

AMERICAN REFORM, Part II

Grade level: Sixth grade

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Length of unit: 26 lessons

I. ABSTRACT

This unit provides sixth graders with an overview of American reform in the late 1800's and early 1900's. It includes major ideas and the important people, literature and art from that time period. This unit is a continuation of "American Reform, Part I", from the 2001 Conference in Boston, Massachusetts.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.

B. Core Knowledge Content

1. Populism
 - a. Discontent and unrest among farmers
 - b. The gold standard vs. free silver
 - c. William Jennings Bryan
2. The Progressive Era
 - a. "Muckraking"
 - b. Ida Tarbell and the Standard Oil Company
 - c. Upton Sinclair: The Jungle and the meat packing industry
 - d. Jane Addams and settlement houses
 - e. Jacob Riis, *How the Other Half Lives*
 - f. President Theodore Roosevelt and conservation and trustbusting
3. Reform for African-Americans
 - a. Ida B. Wells: campaign against lynching
 - b. Booker T. Washington: Tuskegee Institute; Atlanta Exposition Address, "Cast down your bucket where you are"
 - c. W. E. B. Du Bois: founding of the NAACP; *The Souls of Black Folk*
4. Women's Suffrage
 - a. Susan B. Anthony
 - b. Nineteenth Amendment (1920)
5. The Socialist critique of America
 - a. Eugene V. Debs

C. Skill Objectives

1. Reading for understanding
2. Using a graphic organizer
3. Note-taking during lecture
4. Read for comprehension
5. Answer comprehension questions in writing
6. Character identification
7. Predicting
8. Create a political cartoon
9. Application of knowledge from previous lesson to make conjectures in a later lesson
10. Fill in an outline during a lecture
11. Analyze photography

12. Draw a "photo"
13. Perform a play
14. Discuss concepts related to lesson
15. Critique a political cartoon
16. Write a response to the lesson in the form of a letter
17. Create a poster for women's suffrage
18. Make a time-line

III. BACKGROUND KNOWLEDGE

A. *For Teachers:*

1. The reform period was a time in America's history when citizens began calling for reforms various arenas from social to political to women's rights to the rights of African Americans and the like. For further background information read *A HISTORY OF US, An Age of Extremes*, Joy Hakim, Oxford University Press, New York, 1999 and *A HISTORY OF US, Reconstruction and Reform*, Joy Hakim, Oxford University Press, New York, 1999.

B. *For Students:*

1. In Kindergarten the students were introduced to Theodore Roosevelt.
2. In the first, second and fifth grades the students were introduced to slavery
3. In the second grade the students were introduced to immigrant settlements in major cities.
4. In the second grade the students were introduced to Susan B. Anthony and her fight for women's suffrage.
5. In the fifth grade the students were introduced to abolitionists.
6. In the fifth grade the students were introduced to Dorothea Dix and the treatment of the insane.
7. In the fifth grade the students were introduced to Horace Mann and public schools.
8. In the fifth grade the students were introduced to the concept of women's rights and Elizabeth Cady Stanton, Lucretia Mott and Sojourner Truth.
9. In the fifth grade the students were introduced to abolitionist such as William Garrison and Frderick Douglass.
10. In the fifth grade the students were introduced to *Stowe's Uncle Tom's Cabin*.

IV. RESOURCES

- A. *A History of Us, An Age of Extremes*, Joy Hakim, Oxford University Press New York, 1999.
- B. *A History of Us, Reconstruction and Reform*, Joy Hakim, Oxford University Press, New York, 1999.
- C. *Progressives, Populists and Reform in America, 1890-1917* (video), Guidance Associates, The Center for Humanities, Inc., New York, 1976.
- D. *Realms of Gold*, edited by Michael J. Marshall, The Core Knowledge Foundation, Canada, 2000.
- E. *School and Society*, Steven E. Tozer, et Al. McGraw-Hill, Boston, 1998.

V. LESSONS

(Note: See American Reform, Part I, from the 2001 Conference)

Lesson Sixteen: Theodore Roosevelt

A. *Daily Objectives:*

1. Concept Objectives-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.

2. Lesson Content-biographical information about Theodore Roosevelt.
 3. Skills Objectives-students will be able to fill in an outline according to the mini-lecture.
- B. *Materials:*
1. Student page 54
- C. *Key Vocabulary*
1. State legislature-the lawmaking body of a state
 2. Civil Service Commission
 3. Secretary of the Navy-appointed by the president to oversee the Navy.
 4. trustbusting-to break up large corporations that monopolize the free trade.
 5. conservation-to preserve natural resources and land.
- D. *Procedure:*
1. Tell the students that they are going to hear a mini-lecture on Theodore Roosevelt and that they are to fill in their outlines as they go.
 2. Have the students turn to their outlines on page 54 of their student pages and look it over before the lecture begins. Theodore Roosevelt was president of the United States from 1901-1909. He was a Harvard graduate who enjoyed outdoor sports such as hunting. From 1882 to 1884 he was part of the Republican State legislature. From 1895 to 1897 he served on the Civil Service Commission as head of the New York City police board. From 1897 to 1898 Roosevelt served as assistant Secretary of the Navy. In 1900 he was elected Vice President under McKinley. President McKinley was assassinated in 1901 and Roosevelt then became president. During Theodore Roosevelt's presidency he was known for trustbusting where he brought 40 plus law suits against big trusts. Roosevelt also helped pass legislation to protect our lands and wildlife. In 1906 he helped pass the Pure Food and Drug Act.
- E. *Assessment:*
1. Once the lecture is over, go over the missing information that students filled in as a class. Collect the student pages for grading purposes.

