPORT**—Explain that a *commodore* is a captain in the navy in command of a naval unit.

**SUPPORT**—By bringing “four U.S. warships” to Japan to convince the country to accept a trade agreement, Matthew Perry was using the threat of force to get another nation to agree to his terms. Inform students that they will see another example of the use of naval force to achieve foreign policy goals later in the topic.

**SUPPORT**—Point out the phrase “previously isolated Japan.” Explain that since the 1630s, Japan had enforced a strict policy of national seclusion (known as *sakoku*) that largely restricted contact with foreign countries. However, Japan did maintain limited trade, most notably with the Dutch at the port of Nagasaki. Japanese leaders hoped that restricting most foreign influence would preserve peace, maintain internal stability, and protect Japanese culture from outside interference.

**SUPPORT**—Review the image of Commodore Perry (left) and Japanese leaders (far left and right) on page 237. Ask what differences students notice in the illustration. Have the class discuss what these differences might reveal about the two cultures represented. (*Perry is shown in a Western military uniform, reflecting U.S. power, modernization, and global ambition. The Japanese leaders wear traditional clothing, which may highlight cultural differences between the two nations at the time and suggest that Japan maintained long-standing customs prior to increased engagement with Western powers.*) (US.5.a, US.11, US.11.e)

**After students read the text, ask the following questions:**

**LITERAL**—What goods did American businesses and consumers want from East Asia, and why? (US.2, US.11, US.11.e)

- » American businesses and consumers were eager to access goods from East Asia, such as silk, tea, ceramics, and spices, because they were considered luxurious and desirable in U.S. markets.

**LITERAL**—How did Commodore Perry “reopen” trade with Japan, and what trade terms were included? (US.2, US.11, US.11.e)

- » Commodore Perry reopened trade with Japan by threatening the use of military force and negotiating for U.S. access to two Japanese ports for trade and resupply. Additionally, taxes were lowered on American imports to Japan.

✓ **THINK TWICE**—What did the United States hope to gain from opening trade with China and Japan?

- » American merchants wanted access to East Asian goods, such as tea, silk, and spices, that were popular with buyers in the United States. They also believed that U.S. merchants should have the same opportunities to compete in China that the British had negotiated for themselves. By initiating trade with Japan, American businesses

would have access to new goods to sell in the United States, as well as ports for ships to refuel at in key locations along the Pacific Ocean.

## “The Purchase of Alaska,” pages 238–239

**Scaffold understanding as follows:**

**Have students read the section on pages 238–239.**

**SUPPORT**—Clarify that land that was once part of the Ottoman Empire (one of Russia’s enemies during the war in the Crimean Peninsula discussed on page 238) includes the modern country of Turkey (Türkiye). This empire became powerful in the fifteenth and sixteenth centuries, and its territory included parts of today’s Middle East, southeastern Europe, and North Africa. The Ottoman Empire will be discussed in the next topic as well.

**SUPPORT**—Today’s equivalent of \$7.2 million in 1867 would be more than \$2 billion. This number may help clarify the cost of (and controversy around) the Alaska purchase at the time.

**SUPPORT**—Review that the term *folly* means foolishness or lack of good sense. Ask why students think the American public called the purchase of Alaska “Seward’s Folly.” Review the cartoon and caption on page 238, and have students summarize the illustrator’s perspective in a phrase or caption of their own. (*Students may mention the illustrator’s implications of the value of the purchase for the United States versus Russia, the distance between the United States and the territory, or the fact that it was seen as a mistake at the time of purchase.*) **(US.5.a, US.5.b, US.11.e)**

**Note:** You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

See the Land of Liberty Online Resources for this unit for the link to the worksheet:

**[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)**

**SUPPORT**—Because Alaska does not touch any other part of the United States, it is referred to in the text as “the first major U.S. expansion beyond its contiguous land borders.” Define “contiguous land borders” as the parts of a country that are immediately next to or touching each other.

**After students read the text, ask the following questions:**

**LITERAL**—Why did Russia want to sell Alaska? **(US.11.e)**

- » Russia wanted to sell Alaska because after fighting a war from 1853 to 1856, it could no longer afford to maintain or defend it.

**ANALYTICAL**—How did the purchase of Alaska further the goals of manifest destiny? **(US.1, US.11.e)**

- » The purchase of Alaska proved there was still more land left to bring into the country after westward expansion had stretched to the Pacific Ocean.

**THINK TWICE**—Why did the United States want to purchase Alaska?

- » American leaders wanted to purchase Alaska to control more of the North American continent and to gain more power in the Pacific region. Manifest destiny also influenced the purchase, as it increased the size of the United States.

Online Resources



## “The Annexation of Hawaii,” pages 239–241

**Scaffold understanding as follows:**

**Have students read the section on pages 239–241.**

**SUPPORT**—Review that *annexation* is the process of adding a region to a country. Annexation can be accomplished by treaty or by force.



**SUPPORT**—Display a world map to review with students the distance between Hawaii and the continental United States. Point out Alaska on the map as well. Highlight how far both Hawaii and Alaska are from the nation’s borders at the time, and explain that acquiring these territories marked a significant moment in U.S. expansion, showing the country’s expanding reach beyond the continental mainland and its increasing presence in the wider Pacific and the Arctic. **(US.4, US.11)**

**SUPPORT**—Discuss the Treaty of Reciprocity. Define the word *reciprocity* as a situation in which two people or groups agree to an exchange that will benefit them both. Ask students if the Treaty of Reciprocity actually demonstrated reciprocity. Did both parties benefit equally? (*No, both parties did not benefit equally. Americans earned the rights to sell Hawaiian resources tax-free and to enjoy economic privileges on the island, while Hawaiians’ influence was reduced.*) **(US.6.a, US.6.b, US.6.c, US.11.e)**

**SUPPORT**—Point out the phrase “*Bayonet Constitution.*” Define *bayonet* as a type of blade or knife that is attached to the end of a rifle. Remind students that they saw soldiers holding rifles with bayonets in Paul Revere’s engraving of the Boston Massacre in Unit 1, Topic 1. Ask students how they think the “*Bayonet Constitution*” got its name. (*The king of Hawaii signed the constitution under threat of armed force.*) **(US.3, US.11.e)**

**SUPPORT**—Sanford Dole, who played a leading role in the U.S.-backed overthrow of Queen Lili’uokalani and became president of the Republic of Hawai’i, was part of a powerful family in Hawaii. He was a cousin of James Dole, the founder of the Dole Pineapple Company. Explain how this suggests that political power and economic interests were closely linked during the annexation of Hawaii.

**SUPPORT**—Hawaii, like Alaska, did not become a state until 1959. Without statehood, Hawaii had no representatives in Congress and did not receive much federal funding. Guide students to understand that the annexation did not support Hawaiian interests.

**SUPPORT**—Review the photograph of the official annexation event on page 240. Ask: What objects, people, or symbols do you see in the photograph that show American authority or presence? (*The American flag and large military presence show power and authority.*) **(US.5.a, US.11.e)**

**After students read the text, ask the following questions:**

**LITERAL**—What did American merchants and investors in Hawaii want? **(US.11.e)**

- » American merchants and investors in Hawaii wanted long-term access to Hawaii’s resources and protection of their investments. They wanted to limit the influence of Hawaiian rulers over trade and land rights.

**ANALYTICAL**—How did the Bayonet Constitution affect the Hawaiian monarchy? (US.11.e)

- » The Bayonet Constitution affected the Hawaiian monarchy by limiting its power while granting land rights to the United States as well as voting rights for Americans and Europeans in Hawaii.

**LITERAL**—Why did President Grover Cleveland oppose the annexation of Hawaii? (US.11.e)

- » Cleveland opposed the annexation because he believed the Committee of Safety had acted unlawfully and that the queen was forced to step down against her will and the will of the Hawaiian people.

**ANALYTICAL**—How did the annexation of Hawaii grant the U.S. military more power in the Pacific Ocean? (US.2, US.11.e)

- » The annexation of Hawaii gave the U.S. military a base and coaling center in the Pacific Ocean.

 **THINK TWICE**—What were the effects of the United States annexing Hawaii?

- » The annexation of Hawaii made the islands a U.S. territory, causing native Hawaiians to lose their political sovereignty and power. Economically, American businesses benefited from plantations and increased trade, while many Hawaiians lost land or jobs. Strategically, Hawaii became an important U.S. military and naval base in the Pacific, strengthening the country's global presence.

### “The Monroe Doctrine,” pages 241–242

**Scaffold understanding as follows:**

**Have students read the section on pages 241–242.**

**CORE VOCABULARY**—Point out the vocabulary term *sphere of influence*, and explain its meaning.

**SUPPORT**—Remind students of what they read about the Monroe Doctrine in Unit 1.

**SUPPORT**—Point out the term *Western Hemisphere*. Review the meaning of the word *hemisphere* (half of a sphere, or half of the earth) and the continents in the Western and Eastern Hemispheres.

**SUPPORT**—Explain to students that at the time Monroe issued the Monroe Doctrine, many Latin American colonies had recently gained independence from Spain and Portugal, and Monroe feared that European powers might try to reclaim them.

**SUPPORT**—Remind students that nations profited from their colonies primarily by extracting natural resources such as silver, sugar, and tobacco and by exploiting enslaved and forced labor to produce these goods. Spain, for example, earned enormous wealth through resource extraction and trade in its Latin American colonies. These profits gave Spain a strong incentive to try to reclaim control over colonies that had gained independence and could now control their own trade and establish new relationships, including with the United States.

**SUPPORT**—Explain that colonial powers did not generally rule areas within their sphere of influence, but they could use various forms of pressure to get what they wanted. For

instance, the United States could often persuade or influence legally independent nations in Latin America to make trade deals to its benefit.

**SUPPORT**—Review the political cartoon and caption on page 241 as a class. Ask: What was the illustrator’s intent with this cartoon? (*The illustrator is showing that Uncle Sam is enforcing the Monroe Doctrine by claiming authority over the Western Hemisphere. The cartoonist uses Uncle Sam’s large presence and the hat labeled “Monroe Doctrine” to suggest that the United States is warning European powers to stay out of the region. The hat is an extension of Uncle Sam and thus symbolic of Uncle Sam’s stated authority in the region.*) **(US.5.a, US.5.b, US.11.e)**

**After students read the text, ask the following questions:**

**LITERAL**—When did President Monroe issue the Monroe Doctrine? **(US.11.e)**

- » President Monroe issued the Monroe Doctrine in 1823.

**INFERENTIAL**—How did the Monroe Doctrine protect U.S. trade with Latin America? **(US.2, US.6.a, US.11.e)**

- » The Monroe Doctrine protected U.S. trade interests by threatening European countries. The threat was intended to keep them from influencing Latin American trade. If successful, this would ensure that Latin American nations would be free to trade with the United States.

 **THINK TWICE**—How did the Monroe Doctrine set the stage for the United States to intervene in the Western Hemisphere?

- » By declaring that the Western Hemisphere was no longer open to European colonization, the Monroe Doctrine sent a clear message to European countries that the United States was now the dominant power in the Western Hemisphere. Additionally, any European attempt to control Latin America would be seen as a hostile act.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What events and policies led to the United States becoming a world power?”

## “The United States, Spain, and Cuba,” pages 242–243

**Scaffold understanding as follows:**

**Have students read the section on pages 242–243.**

**SUPPORT**—Explain that Cuba’s fight for independence was part of a broader pattern of anti-colonial movements around the world during the late 1800s and early 1900s. Many colonized peoples, from Latin America to Asia, were pushing back against European control. In Cuba, the long history of Spanish rule and economic exploitation set the stage for repeated uprisings, including the Ten Years’ War (1868–78) and the Cuban War of Independence (1895–98).

**SUPPORT**—It may help students to understand that the *Reconcentración* policy was a form of collective punishment aimed at civilians, not just rebel fighters. General Weyler’s camps were not prisons for captured revolutionaries but rather places where entire rural populations, including people with no involvement in the rebellion, were forcibly relocated. The policy deliberately blurred the line between “guilty” and “innocent” in

order to intimidate and terrorize the population. Conditions in the camps were horrific; overcrowding, starvation, and disease were rampant. These tactics drew sharp criticism in the American press. To help students grasp the scale of the crisis, note that historians estimate that roughly one-third of the island's entire population was swept into these camps and that hundreds of thousands of Cubans ultimately died because of the policy.

**SUPPORT**—Highlight that U.S. involvement in Cuba was motivated not only by sympathy for Cuban independence or outrage at Spanish cruelty but also by efforts to protect and expand American economic and strategic interests. U.S. officials wanted to safeguard American investments in Cuban sugar plantations and prevent instability that might disrupt trade. In addition, the United States aimed to secure commercial access to Caribbean markets by supporting a friendly government in Cuba that would allow favorable trade policies. Strategically, the United States viewed Cuba's location near Florida as ideal for projecting power in the Caribbean. After the war, the United States established a permanent military presence at Guantánamo Bay, giving it a naval foothold that would support future operations and protect sea lanes vital to American commerce.

 **TALK IT OVER**—Explain that Frederick Jackson Turner was an American historian best known for his study of the American frontier. Turner believed that westward movement and exploration helped the United States develop a unique American character, including traits like individualism, independence, and the belief that all people should have equal opportunities. Turner commented on the end of the American frontier and called for a new international frontier. Have students debate or discuss the following question with a partner or small group: Historian Frederick Jackson Turner said that “American energy will continually demand a wider field for its exercise.” What do you think he meant by “American energy,” and what makes this energy uniquely American? (**US.1, US.3, US.5.a, US.5.b, US.11**)

Online Resources



**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource “About Class Discussions and Debates”:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**After students read the text, ask the following questions:**

**LITERAL**—Why did Cuban resentment toward Spain grow in the 1890s? (**US.2, US.11.e**)

- » Cuban resentment toward Spain grew in the 1890s because of high taxes, trade restrictions, and increasingly repressive government policies.

**LITERAL**—What was General Valeriano Weyler's *Reconcentración* policy? (**US.2, US.11.e**)

- » Under *Reconcentración*, more than three hundred thousand Cuban civilians were forcibly relocated into camps. These camps subjected people to harsh conditions, and many died from starvation and disease.

**ANALYTICAL**—How did U.S. businesses increase their economic presence in Cuba during the 1880s? (**US.2, US.11.e**)

- » The United States became more economically involved in Cuba during the 1880s as American businesses invested heavily in Cuban sugar mills, imported Cuban sugar, and modernized production. These moves helped stabilize the Cuban sugar industry but also increased U.S. private economic control over the island.

✓ **THINK TWICE**—Why was Cuba an attractive location for U.S. investment in the 1880s?

- » Cuba attracted the United States' economic interest because it was a major producer of sugar and tobacco, which were highly profitable goods. When Cuban sugar prices fell in the 1880s and slavery was abolished in 1886, these changes made the island especially attractive to American investors and corporations, who then stepped in.

## "The Influence of 'Yellow Journalism,'" pages 243–244

**Scaffold understanding as follows:**

**Have students read the section on pages 243–244.**

**SUPPORT**—Clarify that Enrique Dupuy de Lôme was Spanish but worked closely with U.S. diplomats as an ambassador to the United States.

**SUPPORT**—Point out the term *yellow journalism* in the section title. Explain that the term originated from a cartoon about a boy called the Yellow Kid who lived in one of New York City's impoverished neighborhoods. The cartoon was published in *New York World*, a newspaper owned by Joseph Pulitzer, and the Yellow Kid's popularity with readers helped drive newspaper sales. Display the image of the Yellow Kid. Explain to students that this illustration is from 1897.

**DBQ Note:** Students have the opportunity to examine examples of yellow journalism in the Land of Liberty DBQ Workbook.

**SUPPORT**—Explain to students that publications still use journalism as a business strategy to compete for sales and thus profits. One way that contemporary newspapers and magazines compete is by advertising paid subscriptions in print or online. To convince readers to subscribe, these publications may promote intriguing "subscribers-only" content. Guide students to connect the sensationalist nature of yellow journalism to today's tabloid or even social media journalism. **(US.1, US.3, US.5.d, US.11.e)**

**SUPPORT**—Review the political cartoon on page 243. Ask students how Uncle Sam is portrayed and to what effect. (*He is looking back at Cuba with concern because he is worried about what is happening there; he is very large, emphasizing American power and authority.*) **(US.2, US.5.a, US.5.b, US.11.e)**

**After students read the text, ask the following questions:**

**INFERENTIAL**—Why do you think Cuban revolutionaries gave the de Lôme letter to the American press? **(US.2, US.6.a, US.6.c, US.11.e)**

- » The Cuban revolutionaries most likely believed the press would publish the letter and that knowledge of the letter would influence Americans to support the Cuban rebellion. By showing the Spanish ambassador's contempt for the United States, the letter would provoke Americans to want to fight back against Spain.

**ANALYTICAL**—Why was the de Lôme letter considered an insult to the United States? **(US.11.e)**

- » The de Lôme letter appeared to insult President William McKinley by calling him weak and indecisive. The letter implied that the United States was not serious about intervening in Cuba.

Online Resources



✓ **THINK TWICE**—How did the press shape American public opinion about the Cuban War of Independence?

- » Major U.S. news publications ran shocking stories with bold headlines in attempts to encourage readers to purchase their papers. Their stories about Cuba often emphasized Spanish cruelty and Cuban suffering and courage to create more dramatic content. The press also reported on a letter sent to the United States by the Spanish ambassador, Enrique Dupuy de Lôme. The letter appeared to insult President William McKinley's indecision about Cuba. Readers were influenced by the stories and began to turn against Spain and support Cuba's war of independence.

### **"Remember the *Maine*," pages 244–245**

**Scaffold understanding as follows:**

**Have students read the section on pages 244–245.**

**SUPPORT**—Explain that a mine, in this context, is an explosive weapon placed in the water to damage ships or submarines.

**SUPPORT**—Review the image of the song cover on page 244. You may choose to mention that the full phrase is "Remember the *Maine*, to hell with Spain!" The rhyme made the phrase catchy and popular while also stirring up anti-Spanish sentiment. Ask why songs about the *Maine*'s sinking were considered patriotic. (*The songs encouraged listeners to remember the deaths of members of the American military.*) **(US.5.a, US.5.b, US.11.e)**

DBQ **Note:** Students have the opportunity to read President McKinley's message to Congress requesting a declaration of war with Spain in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—What happened to the battleship USS *Maine*? **(US.11.e)**

- » The battleship USS *Maine* exploded and sank in Cuba's Havana Harbor. The explosion killed hundreds of crew members on board.

**ANALYTICAL**—Why did Americans blame Spain for the sinking of the *Maine*, even when there was no evidence Spain was responsible? **(US.11.e)**

- » Americans already felt hostile toward Spain after reading publications that exaggerated Spanish cruelty and after reading the de Lôme letter, in which Spain seemed to insult the United States and President McKinley. The *Maine* exploded during a time of strong anti-Spanish sentiment, and many Americans came to blame Spain for sinking the ship.

**LITERAL**—What happened on April 25, 1898? **(US.11.e)**

- » On April 25, 1898, Congress approved a declaration of war against Spain.

✓ **THINK TWICE**—Why did the United States decide to go to war with Spain?

- » The de Lôme letter turned public opinion against Spain. Many Americans blamed Spain and wanted revenge when the battleship USS *Maine* exploded off the Cuban coast. Americans were sympathetic to Cuban rebels fighting for independence from Spain, and reports of Spanish atrocities, including forced labor and concentration camps, stirred public outrage. President McKinley argued that Cuba was increasingly unstable

and that American intervention was needed to remove Spanish leadership and restore order to the island.

## “The Spanish-American War,” pages 245–246

**Scaffold understanding as follows:**

**Have students read the section on pages 245–246.**

**SUPPORT**—Review students’ prior knowledge about Theodore Roosevelt from Unit 2, Topic 3, such as his association with the progressive movement, love of the outdoors, and time spent in the American West. Ask students why they think Roosevelt, at the time assistant secretary of the U.S. Navy, signed up to fight in person alongside land forces in Cuba. (*Roosevelt wanted to be directly involved in the action of U.S. expansion, was deeply patriotic, and had a sense of adventure.*) (US.11.e, US.11.f)

Online Resources



**SUPPORT**—Display for students the map of the Philippines, which shows its geographic location and nearby countries, and the map of Manila Bay. Students may need additional clarification to understand why the fighting extended to Asia when the conflict was ostensibly over Cuba. Explain that the Spanish-American War was not only about which nation would control Cuba but also about which nation would be a more important world power around the globe. This power included control of the seas, including the Pacific Ocean, where the Philippines (then a Spanish possession) is located. (US.2, US.4, US.5.c, US.6.c, US.11.e)

**SUPPORT**—Explain that the 1898 Treaty of Paris is a different treaty from the one that ended the American Revolution, which students may remember from Unit 1. For centuries, major powers used Paris, one of Europe’s leading diplomatic centers, as a neutral place to negotiate peace, so several major wars ended with treaties signed in Paris, including the Spanish-American War. The shared name reflects where the agreements were signed, not that they are connected to one another.

**After students read the text, ask the following questions:**

**LITERAL**—What happened at the Battle of Manila Bay? (US.11.e)

- » U.S. forces led by Commodore George Dewey defeated the Spanish fleet stationed there and secured U.S. control of the bay.

**LITERAL**—What happened at the Battle of San Juan Hill, and why was it important to the outcome of the Spanish-American War? (US.11.e, US.11.f)

- » U.S. forces, including the Rough Riders and African American regiments, defeated Spanish troops in a land battle and helped capture Santiago, Cuba’s second-largest city. The victory showed that Spanish forces could not hold Cuba, making it clear that the United States would win the war.

**INFERENTIAL**—Why did John Hay call the Spanish-American War “a splendid little war”? (US.5.a, US.6.a, US.11.e)

- » Hay probably called the Spanish-American War “splendid” because it was short-lived and a victory for the United States. He likely referred to it as a “little war” because it was brief, and fewer than four hundred Americans were killed in combat.

**LITERAL**—When did the Spanish-American War end, and with what agreement? (US.11.e)

- » The conflict officially ended on December 10, 1898, with the signing of the Treaty of Paris. Spanish forces withdrew from Cuba in defeat.

 **THINK TWICE**—How did the United States win the Spanish-American War?

- » The United States won the war because of its strong navy, which secured key victories like the Battle of Manila Bay, and its land victories in Cuba, including the capture of Santiago after the Battle of San Juan Hill.

## “The New American Empire” and “Acquisitions in the Spanish-American War,” pages 246–248

**Scaffold understanding as follows:**

**Have students read the sections on pages 246–248.**

Online Resources



**SUPPORT**—Review the map of the Caribbean, and have students identify the locations of Cuba and Puerto Rico. (US.2, US.4, US.11, US.11.e)

**SUPPORT**—Explain that following its victory in the Spanish-American War, the United States emerged as a global power, marking its entry into the age of imperialism. Review the definition of *imperialism*. Have students work individually or with a partner to describe the United States’ new status by noting its expanded influence and territorial control as part of its imperial ambitions. (US.11, US.11.e)

**SUPPORT**—Review the cartoon on page 247. Ask students about the significance of the man raising the Cuban flag. What does this image suggest about the future of Cuba? (*The image suggests that Cubans are now independent.*) (US.2, US.5.a, US.5.b, US.6.a, US.6.c, US.11, US.11.e)

**SUPPORT**—Review the table of U.S. territorial acquisitions in 1898 on page 247. Emphasize that the United States emerged from the war with control over multiple overseas territories, including Guam, Puerto Rico, and the Philippines. Explain that the acquisition of new territories marked a turning point in U.S. foreign policy, shifting from continental expansion to overseas imperialism. Point out that Hawaii was not directly involved in the Spanish-American War but was annexed by the United States the same year, reflecting broader expansionist goals. Explain that Puerto Rico and Guam remain U.S. territories today, while the Philippines gained independence in 1946. Use the table to help students see how U.S. influence expanded into both the Caribbean and the Pacific, extending beyond the Western Hemisphere (the region that was the focus of the Monroe Doctrine).

**SUPPORT**—Have students recall the Levi Strauss advertisement they saw at the beginning of Unit 2, Topic 1, which promoted goods sold during an earlier time and a much different kind of expansion. Review the advertisement on page 248. Ask what it reveals about the outcome of the Spanish-American War and what this outcome meant for the United States. (*The United States expanded as a result of the Spanish-American War; as a consequence, it exerted greater global power and influence than it had in the past. Uncle Sam’s feet are not in the contiguous United States; one foot is in Puerto Rico, and the other is in the Philippines, showing how the new territories would serve as footholds or bases for the United States to exert power around the world.*) (US.3, US.5.a, US.5.c, US.6.a, US.11, US.11.e)

**After students read the text, ask the following questions:**

**LITERAL**—Which territories did the United States acquire total or partial control of after the Spanish-American War and the Treaty of Paris? (**US.2, US.11, US.11.e**)

- » The United States gained control of Puerto Rico, Guam, and the Philippines and exercised partial control over Cuba.

**ANALYTICAL**—Why did the United States want political and economic control over the Philippines? (**US.2, US.11, US.11.e**)

- » The United States believed the Philippines could provide a gateway for Chinese trade and another coaling station in the Pacific Ocean. Many Americans also believed that the Filipino people were unable to govern themselves.

**INFERENTIAL**—What did the acquisitions of Guam and the Philippines reveal about the United States' new ambitions? (**US.2, US.6.a, US.11, US.11.e**)

- » The acquisitions of Guam and the Philippines revealed that the United States had imperial ambitions beyond the Western Hemisphere and wanted to acquire territories around the globe rather than sticking to the sphere of influence it identified for itself in the Monroe Doctrine.

✓ **THINK TWICE**—Why was the Spanish-American War a significant political and economic event for the United States?

- » Politically, the United States emerged as the dominant world power in the Western Hemisphere, shifting the balance of global power away from Europe. It won control of Cuba and Puerto Rico, Spain's last remaining colonies in the hemisphere. Economically, the United States acquired new lands whose goods it could sell, such as Puerto Rico and its supply of sugarcane, and a new gateway to trade with China through the Philippines.

**"Changes in Cuba," pages 248–250**

**Scaffold understanding as follows:**

**Have students read the section on pages 248–250.**

**CORE VOCABULARY**—Point out the vocabulary term *protectorate*, and explain its meaning.

**SUPPORT**—Students may want to know how a protectorate differs from a territory or a colony. A territory is directly governed by another country and lacks full political rights. A colony is similar but is often established through conquest or settlement and used for the imperial power's economic or strategic benefit. A protectorate may keep its own government and appear independent, but the stronger country controls key matters like defense or foreign policy. All three involve a lack of sovereignty, but a protectorate typically allows more self-rule than a colony or territory.

**SUPPORT**—Review the paragraph beginning "The Platt Amendment, as it came to be known," and draw students' attention to the portion of the amendment that describes "the maintenance of a government adequate for the protection of life, property, and individual liberty." Point out that this provision gave the United States wide latitude to intervene in Cuba. What this "maintenance" required was up to the United States. If the United States decided it needed to, for instance, send troops to Cuba, purchase Cuban land, or choose Cuba's leaders to maintain a government that protected liberty and property, it could do so.

**SUPPORT**—Explain to students that the Platt Amendment was an amendment to a U.S. law. It was not a treaty with Cuba, yet it still shaped Cuba’s government. Explain that because the amendment was attached to a federal appropriations bill that determined whether the United States would withdraw its military from Cuba, it effectively set conditions Cuba had to accept to regain control of its own affairs. Although the amendment was written by Congress for a domestic law, it carried legal influence abroad because Cuba’s new constitution was required to include the amendment’s terms. By embedding these conditions into Cuba’s governing framework, the United States was able to determine what the Cuban government could and could not do.

**SUPPORT**—Review the cartoon on page 248. Ask students how the image of Uncle Sam waiting for the apple to ripen reflects the process of exercising control over Cuba. (*The United States had to wait until Cuba was independent from Spain and then use laws such as the Platt Amendment to establish its own control over the island.*) (US.5.a, US.5.b, US.6.a, US.11, US.11.e)

**After students read the text, ask the following questions:**

**LITERAL**—What did the Teller Amendment state? (US.11, US.11.e)

- » The Teller Amendment stated that the United States would not establish permanent control over Cuba.

**LITERAL**—What did the Platt Amendment allow the United States to do? (US.11, US.11.e)

- » The Platt Amendment allowed the United States to intervene in Cuban affairs to protect its independence and to ensure “the maintenance of a government adequate for the protection of life, property, and individual liberty.” Also, it forbade Cuba from transferring land to any foreign country except the United States. Additionally, it established a U.S. naval base in Cuba and gave the United States the right to buy more Cuban land.

