

A Country Ripe for Change

Grade Level or Special Area: 6th Grade History

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Length of Unit: 11 lessons (12 days; one day = 45 minutes)

I. ABSTRACT

This unit combines reading, writing, history, and current events to give each student a clear picture of the Progressive Era and the reformers that made a great difference. Each reformer receives its time in the spotlight so that the students may have a good understanding of this turning point in the history of the United States. Sixth grade classes will enjoy the activities and information as they gain knowledge in the struggles that made the United States what we know it today.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the political, social, and cultural consequences of organized group protest.
2. Students will understand how Progressives and other reformers addressed problems of industrial capitalism, urbanization, and political corruption.
3. Students will understand the social atmosphere in the United States that encouraged a desire for change.
4. Students will see the connections between present-day issues and events and the changes that occurred in the United States in the late nineteenth and early twentieth centuries. (adapted from Colorado History State Standard 2.3)

B. Content from the *Core Knowledge Sequence* (p. 142)

1. 6th Grade History and Geography: American History and Geography: Reform
 - a. Populism
 - i. Discontent and unrest among farmers
 - ii. The gold standard vs. “free silver”
 - iii. William Jennings Bryan
 - b. The Progressive Era
 - i. “Muckraking”: Ida Tarbell on the Standard Oil Company; Upton Sinclair, *The Jungle*, on the meat packing industry
 - ii. Jane Addams: settlement houses
 - iii. Jacob Riis, *How the Other Half Lives*: tenements and ghettos in the modern city
 - iv. President Theodore (Teddy) Roosevelt: conservation and trust-building
 - c. Reform for African Americans
 - i. Ida B. Wells: campaign against lynching
 - ii. Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”
 - iii. W.E.B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line,” *The Souls of Black Folk*
 - d. Women’s suffrage
 - i. Susan B. Anthony
 - ii. Nineteenth Amendment (1920)
 - e. The Socialist critique of America: Eugene V. Debs

- C. Skill Objectives
1. Students will engage in discussion covering specific topics in United States History.
 2. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
 3. Students will organize major events and people of the United States in chronological order. (adapted from Colorado History State Standard 1.1)
 4. Students will examine and respond to documents, letters and diaries, and written texts. (adapted from Colorado History State Standard 2.1)
 5. Students will examine data for point of view, historical context, and bias. (adapted from Colorado History State Standard 2.2)
 6. Students will examine and respond to current concepts, issues, events, and themes from a historical perspective. (Colorado History State Standard 2.3)
 7. Students will be able to describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history. (Colorado History State Standard 3.2)
 8. Students will give examples of extensions and restrictions of political and civil rights in United States history. (Colorado History State Standard 5.1)
 9. Students will examine and respond to documents, letters and diaries, and written texts. (adapted from Colorado History State Standard 2.1)
 10. Students will be able to describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history. (Colorado History State Standard 3.2)
 11. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history. (Colorado History State Standard 5.1)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Hakim, Joy, *A History of Us, Book Eight: An Age of Extremes*
 2. Hirsch, E.D., *Pearson Learning History and Geography Grade 6*
 3. Isaacs, Sally Senzell, *America in the Time of Susan B. Anthony*
- B. For Students
1. History and Geography: Reformers (4th grade, p. 96)
 2. History and Geography: Industrialism, Capitalism, and Socialism (6th grade, p. 140)
 3. History and Geography: Immigration, Industrialization, and Urbanization (6th grade, p. 142)

IV. RESOURCES

- A. *Optional: Book – A History of Us, Book Eight: An Age of Extremes, J. Hakim (Lessons Two – Eleven)*
- B. *Optional: Book – Jane Addams: Pioneer Social Worker, C. Simon (Lesson Five)*
- C. *Optional: Book – Bully for You, Teddy Roosevelt!, J. Fritz (Lesson Seven)*
- D. *Optional: Book – Pearson Learning History and Geography Grade 6, E.D. Hirsch (Lessons Eight – Eleven)*
- E. *Optional: Book – Booker T. Washington, M. McLoone (Lesson Nine)*
- F. *Optional: Book – America in the Time of Susan B. Anthony, S.S. Isaacs (Lesson Ten)*
- G. Video, Schlessinger Video Productions' *The Progressive Movement* (Culminating Activity)
- H. TV and Video player (Culminating Activity)

V. LESSONS

Lesson One: A Society Ripe for Reform (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the social atmosphere in the United States that encouraged a desire for change.
2. Lesson Content
 - a. Populism
3. Skill Objective(s)
 - a. Students will engage in discussion covering specific topics in United States History.

B. *Materials*

1. Notebook paper (for each student)
2. Pen or pencil (for each student)
3. Index cards (one per vocabulary word per student)
4. Reform in Industrial America Pre Assessment (Appendix A) – one for each student

C. *Key Vocabulary*

1. *Segregation* is the forced separation of people according to race, gender, or other characteristics.

D. *Procedures/Activities*

1. Distribute the Pre-Assessment for Reform in Industrial America (Appendix A, pp. 1-2).
2. Allow the students approximately ten minutes to complete the Pre-Assessment. After all students have completed the Pre-Assessment, go over the correct answers with the class and allow them to make the appropriate corrections. Inform the students that the questions on the pre-assessment will reappear on the final exam at the end of the unit, and will be a good studying tool.
3. Introduce the lesson with the class, brainstorming what they know about populism, or what they think they know about populism.
4. Explain that at the end of the nineteenth century the number of people living in the United States had grown to more than 76 million. More than 14 million immigrants had moved to the United States between 1860 and 1900.
5. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
6. Introduce the fact that times were ripe for reform.
 - a. Most of the immigrants arriving in the United States lived in the cities. Immigrant factory workers worked long hours in dangerous conditions for little pay.
 - b. The owners of large businesses and railroads became millionaires. The wealthy worked with the politicians to keep themselves happy.
 - c. Minorities, especially African Americans, faced segregation and discrimination.
 - d. Women could not vote.
7. Have the students discuss in pairs what things will need to change for each of the above groups to grow and change.
8. Instruct the students to return to their desks and wrap-up with a whole group discussion of their findings.

E. *Assessment/Evaluation*

1. Check Pre-Assessment (Appendix A, p. 3)

2. Check vocabulary index cards for completion
3. Walk around the room and listen to the students' discussions

Lesson Two: Farmers, Gold, Silver, and Oratory (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the social atmosphere in the United States that encouraged a desire for change.
2. Lesson Content
 - a. Discontent and unrest among farmers
 - b. The gold standard and "free silver"
 - c. William Jennings Bryan
3. Skill Objective(s)
 - a. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.

B. *Materials*

1. Notebook paper (for each student)
2. Pens or pencils (for each student)
3. Index cards (one per vocabulary word per student)
4. Student Packet (Appendix B) – one per student

C. *Key Vocabulary*

1. *Inflation* is the process that makes money more widely available and therefore less valuable.
2. *Oratory* is the practice of giving speeches or reciting poems and essays for an audience.
3. A *scapegoat* is someone or something that receives the blame for things that go wrong.

D. *Procedures/Activities*

1. Remind the students that the time period being studied is one in which the United States was heading for some big changes.
2. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
3. Inform the students that today's lesson will be in lecture format, and they need to listen carefully and write down important concepts.
4. Discuss Gold Standard and Free Silver. Utilize the board to ensure that students are taking notes on the most important concepts.
 - a. Prior to the Civil War, the dollar bill was actually a "certificate" that could be exchanged at the bank for real silver.
 - b. There were also certificates that could be exchanged for gold. These were known as **gold certificates** and **silver certificates**.
 - c. During the Civil War greenbacks (paper currency) were issued to help pay for the war.
 - d. The problem was that there were so many dollars in circulation that the money lost value. (Ask students: What is it called when the number of physical dollar bills increases, but the value decreases? *Inflation*)
 - e. To solve this problem the government decreased the money supply.
 - f. It became more difficult to get dollars and the tight supply hurt the farmers that were already in debt.
 - g. People began to think they could not trust paper money to be worth as much as money made of metal (silver and gold).

5. Ask the students to stand up, find a partner from across the room, and tell their partner one fact about the gold standard or silver certificates.
 6. Students should return to their desks immediately following the exchange of information.
 7. Discuss the unrest of the farmers and the formation of the Populist Party.
 - a. In the 1890's many farmers owned vast farms, herds, and modern equipment.
 - b. As farmers raised more grain and livestock, the prices dropped.
 - c. There was drought and grasshoppers plagued the farmers in the west and southwest.
 - d. These combined brought the farmers to a place of great frustration. They chose to blame the supply of money in the United States. (Ask students: What is it called when something or someone receives the blame for things that go wrong? *Scapegoat*)
 - e. There were some who wanted the government to rely on silver, not paper money. These were known as **free silver supporters**.
 - f. There were also supporters of gold remaining the standard. They were known as **gold bugs**.
 - g. Angry farmers joined unhappy trade union members to create the **Populist Party**, also known as the **People's Party**. They demanded free silver, shorter workday and graduated income tax (the more you make, the higher the taxes you pay).
 8. Ask the students to imagine what it would have been like to grow up without television, radio, movies, computers, or video games. What would people do without those things? Tell the students that before all of the technological advances in the entertainment industry, people would go to the local meeting hall to hear people give speeches, recite poetry, and read essays. (Ask students: What is the practice of giving speeches or reciting poems and essays for an audience called? *Oratory*)
 - a. A highly talented orator, **William Jennings Bryan**, was a supporter of free silver and was the Democratic candidate in the 1896 election.
 - b. He traveled widely and consistently used two phrases in his speeches, "**cross of gold**" and "**crown of thorns**."
 - c. Bryan wanted the issue of free silver to be a central aspect of his campaign. He had to convince skeptical Democrats to his point of view. He trusted his "Cross of Gold" speech would not fail him.
 9. Instruct the students to read a portion of the "Cross of Gold" speech found in their student packet (Appendix B, page 1) and answer the questions that follow (Appendix B, page 2).
- E. *Assessment/Evaluation*
1. Completion of the vocabulary index cards
 2. Comprehension questions for "Cross of Gold" speech (Answer Key-Appendix C)

Lesson Three: Muckraking and Ida Tarbell (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how Progressives and other reformers addressed problems of industrial capitalism, urbanization, and political corruption.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.