Lesson Seventeen: Roosevelt on Conservation

- A. *Daily Objectives*
1. Concept Objective-to describe Roosevelt's affects on conservationism.
 2. Lesson Content-student report on the contributions of Roosevelt to the conservation of our nation's resources.
 3. Skills Objective-the students will be able to read for information and answer relevant questions in writing
- B. *Materials:*
1. Student pages 55-57.
- C. *Key Vocabulary:*
1. square deal-Roosevelt's political plan that included conservation
 2. natural resources-finite resources available in nature.
 3. Conserve-to not waste natural resources
 4. Timberland-forestland
 5. conservation commissions-political bodies of people working toward better conservation of our nation's resources.
 6. National Conservation Commission-see above.
- D. *Procedure:*
- Tell the students to turn to page 55 in their student pages. Inform them that they are to read the student essay and answer the questions that follow.
- E. *Assessment:*

1. Once the students have finished answering the questions go over them as a class. Discuss as necessary. Collect the student pages for grading purposes.

Lesson Eighteen: Roosevelt on Trustbusting

A. Daily Objectives:

1. Concept Objectives-Students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
2. Lesson Content-information about trusts and Roosevelt's trustbusting efforts.
3. Skills Objectives-students will discuss the concept of the large trust and its unfair business practices and critique a political cartoon.

B. Materials:

1. Student page 58.

C. Key Vocabulary:

1. Trust-monopoly
2. Monopoly-large business that monopolizes and hinders free trade.
Competitors-businesses that compete for the same clientele.
3. Corporations-large businesses that were shared by all investing members.

D. Procedure:

1. The following scenario is modeled after Joy Hakim's in *A History of Us*.
2. Ask the students: Pretend you opened up a soda stand at the school carnival and all of a sudden you have a competitor. You are selling your sodas for 50 cents apiece and your competitor is selling them for 45 cents a can. What would you do to stay in business? (elicit lower your prices)
3. Business is going pretty good, people are buying your soda when along comes another competitor. He is selling his sodas for 40 cents apiece. Now what do you do? (elicit lower your prices again)
4. After awhile you get a little tired of the competition, so you decide to monopolize the soda market. You decide to buy out the other two soda stands. Not only that, you decide to buy a couple of bottling companies and trucking companies. Then you buy up the sugar processing companies. Since you own everything to do with soda, you can charge whatever you want. The public has to pay because there are no other competitors. You can rake in the dough.
5. The same exact thing was happening with the big companies even before Roosevelt's presidency. Companies like the Rockefeller's Standard Oil Company had an unfair advantage over the public. There were no competitors because the Rockefellers owned it all.
6. Now, go back to your soda stand at the school carnival. Did those other stands have to sell out to you? (elicit no). Well what would make a company sell out to the competition? (elicit the competition was wealthy and they could lower their prices and lose money long enough to put other competitors out of business)
7. Well, the United States got tired of having to pay the price for products made by big trusts. In 1890 Congress passes the Sherman Anti-trust Act. This act meant that monopolies and trusts that restrained free competition were illegal. Unfortunately, no body enforced it. Nobody, that is, until Theodore Roosevelt became president. During his presidency, Roosevelt went trustbusting.
8. Look at the political cartoon on page 58 of the student pages. From what you know about Roosevelt, why did the artist portray Roosevelt's trustbusting in this manner?
9. Allow time for discussion.
10. In reality, most monopolies needed desperate help due to weakened competitive power. Actually, less than half of the mergers made any profit and forty percent

failed. Smaller businesses could adopt newer innovations quicker than monopolies and the large businesses had persistent problems with labor.

- E. *Assessment:*
1. Student discussion and critique of the political cartoon should indicate their knowledge that Roosevelt was an outdoorsman and that was why his trustbusting was illustrated in this manner.

Lesson Nineteen: Ida B. Wells and her campaign against lynching

- A. *Daily Objectives:*
1. Concept Objective-Students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
 2. Lesson Content-biographical information about Wells and her correspondence with the anti-lynching bureau
 3. Skills Objective-the students will be able to read for understanding and write answers to related questions.
- B. *Materials:*
1. Student pages 59-60
- C. *Key Vocabulary:*
1. civil rights-the rights of an individual, such as free speech
 2. advocate-a person who pleads another's cause, such as the end of slavery.
 3. Feminist-a person who is politically in favor of women's rights.
 4. Lynching-hanging.
 5. Barbarism-an act that is barbaric or uncivilized in nature.
 6. Lawlessness-acting in an illegal manner, committing an illegal act.
 7. Indifference-not caring one way or another.
 8. Denunciation-to speak out against something.
 9. Agitation-emotional disturbance or excitement.
 10. Apathetic-feeling little or no emotion, unmoved.
 11. Disfranchisement-the depriving of the rights of citizenship, specifically the right to vote.
 12. Sentiment-general emotionalized attitude.
 13. Nullified-make void.
- D. *Procedure:*
1. Tell the students that Ms. Wells was born a slave in 1862. She became a part owner of and reporter for Memphis Free Speech from 1889-1894. She was a civil rights advocate and feminist. Wells is famous for her anti-lynching crusades.
 2. Ask the students: If Wells was born a slave how could she own and report for a paper? (elicit that the emancipation proclamation had freed slaves)
 3. Also ask: Whose civil rights was she advocating? Why? (elicit women and specifically African Americans because they were being lynched)
 4. Also ask: What is a feminist? (elicit a person who advocates the rights of women)
 5. Tell the students to turn to page 59 of their student pages. Have them read the following pamphlet by Ida Wells and answer the questions that follow.
- E. *Assessment:*
1. Once the students have completed the questions go over the answers together as a class. Discuss as necessary. Collect the student pages for grading purposes.