 **THINK TWICE**—Why was Cuba reluctant to agree to the terms of the Platt Amendment?

- » The Platt Amendment gave the United States the right to intervene in Cuban affairs and to buy more land in Cuba. It also forbade Cuba from transferring land to another country. Cubans resented that this U.S. control over the island would prevent them from becoming completely independent and managing their own affairs.

### Primary Source Feature: “The Platt Amendment, 1901,” page 249

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 249.**

**Introduce the source to students by reviewing that the Platt Amendment was added to the U.S. Army Appropriations Act in 1901.** Explain that it was ratified by the Cuban Constitutional Convention in June 1901 and later incorporated into Cuba’s constitution in 1902.

**Have students read the source.**

**SUPPORT**—Clarify that Provision II says Cuba should not take on any debt. This provision was part of a U.S. effort to monitor Cuban finances. Later in this text, students will learn that Latin American countries often took on debt from European lenders, which led to European intervention in the Western Hemisphere when the countries could not afford to repay.

**SUPPORT**—Point out that Provision IV of the Platt Amendment declareds that all acts of the United States during its military occupation of Cuba were legally valid. This effectively prevented the Cuban government or citizens from challenging U.S. actions, even if they were harmful or unpopular, giving the United States retroactive legal cover. Supporters argued this ensured stability during the transition period, though critics say it undermined Cuban sovereignty and accountability.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What does Provision IV state about “all Acts of the United States in Cuba during its military occupancy”? (**US.2, US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

» Provision IV states that all acts of the U.S. military in Cuba are “validated” and lawful.

**INFERENTIAL**—Why did the United States want to prevent Cuba from creating treaties with or being colonized by foreign powers? (**US.2, US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

» The United States wanted to prevent other countries from intervening in Cuba, particularly because a European power so close to U.S. borders could threaten national security. Officials claimed that limiting foreign influence would protect Cuba’s independence and maintain stability, though critics argued that these measures allowed the United States to control Cuban affairs.

## “The Open Door Policy,” pages 250–252

**Scaffold understanding as follows:**

**Have students read the section on pages 250–252.**

**SUPPORT**—Review the meaning of *sphere of influence*. Explain that a world power could establish trade restrictions within its sphere of influence, limiting other countries’ ability to trade goods there. The influencing power could also profit by collecting taxes on trade within this sphere. Hay wanted to prevent other countries from carving out such spheres in China. With an open market for free trade in China, merchants from any country could trade goods there, and no one would have the power to collect taxes (except for China). On its surface, the Open Door policy was about protecting Chinese sovereignty as well as ensuring global cooperation. But its main goal was to ensure that the United States was not left out of the Chinese trade market.

**SUPPORT**—Give additional context to the Boxer Rebellion by explaining that the Chinese name for the movement was *Yihequan* (/yee\*huh\*chwen/), which translates to Righteous and Harmonious Fists. Ask: How does this name demonstrate unified aggression against imperial rule? (*The word righteous indicates devotion to the cause, and the word harmonious suggests people are working together. The word fists indicates physical aggression.*) (**US.2, US.11**)

**SUPPORT**—Review the chart on page 250 and its caption. Remind students that the Industrial Revolution increased the United States’ ability to mass-produce goods for export. Ask students what the light purple rows represent, what the darker purple rows represent, and how the balance of trade changed between 1870 and 1880. (*The light purple rows represent years when the United States imported more goods than it exported; the darker purple rows represent years when the United States exported more goods than it imported. The balance of trade changed from negative in 1870 to positive by 1880.*) (**US.3, US.4, US.11**)

**SUPPORT**—Review the cartoon on page 251. Point out the symbolic open door in the cartoon. Remind students that each European country had its own goals for and concerns about Chinese trade. Britain and Japan felt that the Open Door policy was in their best interest, but France, Germany, and Russia did not. Ask students how the tug-of-war shows the growing international influence of the United States. (*The Open Door policy was widely considered to have been adopted, showing that the United States could influence other world powers to support policies. Uncle Sam is the tallest figure, representing the United States’ great power. It looks as if the group with the United States is winning, or at least on more solid footing than the other group.*) **(US.2, US.5.a, US.5.b, US.6.a, US.11)**

**After students read the text, ask the following questions:**

**LITERAL**—What did the Open Door policy propose? **(US.2, US.11)**

- » The Open Door policy proposed that all nations should have equal trading opportunities and a free trade market in China.

**INFERENTIAL**—Why do you think the United States did not claim a sphere of influence in China or try to control territory there? **(US.2, US.6.a, US.11)**

- » Possible response: Because the United States was physically far away from China, it would have been difficult, expensive, and time-consuming to try to control it.

**LITERAL**—Why did the Boxers attack foreigners in China? **(US.2)**

- » The Boxers opposed foreign influence in China and wanted China to control its own affairs.

 **THINK TWICE**—What was the Open Door policy, and why did some Chinese groups like the Boxers attack foreigners, including Americans, because of it?

- » The Open Door policy was a plan by the United States to allow all countries to trade freely in China without controlling territory there. The Boxers were angry about foreign influence and interference in their country.

### Primary Source Feature: “Open Door Note, John Hay, 1899,” page 253

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 253.**

**Introduce the source to students by reviewing that the same message was sent to the leaders of several different governments, but each one was individualized depending on the national leader to whom it was sent.** For instance, this note was sent to the German minister for foreign affairs.

**Have students read the source.**

**SUPPORT**—Explain that in the first item on Hay’s list, a “treaty port” is a port in an Asian country that foreign traders can use. Foreign governments pressured China and Japan to accept treaties that gave them access to these ports. Prompt students to recall the U.S. treaties with China and Japan discussed earlier in the unit, which established treaty ports. Explain that the first item requires each foreign power to maintain free access to any treaty ports it has in China.

**SUPPORT**—The second item on Hay’s list requires each government that trades at a Chinese port to pay China’s tariffs, or taxes on imports. These profits will go to China. A nation cannot use its Chinese sphere of interest to collect profits from tariffs itself. “Free ports” are ports that charge lower taxes on imports in order to encourage trade.

**SUPPORT**—The third item on Hay’s list specifies that no country can charge higher prices for another country to ship goods through the ports or railroads within its sphere of interest in China.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to the first paragraph of the text, why did Hay send the Open Door notes to foreign leaders? (**US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

- » Hay sent the Open Door notes to ensure that all nations with spheres of interest in China enjoyed equal treatment and could reap the benefits of trade.

**ANALYTICAL**—In your own words, what did the three items included in this excerpt prevent countries from doing in China? (**US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

- » The three items prevented countries from closing Chinese treaty ports to other countries, collecting taxes on trade in China, or charging higher prices on foreign goods that traveled through ports or railroads within their Chinese sphere of interest.

## “Anti-Imperialism,” pages 252–254

**Scaffold understanding as follows:**

**Have students read the section on pages 252–254.**

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: Why do you think some Americans resisted the notion of American imperialism? (**US.1, US.6.a, US.6.b, US.11**)

**SUPPORT**—Remind students that the 1898 Treaty of Paris ended the Spanish-American War and gave the United States control of Puerto Rico, Guam, and the Philippines. Some people argued this was a turning point that made the United States a global power, while others believed it betrayed America’s democratic ideals. Ask: In what ways did the Treaty of Paris change the role of the United States in the world, and in what ways did it continue earlier debates about democracy and expansion? (*The treaty changed the role of the United States by expanding its influence beyond North America and involving it more directly in global affairs. At the same time, it continued earlier debates about whether the United States should expand its territory and govern other peoples, especially when doing so seemed to conflict with democratic principles.*) (**US.1, US.2, US.6.a, US.11, US.11.e**)

 **Note:** Students have the opportunity to read the platform of the American Anti-Imperialist League in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**INFERENCE**—How did both pro- and anti-imperialist Americans use the ideas of American democracy to justify their positions on imperialism? (**US.1, US.3, US.6.a, US.6.b, US.11**)

- » Both pro- and anti-imperialist Americans used the idea of American democracy to support their positions. Pro-imperialists argued that the United States had a duty to spread democracy abroad, believing it was a superior form of government. Anti-imperialists argued that true American democracy meant letting people choose how they would be governed, so controlling other nations without their consent was a betrayal of American democratic principles. The Anti-Imperialist League was formed to oppose the American annexation of the Philippines, which members believed was a violation of American democratic ideals.

 **THINK TWICE**—Why was imperialism controversial in the United States?

Imperialism was controversial in the United States for several reasons. Some Americans believed it betrayed the nation’s founding ideals of democracy and freedom by controlling governments in other countries and denying their citizens true liberty. Others opposed the harsh tactics used by the U.S. military and worried about the moral implications of using force to dominate other nations. Still others argued that imperialism was too costly and distracted the country from solving important problems at home.

### “Theodore Roosevelt’s Presidency” and “The Roosevelt Corollary,” pages 254–257

**Scaffold understanding as follows:**

**Have students read the sections on pages 254–257.**

**SUPPORT**—Provide more context to explain McKinley’s assassination. It was a further symptom of domestic unrest, generated by wealth inequality (the gap between the rich and the poor) and the growth of radical movements like anarchism, which often overlapped with other progressive causes. The assassin was Leon Czolgosz, an American-born worker of Polish descent who grew increasingly angry about the growing gap between rich and poor in the United States. Students learned in Unit 2 how industrialization had created extreme concentrations of wealth, fueling frustration among the working class. Czolgosz’s decision to assassinate President McKinley stemmed from his anarchist political beliefs—the view that all forms of government are inherently harmful or unnecessary—and he was inspired by a wave of political assassinations in Europe targeting monarchs and heads of state.

**SUPPORT**—Review the McKinley/Roosevelt campaign poster and caption on page 256. Have students examine the parallel images in the “1896” and “1900” sections to identify the positive changes that the artist claims took place during McKinley’s term. (*Industries became more productive, the economy improved, and Cuba was freed from Spanish tyranny.*) **(US.5.a, US.5.b, US.5.c, US.11, US.11.e)**

**SUPPORT**—Explain that Venezuela defaulted on its payments, meaning the country’s leaders failed to repay debts they legally owed to European banks and governments. To Roosevelt, this default was an example of the type of crisis that the United States could prevent under his interpretation of the Monroe Doctrine.

**SUPPORT**—Explain what it meant for European countries to blockade Venezuelan ports. A blockade is an action in which one country blocks ships from entering or leaving another country’s territory. It effectively prevents countries from sending or receiving goods. Often, a blockade is considered an act of war. This term will recur in Topic 2.

 **Note:** Students have the opportunity to read the Roosevelt Corollary in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—How did Roosevelt become president? (US.11.f)

- » Roosevelt was vice president to William McKinley, and he became president after McKinley was assassinated during a public appearance in Buffalo, New York.

**ANALYTICAL**—What events led Roosevelt to issue the Roosevelt Corollary to the Monroe Doctrine? (US.1, US.3, US.11.e, US.11.f)

- » In 1902, Germany, Britain, and Italy seized territory and blockaded Venezuelan ports to force Venezuela to repay its debts. Roosevelt feared this European intervention would set a dangerous precedent and believed that European involvement in the Americas threatened U.S. dominance in the region. To prevent future foreign intervention in Latin America, he issued the Roosevelt Corollary, which stated that the United States could intervene in Latin American countries as a last resort to prevent wrongdoing that might invite European involvement.

**LITERAL**—In addition to Venezuela, in which countries was the Roosevelt Corollary used to justify military interventions in the first part of the twentieth century? (US.2, US.11.e, US.11.f)

- » The Roosevelt Corollary was also used to justify interventions in the Dominican Republic, Cuba, Haiti, Nicaragua, and Panama.

 **THINK TWICE**—How did the Roosevelt Corollary establish the United States as an international police power?

The corollary stated that the United States could intervene in Latin American countries as a last resort to prevent further wrongdoing, such as failing to pay debts or political instability, that might invite European intervention. By giving the United States the authority to decide what counted as wrongdoing and to intervene to maintain order, it allowed the United States to act as an international police power in the Western Hemisphere.

**Primary Source Feature: “‘March of the Flag,’ Albert Beveridge, 1898,” page 255**

 **Background for Teachers:** Albert Beveridge was a historian and senator from Indiana who supported U.S. expansion overseas. This excerpt is from a speech Beveridge gave at a meeting of Indiana Republicans in Indianapolis.

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 255.**

**Introduce the source to students by reading the introductory text and sharing the above background information about Beveridge.** Remind students of the ideas behind manifest destiny, such as the belief that the United States had a divine mission to expand its territory. These ideas are at work in the speech, extended to promote U.S. imperialism abroad. Inform students that Beveridge’s speech outlines motivations for U.S. imperialism and was a pro-imperialist response to anti-imperialist arguments.

**Have students read the source.**

**SUPPORT**—Call students’ attention to the sentence “Have we no mission to perform, no duty to discharge to our fellow-man?” Ask what Beveridge thinks this mission and duty

involve. (Beveridge believes this mission and duty involve spreading American democracy and Western cultural traditions to people in other areas of the world, as well as helping them govern themselves.) (US.1, US.5.a, US.5.b, US.11)

**SUPPORT**—In this excerpt, Beveridge names locations in Asia where the United States had trading ports. Manila is the capital of the Philippines. The Ladrone Islands are the part of the archipelago in the western Pacific that contains Guam; these islands are now called the Mariana Islands.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—Why do you think the speech is called “March of the Flag”? (US.5.a, US.5.b, US.6.a, US.11)

- » The speech is called “March of the Flag” because the flag is a symbol of American control and power abroad. Beveridge wants the United States to “march,” or move boldly, into other countries.

**LITERAL**—According to the text, what will “the conflicts of the future” involve, and how should the United States approach these conflicts? (US.5.a, US.5.b, US.11)

- » Beveridge believes the conflicts of the future will involve trade. He thinks the United States should approach these conflicts by gaining and defending territory in Asia.

**ANALYTICAL**—Which evidence from the text supports the idea that Beveridge wants the United States to compete with Europe in Asian trade? (US.5.a, US.5.b, US.11)

- » Beveridge mentions that the United States has as much of a right to trade in Asia as European countries. Because countries like England and Germany are earning profits from Asian trade and selling their surplus goods there, the United States should do the same if it wants to become a global power.

### “‘Big Stick’ Diplomacy,” page 257

**Scaffold understanding as follows:**

**Have students read the section on page 257.**

**SUPPORT**—After Roosevelt intervened in the Dominican Republic, he wrote in his autobiography, “The Constitution did not explicitly give me power to bring about the necessary agreement with Santo Domingo [the capital of the Dominican Republic]. But the Constitution did not forbid my doing what I did.” Have students rephrase the quote in their own words. (Possible answer: *The Constitution never said I could not intervene as president.*) Ask: What does this suggest about the direction of U.S. foreign policy under Roosevelt? (Roosevelt was willing to stretch presidential power to achieve foreign policy goals, showing that U.S. foreign policy was becoming more ambitious and more associated with the executive branch.) (US.1, US.5.a, US.5.b, US.6.a, US.11, US.11.f)

**SUPPORT**—Draw students’ attention to the image of Roosevelt in Brazil on page 257. Note that Roosevelt was no longer president when this photograph was taken in 1913. Ask students to infer what the image reveals about the American presence in South America. (The image reveals that the United States had a strong presence in South America and that U.S.

leaders were respected and powerful there. It also shows that Roosevelt continued to be respected and recognized after he left the presidency.) (US.5.a, US.5.b, US.6.a, US.11, US.11.f)

**After students read the text, ask the following questions:**

**LITERAL**—How did Roosevelt’s philosophy reflect the belief of many imperialists at the time? (US.11, US.11.f)

- » Roosevelt’s philosophy reflected the belief of many imperialists because it combined diplomacy with the readiness to use force. This view matched imperialists’ arguments that the United States had a duty to bring order, progress, and American values to other nations, even if doing so required military force.

 **THINK TWICE**—What did “Speak softly and carry a big stick” mean, and why were both parts of the expression important to Roosevelt’s foreign policy?

- » “Speak softly” indicated that foreign policy should avoid doing harm if possible and should try to meet its goals through persuasion and diplomacy. This approach would help the United States spread its values around the world. To “carry a big stick” meant being prepared to use force when necessary to deter others or protect national interests. This approach helped the United States maintain global authority by showing it had the power to do both as it defended its interests.

## “The Panama Canal,” pages 257–259

**Scaffold understanding as follows:**

**Have students read the section on pages 257–259.**



**SUPPORT**—Review the map of the Panama Canal Zone on page 258. Have students identify the Pacific Ocean, the Caribbean Sea, and the boundaries of the Canal Zone. Explain that the canal is still used for shipping and trade routes today. (US.4)

**SUPPORT**—Explain that the treaty giving the United States the Canal Zone also allowed the zone to be governed by U.S. law, effectively creating a U.S. territory in Central America. For decades after the canal’s completion, the Canal Zone was a symbol of U.S. imperialism in the Caribbean. The Canal Zone remained under U.S. control until 1979, when a treaty dissolved the zone and returned control to Panama in twenty years years. The canal itself was under full or partial U.S. control until 1999, when control was given to Panama.

Online Resources



**SUPPORT**—Refer students to the sentence “[Roosevelt] urged builders to ‘make the dirt fly’” in the second-to-last paragraph of the section. Ask students what Roosevelt meant by the phrase “make the dirt fly.” (*He wanted rapid progress and pushed engineers and laborers to work as quickly as possible.*) Show students the image of W. A. Rogers’s cartoon “The First Spadeful.” In the cartoon, Roosevelt throws the “first spadeful” of dirt on Bogotá, the capital of Colombia. Guide students to identify the “New Treaty” flag being raised on the mountain. Ask how the illustration demonstrates Roosevelt’s role in establishing the Canal Zone. (*Roosevelt supported the Panamanian rebellion that took control of the zone from Colombia, using gunboat diplomacy; the cartoon shows Roosevelt as a giant figure exercising forceful influence to get the canal built.*) (US.5.a, US.6.a, US.11.e, US.11.f)

**SUPPORT**—Draw students’ attention to the photograph of canal construction on page 259. Ask how the photograph reveals the dangers of working on the canal. (*Possible response: The large walls of land in the photograph show the risk of landslides.*) (US.5.a, US.6.a, US.11.e)

**EXTENSION ACTIVITY**—Have students work individually or in pairs to research the Panama Canal riots of 1964. The riots began when Panamanian high school students tried to raise the Panamanian flag in the U.S.-controlled Canal Zone, an act that was legally permitted but met with police violence. This violent response against the students triggered wider protests and rioting, which revealed deep tensions in the Canal Zone. Have students research this incident and write a paragraph or two analyzing its causes, its effects, and what it suggests about imperialism and U.S.–Panama relations. **(US.2, US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.11.e)**

**After students read the text, ask the following questions:**

**LITERAL**—How would a canal through Panama benefit the United States? **(US.11, US.11.e, US.11.f)**

- » A canal through Panama would benefit the United States because ships could use it to transport goods between the Atlantic and Pacific Oceans in less time and via a safer route. This would benefit U.S. trade and American businesses. The canal also improved U.S. ability to maneuver naval warships and defend its territories in the Caribbean and Pacific.

**LITERAL**—Why did Roosevelt send warships to support the Panamanian rebellion? **(US.11, US.11.e, US.11.f)**

- » Roosevelt sent U.S. warships to the coast of Panama to prevent Colombian forces from stopping the rebellion because he wanted to secure land for building the Canal Zone.

**ANALYTICAL**—How did gunboat diplomacy reflect Roosevelt’s “big stick” foreign policy philosophy? **(US.11.e, US.11.f)**

- » By “carry a big stick,” Roosevelt meant he wanted overwhelming military power at his disposal to back up diplomatic efforts, though he hoped or expected that a mere show of force would be sufficient and that the actual use of force would not be needed. Gunboat diplomacy used the navy to tacitly threaten military action; displaying the “big stick” of the U.S. Navy was sufficient to persuade weaker countries to deliver what he asked of them.

**INFERENTIAL**—Why did Roosevelt act to secure the Canal Zone without waiting for Congress’s approval? **(US.6.a, US.11.e, US.11.f)**

- » Possible response: Roosevelt wanted construction on the canal to begin as soon as possible, and he did not want to go through the long process of getting Congress’s approval. Perhaps he believed that his action was not legal but calculated that he could come to an agreement with Congress eventually, or they would just ignore it.

**LITERAL**—What were some of the dangers involved in building the Panama Canal? **(US.11.e)**

- » Workers risked dying in accidents caused by the dynamite explosions that blasted holes in the mountains. Landslides and mudslides were common. Diseases such as malaria, which is spread by mosquitoes, also posed a serious threat and spread rapidly among workers.

✔ **THINK TWICE**—Why was the building of the Panama Canal both controversial and celebrated?

- » The building of the canal was controversial because Roosevelt used military force and gunboat diplomacy to acquire the land needed for the project and failed to involve Congress as required by law. The project was dangerous for the workers who built the canal, and many died of accidents or communicable diseases such as malaria and yellow fever. The building of the canal was celebrated because it created a new route for U.S. ships to travel the world and engage in trade, leading to even greater economic profits. The route also allowed military ships to more easily defend U.S. territories in the Caribbean Sea and Pacific Ocean, helping the United States maintain power there.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What events and policies led to the United States becoming a world power?”

### “William Howard Taft’s ‘Dollar Diplomacy,’” pages 260–263

**Scaffold understanding as follows:**

**Have students read the section on pages 260–263.**

**SUPPORT**—Point out the sentence containing “civilian, or nonmilitary, governor of the Philippines.” After the United States took control of the Philippines following the Spanish-American War, it initially governed the islands through the military, meaning U.S. Army officers had full control over laws, order, and local decisions. In 1901, William Howard Taft was appointed the first civilian governor, meaning the country was no longer governed by the armed forces. This shift marked a change from rule by military command to rule by a civilian-led administration focused on infrastructure, education, and lawmaking.

**SUPPORT**—Students may wonder what it means that Roosevelt “personally chose” Taft as his successor. This means that President Theodore Roosevelt publicly supported William Howard Taft and encouraged voters and the Republican Party to back Taft in the 1908 election. Although Roosevelt could not handpick the next president, his popularity gave his endorsement significant influence. Roosevelt believed Taft would continue his progressive policies and reforms.

**After students read the text, ask the following questions:**

**LITERAL**—Before Taft became president, what role did he play in U.S. foreign policy? (US.11, US.11.e)

- » Before becoming president, Taft was the civilian governor of the Philippines, supporting the Filipino government and supervising projects on the islands. He also helped oversee infrastructure projects such as the Panama Canal.

**LITERAL**—Why did Taft want to use an economics-based approach to foreign policy? (US.11, US.11e)

- » Taft wanted to use an economics-based approach because he believed it would be more effective than military force at stabilizing foreign governments. He also wanted to use economic investments to promote U.S. business interests overseas.

**ANALYTICAL**—How were U.S. actions in Nicaragua similar to U.S. actions during the Panamanian rebellion in Colombia? (US.2, US.3, US.11, US.11.e)

- » In both Nicaragua and Colombia, the United States supported a rebellion that established a new government. The new government, in each case, was one that was more supportive of U.S. business interests in the country.

 **THINK TWICE**—How did Taft’s approach to foreign policy compare to Roosevelt’s?

- » Both presidents wanted to intervene in Latin American countries, through peaceful diplomacy if possible, and prevent European intervention. Roosevelt’s foreign policy approach was to use blunt military force to accomplish U.S. goals if necessary. Taft’s foreign policy relied more on economic intervention. For example, when Nicaragua experienced political instability, Taft offered the country’s new leaders a loan in exchange for control over Nicaraguan finances. While Taft described his policy as economic intervention, in practice it, too, relied on military force to protect U.S. interests.

**Primary Source Feature: “Dollar Diplomacy, William Howard Taft, 1912,” page 261**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 261.**

**Introduce the source to students by briefly reviewing the introductory text and sharing the background information.** Explain that Taft was describing his plans and the benefits of his foreign policy approach to Congress. This selection is part of a longer message Taft presented on foreign policy to both houses of Congress.

**Have students read the source.**

**SUPPORT**—Because the first paragraph of the excerpt discusses China, briefly review the Open Door policy. Explain that in addition to trading in China, the United States invested in projects in China, such as building infrastructure; just as the United States wanted the same trading opportunities as other nations in China, it wanted the same investment opportunities. Taft describes how the U.S. Department of State wanted American investors involved in Chinese projects that other countries were investing in, such as the Hukuang railways. He believed that if the United States gave money to these projects, it would have a voice regarding how this money was spent; in other words, it would have more economic influence there.

**SUPPORT**—Have students recall the main goals of the Monroe Doctrine, and ask them why Taft references this doctrine. (*The areas of the Panama Canal and the Caribbean are both close to the United States and vulnerable to European intervention.*) Draw their attention to why Taft wants to keep Central American nations from becoming “the prey of would-be dictators.” Recall that one purpose of the Monroe Doctrine was to keep Spain and Portugal from taking back their former colonies in Latin America. If a European nation stepped in to reform a country’s finances, it might then take control of the country’s government. Government instability might also lead to revolt from within, causing “revolutionary disorder” and potentially installing a rebel leader who might be hostile to U.S. interests. (US.1, US.5.a, US.5.b, US.6.a, US.11.e)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to Taft, how has U.S. financial investment in China helped the Chinese people? How has it benefited the United States? (**US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

- » U.S. financial investment in China has supported reforms in the country, which have helped its citizens. It has benefited the United States by giving the country greater economic influence in China.

**ANALYTICAL**—Why did Taft believe that financial stability in Central American countries was important to the United States? (**US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

- » It was important for the United States to reduce external threats to the countries within its sphere of influence. If a Central American country experienced financial instability, it would be vulnerable to the interventions of its foreign creditors. These creditors could threaten U.S. power in the region.

**“The United States in Mexico” and “The Tampico Affair,” pages 263–264**

**Scaffold understanding as follows:**

**Have students read the sections on pages 263–264.**

**CORE VOCABULARY**—Point out the vocabulary term *coup*, and explain its meaning. The term *coup* is from the French phrase *coup d’etat*, meaning strike of state or strike against the state.

**SUPPORT**—Students may need help understanding why Roosevelt ran against Taft and what it means that this created “a split in the Republican vote.” Roosevelt had supported Taft as his successor, but he felt that Taft had not been progressive enough as president. As the sitting president, Taft was a shoo-in for the Republican nomination, so Roosevelt formed a new political party to challenge him: the Progressive Party, often called the “Bull Moose Party.” Roosevelt embraced the nickname after telling reporters that he felt “fit as a bull moose.” Because Roosevelt was a former Republican and Taft was a current Republican, Republican voters were divided between the two candidates. That split made it easier for the Democratic candidate, Woodrow Wilson, to win the presidency.

**SUPPORT**—Review that Woodrow Wilson won the election even though he received less than the majority of the popular vote (42 percent). He won a plurality, which means he received more votes than any other individual candidate.

**SUPPORT**—Prompt students to recall what they learned about the annexation of Hawaii. Explain that the annexation could be considered a coup because U.S. forces supported the overthrow of Queen Lili’uokalani. McKinley accepted annexation as legitimate because it served American interests, while Wilson refused to recognize Huerta’s coup in Mexico, insisting it was illegitimate. This contrast highlights differences between McKinley’s strategic pragmatism and Wilson’s “moral diplomacy.”

**SUPPORT**—Explain that an *embargo* is a ban on trade or other commercial activity with a country, usually due to political or economic conflict. Students read about early U.S. embargoes in Unit 1.

**After students read the text, ask the following questions:**

**LITERAL**—What happened to U.S. sailors during the Tampico affair, and why did President Wilson demand a formal apology? (**US.11, US.11.e**)

- » American sailors were briefly detained in Tampico by Mexican federal troops loyal to General Huerta. Although they were quickly released and the Mexican government apologized, Wilson felt disrespected.

**ANALYTICAL**—Why were the United States and Mexico unable to resolve the Tampico affair through diplomacy? (US.11, US.11.e)

- » The leader of each country thought the other was showing disrespect to his sovereignty and authority. President Wilson demanded that Mexico salute the American flag, and President Huerta asked the United States to salute the Mexican flag in response. Wilson did not want to do so because he did not believe Huerta was the legitimate president of Mexico.