2. Lesson Content
 - a. “Muckraking”: Ida Tarbell on the Standard Oil Company
 3. Skill Objective(s)
 - a. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
- B. *Materials*
1. Notebook paper (for each student)
 2. Pen or pencil (for each student)
 3. Index cards (one per vocabulary word per student)
 4. Student Packet (Appendix B) – one per student
- C. *Key Vocabulary*
1. A *monopoly* is a company that controls an entire industry to limit competition.
 2. A *muckraker* is a journalist who informs the public about corruption in business.
 3. The *Progressive Era* was the period between 1898 and 1917 when political, economic, and social reforms were made.
 4. The *Sherman Antitrust Act* was a law passed in 1890 to keep large companies and powerful industrialists from interfering with free trade or limiting competition.
 5. A *trust* was a group of related companies within an industry that were all controlled by a single governing board.
- D. *Procedures/Activities*
1. Ask the students to tell what they learned in the previous lesson.
 2. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
 3. Ask the students what muckraking is. (Journalism that informs the public about corruption in business.)
 4. Ask: What was important about the muckrakers? (The muckrakers and other social reformers led to many social improvements in the period of American history that came to be known as the **Progressive Era**.)
 5. Inform the students that today’s lesson will be in lecture format, and they need to listen carefully and write down important concepts. (Utilize the board to ensure that students are taking notes on the most important concepts.)
 6. Discuss Ida Tarbell and the Standard Oil Company:
 - a. Ida Tarbell was the daughter of an independent oilman. Her father joined with other oilmen who tried to fight John D. Rockefeller’s takeover of oil production in Pennsylvania.
 - b. Tarbell attended college. After college, she worked as an editor at a local newspaper. Tarbell left that job at age 33 to go to France in order to study French history and to write.
 - c. During her time in France, Tarbell wrote an article and sent it to an American magazine called *McClure’s Magazine*. The publisher hired her immediately.
 - d. Tarbell wrote on many different topics, but her writing was always fair.
 - e. The **Standard Oil Company** was owned by **John D. Rockefeller**. In 1878, Rockefeller controlled more than **ninety percent** of oil production in the United States. Rockefeller was so successful that his competitors were going out of business.
 - f. The **Sherman Antitrust Act** was supposed to prevent monopolies. However, after the Act was passed, twenty-five new trusts were formed. Instead of protecting small businesses, it was crushing union efforts to reform labor laws.

- g. The Standard Oil Company had secret agreements with the railroads, drilling companies and refineries. They were able to keep their prices lower than the competition. Standard Oil managed to close businesses and often own them.
 - h. Tarbell began writing factual articles, but they contained much criticism. Tarbell's book, *The History of the Standard Oil Company*, was published in 1904.
 - i. Tarbell's book led to the **Supreme Court ruling** in 1911, breaking apart the oil trust.
7. Instruct the students to use the rest of the class period to work on the Muckrakers Comprehension Questions (Appendix B, p. 3).
- E. *Assessment/Evaluation*
- 1. Completion of the vocabulary index cards
 - 2. Completion of the Muckrakers Comprehension Questions (Answer Key - Appendix D)

Lesson Four: It's a Jungle Out There! (one day)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will understand the political, social, and cultural consequences of organized group protest.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.
 - c. Students will see the connections between present-day issues and events and the changes that occurred in the United States in the late nineteenth and early twentieth centuries. (adapted from Colorado History State Standard 2.3)
- 2. Lesson Content
 - a. "Muckraking": Upton Sinclair, *The Jungle*, on the meat packing industry
- 3. Skill Objective(s)
 - a. Students will examine and respond to current concepts, issues, events, and themes from a historical perspective. (Colorado History State Standard 2.3)
 - b. Students will examine data for point of view, historical context, and bias. (adapted from Colorado History State Standard 2.2)

B. *Materials*

- 1. Newspapers (national or local papers that have been collected over several days) – one per two students
- 2. Scissors (one pair for every two students)
- 3. Stapler
- 4. Notebook paper (for each student)
- 5. Pen or pencil (for each student)
- 6. Index cards (one per vocabulary word per student)
- 7. Student Packet (Appendix B) – one per student

C. *Key Vocabulary*

- 1. *Capitalism* is an economic system in which the means of production, such as land and factories are privately owned and operated for profit; the wealth and goods pass freely between producers and consumers.
- 2. *Dung* is a solid waste matter that is eliminated by animals, and is also known as manure.

3. A *hopper* is a container with a wide opening at the top, and a narrow opening at the bottom that is used to hold materials.
4. A *jest* is something said or done to cause laughter.
5. A *socialist* is one who believes that industries should be owned by the government.

D. *Procedures/Activities*

1. Divide the students into groups of two and distribute one newspaper to each pair. (When forming the groups, do not make any groups that are larger than three students.)
2. Instruct the students to look through their newspaper to find examples of present-day “muckrakers.” When the students have identified journalists that are writing in order to expose wrongs or corruption, have them read the article thoroughly.
3. Students should then write down the most effective evidence used by the muckraker in his or her piece of journalism.
4. Direct the students to cut out their article and staple it to their response sheet. They may turn it in.
5. Introduce the vocabulary. Have the students copy down the vocabulary words, and inform them that they are responsible for looking up each word's definition along with two synonyms. They should also use each word in a complete sentence. (The students will not have class time to work on vocabulary for this lesson.)
6. Inform the students that the rest of today's lesson will be in lecture format, and they need to listen carefully and write down important concepts.
7. Discuss Upton Sinclair. Utilize the board to ensure that students are taking notes on the most important concepts.
 - a. **Upton Sinclair** was born in Baltimore in 1878. He became a writer, and wrote to tell his readers about the evils of **capitalism**. (Ask students: What is capitalism? *An economic system in which the means of production, such as land and factories, are privately owned and operated for profit, the wealth and goods passing freely between producers and consumers*)
 - b. Sinclair is most famous for his book, *The Jungle*, in which he uses factual information in the form of a novel to talk about the meat-packing industry. The meat-packing plant owners grew wealthy while factory workers faced unsafe conditions for low pay.
 - c. *The Jungle* is paragraph after paragraph of disgustingly detailed descriptions of the conditions of the workers and the product they produced.
 - d. *The Jungle* led President Theodore Roosevelt to order an investigation of meat-packing plants.
 - e. The public was outraged over the details in Sinclair's book, and the government passed laws requiring food inspections. These laws were the precursors to the **Pure Food and Drug Act**.
 - f. Sinclair also wrote *King Coal*, the story of a long Colorado coal strike. He also received a Pulitzer Prize for *Dragon's Teeth*, a novel about Adolf Hitler.
 - g. **Muckraking** became a badge of respect to describe journalists that wanted their readers to know the truth.
8. Instruct the students to read the excerpt from *The Jungle* in their student packet (Appendix B, page 4), and answer the comprehension questions that follow. If

necessary, read the excerpt as a class and direct them to answer the comprehension questions in pairs.

- E. *Assessment/Evaluation*
1. Completion of newspaper article and response (Checklist – one per article – Appendix J)
 2. Completion of vocabulary index cards
 3. Completion of Comprehension Questions (Appendix E)

Lesson Five: Hull House, Full House (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how Progressives and other reformers addressed problems of industrial capitalism, urbanization, and political corruption.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.
 - c. Students will see the connections between present-day issues and events and the changes that occurred in the United States in the late nineteenth and early twentieth centuries. (adapted from Colorado History State Standard 2.3)
2. Lesson Content
 - a. Jane Addams: settlement houses
3. Skill Objective(s)
 - a. Students will examine and respond to current concepts, issues, events, and themes from multiple, historical perspectives. (Colorado History State Standard 2.3)

B. *Materials*

1. Notebook paper (for each student)
2. Pen or pencil (for each student)
3. Index cards (one per vocabulary word per student)
4. Quiz #1 (Appendix F) – one per student

C. *Key Vocabulary*

1. An *abolitionist* is a person who fights to end slavery.
2. An *immigrant* is a person who moves to a country they were not born in with the intention of living there.
3. *Poverty* is the state or condition of being poor.

D. *Procedures/Activities*

1. Distribute Quiz #1. Give the students approximately ten minutes to complete the quiz. Collect the quiz.
2. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
3. Ask the students: Is there poverty in our world today? *Yes there is.* Where do we see poverty? *We see poverty on our street corners, in neighborhoods, in other countries, on the news.* Is our society content with poverty, or do we try to rid ourselves of poverty? *Answers will vary.* Is it easy to come out of a life of poverty? *No, it is difficult because jobs are not always easily found. Some people do choose to live in poverty, but many are poor because of circumstances beyond their control.* What can we do about the poverty in our community? *Answers will vary.*
4. Say: *Jane Addams took a stand against poverty with kindness.*

5. Inform the students that today’s lesson will be in lecture format, and they need to listen carefully and write down important concepts.
 6. Discuss Jane Addams. Utilize the board to ensure that students are taking notes on the most important concepts.
 - a. Jane Addams was born into a wealthy family. Although, she grew up with wealth, her parents instilled in her the ability to show compassion to those less fortunate.
 - b. Jane’s father was an **abolitionist**. (Ask the students for the definition of an abolitionist. *A person who fights to end slavery*). He also thought that **women should be educated**. (Ask students: Why is that important or unusual? *Because at that time in history, women’s education was not a priority, nor was it commonplace*).
 - c. Jane received a good academic education along with an education in the social graces that would make her a productive member of society. **Jane began to travel through Europe**.
 - d. Instead of spending all of her time visiting museums and attending parties, Jane would spend time in the poorer sections of the cities she was visiting.
 - e. In London she saw things that opened her eyes to the misery of others. The people she saw were overworked and underpaid.
 - f. Jane visited a **settlement**. This was a community built by people who believed that breaking down the differences among classes of people would help the poor discover their “best selves.”
 - g. The people in the settlement houses were taught by college students. They learned life skills and language. Jane decided to start her own settlement house devoted to the needs of the immigrant families in **Chicago**. Her settlement house would be run by educated young women.
 - h. Jane convinced several wealthy people to help her renovate a building in a neighborhood where many of Chicago’s immigrants lived. Jane labeled this settlement, **Hull House**.
 - i. Hull House had bathtubs and plumbing, kitchens, and a day care center. The immigrants came to learn and share with each other.
 - j. By the end of the 1890s, settlement houses, modeled after Jane Addams’ Hull House, had been built in several large cities.
 - k. Jane Addams later joined the political movement for women to have the right to vote. She was also elected the head of the Women’s Peace Party during World War I.
 - l. Jane Addams received a **Nobel Peace Prize** in 1931 for her life’s work.
- E. *Assessment/Evaluation*
1. Completion of Vocabulary index cards
 2. Quiz #1 (Appendix G)

Lesson Six: A Picture is Worth a Thousand Words (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how Progressives and other reformers addressed problems of industrial capitalism, urbanization, and political corruption.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.