Lesson Twenty: Booker T. Washington and the Atlanta Compromise

- A. *Daily Objectives:*

1. Concept Objective-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
 2. Lesson Content-biographical information about Washington and his Atlanta Exposition Address.
 3. Skills Objective-the students will be able to read for understanding and answer related questions. The students will also be able to respond to the speech in the form of a letter or newspaper article.
- B. *Materials:*
1. Student pages 61-65
 2. Jigsaw information sheets (Appendix A)
 3. Writing paper
 4. Blank paper
 5. Colored pencils
 6. Pencils
- C. *Key Vocabulary:*
1. Segregation-separation of people based upon race.
 2. Inequality-not equal.
 3. Injunction-an enjoining ; bidding; command.
 4. Commerce-economic trade.
 5. Domestic-having to do with the home or one's own country.
 6. Professions-a vocation of occupation.
 7. Commercial-to do with business and trade.
 8. Grievances-complaint or resentment.
 9. Unresentful-feeling or showing resentment.
 10. Devotion-loyalty.
- D. *Procedure (Part I):*
1. Make enough copies of the jigsaw information sheets (found in Appendix A), so that all group members will receive a different information sheet.
 2. Tell the students that Booker T. Washington was an educator. He helped raise large sums of money for the education of the African American. Washington felt that they should be educated to work. Therefore, he opened the Tuskegee Institute in Alabama, a trade school that trained people as farmers and trade workers. Washington tolerated the lack of civil rights for African American in exchange for an opportunity for their economic advancement. This was known as the Atlanta Compromise. Not everyone agreed, as we will learn in the next lesson.
 3. Form the students into four groups. Hand each member of the group a different information sheet. Tell the students that the groups that they are in now are their home groups. Tell the students that the groups that they are now going to be put in are their expert groups. Have the students form groups of students with like information sheets. Their job is to read the information and prepare a report back to their home groups. Allow time for the expert groups to become experts. Then have the students go back to their home groups and take turns reporting. All students should be taking notes during reporting, as the information will be used later.
- (Part II):*
4. In this lesson, you will be reading Washington's Atlanta Exposition Address. He gave this speech at a trade fair. Turn to page 61 of the student pages and begin reading. Answer the questions that follow.
- E. *Assessment:*

1. When the students have finished answering the questions, go over the answers as a class and discuss as necessary. Collect student pages for grading purposes.
- F. *Follow-up activity:*
1. Have the students turn to page 64 and 65 of the student pages. Explain that the letter and the article are reactions to Washington’s speech. Tell the students to read both the letter and the article. Ask the students to choose either writing an article or a letter as a means of responding to Washington’s speech. If the article is chosen it must be in column form with “photographs” (illustrations)
 2. Assessment:
 3. The letter and article should express opinions that are supported with fact from the speech. Collect the articles and letters for grading purposes.

Lesson Twenty-one: W. E. B. Du Bois and the Souls of Black Folk.

- A. *Daily Objectives:*
1. Concept objective-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-biographical information about Du Bois and an excerpt from the Souls of Black Folk.
 3. Skills objective-students will be able to read for understanding and write answers to related questions.
- B. *Materials:*
1. Student pages 66-74
 2. Jigsaw information sheets (Appendix A)
 3. Venn Diagram (Appendix A)
 4. Key Vocabulary:
 5. Suffrage-the right to vote
 6. NAACP-National Association for the Advancement of Colored People
 7. Industrial-having to do with industry
 8. Conciliation-soothe the anger of, make friendly, placate.
 9. Submission-the act of submitting, yielding or surrendering.
 10. Alliance-a union or joining.
 11. Compromising-a settlement in which each side gives up some demands or makes concessions.
 12. Conservatives-moderates
 13. Self-assertion-being assertive.
 14. Propaganda-any systematic, widespread dissemination or promotion of particular ideas, doctrines, practices, to further one’s own cause or to damage an opposing one.
- D. *Procedure (part I):*
1. Copy the information sheets (found in Appendix A) so that half your class will get one of the sheets and the other half will get the other one. Copy the overhead chart (found in Appendix A), one for each student and make a transparency for yourself.
 2. Tell the students that not everyone agree with Booker T. Washington’s ideas for the advancement of the African American. A writer by the name of W. E. B. Du Bois criticized Washington in his book The Souls of Black Folk. In 1909 Du Bois helped form the National Association for the Advancement of Colored People.
 3. Form the students into four groups. Give two of the groups the same sheets, and the other two groups the other sheet. Their jobs are to read the information and come up with five most important pieces of information. They must justify their

answers. Spokesmen for the groups will report to the class and the teacher will record the information on the overhead chart. The students will write the information down on their individual charts.

Part II:

4. Turn the students' attention to page 66 in their student pages. Tell them that they will be reading an excerpt from Du Bois book. Have them answer the questions that follow.

Part III:

5. Copy the Venn diagram for each student (found in Appendix A) and a transparency for yourself. Hand out the diagrams and explain that they will be comparing and contrasting Booker T. Washington and W. E. B. DuBois by using the diagram. You may have to explain to them how to use the diagram. Break the students into small groups to complete the diagrams. When the diagrams are done, have group representatives report two things for each section of the diagram to the class. You are to fill in the overhead diagram accordingly.

E. *Assessment:*

1. The students should have been able to provide important biographical and philosophical information. Collect their charts for individual evaluation. Once the students are done answering the questions go over the answers as a class. Collect student work for grading purposes. The students should have been able to appropriately fill in the Venn diagram. Collect individual diagrams for evaluation.

Lesson Twenty-two: Susan B. Anthony

A. *Daily Objectives:*

1. Concept Objectives-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
2. Lesson Content-biographical information about Susan B. Anthony.
3. Skill Objectives-students will be able to listen to a lecture and put notes into outline form.

B. *Materials:*

1. notebook paper
2. pencil

C. *Key Vocabulary:*

1. Temperance-the restriction of the sale and consumption of alcoholic beverages.
2. Abolition-the movement to end slavery.
3. Emancipation-the setting free of slaves.
4. Unions-people/groups/states joined together.