**ANALYTICAL**—What was Wilson’s policy of moral diplomacy, and how did it differ from Roosevelt’s “big stick” policy and Taft’s Dollar Diplomacy? (US.11, US.11.e)

- » Wilson’s moral diplomacy was a foreign policy approach that aimed to promote democracy and American ideals by supporting governments that reflected those values. Unlike Roosevelt’s “big stick” policy, which emphasized military strength, or Taft’s Dollar Diplomacy, which focused on using economic influence, Wilson’s policy was based on morality and ideals rather than force or money.

 **THINK TWICE**—How did Wilson use moral diplomacy in Mexico, and what challenges did he face?

- » Wilson used moral diplomacy in Mexico by refusing to recognize Victoriano Huerta, who had come to power through a violent coup rather than a democratic election. Moral diplomacy emphasized promoting democracy and withholding U.S. support from undemocratic regimes. Wilson denied Huerta access to American weapons so as not to strengthen his rule. He faced challenges when the Tampico Affair created tensions between U.S. forces and Mexican officials, and many Mexicans came to resent what they saw as unwelcome U.S. interference in their country.

**Primary Source Feature: “Latin America Policy, Woodrow Wilson, 1913,” page 262**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 262.**

**Introduce the source to students by reading the introductory text.**

**Have students read the source.**

**SUPPORT**—Point out the phrase “our sister republics of Central and South America.” This refers to the independent nations of Latin America that, like the United States, had republican forms of government. By calling them “sister republics,” Wilson emphasized shared values of democracy and self-government and signaled a desire for cooperation rather than domination.

**SUPPORT**—Point out the sentence “Mutual respect seems to us the indispensable foundation of friendship between states, as between individuals.” Explain that Wilson is comparing nations to people. Wilson uses this analogy to make a diplomatic point: Just as friendships between people depend on respect and fair treatment, so do peaceful relationships between countries. This idea reflects his belief that the United States should

support lawful, orderly governments in Latin America rather than intervene purely for economic or strategic reasons.

**SUPPORT**—Point out the sentence that contains “relationships between the two continents which shall redound” in the last paragraph of the source. Explain that *redound* means to be transferred or added.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—What does Wilson say will be one of the main goals of his administration toward Central and South America? (**US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

- » Wilson says one of his main goals will be to build friendship and promote shared interests with the nations of Central and South America.

**LITERAL**—According to Wilson, what is necessary for there to be lasting peace between countries? (**US.5.a, US.5.b, US.6.a, US.11, US.11.e**)

- » According to Wilson, lasting peace between countries requires protection for private rights, constitutional rules, and mutual respect between nations.



**Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

## “Occupation of Veracruz,” pages 264–265

**Scaffold understanding as follows:**

**Have students read the section on pages 264–265.**

**SUPPORT**—Draw students’ attention to the image of U.S. forces raising the American flag over Veracruz on page 265. Explain that the U.S. occupation was not only a diplomatic dispute but also a military action that had political consequences within Mexico. After the occupation began, various Mexican factions responded differently. Venustiano Carranza, one of Huerta’s rivals, negotiated with Wilson to gain diplomatic recognition and strengthen his own position.

**After students read the text, ask the following questions:**

**LITERAL**—Why did the U.S. military occupy Veracruz? (**US.11, US.11.e**)

- » The U.S. military occupied Veracruz to prevent Huerta from receiving a German arms shipment and to assert American power in Mexico.

**INFERENTIAL**—Why do you think more Mexicans than Americans died during the resistance to the Veracruz occupation? (**US.6.a, US.11, US.11.e**)

- » More Mexicans than Americans died likely because the U.S. military had greater or more advanced weaponry.

**ANALYTICAL**—Why did President Wilson support Venustiano Carranza? (US.11, US.11.e)

- » Wilson supported Carranza because he saw him as a more legitimate and democratic alternative to Huerta, in line with his policy of moral diplomacy.

 **THINK TWICE**—How did presidents of the early 1900s shape foreign policy in the twentieth century?

- » Roosevelt’s assertion that the United States could act with force as an “international police power” was used to justify financial and military interventions in many Latin American countries, including the intervention that led to the Panama Canal’s construction. Roosevelt shaped U.S. foreign policy by being more aggressive in defending American interests. Taft shaped foreign policy by encouraging an approach that relied on making economic investments in other countries. Wilson’s moral diplomacy shaped foreign policy by focusing on spreading American democratic ideals to other countries and supporting countries whose governments reflected these ideals.

### “Hunting Pancho Villa,” pages 266–267

**Scaffold understanding as follows:**

**Have students read the section on pages 266–267.**

**SUPPORT**—Point out that even though Carranza and Villa had become rivals, Carranza opposed the U.S. expedition to capture Villa. Ask: Why do you think Carranza opposed the expedition? (*Carranza did not approve of the United States sending troops to assert U.S. power in Mexico.*) (US.11, US.11.e)

**SUPPORT**—Review the image of the wanted poster for Villa on page 267. Ask students who they think the other names on the poster represent (*Villa’s collaborators in the attack*). (US.11, US.11.e)

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: What effect do you think Pancho Villa’s ability to evade capture had on the U.S. expedition sent to capture him? (US.11, US.11.e)

**After students read the text, ask the following questions:**

**LITERAL**—Why did Pancho Villa and his troops raid the town of Columbus, New Mexico? (US.11, US.11.e)

- » Villa raided Columbus, New Mexico, in part to retaliate against the United States for recognizing his political rival, Venustiano Carranza. Some historians argue that Villa hoped the attack would provoke a U.S. military response against Carranza’s government. Others emphasize Villa’s desire for revenge against the United States, which he believed had betrayed him after previously offering support.

**LITERAL**—Who led the U.S. military expedition to capture Pancho Villa, and why did it fail? (US.11, US.11.e)

- » President Wilson sent General John J. Pershing to lead the U.S. military expedition into Mexico to capture Pancho Villa after Villa’s raids killed American citizens. The expedition failed because most Mexicans were hostile to U.S. troops and refused to help them, Carranza’s government opposed the mission, and Villa used his knowledge

of northern Mexico's terrain to avoid capture. After eleven months, Pershing's forces withdrew without success.

 **THINK TWICE**—How did events from 1915 to 1917 affect the relationship between the United States and Mexico?

- » Events from 1915 to 1917 increased tension, mistrust, and rivalry between the two countries. U.S. recognition of Carranza's government led to resentment from one of Carranza's rivals, Pancho Villa. Villa attacked an American town to show that Carranza's government could not protect Americans. After Villa's attack, the United States wanted to show Mexican leaders that its armies could still wield significant military power in Mexico. The United States sent armies into Mexico to search for Villa, leading to further resentment from Mexicans and the Mexican government, who did not want an American military presence in their country.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, "What events and policies led to the United States becoming a world power?"



## CHECK FOR UNDERSTANDING

### Ask students to:

- Write a short answer to the Framing Question: "What events and policies led to the United States becoming a world power?"
  - » Key points students should cite include: The Monroe Doctrine laid the foundation for U.S. involvement in Latin America by warning European powers to stay out of the Western Hemisphere; economic and strategic interests drove the United States to open trade with China and Japan, leading to the Open Door policy in China; the desire for new markets and military outposts also influenced the purchase of Alaska, which was strategically and economically valuable, and the annexation of Hawaii; the Spanish-American War marked a turning point that established the United States as a global power, resulting in the United States gaining overseas territories like Puerto Rico, Guam, and the Philippines; to protect these interests, Roosevelt issued the Roosevelt Corollary, which justified U.S. intervention in Latin American countries, especially when instability threatened U.S. investments; this policy was applied to U.S. involvement in the Panama Canal project, where American support for Panama's independence helped secure control over the Canal Zone; Taft continued this approach with his Dollar Diplomacy, which used economic power to influence other nations; Wilson, in contrast, promoted moral diplomacy, though he still intervened in countries like Mexico when U.S. values or interests were perceived to be at risk.
- Choose three Core Vocabulary words (*ambassador, imperialism, sphere of influence, protectorate, coup*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

# TOPIC 2: World War I

**Framing Question:** What were the effects of U.S. involvement in World War I?

## Primary Focus Objectives

- ✓ Describe the causes of World War I and explain the events and reasons leading to U.S. involvement in the war. **(US.12.a, US.12.b)**
- ✓ Describe the effects of major military events, the roles of key individuals, and the experiences of U.S. service members in World War I. **(US.12.c)**
- ✓ Analyze the effects of World War I on the U.S. home front, including the suppression of dissent. **(US.12, US.12.d)**
- ✓ Explain why the Allied powers won World War I and describe the significance of Woodrow Wilson’s Fourteen Points and the Treaty of Versailles. **(US.12.e, US.12.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *neutrality, militarism, alliance, artillery, arms race, ultimatum, trauma, isolationism, mobilization, infantry, offensive, armistice, propaganda, espionage, precedent.*

## What Teachers Need to Know

**Online Resources** For background information, download the Land of Liberty Online Resource “About World War I”:



[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Materials Needed

**Activity Pages**



AP 1.1  
AP 2.1

- individual student copies of Primary Source Analysis (AP 1.1) and Domain Vocabulary: Unit 3 (2.1)
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- maps of African borders in 1914, Africa today, the Western Front, German language in America, and Europe before and after World War I
- audio file of “Over There”
- individual student copies of “Over There” lyrics
- collections of World War I veterans’ (a) correspondence and photographs and (b) diaries and memoirs
- video clip of *Under Four Flags* (1918)
- collection of U.S. propaganda posters used in World War I
- images of the Armistice Carriage

**Online Resources**



Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the worksheet, maps, audio file, lyrics, collections, video, posters, and images may be found:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

## Core Vocabulary (Student Volume page numbers listed below)

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**neutrality, n.** a country's decision not to take a side in a conflict such as a war (269)

*Example:* Despite pressure from both sides, the country maintained its neutrality and refused to send troops or weapons to aid either army.

*Variations:* neutral (adj.)

**militarism, n.** the belief that a nation needs a strong military to achieve its political goals (270)

*Example:* Militarism shaped the country's policies, leading its leaders to invest heavily in weapons and troops to gain more influence in global politics.

*Variations:* militarist (n., adj.), militaristic (adj.), militarize (v.)

**alliance, n.** an agreement between countries to support each other in case of war or other threats to security (270)

*Example:* Knowing that an attack on one would mean a response from all, the countries in the alliance held regular meetings to plan their shared defense.

*Variations:* ally (n., v.), allied (adj.)

**artillery, n.** large guns moved on wheels and metal tracks (270)

*Example:* The sound of artillery echoed through the hills as the giant cannons fired from behind the front lines.

**arms race, n.** a competition between two nations in which each one tries to accumulate and develop more and better military weapons than the other (270)

*Example:* As tensions grew between the two countries, each poured money into new missiles and tanks, fueling an arms race that worried the rest of the world.

**ultimatum, n.** a final demand that will lead to forceful action if it is rejected (274)

*Example:* The country issued an ultimatum: Hand over the captured soldiers within forty-eight hours or face invasion.

**trauma, n.** a strong behavioral and emotional response to highly stressful events (280)

*Example:* Soldiers experienced extreme stress and other forms of trauma due to the horrors of war.

*Variations:* traumatic (adj.), traumatize (v.)

**isolationism, n.** a country's refusal to get involved in the problems or conflicts of other countries (281)

*Example:* In the years before World War I, many Americans supported isolationism, arguing that the country should focus on its own problems rather than get involved in the growing conflict in Europe.

*Variations:* isolation (n.), isolationist (n., adj.)

**mobilization, n.** the process of preparing a nation's armed forces for active service (285)

*Example:* With war on the horizon, the country began its mobilization by training troops, collecting supplies, and converting factories to build weapons.

*Variations:* mobilize (v.)

**infantry, n.** a group of soldiers trained to fight on foot or as ground forces (289)

*Example:* The infantry moved carefully through the forest, prepared to face enemy troops on the ground.

*Variations:* infantry (adj.)

**offensive, n.** a planned attack made by a group of soldiers (289)

*Example:* The German troops planned an offensive to take control of French territory.

**armistice, n.** a formal agreement between countries at war to stop fighting (295)

*Example:* After four years of devastating conflict, the two nations signed an armistice that brought the fighting to an end.

**propaganda, n.** information and communication used to influence public opinion, often in support of a cause or movement (296)

*Example:* During the war, posters showing brave soldiers and evil enemies were used as propaganda to gain public support for the military effort.

*Variations:* propagandize (v.)

**espionage, n.** spying on a foreign government by collecting information about its activities (298)

*Example:* The agent was arrested for espionage after he was caught passing military secrets to another country.

**precedent, n.** a court decision that is used as an example to decide similar cases in the future (301)

*Example:* The case set a precedent that the Supreme Court still uses today in determining outcomes of new cases.

## THE CORE LESSON

### Introduce “World War I”

Call students’ attention to the Framing Question. Tell students to pay attention to how the war unfolded before U.S. involvement, as well as events in which the United States was directly involved or directly affected. This will give them a broader context to respond to the question.

### Guided Reading Supports for “World War I”



#### “The United States Enters a Global Conflict,” pages 268–269

**Scaffold understanding as follows:**

**Have students read the section on pages 268–269.**

**CORE VOCABULARY**—Point out the vocabulary term *neutrality*, and explain its meaning.

**SUPPORT**—Prompt students to recall what they read in Topic 1 about Woodrow Wilson’s approach to foreign policy. Ask volunteers to paraphrase the concept of moral diplomacy and apply it to the situation discussed in this section. (US.11, US.12, US.12.b)

**SUPPORT**—Explain that in 1917, the war was called the Great War or, in America, the European War. The major powers involved in the war were European countries and Japan. Many non-Europeans also participated in the war, mainly as inhabitants of regions in Africa and Asia that had been claimed by European powers as colonies. These individuals were often forced to fight on behalf of the European governments that controlled their homelands. The conflict was only considered a “world” war after the United States entered in 1917, and it was not referred to as World War I until the second large-scale global conflict—what we now call World War II—broke out in 1939.

**SUPPORT**—Remind students that the Monroe Doctrine was still relevant to U.S. foreign policy. Just as the United States wanted Europe to stay out of affairs in the Western Hemisphere, the United States would theoretically stay out of affairs in the Eastern Hemisphere.

**SUPPORT**—Remind students that they read about Congress’s power to declare war in Unit 1, including during Topic 2’s discussion of the Mexican-American War of the 1840s.

**After students read the text, ask the following questions:**

**LITERAL**—What actions did Germany take during World War I that outraged Americans? (**US.2, US.12, US.12.a, US.12.b**)

- » Germany outraged Americans by targeting military and civilian ships in the Atlantic Ocean, including ships that carried American civilians. This was seen as a violation of international law and an affront to human decency. In January 1917, Germany sent the Zimmermann Telegram, which proposed a Mexican–German alliance and Mexican annexation of U.S. territory.

**ANALYTICAL**—Why did the Allied powers need the United States to join the war? (**US.2, US.12, US.12.b, US.12.e**)

- » The Allied powers needed the United States to join because the British and French armies were exhausted, as were their civilian populations. In Russia, a revolution was already unraveling the Eastern Front. Allied leaders feared that Germany would soon shift its full military power to the west, and they needed reinforcements.

### “Causes of World War I” and “Industrial Power and Militarism,” page 270

**Scaffold understanding as follows:**

**Have students read the sections on page 270.**

**CORE VOCABULARY**—Point out the vocabulary terms *militarism*, *alliance*, and *artillery*, and explain their meanings.

**ACTIVITY**—Explain to students that while the causes of World War I are international and complex, the acronym MANIA—militarism, alliances, nationalism, imperialism, and assassination—is sometimes used to summarize the essential causes of World War I. Suggest that students record the acronym and how each “letter” contributed to the start of the war as they read through this and following sections.

**SUPPORT**—Explain that steel production surged during the Second Industrial Revolution thanks to improved methods like the Bessemer and open-hearth processes. Review the Bessemer process that led to the mass production of steel in the United States, which students learned about in Unit 2, Topic 2. The ancient process of smelting, or separating metal from rock by heating the rock to a high temperature, had become more advanced. Beyond the factory techniques that allowed countries to produce more weapons (and other goods) more quickly, multiple advancements in steel production helped countries make their weapons more effective. These and other technologies made it easier for countries to produce and stockpile large amounts of dangerous weapons.

**After students read the text, ask the following questions:**

**LITERAL**—What were the roots of the conflict in regard to World War I? (**US.12.a**)

- » The roots of the conflict included decades of imperial competition, increasing militarism, nationalist tensions, and strategic rivalries that resulted in entangled alliances.

**LITERAL**—How did militarism affect political culture in Europe? (US.12.a)

- » Militarism, which glorified military strength and military readiness, became deeply embedded in political culture in Europe.

**EVALUATIVE**—What is the connection between industrial strength and militarism? (US.12.a)

- » The Second Industrial Revolution in the late 1800s and early 1900s introduced innovations that transformed manufacturing and led to changing warfare, including by enabling nations to improve their warships. Industrial strength also allowed countries the economic resources necessary to build up their military forces.

 **THINK TWICE**—How did competition grow in Europe before World War I?

- » Competition in Europe grew as powerful countries clashed over imperial expansion, built up their militaries, and formed rival alliances. The Second Industrial Revolution increased this tension by introducing new technologies and helping Germany's industry grow quickly. Germany's rising industrial power challenged Britain's long-standing economic dominance and allowed Germany to strengthen its military, especially its navy. Militarism became a major part of politics in countries like Germany and Austria-Hungary. These changes made European nations more competitive and suspicious of one another.

### "The Naval Arms Race" and "Countries Form Alliances," pages 270–272

**Scaffold understanding as follows:**

**Have students read the sections on pages 270–272.**

**CORE VOCABULARY**—Point out the vocabulary term *arms race*, and explain its meaning.

**SUPPORT**—A lot of world leaders were influenced by Alfred Mahan's book *The Influence of Sea Power upon History* (1890), including President Theodore Roosevelt, who applied many of Mahan's ideas to improving the U.S. Navy. In fact, an efficient navy helped make up the "big stick" of Roosevelt's foreign policy, which students learned about in Topic 1. Mahan argued that Britain's control of the seas led to its overall economic and political global dominance; this argument likely contributed to Germany's decision to compete with Britain.



**SUPPORT**—Preview with students the map of Central, Allied, and neutral powers in World War I on page 276. Point out that as an island, any imports that Britain needed had to arrive by sea (rather than, for instance, railway). Ask students: If German ships controlled the waters around Britain, what would the consequences be for Britain? (*Britain might not have been able to receive the goods it needed or to defend itself against threats.*) (US.2, US.4, US.5.a, US.5.c, US.12.a)

**SUPPORT**—Clarify that before the Franco-Prussian War (1870–71), Germany had been fragmented, a collection of small states. After the war, Germany was unified as a single country. This unification contributed to Germany's need to "catch up" to other nations in power and prestige.

**SUPPORT**—Explain that an *entente* (pronounced /on\*tont/) is a friendly understanding or agreement between countries. It does not impose or entail the obligations of an alliance, but members of an entente may still choose to defend one another.

**SUPPORT**—Explain that the alliances were formed to ensure collective security. Ask students what *collective security* means and why it was important. (*Collective security means the safety of everyone in a group. This security was important because no nation thought it could remain safe from threats on its own.*) (US.12.a)

**SUPPORT**—Clarify that at the start of the war, the Central powers were Germany, Austria-Hungary, and the Ottoman Empire, and the Allied powers were France, Britain, Russia, and Japan. Although not mentioned in this section, Japan joined the Allies in 1914 under the terms of a military alliance with Britain to expand its influence in East Asia by seizing German-controlled territories, such as islands in the Pacific and ports in China. It may help students to understand that the Ottoman Empire, once enormous in power and territory and stretching from central Europe into North Africa and the Middle East, had become greatly weakened by this time. The empire was continuing to lose land in Europe, including territory lost in the Balkan Wars, which students will read about in the next section.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did German industry contribute to the naval arms race? (US.12.a)

- » German industry grew rapidly, and this industrial strength allowed Germany to invest heavily in building new warships. Germany saw a strong navy as essential to its growing power, which deepened its rivalry with Great Britain. Each new ship launched by one nation pushed the other to respond, creating an escalating naval competition.

**ANALYTICAL**—How did the Franco-Prussian War affect France’s and Germany’s actions before World War I? (US.12.a)

- » The Franco-Prussian War was a disaster for France. It was defeated, Paris was captured, and France lost Alsace-Lorraine, a region rich in coal and iron. This humiliation and territorial loss left France fearful that Germany might invade again. Meanwhile, the war placed a strong, united Germany at the center of Europe. German leaders worried about Russian influence and sought allies to secure their borders, contributing to the creation of new alliances.

**INFERENTIAL**—Do you think Germany was right to fear that the countries around it were becoming hostile? Why or why not? (US.6.a, US.12.a)

- » Possible response: Germany was right to fear that the Triple Entente was a growing circle of hostile countries around it. France and Russia agreed that they would defend one another against a German attack, and Germany understood that Russia’s manpower was formidable and unlikely to be overcome in a future war..

 **THINK TWICE**—How did alliances both reflect the reasons nations sought protection and contribute to the start of World War I?

- » Countries formed alliances to protect themselves from powerful rivals, promising to defend one another if attacked. For example, France, still wary after losing the Franco-Prussian War, allied with Russia to counter German power. While alliances were intended to preserve peace, they actually divided Europe into rival factions, encouraged distrust, and made nations more likely to view each other as enemies, ultimately helping spark World War I.

## “Imperialism, Colonialism, and Nationalism,” pages 272–273

Scaffold understanding as follows:

Have students read the section on pages 272–273.

**SUPPORT**—Explain that in the early twentieth century, European economies’ growth depended on the resources and labor of their colonies. Industrial growth and consumer demand at home required a steady supply of raw materials, many of which were not available in large quantities within Europe.

Online Resources



**SUPPORT**—Show students the map of African borders in 1914, and compare it to the modern map of Africa. Explain that most African countries decolonized or gained independence later in the twentieth century, beginning in the 1950s. **(US.4, US.12.a)**

**Reminder:** The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**SUPPORT**—Review the cartoon and caption on page 272. Ask how the cartoon depicts European desires to control land in African nations. (*The European nations are shown as powerful leaders dining on a dish labeled “Congo.” They are depicted as having complete power to control the future of helpless African nations.*) Explain that representatives from fifteen European nations attended the Berlin Conference (1884–85) to divide the African continent among themselves without consulting African leaders or communities. Although European powers claimed to have renounced slavery by the late 1800s, their imperial rule often involved brutal systems of forced labor that were exploitative and violent. These systems resulted in the widespread abuse, displacement, and death of African people under colonial control. **(US.5.a, US.5.b, US.6.a, US.12.a)**

**Note:** You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

Online Resources



See the Land of Liberty Online Resources for this unit for the link to the worksheet:

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**SUPPORT**—Provide additional context to help students understand Russia’s role as a self-declared protector of Slavic peoples and the broader forces that fueled Serbian nationalism. The Slavs are an ethnic group found across eastern and southeastern Europe, including Russians, Serbs, and Bosnians. In the nineteenth century, Russia promoted a movement called Pan-Slavism, which aimed to unite Slavic peoples under shared cultural and political goals but also served to extend Russian influence in the Balkans. This idea appealed to Serbian nationalists, who sought to unify South Slavs and break away from Austro-Hungarian control. Russia’s support for Serbia was part of its effort to assert itself in the region and build alliances that challenged Austria-Hungary, actions that contributed directly to the outbreak of World War I.

**SUPPORT**—Explain that while competition for overseas colonies did contribute to rising tensions, such as Germany’s naval buildup in response to British power, that competition was not a direct cause of World War I. European powers often negotiated colonial disputes peacefully, as seen at the Berlin Conference (described in an earlier Support note). The immediate causes of the war were rooted in ethnic tensions, nationalism, and territorial disputes within Europe, not colonial rivalries; major imperial rivals Britain and France fought together as allies in the war.

**After students read the text, ask the following questions:**

**LITERAL**—How did imperialism contribute to international tensions before the outbreak of World War I? **(US.12.a)**

- » Imperialism contributed to rising international tensions among European nations as their expansion of empires fueled aggressive competition and diplomatic friction.

**LITERAL**—What did nationalism inspire in the nineteenth century? **(US.12.a)**

- » Nationalism inspired Germans and Italians to create new nation-states and Serbians to attempt to create a nation-state of their own.

**LITERAL**—What did Austria-Hungary do in 1908, and why did this action anger Serbians? **(US.12.a)**

- » Austria-Hungary annexed Bosnia and Herzegovina in 1908. The annexation threatened the Serbs' goal of creating a unified Serbian state.

 **THINK TWICE**—How did imperial competition and nationalist movements create tensions and instability in Europe before World War I?

- » Several factors contributed to tensions and instability in Europe. Imperial competition caused tensions as powers like Germany and Italy tried to expand their empires to match Britain's. Nationalism fueled the creation of new nation-states and independence movements among ethnic groups, which contributed to instability. Austria-Hungary's annexation of Bosnia in 1908 angered Serbia, which had hoped to create a Serbian nation-state. Russia backed Serbia at first but then backed down, leaving Serbia isolated. After the Balkan Wars, Serbia grew stronger, and some nationalists called for uniting all southern Slavs, something Austria-Hungary saw as a threat to its empire.

**"The Assassination of Archduke Franz Ferdinand," pages 273–274**

**Scaffold understanding as follows:**

**Have students read the section on pages 273–274.**

**After students read the text, ask the following questions:**

**LITERAL**—Why did Serbians resent Archduke Franz Ferdinand's presence in Bosnia? **(US.12.a)**

- » Serbians saw Archduke Franz Ferdinand's presence in Bosnia as a sign that Austria-Hungary wanted to dominate the Balkans and crush efforts at Slavic unification and independence.

**LITERAL**—Who was responsible for the assassination of Archduke Franz Ferdinand? Who did Austria-Hungary blame for the assassination? **(US.12.a)**

- » Members of the radical nationalist group the Black Hand carried out the assassination. Austria-Hungary, however, blamed the Serbian government for supporting the group and held the entire nation responsible.

✓ **THINK TWICE**—How did nationalism result in the assassination of Archduke Franz Ferdinand and his wife?

- » Nationalism, already inflamed by a series of wars in the Balkans, played a key role in the assassination. Many Serbians viewed Franz Ferdinand’s visit to Bosnia as a challenge to Slavic independence and a threat to their goal of creating a united Serbian state. This fueled resentment toward Austria-Hungary. The nationalist group the Black Hand carried out the assassination as an act of resistance and a way to promote Serbian nationalism.

## “The July Crisis and the Beginning of World War I, 1914,” pages 274–275

**Scaffold understanding as follows:**

**Have students read the section on pages 274–275.**

**CORE VOCABULARY**—Point out the vocabulary term *ultimatum*, and explain its meaning.

**SUPPORT**—Review the timeline on page 275 with students. For each entry that includes a nation declaring or mobilizing for war, have students summarize the reason the nation went to war. Guide students to understand how each event in the timeline is a response to a previous event. As necessary, prompt students to recall the nations in the Triple Alliance and the Triple Entente. **(US.12, US.12.a)**



**SUPPORT**—Direct students to the map of Central, Allied, and neutral powers on page 276, and review the location of Belgium, through which Germany marched to reach France. Clarify that Belgium was drawn into the conflict even though it did not declare war. **(US.4, US.12, US.12.a)**

**SUPPORT**—Share with students that Sir Edward Grey, Britain’s foreign secretary in 1914, said, “The lamps are going out all over Europe; we shall not see them lit again in our life-time.” Grey was using a metaphor; the lamps symbolized peace and stability, and their going out meant the world was plunging into darkness and war.

**After students read the text, ask the following questions:**

**LITERAL**—Why did Serbia reject Austria-Hungary’s ultimatum? **(US.12.a)**

- » Serbia rejected the ultimatum because it did not want Austro-Hungarian officials involved in its internal legal system, particularly in the trials of those accused of the assassination.

**ANALYTICAL**—Why did Germany declare war on France, and how did this decision draw Britain into the war? **(US.12, US.12.a)**

- » Germany declared war on France because France was an ally of Russia, on which Germany had earlier declared war. The Germans hoped that by declaring war on France and defeating that country quickly, it could neutralize the French threat by the time Russia’s large army was fully mobilized. To invade France, Germany marched through neutral Belgium. This action violated the Treaty of London, which Britain had signed to defend Belgium’s neutrality. As a result, Britain declared war on Germany.

✓ **THINK TWICE**—How did the assassination of Archduke Franz Ferdinand set off the chain of events that led to World War I?