2. Lesson Content
 - a. Jacob Riis, *How the Other Half Lives*: tenements and ghettos in the modern city
 3. Skill Objective(s)
 - a. Students will examine and respond to documents, letters and diaries, and written texts. (adapted from Colorado History State Standard 2.1)
- B. *Materials*
1. Notebook paper (for each student)
 2. Pen or pencil (for each student)
 3. Index cards (one per vocabulary word per student)
 4. Student packet (Appendix B) – one per student
- C. *Key Vocabulary*
1. A *depression* is a period of severe economic hardship with high levels of unemployment and poverty
 2. A *ghetto* is a section of a city, especially a slum area, in which members of a minority group live because of social discriminating or economic pressure.
 3. A *tenement* is an apartment building or rooming house that is poorly built or maintained and usually overcrowded, especially one that is located in a slum.
- D. *Procedures/Activities*
1. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
 2. Remind the students of Jane Addams’ desire to help the poor.
 3. Inform the students that today’s lesson will be in lecture format, and they need to listen carefully and write down important concepts.
 4. Discuss Jacob Riis. Utilize the board to ensure that students are taking notes on the most important concepts.
 - a. Jacob Riis (pronounced reese) was a Danish immigrant in New York City in 1870. At the time, the U.S. was going through a depression.
 - b. Riis was unable to find a job. He ate food that was thrown from restaurants in the trash. He spent nights in police stations that doubled as shelters; there was theft and people were injured and sometimes killed.
 - c. Riis decided he would do everything he could to end the abuses that were common in these shelters.
 - d. Riis decided to become a reporter, but he was rejected from local newspapers.
 - e. Riis persisted, and using basic detective work would follow leads and uncover New York City’s dirty secrets.
 - f. Riis would photograph the tenements and ghettos of New York City and write exposes describing them.
 - g. Riis is most famous for his book, *How the Other Half Lives*. In this book, Riis describes the experience of immigrants living in New York tenement buildings.
 - h. After Riis’ success in cleaning up the tenements, President Theodore Roosevelt described him as “the most useful citizen in America.”
 5. Instruct the students to open their student packet to page 6. They are to listen carefully as the teacher reads a portion (Appendix B, pp. 6-8) of the first chapter of *How the Other Half Lives*. Inform the students that they need to listen carefully in order to answer the comprehension questions at the end.
 6. Instruct the students to answer the comprehension questions on page 9 of their student packet.

- E. *Assessment/Evaluation*
1. Completion of vocabulary index cards
 2. Check for comprehension during the reading from Appendix B, pp. 6-8
 3. Completion of the comprehension questions for *How the Other Half Lives* (Answer Key - Appendix H)

Lesson Seven: Bully for You, Teddy Roosevelt! (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will see the connections between present-day issues and events and the changes that occurred in the United States that encouraged a desire for change. (adapted from Colorado History State Standard 2.3)
2. Lesson Content
 - a. President Theodore (Teddy) Roosevelt: conservation and trust-building
3. Skill Objective(s)
 - a. Students will organize major events and people of the United States in chronological order. (adapted from Colorado History State Standard 1.1)
 - b. Students will examine and respond to current concepts, issues, events, and themes from multiple historical perspectives. (Colorado History State Standard 2.3)

B. *Materials*

1. Newspapers, news magazines, and/or “National Geographic” magazines (one per every two or three students)
2. Notebook paper (for each student)
3. Pen or pencil (for each student)
4. Index cards (one per vocabulary word per student)
5. Scissors (one pair for every two or three people)
6. Stapler
7. Student packet (Appendix B) – one per student

C. *Key Vocabulary*

1. *Assassinate* means to murder a person who holds a political office.
2. A *landmark* is an important building or place.
3. A *refuge* is a place of safety for a group of animals or people.

D. *Procedures/Activities*

1. Divide the students into groups of two and distribute one newspaper or magazine to each pair. (When forming the groups, do not make any groups that are larger than three people.)
2. Instruct the students to look through their newspaper or magazine for articles that address environmental issues (saving animals, cleaning up the ozone, destroying forests to build skyscrapers, etc.)
3. The students need to read the article thoroughly and write their own response to the article. This should be a brief summary and one or two sentences stating their opinion of the journalists view.
4. Direct the students to cut out the article and staple it to their response page. They need to turn in the article and response page.
5. Tell the students that one of the things Theodore Roosevelt was known for was his passion for the environment. Inform the students that today’s lesson will be in lecture format, and that they will need to be on page 10 of their student packet (Appendix B). Explain that as the lecture progresses they will need to fill in the appropriate information next to each date on the Roosevelt Timeline. (Teacher:

Use Appendix I to give the lecture. You could also refer to the book, Bully for You, Teddy Roosevelt by Jean Fritz.)

- E. *Assessment/Evaluation*
 - 1. Completion of vocabulary index cards
 - 2. Completion of Roosevelt Timeline (Answer Key - Appendix I)
 - 3. Completion of article summary and response (Checklist – one per article – Appendix K)

Lesson Eight: Freedom and Struggle (one day)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the political, social, and cultural consequences of organized group protest.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.
 - 2. Lesson Content
 - a. Reform for African Americans
 - i. Ida B. Wells: campaign against lynching
 - 3. Skill Objective(s)
 - a. Students will be able to describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history. (Colorado History State Standard 3.2)
 - b. Students will give examples of extensions and restrictions of political and civil rights in United States history. (Colorado History State Standard 5.1)
- B. *Materials*
 - 1. Index cards (one per vocabulary word per student)
 - 2. Pen or pencil (for each student)
 - 3. Student Packet (Appendix B) – one per student
- C. *Key Vocabulary*
 - 1. A *boycott* is an action in which people refuse to buy certain services or goods in order to force change.
 - 2. *Civil Rights* are the rights guaranteed under the United States Constitution.
 - 3. *Lynching* is a murder by a mob, without any legal authority, often by hanging or burning.
- D. *Procedures/Activities*
 - 1. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
 - 2. Instruct the students to pair with a partner and share three things they each remember about Theodore Roosevelt. (*Set a timer for two minutes to ensure this moves quickly*).
 - 3. The students will return to their seats and open their packet to page 11. Inform the students that today’s lesson will be in lecture format and they are responsible for following along and filling in the blanks.
 - 4. Utilize the board to ensure that students are spelling important terms correctly.
 - 5. Use the teacher’s outline found in Appendix L to teach the lesson. Side information is written in italics.
- E. *Assessment/Evaluation*
 - 1. Completion of vocabulary index cards
 - 2. Completion of lecture outline (Answer Key – Appendix L)

Lesson Nine: Washington and DuBois (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how Progressives and other reformers addressed problems of industrial capitalism, urbanization, and political corruption.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.
2. Lesson Content
 - a. Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”
 - b. W.E.B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line,” *The Souls of Black Folk*
3. Skill Objective(s)
 - a. Students will examine and respond to documents, letters and diaries, and written texts. (adapted from Colorado History State Standard 2.1)
 - b. Students will be able to describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history. (Colorado History State Standard 3.2)
 - c. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history. (Colorado History State Standard 5.1)

B. *Materials*

1. Pen or pencil (for each student)
2. Index cards (one per vocabulary word per student)
3. Student packet (Appendix B) – one per student

C. *Key Vocabulary*

1. A *trade* is a practical skill or craft done by hand, such as carpentry or plumbing.

D. *Procedures/Activities*

1. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
2. Instruct the students to make a circle. Go around the circle and have each student state one thing they have learned in the unit thus far. Tell the students that no one thing can be repeated.
3. Have the students return to their desks and open their packet to page 13. Inform the students that today’s lesson will be in lecture format and they are responsible for following along and filling in the blanks.
4. Utilize the board to ensure that students are spelling important terms correctly.
5. Use the teacher’s outline found in Appendix M to teach the lesson. Side information is written in italics.
6. Instruct the students to read the excerpt of Washington’s Atlanta Exposition Address on page 15 and answer the questions that follow.

E. *Assessment/Evaluation*

1. Completion of vocabulary index cards
2. Completion of lecture outline (Answer Key – Appendix M)
3. Completion of Atlanta Exposition Address Comprehension Questions (Answer Key – Appendix N)

Lesson Ten: Women’s Right to Vote (two days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the political, social, and cultural consequences of organized group protest.
 - b. Students will understand the social atmosphere in the United States that encouraged a desire for change.
2. Lesson Content
 - a. Women’s suffrage
 - i. Susan B. Anthony
 - ii. Nineteenth Amendment (1920)
3. Skill Objective(s)
 - a. Students will examine and respond to documents, letters and diaries, and written texts. (adapted from Colorado History State Standard 2.1)
 - b. Students will be able to describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history. (Colorado History State Standard 3.2)
 - c. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history. (Colorado History State Standard 5.1)

B. *Materials*

1. Cupcakes (one per student)
2. Juice boxes or cans of soda pop (one per student)
3. Napkins (one per student)
4. Voting ballots (Appendix O) - one per student
5. “Ballot Box” – can be any empty box or bowl
6. Pen or pencil (for each student)
7. Student packet (Appendix B) – one per student

C. *Key Vocabulary*

1. *Suffrage* is the right to vote.