D. *Procedure:*

1. Instruct the students to take out a piece of paper and take notes during the mini-lecture on Susan B. Anthony.
2. Susan B. Anthony was born in 1820 and died in 1906. She was a Quaker teacher, temperance organizer, abolitionist organizer and women's right leader. In 1854 Anthony took suffrage petitions door to door to rally support for women's right to vote. Anthony also worked for the emancipation of the slaves, though she felt that women should receive the right to vote before African Americans.
3. From 1868 to 1870 Anthony published the Revolution, a newspaper advocating civil rights. She lectured for six years. Anthony also advocated equal pay for equal work and encouraged women to form unions.
4. Anthony was the driving force for the National Women's Suffrage Association and served as the head of that organization from 1892-1900.

5. Anthony was able to vote in the 1872 elections but was arrested and convicted for doing so.
- E. *Assessment:*
1. After the lecture is finished instruct the students to organize their notes in outline form. The outlines should reflect sufficient information and be organized appropriately.

Lesson Twenty-three: The Arrest of Susan B. Anthony

- A. *Daily Objectives:*
1. Concept Objective-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
 2. Lesson Content-an account of the arrest of Susan B. Anthony.
 3. Skills Objectives-the students will be able to read for understanding and answer in writing related questions.
- B. *Materials:*
1. Student pages 75-76
- C. *Key Vocabulary:*
1. Ballots-the paper on which a person casts a political vote.
 2. Bail-money intended to free a person from jail while awaiting trial.
 3. Verdict-the decision of whether a person is guilty or innocent of a crime.
 4. Fined-money to be paid as punishment for a crime.
- D. *Procedure:*
1. Have the students turn to page 75 in their student pages and read the account of Anthony's arrest, answering the questions that follow.
- E. *Assessment:*
1. Once the students have answered the questions go over the answers as a class. Discuss as necessary. Collect student work for grading purposes.

Lesson Twenty-four: Susan B. Anthony and Are Women Persons?

- A. *Daily Objectives:*
1. Concept Objective-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
 2. Lesson Content-Susan B. Anthony's speech delivered after her arrest in 1872.
 3. Skills Objective-to read for understanding and answer in writing related questions. Also to create a poster advertising women's suffrage.
- B. *Materials:*
1. Student pages 77-79
 2. Poster board
 3. Markers
 4. Colored pencils
- C. *Key Vocabulary:*
1. Indictment-a formal written accusation charging one or more persons with the commission of a crime, presented by a grand jury to the court when the jury has found, after examining the evidence presented, that there is a valid case.
 2. Lawful-legal.
 3. Liberty-freedom.
 4. Mockery-to make fun of.
 5. Discrimination-to show partiality or prejudice in treatment of people.
 6. Sovereigns-supreme in power, rank and authority.
 7. Rebellion-a defiance or opposition to any authority or control.
 8. Discord-disagreement or dissension.

9. Dissension-disagreement.
 10. Disfranchisement-the removal of a person's civil rights.
 11. Bill of attainder-a legislative enactment by which a person is pronounced guilty, without trial, of an alleged crime.
 12. Ex post facto-done or made afterward.
 13. Aristocracy-a privileged ruling class.
- D. *Procedure:*
1. Review with the class Anthony's arrest. Tell the students to turn to student page 77. Tell them that they are going to read Anthony's arrest speech and they are going to underline important information or statements as they read. When they are done reading they are to answer the questions that follow.
- E. *Assessment:*
1. Once the students have finished answering the questions go over them as a class. Discuss as necessary. Collect student pages for grading purposes.
- F. *Follow-up activity:*
1. Have the students get into groups with poster board and markers, etc. Have each group create a poster advertising women's suffrage.

Lesson Twenty-five: 19th Amendment

- A. *Daily Objectives:*
1. Concept Objective-students will understand the causes, effects and impact of reforms of the late 19th and 20th century America.
 2. Lesson Content-information about the passage of the nineteenth amendment allowing women the right to vote.
 3. Skills Objective-student will read for understanding and give written answers for related questions. Students will also be able to synthesize their knowledge in an illustrated time-line.
- B. *Materials:*
1. Student pages 80-84
 2. Butcher paper
 3. Plain white drawing paper
 4. Markers
 5. Pencils
 6. Colored pencils
 7. Pens
- C. *Key Vocabulary:*
1. Appealed-to make a request to a higher court for the rehearing or review of a case.
 2. Petition-a formal writing or document embodying such a request, addressed to a specific person or groups and often signed by a number of petitioners.
 3. Suffrage-the right to vote.
 4. Amendment-a revision or addition proposed or made in a bill, law, constitution, etc.
- D. *Procedure:*
1. Review with the class the main focus of Anthony crusade for women's rights.
 2. Tell the students that Anthony did not live to see women get the right to vote.
 3. Tell the students that today they are going to read about the passage of the 19th amendment, giving women the right to vote.
 4. Have students turn to student page 80. Have them read the passage and answer the questions that follow.
- E. *Assessment:*

1. Once the students are finished answering the questions go over the answers as a class. Discuss as necessary. In discussing their responses to #2 point out that in the 19th century the opinion was that women's suffrage would destroy the family. By the 20th century that opinion was beginning to change. Ask: Why do you think that people felt that women's suffrage would destroy the family? Allow time for discussion.
 2. Collect student pages for grading purposes.
- F. *Follow-up activity*
 Have the student turn to page 81 in their student pages. Discuss how those pages outline the advancement of women's rights. Assign each student a year. Have each student illustrate an event and write a caption for the event. Help the students arrange their pictures and captions on a time-line that includes dates and titles. Depending on the size of the class, some students may need to do more than one event. Or, you have the option of deleting some events.