- » The assassination of Archduke Franz Ferdinand by a Serbian nationalist gave Austria-Hungary a reason to move forcefully against Serbia. When Serbia refused

Austria-Hungary's ultimatum, Austria-Hungary declared war. Germany supported Austria-Hungary, while Russia mobilized to defend Serbia. Germany then declared war on Russia and France, Russia's ally, and invaded Belgium to reach France. Britain entered the conflict after Germany's invasion of Belgium, turning a regional crisis into a world war.

## "The Conflict Expands" and "Revolution in Russia," pages 275–278

**Scaffold understanding as follows:**

**Have students read the sections on pages 275–278.**

**SUPPORT**—Point out the sentence "The war was fought on two main fronts" in the second paragraph of the section "The Conflict Expands." Explain that a front, in warfare, is the location where fighting takes place or the line of contact between opposing forces.

Online Resources



**SUPPORT**—Review the map of Central, Allied, and neutral powers on page 276. Have students use the text to identify the approximate locations of the Western Front and the Eastern Front. Then show the detailed map of the Western Front, which is where the U.S. military would fight once the United States entered the war. **(US.4, US.5.c, US.12)**



**SUPPORT**—Using the map of Central, Allied, and neutral powers on page 276, point out that Morocco was one of the countries that fought for the Allies. Explain that troops in nations under colonial control were sometimes forced to fight on behalf of the colonizing nation. Morocco, a North African country, was a French protectorate, and several Moroccan troops fought for France. **(US.4, US.12)**

**SUPPORT**—Review the French poster on page 277. Explain that Prussia was a region of Germany and that the title, "La Guerre est l'Industrie Nationale de la Prusse," translates to "War Is the National Industry of Prussia," a French trope that dates back to 1788—more than a century before World War I. Ask students what this quote and the image of the octopus suggest about Germany's ambitions and reputation. *(The quote suggests Germany has a reputation for warfare and domination. The image of the octopus suggests that Germany wants to spread its control throughout Europe and even beyond.)* **(US.5.a, US.5.b, US.6.a, US.12)**

**SUPPORT**—Explain that in the context of war, *attrition* means gradually weakening or destroying the enemy's strength. It is often used to describe a strategy in which a warring party tries to exhaust the enemy or deplete their supplies, as opposed to securing territory for itself.

**SUPPORT**—Explain that *czar* (or *tsar*) was a title for Russian emperors. It originally comes from the Latin word *caesar*. Also explain that to *abdicate* means to give up the throne.

**SUPPORT**—Students learn about autocracy and autocratic forms of government in Unit 1 of the Foundations of Freedom: A Louisiana Civics Program course.

**SUPPORT**—Review with students what they learned about communism and Karl Marx in Unit 2.

**SUPPORT**—Explain that the Julian calendar was an older calendar system that placed dates several days behind the modern Gregorian calendar, used in most of the world today. Because Russia continued to use the Julian calendar in 1917, events there were recorded with different dates from those used in western Europe and the United States. This is why the October Revolution is usually described as happening in early November.

**SUPPORT**—Help students understand the two overlapping timelines of the Russian Revolution and the First World War: World War I began in 1914, with Russia on the side of France and Britain against Germany, Austria-Hungary, and the Ottoman Empire; Russia’s military failures and domestic unrest led Czar Nicholas II to abdicate in February 1917, and a provisional government was set up; the United States entered the war in April 1917 as an ally of France, Britain, and Russia; the Bolsheviks led the October Revolution—the final phase of the Russian Revolution—and Lenin took power in November 1917; the Russians soon arranged a temporary truce (December 15) and then signed a treaty with Germany in March 1918, withdrawing from the war.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did fighting in the war evolve over time? **(US.12.c)**

- » Although the war saw rapid offensives and shifting lines at first, fighting evolved over time as the destructive power of modern weaponry—especially machine guns, heavy artillery, and poison gas—quickly forced troops to dig defensive trenches. Fighting in the trenches lasted for years and led to a stalemate.

**ANALYTICAL**—Who were the Bolsheviks? What did they seek to accomplish? **(US.13.d)**

- » The Bolsheviks were a radical socialist group led by Vladimir Lenin. They sought to overthrow the provisional government, end Russia’s involvement in World War I, and create a communist government inspired by the ideas of Karl Marx. The Bolsheviks ultimately prevailed in the Russian Revolution.

**LITERAL**—What promise did the Bolsheviks make when they took power in November 1917, and what was one of their first actions? **(US.12, US.13.d)**

- » The Bolsheviks promised “peace, land, and bread,” and one of their first actions was to withdraw Russia from World War I.

**LITERAL**—When and why did Russia exit the war? **(US.12)**

- » Russia exited the war after the 1917 revolution, when the new Bolshevik government seized power. The Bolsheviks signed a separate peace treaty with the Central powers in March 1918. The Russian people were frustrated by battlefield losses, food shortages, and related economic hardship.

 **THINK TWICE**—How did the conflict expand after World War I began?

- » The conflict expanded as more countries joined the war and fighting spread across multiple regions. Germany and Austria-Hungary were joined by the Ottoman Empire and Bulgaria to form the Central powers. The Allied powers began with France, Britain, and Russia but expanded to include Japan, Italy (after it switched sides in 1915), and the United States (in 1917). Fighting also spread geographically, taking place on both the Western Front in France and Belgium and the Eastern Front across eastern Europe.

 **THINK TWICE**—How did the Russian Revolution affect Russia’s role in World War I, and what opportunity did it provide U.S. president Woodrow Wilson?

- » The Russian Revolution affected the outcome of World War I by removing Russia from the conflict. After the Bolsheviks took power in November 1917, they withdrew Russia from the war and signed the Treaty of Brest-Litovsk in March 1918. This allowed Germany to redirect troops from the Eastern Front to the Western Front, which

significantly affected the course of the war. The fall of the Russian monarchy also had political consequences. The removal of the czar allowed President Woodrow Wilson to portray the war as a struggle between democracy (the Allied powers) and tyranny (the Central powers), making it easier for the United States to argue that it was defending democracy on a global scale.

## **“In the Trenches,” pages 278–280**

### **Scaffold understanding as follows:**

#### **Have students read the section on pages 278–280.**

**CORE VOCABULARY**—Point out the vocabulary term *trauma*, and explain its meaning. Students may have encountered the term before in other contexts.

**SUPPORT**—Although trench warfare had been practiced before World War I, it became more widespread in this war. It may be helpful to clarify for students the difference between defensive and offensive weapons and maneuvers. For defending a position, armies had large artillery, but it was difficult to move and so could not be used for offensives. Furthermore, the powerful defensive weapons would kill attacking soldiers moving across open ground. Machine-gun nests were also effective as defense. Explain that these were defensive arrangements designed to maximize firepower—groups of soldiers with machine guns would lie in wait in a “nest” for the enemy to advance so they could attack with more precision. However, soldiers outside the nests were very vulnerable, even when armed with machine guns themselves. As a result, soldiers could not fight offensively; they needed a way to protect themselves.

**SUPPORT**—Review the two images of trench warfare on page 279. Ask how each image shows the challenges that soldiers faced. Guide students to point out features of trench life described in the text. *(The first image shows barbed wire and men packed closely together in a trench, highlighting the cramped and harsh conditions. The second image shows a soldier reading a newspaper during a quieter moment, suggesting that soldiers didn’t just fight in the trenches but also had to live in them. Daily activities like sleeping, eating, and reading took place amid the mud, filth, and constant danger of trench life.)* **(US.5.a, US.5.b, US.5.c, US.12.c)**

**SUPPORT**—Explain that a *sniper* is a shooter who attacks at a distance from a hidden or concealed position.

#### **After students read the text, ask the following questions:**

**LITERAL**—Describe life in the trenches. **(US.12.c)**

- » Trench life was harsh and exhausting. Soldiers faced near-constant machine-gun fire and artillery bombardment, which caused fear and anxiety. Standing or sitting for hours in damp mud led to trench foot, a painful condition. Living in close quarters without access to bathing caused lice infestations and spread disease. Constant noise and danger meant soldiers got little sleep.

**LITERAL**—What was “no man’s land,” and why did soldiers avoid it? **(US.12.c)**

- » “No man’s land” was the area between opposing trenches. Soldiers avoided it because it was unprotected from enemy fire.

✓ **THINK TWICE**—Why and how did trench warfare develop?

- » Trench warfare developed out of necessity because new weapons gave defenders a major advantage. Armies dug long, narrow ditches to protect themselves and hold strategic positions. Barbed wire, machine guns, and heavy artillery made it nearly impossible for attackers to cross open ground without being gunned down by machine-gun fire.

### “New Technologies Change Warfare,” pages 280–281

**Scaffold understanding as follows:**

**Have students read the section on pages 280–281.**

**SUPPORT**—As the Student Volume notes, artillery and machine guns had already been used in colonial wars, such as the British campaign in Sudan in 1898. These colonial conflicts allowed European powers to test modern weapons against less industrialized forces, revealing their destructive potential well before World War I. Explain that some of these technologies had earlier roots; for example, rapid-fire weapons and more advanced artillery were used during the Civil War, where industrialized warfare contributed to significantly increased casualties.

**SUPPORT**—Point out the term *chemical weapons*. Ask students if they’ve heard of poison gas or gas masks in connection with war. Then point out that World War I was the first major conflict in which chemical weapons were widely used and that these new technologies changed how soldiers experienced war.

**SUPPORT**—Explain that surveillance and reconnaissance are both methods of gathering information about an enemy target, but reconnaissance is usually a short-term, active mission, while surveillance involves long-term monitoring of a target. Both methods involve visual observation, often from airplanes.

**SUPPORT**—Point out to students that while the Battle of the Somme happened before the United States entered the war, the scale of destruction and loss revealed the kind of conflict U.S. soldiers would soon be drawn into. Guide students to consider how such devastation might influence American opinions about joining the war. **(US.12, US.12.c)**

**After students read the text, ask the following questions:**

**LITERAL**—What new weapons were introduced in World War I? **(US.12.c)**

- » New weapons introduced in World War I included machine guns, heavy artillery, grenades, flamethrowers, and chemical weapons such as chlorine, phosgene, and mustard gas, as well as tanks; airplanes were also used but mainly for reconnaissance.

**LITERAL**—What did the Battle of the Somme reveal? **(US.12.c)**

- » The Battle of the Somme, in which more than one million soldiers were killed or wounded, revealed just how deadly and entrenched the conflict had become.

✓ **THINK TWICE**—What were the major military and technological innovations during World War I, and how did they affect the war?

- » World War I introduced new military technologies on a large scale that made battle far more deadly. Artillery caused the most deaths, and machine guns fired more than five

hundred rounds per minute. Poison gas, first used in 1915, caused panic, injury, and long-term harm, leading to the use of gas masks. Tanks were created to cross trenches and resist gunfire. Airplanes were used for reconnaissance to track enemy movements. The new weapons led to massive casualties, especially in battles like the Somme.

## **“The United States: From Neutrality to War” and “The Sinking of the *Lusitania*,” pages 281–282**

**Scaffold understanding as follows:**

**Have students read the sections on pages 281–282.**

**CORE VOCABULARY**—Point out the vocabulary term *isolationism*, and explain its meaning.

**SUPPORT**—Students may need help understanding why loans are included alongside weapons and equipment. When U.S. banks lent money to the Allies, much of that money was spent buying American goods. In this way, loans helped create more demand for U.S. supplies, so they acted much like exports and boosted the American economy.

**SUPPORT**—Review some of the nautical vocabulary in the section. The term *U-boat* comes from the German term *unterseeboot*, or undersea boat—a submarine. A merchant ship is a ship used to carry goods or passengers but not used for military purposes. A torpedo is an explosive weapon that is fired underwater.

**SUPPORT**—Point out the sentence that contains “without warning or regard for civilian safety” in the first paragraph of the section “The Sinking of the *Lusitania*.” Remind students about the meaning of the Core Vocabulary term *civilian* from Unit 1, Topic 2: having the status of one who is not a member of the armed forces.

**SUPPORT**—Review the image of a U-boat and its caption on page 282. Ask students what the phrase “could move almost undetected through the oceans” might mean. (*Submarines, or U-boats, could travel underwater for longer periods of time and attack with greater stealth; however, the image shows a U-boat at the surface, getting supplied by a regular vessel. This seems to suggest that the U-boats had vulnerabilities and were not completely undetectable.*) **(US.12.a)**

**SUPPORT**—Review the newspaper headline on page 281. Ask how American public opinion of the *Lusitania* sinking was similar to and different from public opinion of the USS *Maine* explosion, which students learned about in Unit 3, Topic 1. (*Both events upset the American public because American lives were lost. Both caused Americans to urge the government to get involved in a conflict abroad. However, the cause of the USS Maine’s sinking was unclear, even though the newspapers blamed Spain. The cause of the Lusitania’s sinking was known to be a German submarine attack.*) **(US.3, US.5.a, US.5.c, US.6.a, US.6.b, US.12.b)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did the United States and its banks and businesses benefit financially from supplying the Allies? **(US.12, US.12.b)**

- » American businesses and banks were able to protect U.S. investments in Britain and France by supporting the Allies. U.S. businesses benefited financially from selling weapons and equipment to European governments.

**LITERAL**—What was unrestricted submarine warfare, and where was it used? (**US.12, US.12.b**)

- » Unrestricted submarine warfare was a policy of attacking any ships in a certain area without limit, including military and civilian ships, without any warning. It was used by Germany in the North Atlantic, particularly in the area surrounding Britain.

**INFERENTIAL**—Why do you think Germany promised to stop attacking unarmed merchant ships? (**US.6.a, US.12, US.12.b**)

- » Possible response: Germany promised to stop attacking these ships because it didn't want to antagonize the United States and spur it to join the war on the side of the Allies.

 **THINK TWICE**—How did Germany's use of unrestricted submarine warfare in 1915–16 strain U.S.–German relations and affect American public opinion?

- » Germany's submarine warfare tactic was to attack any ship that sailed near the British Isles, even those on peaceful missions. This tactic made the American public and American leadership more concerned about the threat Germany posed to the world. German submarines also sank the *Lusitania*, a British cruise ship carrying American citizens. This proved that Germany's tactic placed American lives in danger.

### **"A Divided American Public," pages 282–283**

**Scaffold understanding as follows:**

**Have students read the section on pages 282–283.**

**SUPPORT**—Review the two political cartoons and their captions on pages 282 and 283. Ask: How do the two political cartoons reflect different arguments for and against American entry into World War I, and what dangers does each cartoon suggest the nation would face depending on its choice? (*The first cartoon argues in favor of war by showing the dangers of avoiding it, such as letting Germany get away with unanswered crimes. The second cartoon argues against war, warning that joining would endanger the nation's "life belt" of sanity and safety, which is keeping the country afloat.*) Point out that the second cartoon is titled "The Life Belt," suggesting that if this belt of "national sanity" were removed, the United States would be in danger. Guide students to understand that the first cartoon expresses the potential dangers of avoiding the war, while the second cartoon expresses the potential dangers of joining the war. (**US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.12.b**)

**SUPPORT**—Review President Wilson's slogan for his reelection campaign: "He kept us out of war." Explain that as well as reflecting many Americans' anti-war sentiment, the slogan was a reference to Wilson's apparently successful diplomatic handling of the sinking of the *Lusitania*. Instead of fighting back against Germany, he made Germany promise to cease its practices.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: If you were an American in 1915 and 1916, would you have supported U.S. involvement in the war? Why or why not? (**US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.12.b**)

Online Resources



**Note:** For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

[www.coreknowledge.org/land-of-liberty](http://www.coreknowledge.org/land-of-liberty)

**After students read the text, ask the following questions:**

**INFERENTIAL**—Using your prior knowledge of the Civil War (1861–65), which you read about in Unit 1, how do you think Roosevelt’s quote about Lincoln—“the North would have been saying they were so glad he kept them out of the war”—supports U.S. involvement in World War I? (**US.3, US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.12.b**)

- » Possible response: The quote supports U.S. involvement because Roosevelt suggests that people often prefer peace until a threat becomes too great to ignore. He argues that just as the North could not avoid the Civil War, the United States cannot stay out of World War I if the country is in danger. Americans who supported military preparedness believed the war posed real risks, such as German submarine attacks, and Roosevelt uses Lincoln’s example to show that avoiding conflict is not always possible when national security is at stake.

 **THINK TWICE**—Why did some Americans believe the United States should stay out of the war?

- » German Americans feared they would face discrimination or suspicion if the United States fought Germany, and many Americans opposed sending U.S. troops to fight in a foreign war or any war at all. Members of the Progressive Party worried that war would distract the country from important social reforms.

**“The Zimmermann Telegram,” pages 283–285**

**Scaffold understanding as follows:**

**Have students read the section on pages 283–285.**

**SUPPORT**—Explain that breaking off diplomatic relations is an official action in which one government ends formal communications with another because it strongly disapproves of that country’s actions. This step is usually taken only in extreme circumstances.

**SUPPORT**—Remind students that they read about the telegraph in Unit 1. Review how telegrams were sent using a method called telegraphy, which involved sending messages through wires called cables that carried electrical signals. When these messages were written down, they were called telegrams. Undersea transatlantic cables were used to transmit messages between continents. Earlier in the war, British forces had cut off Germany’s undersea cables, so Germany was forced to reroute its messages using the cables of neutral countries. To intercept the Zimmermann Telegram, the British tapped into these cables. The messages were encoded, so British cryptographers needed to figure out how to decode them.

**SUPPORT**—Connect the Zimmermann Telegram to modern instances of journalists revealing private communications between figures of public interest, such as a politician’s private emails or text messages being leaked and published in the news. The secretive nature of the communication was part of its controversy and shock value.

**SUPPORT**—Remind students that in the years leading up to 1917, the United States had a strained relationship with Mexico, making the message of the Zimmermann Telegram more troubling. Briefly review the conflicts between Presidents Wilson and Huerta, the occupation of Veracruz, and the hunt for Pancho Villa from Topic 1. The Villa expedition ended in February 1917, the same month the Zimmermann Telegram was released. Ask how these events might have affected public perception of the telegram in the United States. (*Tensions*

*between the United States and Mexico may have made Americans afraid that Mexico would turn against the United States and accept Zimmermann's offer to join the war.) (US.2, US.3, US.12.b)*

**DBQ Note:** Students have the opportunity to read President Wilson's address to Congress asking for a declaration of war against Germany in the Land of Liberty DBQ Workbook.

**After students read the text, ask the following questions:**

**LITERAL**—Why did Germany resume unrestricted submarine warfare? (US.12, US.12.b)

- » Germany resumed unrestricted submarine warfare because it wanted to win the war quickly by starving Britain of food and supplies. German leaders knew this move risked bringing the United States into the war, but they believed they could defeat Britain before American troops arrived in Europe.

**LITERAL**—What did Zimmermann promise to do for Mexico if Mexico joined the war? (US.12.b)

- » Zimmermann promised to help Mexico regain territories it had lost to the United States in the Mexican–American War (1846–48), including Texas, New Mexico, and Arizona.

**THINK TWICE**—How did the Zimmermann Telegram help lead the United States into World War I?

- » The Zimmermann Telegram helped lead the United States into World War I by revealing Germany's attempt to form an alliance with Mexico, which angered government officials and the American public. President Wilson saw the telegram as proof that Germany wanted to "stir up enemies against us at our very doors."

**Primary Source Feature: "Zimmermann Telegram, Arthur Zimmermann, 1917," page 284**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 284.**

**Introduce the source to students by reviewing who wrote the telegram (the German foreign minister, Arthur Zimmermann), who it was intended for (the German ambassador to Mexico), and who received the intercepted message (the British).**

**Have students read the source.**

**SUPPORT**—Remind students that Japan had entered the war in 1914 on the side of the Allies. In the telegram, Zimmermann tells Mexico that he hopes Japan will show "adherence," a term that means loyalty or support. Zimmermann is asking Mexico both to encourage Japan to leave the war and to draw Japan toward cooperation with Germany and Mexico. In other words, Germany wants Japan to stop supporting the Allies and to consider aligning itself with the partnership Germany is proposing.

**SUPPORT**—When Zimmermann refers to "the President," he means the president of Mexico, Venustiano Carranza, whom students learned about in Topic 1. Carranza did receive the telegram's offer but declined it, deciding that Mexico would most likely lose an armed conflict against the United States.



You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—Why does Zimmermann suspect that the United States will declare war on Germany? (US.5.a, US.5.b, US.6.a, US.12.b)

- » Zimmermann knows that Germany plans to break the Sussex pledge and resume unrestricted submarine warfare and that the United States will most likely retaliate by getting involved in the war.

**ANALYTICAL**—What does the final sentence of the telegram reveal about Germany’s war goals? (US.5.a, US.5.b, US.6.a, US.12.b)

- » The final sentence reveals that Germany’s goals are to compel England to surrender within a few months.

**“Mobilization: Preparing the Country,” “Building and Training the Army,” “The Selective Service Act,” and “General Pershing and the Doughboys,” pages 285–287**

**Scaffold understanding as follows:**

**Have students read the sections on pages 285–287.**

**CORE VOCABULARY**—Point out the vocabulary term *mobilization*, and explain its meaning.

**SUPPORT**—Have students listen to the audio of “Over There” as they follow along with the lyrics. Ask: How do the music and lyrics appeal to American patriotism? (*The music is energetic, and the lyrics present a romanticized view of warfare and encourage recruits to be enthusiastic about joining the war. The song appeals to American patriotism by suggesting recruits should be proud to serve their country and that their families will be proud of them.*) (US.5.a, US.5.b, US.6.a, US.12)

**DBQ Note:** Students have the opportunity to read the lyrics to “Over There” in the Land of Liberty DBQ Workbook.

**SUPPORT**—Review the Uncle Sam recruitment poster on page 286. Ask students how the poster appeals to patriotic ideals. (*Uncle Sam points directly at the viewer, making the message feel personal and urgent. The bold text and serious expression encourage citizens to take action, suggesting that every American has a role to play in helping the country.*) (US.5.a, US.5.b, US.6.a, US.12)

**SUPPORT**—Remind students that in Unit 1, Topic 3, they learned that both the Union and the Confederacy used conscription, or a draft, during the Civil War, and it was widely unpopular. Civil War conscription laws allowed men to hire substitutes to serve in their place, a practice that wealthier men often used to avoid combat. In addition, some men enlisted because they were offered cash bonuses, called bounties, as an incentive to join. The Selective Service Act during World War I did not allow substitution or bounties. All eligible men, regardless of income, were required to register, and there were no financial rewards for volunteering. For these reasons, the Selective Service Act was considered a more equalizing and, according to President Wilson, more democratic way to expand the army.



**SUPPORT**—Explain that an expeditionary force is a force sent to fight in a foreign country. Their military operation is called an expedition.

**SUPPORT**—Direct students to the Doughboys poster on page 287, and ask what they think the phrase “make good” means and how it appeals to patriotism. (*The phrase “make good” could mean to keep their promises or to do successfully what they were sent to do. The phrase appeals to patriotism because it indicates that the soldiers’ cause is good and worthy.*) (US.5.a, US.5.b, US.6.a, US.12, US.12.c)

**After students read the text, ask the following questions:**

**LITERAL**—Who was John Pershing, and how were his efforts important to mobilization? (US.12.c)

- » John Pershing was a military general and commander of the American Expeditionary Force (AEF). He helped President Wilson plan for mobilizing the U.S. military and built training centers for new soldiers in France.

✓ **THINK TWICE**—What challenges did the United States face in mobilizing its military for World War I?

- » There were not enough soldiers in the U.S. standing army to make a strong contribution to the war effort, the army was not trained in the style of warfare practiced in Europe, and the country needed to supply the army with weapons, training equipment, and secure transportation to Europe.

✓ **THINK TWICE**—How did the United States build a military force to fight in Europe?

- » The government instituted a policy of conscription, which required young male U.S. citizens between the ages of twenty-one and thirty to register for military service. This age range was later expanded to include men between eighteen and forty-five. The U.S. Army set up training camps across the country for soldiers to practice the skills they would need in the war.

### “Paying for the War,” pages 287–288

**Scaffold understanding as follows:**

**Have students read the section on pages 287–288.**

**SUPPORT**—Remind students that they learned about organized labor and conflicts between labor and management in Unit 2. During World War I, these conflicts took on new stakes. A strike could disrupt war production and prevent troops from receiving necessary supplies. Also remind students that they learned of a different kind of government bond, those given to the companies building the transcontinental railroad, in Unit 1.

**SUPPORT**—Review the Liberty bond poster on page 288. Ask students how the words and image appeal to an American sense of responsibility and a common goal. (*Possible response: The words encourage Americans to feel protective of U.S. soldiers and suggest Americans at home can also make a meaningful, honorable contribution to the war. The image shows soldiers charging energetically into combat, suggesting they are proud to serve their country and deserve support.*) (US.5.a, US.5.b, US.6.a, US.12)

**After students read the text, ask the following questions:**

**LITERAL**—Why was the War Industries Board created, and what did this board do? **(US.12)**

- » The War Industries Board was created to oversee U.S. industrial production. It distributed supplies, decided production priorities, and made recommendations to businesses.

**LITERAL**—Why was the National War Labor Board created, and what did this board do? **(US.12)**

- » The National War Labor Board was created to keep labor disputes from interrupting wartime production. The board mediated between labor and management during conflicts and negotiated better working conditions for workers in exchange for their promise not to strike.

**ANALYTICAL**—Why was purchasing Liberty bonds considered patriotic? **(US.12)**

- » Purchasing Liberty bonds was considered patriotic because the expense for many was a sacrifice, and the money helped the United States pay for the production of wartime supplies and other war expenses.

 **THINK TWICE**—How did World War I change the U.S. economy?

- » The federal government took on a larger role in the economy during World War I. The government-run War Industries Board was created to oversee industrial production and influence economic behavior. Factory production focused on war materials. The government borrowed money from the American public by selling war bonds to individual Americans.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of U.S. involvement in World War I?”

**“Fighting Overseas in the Great War,” “The Battle of Cantigny,” and “The Battles of Château-Thierry and Belleau Wood,” pages 289–293**

**Scaffold understanding as follows:**

**Have students read the sections on pages 289–293.**

**CORE VOCABULARY**—Point out the vocabulary terms *infantry* and *offensive*, and explain their meanings. (Students will have briefly encountered the term *infantry* in Unit 1.)

**SUPPORT**—Ask students to imagine being a young soldier arriving in France in 1917. What might they feel after stepping into the trenches amid constant shelling and massive casualties? (*Possible response: Many soldiers probably felt overwhelmed by the constant threat and level of violence. Trench warfare likely caused soldiers to feel terrified, anxious, and unsure of the AEF’s progress in the conflict.*) **(US.6.a, US.6.b, US.12.c)**



**EXTENSION ACTIVITY**—Have students review the collections of correspondence, photographs, diaries, and memoirs of U.S. soldiers in World War I. Instruct students to choose a soldier from either the “Correspondence and Photographs” page or the “Diaries and Memoirs” page and review the soldier’s written correspondence or diaries to record details about this soldier’s experience in the war. **(US.5.a, US.5.b, US.5.c, US.5.d, US.6.a, US.6.b, US.12.c)**



**SUPPORT**—Have students examine the map of AEF movements on the Western Front on page 290. Let students know this map was created after the war and is not meant to be a precise or standard military map. It is a colorful, artistic, and somewhat entertaining representation of the American Expeditionary Force and the AEF’s activities on the Western Front. It includes a selection of battle sites, supply routes, military zones, troop movements, national flags, and symbols, all surrounded by decorative borders. Encourage students to treat the map as a visual summary or patriotic tribute, not as a literal battlefield diagram. Ask them to look for general observations. **(US.4, US.5.c, 12, US.12.c)**

**SUPPORT**—Examine General Pershing’s decision to keep U.S. forces independent. Ask students: Why do you think Pershing felt it was imperative that U.S. troops fight under American command rather than under British or French leadership? (*Pershing wanted U.S. troops to fight under American command to prove they could operate independently and earn respect from the Allies.*) **(US.12.c)**

**SUPPORT**—Clarify the timeline of the first AEF engagements: The German spring offensive broke through French defenses on May 27, 1918. On May 31, as the Germans neared Château-Thierry, American troops arrived to join the fighting. Meanwhile, on May 28, the U.S. First Army—which comprised many divisions, including the Third Infantry—launched an attack on German fortifications at Cantigny.