D. *Procedures/Activities*

1. Day One:

- a. Prior to the students’ arrival in the classroom, place a portion of the cupcakes (at least half) out on a table alongside the drinks and napkins.
- b. As the students enter the room, hand each one a ballot.
- c. Inform the students that you brought treats, but they are going to vote on who gets to eat them – boys or girls.
- d. They must write their name on the ballot and vote for either boys getting to eat the snacks or girls getting to eat the snacks.
- e. Collect all of the ballots.
- f. Tally the votes.
- g. Regardless of the outcome, the boys get to eat the snacks.
- h. Say: *Ladies, the year is 1892, and you do not have the right to vote. Gentlemen, you may each have one cupcake and one drink.*
- i. Instruct the students to turn to page 16 in their student packet. Allow the boys to eat their snack.
- j. Inform the students that today’s lesson will be in lecture format and they are responsible for following along and filling in the blanks. Utilize the board to ensure that students are spelling important terms correctly.
- k. Use the teacher’s outline found in Appendix P to teach the lesson. Side information is written in italics.

- l. Once you have reached the portion on Susan B. Anthony in the outline, allow the girls to get cupcakes and drinks also.
 - m. Continue to lecture from the outline. When there are five to ten minutes remaining, have a class discussion about how it felt (for the girls) to have no say in the snack distribution, and how it felt (for the boys) to be given something purely based on their gender.
2. **Day Two:**
- a. Introduce the vocabulary. Have the students copy down the vocabulary word, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use the word in a complete sentence.
 - b. Inform the students that today's lesson will be a continuation of yesterday's lecture, and they need to listen carefully and fill in the blanks.
 - c. Utilize the board to ensure that students are spelling important terms correctly.
 - d. Instruct the students to read the letter written by Susan B. Anthony on page 20 of their student packet and answer the questions that follow.
- E. *Assessment/Evaluation*
1. Completion of vocabulary index cards
 2. Completion of lecture outline (Answer Key – Appendix P)
 3. Completion of Susan B. Anthony Letter Comprehension Question (Answers will vary)

Lesson Eleven: Eugene Debs and Socialism (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the political, social, and cultural consequences of organized group protest.
 - b. Students will understand how Progressives and other reformers addressed problems of industrial capitalism, urbanization, and political corruption.
 - c. Students will understand the social atmosphere in the United States that encouraged a desire for change.
 2. Lesson Content
 - a. The Socialist critique of America: Eugene V. Debs
 3. Skill Objective(s)
 - a. Students will be able to describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history. (Colorado History State Standard 3.2)
 - b. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history. (Colorado History State Standard 5.1)
- B. *Materials*
1. Pen or pencil (for each student)
 2. Index cards (one per vocabulary word per student)
 3. Student packet (Appendix B) – one per student
- C. *Key Vocabulary*
1. *Socialism* is a program of government ownership and regulation of certain businesses, such as railroads.

2. A *strike* occurs when workers stop work until certain demands are met, such as higher pay, or better working conditions.
- D. *Procedures/Activities*
1. Introduce the vocabulary. Have the students copy down the vocabulary words, and give them an opportunity to look up each word and its definition along with two synonyms. They should also use each word in a complete sentence.
 2. Instruct the students to pair with a partner and share two things they each remember about the suffrage movement and/or Susan B. Anthony. (*Set a timer for two minutes to ensure this moves quickly.*)
 3. The students will return to their seats and open their packet to page 21. Inform the students that today’s lesson will be in lecture format and they are responsible for following along and filling in the blanks.
 4. Utilize the board to ensure that students are spelling important terms correctly.
 5. Use the teacher’s outline found in Appendix Q to teach the lesson. Side information is written in italics.
- E. *Assessment/Evaluation*
1. Completion of vocabulary index cards
 2. Completion of lecture outline (Answer Key – Appendix Q)

VI. CULMINATING ACTIVITIES

- A. Unit Assessment and Learning Master: People, Places, and Things from *Pearson Learning History and Geography Teacher Guide*
- B. Unit Review Game – “Thirty Canisters”
1. You will need 30 empty film canisters numbered 1-30 and Appendix R.
 2. Cut apart the 30 questions and put one question in each canister.
 3. Divide the class into groups of three to five students.
 4. Each group needs a piece of paper, a pen or pencil, and their notes.
 5. The group member are assigned roles of “walker,” “talker,” “writer,” “looker,” and “presenter.” The walker goes to the front of the classroom and chooses a canister, and brings it to the group. The talker reads the question to the group. The looker finds the answer (with the help of the group) and tells it to the writer, who writes the answer on their paper.
 6. Each group’s goal is to correctly answer all 30 questions by the end of the time limit (35-40 minutes).
 7. Spend the last 5-10 minutes of class allowing each group to present a portion of the questions they answered. (Answer Key – Appendix S)
- C. Essay
1. Instruct the students to write a two to three paragraph essay answering the following question: *Which reformer studied in this unit was the most influential to their society and our world today? Why?*
 2. The students should follow the rubric (Appendix T) to get full points.
- D. Video – “The Progressive Movement” – United States History Video Collection by Schlessinger Video Productions

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Pre-Assessment and Answer Key
- B. Appendix B: Student Packet
- C. Appendix C: Answer Key – “Cross of Gold” Comprehension Questions
- D. Appendix D: Answer Key – Muckrakers Comprehension Questions
- E. Appendix E: Answer Key – *The Jungle* Comprehension Questions
- F. Appendix F: Quiz #1

- G. Appendix G: Answer Key – Quiz #1
- H. Appendix H: Answer Key – *How the Other Half Lives* Comprehension Questions
- I. Appendix I: Answer Key and instruction notes – Roosevelt Information and Timeline
- J. Appendix J: Checklist for newspaper article #1 (Lesson Four)
- K. Appendix K: Checklist for newspaper article #2 (Lesson Seven)
- L. Appendix L: Answer Key – Freedom and Struggle Notes
- M. Appendix M: Answer Key – Washington and DuBois Notes
- N. Appendix N: Answer Key – Atlanta Exposition Address Comprehension Questions
- O. Appendix O: Voting ballots (Lesson Ten)
- P. Appendix P: Answer Key – Women’s Right to Vote Notes
- Q. Appendix Q: Answer Key – Eugene Debs and Socialism Notes
- R. Appendix R: “Thirty Canisters” Questions (Culminating Activity)
- S. Appendix S: Answer Key – “Thirty Canisters” Questions
- T. Appendix T: Influential Reformer Essay Rubric (Culminating Activity)

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Name: _____ Date: _____

Reform in Industrial America Pre-Assessment

A. Circle the letter of the correct answer.

1. Most immigrants to the United States at the end of the nineteenth century lived _____.
 - a. on farms.
 - b. in suburbs.
 - c. in small towns.
 - d. in cities.
2. Who was William Jennings Bryan?
 - a. the first president from the Populist Party
 - b. the founder of Standard Oil
 - c. a great orator who ran for President three times
 - d. a writer who exposed abuses in the railroad industry
3. By 1878, how great a percentage of oil production did John D. Rockefeller control?
 - a. 20 percent
 - b. 60 percent
 - c. 75 percent
 - d. 90 percent
4. Jacob Riis wrote about the need for _____.
 - a. an end to immigration.
 - b. inflation.
 - c. tenement reform.
 - d. a third major political party.
5. The laws designed to keep African Americans from experiencing the freedoms granted to them in amendments to the Constitution were called _____.
 - a. Jim Crow laws.
 - b. Roosevelt laws.
 - c. Sherman Antitrust laws.
 - d. Desegregation laws.

Appendix A, page 2

6. In what year were women finally allowed to vote throughout the United States?
- a. 1900
 - b. 1920
 - c. 1930
 - d. 1945

B. Complete each sentence with a word, phrase, or name from the box.

boycott	Standard Oil	Susan B. Anthony
oratory	scapegoat	Eugene Debs
socialist	lynching	Booker T. Washington

1. The practices of _____ made it virtually impossible for any rival company to survive.
2. One of the most awful crimes against African Americans in America was _____; many of the victims were set upon by mobs of people armed with weapons.
3. Practicing speeches before a small audience can help a person become better at _____.
4. The person who gets blamed for things that go wrong is often called a _____.
5. Some African Americans organized a _____ of the city's shops in protest of their treatment.
6. With the aid of Elizabeth Cady Stanton, _____ was able to express her views on woman suffrage to the world.
7. When _____ protested America's involvement in World War I, he was imprisoned for treason.
8. A _____ believes that industries should be owned not be individuals but by the state or community as a whole.
9. _____ founded the Tuskegee Institute and promoted the idea that all African Americans should learn a trade to help them secure economic stability.

Pre-Assessment Answer Key

A. Multiple Choice

1. D
2. C
3. D
4. C
5. A
6. B

B. Fill in the Blank

1. Standard Oil
2. lynching
3. oratory
4. scapegoat
5. boycott
6. Susan B. Anthony
7. Eugene Debs
8. socialist
9. Booker T. Washington

Appendix B, page 1

“Cross of Gold”

“The man who is employed for wages is as much a businessman as his employer;...the farmer who goes forth in the morning and toils all day – who begins in the spring and toils all summer – and who by the application of brain and muscle to the natural resources of the country creates wealth, is as much a businessman as the man who goes upon the board of trade and bets upon the price of grain; the miners who go down a thousand feet into the earth, or climb two thousand feet upon the cliffs, and bring forth from their hiding places the precious metals to be poured into the channels of trade are as much businessmen as the few financial magnates [wealthy and powerful bankers] who, in a back room, corner the money of the world....

We come to speak for this broader class of businessmen...There are two ideas of government. There are those who believe that, if you will only legislate to make the well-to-do prosperous, their prosperity will leak through on those below. The Democratic idea, however, has been that if you legislate to make the masses prosperous, their prosperity will find its way up through every class which rests upon them....

You come to us and tell us that the great cities rest upon our broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country....

You shall not press own upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold!”

Adapted from *Pearson Learning History and Geography* grade 6.

Muckrakers Comprehension Questions

Answer the following questions in complete sentences.

1. Who were the “muckrakers”?
2. What was the “Progressive Era”?
3. Identify two accomplishments of Ida Tarbell.
4. When several businesses in an industry are under control of one board of directors, the arrangement is called a _____.
5. The Sherman Antitrust Act was designed to prevent companies from creating a _____ and controlling an entire industry.