Lesson Twenty-six: Eugene V. Debs and the Socialist Critique of America

- A. *Daily Objectives:*
1. Concept Objective-students will understand the causes, effects and impact of reforms of the late 19th and early 20th century America.
 2. Lesson Content-excerpts from Debs' the American University and the Labor Problem.
 3. Skills Objective-students will read excerpts from Debs' essay and write answers to related questions.
- B. *Materials:*
1. Student pages 85-90.
- C. *Key Vocabulary:*
1. Labor-physical work.
 2. Interrogatories-expressing or implying of questions.
 3. Hypercriticism-to judge too severely.
 4. Aristocratic-to do with the upper class.
 5. Bigotries-prejudices.
 6. Precincts-an enclosure between buildings, any limited area, as of thought, a boundary.
 7. Alma mater-college or university where one graduates from.
 8. Nolens volens-whether or not one wishes it, willy-nilly.
 9. Capital-money.
 10. Pauperized-to be made poor.
 11. Vassalage-dependence, servitude or subjection, as in the state of being a vassal.
 12. Democracy-form of government that is ruled by the people.
- D. *Procedure:*
1. Have the students turn to page 85 of the student pages and begin filling in the graph as you read the following information about socialism and capitalism. Go over the graph when done.
 2. There are two opposing types of economic ideas, capitalism and socialism. America has a capitalist economy. Capital is wealth, either monetary or things that have monetary value, such as property, works of art, etc. In a capitalist society, individuals own property. Additionally, the people owning property, the people that have capital retain the right to decide what to do with their wealth, with little or no government control. Often, in a capitalist society, a person's wealth is used to make more wealth. Individuals invest money to make a profit. They are driven by "profit motive."

3. In a capitalist society, people sell machines, products and labor. The price of product or labor depends on supply and demand. If there is a high demand for a certain product and there is not much of it, then the price for that product is very expensive. If that product were suddenly mass-produced, then the price would decrease because more of the product was available to the public.
4. From the socialist point of view, the danger of a capitalist society is that if the government is not in control of the economy, then the rich would continue to get richer and the poor would get poorer.
5. Socialists believed that the government should run the economy so that all members of society may benefit. Socialists feel that the government or the workers should own the businesses. They also felt that the products should be distributed evenly throughout the country and among all its citizens.
6. The Socialist Labor party began in 1877 and was a primarily urban movement. Its agenda was similar to the Populists. However, in 1899 the party split and in 1901 the Socialist party was formed. It stayed strong until 1910 when it was absorbed by the Democratic party. Socialist supporters were Protestants, feminists and African-Americans. Eugene V. Debs (1855-1926) was a Socialist who ran for president of the United States five times between 1900-1920. He ran for president from his prison cell because he had been jailed for sedition. In 1912 Debs received six percent of the presidential votes. In your reading today, you will learn what Debs had to say about our nation's education system and its effect on the labor problems of that time. The "labor problem" referred to worker resistance to corporate capitalism. During this particular time period, the average laborer was still being exploited and working long hours for little pay. Turn to page 86 and begin reading. Answer the questions that follow.

VI. CULMINATING ACTIVITY-none

VII. STUDENT WORKSHEETS
(Enclosed before appendices)

VIII. BIBLIOGRAPHY

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<http://lcweb2.loc.gov/ammem/naw/nawstime.html>

Student Worksheets

Lesson 16-Student page 54 Theodore Roosevelt

Theodore Roosevelt graduated from _____.
From 1882 to 1884 he served as _____.
From 1895 to 1897 he served on the _____ as
head of the _____. From 1897 to 1898
Roosevelt was the _____. In 1900 Roosevelt was
elected as _____. In 1901 he became president after
McKinley was assassinated.

As president Roosevelt's efforts in _____ brought about
40 plus lawsuits against big trusts. He helped pass legislation for
_____ of our nation's environment. In 1906 Roosevelt
helped pass the _____.

Lesson 17-student pages 55-57 Roosevelt on Conservation

Read the student essay and answer the questions that follow.

Theodore Roosevelt
By Nichole Velvick

Theodore Roosevelt was the youngest President in the United States. He lived from 1858 to 1919. He had high spirits and lots of energy. He liked hunting, exploring, being a cowboy, statesman, soldier, and a naturalist. He was a very devoted father to his six children.

Roosevelt had started a program called the "Square Deal." First he planned to get the serious parts of social problems figured out. Second, he planned to ask for Legislation to allow him to have regulation on big businesses. Third he planned to broaden the control of railroads. Fourth, he planned to protect the nation's natural resources.

The Far West always held high interest for Roosevelt. He decided to take a step further in his "Square Deal" to help people conserve it's national parks and wildlife. Since he was acting under a forest reserve act, he withdrew 150 million acres of timberland from a sale and withdrew 85 million acres in Alaska.

In 1908, Roosevelt called a conference to the White House to talk about our natural resources. A result of the conference was that 41 states created conservation commissions, and a National Conservation Commission was passed.

The Hay-Pauncefote Treaty had finally cleared the way for an American canal across the Isthmus of Panama. During the construction Roosevelt ordered the U.S. Navy to protect the canal.

Roosevelt was a big impact and a huge influence on Americans, and without him things wouldn't be the same.

From Compton's Encyclopedia and Encarta 1996.

1. Conservation was a component of what program by Roosevelt?
2. What did Roosevelt do under the Forest Reserve Act?
3. What was accomplished at the conservation conference?

Lesson 18-Student page 58.

Insert the political cartoon of Roosevelt standing on a bear, located in Joy Hakim's A History of Us: An Age of Extremes, pg. 163.

Lesson 19-Student pages 59-60

Insert Ida B. Wells letter from [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/murray:@field\(FLD001+9189822...:@@@\\$REF](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/murray:@field(FLD001+9189822...:@@@$REF)

Ida B. Wells and her Campaign Against Lynching

Read the letter and answer the questions below.

