



A Nation of Industry and Innovation

Student Workbook

Early electric light bulb



Young Theodore Roosevelt



Statue of Liberty

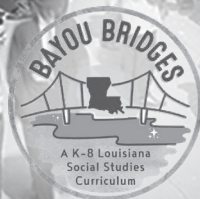


Ford assembly line



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A Nation of Industry and Innovation

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Chapter 1: The Second Industrial Revolution and the Growth of Cities

Framing Question: How did America become an industrial nation, and what were the impacts of industrialization?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Changing Nation	
Railroads, Natural Resources, and Growth	
Industry, Inventors, and Innovators	

The Growth of Big Business	
American Workers	
Trade Unions	

**The Growth of Towns and
Cities**

Growing Pains

Primary Sources

PRIMARY SOURCE A: "THE NEW COLOSSUS" BY EMMA LAZARUS

Originally written in 1883, "The New Colossus" was later placed on the base of the Statue of Liberty.

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Source: Lazarus, Emma. "The New Colossus." *America: A Litany of Nations*. Edited by George Sylvester Viereck. New York: The New Immigrants Protective League, 1907. p. 17.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

[illegible]

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | | | |
|-------|------------|------------------|--|
| _____ | 1. | loom | a) crossing the entire continent |
| _____ | 2. | weave | b) money or resources used to produce goods and services |
| _____ | 3. | transcontinental | c) something that can be used to make or create a product, such as cotton for clothing |
| _____ | 4. | raw material | d) the total control of an industry |
| _____ | 5. | industrialism | e) a machine that communicates messages over long distances by sending signals through wires |
| _____ | 6. | capital | f) a tool used to weave fabric |
| _____ | 7. | telegraph | g) the process of a region changing to have more or larger cities, or urban areas |
| _____ | 8. | investor | h) to create fabric by lacing together threads |
| _____ | 9. | monopoly | i) an organization formed by workers to win and protect workers' rights |
| _____ | 10. | union | j) a person who puts money into a business with the goal of making more money |
| _____ | 11. | urbanization | k) an apartment building, usually located in a city and meeting only the minimum safety and comfort standards |
| _____ | 12. | tenement | l) a system in which a society's economy is based on machines and factories |

Chapter 2: Theodore Roosevelt and the Conservation Movement

Framing Question: How did Theodore Roosevelt bring about national change, especially when it came to protecting the environment?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Roosevelt the Reformer	
Many Hats	

Environmental Reforms	
National Parks, Landmarks, and Sanctuaries	
Remembering Roosevelt Today	

Primary Sources

PRIMARY SOURCE B: "CONSERVATION AS A NATIONAL DUTY" BY PRESIDENT T. ROOSEVELT (1908)

... The occasion for the meeting lies in the fact that the natural resources of our country are in danger of exhaustion if we permit the old wasteful methods of exploiting them longer to continue. . . .

But the time has come to ask seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils shall have been still further impoverished and washed into the streams, polluting the rivers, clearing the fields, and obstructing navigation. These questions do not relate only to the next century or to the next generation. We have to, as a nation, exercise foresight for this nation in the future; and if we do not exercise that foresight, dark will be the future!

... We are coming to recognize as never before the right of the Nation to guard its own future in the essential matter of natural resources. In the past we have admitted the right of the individual to injure the future of the Republic for his own present profit. In fact there has been a good deal of a demand for unrestricted individualism, for the right of the individual to injure the future of all of us for his own temporary and immediate profit. The time has come for a change. As a people we have the right and the duty, second to none other but the right and duty of obeying the moral law, of requiring and doing justice, to protect ourselves and our children against the wasteful development of our natural resources, whether that waste is caused by the actual destruction of such resources or by making them impossible of development hereafter.

Source: Roosevelt, President Theodore. "Opening Address by the President." *Proceedings of a Conference of Governors* (May 1908). Washington: Government Printing Office, 1909. Library of Congress.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

[illegible]

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the terms in the word bank to complete the crossword puzzle. Leave out any spaces in terms of two or more words.

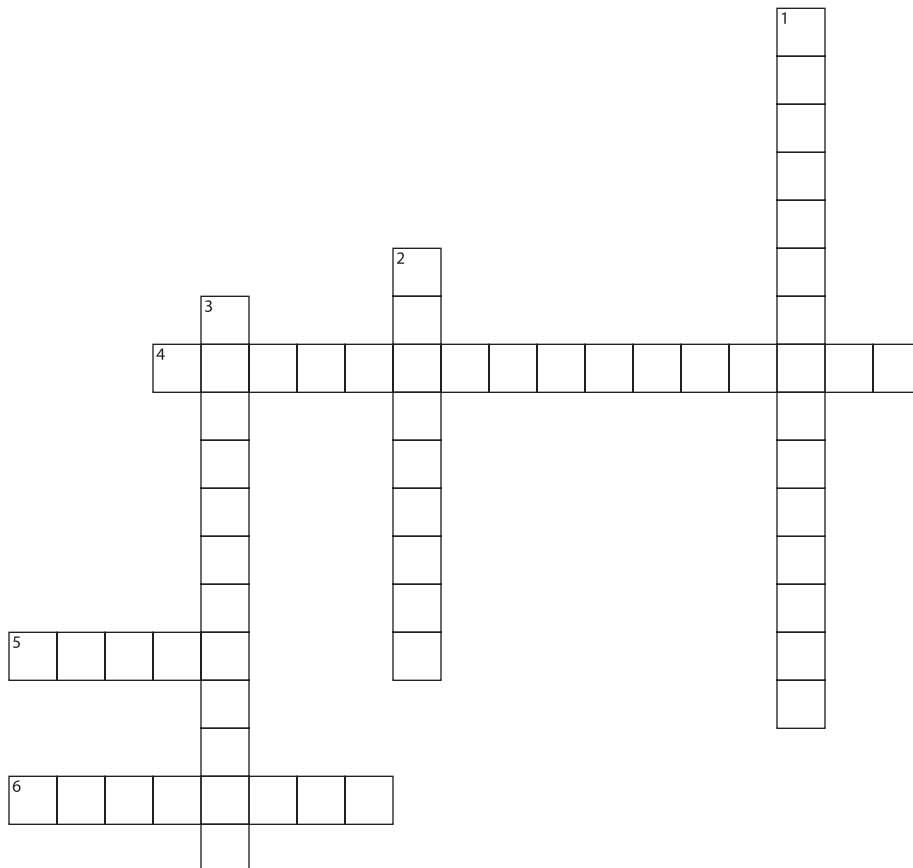
conservationist	sanctuary	rural	suburban
national landmark		national park	

Across:

4. an area or a structure protected by the federal government that has important meaning for a country
5. relating to the countryside
6. relating to an area where people live outside of, but close to, a city

Down:

1. a person who wants to stop human actions that are harmful to wild or natural spaces
2. a safe space for animals
3. an area of land protected by the federal government that can be enjoyed by the public



Name _____

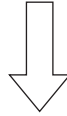
Date _____

Activity Page 1.3

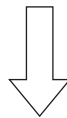
Use with Performance Task

Claims and Evidence

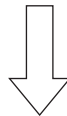
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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Ford assembly line, Detroit. 1924 (b/w photo)/Private Collection/Prismatic Pictures / Bridgeman Images: Cover D

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A Growing Nation

A Changing Nation

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