The Jungle by Upton Sinclair

Read the following excerpt from Upton Sinclair’s *The Jungle*, and answer the questions that follow.

“‘They don’t waste anything here,’ said the guide. ‘They use everything about the hog except the squeal.’ This jest about the hog and his squeal is the one gleam of humor that you will find here.

Here came the entrails [internal parts; guts], to be scraped and washed clean for sausage-casings; men and women worked here in the midst of a sickening stench. To another room came all the scraps to be ‘tanked,’ which meant boiling and pumping off the grease to make soap and lard [a fat used for cooking].

There was never the least attention paid to what was cut up for sausage. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption [tuberculosis] germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. A man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put out poisoned bread for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it ‘special,’ and for this they would charge two cents more a pound.

An unskilled man made ten dollars a week in the rush seasons and five in the dull. An unmarried man could save, if he did not drink, and if he was absolutely selfish – that is, if he paid no heed to the demands of his old parents, or of his little brothers and sisters, or of any other relatives he might have, as well as of the members of his union, and his chums, and the people who might be starving to death next door.”

Adapted from *Pearson Learning History and Geography: Teacher Guide*

Comprehension Questions – *The Jungle*

Answer the following questions in complete sentences.

1. Upton Sinclair chose to write *The Jungle* as a novel even though it was a true story. Do you think this was a good idea? Explain your answer.
2. Commenting on the success of his book, Sinclair said, “I aimed at the public’s hear and by accident I hit the stomach.” Do you agree with this statement? Why or why not?
3. People who worked in the Chicago meat-packing plants, and other immigrants who struggled to get by, wrote to friends and family telling them about America. After hearing how hard life was in America, why do you think they still wanted to move here?
4. Would you want to read *The Jungle*, *King Coal*, or *Dragon’s Teeth* based on what you just read? Why or why not?

Adapted from *Pearson Learning History and Geography: Teacher Guide*

How the Other Half Lives

Genesis of the Tenement

THE first tenement New York knew bore the mark of Cain from its birth, though a generation passed before the waiting was deciphered. It was the "rear house," infamous ever after in our city's history. There had been tenant-houses before, but they were not built for the purpose. Nothing would probably have shocked their original owners more than the idea of their harboring a promiscuous crowd; for they were the decorous homes of the old Knickerbockers, the proud aristocracy of Manhattan in the early days. It was the stir and bustle of trade, together with the tremendous immigration that followed upon the war of 1812 that dislodged them. In thirty-five years, the city of less than a hundred thousand came to harbor half a million souls, for whom homes had to be found.

Within the memory of men not yet in their prime, Washington had moved from his house on Cherry Hill as too far out of town to be easily reached. Now the old residents followed his example; but they moved in a different direction and for a different reason. Their comfortable dwellings in the once fashionable streets along the East River front fell into the hands of real-estate agents and boarding-house keepers; and here, says the report to the Legislature of 1857, when the evils engendered had excited just alarm, "in its beginning, the tenant-house became a real blessing to that class of industrious poor whose small earnings limited their expenses, and whose employment in workshops, stores, or about the warehouses and thoroughfares, render a near residence of much importance." Not for long, however. As business increased, and the city grew with rapid strides, the necessities of the poor became the opportunity of their wealthier neighbors, and the stamp was set upon the old houses, suddenly become valuable, which the best thought and effort of a later age has vainly struggled to efface. Their "large rooms were partitioned into *several smaller ones*, without regard to light or ventilation, the rate of rent being lower in proportion to space or height from the street; and they soon became filled from cellar to garret with a class of tenantry living from hand to mouth, loose in morals, improvident in habits, degraded, and squalid as beggary itself." It was thus the dark bedroom, prolific of untold depravities, came into the world.

Appendix B, page 7

It was destined to survive the old houses. In their new role, says the old report, eloquent in its indignant denunciation of "evils more destructive than wars," "they were not intended to last. Rents were fixed high enough to cover damage and abuse from this class, from whom nothing was expected, and the most was made of them while they lasted. Neatness, order, cleanliness, were never dreamed of in connection with the tenant-house system, as it spread its localities from year to year; while redress slovenliness, discontent, privation, and ignorance were left to work out their invariable results, until the entire premises reached the level of tenant-house dilapidation, containing, but sheltering not, the miserable hordes that crowded beneath smouldering, water-rotted roofs or burrowed among the rats of clammy cellars." Yet so illogical is human greed that, at a later day, when called to account, "the proprietors frequently urged the filthy habits of the tenants as an excuse for the condition of their property, utterly losing sight of the fact that it was the tolerance of those habits which was the real evil, and that for this they themselves were alone responsible."

Worse was to follow. It was "soon perceived by estate owners and agents of property that a greater percentage of profits could be realized by the conversion of houses and blocks into barracks, and dividing their space into smaller proportions capable of containing human life within four walls. . . . Blocks were rented of real estate owners, or 'purchased on time,' or taken in charge at a percentage, and held for under-letting." With the appearance of the middleman, wholly irresponsible, and utterly reckless and unrestrained, began the era of tenement building which turned out such blocks as Gotham Court, where, in one cholera epidemic that scarcely touched the clean wards, the tenants died at the rate of one hundred and ninety-five to the thousand of population; which forced the general mortality of the city up front 1 in 41.83 in 1815, to 1 in 27.33 in 1855, a year of unusual freedom from epidemic disease, and which wrung from the early organizers of the Health Department this wail: "There are numerous examples of tenement-houses in which are lodged several hundred people that have a *pro rata* allotment of ground area scarcely equal to two-square yards upon the city lot, court-yards and all included."

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The tenement-house population had swelled to half a million souls by that time, and on the East Side, in what is still the most densely populated district in all the world, China not excluded, it was packed at the rate of 290,000 to the square mile, a state of affairs wholly unexampled. The utmost cupidity of other lands and other days had never contrived to herd much more than half that number within the same space. The greatest crowding of Old London was at the rate of 175,816. Swine roamed the streets and gutters as their principal scavengers. The death of a child in a tenement was registered at the Bureau of Vital Statistics as "plainly due to suffocation in the foul air of an unventilated apartment," and the Senators, who had come down from Albany to find out what was the matter with New York, reported that "there are annually cut off from the population by disease and death enough human beings to people a city, and enough human labor to sustain it." And yet experts had testified that, as compared with uptown, rents were from twenty-five to thirty per cent. Higher in the worst slums of the lower wards, with such accommodations as were enjoyed, for instance, by a "family with boarders" in Cedar Street, who fed hogs in the Stellar that contained eight or ten loads of manure; or "one room 12 x 19 with five families living in it, comprising twenty persons of both sexes and all ages, with only two beds, without partition, screen, chair, or table." The rate of rent has been successfully maintained to the present day, though the hog at least has been eliminated.

Another was the case of a hard-working family of man and wife, young people from the old country, who took poison together in a Crosby Street tenement because they were "tired." There was no other explanation, and none was needed when I stood in the room in which they had lived. It was in the attic with sloping ceiling and a single window so far out on the roof that it seemed not to belong to the place at all. With scarcely room enough to turn around in, they had been compelled to pay five dollars and a half a month in advance. There were four such rooms in that attic, and together they brought in as much as many a handsome little cottage in a pleasant part of Brooklyn. The third instance was that of a colored family of husband, wife, and baby in a wretched rear rookery in West Third Street. Their rent was eight dollars and a half for a single room on the top-story, so small that I was unable to get a photograph of it even by placing the camera outside the open door. Three short steps across either way would have measured its full extent.

(adapted from <http://www.cis.yale.edu/amstud/inforev/riis/chap1.html>)

Comprehension Questions – *How the Other Half Lives*

Answer the following questions with complete sentences.

1. What did Riis say was never dreamed of in connection with the tenet-house system?
2. How does Riis describe the portioning of the larger rooms?
3. Riis writes about the death of a child in a tenement. What was the recorded reason of the death?
4. Using your five senses, describe what it must have been like to live in a tenement.
5. Does Jacob Riis' story paint a picture in your mind as you read? How?

Roosevelt Information and Timeline

1858 - _____

Roosevelt had _____ health and a feeble body.

Roosevelt enjoyed _____ and history.

Went to _____ for college, and served in the New York State legislature.

Became _____ commissioner.

1890 - _____ Antitrust Act was passed.

1898 – Returns from _____ a war _____

Was elected _____ of New York.

1900 – President McKinley was _____ and

Theodore Roosevelt became President.

1902 – President Roosevelt was _____ when he saw a bear cub tied to a tree. He saved the cub and became known as _____ Roosevelt when a cartoonist illustrated the story in his _____.

1903 – Roosevelt signs a new _____ law into effect.

1903 – Roosevelt declares Pelican Island a _____ sanctuary.

1905 – Roosevelt is _____ President

1906 - _____ major events:

_____ came under federal control

_____ Act was passed and it allowed the President to name places as national landmarks

Signed the _____ and _____ Act

1909 – Ends full _____ as President

1912 – Runs for President as _____ (Progressive Party) candidate

Freedom and Struggle Notes

Freedom and Struggle

- _____ Amendment – December _____ : ended _____
- _____ Amendment - _____ : gave former slaves _____ protection and _____ voting rights
- _____ Amendment - _____ : right to _____ was granted to all _____ Americans

Jim Crow Laws

- Kept African Americans from experiencing the laws _____ by amendments
- Kept whites and African Americans _____
- _____ : Supreme Court ruled Jim Crow Laws _____ illegal
- 1954: _____

Civil Rights - _____ guaranteed under the _____

Ida B. Wells

- Born into slavery in _____
- Her _____ was freed after the _____ War
 - Purchased a _____
 - Saved _____
- Attended _____ but was dismissed
- _____ : her parents died;
 - she took care of the _____
 - began _____ in _____
 - loved to _____
- Was forced out of a _____ car; _____ by the conductor, and _____ the railroad
- Began writing to _____
- _____ were increasing

Lynchings – murder by a _____ without legal _____

Freedom and Struggle Notes

Boycotts – an action in which people _____ to buy certain _____ or _____ in order to force _____

- Wells traveled to do _____ speaking
- Wrote and published a book called _____ that catalogued lynchings in the U.S.