**SUPPORT**—Based on the American forces’ defense of Château-Thierry on the Marne River, ask students why they think the AEF’s Third Infantry Division earned the complimentary nickname “Rock of the Marne.” (*Their defensive force was steady and immovable, like a very large rock.*) **(US.12.c)**

**SUPPORT**—Review the images of Cantigny and Château-Thierry on pages 291 and 293. Ask students how the images reflect the war’s impact on civilians who lived near the Western Front, especially those in France, where many battles were fought. (*The images show how civilians’ homes and neighborhoods were destroyed and uninhabitable.*) **(US.5.a, US.5.b, US.6.a, US.12.c)**

**After students read the text, ask the following questions:**

**LITERAL**—Why did the Germans stage an offensive on the Western Front in the spring of 1918? **(US.12, US.12.c)**

- » The Germans wanted to gain an advantage and potentially win the war before more American troops arrived.

**LITERAL**—What role did the AEF’s First and Third Infantry Divisions play in the Battles of Cantigny and Château-Thierry? **(US.12, US.12.c)**

- » The AEF’s First Infantry Division led the offensive at Cantigny and helped secure the village from German control. The Third Infantry Division defended Château-Thierry and pushed back German forces, despite being outnumbered.

✓ **THINK TWICE**—Why was the Battle of Cantigny important for the American Expeditionary Force?

- » The Battle of Cantigny was the first U.S. offensive of the war. The U.S. Army's success at Cantigny proved to British and French forces that American soldiers could make valuable contributions to the war effort and that U.S. forces could operate effectively under American command.

✓ **THINK TWICE**—How did U.S. soldiers keep the Germans from reaching Paris?

- » U.S. soldiers defended the French town of Château-Thierry on the banks of the Marne River. By fighting off the Germans at Château-Thierry, U.S. troops kept German forces from traveling through the town to reach Paris.

**Primary Source Feature: “U.S. Secretary of the Navy on Belleau Wood, Josephus Daniels, 1919,” page 292**

**Scaffold understanding as follows:**

📖 **Background for Teachers:** The Battle of Belleau Wood remains an important moment in Marine Corps history. At that point, it was one of the longest and deadliest battles American forces had fought in the war. French soldiers later named Belleau Wood “the Wood of the Marine Brigade,” a title translated from French, in honor of the Corps.

**Direct students to the Primary Source Feature on page 292.**

**Introduce the source to students by reading the introductory text and sharing the background information.** Remind students that at Belleau Wood, U.S. soldiers were fighting off a German offensive.

**Have students read the source.**

**SUPPORT**—Ask students how the landscape of Belleau Wood helped the Germans form effective machine-gun nests. (*Possible response: The Germans could hide in the rocks and dense woods of Belleau Wood.*) (US.5.a, US.5.b, US.6.a, US.12.c)

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—How did the Marines manage to overcome the German forces at Belleau Wood? (US.5.a, US.5.b, US.12.c)

- » The Marines continued attacking in repeated waves despite heavy losses, fighting from behind trees and strongholds, and destroying machine-gun nests at close range.

**INFERENTIAL**—Based on the details in the source, what do you think the psychological impact of fighting at Belleau Wood was for U.S. soldiers who survived? (US.5.a, US.5.b, US.6.a, US.12.c)

- » Possible response: The soldiers must have been traumatized from passing the bodies of other dead soldiers as they attacked; they probably saw fellow soldiers die beside them as they charged the Germans. They also fought for a long time without sleep, food, or water, which probably increased the trauma of the event.

**INFERENTIAL**—How is Josephus Daniels’s account shaped by his perspective as secretary of the navy rather than as a Marine who fought in the battle? (**US.5.a, US.5.b, US.6.a, US.12.c**)

- » Possible response: Daniels’s account emphasizes the heroism and determination of the Marines rather than the personal experiences of individual soldiers, reflecting an outside observer praising their actions rather than someone describing what it felt like to fight there.

### **“The Battles of Meuse–Argonne: A Turning Point” and “African American Soldiers and the Harlem Hellfighters,” pages 293–295**

**Scaffold understanding as follows:**

**Have students read the section “The Battles of Meuse–Argonne: A Turning Point” on pages 293–295.**

**CORE VOCABULARY**—Point out the vocabulary term *armistice*, and explain its meaning.

**SUPPORT**—Review the image of Allied tanks on page 295, and ask students why tanks might have been used during an offensive. (*The tanks were used to cross trenches and protect advancing troops.*) (**US.5.a, US.5.b, US.6.a, US.12.c**)

**Have students read the sidebar “African American Soldiers and the Harlem Hellfighters” on page 294.**

**SUPPORT**—Give fuller context to the role of African American soldiers in World War I. While they were eligible for the draft, their units tended to be sidelined into support roles, and at the time, the Marines did not allow African American soldiers to serve at all. Nevertheless, many Black men volunteered, often hoping their service would convince the United States to grant them full citizenship rights at home.

**SUPPORT**—Mention that although they were especially well known for their military band, the Harlem Hellfighters spent more continuous time in combat than any other American regiment. Other African American troops, such as the 370th Infantry Regiment, a National Guard unit from Illinois led by Black officers, also fought in combat. General Pershing placed strong emphasis on keeping most American units under U.S. command. Joining the French Sixteenth Infantry Division gave them greater opportunities to fight in combat.

**After students read the text, ask the following questions:**

**ANALYTICAL**—How did the “war of attrition” contribute to the Allies’ decision to launch the Hundred Days Offensive? (**US.12, US.12.c**)

- » The Allies were hoping to wear down the Germans’ strength because by late 1918, both the Allied and Central powers had suffered enormous losses.

**LITERAL**—Why did Sergeant Alvin York earn a Medal of Honor? (**US.12.c**)

- » Sergeant York’s unit ended up behind German enemy lines. Germans attacked the unit with machine guns, killing many members of the unit. York took command of the survivors and fired at the Germans until they surrendered.

**ANALYTICAL**—Why were the Battles of Meuse–Argonne considered a turning point in the war? (US.12.c, US.12.e)

- » The battles were considered a turning point because they succeeded in wearing down the German forces. The Allies were able to break through a German line and cut off German railway communications.

 **THINK TWICE**—What were the major battles of World War I, and what role did the United States play in these battles?

- » Major battles of World War I included the Battles of Cantigny, Château-Thierry, Belleau Wood, and Meuse–Argonne. Troops in the AEF (American Expeditionary Force) secured a victory for the Allies at the French town of Cantigny and took the city back from German control. American soldiers successfully defended the French town of Château-Thierry and the hunting preserve of Belleau Wood by fighting back a German offensive. In the Battles of Meuse–Argonne, American troops participated in an offensive that broke through German lines in France. This offensive tipped the balance of power toward the Allies in the war.

**“The Home Front,” “Enforcing Patriotism,” and “The American Protective League,” pages 295–298**

**Scaffold understanding as follows:**

**Have students read the sections on pages 295–298.**

**CORE VOCABULARY**—Point out the vocabulary term *propaganda*, and explain its meaning.

**SUPPORT**—Review the *Under Four Flags* poster on page 295. Ask how the image presents the Allied war effort. (*The image portrays Allied soldiers as heroic.*) Show scenes from *Under Four Flags*, and have students make observations about the glamorized Allied war effort in the 1918 propaganda film. (US.5.a, US.5.b, US.5.c, US.6.a, US.12.c)

**SUPPORT**—Briefly review the goals of the progressive movement that students learned about in Unit 2, including using government reform to create meaningful change for workers and people living in poverty. Clarify that while not all progressives supported the war, many did. Those who did believed an Allied victory would help the United States spread democratic systems to other countries and give people in those countries a better life, similar to how reforms at home would give Americans better lives. Many progressives were prominent writers and speakers, placing them in the category of “intellectuals” that Bourne describes.

**SUPPORT**—Ask students to summarize the quotation on page 296 from Randolph Bourne in their own words. (*Possible response: It is shocking to see that intelligent Americans are supporting the war; they should be standing up for peace.*) (US.5.a, US.5.b, US.6.a, US.12.d)

**SUPPORT**—Review Woodrow Wilson’s belief that the war effort required total support from the American public. This belief is an example of “the least democratic” forces that Bourne references. According to Bourne, war gave governments an excuse to limit freedoms at home by rallying the public around a patriotic cause and then requiring them to cooperate with this cause at all costs.

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**SUPPORT**—Reinforce that the American Protective League’s actions and a lack of government oversight could blur the line between federal authority and private authority. The APL was not legally allowed to make arrests or charge people with crimes, but not all Americans knew that, and the APL’s aggressive tactics could intimidate people. Additionally, law enforcement often looked the other way if the APL stepped outside its official authority.

**After students read the text, ask the following questions:**

**LITERAL**—What was the purpose of the Committee on Public Information (CPI)?  
(US.12, US.12.d)

- » The purpose of the CPI was to convince Americans that the United States was fighting in the war to support freedom and liberty and that the cause deserved public support.

**LITERAL**—Why did many progressives support the war? (US.12)

- » Many progressives believed that the war would help the United States expand democracy and freedom to other countries.

**ANALYTICAL**—Why did President Wilson believe labor organizers could harm the war effort? (US.12.d)

- » Wilson worried that critics, including labor organizers, could undermine public support for the war. He believed the war effort required the public’s total devotion to the cause.

**LITERAL**—What were the goals of the American Protective League (APL), and what type of group was it? (US.12, US.12.d)

- » The goals of the APL were to enforce patriotism and suppress dissent. It was a private, nongovernmental group.

**INFERENTIAL**—Why do you think so many people joined the APL and participated in raids? (US.6.a, US.12, US.12.d)

- » Possible response: People joined the APL because they felt they were doing the right thing by enforcing loyalty, and they may have been influenced by pro-war propaganda.

✓ **THINK TWICE**—How did the CPI attempt to change and shape public opinion about the war?

- » The CPI spread pro-war messages and propaganda in the form of posters, newsreels, ads, a government-printed newspaper, and other media. These messages were designed to convince the public that the United States was fighting for the noble cause of liberty.

✓ **THINK TWICE**—What actions did the American Protective League take during World War I, and how did these actions support the U.S. government’s goals during the war?

- » The APL spied on people it suspected of being disloyal, searched for “draft dodgers,” and reported those who might be German spies or who criticized the war. Although many of the APL’s tactics were technically illegal, no action was taken against them because their work aligned with federal goals, such as ensuring support for the war, eliminating the threat of spies, and pushing eligible Americans to enlist.

## “The Espionage and Sedition Acts,” pages 298–299

**Scaffold understanding as follows:**

**Have students read the section on pages 298–299.**

**CORE VOCABULARY**—Point out the vocabulary term *espionage*, and explain its meaning. Review the meaning of the word *sedition*, which students learned in Unit 1.

**SUPPORT**—Check students’ understanding of censorship and what it means to censor. The goal of censorship is to limit the spread of ideas that an authority or group considers offensive or dangerous. When the post office censored the mail, it kept certain materials from circulating.

**SUPPORT**—Have students recall the protections of the First Amendment. Clarify that the Sedition Act targeted statements made in speeches or conversations as well as in printed materials. **(US.7.g)**

**SUPPORT**—Review the protest photograph on page 298. Ask students to read the messages on protesters’ signs. Ask students how the signs respond to the Espionage and Sedition Acts. (*The signs accuse the United States of taking “political prisoners” and making “opinion a crime” by imprisoning people for their anti-war beliefs.*) **(US.5.a, US.5.b, US.6.a, US.12, US.12.d)**

**After students read the text, ask the following questions:**

**ANALYTICAL**—Why were socialist publications often censored under the Espionage Act? **(US.12.d)**

- » Socialist publications were often censored because members of socialist organizations were known to have anti-war beliefs. Therefore, those publications could be viewed as attempts to inspire disloyalty among Americans toward the war effort.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: Should the government be able to suppress free speech during wartime? Were these acts justified? To broaden the discussion, encourage students to recall earlier instances when civil liberties were restricted, such as the Alien and Sedition Acts during the 1790s or Lincoln’s suspension of habeas corpus during the Civil War. **(US.1, US.3, US.6.a, US.12.d)**

 **THINK TWICE**—How did the Espionage Act and Sedition Act conflict with the First Amendment right to free speech?

- » The Espionage Act made it illegal to spread information that was meant to interfere with the war effort. The Sedition Act outlawed speaking, writing, or publishing content that could be seen as disloyal to the U.S. war effort or critical of the war. It penalized people for speaking or writing certain opinions, which conflicts with the right to speak freely. Both laws aimed to silence and imprison people based on the ideas they expressed.

## “Arrest of Eugene V. Debs” and “*Schenck v. United States*,” pages 299–301

**Scaffold understanding as follows:**

**Have students read the sections on pages 299–301.**

**CORE VOCABULARY**—Point out the vocabulary term *precedent*, and explain its meaning.

**SUPPORT**—Review what students learned about Eugene V. Debs in Unit 2. Then point out his statement “The master class has always declared the wars; the subject class has always fought the battles.” Note that many Americans at the time disagreed with Debs, arguing the war was about defending democracy, not class conflict.

**SUPPORT**—Review the image of Debs on page 300. Ask what his posture and expression indicate about his views. (*Possible response: Debs was passionate about his beliefs.*) **(US.5.a, US.5.b, US.6.a, US.12)**

**SUPPORT**—Explain that to commute a convicted prisoner’s sentence is to reduce it to a lesser or shorter sentence. In the United States, the president has the power to commute federal sentences. Ask why students think that it was President Warren G. Harding, not Woodrow Wilson, who commuted Debs’s sentence. (*Wilson believed that war required total loyalty from Americans, so he thought anyone like Debs who spoke out against the war was a danger and belonged in prison.*) **(US.12, US.12.d)**

**SUPPORT**—Explain that while the Supreme Court used the “clear and present danger” test in *Schenck v. United States* (1919), this is no longer the standard today. In *Brandenburg v. Ohio* (1969), the court replaced the earlier test with the “imminent lawless action” test. Under this modern rule, speech is protected unless it is meant to intentionally incite *imminent* (immediate) unlawful acts and is likely to cause such acts. This change gives stronger protection to free speech than the Schenck test did.

 **TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: Do you agree or disagree with Holmes’s comparison of sharing anti-draft ideas during wartime to a person falsely shouting “fire” in a theater? Why or why not? **(US.6.a, US.6.b, US.6.d, US.12, US.12.d)**

**After students read the text, ask the following questions:**

**LITERAL**—How did Eugene V. Debs violate the Sedition Act? **(US.12.d)**

- » Debs gave a speech criticizing U.S. involvement in the war that many listeners felt indicated that he believed the war was harmful to working-class Americans. The Sedition Act made it illegal to speak against the war in ways the government judged disloyal.

**ANALYTICAL**—According to Justice Holmes and the Supreme Court, how were free speech rights different during wartime? **(US.12.d)**

- » The Supreme Court ruled that speech could be limited if it created a “clear and present danger” to public safety or the war effort. Holmes compared anti-draft advocacy to falsely shouting “fire” in a crowded theater because both could cause immediate harm.

 **THINK TWICE**—How did Eugene Debs’s case represent the tension between national security and freedom of speech in the United States?

- » The government argued that keeping the nation safe during war required unity and loyalty, so it viewed Debs’s speech as dangerous. Debs, however, believed he had the right to speak out against what he saw as an unjust war. His arrest demonstrated how civil liberties could be restricted when national security was considered more important.

✓ **THINK TWICE**—What was the “clear and present danger” test, and how did it apply to free speech in the United States?

- » The Supreme Court used this test to determine whether Americans’ speech was protected by the First Amendment or could be restricted by law during wartime. If speech posed a “clear and present danger” to Americans’ safety or to the government, it could be restricted. The justices ruled in *Schenck* that telling Americans to oppose the draft could create a danger by interfering with military recruitment and the country’s ability to fight the war. The test set boundaries on free speech by emphasizing that in some cases, public safety was more important.

## “Discrimination Against German Americans,” page 301

**Scaffold understanding as follows:**

**Have students read the section on page 301.**

**SUPPORT**—Explain that *Hun* is a derogatory or insulting term that describes invaders; the Huns were a group of nomadic invaders who took over parts of Europe in the fourth and fifth centuries CE. Students may have heard of Attila the Hun, the group’s leader. The term was used to describe Germans—both individual Germans and the German people as a whole—during both world wars, portraying Germans as violent conquerors.

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**SUPPORT**—Explain that because German ancestry was quite common in the United States, the discrimination described in this section was widespread. Review the first map of the German language in America, based on census data from 1890, which shows the concentration of Americans from German-speaking countries in Europe. Darker colors show a higher percentage of Americans from these countries. Point out that the so-called German Belt is in highly populated areas of the Northeast, indicating that cities with large population centers likely had many German speakers. **(US.4, US.5.c, US.12)**

**After students read the text, ask the following questions:**

**LITERAL**—Why were German Americans discriminated against during World War I? **(US.12, US.12.d)**

- » German Americans were discriminated against because Germany was the United States’ main enemy in World War I.

**ANALYTICAL**—How did anti-German attitudes during World War I change the way people used the German language in the United States? **(US.12, US.12.d)**

- » Because pro-war propaganda targeted German culture, people who showed familiarity with this culture became targets of discrimination and hostility. Schools stopped teaching German, and German-language publications closed.

## “Sacrifices and Social Changes” and “Conserving Food for the Troops,” pages 301–302

**Scaffold understanding as follows:**

**Have students read the sections on pages 301–302.**

**SUPPORT**—Explain that Herbert Hoover became president in 1929. His election and political career were influenced by the positive reputation he developed while leading the U.S. Food Administration. Students will read more about Hoover’s administration in Unit 4, Topic 2.

**SUPPORT**—Review the U.S. Food Administration poster on page 302. Ask how the text and image appeal to Americans’ desires to do their part to win the war. (*The image shows a homemaker in a kitchen. She represents ordinary Americans doing everyday activities. The text suggests that if Americans conserve food, they can provide troops with the food and resources they need to defeat Germany, represented by the U-boat.*) **(US.5.a, US.5.b, US.6.a, US.12)**

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**EXTENSION ACTIVITY**—In pairs or small groups, have students select a poster from the collection of U.S. propaganda posters used in World War I after reading the section on sacrifices and conserving food on the U.S. home front. Ask them to write a paragraph explaining how the poster attempts to influence viewers to support the U.S. war effort. Encourage students to answer these questions: How does the poster appeal to viewers’ emotions? How does the poster reflect the challenges the United States faced on the home front during World War I? Do you think this poster would have been effective in convincing people to act? Why or why not? **(US.5.a, US.5.b, US.6.a, US.12)**

**SUPPORT**—Inform students that while this section focuses on World War I, it also hints at economic problems to come. Encourage them to track how wartime decisions, like borrowing money for land and equipment, will lead to farm failures in the 1920s. Students will learn more about this topic in Unit 4.

**After students read the text, ask the following questions:**

**LITERAL**—Why did Americans need to conserve food during World War I? **(US.12)**

- » Americans needed to conserve food so there would be enough to feed troops overseas and to send to Europeans whose access to food was curtailed by the war.

**ANALYTICAL**—Why were vegetable gardens called *victory gardens*? **(US.12)**

- » The name *victory gardens* indicated that these gardens would help the United States achieve victory in World War I. If Americans produced their own food, they would buy less food, leaving more resources for U.S. soldiers to stay nourished and win the war.

 **THINK TWICE**—How was Herbert Hoover able to avoid food rationing during the war?

- » Hoover launched a national campaign to encourage Americans to consume less food, produce more food by growing gardens, and avoid food waste. The campaign helped Americans view these changes as acts of patriotism that supported the war effort. Because so many Americans chose to conserve food, the government did not need to require them to limit food through rationing.

### “Women’s Roles in the War,” page 303

**Scaffold understanding as follows:**

**Have students read the section on page 303.**

**SUPPORT**—Review the Women’s Land Army poster and caption on page 303. Explain that women were encouraged to see their work at home as a patriotic effort similar to military service. Mention that the “hello girls” who served overseas as telephone operators took the same oath of service as U.S. soldiers.

**SUPPORT**—Prompt students to recall what they learned about suffragists Alice Paul and Carrie Chapman Catt in Unit 2, Topic 3, including Paul’s tactics of direct action.

**After students read the text, ask the following questions:**

**LITERAL**—In what ways did women serve on the Western Front? **(US.12)**

- » Women served on the Western Front as drivers, nurses, clerical workers, auto mechanics, and telephone operators.

**LITERAL**—How did Carrie Chapman Catt and Alice Paul use the war effort to push for women’s suffrage? **(US.12)**

- » Catt’s organization, the National American Woman Suffrage Association, supported war involvement because they hoped that their loyalty would be rewarded with voting rights. Paul argued that if the country supported democracy abroad, it should extend democratic rights to all its citizens at home.

**ANALYTICAL**—Why did President Wilson say that the United States had “made partners of the women in this war”? **(US.12)**

- » President Wilson observed that American women had taken on important roles in the war effort, including work on the Western Front, acting as “partners” to the soldiers and supporting their cause.

 **THINK TWICE**—How did World War I affect women’s rights in the United States?

- » World War I created new opportunities for women to work and serve, both at home and abroad, allowing them to show their patriotism and importance to the war effort. Supporters of women’s voting rights argued that if women were helping the nation win the war, they deserved full democratic rights. Their efforts helped lead to President Wilson’s support for the Nineteenth Amendment, which was ratified in 1920 and granted women the right to vote nationwide.

## “African Americans and the Great Migration,” pages 304–305

**Scaffold understanding as follows:**

**Have students read the section on pages 304–305.**

**SUPPORT**—Review what students know about Jim Crow laws. While the North did not have a similar system of laws, racial segregation was still prominent there.



**SUPPORT**—Point out that the map of the Great Migration on page 304 shows different migration “corridors,” or general trends in where people moved during the Great Migration, such as from the South to cities in the Northeast, Midwest, and West. These lines represent broad patterns of movement, not the exact travel routes migrants took. **(US.4, US.12, US.13.f)**

**SUPPORT**—Explain the phrase “cultural and demographic landscapes” in the second paragraph. *Demographics* are the characteristics of a population, such as age, gender, race, ethnicity, and nationality. A *cultural landscape* includes the range of culture in a location, such as food, music, and art. African Americans who settled in Northern, Midwestern, and Western cities developed their own cultures and ways of life that was distinct from Black culture in Southern cities. For example, as students will learn in Unit 4, New York City’s neighborhood of Harlem had a predominantly African American population that developed

a cultural hub and unique forms of poetry, music, dance, sculpture, and art in the 1920s and 1930s, a period known as the Harlem Renaissance. This was a highly influential cultural movement that was partially a result of the Great Migration.

**After students read the text, ask the following questions:**

**LITERAL**—Why did many African Americans leave the South for other parts of the country during World War I? (**US.12, US.13.f**)

- » Many African Americans left the South to escape racially oppressive laws and to find work in industry, including wartime production jobs.

**ANALYTICAL**—How did the Great Migration change American cities in the North? (**US.12, US.13.f**)

- » The Great Migration led to larger African American populations in Northern cities. These populations developed their own cultures, which changed the broader cultures of the cities.

 **THINK TWICE**—What were the effects of World War I on the home front?

- » The Espionage and Sedition Acts were passed to penalize Americans who spoke out against or interfered with the U.S. war effort, and many Americans were arrested and convicted of violating these acts. German Americans faced discrimination, and members of socialist groups and organized labor were viewed with suspicion. Households changed the way they ate to conserve food for the troops. American women took on new jobs once held by men; women’s contributions to the war effort helped them earn voting rights. Many African Americans moved from the South to the North to take advantage of better-paying jobs in wartime industries. This mass migration changed the culture of many Northern cities.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of U.S. involvement in World War I?”

### **“A Victory for the Allies,” pages 305–306**

**Scaffold understanding as follows:**

**Have students read the section on pages 305–306.**

**SUPPORT**—Review that a blockade is an attempt to prevent goods from entering a country. Britain’s blockade prevented most food and materials from reaching Germany.

**SUPPORT**—Review that when a monarch abdicates, they step down from their throne; in other words, they quit. The abdication of Kaiser Wilhelm II was a symptom of Germany’s internal collapse during the war.

**SUPPORT**—Inform students that the railway car in which the armistice was signed became known as the Armistice Carriage. It was preserved until after World War II. Show students the images of a replica on display at the Armistice Memorial in Compiègne, France.

**SUPPORT**—Review the image of celebrating soldiers and the caption on page 306. Explain that Armistice Day was set aside not only to celebrate the end of the war but also to remember the lives lost and to honor those who served. It became a legal U.S. holiday in

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1938. In 1954, after U.S. soldiers had served in other wars overseas (including World War II and the Korean War), the day was renamed Veterans Day to honor U.S. veterans of all wars.

**After students read the text, ask the following questions:**

**LITERAL**—What caused the German government to collapse in late 1918? (US.12, US.12.e)

- » The British blockade contributed to widespread starvation in Germany, which increased domestic desperation and unrest. Germany's wartime losses mounted, and German troops, sailors, and workers staged an uprising in late 1918. These factors all contributed to the government's collapse.

**LITERAL**—What economic and military advantages helped the Allies defeat the Central powers? (US.12, US.12.e)

- » The Allied powers had stronger global trade networks and the benefit of American aid, which meant that they took the lead over the Central powers in war production.

**ANALYTICAL**—How did U.S. troops contribute on the battlefield to Germany's defeat? (US.12, US.12.e)

- » U.S. troops played an important role in the Hundred Days Offensive and the Battles of Meuse–Argonne, which delivered crushing defeats to Germany.

**LITERAL**—What was the immediate effect of the armistice between Germany and France? (US.12)

- » The immediate result of the armistice was that fighting ceased on the Western Front and Germany released any soldiers it had taken prisoner.

**INFERENTIAL**—How do the number and causes of civilian deaths show the impact of the war? (US.6.a, US.12, US.12.c)

- » The number of civilian deaths demonstrates that the war had a devastating impact on people who were not fighting. The reasons for their deaths, including hunger and disease, show that war affected the availability of food and resources. It may have also contributed to the spread of contagious disease.

**ANALYTICAL**—How did new technologies make World War I different from previous wars? (US.12, US.12.c)

- » Technologies made war deadlier; soldiers were now more likely to die in combat than from disease. These deadly weapons also contributed to soldiers' trauma.

 **THINK TWICE**—Explain three factors that led to the end of World War I.

- » Germany's ability to continue the war collapsed by late 1918 because the long British naval blockade caused severe shortages and hardship, contributing to unrest among sailors, workers, and soldiers. In addition, repeated battlefield failures, especially the Allied victories in the Hundred Days Offensive and the Battles of Meuse–Argonne, left Germany's military near collapse. Finally, widespread uprisings forced the kaiser to abdicate, and the new German government sent representatives to negotiate an armistice on November 11, which stopped the fighting on the Western Front and brought the war to an end.

## “Bringing the U.S. Troops Home,” page 307

**Scaffold understanding as follows:**

**Have students read the section on page 307.**

**SUPPORT**—Point out the term *veteran*, and invite students to volunteer its meaning because this term may be familiar. Clarify that a veteran is someone who has served in the armed forces.

**SUPPORT**—Review the image of the American Legion logo and caption on page 307. Point out that although the image was designed to commemorate World War I, it can also represent any war in which U.S. soldiers served.

**SUPPORT**—Explain that the U.S. Department of Veterans Affairs (sometimes referred to as the VA) is a federal government agency that handles veteran-specific services, such as health care benefits for veterans and their families, payments to veterans who developed disabilities as a result of their service, housing and employment assistance, and more.

**After students read the text, ask the following questions:**

**LITERAL**—Why was the American Legion founded? (**US.12**)

» The American Legion was founded to give veterans a voice in U.S. politics.

 **THINK TWICE**—What difficulties did U.S. veterans face when they arrived home after the war?

» Many U.S. veterans had physical disabilities or psychological trauma from the war. They also faced difficulty finding jobs because the war production plants that employed many Americans had closed down and the nation was facing an unemployment crisis. The federal government at the time lacked organized systems to support veterans’ needs.

## “A Complicated Path Toward Peace” and “Wilson’s Fourteen Points,” pages 307–310

**Scaffold understanding as follows:**

**Have students read the sections on pages 307–310.**

**SUPPORT**—Briefly review the significant developments that led to World War I, using the MANIA acronym. Explain that Wilson’s League of Nations would, in theory, be able to help settle disputes like the one between Austria and Serbia that escalated tensions in Europe.