1. Why does Wells say that the need for information regarding lynchings printed in newspapers is greater than ever?
2. What is Wells' criticism against the ant-lynching bureau?
3. What does Wells recommend that the Bureau do?
4. How did Wells contribute to the advancement of the rights of African Americans?

Lesson 20-student pages 61-65

Insert Washington's Atlanta address found in Core Knowledge's Realms of Gold on pg. 189. Also insert reactionary letter and article to the address, found at [http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field\(FLD001+91898...:@@@\\$REF](http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(FLD001+91898...:@@@$REF)

Booker T. Washington and the Atlanta Compromise

Read the speech by Booker T. Washington and answer the questions below.

1. How does Washington compare the citizens of the South with the people on the ship from his story?
2. What does Washington say is the key to prosperity?
3. Would you agree, why or why not?
4. Washington says "Nor should we permit our grievances to overshadow our opportunities." What does he mean by that?
5. According to Washington, what are some of the benefits to the Southerners when they cast down their buckets among the African Americans?
6. What does Washington say will happen if the Southerners don't utilize African American labor?

Read the letter and the article on pages 64 and 65. They are responses to Washington's speech. Pick either a letter or an article to write as a means of responding to Washington's speech. If you choose to do a newspaper article it must be in column form with illustrations.

Lesson 21-student pages 66-74

Insert excerpts from Du Bois' chapter "Of Mr. Booker T. Washington and Others", found in Du Bois' *The Souls of Black Folk*, pg. 36.

Du Bois and the Souls of Black Folk

Read the excerpt from Du Bois' *The Souls of Black Folk* and answer the questions below.

1. According to Du Bois' what is Washington asking the African-Americans to give up?
2. What does Du Bois' say happened as a result of Washington focusing on industrial education?
3. Does Du Bois feel that men can make effective progress without political rights?
4. Du Bois refers to the triple paradox of Washington's career. What are the elements of this paradox?
5. According to Du Bois, what is the White's impression of Washington's propaganda?

Lesson 22-no student pages

Lesson 23-student pages 75-76

The Arrest of Anthony

Read the information below and answer the questions that follow.

In Rochester, New York Susan B. Anthony and her sisters attempted to vote in the 1872 elections under the advice of their lawyer. Although they did cast their ballots they were arrested two weeks later.

Upon her arrest, Anthony refused to pay her bail, but her attorney paid it for her. Afterward, she realized that if she had been sent to jail she could have legally challenged her arrest and detention. If this happened then the federal courts would have had to look into the constitutionality of restraining women from voting. When she tried to have her bail cancelled, it was too late.

At her trial the judge was not sympathetic to Anthony's cause and rendered a guilty verdict. Anthony was fined but she refused to pay. The judge would not imprison Anthony knowing that doing this would open his ruling for federal challenge.

1. Why was Anthony and her sisters arrested?
2. Why did she try to cancel her payment of bail?
3. Why wouldn't the judge imprison Anthony when she refused to pay her fine?
4. If you were Anthony what might you have done differently in this entire situation and why?

Lesson 24-student pages 77-79

Insert Anthony's speech "Are Women Person?" found in Core Knowledge's *Realms of Gold* on pg. 166.

Are Women Persons?

Read the speech by Susan B. Anthony and answer the questions below.

1. What is Anthony’s main argument for her innocence of committing the crime of voting?
2. Whose other civil rights did she mention in her speech?

Lesson 25-student pages 80-84

Insert the timeline One Hundred Years Toward Suffrage by E. Susan Barber found at <http://lcweb2.loc.gov/ammem/naw/nawstine.html>

19th Amendment

Read the following information and answer the questions below.

As Anthony died in 1906 she did not live to see the passing of the 19th amendment allowing women to vote.

Women appealed to the aid of three presidents for getting the amendment passed without success. President Taft wanted more women’s signatures on petitions before he would take up the cause. Roosevelt did not include women’s suffrage among his progressive reforms. Wilson kept the nation out of war and also women out of suffrage.

In 1918 Jeannette Rankin of Montana reintroduced the suffrage amendment. This time it did pass on August 26, 1920.

1. How supportive of suffrage were the presidents during this time period?
2. How did public opinion change, allowing the passage of the 19th amendment?

Lesson 26-student pages 85-90

Insert Socialism and Capitalism graph from Core Knowledge, found in the Baltimore Lesson plans, 6th grade History student pg. Also insert Deb’s essay on “the American and the Labor Problem” found in Eugene V. Debs Speaks on pg. 49.

A Socialist Critique of the American Education System

Read the essay by Debs and answer the questions that follow.

1. Why does Debs feel that the American universities were doing little to help solve the labor problem in the United States?
2. According to Debs, what has the American universities done to society?
3. Why does Debs think that there should not be a conflict between capital and labor in a capitalist economy?
4. According to Debs, how is the United States following in the footsteps of England?
5. At the end of your reading, Debs practically says that it would be impossible for the American universities to help solve the labor problem. Why does he think that?
6. What warning does Debs give to the American universities, using Ancient Greece and Ancient Rome as examples?
7. How did Eugene V. Debs contribute to the rise of socialism in America?

American Reform Final Exam

(65 points)

Name: _____

I Matching (six points)

Match the reformers with the changes that they worked for.

- | | |
|----------------------------|--|
| _____ Theodore Roosevelt | a. thought that Blacks would rise through labor |
| _____ Ida B. Wells | b. fought for women's suffrage |
| _____ Booker T. Washington | c. in favor of conservation |
| _____ W. E. B. DuBois | d. Socialist who wanted to solve the labor problem |
| _____ Susan B. Anthony | e. thought Blacks should have their civil rights |
| _____ Eugene V. Debs | f. led an anti-lynching campaign |

II Fill in the blanks (nine points)

Word Bank:

19th amendment bail pauperized NAACP disfranchisement
self-assertion suffrage aristocrats Tuskegee Institute

Washington built a school called the _____.