Washington and DuBois Notes

Booker T. Washington

- Was born a _____
- Freed after the _____ War
- _____ was very important to him; he _____ himself
- Eventually worked hard to go to _____
- _____: became a _____ to pay for _____

Trade – a _____ skill done by _____

- Founded _____ Institute (_____)
 - Students learned a _____
- B.T. Washington began giving _____
- September _____: _____ Exposition
 - Encouraged African Americans to have _____
 - Used the _____ of a _____

W.E.B. Du Bois

- Strongly opposed _____ ideas
- Insisted that Washington wanted _____ Americans to give up _____ things that were essential to _____:
 - _____,
 - _____, and
 - _____.
- Felt that the “_____” must be broken
- _____: DuBois was born in the _____, attended good _____, and earned a _____

Washington and DuBois Notes

- Believed the African American community should develop the “_____.” (Should take the most able _____% of the black population and transform those people into _____ leaders who could _____ the rest of the black population.)
- In response to the _____ of race-related _____ and _____, a group called the _____ was formed.
 - Met in _____, Canada
 - Called for an end to _____ discrimination and full _____ for African Americans
- NAACP – N_____ A_____ for the A_____ of C_____
P_____.
 - This group would become a _____ in the _____ civil rights _____
- DuBois moved to the African nation of _____, and became a member of the _____ party.
- Died in _____.

March on Washington

- August 28, _____
- _____ people gathered in _____ to hear leaders of the _____ and other organizations speak out for _____ rights for all Americans, and to demonstrate support for civil rights _____ pending in Congress
- Dr. _____ gave his “_____” speech.

Atlanta Exposition Address

Read the excerpt from Booker T. Washington’s Atlanta Exposition Address and answer the questions that follow.

“A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal, ‘Water, water; we die of thirst.’ The answer from the friendly vessel came back, ‘Cast down your bucket where you are.’ A second time the signal, ‘Water, water; send us water!’ ran up from the distressed vessel, and was answered, ‘Cast down your bucket where you are.’

The captain of the distressed vessel, at last heeded the injunction [instruction] to cast down his bucket and it came up full of fresh, sparkling water from the mouth of the Amazon River.

To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door-neighbor, I would say ‘Cast down your bucket where you are’ – cast it down in making friends in the manly way of the people of all races by whom we are surrounded.”

(adapted from *Pearson Learning History and Geography*)

Answer the following questions in complete sentences.

1. What message was Washington trying to give the southern African Americans?

2. Is it better to persevere through a tough situation and learn from it, or try to find a place where the situation disappears? Explain your answer.

Women's Right to Vote Notes

The Story Begins

- _____: only a handful of _____ states allowed women to _____
- During the _____ years of American history through the 1800's, a number of women raised their voices to complain about these inequalities including:
 - _____
 - _____
 - _____
 - _____
 - _____
- Several of these women attended the _____
Convention in _____.
 - Passed _____ seeking equality with _____
 - _____ to achieve their main goal – the right to _____

Suffrage – the movement that sought to _____ women's _____ to vote.

Suffragists – those who _____ for the cause

Suffragettes - _____ who _____ for the cause

Susan B. Anthony

- _____: born _____
- Raised in a _____ household with a father who was supportive of her _____
 - Quakers expect their females to have an _____ role in _____
 - Also involved in _____ causes; especially the _____ and _____ movements

Women's Right to Vote Notes

- S. Anthony also paid attention to the conditions of many _____ women around her.
- _____ for several years
- Father encouraged her to take up a _____ cause and not to concern herself with _____ a living
- Admired _____
- Dedicated herself to working in the _____ movement
- Formed _____
_____ Society

Behavior and Bloomers

- Organization sent Susan B. Anthony and _____ to a convention of the Men's _____ Society.
 - Both wore _____ under their skirts (later became very fashionable and were called “_____” after Amelia Bloomer)
 - Susan B. Anthony had _____ her hair
- Susan B. Anthony understood that before women could be _____ in bringing about _____ in society, they must obtain equal _____ rights for themselves – especially the _____ to _____.
- Became known as the _____ of the women's rights movement
 - Was well _____
 - Attended to _____ (like publicity and planning)
 - Detested _____

Women's Right to Vote Notes

14th Amendment

- 14th Amendment – would make African American _____ citizens, and grant them the _____ to _____
- _____ wanted the 14th Amendment to be rewritten to include giving _____ the right to vote
- Many _____ urged them to _____
- Trying to push both changes (voting rights for newly freed _____ and for _____) would _____ the likelihood of either one passing.
- 14th Amendment was ratified - _____ including the women's interests
- Some thought the new amendment could be interpreted as also including women in the right to vote.
- Susan B. Anthony and her sisters placed their _____ in the _____
- Anthony and other women were _____ for _____ illegally.
- Anthony pushed the matter to _____
- The judge had already made his _____
- Many women turned their efforts back to the _____ movement
 - _____ the makers of beer and whiskey
 - These businesses began to _____ votes to fight _____ woman suffrage
- Susan B. Anthony continued to write _____ and _____ around the country
- _____ - _____ : Anthony served as the President of the _____

Women's Right to Vote Notes

- Each year suffragists tried to send a new _____ to Congress
- Each year it _____ to pass
- A few weeks before the death of Susan B. Anthony in _____, she noted, “
_____.”

19th Amendment

- Around the country, supporters of woman suffrage held silent _____, went on _____ strikes, and organized _____.
- _____: _____ passed a law allowing women to vote.
- President Woodrow _____ decided he would no longer _____ the movement
 - Women's votes would help _____ up politics
 - Women's votes would help _____ families
- _____: Jeannette _____ of _____ (the first woman elected to _____) introduced the _____ Amendment
 - Received _____ vote during June _____
 - Passed by _____ vote
- The _____ Amendment to the _____ was ratified by _____ of the states on _____, _____, and became a _____.

Susan B. Anthony Letter

Read the following excerpt of Anthony’s defense letter. Answer the question that follows in complete sentences.

“Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says: ‘We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution of the United States of America.’

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people – women as well as men...

Webster, Worcester, and Bouvier [famous dictionary makers] all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood [nerve; guts] to say they are not.”

(adapted from *Pearson Learning History and Geography*)

1. Would this letter have convinced you that Anthony did no wrong, and that she deserved the right to vote? Explain your answer.

Eugene Debs and Socialism Notes

Socialist – one who believes that _____ should be owned by the

Eugene Debs

- _____: born to immigrant parents from _____
- Finished school at the age of _____ or _____
- Debs was _____ read; exposed to _____ and _____ literature
- Went to work at the _____
 - Scraping grease and paint for _____ cents a day
 - Railroad _____ (shoveled _____ into the furnace of the locomotive)
- Proved himself a _____
- Established local branch of the _____ or _____
- Did not see eye to eye with other _____ leaders
 - _____ worked to organize the _____
 - Debs opposed his plan
 - Preferred to organize the workers _____ an _____ into a single _____

Pullman Strike

- George _____ made railroad cars designed to make _____ travel more comfortable
- _____: employees went on strike
 - Protesting _____
 - Protesting _____

Eugene Deb and Socialism Notes

- Strike led to violent _____ in _____
 - Trains were _____
 - People were _____
- Debs was _____ and _____

Turn to Socialism

- Debs began to believe that _____ would never be _____ enough to protect the rights of _____
- A different _____ system would be the only way to protect the rights of _____
- U.S. government needed to be changed in the direction of _____
- Theodore Roosevelt called Debs an “undesirable _____”
- Gompers _____ to have the AFL take part in the strike
- Others called Debs the nation’s best speaker and writer on _____ issues

The Wobblies

- _____: Debs helped form the I _____ W _____ of the W _____
 - Group of _____ and _____ workers
 - Dedicated to overthrowing _____
 - Were called the _____ (no one knows why)
 - Were in favor of using _____ to achieve their goals
- Debs _____ the organization because he disapproved of its _____ of violent tactics

Eugene Debs and Socialism Notes

Debs for President

- Debs ran for President _____ times as the _____ Party candidate
 - _____: First campaign (_____)
 - _____: Second campaign (_____)
 - _____: Third campaign (_____)
 - _____: Fourth campaign (_____)
 - _____: Fifth campaign (_____)
- Convinced many politicians to address issues raised by socialism

Canton Speech

- 1917 - _____ Act
 - Made it illegal to _____ out against the _____
 - Did not _____ Debs
- _____: delivered a speech called the _____ Speech
 - Spoke about _____ as one of the causes of the war
 - Complained about the burden of the war on _____
 - Spoke in _____ of _____
- Debs speech was powerful, but under the Espionage Act it was considered _____.
- Debs was _____ and sentenced to _____ years in prison
- Ran for _____ while in jail

Eugene Debs and Socialism Notes

- One campaign slogan was “From the _____ to the _____”
- _____: President Harding ordered Debs to be released
- Debs continued to speak out
 - Unequal treatment of _____
 - Supported women’s _____
 - Supported equal _____ for equal _____
 - Supported _____
 - Defended free speech and helped start the A _____
C _____ L _____ U _____
- _____: died at the age of 71

Appendix C

Comprehension Questions – “Cross of Gold” Speech Answer Key

1. Bryan’s point in the first paragraph was to defend the farmers and the working class. He was trying to get everyone to understand that no job is more important than any other; they are simply different in their uses.
2. Answers will vary.
3. The “Cross of Gold” speech is about the unfair treatment of the working class, and the necessity of the working class, especially farmers, for the cities to survive.
4. Bryan argues that farms are the cause of cities. Cities could not exist without farms. The effect of the farms’ influence is the cities’ prosperity or wealth.