**SUPPORT**—Explain that *self-determination* describes the ability of a group of people who have similar political goals or a shared national identity to form their own country and choose its government. This meant that people in Europe with shared ethnic identities could form their own countries or states when European boundaries were redrawn after the war. Although the concept of self-determination is commonly associated with Wilson’s Fourteen Points, Wilson did not use the term.

**SUPPORT**—Review the casualties chart and caption on page 310. Clarify that *casualties* include not just soldiers who died but also soldiers who were wounded or missing. Ask students which countries experienced the highest and the lowest percentage of casualties and why they think this is the case. (*Austria-Hungary experienced the highest percentage*

*of casualties, including prisoners of war and missing soldiers; this may have been because Austria-Hungary was among the first countries to enter the war and because it was on the losing side of the conflict. The United States experienced the lowest percentage, probably because it was the last major world power to enter the war.) (US.4, US.12.c)*

**After students read the text, ask the following questions:**

**LITERAL**—How did President Wilson come up with a fourteen-point plan for world peace? (US.12.f)

- » President Wilson came up with a plan for world peace by asking political and social scientists to research the causes of the war and the policies of Allied governments, then using this information to decide on policies that would most likely achieve lasting peace.

**ANALYTICAL**—Why was the League of Nations important to Wilson? (US.12.f)

- » The League of Nations was important to Wilson because it would be a forum to solve international disputes, and he hoped this forum would solve problems between nations peacefully and prevent the possibility of future wars.

 **THINK TWICE**—How did Wilson’s Fourteen Points address the causes of World War I?

- » The first point called for international diplomacy to be open and public, without secret agreements between nations. This point addressed the alliance system in Europe that had contributed to nations’ decisions to go to war. The fourth point called for countries to reduce their weapons stockpiles, addressing the European militarism that had contributed to many nations preparing for war. The fifth point called for a readjustment of European countries’ colonial claims; the desire to control colonies abroad had contributed to many European countries’ willingness to defend their territories with violence.

**Primary Source Feature: “Fourteen Points, Woodrow Wilson, 1918,” page 309**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 309.**

**Introduce the source to students by reviewing that the Fourteen Points were written before the end of the war and that Wilson presented them to Congress in 1918.** Have students briefly recall the first five points from the previous section in their own words as much as possible. Explain that this excerpt includes points 1 through 5 and point 14.

**Have students read the source.**

**SUPPORT**—Review that *armaments* refers to military equipment and weapons. By reducing armaments “to the lowest point consistent with domestic safety,” nations will be able to defend themselves if necessary but will not have enough weapons to pose a threat to others.

**SUPPORT**—Explain that “territorial integrity” in Wilson’s fourteenth point refers to a nation’s right to defend its territory if attacked.



**SUPPORT**—Students may need help understanding why Wilson emphasizes an “absolutely impartial adjustment of all colonial claims” and the need to remove “the chief provocations to war.” Explain that Wilson believed unfair colonial arrangements and unequal treatment of peoples were major causes of international conflict. By insisting that colonial claims be settled impartially and that the interests of the populations involved carry equal weight, Wilson argued that correcting these injustices was essential for achieving “a just and stable peace” and preventing future wars.

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—How does the first point discourage secret treaties between nations? (**US.5.a, US.5.b, US.6.a, US.12.f**)

- » The first point discourages secret treaties by outlawing “private international understandings” and emphasizing that diplomacy and treaties between nations should be open and public.

**ANALYTICAL**—Why does Wilson insist on an “absolutely impartial adjustment of all colonial claims,” and why does he present it as essential to lasting peace? (**US.5.a, US.5.b, US.6.a, US.12.f**)

- » Wilson argues that colonial disputes and unequal treatment of populations are among “the chief provocations to war.” He insists that settlement of colonial claims must be “absolutely impartial,” with the interests of the people living in those territories given equal weight, because he believes removing these injustices is necessary to create the “just and stable peace” he wants the postwar world to achieve.

**LITERAL**—Why does Wilson believe creating “a general association of nations” is important for the postwar world? (**US.5.a, US.5.b, US.12.f**)

- » Wilson believes that the League of Nations will give countries a place to work out conflicts peacefully instead of going to war. He thinks it will help prevent another world war.

### “The Treaty of Versailles” and “Penalties for Germany,” pages 310–313

**Scaffold understanding as follows:**

**Have students read the sections on pages 310–313.**

**SUPPORT**—Have students return to the casualties chart on page 310. Point out that the United States suffered far fewer casualties than many European countries. Ask students to consider how this might have affected how seriously other nations took President Wilson’s Fourteen Points. With less physical and human loss, the United States may have been seen as less invested in the cost of the war and less entitled to shape the peace terms. (**US.4, US.12, US.12.c, US.12.f**)

**SUPPORT**—Clarify that the negotiations at Versailles only included leaders of nations that were part of or had fought alongside the Allied powers. German representatives were not invited, nor were representatives of the other Central powers. Because Russia had withdrawn from the war after the Bolshevik Revolution, it was not represented at Versailles either. This meant that Germany and its allies had to accept whatever terms the victors set.

**SUPPORT**—Explain that France was one of the most heavily damaged countries in World War I. The battles students read about in previous sections all took place in France. Have students go back and review the image of the destroyed French town along the Western Front on page 293. This damage helps explain why Georges Clemenceau, France’s prime minister, was worried about the German threat and wanted Germany to pay a heavy price for the war. Review with students that France had previously been defeated by Germany in the Franco-Prussian War and lost the region of Alsace-Lorraine, which added to France’s long-standing fear of German aggression. Guide students to understand the connection between the destruction and the reasons the British and French were so determined to get significant reparations from Germany.

**SUPPORT**—Review that the Fourteen Points were to apply equally to all nations, but most of the points did not make it into the Treaty of Versailles. Instead, the treaty included provisions such as the “war guilt” clause that applied only to Germany.

**SUPPORT**—Review the newspaper image and caption on page 313. Explain that Germany did not initially agree to sign the treaty, and until they did, the war had not officially ended. The American public, as well as people around the world, were waiting on Germany’s decision.

Online Resources



**SUPPORT**—Show students the maps of Europe before and after World War I. Explain that by comparing the two maps, students can see how the postwar settlements reshaped Europe’s political boundaries. The peace treaties that followed the war addressed the weakening or breakup of empires such as Austria-Hungary, the Ottoman Empire, and Russia, leading to the creation of new countries like Poland, Czechoslovakia, and Yugoslavia and to territorial losses for Germany and Russia. These changes reflected treaty decisions, especially the Treaty of Versailles, and were meant to recognize nationalist movements and reduce the power of the former Central powers. **(US.4, US.5.c, US.12)**



**TALK IT OVER**—Have students debate or discuss the following question with a partner or small group: In your opinion, do you think the penalties imposed on Germany were too harsh? If so, what would you have done differently? **(US.6.a, US.12.f)**

**After students read the text, ask the following questions:**

**LITERAL**—Why did European countries like France and Britain want to make Germany pay for its actions in the war? **(US.12, US.12.f)**

- » France and Britain wanted to make Germany pay because the fighting in the war had heavily damaged their countries and their leaders believed Germany was responsible for the war.

**LITERAL**—What did the “war guilt” clause require Germany to do? **(US.12, US.12.f)**

- » The clause required Germany to take responsibility for the war and pay financial reparations to Allied countries.

**ANALYTICAL**—How did the Treaty of Versailles address the safety and security of nations around the world? **(US.12.f)**

- » The Treaty of Versailles included a written agreement that established the League of Nations, which would ensure international security by helping prevent another world war.

**ANALYTICAL**—Why were German delegates surprised by the Treaty of Versailles? **(US.12.f)**

- » German delegates were surprised because they had believed that the treaty would be based on Wilson’s Fourteen Points. Instead, the treaty did not include Wilson’s proposed reforms and did include harsh penalties for Germany that were not in the Fourteen Points.

✓ **THINK TWICE**—What did Wilson hope to achieve with his peace plan after World War I?

- » Wilson hoped to create a lasting peace by using his Fourteen Points as the guiding framework for postwar diplomacy. He believed international cooperation and collective security could prevent another devastating war, and he supported the creation of a League of Nations so countries could work together to resolve conflicts and protect one another.

✓ **THINK TWICE**—How were the Fourteen Points similar to and different from the Treaty of Versailles?

- » Both documents included a description of the League of Nations, an international organization that would work to prevent future wars and solve disputes between countries. However, the Fourteen Points included other measures that Wilson hoped would promote peace, such as freedom of the seas and reduction of international trade barriers. It also required multiple nations to reduce their stores of weapons. The Treaty of Versailles did not include these measures. Instead, it included measures that required Germany to take responsibility for the war. Germany was required to reduce its army and weapons capabilities, but other nations were not.

**Primary Source Feature: “Observations of the German Delegation on the Conditions of Peace, Ulrich von Brockdorff-Rantzau, 1919,” page 312**

**Scaffold understanding as follows:**

📖 **Background for Teachers:** Many Germans referred to the Treaty of Versailles as a dictated peace, or *diktat*—not a diplomatic peace agreement, but rather an agreement that was forced on them. Additionally, the treaty left Germany out of the League of Nations.

**Direct students to the Primary Source Feature on page 312.**

**Introduce the source to students by sharing the background information.** Explain that a delegation is a group of people sent to represent a larger group and that “the conditions of peace” refers to the Treaty of Versailles. “The agreed principles” were the Fourteen Points, which German leaders had already reviewed.

**Have students read the source.**

**SUPPORT**—Review that colonies were sources of economic profit for colonizing nations. By requiring Germany to give up its colonies as well as its foreign securities (financial assets issued by and held in other countries), the treaty slashed Germany’s income potential while leaving the country with an enormous debt to repay.

**SUPPORT**—Explain that the term *proscription*, as used here, means banishment or condemnation. German delegates felt that by accepting the penalties and being left out of the League of Nations, their country was being banned from participating in global commerce and diplomacy.

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**ANALYTICAL**—Why did German delegates believe the treaty “condemned [the German people] to perpetual slave labor”? (**US.5.a, US.5.b, US.6.a, US.12.f**)

- » Because there was no fixed repayment limit and the debt would grow because of interest, the German delegates believed that the German people would never satisfy the debt and would have to continually work to repay the Allies with no chance of ever being able to earn or save profits from their labor.

**LITERAL**—How did the Treaty of Versailles give other nations control over German territory? (**US.5.a, US.5.b, US.6.a, US.12.f**)

- » The Treaty of Versailles took control of German territory by forcing Germany to give up all its colonies and surrender property and economic assets connected to those lands. It also required Germany to hand over its merchant fleet, foreign securities, and property in German businesses abroad, even in the countries of its former allies. These terms meant that other nations gained not only Germany’s former territories but also the resources and economic benefits those territories provided.

### **“Treaty Debate and Rejection in the United States,” pages 313–316**

**Scaffold understanding as follows:**

**Have students read the section on pages 313–316.**

**SUPPORT**—Clarify that Wilson signed the Treaty of Versailles, but the Constitution reserves the power to ratify treaties to the Senate. The Senate needed to ratify, or formally approve, the treaty before the United States could officially declare the treaty signed and the war over.

**SUPPORT**—Students learn about the Constitution in Unit 2 of Foundations of Freedom: A Louisiana Civics Program. In Article I, the Constitution gives Congress power to declare war. The separation of powers is important to American government, and the Treaty of Versailles would have taken away a congressional power that is guaranteed in the Constitution, which is part of what made the treaty so controversial in the Senate.

**SUPPORT**—Explain that when someone has *reservations* about something, they have doubts about it, or they want to limit it in some way. This was the position of the Reservationists; they had doubts about the treaty, but they would accept amendments. When something is *irreconcilable*, it cannot be accepted at all, even with compromises. (To *reconcile* can mean to accept something or to coexist with it.) This was how the Irreconcilables viewed the treaty.

**SUPPORT**—Review the image of the League of Nations logo and caption on page 315. Mention that Wilson pushed for U.S. entry to the League of Nations in part because he feared another world war. During his U.S. speaking tour to gather support for the League of Nations, Wilson predicted that without it, there would be another world war within a generation.

**After students read the text, ask the following questions:**

**LITERAL**—What did Article X of the Treaty of Versailles require members of the League of Nations to do? (**US.12.f**)

- » Article X required members of the League of Nations to defend any other member nation that faced external aggression.

**ANALYTICAL**—How did the Reservationists and the Irreconcilables differ in their responses to the Treaty of Versailles and Article X? **(US.12.f)**

- » The Reservationists were willing to consider an amended version of the treaty, while the Irreconcilables refused to accept it at all. Both groups opposed Article X, but Reservationists wanted changes to it, and Irreconcilables rejected it entirely.

 **THINK TWICE**—Why did the Senate reject the Treaty of Versailles, and what were the consequences of this decision?

- » The Senate rejected the Treaty of Versailles because it contained a requirement for members of the League of Nations to defend other members under attack. This meant the U.S. military might be called upon by another country to join a war on its behalf. Following the Constitution, many senators believed that only Congress, not other countries, should have the power to send the United States to war. The consequence of this decision was that the United States did not join the League of Nations, even though the league itself had been President Wilson’s idea.

**CONNECT TO THE FRAMING QUESTION**—Have students discuss how the information in this section helps answer the Framing Question, “What were the effects of U.S. involvement in World War I?”

**Primary Source Feature: “Reservations to the Treaty of Peace, Henry Cabot Lodge, 1919,” page 314**

**Scaffold understanding as follows:**

 **Background for Teachers:** As the chair of the Senate Foreign Relations Committee, Henry Cabot Lodge played a key role in U.S. foreign policy. His support, in particular, was important for the approval of the rest of the Senate. In this message, delivered in August 1919, Lodge explains that the Treaty of Versailles needs amendments, or changes, before the United States can accept it (the position of the Reservationists). The speech was delivered before the first Senate vote rejecting the treaty in November 1919. Wilson later resisted compromise, saying, “You cannot dissect the Covenant [of the League of Nations] from the Treaty without destroying the whole vital structure.” While Lodge was able to attach reservations to the treaty, he was unable to convince Wilson to agree to amendments.

**Direct students to the Primary Source Feature on page 314.**

**Introduce the source to students by reading the introductory material and briefly summarizing the background information.**

**Have students read the source.**

**SUPPORT**—Remind students what isolationism is and that the United States had a policy of isolationism before World War I that prevented it from getting involved in European conflicts. Entering the League of Nations would commit the United States to such involvements, endangering its isolationism. When Lodge refers to the United States’ “independence,” he is referring to independence from the obligations of international alliances.

**SUPPORT**—Explain that Lodge believes the League of Nations is not the international agreement it claims to be but actually an alliance between a small group of countries, “dominated at the present moment by five great powers, really by three.” The “five great powers” are the Allied powers who played a major role at the Paris Peace Conference: the United States, Britain, France, Italy, and Japan. The three powers Lodge says have the most influence are the United States, Britain, and France. Explain that the leaders of these three nations (Wilson, Britain’s David Lloyd George, and France’s Georges Clemenceau) dominated talks at the Paris Peace Conference and often made major decisions in private, apart from the larger group. As a result, Lodge thinks that the League of Nations primarily serves these nations’ interests, not the interests of the entire world, and draws the United States into an alliance with Britain and France.

**SUPPORT**—Draw students’ attention to Lodge’s statement “The independence of the United States is not only more precious to ourselves but to the world than any single possession.” Lodge believes that U.S. sovereignty is crucial to its ability to make correct, objective decisions, not just for the country, but also for the entire world. Ask students why they think this might be the case. (*Possible response: The United States is a major world power, and its decisions will influence other nations, so it is important for the United States to be objective and not favor one nation over another.*) **(US.5.a, US.5.b, US.6.a, US.6.b, US.6.d, US.12.f)**

Activity Page



AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

**After students have read the source, ask the following questions:**

**LITERAL**—According to Lodge, if the treaty is approved, what will happen if a member of the League of Nations asks the United States for support in defending itself? **(US.5.a, US.5.b, US.6.a, US.6.b, US.6.d, US.12.f)**

- » The United States will have to offer this support, even if it means being drawn into a conflict in another country, because it made a promise to the League of Nations.

**ANALYTICAL**—Why does Lodge believe that the League of Nations is really an alliance, not a league for peace? **(US.5.a, US.5.b, US.6.a, US.6.b, US.6.d, US.12.f)**

- » Lodge believes the League of Nations serves the interests of three major world powers, which he believes have formed an alliance, rather than serving the interests of keeping peace throughout the world.



**Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.



## CHECK FOR UNDERSTANDING

**Ask students to:**

- Write a short answer to the Framing Question: “What were the effects of U.S. involvement in World War I?”
  - » Key points students should cite include: the nations that made up the Allied powers and the Central powers; Germany’s use of unrestricted submarine warfare, which drew the United States closer to war; major battles involving U.S. forces, such as Cantigny, Château-Thierry, and Meuse–Argonne, which

helped turn the tide; the leadership of General Pershing; the difficult and traumatic experiences of soldiers in the trenches; the passage of the Espionage and Sedition Acts, which suppressed dissent and led to cases like the arrest of Eugene V. Debs and the Supreme Court ruling in *Schenck v. United States*; the work of the American Protective League and the Committee on Public Information to shape public opinion and monitor loyalty; women's contributions to the war effort both at home and overseas; the war's economic impacts, including industrial growth; the Great Migration, in which African Americans moved North for industrial jobs; the creation of the American Legion to support veterans; the connection between women's wartime service and the eventual passage of women's suffrage; Wilson's proposal of the Fourteen Points as a plan for peace; the terms of the Treaty of Versailles, which ended the war; the U.S. Senate's rejection of the treaty and the League of Nations, which signaled a return to isolationism; the emerging role of the United States as a global power after the war.

- Choose three Core Vocabulary words (*neutrality, militarism, alliance, artillery, arms race, ultimatum, trauma, isolationism, mobilization, infantry, offensive, armistice, propaganda, espionage, precedent*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

Activity Page



AP 2.1

You may wish to assign Domain Vocabulary: Unit 3 (AP 2.1) for homework.

# Teacher Resources

**Topic Assessments: Unit 3**

- Topic 1: The Age of Imperialism 325
- Topic 2: World War I 329

**Performance Task: Unit 3**

- Performance Task Activity 337
- Performance Task Scoring Rubric 343

**Activity Pages**

- Primary Source Analysis (AP 1.1) 345
- Domain Vocabulary: Unit 3 (AP 2.1) 346

**Answer Key: Unit 3** 347

## Assessment: Topic 1—The Age of Imperialism

### A. On your own paper, write the letter that provides the best answer.

- Which statement best expresses the United States' policy toward European influence and power in the Western Hemisphere? (US.11, US.11.e)
  - The United States claimed the Western Hemisphere as its sphere of influence.
  - The United States welcomed European powers to maintain their colonies in Latin America.
  - The United States focused only on trade with Europe and avoided involvement in Latin America.
  - The United States encouraged European countries to expand their empires in the Western Hemisphere.
- What was the American public's opinion on the purchase of Alaska? (US.11.e)
  - The American public saw the purchase of Alaska as a big mistake.
  - The American public had no opinion about the purchase of Alaska.
  - The American public believed that Alaska was rich with natural resources.
  - The American public almost universally supported the purchase of Alaska.

Use the table to answer question 3.

United States Territorial Acquisitions, 1898	
Territory	Notes
Hawaii	Annexed by the United States on July 7, 1898, before the U.S.–Spain armistice on August 12, 1898
Puerto Rico	Acquired from Spain on December 10, 1898, via the Treaty of Paris; remains a U.S. territory today
Guam	Acquired from Spain on December 10, 1898, via the Treaty of Paris; remains a U.S. territory today
Philippines	Acquired from Spain on December 10, 1898, via the Treaty of Paris, sparking armed resistance from Filipino revolutionaries in 1899
Cuba	Spain relinquished control on December 10, 1898, via the Treaty of Paris; officially independent in 1902, with United States retaining right to intervene under the Platt Amendment (1901)

- Which statements best describe the territorial acquisitions represented in the table? Select the **three** correct answers. (US.4, US.11, US.11.e)
  - The United States annexed Hawaii before the Spanish-American War ended.
  - The United States gave Cuba complete independence immediately after the war.
  - The United States gained territories from Spain through the Treaty of Paris in 1898.
  - The Spanish Empire lost colonies, and the United States expanded its global influence.
  - The United States lost power around the world, and the Spanish Empire gained power.
  - The United States returned all of the acquired territories to Spain after the Treaty of Paris was signed.

Use the two excerpts to answer questions 4 and 5.

### Excerpt A

*Note: Albert Beveridge was a historian and senator from Indiana who supported U.S. expansion overseas. This excerpt is from a speech Beveridge gave at a meeting of Indiana Republicans in Indianapolis.*

To-day, we are making more than we can use. To-day, our industrial society is congested; there are more workers than there is work; there is more capital than there is investment. We do not need more money—we need more circulation, more employment. Therefore we must find new markets for our produce, new occupation for our

capital, new work for our labor. And so, while we did not need the territory taken during the past century at the time it was acquired, we do need what we have taken in 1898, and we need it now.

—Albert Beveridge, “March of the Flag,” 1898

### Excerpt B

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it is now necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. . . . We insist that the forcible subjugation [oppressive control] of a purchased people is “criminal aggression” and open disloyalty to the distinctive principles of our government.

—Platform of the American Anti-Imperialist League, 1899

4. Based on Senator Albert Beveridge’s speech “March of the Flag,” what primary argument does he make regarding American imperial expansion? (US.5.a, US.5.b, US.11, US.11.e)
  - a) America has a divine mission to spread its principles globally.
  - b) Trade and market access should be focused on domestic transactions.
  - c) It is not necessary for America to find new markets for its surplus goods.
  - d) The acquisition of territories like Hawaii and the Philippines is essential for American corporations.
5. What was the primary concern of the American Anti-Imperialist League regarding U.S. expansion and imperialism? (US.5.a, US.5.b, US.11, US.11.e)
  - a) It would persuade the world that the United States was a global leader.
  - b) It threatened the economic interests of American businesses.
  - c) It contradicted the principles of liberty and democracy.
  - d) It would lead to military conflicts with other nations.

Use the excerpt from John Hay’s Open Door note (1899) to answer question 6.

To insure . . . to the commerce of all nations in China the undoubted benefits which should accrue from a formal recognition by the various powers claiming “spheres of interest” that they shall enjoy perfect equality of treatment for their commerce and navigation within such “spheres,” the Government of the United States would be pleased to see His German Majesty’s Government give formal assurances, and lend its cooperation in securing like assurances from the other interested powers, that each, within its respective sphere of whatever influence . . .

6. What is the main objective of the United States, as expressed in John Hay’s Open Door note, regarding international trade in China? (US.5.a, US.5.b, US.11, US.11.e)
  - a) to reduce the dominance of any single foreign power in China’s markets
  - b) to secure exclusive trading rights for the United States in Chinese ports
  - c) to organize joint military control of China by foreign nations
  - d) to guarantee all nations equal access to trade in China
7. What was a likely effect of the competition among world powers over trade in China during the era of the Open Door policy? (US.5.a, US.6.b, US.11, US.11.e)
  - a) China’s sovereignty was weakened as foreign nations carved out spheres of influence.
  - b) There was a decline in international economic interest in Chinese markets.
  - c) Military actions increased between nations over trade.
  - d) Greater restrictions were placed on trade in China.

Use the excerpt from Albert Beveridge’s “March of the Flag” speech (1898) and the chart to answer questions 8 and 9.

We must find new markets for our produce. . . . And so, while we did not need the territory taken during the past century at the time it was acquired, we do need what we have taken in 1898, and we need it now.

**U.S. International Trade in Imports and Exports, 1861–1900**

Year	Exports (in Millions of Dollars)	Imports (in Millions of Dollars)	Balance of Trade (Difference in Value)
1861	228.5	298	−69.5
1870	412.3	449	−36.7
1880	851.1	681.3	+169.8
1890	881.6	845.4	+36.2
1900	1,394.5	858.4	+536.1

8. What change does the chart show? **(US.4, US.5.a, US.5.b, US.11, US.11.e)**
- a) a decrease in U.S. imports between 1861 and 1900
  - b) an increase in U.S. exports between 1861 and 1900
  - c) a decrease in U.S. exports between 1861 and 1880, followed by an increase between 1880 and 1900
  - d) an increase in U.S. imports between 1861 and 1880, followed by a decrease between 1880 and 1900
9. How does the data in the chart support Beveridge’s statement? **(US.4, US.5.a, US.5.b, US.11, US.11.e)**
- a) As the United States produced more goods, it needed new markets.
  - b) If the United States had a positive balance of trade, it could conquer more territory.
  - c) When the United States had a positive balance of trade, it no longer needed to sell its produce.
  - d) Because the United States controlled more territory, it was able to bring more goods into the country.
10. What strategy did President Roosevelt employ to secure land for the Panama Canal? **(US.11.e, US.11.f)**
- a) He negotiated a treaty with Colombia.
  - b) He withdrew U.S. forces from Central America.
  - c) He established diplomatic relations with Colombia.
  - d) He supported Panamanian rebels against Colombia.
11. How did yellow journalism influence the American public’s perception of the crisis in Cuba during the war for independence? **(US.11)**
- a) It provided accurate information about the events.
  - b) It encouraged the public to support Spain’s actions in Cuba.
  - c) It presented a balanced view of both sides of the conflict, leading to informed opinions.
  - d) It focused on emotional stories that led many Americans to view the crisis as more urgent and dramatic.

Use the excerpt from William Howard Taft’s 1912 message to Congress to answer questions 12 and 13.

First, it is obvious that the Monroe doctrine is more vital in the neighborhood of the Panama Canal and the zone of the Caribbean than anywhere else. There, too, the maintenance of that doctrine falls most heavily upon the United States. It is therefore essential that the countries within that sphere shall be removed from the jeopardy involved by heavy foreign debt and chaotic national finances and from the ever-present danger of international complications due to disorder at home.

12. What is the primary concern regarding the countries in the Caribbean and Panama Canal area? (US.11, US.11.e)
- a) their geographical location
  - b) their potential for economic growth
  - c) their relationships with neighboring countries
  - d) their vulnerability to foreign debt and internal disorder
13. How does this excerpt support an economics-based approach to diplomacy? (US.5.a, US.5.b, US.11, US.11.e)
- a) It criticizes the use of U.S. military force in other countries.
  - b) It clarifies how other countries asked the United States for economic aid.
  - c) It emphasizes the importance of keeping other countries financially stable.
  - d) It explains why the United States and its neighbors should not take on foreign debt.

Use the excerpt from Woodrow Wilson’s Latin America policy (1913) to answer questions 14 and 15.

One of the chief objects of my administration will be to cultivate the friendship and deserve the confidence of our sister republics of Central and South America, and to promote in every proper and honorable way the interests which are common to the peoples of the two continents. . . .

. . . We are the friends of peace, but we know that there can be no lasting or stable peace in such circumstances. As friends, therefore, we shall prefer those who act in the interest of peace and honor, who protect private rights, and respect the restraints of constitutional provision. Mutual respect seems to us the indispensable foundation of friendship between states, as between individuals.

The United States has nothing to seek in Central and South America except the lasting interests of the peoples of the two continents, the security of governments intended for the people and for no special group or interest, and the development of personal and trade relationships between the two continents which shall redound to the profit and advantage of both and interfere with the rights and liberties of neither.

14. According to the Wilson, what are the primary goals of the United States in its relations with Central and South America? Select the **two** correct answers. (US.5.a, US.5.b, US.11, US.11.e)
- a) to promote military alliances
  - b) to ensure the security of governments for the people
  - c) to expand U.S. territory into Central and South America
  - d) to establish trade relationships that benefit both continents
  - e) to seek economic dominance over Central and South America
15. How does the excerpt reflect the principles of Wilson’s moral diplomacy in relation to the United States’ approach to Central and South America? (US.5.a, US.5.b, US.11, US.11.e)
- a) It advocates for the support of governments that serve the people.
  - b) It focuses on economic exploitation of the region.
  - c) It emphasizes military intervention for stability.
  - d) It promotes isolationism from foreign affairs.

- B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.**

Analyze two motivations behind U.S. imperialism in the late nineteenth and early twentieth centuries. (US.1, US.2, US.6.a, US.6.c, US.11, US.11.e, US.11.f)

## Assessment: Topic 2—World War I

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### A. On your own paper, write the letter that provides the best answer.

This excerpt from an eyewitness account by co-conspirator Borijove Jevtic, first published in 1924, describes an assassination attempt on Austro-Hungarian archduke Franz Ferdinand on June 28, 1914, in Sarajevo, Bosnia. Use the excerpt to answer question 1.