The organization that DuBois helped found for the advancement of colored people was the _____.

Women's right to vote is often referred to as _____.

When Anthony was arrested she later wished she had not paid her _____.

When civil rights are removed from a specific group it is referred to as _____.

The law giving women the right to vote was the _____.

The people belonging to the upper social class are _____.

To be made poor is to be _____.

When a person fights for his rights he is exercising _____.

III Short Essay (fifty points)

Answer the following questions on a separate piece of paper, in complete sentences, restating the question in your answer.

Explain Roosevelt's contribution to conservation.

Why was Roosevelt and his trustbusting efforts depicted in a political cartoon of him standing on a bear he had hunted?

Describe Wells' contribution to the advancement of the civil rights of African Americans.

Describe Washington's philosophy regarding the advancement of African Americans.

Explain Washington's great compromise (Atlanta Exposition Address).

How did the philosophies of Washington and DuBois differ?

In Anthony's speech "Are Women Persons?" what was her main argument for her innocence of committing the crime of voting?

Contrast socialism to capitalism.

Why does Debs think that there should not be a conflict between capital and labor in a capitalist economy?

How did Debs contribute to the rise of socialism in America?

Appendix A-Graphs and jigsaw pages for lessons 20 and 21

Lesson 20, jigsaw 1

Booker T. Washington (1856-1915)

April 5, 1856-Booker T. Washington was born on a slave plantation to a black woman and a white man.

1865-Slaves were freed as a result of Abraham Lincoln's Emancipation Proclamation. At the age of 9, Booker, his mother, and his brother left the plantation in Virginia to join his step-father working in salt furnaces and coal mines in West Virginia.

1872-Booker arrived at the Hampton Institute.

1876-Booker graduated with honors from the Hampton Institute. After graduation he moved back to his hometown to become a teacher. Soon after Booker returned to the Hampton Institute to be a teacher at the Institute.

1880-Booker was recommended by General Armstrong to open and be the principal of the Tuskegee Institute.

July 4, 1881-Tuskegee Normal and Industrial Institute in Alabama opened its doors. Booker T. Washington was the founder and principal.

1895-Booker spoke at the Atlanta Exposition. This speech helped to make him the most prominent African American speaker of his time.

1901-Booker was invited to have dinner at the White House with President Theodore Roosevelt.

November 14, 1915-Booker T. Washington died.

Lesson 20-jigsaw 2

Washington's Compromise

In the name of progress, Booker T. Washington called for a compromise, in exchange for the opportunity for African-Americans to receive the opportunity for economic progress.

Washington encouraged the African-Americans to withdraw from politics. This included the right to vote. However, Washington himself received and exercised the right to vote. This was at a time when only property owner's had the right to vote. However, in addition to Blacks not exercising their right to vote, Washington also felt that any illiterate or non-propertied person, Black or White, should not vote.

Washington implored the African Americans to abandon their first amendment rights of free speech. Washington also felt that African-Americans should not receive higher education,

but should be trained in skilled labor and business leadership. In doing so, the African-Americans would not cause added friction between themselves and the white southerners.

Interestingly enough, African-Americans were willing to tolerate only one generation of illiteracy and left the south in a mass exodus after the death of Washington in 1915. However, many still remained in the south.

Lesson 20-jigsaw 3

Washington's Philosophy

Washington's philosophy on the oppression of African-Americans was influenced by Samuel Chapman Armstrong. Armstrong was a White, Union officer in the Civil War, who worked for the Freedmen's Bureau in the south. It is hypothesized that Armstrong was so influential because Washington knew nothing of his own father other than that he was White. For Washington, Armstrong may have become a father figure.

Washington adopted the beliefs of Armstrong, which included that the human race is appropriately divided into races that are light and dark. Additionally, the white races are civilized and morally superior to the dark races. For the white races, being more superior included the ability to work hard, self-govern and experience material prosperity. As a dark race without those civilized experiences, it was felt, by Armstrong and later by Washington that African-Americans should remove themselves from the political arena. However, Washington took Armstrong's ideas a step further, and encouraged African-Americans not to speak out against their oppressions.

According to Armstrong, "The (American) white race has had three centuries of experience in organizing the forces about him, political, social, and physical. The Negro has had three centuries of experience in general demoralization and behind that, paganism" (Tozer, 1998, p. 167). Armstrong felt that until the African-American had evolved another 2000 years, they should not receive first class citizenry, rights and privileges. This theory of racial evolution was grounded in Darwinism, which was becoming a popular scientific theory during this time. The racial evolution theory served as a convenient rationalization for the oppression of Black with regard to wealth and political power.

Washington felt that the way for the African-American to advance was to work toward economic stability through the field of skilled labor. He felt that the Whites of the south would not discriminate against African-Americans provided that they produced the products and labor that the Whites wanted and needed. Washington held fast to this ideal, regardless of the overwhelming evidence that southern Whites, in general were not willing to do business with blacks.

Lesson 20, jigsaw 4

Tuskegee Institute

In 1881 Booker T. Washington opened the doors of the Tuskegee Institute as its founder and principal. Although Washington felt that African-Americans should be trained in skilled occupation and business leadership, the Tuskegee Institute did not supply the south with such trained individuals.

In 1903 the Tuskegee Institute had 1,550 students. Of these students, only fifteen of them could lay brick. It was also found that an increasing number of students did unskilled labor and received no training through tools. Those that did learn skills did so through on the job training. The school itself was found to have insufficient classrooms and shop facilities. In 1906 there was no school of business. Additionally, there were a large number of stenographers employed at this time, yet stenography or typing was not taught at the Institute. Printing and bookkeeping were also not taught.