Appendix D

Muckrakers Comprehension Questions Answer Key

1. The muckrakers were journalists who informed the public about corruption in business.
2. The Progressive Era was the period between 1898 and 1917 when political, economic, and social reforms were made.
3. Ida Tarbell wrote for *McClure's Magazine*, wrote *The History of the Standard Oil Company*, exposed the oil trust, wrote with fairness and honesty.
4. trust
5. monopoly

Appendix E

***The Jungle* Comprehension Questions Answer Key**

1. Possible answers: It was a good idea because many people prefer to read novels. Sinclair could make his story more interesting by including the lives of the people who worked in these factories rather than just telling about the factories. It wasn't a good idea because readers might not believe the book. They might think he made it up, because novels aren't completely true.
2. Possible answer: No. He hit both the heart and the stomach. The first paragraphs of the excerpt hit the stomach, but the last paragraph hit the heart.
3. Possible answers: Life was probably even harder in Europe than it was in America. There are freedoms in America that many Europeans did not have. Even those who started out poor could become wealthy. America was a land of hopes and dreams, and people chose to come on a hope. Friends and family missed each other and wanted to join each other in America, no matter what the difficulties were.
4. Answers will vary.

Appendix F
Quiz #1

Name _____ Date _____

Fill in the blank with the appropriate word to correctly complete each sentence.

1. Journalists committed to exposing social wrongs were called _____.
2. By 1878, John D. Rockefeller controlled _____ percent of oil production.
3. The Populist Party was in favor of backing U.S. paper money with _____.
4. _____ wrote articles exposing the questionable practices of the Standard Oil Company.
5. The act passed in Congress in 1890 to prevent companies from forming monopolies and limiting competition was called the _____ Act.

Answer the following question using complete sentences.

What was the “Cross of Gold” speech about?

Appendix G
Quiz #1 Answer Key

Fill in the blank:

1. muckrakers
2. 90
3. silver
4. Ida Tarbell
5. Sherman Antitrust

Short Answer:

The “Cross of Gold” speech is about the unfair treatment of the working class. It is also about the necessity of the working class, especially farmers, for the cities to survive. It addresses the issue of gold or silver backing up U.S. paper currency.

Appendix H

How the Other Half Lives Answer Key

1. Neatness, order, cleanliness, were never dreamed of in connection with the tenet-house system.
2. Their large rooms were partitioned into several smaller ones, without regard to light or ventilation.
3. The recorded reason of death was “plainly due to suffocation in the foul air of an unventilated apartment.”
4. Answers will vary.
5. Answers will vary.

Roosevelt Information and Timeline Key (includes teacher instruction notes)

1858 – **born**

Roosevelt had **poor** health and a feeble body.

Roosevelt enjoyed **nature** and history. (*Roosevelt created his own Museum of Natural History at age 8*)

Went to **Harvard** for college, and served in the New York State legislature.

Became **Police** commissioner. (*He liked to get involved by working with people like Jacob Riis*)

1890 – **Sherman** Antitrust Act was passed.

1898 – Returns from **Cuba** a war **hero**

Was elected **Governor** of New York. (*Began to build on his reputation as a fighter for the public good*)

1900 – President McKinley was **assassinated** and Theodore Roosevelt became President.

(*Roosevelt had considered becoming Vice President an end to his political career. He had no way of knowing he would become President*)

1902 – President Roosevelt was **hunting** when he saw a bear cub tied to a tree. He saved the cub and became known as “**Teddy**” Roosevelt when a cartoonist illustrated the story in his **newspaper**. (*Soon stuffed toys – now known as teddy bears – began showing up in the stores, and became very popular*)

1903 – Roosevelt signs a new **antitrust** law into effect.

1903 – Roosevelt declares Pelican Island a **national bird** sanctuary. (*During his time as President, Roosevelt created 50 such refuges*)

1905 – Roosevelt is **elected** President (*The idea of a “square deal” became the theme of his campaign – in hopes that all Americans would get fair treatment and a chance for a good life*)

1906 – **Three** major events:

Yosemite came under federal control

Antiquities Act was passed and it allowed the President to name places as national landmarks

Signed the **Food** and **Drug** Act (*after reading The Jungle by Upton Sinclair*)

1909 – Ends full **term** as President

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1912 – Runs for President as **Bull Moose** (Progressive Party) candidate (*Roosevelt lost and retired from politics. He continued to explore nature and the wilderness. Roosevelt eventually journeyed down the Amazon River, where he became ill with a fever that destroyed his health.*)

Appendix J

Article #1 Checklist (Lesson Four)

Name(s) _____ Yes (1 point) _____ No (0 points)

Article _____ Yes (3 points) _____ No (0 points)

Evidence written in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____ / 10 points

Name(s) _____ Yes (1 point) _____ No (0 points)

Article _____ Yes (3 points) _____ No (0 points)

Evidence written in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____ / 10 points

Name(s) _____ Yes (1 point) _____ No (0 points)

Article _____ Yes (3 points) _____ No (0 points)

Evidence written in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____ / 10 points

Appendix K

Checklist for Article #2 (Lesson Seven)

Name(s) _____ Yes (1 point) _____ No (0 points)

Brief summary in complete sentences _____ Yes (5 points) _____ No (0 points)

Personal opinion in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____/12 points

Name(s) _____ Yes (1 point) _____ No (0 points)

Brief summary in complete sentences _____ Yes (5 points) _____ No (0 points)

Personal opinion in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____/12 points

Name(s) _____ Yes (1 point) _____ No (0 points)

Brief summary in complete sentences _____ Yes (5 points) _____ No (0 points)

Personal opinion in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____/12 points

Name(s) _____ Yes (1 point) _____ No (0 points)

Brief summary in complete sentences _____ Yes (5 points) _____ No (0 points)

Personal opinion in complete sentences _____ Yes (5 points) _____ No (0 points)

Cited correctly _____ Yes (1 point) _____ No (0 points)

Total = _____/12 points

Answer Key – Freedom and Struggle Notes

Freedom and Struggle

- 13th Amendment – December 1865 : ended slavery
- 14th Amendment – 1868 : gave former slaves equal protection and certain voting rights
- 15th Amendment – 1870 : right to vote was granted to all African Americans

Jim Crow Laws

- Kept African Americans from experiencing the laws granted by amendments
- Kept whites and African Americans separate
- 1896 : Supreme Court ruled Jim Crow Laws not illegal
- 1954: overruled

Civil Rights – rights guaranteed under the U.S. Constitution

Ida B. Wells

- Born into slavery in 1862
- Her family was freed after the Civil War
 - Purchased a home
 - Saved money
- Attended Rust College but was dismissed (*for a disagreement with the president of the college*)
- 1878: her parents died;
 - she took care of the kids (*her siblings*)
 - began teaching in Memphis
 - loved to read
- Was forced out of a railroad car; bit the conductor, and sued the railroad (*At this time, African American women were not allowed to sit in the ladies car, but Wells purchased a first-class ticket and intended to sit there. This led to the subsequent expulsion from the train.*)
- Began writing to newspapers

Answer Key – Freedom and Struggle Notes

- **Lynchings** were increasing

Lynchings – murder by a **mob** without legal **authority**

Boycotts – an action in which people **refuse** to buy certain **services** or **goods** in order to force **change**

- Wells traveled to do **public** speaking
- Wrote and published a book called *A Red Record* that catalogued lynchings in the U.S.

Answer Key – Washington and DuBois Notes

Booker T. Washington

- Was born a **slave**
- Freed after the **Civil War**
- **Education** was very important to him; he **taught** himself (*When he was a slave, one of his duties was to carry books for the master's daughter to and from school each day. He loved to look at the books, and wanted very much to go to school.*)
- Eventually worked hard to go to **school**
- **1872**: became a **janitor** to pay for **college**

Trade – a **practical** skill done by **hand**

- Founded **Tuskegee** Institute (**College**) (*The students at the school began by actually building the buildings where they would study. The students built 51 of the 60 buildings using bricks they made by hand. They later sold bricks to the community.*)
 - Students learned a **trade**
- B.T. Washington began giving **lectures**
- September **1895**: **Atlanta** Exposition
 - Encouraged African Americans to have **patience**
 - Used the **metaphor** of a **ship**

W.E.B. Du Bois

- Strongly opposed **Washington's** ideas
- Insisted that Washington wanted **African** Americans to give up **three** things that were essential to **progress**:
 - **Political power**,
 - **Civil rights**, and
 - **Higher education**. (*and yet Washington was for all of those things*)
- Felt that the “**color line**” must be broken

Answer Key – Washington and DuBois Notes

- **1868**: DuBois was born in the **North**, attended good **schools**, and earned a **PhD**
- Believed the African American community should develop the “**talented tenth**.” (Should take the most able **10%** of the black population and transform those people into **intellectual** leaders who could **help** the rest of the black population.)
- In response to the **increase** of race-related **riots** and **lynchings**, a group called the **Niagara Movement** was formed.
 - Met in **Niagara Falls**, Canada
 - Called for an end to **racial** discrimination and full **civil rights** for African Americans
- NAACP – **National Association** for the **Advancement** of **Colored People**.
 - This group would become a **leader** in the **national** civil rights **movement**
- DuBois moved to the African nation of **Ghana**, and became a member of the **communist** party.
- Died in **1963**.

March on Washington

- August 28, **1963**
- **200,000** people gathered in **Washington D.C.** to hear leaders of the **NAACP** and other organizations speak out for **equal** rights for all Americans, and to demonstrate support for civil rights **legislation** pending in Congress
- Dr. **Martin Luther King Jr.** gave his “**I have a dream**” speech.

Appendix N

Atlanta Exposition Address Comprehension Questions

Answer Key

1. The message Washington was trying to give the southern African Americans was a message of encouragement. Washington was encouraging them to have patience and stay where they were. They needed to make use of their resources and abilities and grow good relationships with the white people in the areas they lived.
2. Answers will vary.

Appendix O
Voting Ballots (Lesson Ten)

Name _____

Girls _____

Boys _____

Answer Key – Women’s Right to Vote Notes

The Story Begins

- 1900: only a handful of **western** states allowed women to **vote**
- During the **early** years of American history through the 1800’s, a number of women raised their voices to complain about these inequalities including:
 - **Abigail Adams**
 - **Susan B. Anthony**
 - **Elizabeth Cady Stanton**
 - **Lucretia Mott**
 - **Sojourner Truth**
- Several of these women attended the **Seneca Falls** Convention in **1848**.
 - Passed **resolutions** seeking equality with **men**
 - **Failed** to achieve their main goal – the right to **vote**

Suffrage – the movement that sought to **secure** women’s **right** to vote.