When the [archduke's] car passed Gabrinovic, the compositor, he threw his grenade. It hit the side of the car, but Franz Ferdinand with presence of mind threw himself back and was uninjured. Several officers riding in his attendance were injured.

The cars sped to the town hall and the rest of the conspirators did not interfere with them. After the reception in the town hall General Potiorek, the Austrian commander, pleaded with Franz Ferdinand to leave the city, as it was seething with rebellion. The archduke was persuaded to drive the shortest way out of the city and to go quickly.

1. Why was the city of Sarajevo “seething with rebellion”? (US.5.a, US.5.b, US.12, US.12.a)
  - a) Austria-Hungary and Bosnia had been at war for many years.
  - b) Austro-Hungarians were rebelling against the archduke's rule.
  - c) Bosnia and Serbia were experiencing conflicts with one another.
  - d) Serbians were angry about Austria-Hungary's presence in the Balkans.
2. Which events happened as a result of the archduke's assassination? Select the **two** correct answers. (US.5.a, US.12, US.12.a)
  - a) Germany pledged support to Austria-Hungary in case of a war.
  - b) Serbia seized territory that had been annexed by Austria-Hungary.
  - c) France, Britain, and Russia formed an alliance against Austria-Hungary.
  - d) Austria-Hungary gave Serbia an ultimatum, then declared war on Serbia.
  - e) Italy left the Triple Alliance, hoping to gain land from Serbia, then declared war on Serbia.

Use the map to answer questions 3 and 4. Note that the United Kingdom includes Britain.

### Central, Allied, and Neutral Powers in World War I



3. Based on this map, in which sea did Germany and Britain most likely engage in submarine warfare during World War I? **(US.4, US.5.a, US.12)**
  - a) Mediterranean Sea
  - b) North Sea
  - c) Baltic Sea
  - d) Black Sea
  
4. German troops marched through a neutral country to reach France, leading to Britain joining the war against Germany. Which country did they march through? **(US.4, US.5.a, US.12, US.12.a)**
  - a) Albania
  - b) Norway
  - c) Belgium
  - d) Switzerland

Use the excerpt from the Zimmermann Telegram (1917) to answer question 5.

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona.

5. Who sent this telegram, and why? **(US.5.a, US.12, US.12.b)**
- a) a German general, to challenge Mexico's claim to U.S. territory
  - b) a German foreign minister, to encourage Mexico to join the war
  - c) a French foreign minister, to encourage the United States to join the war
  - d) an English general, to describe Britain's plans to fight German submarines

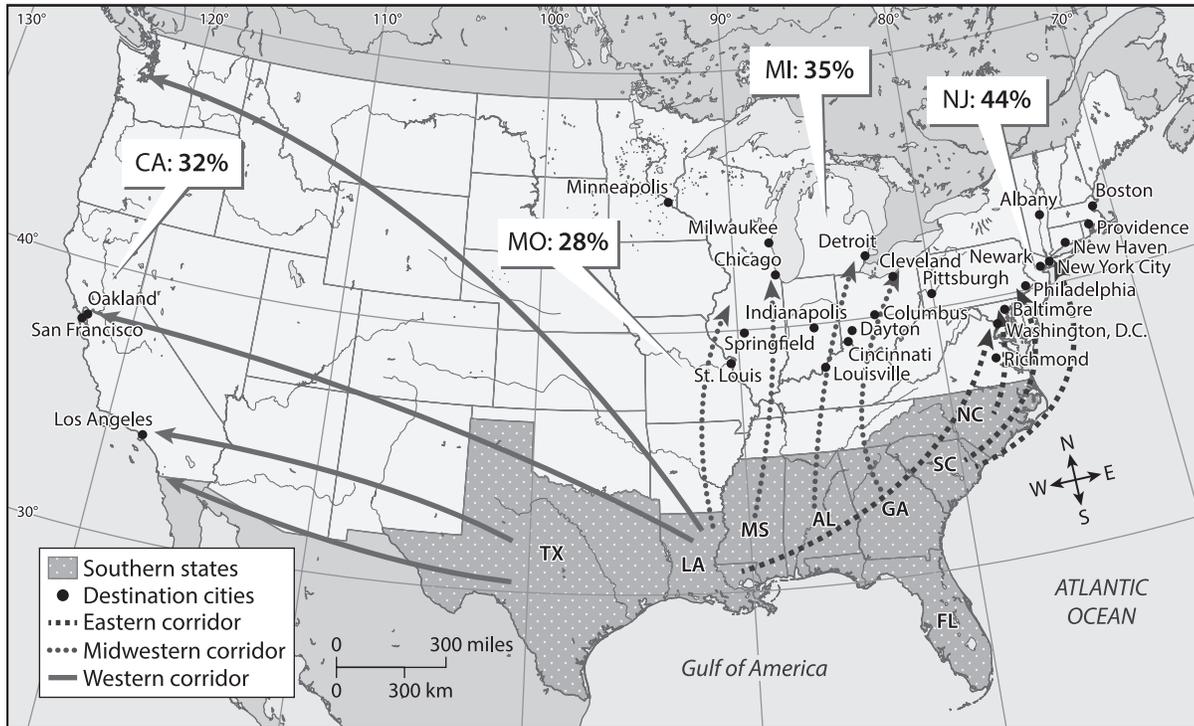
Use the image to answer question 6.



6. Why were recruitment posters like the one featuring Uncle Sam used during World War I? **(US.5.a, US.12)**
- a) to promote peace and diplomacy
  - b) to highlight the dangers of military service
  - c) to provide information about military training programs
  - d) to encourage enlistment due to a shortage of volunteers

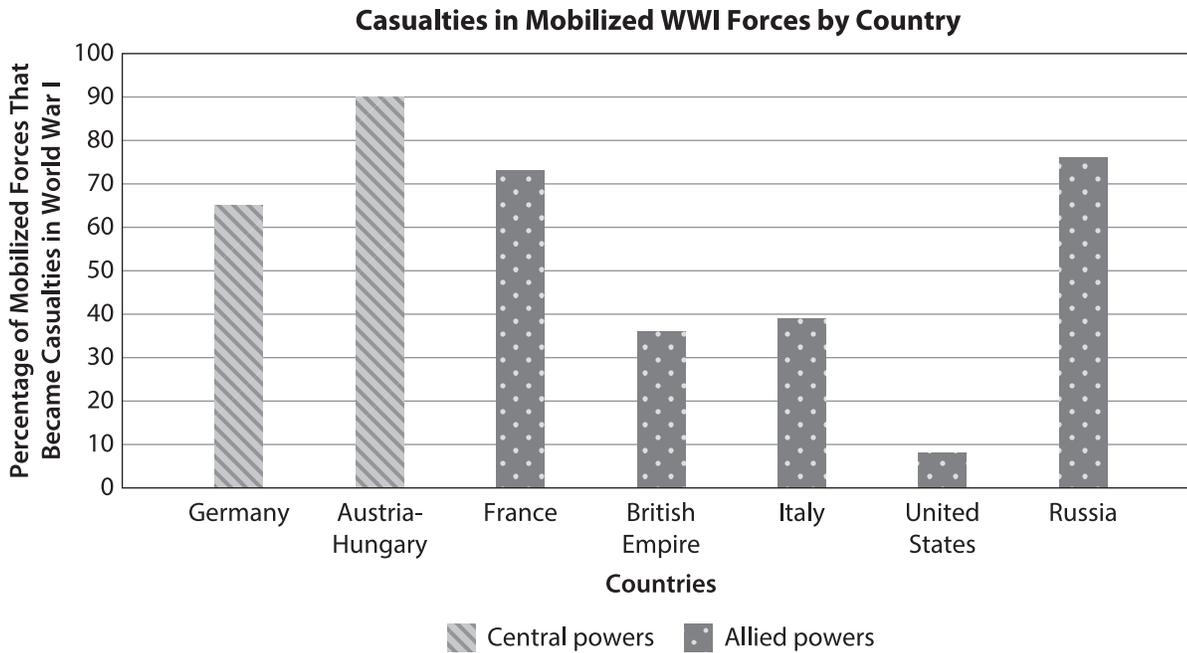
Use the map to answer question 7.

### The Great Migration, 1910–40



7. How did the Great Migration impact the cultural and demographic landscapes of Northern cities in the early twentieth century? (US.4, US.5.a, US.12, US.13.f)
- a) It significantly increased the African American population in Northern cities.
  - b) It caused economic decline in urban areas.
  - c) It resulted in the end of racial segregation.
  - d) It led to a decrease in population.

Use the graph to answer question 8.



8. Which detail can you infer from the graph? **(US.4, US.5.a, US.5.b, US.12, US.12.c)**
- a) The United States likely experienced fewer casualties because it joined the war later than other major powers.
  - b) Russia, one of the major Allied powers, left the war early because of the internal turmoil and political upheaval caused by the Russian Revolution.
  - c) Germany, which fought on the side of the Central powers, was the main enemy of the Allied powers during the war and faced them on multiple fronts.
  - d) Many European countries required large numbers of their male citizens to fight in the war through mandatory conscription, while the United States relied more heavily on volunteers at the start.

Use the excerpt from U.S. secretary of the navy Josephus Daniels's description of the Battle of Belleau Wood (1919) to answer question 9.

Belleau Wood was a jungle, its very rocky formation forming a German machine-gun nest, almost impossible to reach by artillery or grenade fire.

There was only one way to wipe out these nests—by the bayonet. And by this method were they wiped out, for United States Marines, bare chested, shouting their battle cry of “E-e-e-e y-a-a-h-h-h yip!” charged straight into the murderous fire from those guns, and won!

Out of the number that charged, in more than one instance, only one would reach the stronghold.

9. What can readers infer from the line “Out of the number [of U.S. Marines] that charged, in more than one instance, only one would reach the stronghold”? **(US.5.a, US.5.b, US.12.c)**
- a) The Marines did not typically fight with bayonets.
  - b) Many Marines were stopped by heavy German fire.
  - c) More U.S. soldiers than German soldiers died at Belleau Wood.
  - d) The terrain around Belleau Wood was difficult for Marines to cope with.

10. What was a significant consequence of the Sedition Act of 1918 in relation to American civil liberties? **(US.12.d)**
- a) It made it illegal to criticize the government or war effort.
  - b) It protected the press from government censorship.
  - c) It encouraged debate about national security.
  - d) It expanded the rights of free speech.
11. What principle did the Supreme Court establish in its ruling in *Schenck v. United States* regarding free speech? **(US.12.d)**
- a) Speech can be limited if it poses a clear and present danger.
  - b) The government must always protect dissenting opinions.
  - c) All forms of protest against the government are illegal.
  - d) Free speech is absolute and cannot be restricted.

Use the two excerpts from President Wilson's Fourteen Points (1918) to answer question 12.

### Excerpt A

A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

### Excerpt B

We wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this programme does remove.

12. Based on these excerpts, why did Wilson want to form an "association of nations"? **(US.2, US.5.a, US.5.b, US.12, US.12.f)**
- a) to give world powers opportunities to colonize other areas of the world
  - b) to prevent another world war by settling international disputes peacefully
  - c) to make sure that the United States was included in an international alliance
  - d) to make sure that Germany would no longer pose a threat to the rest of Europe
13. What was one major impact of the Treaty of Versailles on Germany? **(US.5.a, US.5.b, US.12, US.12.f)**
- a) Germany was required to accept responsibility for the war and pay large financial reparations.
  - b) Germany was allowed to keep its prewar military strength in order to maintain stability.
  - c) Germany gained additional colonies in Africa and Asia as compensation for its losses.
  - d) Germany was invited to help write the treaty's terms at the Paris Peace Conference.

Use the excerpt from the German delegation's observations on the conditions of peace (1919) to answer question 14.

We must surrender our merchant fleet. We are to renounce all foreign securities. We are to hand over to our enemies our property in all German enterprises abroad, even in the countries of our allies. . . . No German trader in their countries will be protected from these war measures. . . .

In other spheres also Germany's sovereignty is abolished. . . . The German people is excluded from the League of Nations to which is entrusted all work of common interest to the world.

14. According to the German delegate who wrote this, what was the aim of these conditions imposed on Germany? (US.5.a, US.5.b, US.12, US.12.f)
- a) to allow Germany to trade with other countries
  - b) to establish a firm foundation of peace between nations
  - c) to help Germany slowly rebuild its economy and military
  - d) to unjustifiably destroy German political and national sovereignty

Use this excerpt from Henry Cabot Lodge’s reservations to the peace treaty (1919) to answer question 15.

I am as anxious as any human being can be to have the United States render every possible service to the civilization and peace of mankind, but I am certain we can do it best by not putting ourselves in leading strings or subjecting our policies and our sovereignty to other nations. The independence of the United States is not only more precious to ourselves but to the world than any single possession.

15. Why does Lodge believe the peace treaty threatens the United States’ independence? (US.5.a, US.5.b, US.12, US.12.f)
- a) It forces the United States to adopt a political system that is not democratic.
  - b) It prevents the American people from disagreeing with their government.
  - c) It takes away the United States’ ability to help and serve other countries.
  - d) It allows other nations to direct the United States’ actions and decisions.

- B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.**

Explain one way in which the United States’ involvement in World War I affected the experiences of American service members as part of the Allied war effort in Europe, and one way it affected Americans at home. (US.2, US.6.a, US.6.c, US.12, US.12.c, US.12.d, US.12.e)

## Performance Task: *Expansion and Conflict*

**Teacher Directions:** During the late nineteenth and early twentieth centuries, U.S. presidents and other government leaders defended the country’s interventions in other countries—including the decision to join the Allied cause in World War I—as necessary to preserve the rights and liberties of people around the world.

Ask students to respond to the following prompt, using at least two of the five sources that follow. Three of these sources will be familiar to students from the Student Volume, and the other two are also located in the DBQ Workbook. Students can use the sources to support their claim and/or address counterclaims. Encourage students to also use information from their Student Volume in their responses.

### Prompt:

How did American leaders justify their foreign policy decisions in the late nineteenth and early twentieth centuries, and how did opponents challenge those justifications? (US.1, US.2, US.3, US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.6.c, US.6.d, US.11, US.11.e, US.11.f, US.12, US.12.b, US.12.f)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

<b>Sample claim:</b>	American leaders claimed that because the United States was a model for democracy, it had a responsibility to support or guide other nations, which they used as a justification for expanding American influence abroad. Opponents argued that these justifications masked undemocratic or self-interested motives.
<b>Reason:</b>	President Woodrow Wilson said that because the United States had an exceptional system of government, it had a duty to support independent or democratic governments abroad. He presented U.S. intervention as essential assistance that only the United States could provide.
<b>Evidence:</b>	<p>In his 1913 Latin America policy, Wilson referred to principles such as “the consent of the governed” and the idea that a government gains authority from the people’s “public conscience and approval.” He argued that the United States would only support governments that reflected these values.</p> <p>In addition, Senator Albert Beveridge justified American expansion by claiming that the United States had a global mission. In his “March of the Flag” speech, he asked whether Americans would “continue their resistless march toward the commercial supremacy of the world” and stated that the nation had been “endowed . . . with gifts beyond [its] deserts” so that its principles might reach “the hearts of all mankind.” This suggests that American expansion was framed as a moral obligation.</p>
<b>Counterclaim and answer:</b>	Some may argue that U.S. intervention in other nations was primarily meant to protect American economic interests. This view also has support. While American leaders wanted access to foreign markets and resources, they also justified their actions by presenting the United States as a model whose principles and institutions should spread to other nations.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: *Expansion and Conflict***

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During the late nineteenth and early twentieth centuries, U.S. presidents and other government leaders defended the country's interventions in other countries—including the decision to join the Allied cause in World War I—as necessary to preserve the rights and liberties of people around the world.

Draw evidence from at least two of the five sources provided and from your reading in this unit to evaluate the following question:

How did American leaders justify their foreign policy decisions in the late nineteenth and early twentieth centuries, and how did opponents challenge those justifications?

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of U.S. history **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

## Source 1

### **“March of the Flag,” 1898**

**Albert Beveridge**

In this campaign, the question is larger than a party question. It is an American question. It is a world question. Shall the American people continue their resistless march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind? Have we no mission to perform, no duty to discharge to our fellow-man? Has the Almighty Father endowed us with gifts beyond our deserts and marked us as the people of His peculiar favor, merely to rot in our own selfishness . . . ?

## Source 2

### American Anti-Imperialist League Platform, 1898

*The American Anti-Imperialist League formed in 1898 in response to U.S. expansion overseas. The league specifically opposed U.S. annexation and intervention in the Philippines, a territory acquired from Spain after the Spanish-American War (1898). When Filipinos resisted U.S. rule, the U.S. military fought to suppress their independence movement during the Philippine-American War (1899–1902). This 1899 excerpt criticizes that war and outlines the American Anti-Imperialist League’s platform of values and beliefs.*

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it is now necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty and the pursuit of happiness. We still maintain that governments derive their just powers from the consent of the governed. We insist that the forcible subjugation of a purchased people is “criminal aggression” and open disloyalty to the distinctive principles of our government. . . .

We earnestly condemn the policy of the present national administration in the Philippines. It is the spirit of '76 that our government is striving to extinguish in those islands; we denounce the attempt and demand its abandonment. We deplore and resent the slaughter of the Filipinos as a needless horror, a deep dishonor to our nation.

We protest against the extension of American empire by Spanish methods and demand the immediate cessation of the war against liberty begun by Spain and continued by us. . . . Our government should at once announce to the Filipinos its purpose to grant them under proper guarantees of order the independence for which they have so long fought. . . . It is today as true of the Filipinos as it was a year ago of the Cubans that they “are and of right ought to be free and independent.”

**Source:** American Anti-Imperialist League. *The Chicago Liberty Meeting, Held at Central Music Hall, April 30, 1899*. Chicago: Central Anti-Imperialist League, 1899, pp. 50–51.

### Source 3

## The Roosevelt Corollary, 1904

### Theodore Roosevelt

*In his 1904 State of the Union address, Roosevelt introduced what became known as the Roosevelt Corollary to the Monroe Doctrine.*

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. If every country washed by the Caribbean Sea would show the progress in stable and just civilization which with the aid of the Platt amendment Cuba has shown since our troops left the island, and which so many of the republics in both Americas are constantly and brilliantly showing, all question of interference by this Nation with their affairs would be at an end. Our interests and those of our southern neighbors are in reality identical. They have great natural riches, and if within their borders the reign of law and justice obtains, prosperity is sure to come to them. While they thus obey the primary laws of civilized society they may rest assured that they will be treated by us in a spirit of cordial and helpful sympathy. We would interfere with them only in the last resort, and then only if it became evident that their inability or unwillingness to do justice at home and abroad had violated the rights of the United States or had invited foreign aggression to the detriment of the entire body of American nations. It is a mere truism to say that every nation, whether in America or anywhere else, which desires to maintain its freedom, its independence, must ultimately realize that the right of such independence can not be separated from the responsibility of making good use of it.

**Source:** Roosevelt, Theodore. "Message of the President." In *Papers Relating to the Foreign Relations of the United States, with the Annual Message of the President, Transmitted to Congress December 6, 1904*. Washington, D.C.: Government Printing Office, 1905, pp. xli–xlii.

## Source 4

### Declaration of Policy with Regard to Latin America, 1913

#### Woodrow Wilson

Cooperation is possible only when supported at every turn by the orderly processes of just government based upon law, not upon arbitrary or irregular force. We hold, as I am sure all thoughtful leaders of republican government everywhere hold, that just government rests always upon the consent of the governed, and that there can be no freedom without order based upon law and upon the public conscience and approval. We shall look to make these principles the basis of mutual intercourse, respect, and helpfulness between our sister republics and ourselves. We shall lend our influence of every kind to the realization of these principles in fact and practice, knowing that disorder, personal intrigues, and defiance of constitutional rights weaken and discredit government and injure none so much as the people who are unfortunate enough to have their common life and their common affairs so tainted and disturbed. We can have no sympathy with those who seek to seize the power of government to advance their own personal interests or ambition. We are the friends of peace, but we know that there can be no lasting or stable peace in such circumstances. As friends, therefore, we shall prefer those who act in the interest of peace and honor, who protect private rights, and respect the restraints of constitutional provision. Mutual respect seems to us the indispensable foundation of friendship between states, as between individuals.

## Source 5

### President Wilson's Fourteen Points, 1918

What we demand . . . is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. . . . The programme of the world's peace, therefore, is our programme; and that programme, the only possible programme, as we see it, is this:

- I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.
- II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.
- III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.
- IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.
- V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined. . . .
- XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

. . . We wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this programme does remove.

## Performance Task Scoring Rubric

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**Note:** Students should be evaluated on the basis of their essay using the rubric.

Score	Scoring Description
4	Response includes a <b>correct claim</b> about U.S. foreign policy, U.S. leaders, and American exceptionalism. Response includes a <b>correct explanation</b> that addresses the prompt and includes references to two or more of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.
3	Student meets all criteria to earn a 4 but only references one source instead of two or more. OR Response includes a <b>correct claim</b> about U.S. foreign policy, U.S. leaders, and American exceptionalism. Response includes a <b>correct explanation</b> that addresses the prompt and includes references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources, but not both. OR Response includes a <b>correct claim</b> about U.S. foreign policy, U.S. leaders, and American exceptionalism. Response includes references to at least two of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources but does not explain the evidence. OR Response includes a <b>correct explanation</b> to address U.S. foreign policy, U.S. leaders, and American exceptionalism. The explanation includes references to at least two of the given <b>sources and</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.
2	Student meets all other criteria to earn a 3 but only references one source instead of two or more. OR Response includes a <b>correct claim</b> about U.S. foreign policy, U.S. leaders, and American exceptionalism with references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources. OR Response includes a <b>correct explanation</b> to address U.S. foreign policy, U.S. leaders, and American exceptionalism. The explanation includes references to at least two of the given <b>sources or</b> relevant content <b>knowledge</b> that is not directly provided in the given sources.

<b>1</b>	<p>Student meets all criteria to earn a 2 but only references one source instead of two or more.</p> <p>OR</p> <p>Response includes a <b>correct claim</b> about U.S. foreign policy, U.S. leaders, and American exceptionalism but does not reference any <b>sources</b>.</p> <p>OR</p> <p>Response includes <b>correct information</b> that is not directly relevant to the prompt but demonstrates some content knowledge about U.S. foreign policy, U.S. leaders, and American exceptionalism, but it does not reference any <b>sources</b>.</p>
<b>0</b>	Response does not include any elements described above.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.1**

**Use with Topics 1–2**

**Primary Source Analysis**

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

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1**

**Use with Topic 2**

**Domain Vocabulary: Unit 3**

**On your own paper or using the boxes below, create four groups using terms from the word bank. Each group should include at least three terms. You do not need to use all of the terms. Then explain how the terms in each group are connected.**

imperialism	sphere of influence	ambassador	protectorate	coup
neutrality	militarism	artillery	arms race	alliance
ultimatum	isolationism	mobilization	trauma	infantry
offensive	armistice	espionage	precedent	propaganda

**Group 1**

Terms:
Connection:

**Group 2**

Terms:
Connection:

**Group 3**

Terms:
Connection:

**Group 4**

Terms:
Connection:

## Answer Key: Expansion and Conflict

### Topic Assessments

#### Topic 1

1. a 2. a 3. a, c, d 4. d 5. c 6. d 7. a 8. b 9. a  
10. d 11. d 12. d 13. c 14. b, d 15. a

Score	Scoring Description
4	Student correctly identifies and explains <b>two</b> different motivations behind U.S. imperialism.
3	Student correctly identifies and explains <b>one</b> motivation behind U.S. imperialism.  AND  Student correctly identifies a <b>second</b> motivation behind U.S. imperialism without explaining it.
2	Student correctly identifies <b>two</b> different motivations behind U.S. imperialism without explaining either.  OR  Student correctly identifies and explains <b>one</b> motivation behind U.S. imperialism.
1	Student correctly identifies <b>one</b> motivation behind U.S. imperialism but does not explain it.  OR  Student includes correct information related to the prompt that demonstrates some student content knowledge about the motivations behind U.S. imperialism.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

#### Topic 2

1. d 2. a, d 3. b 4. c 5. b 6. d 7. a 8. a 9. b  
10. a 11. a 12. b 13. a 14. d 15. d

Score	Scoring Description
4	Student correctly identifies and explains <b>one</b> way U.S. involvement affected the experiences of American service members as part of the Allied war effort in Europe <b>and one</b> way it affected Americans at home.
3	Student correctly identifies and explains <b>one</b> way U.S. involvement affected the experiences of American service members as part of the Allied war effort in Europe <b>or one</b> way it affected Americans at home.  AND  Student correctly identifies a <b>second</b> effect of U.S. involvement without explaining it.
2	Student correctly identifies <b>one</b> way U.S. involvement affected the experiences of American service members as part of the Allied war effort in Europe <b>and one</b> way it affected Americans at home without explaining either.  OR  Student correctly identifies and explains <b>one</b> way U.S. involvement affected the experiences of American service members as part of the Allied war effort in Europe <b>or one</b> way it affected Americans at home.
1	Student correctly identifies <b>one</b> way U.S. involvement affected the experiences of American service members as part of the Allied war effort in Europe <b>or one</b> way it affected Americans at home but does not explain it.  OR  Student includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about U.S. involvement in World War I.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

### Primary Source Analysis (AP 1.1): The Platt Amendment, 1901

**Content:** The Platt Amendment is an addition to a U.S. Army bill that was passed into law. It describes conditions that Cuba needed to meet before the United States allowed Cuba to govern itself. The amendment was added to Cuba's constitution in 1902.

**Creation:** The amendment was sponsored by Senator Orville Platt in 1901. Platt believed it would protect U.S. interests in the Caribbean.

**Communication:** The purpose was to communicate the future relationship between the United States and Cuba. The audience included Cuban leaders and U.S. leaders in Congress.

**Context:** After the United States won the Spanish-American War, Spain lost colonies in the Western Hemisphere, including Cuba. Cuba had gained its independence, but the United States still wanted a political and economic influence there.

**Connection:** The source relates to my knowledge of U.S. foreign policy because it describes how the United States expanded its sphere of influence as much as possible, even to nations that were politically independent.

**Consideration:** The source expresses the point of view of U.S. Congress members but not the point of view of Cuban leaders. It may be biased in favor of U.S. interests.

**Conclusion:** This source helps me answer the Framing Question because it shows how the United States used legal methods to affect the laws and constitutions of other countries. It helps me understand how the U.S. government influenced other governments in Latin America.

### Primary Source Analysis (AP 1.1): Open Door Note, John Hay, 1899

**Content:** The Open Door note was a diplomatic message sent to world leaders who had interests in China. The note outlined policies that all nations should follow in China to ensure equal opportunities for free trade.

**Creation:** U.S. secretary of state John Hay wrote the Open Door note in 1899.

**Communication:** The purpose was to make sure that the United States could establish an economic influence in China along with other European powers. The audience included leaders in Britain, France, Japan, Germany, and Russia because these nations all had spheres of influence in China.

**Context:** The United States, which had a larger presence in the Pacific after the Spanish-American War, wanted to take advantage of profits it could earn from Chinese trade. But European countries and Japan had a larger presence in China compared to the United States, and Hay worried that these countries would establish colonies in China, taking away U.S. opportunities to trade there.

**Connection:** The source connects to the context by describing principles that would help all nations, including the United States, operate fairly in China and earn profits without establishing colonies.

**Consideration:** Because the source comes from the U.S. secretary of state's point of view, it probably prioritizes U.S. interests over those of other nations.

**Conclusion:** The source shows that the United States wanted to establish itself as a world power in countries that were geographically far away, which relates to the Framing Question. It also contributes to my understanding of history by showing how the United States and Europe influenced countries in Asia. This reflects continuity in U.S. foreign policy by showing how the nation justified expansion abroad as cooperative and fair, even while prioritizing its own interests.

### Primary Source Analysis (AP 1.1): "March of the Flag," Albert Beveridge, 1898

**Content:** Beveridge claims that expansion would benefit the United States economically and morally while also spreading American values and institutions abroad.

**Creation:** The speech was written by U.S. senator Albert Beveridge and delivered in 1898.

**Communication:** The audience for the speech included American politicians who were interested in the direction of U.S. foreign policy.

**Context:** The speech was delivered shortly after the Spanish-American War, when the United States had just gained control of the Philippines, Guam, and

Puerto Rico and partial control of Cuba. Because the Philippines were in the Pacific Ocean, the United States could use this territory to help expand its own trade around the world.