In reality, the aim of the Tuskegee Institute was to train teachers for African-American normal schools. Washington hoped that by instilling the value of hard work into the teachers, they would then be able to convey this value to their students.

Lesson 21-jigsaw 1

W. E. B. Du Bois-biographical information

Born in Great Barrington, Massachusetts.

Educated at Fisk University in Nashville. Received a B. A. in liberal arts emphasizing the classics. Went on to Harvard and received an M. A. in Philosophy. Graduated cum laude. Traveled to Berlin to study for two years. Received doctorate from Harvard with a dissertation on the African Slave Trade.

Accepted faculty position at Atlanta University. Began authoring 18 volumes on African-American life with graduate students.

Began to publicly criticize Booker T. Washington.
Spoke at the inaugural meeting of the National Negro Committee

1910 Chaired the committee that became the NAACP. Invited to be its director of publications and research. Founded and edited *Crisis*, a magazine to educate Blacks and Whites about the realities of racism. Used the magazine to criticize Booker T. Washington.

1950's and 1960's Saw civil and political rights as well as higher education implemented for Blacks.

Died.

Lesson 21-jigsaw 2

Philosophy of Du Bois

Unlike Booker T. Washington, Du Bois was firmly against the oppression of the African-Americans. Since the time that Du Bois was in college, up until 1900, over 2000 African-Americans had been lynched (killed without a trial by means of hanging, burning, etc.) Du Bois felt that Washington's failure to confront the oppression of African-Americans not only accepted it, but actually helped to further institutionalize it. Du Bois felt that the assimilation of

African-Americans into white society should occur through self-assertion, not acceptance of oppression. Du Bois recommended that such assertion take the form of organized public protest, legal action against racist institutions and a push for higher education for African-Americans.

Lesson 21-graph 1

W. E. B. Du Bois

Biography

Philosophy

Lesson 21-graph 2

Washington

Du Bois

Using a compass, draw two overlapping circles to create a venn diagram.

Appendix B-Background Notes

Lesson 16: Roosevelt was cautious of muckrakers. He was in favor of conserving our land and wildlife. Roosevelt was also known for enforcing the anti-trust laws and bringing about the passage of food quality control laws. History of Us, An Age of Extremes by Joy Hakim, <http://www.encyclopedia.com/articles/11122.html>

Lesson 17:

Roosevelt's plan for conservation was part of what he called "the square deal." He reserved land for national parks and took millions of acres of land off the market under the Forest Reserve Act. Essay by Nicole Velvick, A History of Us, An Age of Extremes by Joy Hakim and <http://www.newyoming.com/DevilsTower/>

Lesson 18:

In 1890 Congress passed the Sherman Antitrust Act but it was not enforced until Theodore Roosevelt's presidency. During his presidency Roosevelt went trustbusting to enforce the Antitrust Act and to bring large trusts under control. A History of Us, An Age of Extremes, by Joy Hakim.

Lesson 19:

Wells was a former slave who partly owned and operated Memphis Free Speech from 1889 to 1894. She led a campaign against lynching and published lynchings in her newspaper to raise public awareness. <http://www.encyclopedia.com/articles/13756.html>, [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/murray:@field\(FLD001+9189822...:@@@\\$REF](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/murray:@field(FLD001+9189822...:@@@$REF)

Lesson 20:

Booker T. Washington founded the Tuskegee Institute in Alabama, a trade school to teach people to become farmers and laborers. He felt that the African American should advance by learning to work and worry about civil rights and equality later, in exchange for an opportunity to advance economically. Not everyone agreed with his views. America the People and the Dream by Michael Divine, et. al. Atlanta Exposition Address, a speech by Booker T. Washington

Lesson 21:

Du Bois was a writer who worked to advance the lives of African Americans. In 1909 helped form the NAACP or the National Association for the Advancement of Colored People. Du Bois was critical of Booker T. Washington's ideas for the advancement of African Americans. America the People and the Dream, by Michael Divine et., al. The Souls of Black Folk by W. E. B. Du Bois

Lesson 22:

Susan B. Anthony was an advocate of women's suffrage. She felt that women should get the right to vote before African Americans did. In 1872 Anthony voted in the elections and was arrested and convicted. Anthony refused to pay her fine. <http://www.inform.umd.edu/EdRes/Topic/WomensStudies/ReadingRoom/.../75-suffragists.htm> <http://www.rochester.edu/SBA/anthony.html>

Lesson 23:

Anthony was able to vote in the 1872 election. Two weeks later she was arrested. She refused to post bail, but her attorney did so for her. Later Anthony found out that if she had been jailed she could have challenged her arrest in the federal courts. She tried to revoke her bail payment but it was too late. At her trial the judge fined her. Although Anthony refused to pay the fine, the judge did not jail her knowing that this would open up his decision for federal review.

<http://www.rochester.edu/SBA/Anthony.html>

Lesson 24:

In her speech, Anthony supports her argument for suffrage by stating that the “We the people” in the preamble included women. Therefore, the government had no constitutional right to keep women from voting. Are Women Persons? by Susan B. Anthony.

Lesson 25:

Women’s suffrage leaders appealed to three different presidents for aid in allowing women to vote without success. Jeanette Rankin reintroduced the suffrage amendment and it passed in 1920. <http://www.rochester.edu/SBA/anthony.html>.

Lesson 26:

Information for mini-lecture on Capitalism and Socialism is taken from What Your Sixth Grader Needs to Know. The student chart for the mini-lecture is from the Baltimore Lesson Plans. Eugene V. Debs (1855-1926) became a socialist, founded the Socialist Party of America and helped in the founding of the Industrial Workers of the World. He ran for president as a socialist five times from a prison cell. Debs had been jailed for criticizing the government (sedition).