Suffragists – those who **fought** for the cause (*men*)

Suffragettes – **women** who **fought** for the cause

Susan B. Anthony

- 1820: born
- Raised in a **Quaker** household with a father who was supportive of her **education**
 - Quakers expect their females to have an **active** role in **church**
 - Also involved in **political** causes; especially the **abolitionist** and **temperance** movements

Answer Key – Women’s Right to Vote Notes

- S. Anthony also paid attention to the conditions of many **married** women around her.
- **Taught** for several years
- Father encouraged her to take up a **social** cause and not to concern herself with **earning** a living
- Admired **abolitionists**
- Dedicated herself to working in the **temperance** movement
- Formed **Women’s State Temperance** Society

Behavior and Bloomers

- Organization sent Susan B. Anthony and **Amelia Bloomer** to a convention of the Men’s **State Temperance** Society.
 - Both wore **pants** under their skirts (later became very fashionable and were called “**bloomers**” after Amelia Bloomer)
 - Susan B. Anthony had **cut** her hair
- Susan B. Anthony understood that before women could be **effective** in bringing about **change** in society, they must obtain equal **political** rights for themselves – especially the **right to vote**.
- Became known as the **Napoleon** of the women’s rights movement
 - Was well **organized**
 - Attended to **details** (like publicity and planning)
 - Detested **public speaking**

Answer Key – Women’s Right to Vote Notes

14th Amendment

- 14th Amendment – would make African American **men** citizens, and grant them the **right to vote**
- **Elizabeth Cady Stanton** wanted the 14th Amendment to be rewritten to include giving **women** the right to vote
- Many **men** urged them to **wait** (*The men convinced them that pushing for African American suffrage and woman suffrage meant that only one or neither of them would pass.*)
- Trying to push both changes (voting rights for newly freed **slaves** and for **women**) would **decrease** the likelihood of either one passing.
- 14th Amendment was ratified – **without** including the women’s interests
- Some thought the new amendment could be interpreted as also including women in the right to vote.
- Susan B. Anthony and her sisters placed their **ballots** in the **ballot box**
- Anthony and other women were **arrested** for **voting** illegally.
- Anthony pushed the matter to **court**
- The judge had already made his **decision** (*He had it written on a piece of paper in his pocket the entire time.*)
- Many women turned their efforts back to the **temperance** movement
 - **angered** the makers of beer and whiskey
 - These businesses began to **buy** votes to fight **against** woman suffrage
- Susan B. Anthony continued to write **articles** and **lecture** around the country
- **1892 – 1900** : Anthony served as the President of the **National American Woman Suffrage Association**

Answer Key – Women’s Right to Vote Notes

- Each year suffragists tried to send a new **bill** to Congress
- Each year it **failed** to pass
- A few weeks before the death of Susan B. Anthony in **1906**, she noted, “**Failure is impossible.**” (*She knew that if the fight continued, the women would eventually gain the right to vote.*)

19th Amendment

- Around the country, supporters of woman suffrage held silent **vigils**, went on **hunger** strikes, and organized **parades**.
- **1917**: **New York** passed a law allowing women to vote.
- President Woodrow **Wilson** decided he would no longer **oppose** the movement
 - Women’s votes would help **clean** up politics
 - Women’s votes would help **protect** families
- **1918** : Jeannette **Rankin** of **Montana** (the first woman elected to **Congress**) introduced the **19th** Amendment
 - Received **2/3** vote during June **1919**
 - Passed by **1** vote
- The **19th** Amendment to the **Constitution** was ratified by **3/4** of the states on **August 18, 1920**, and became a **law**.

Answer Key – Eugene Debs and Socialism Notes

Socialist – one who believes that **industries** should be owned by the **government**

Eugene Debs

- **1855**: born to immigrant parents from **France**
- Finished school at the age of **14** or **15**
- Debs was **widely** read; exposed to **French** and **German** literature
- Went to work at the **railroad**
 - Scraping grease and paint for **50cents** a day
 - Railroad **fireman** (shoveled **coal** into the furnace of the locomotive)
- Proved himself a **leader**
- Established local branch of the **Brotherhood of Locomotive Firemen**
- Did not see eye to eye with other **union** leaders
 - **Samuel Gompers** worked to organize the **AFL**
 - Debs opposed his plan
 - Preferred to organize the workers **within** an **industry** into a single **union**

Pullman Strike

- George **Pullman** made railroad cars designed to make **distance** travel more comfortable
- **1894**: employees went on strike
 - Protesting **layoffs**
 - Protesting **pay cuts**

Answer Key – Eugene Deb and Socialism Notes

- Strike led to violent **riots** in **Chicago**
 - Trains were **vandalized**
 - People were **shot**
- Debs was **arrested** and **imprisoned** (*Merely by association with the unions*)

Turn to Socialism

- Debs began to believe that **unions** would never be **strong** enough to protect the rights of **workers**
- A different **economic** system would be the only way to protect the rights of **workers**
- U.S. government needed to be changed in the direction of **socialism**
- Theodore Roosevelt called Debs an “undesirable **citizen**”
- Gompers **refused** to have the AFL take part in the strike
- Others called Debs the nation’s best speaker and writer on **labor** issues

The Wobblies

- **1905**: Debs helped form the **Industrial Workers of the World**
 - Group of **skilled** and **unskilled** workers
 - Dedicated to overthrowing **capitalism**
 - Were called the **wobblies** (no one knows why)
 - Were in favor of using **violence** to achieve their goals
- Debs **left** the organization because he disapproved of its **acceptance** of violent tactics

Answer Key – Eugene Debs and Socialism Notes

Debs for President

- Debs ran for President **several** times as the **Socialist** Party candidate
 - **1900**: First campaign (**lost**)
 - **1904**: Second campaign (**lost**)
 - **1908**: Third campaign (**lost**)
 - **1912**: Fourth campaign (**lost**)
 - **1920**: Fifth campaign (**lost**)
- Convinced many politicians to address issues raised by socialism

Canton Speech

- 1917 – **Espionage** Act
 - Made it illegal to **speak** out against the **war** (*World War I*)
 - Did not **silence** Debs
- **1918**: delivered a speech called the **Canton** Speech
 - Spoke about **capitalism** as one of the causes of the war
 - Complained about the burden of the war on **workers**
 - Spoke in **praise** of **socialism**
- Debs speech was powerful, but under the Espionage Act, it was considered **treason**.
- Debs was **arrested** and sentenced to **10** years in prison
- Ran for **President** while in jail

Answer Key – Eugene Debs and Socialism Notes

- One campaign slogan was “From the **jailhouse** to the **White House**”
- **1921**: President Harding ordered Debs to be released
- Debs continued to speak out
 - Unequal treatment of **African Americans**
 - Supported women’s **suffrage**
 - Supported equal **pay** for equal **work**
 - Supported **NAACP**
 - Defended free speech and helped start the **American Civil Liberties Union**
- **1926**: died at the age of 71

Appendix R, page 1
“Thirty Canisters” Questions

1. What were the demands of the populists?
2. Who was William Jennings Bryan?
3. What did Jacob Riis write about?
4. Upton Sinclair’s book, *The Jungle*, told the story of what industry?
5. By 1878, how great a percentage of oil production did John D. Rockefeller control?
6. What did Debs claim was one of the reasons for World War I?
7. What was officially ended by the thirteenth amendment to the U.S. Constitution?
8. In what year were women finally allowed to vote throughout the United States?
9. Which amendment to the Constitution provided for woman suffrage?
10. What are Jim Crow laws?
11. How did Ida Tarbell help bring about change in the oil industry?
12. What is a muckraker?
13. What did Susan B. Anthony fight for?
14. What happened to cause President Roosevelt to become President?
15. Define “trust.”

“Thirty Canisters” Questions

16. Define “monopoly”
17. Name a company studied in this unit that was a monopoly.
18. Define “scapegoat”
19. Who founded the Tuskegee Institute?
20. Who stated that the “color line” must be broken?
21. What was the “Progressive Era”?
22. Those who wanted metal to back up paper currency were called what?
23. Define “oratory”
24. What was the Sherman Antitrust Act supposed to do?
25. Define “socialism”
26. What was the Pure Food and Drug Act?
27. Who established the Hull House?
28. What was the purpose of the Hull House?
29. What three books were written by Jacob Riis?
30. List five reformers studied in this unit.

Answer Key – Thirty Canister Questions

1. a shorter workday and graduated income tax
2. orator, gave “Cross of Gold” speech, supporter of free silver
3. tenement housing and the need for reform
4. meat packing industry
5. ninety percent
6. capitalism
7. slavery
8. 1920
9. 19th
10. kept African Americans from experiencing the freedoms that were granted on a national level by the 13th, 14th, and 15th amendments
11. exposed the questionable business choices of the Standard Oil Company
12. a journalist that exposes corruption for the good of the people
13. women’s right to vote or women’s suffrage
14. President McKinley was assassinated
15. several businesses in an industry are under control of one board of directors
16. one company controls an entire industry
17. Standard Oil Company
18. person or thing who gets blamed for things that go wrong
19. Booker T. Washington
20. DuBois
21. the period between 1898 and 1917 when political, economic, and social reforms were made
22. “free silver” or “gold bugs”
23. practicing speeches before an audience
24. was designed to prevent companies from creating a monopoly
25. the belief that industries should be owned not by individuals, but by the state or community as a whole

Answer Key - “Thirty Canisters” Questions

26. a law signed by President Teddy Roosevelt requiring inspections on all food industries
27. Jane Addams
28. to help the poor and immigrants to better themselves and therefore better their place in society
29. *How the Other Half Lives, King Coal, Dragon’s Teeth*
30. Answers will vary

Appendix T, page 1

Persuasive Essay: Influential Reformer Essay

Student Name: _____

CATEGORY	5	4	3	2	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least one counter-argument.	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes one or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	

Appendix T, page 2

CATEGORY	5	4	3	2	Score
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure	All sentences are well constructed with varied structure.	Most sentences are well constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well constructed or varied.	
Grammar and Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes one-two errors in grammar or spelling that distract the reader from the content.	Author makes three-four errors in grammar or spelling that distract the reader from the content.	Author makes more than four errors in grammar or spelling that distract the reader from the content.	
Capitalization and Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes one-two errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	