**Connection:** The source explains that now that the United States has control of these areas, it should take advantage of the opportunity to introduce American ways of life to the native residents there. It should also take advantage of the Philippines to compete with other nations for Asian trade.

**Consideration:** The source expresses the point of view of an American who believes in the superiority of U.S. values and the importance of U.S. economic strength. Therefore, it expresses that what the United States wants and needs is more important than what people in its territories decide they want and need.

**Conclusion:** This source helps me answer the Framing Question because it reflects the reasons that many Americans believed the United States should expand—to support the American economy and to spread American values and customs around the world.

### **Primary Source Analysis (AP 1.1): Dollar Diplomacy, William Howard Taft, 1912**

**Content:** The document is a message President Taft delivered to Congress explaining his economics-based approach to foreign policy. He believed that investing financially in other nations would keep those nations stable and give the United States economic power abroad.

**Creation:** Taft delivered this message in 1912.

**Communication:** The purpose is to inform Congress about Taft's foreign policy goals. The audience consists of members of Congress.

**Context:** Taft's approach built on earlier foreign policy precedents. He drew inspiration from Theodore Roosevelt's efforts to prevent European intervention. Taft also linked his policy to the Open Door policy in China and the Monroe Doctrine in Latin America, showing continuity in U.S. efforts to expand influence while limiting European power in the Western Hemisphere.

**Connection:** This source relates to the context because it explains how Taft wants to take advantage of the Open Door policy in China and apply the Monroe Doctrine in Latin America.

**Consideration:** The source is an American president who most likely wants to support U.S. financial interests, which may impact his judgment in favor of the United States.

**Conclusion:** The source helps me answer the Framing Question because it explains how the United States' economic power, through moneylending and investment, helped it exercise influence in other countries.

### **Primary Source Analysis (AP 1.1): Latin America Policy, Woodrow Wilson, 1913**

**Content:** This document is a message from President Wilson that explains how he wants the United States to support Latin American governments that are orderly and lawful and value their people's freedom.

**Creation:** Wilson created this message in 1913.

**Communication:** The audience of the message consists of U.S. diplomats in Latin American countries. The purpose is to give them guidelines for when and how to cooperate with Latin American governments.

**Context:** Wilson wanted to promote a type of diplomacy called "moral diplomacy" that was based on American democratic ideals instead of using military force or economic aid the way previous presidents had.

**Connection:** The source connects to the context because Wilson states that the United States would lend its influence only to governments that protect rights, maintain order under law, and act in the interest of peace.

**Consideration:** The source expresses Wilson's point of view, and it is likely biased by his belief that the U.S. system of government is superior to other systems.

**Conclusion:** This source helps me answer the Framing Question because it shows how U.S. leaders promoted American ideals as guideposts for other countries, which increased the United States' own power abroad.

### **Primary Source Analysis (AP 1.1): Zimmermann Telegram, Arthur Zimmermann, 1917**

**Content:** This source is a telegram that explains Germany's plans to resume unrestricted submarine warfare and makes Mexico an offer to ally with Germany in World War I. In return, the telegram promises that Germany will help Mexico take back

territories from the United States that Mexico lost in the Mexican-American War, including Texas, New Mexico, and Arizona.

**Creation:** The telegram was written by German foreign minister Arthur Zimmermann in 1917.

**Communication:** The purpose was to make plans for a German alliance with Mexico in case the United States became involved in the war. The message was intended for the German ambassador in Mexico. It was not intended to be seen by others, but it was intercepted by British code breakers and shared with the United States.

**Context:** At the time, Germany planned to resume unrestricted submarine warfare to force Britain's quick surrender, breaking the Sussex pledge with the United States. This risked U.S. entry into the war against Germany. To counter this, the German foreign minister sought Mexico's support.

**Connection:** This source relates to the context because it explains Germany's plans and describes how the United States will likely respond.

**Consideration:** This message expresses the point of view of a German diplomat, so it is likely biased in favor of Germany's war goals.

**Conclusion:** The source helps me answer the Framing Question because it helps describe the conflict between the United States and Germany. It also shows that Germans believed the United States' entry into the war would have a significant effect on the war's outcome.

### **Primary Source Analysis (AP 1.1): U.S. Secretary of the Navy on Belleau Wood, Josephus Daniels, 1919**

**Content:** This source is a description of the U.S. Marine Corps' experience fighting the Battle of Belleau Wood in France during World War I. It describes how Marines suffered and died but fought bravely and won the battle.

**Creation:** The source was written by U.S. secretary of the navy Josephus Daniels in 1919. It describes events that took place in June 1918.

**Communication:** The purpose is to memorialize the victory at Belleau Wood and the Marines' courage. The audience is most likely Americans who want to know more about the country's efforts in World War I.

**Context:** The Battle of Belleau Wood was a U.S. effort to push back a German offensive. The Germans were targeting a French hunting preserve called Belleau Wood. The battle was the deadliest single day in Marine Corps history.

**Connection:** The context helps explain why this battle was so important in the history of the Marine Corps. It shows the Marines' toughness and resolve by describing the difficulty of fighting the Germans.

**Consideration:** The source was written by a U.S. military officer, so it may be biased in favor of the American effort.

**Conclusion:** This source helps me answer the Framing Question because it explains how the U.S. military made a significant contribution to an Allied victory against Germany in World War I by winning the battle. It contributes to my understanding of history by describing the U.S. military's experience in World War I.

### **Primary Source Analysis (AP 1.1): Fourteen Points, Woodrow Wilson, 1918**

**Content:** The Fourteen Points are a plan President Wilson came up with to secure international peace after World War I. They include guidelines for nations to follow, such as open diplomacy, freedom of the seas, equal trade, reducing weapons, adjusting colonial claims, and forming a League of Nations that could solve international disputes peacefully.

**Creation:** The source was written by President Wilson and delivered as a message in 1919.

**Communication:** The purpose is to explain Wilson's plan for world peace. The audience consists of members of Congress. The Fourteen Points were also broadcast to Allied and Central powers' troops during the war and sent to German delegates.

**Context:** Hoping to prevent a global war from happening again, Wilson asked political and social scientists to study the causes of the war and make recommendations for how to avoid war in the future. These recommendations were the basis of the Fourteen Points. After the war ended, Wilson communicated these points to Congress.

**Connection:** The source relates to the context because it explains how Wilson wanted international diplomacy to change. He believed these changes

would prevent countries from using violence and war to solve disputes.

**Consideration:** The source is written by a U.S. president, so it may be biased in favor of U.S. interests, although it considers the needs of other nations.

**Conclusion:** The source helps me answer the Framing Question because it demonstrates that the United States wanted to lead other nations in international diplomacy and give them instructions to follow. This leadership was one effect of U.S. involvement in World War I.

### **Primary Source Analysis (AP 1.1): Observations of the German Delegation on the Conditions of Peace, Ulrich von Brockdorff-Rantzau, 1919**

**Content:** The document is a letter sent by German representatives that explains why it will be impossible for Germany to pay the penalties of the Treaty of Versailles. It explains that Germany will not be able to afford the reparations and will lose its sovereignty and that the treaty is a “death sentence” for the country.

**Creation:** The leader of the German delegation wrote the letter in 1919.

**Communication:** The purpose is to explain why Germany thinks the treaty is unfairly harsh. The audience consists of Allied leaders who wrote the Treaty of Versailles at the Paris Peace Conference earlier that year.

**Context:** At the Paris Peace Conference, European Allied leaders insisted Germany accept blame for the war, pay reparations, and reduce its military and colonial power to prevent future threats. These penalties conflicted with Wilson’s Fourteen Points, which promised a more lenient peace.

**Connection:** The source relates to the context because it explains why the German delegation was so surprised and alarmed by the treaty’s contents.

**Consideration:** The source was written by German representatives, so it may have been biased in favor of German interests rather than the interests of the rest of Europe.

**Conclusion:** This source contributes to my understanding of history by explaining how the aftermath of World War I affected Germany. It helps me answer the Framing Question by showing the contrast between U.S. postwar goals (to achieve world

peace) and European Allied countries’ postwar goals (to reduce the German threat).

### **Primary Source Analysis (AP 1.1): Reservations to the Treaty of Peace, Henry Cabot Lodge, 1919**

**Content:** The document explains Senator Lodge’s objections to the Treaty of Versailles and the League of Nations. Lodge objects to the treaty’s requirement that league members fight in defense of other member nations that are attacked because he believes this requirement threatens U.S. sovereignty.

**Creation:** Senator Henry Cabot Lodge created this document in 1919.

**Communication:** The purpose is to explain why Lodge and other senators do not want the United States to accept the peace treaty or join the League of Nations unless the treaty is amended in a way that supports U.S. interests. The audience consists of President Wilson and U.S. senators.

**Context:** When Wilson worked with other world leaders to write the Treaty of Versailles, the inclusion of the League of Nations was important to him. He believed this league would prevent future wars and that U.S. participation was essential. However, the treaty included a requirement that members of the League of Nations defend other members against “external aggression” by going to war on their behalf.

**Connection:** This source relates to the context because it helps explain why U.S. senators, including Lodge, objected so strongly to joining the League of Nations. They did not want other nations to commit the United States to fighting in a war because only Congress had the power to commit the country to war.

**Consideration:** As a U.S. senator and political opponent of Wilson, Lodge’s perspective likely reflects his preference for protecting American sovereignty, even at the expense of international cooperation.

**Conclusion:** This source helps me answer the Framing Question because it shows how U.S. participation in World War I involved the United States in agreements and potential alliances with other countries. This involvement impacted the country’s ability to make its own decisions based on what was best for the United States. It also shows how debates over the Treaty of Versailles shaped the direction of American foreign policy after World War I.

### Domain Vocabulary: Unit 3 (AP 2.1)

Possible responses:

**Terms:** sphere of influence, protectorate, imperialism

**Connection:** In the late nineteenth and early twentieth centuries, the United States pursued a policy of imperialism, expanding its sphere of influence in the Western Hemisphere by using political pressure and economic investment to shape the policies of neighboring countries, especially in Latin America. After the Spanish-American War, the United States extended its reach beyond the Caribbean to overseas territories like Puerto Rico, the Philippines, and Guam, which came under direct U.S. control. Although Cuba became an independent country, the Platt Amendment made it a U.S. protectorate, allowing the United States to intervene in Cuban affairs and limit its sovereignty. This reflected a broader trend of American imperialism, in which the nation sought both strategic and economic advantages through territorial expansion and influence abroad.

**Terms:** militarism, alliance, arms race

**Connection:** In the years leading up to World War I, European countries experienced increased competition and rivalry. Militarism grew as countries used industrial advancements to build better weapons and expand their armies. To protect themselves from foreign threats, nations also formed alliances that promised mutual defense. At the same time, an arms race developed, with Germany and Britain competing to build more powerful navies and other countries stockpiling weapons. The combined forces of militarism, alliances, and the arms race escalated tensions in Europe to the point of war.

**Terms:** infantry, trauma, artillery

**Connection:** Soldiers trained to fight on foot are members of the infantry. The U.S. infantry fought in the trenches in France during World War I, where they were exposed to constant danger and anxiety. These dangerous conditions and the threat of death contributed to soldiers' psychological trauma. Artillery, such as heavy guns and shellfire, caused many of the explosions and much of the destruction that intensified this trauma on the battlefield.

## HIGH SCHOOL UNITED STATES HISTORY

- US.1** Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.
- US.2** Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008.
- US.3** Compare and contrast events and developments in U.S. history from 1776 to 2008.
- US.4** Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.
- US.5** Use a variety of primary and secondary sources to:
- Analyze social studies content.
  - Evaluate claims, counterclaims, and evidence.
  - Compare and contrast multiple sources and accounts.
  - Explain how the availability of sources affects historical interpretations.
- US.6** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- Demonstrate an understanding of social studies content.
  - Compare and contrast content and viewpoints.
  - Analyze causes and effects.
  - Evaluate counterclaims.
- US.7** Analyze the development of the United States from the American Revolution through the ratification of the U.S. Constitution and Early Republic.
- Explain the historical context of and the events leading to the signing of the Declaration of Independence, including the Boston Massacre, the Boston Tea Party, Patrick Henry’s “Give Me Liberty, or Give Me Death” speech, the battles at Lexington and Concord and Bunker Hill, the Second Continental Congress and failed Olive Branch Petition, and Thomas Paine’s *Common Sense*.
  - Explain the key reasons for the Patriots’ improbable victory and analyze major battles of the American Revolution, including the Battle of Trenton, the Battle of Saratoga, and Yorktown.
  - Analyze the Declaration of Independence and evaluate how the ideas expressed reflected the values and principles of the Founders and influenced development of the United States, with an emphasis on “inalienable rights” as inherent in all people by virtue of their being human, meaning that they cannot be surrendered to the government; the rights to “life, liberty, and the pursuit of happiness” being the freedom to live, to protect rights, and to seek happiness as long as it does not violate the rights of others; and the concept of “consent of the governed” and how this differed from rule under a monarch.
  - Explain how America’s founding, based on the words of the Declaration of Independence and the U.S. Constitution, was unprecedented in human history.
  - Explain the inadequacies of the Articles of Confederation.
  - Analyze the purposes of the Preamble of the Constitution.

- g) Evaluate how the U.S. Constitution and Bill of Rights seek to prevent tyranny and protect individual liberty and freedom, including through representation, limited government, separation of powers, and checks and balances.
- h) Analyze major events and developments of U.S. presidents of the late 1700s to the early 1800s, including the presidencies of George Washington (foreign and domestic policies, Farewell Address), John Adams (Alien and Sedition Acts), Thomas Jefferson (role in the Louisiana Purchase), and Andrew Jackson (Bank War).
- i) Analyze how Alexis de Tocqueville’s five values are crucial to America’s success as a constitutional republic (liberty, egalitarianism, individualism, populism, laissez-faire).
- j) Explain and evaluate the concept of American exceptionalism.

**US.8** Analyze key events associated with Westward Expansion during the early to mid-1800s.

- a) Explain the Louisiana Purchase and evaluate its effects on the United States.
- b) Analyze the causes and effects of the Indian Removal Act and describe the role of key people involved in Indian removal and the Trail of Tears, including Andrew Jackson and John Ross.
- c) Analyze the causes and effects of the Mexican-American War.
- d) Explain the concept of Manifest Destiny and evaluate its effect on Westward Expansion.

**US.9** Analyze the development and abolition of slavery in the United States.

- a) Describe the origins of the transatlantic slave trade, Middle Passage, and early spread of slavery in the Americas.
- b) Describe the experiences of enslaved people on the Middle Passage, at slave auctions, and on plantations.
- c) Describe the significance of the invention of the cotton gin and its effects on slavery and the economy.
- d) Explain how slavery contributed to U.S. industrial and economic growth.
- e) Explain the effects of abolition efforts by key individuals, including Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe.
- f) Explain how slavery is the antithesis of freedom.
- g) Analyze the causes and effects of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- h) Explain the outcome of the *Dred Scott v. Sandford* (1857) decision, including it later being called a “self-inflicted wound.”
- i) Describe the purpose of the Emancipation Proclamation and its effects.
- j) Evaluate the significance and extension of citizenship rights to Black Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.

**US.10** Analyze the causes, course, and consequences of the Civil War and Reconstruction.

- a) Analyze the life of Abraham Lincoln, including his debates with Stephen Douglas, the meaning of his “House Divided” speech, presidency and views on the Union, first and second inaugural addresses, the Emancipation Proclamation, the Gettysburg Address, particularly the origin and meaning of “last full measure of devotion,” and his assassination.
- b) Explain major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.
- c) Analyze major battles of the Civil War, including Shiloh, Antietam, Gettysburg, Vicksburg, and the capture of New Orleans.
- d) Compare and contrast resources of the Union and the Confederate States and reasons attributed to the Union winning the Civil War.

- e) Explain the social, political, and economic changes that resulted from Reconstruction, including Jim Crow laws, the role of carpetbaggers, scalawags, Radical Republicans, the Freedmen’s Bureau, sharecropping, the creation of Black Codes, and the emergence of the Ku Klux Klan and the rise of violence and intimidation of Black Americans.

**US.11** Describe the economic and social development of the United States in the late nineteenth and early twentieth centuries and its emergence as a major world power.

- a) Describe how the physical geography of the United States affected industrial growth and trade.
- b) Explain the economic principles and practices that corresponded with America’s industrial and economic growth after the Civil War, including free markets, capitalism, mass production, division of labor, and monopolies.
- c) Explain push and pull factors for immigration to the United States in the late nineteenth and early twentieth centuries and analyze the immigrant experience, including assimilation, challenges, and contributions.
- d) Analyze the challenges that accompanied industrialization, including pollution, poor working conditions, child labor, and food safety, as well as proposed solutions of the Progressive Era.
- e) Analyze the Monroe Doctrine, the Roosevelt Corollary, and the development of U.S. foreign policy in the late nineteenth century and early twentieth century, including the Spanish-American War, the acquisition of Hawaii and Alaska, construction of the Panama Canal, and the U.S. expedition to capture Pancho Villa.
- f) Analyze the life of Theodore Roosevelt, including his life in the West, the Rough Riders, his “Big Stick” diplomacy, presidency, and conservation efforts.
- g) Describe engagements between U.S. government forces and Native Americans in the West following the Civil War, including the Battle of the Little Bighorn and Wounded Knee, and the effects of the Dawes Act on Native Americans.
- h) Analyze the life of Booker T. Washington, including his enslavement and emancipation, the Tuskegee Institute, and his Atlanta Exposition Speech.
- i) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.
- j) Compare and contrast the philosophies of Booker T. Washington, W. E. B. Du Bois and Marcus Garvey.
- k) Explain Elizabeth Cady Stanton’s reasons for writing the Declaration of Sentiments.
- l) Analyze the life of Susan B. Anthony, including her time teaching, work for abolition, work for temperance, and work for suffrage.
- m) Analyze ways in which the women’s suffrage movement led to passage of the Nineteenth Amendment.

**US.12** Analyze the causes, course, and consequences of World War I.

- a) Describe the causes of World War I.
- b) Explain the events leading to and reasons for U.S. involvement in World War I.
- c) Describe the effects of major military events, the role of key people, and the experiences of service members.
- d) Analyze the suppression of dissent during World War I.
- e) Explain why the Allied Powers won World War I.
- f) Compare and contrast Wilson’s Fourteen Points and the Treaty of Versailles.

**US.13** Analyze the political, social, cultural, and economic effects of events and developments after World War I and during the 1920s.

- a) Explain the origins, main ideas, contributors, and effects of the Harlem Renaissance.
- b) Describe changes in the social and economic status of women.

- c) Analyze how life in the United States changed as a result of technological advancements, including automobiles, airplanes, and radio.
- d) Analyze the causes and events of the First Red Scare, including the Bolshevik Revolution, anarchist bombings, the Immigration Act of 1918, and the Palmer Raids.
- e) Analyze the rise in labor unions in the late nineteenth century and early twentieth century, including the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), and the Brotherhood of Sleeping Car Porters.
- f) Analyze the effects of changes in immigration to the United States and migration within the United States as a result of the Immigration Act of 1924 and the Great Migration.
- g) Describe Prohibition in the United States and its consequences, including the development of organized crime.
- h) Describe the effects of racial and ethnic tensions, including the Chicago riot of 1919, Tulsa Massacre, and reemergence of the Ku Klux Klan.

**US.14** Describe the effects of the Great Depression and New Deal policies on the United States.

- a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.
- b) Describe the effects of the Great Depression.
- c) Analyze the government response to the Great Depression, including actions taken by the Federal Reserve, Congress, and the administrations of Herbert Hoover and Franklin D. Roosevelt.
- d) Describe the causes and effects of the Dust Bowl, including natural disasters and unwise agricultural practices, and how it exacerbated the Great Depression.
- e) Analyze the purpose and effectiveness of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act (SSA).
- f) Compare and contrast economic beliefs of Adam Smith, Karl Marx, John Maynard Keynes, and Milton Friedman and analyze their influence on the economy of the United States.

**US.15** Explain the causes, course, and consequences of World War II.

- a) Explain the similarities and differences between totalitarianism and militarism in Imperial Japan, communism in the Soviet Union, and fascism in Mussolini's Italy and Nazi Germany, and identify the major powers of the Allies and the Axis powers.
- b) Explain efforts made by the U.S. government to prepare for war prior to entry, including the Cash and Carry and Lend-Lease policies, military maneuvers at Barksdale Air Force Base, and the Louisiana Maneuvers in September 1941.
- c) Explain why Japan attacked Pearl Harbor and the response of the United States.
- d) Describe the sacrifices and contributions of American service members in the war effort, including the Tuskegee Airmen, Military Intelligence Service, 442nd Regimental Combat team, the 101st Airborne, Women's Army Corps (WAC), Navajo Code Talkers, and the Army Signal Corps.
- e) Explain the causes and effects of the internment of Japanese Americans in the United States during World War II, as well as the decision in *Korematsu v. United States* (1944) and the Civil Liberties Act of 1988.
- f) Explain how the U.S. government managed the war effort on the home front, including campaigns to conserve food and fuel, sale of war bonds, and coordination of wartime production.
- g) Explain the role of military intelligence, technology, and strategy during World War II, including cryptology, the Manhattan Project, and island hopping, and describe the major battles of Midway, Normandy, Iwo Jima, Okinawa, and Battle of the Bulge.

- h) Describe the roles of Franklin D. Roosevelt, Harry S. Truman and the United States' critical role in the Allied victory.
- i) Analyze the decision for and effects of dropping atomic bombs on Hiroshima and Nagasaki.
- j) Explain the use of violence and mass murder as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and the Bataan Death March and the treatment of U.S. prisoners of war.
- k) Analyze the Holocaust, including the suspension of basic civil rights by the Third Reich, the concentration camp system, antisemitism, persecution of Jews and non-Jews, Jewish and non-Jewish resistance, the role played by the United States in liberating Nazi concentration camps, immigration of Holocaust survivors, and the Nuremberg trials.
- l) Describe the establishment of the United Nations, and its role in global affairs after World War II.

**US.16** Analyze causes, major events, and key leaders of the Civil Rights Movement.

- a) Analyze the origins and goals of the Civil Rights Movement, the effects of segregation (de jure and de facto), and efforts to desegregate schools, transportation, and public places.
- b) Analyze how the ideas, work, and life of Dr. Martin Luther King Jr. influenced civil rights movements in the United States, including civil disobedience, service with the Southern Christian Leadership Conference (SCLC), writings such as his "Letter from Birmingham Jail" and "I Have a Dream" speech, and his assassination.
- c) Explain how key individuals and groups contributed to the expansion of civil rights in the United States, including A. Philip Randolph, Jackie Robinson, Rosa Parks, Medgar Evers, Ruby Bridges, Shirley Chisholm, John Lewis, Malcolm X, and Thurgood Marshall.
- d) Analyze the role and importance of key events during the Civil Rights Movement, including the murder of Emmett Till, Baton Rouge Bus Boycott, Montgomery Bus Boycott, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, demonstrations in Birmingham, 1963 March on Washington, Freedom Summer, and Selma-to-Montgomery marches.
- e) Analyze the role of the federal government in advancing civil rights, including *Brown v. Board of Education* (1954), the Twenty-Fourth Amendment, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- f) Analyze the goals and outcomes of the American Indian Movement (AIM) and the changing relationship between Native Americans and the federal government, including before and after the Indian Self-Determination and Education Assistance Act.
- g) Analyze the goals and course of the women's rights movement of the mid- to late twentieth century, with attention to House Resolution 5056, the Equal Pay Act, the Civil Rights Act of 1964, Title IX of the Education Amendments, the Equal Rights Amendment, and the advancement of women in government and various professions.

**US.17** Explain major events and developments of the post–World War II era in the United States and its continued rise as a world power.

- a) Explain the causes and effects of the Marshall Plan and the formation of NATO and the Warsaw Pact.
- b) Analyze domestic policies of Dwight D. Eisenhower's presidential administration, including the Federal Aid Highway Act of 1956.
- c) Compare ideas of the United States and the Soviet Union during the Cold War, including the strengths of American principles such as rights, equality of opportunity, liberty, and equal protection under the law.
- d) Describe the role of and major events and developments associated with key leaders during the Cold War, including U.S. presidents (Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan) and soviet leaders (Nikita Khrushchev and Mikhail Gorbachev).

- e) Analyze the causes, course of, and consequences of the Cold War and its related crises and conflicts, including the Berlin blockade and airlift, Chinese Civil War, Korean War, Suez Crisis, U-2 Incident, Cuban missile crisis, Bay of Pigs Invasion, Vietnam War, Soviet-Afghan War, and Miracle on Ice.
- f) Explain the role of technology in the Cold War, including the space race, Sputnik, and the Apollo 13 mission.
- g) Analyze the effects of the campaign, election, inaugural address, presidency, and assassination of John F. Kennedy.
- h) Analyze the role of Lyndon B. Johnson in the Civil Rights Movement and the Vietnam War.
- i) Explain the term “silent majority” in the context of Richard Nixon’s presidency, the Watergate scandal, his efforts to open trade with China, and his resignation.
- j) Explain the outcome and consequences of key Supreme Court decisions in the late twentieth century, including *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), and *Roe v. Wade* (1973).
- k) Explain factors that led to the end of the Cold War, the fall of communism, and the collapse of the Soviet Union, including foreign policy pressures, Reagan’s “Tear Down this Wall” speech, the fall of the Berlin Wall, glasnost and perestroika, and the decline of communism.
- l) Explain how the failure of the communist economic and political policy, American foreign policy pressure, and the assertion of American principles such as rights, equality, and liberty, led to the end of the Cold War.

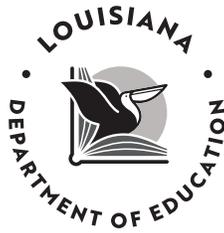
**US.18** Explain major U.S. events and developments in the late twentieth and early twenty-first centuries.

- a) Analyze Ronald Reagan’s political career (“A Time for Choosing” speech) and key policies of his presidency (four pillars of Reaganomics: reduce taxes, reduce federal spending, reduce government regulation, tighten the money supply).
- b) Explain the effects of major issues and events of the late twentieth century, including the HIV/AIDS epidemic and disease perceptions, the war on drugs, and the space shuttle *Challenger* disaster.
- c) Explain causes of the Gulf War, its major military leaders, and unity on the home front.
- d) Explain the causes and effects of domestic incidents, terrorism, and mass shootings, including the Ruby Ridge incident, Waco siege, Oklahoma City bombing, and Columbine High School shooting.
- e) Analyze the effects of advancements in technology and media during the mid- to late twentieth century, including radio, television, and the internet.
- f) Explain events leading up to the September 11th attacks, the attack on New York City, the attack on the Pentagon, Flight 93, President George W. Bush’s speech from Barksdale Air Force Base, the lives lost, national unity in the aftermath, subsequent military operations, and the expansion of intelligence agencies.
- g) Compare the judicial philosophies of Supreme Court justices of the twentieth and twenty-first centuries, including those of Antonin Scalia and Ruth Bader Ginsburg.
- h) Analyze the presidential administrations of George H. W. Bush (Gulf War), Bill Clinton (influence of the Contract with America on the legislative agenda, involvement in Bosnia), and George W. Bush (September 11th).
- i) Explain important issues of the 2008 presidential election and the significance of the election of Barack Obama.



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## Subject Matter Experts

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An enormous pile of buffalo skulls at the C. D. Glueworks, Rougeville, Michigan in 1892. Bison hunters stripped the skins and left the carcasses and bones behind on the plains. A market grew for the abandoned bison skeletons when the bones were found to make excellent fertilizer. Based on an average price of \$8 per ton, this trade brought 2.5 million dollars into Kansas between 1868 and 1881 / Everett Collection / Bridgeman Images: 218

Arrival of immigrants at Ellis Island, New York c. 1910 / Tallandier / Bridgeman Images: i, 129

Atlanta, Georgia. Sherman's men destroying railroad 1864 (photo) / Universal History Archive / UIG / Bridgeman Images: 103

Cartoon protesting against the Embargo Act of President Thomas Jefferson in 1807, United States, which tries to maintain the neutrality of the United States in the Napoleonic Wars: he refuses to choose between Britain and France. As a result, no ship can enter or exit U.S. ports. Only a few illegal exchanges persisted, with trade between the United States and the rest of the world almost completely disappearing and damaging American prosperity. Colour engraving of the 19th century. / Photo © North Wind Pictures / Bridgeman Images: 95

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