



GRADE 3 LOUISIANA SOCIAL STUDIES

A Nation of Industry and Innovation

Reader

Young Theodore Roosevelt



Early electric light bulb



Statue of Liberty



Ford assembly line



THIS BOOK IS THE PROPERTY OF:

STATE _____

PROVINCE _____

COUNTY _____

PARISH _____

SCHOOL DISTRICT _____

OTHER _____

Book No. _____

Enter information
in spaces
to the left as
instructed.

ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

- Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
- The following terms should be used in recording the condition of the book:
New; Good; Fair; Poor; Bad.

A Nation of Industry and Innovation

Reader



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2023 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-024-1

A Nation of Industry and Innovation

Table of Contents

Chapter 1	The Second Industrial Revolution and the Growth of Cities	2
Chapter 2	Theodore Roosevelt and the Conservation Movement	18
Glossary	27



Chapter 1

The Second Industrial Revolution and the Growth of Cities

A Changing Nation During the First Industrial Revolution, the steam engine and the cotton gin were invented. The Second Industrial Revolution of the late 1800s and early 1900s brought even greater inventions, such as electricity, the telephone, and the automobile.

These new discoveries changed how people in the United States lived.

The Framing Question

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

Before the First Industrial Revolution, Americans made nearly everything by hand. Then people in England began using machines that could make cloth faster. In 1793, Englishman Samuel Slater opened the first successful cotton-spinning mill in the United States. This was a factory that made thread, or yarn. After that, Americans began building and using all kinds of machines to make things faster.



Some new inventions, such as the telephone, made it easier for people to communicate with each other.

A merchant named Francis Lowell and his wealthy friends built a factory that used power **looms**. These machines were designed to **weave** cloth. Soon, factories were everywhere. They produced everything from flour and lumber to shoes and toys. By 1900, there were millions of people working in factories across America. Cities began to grow as Americans moved to work in and live near the factories. People from other countries came to work in them, too. At the same time, big businesses were becoming more powerful than ever. This was all a big change from before, when most people worked on farms.

While the growth of factories meant more jobs, those employed in the factories often worked long hours in dangerous circumstances. They received low wages and had little or no legal protection. Children were employed, too. Children were able to work in small, cramped spaces. Sometimes they worked from sunrise to sundown, standing by noisy looms, helping to make cloth for shirts and dresses.

Vocabulary

loom, n. a tool used to weave fabric

weave, v. to create fabric by lacing together threads



In this factory, workers used weaving machines to create more complex patterns in cloth.

Railroads, Natural Resources, and Growth

At the same time, railroads had become even more important for America's growth. After the Civil War, a national railroad system

was built. **Transcontinental** rail lines were laid across the West. State governments and local governments helped the railroad companies by giving them money. The governments also gave the companies land taken from Native Americans.

By 1900, the United States had almost two hundred thousand miles (322,000 km) of railroad tracks. This was more than all of the tracks in all of the countries in Europe combined. Railroads helped American industry grow and develop. For example, railroads required a lot of wood for tracks, so the lumber industry grew. The railroads also provided jobs. The labor force needed to build the railroads was mostly made up of Chinese and Irish immigrants. These men worked to clear land and lay tracks, build engines, and run the railroad. They cut through mountains, sometimes with nothing more than hammers and chisels as tools. Once the railroads were built, they continued to help industries by quickly and cheaply moving **raw materials** to factories. Then they took the finished goods to faraway places. This was all part of American **industrialism**.

Of course, the expansion of railways had an impact on the environment. The railroads that sprang up, and the towns

Vocabulary

transcontinental,
adj. crossing the
entire continent

raw material, n.
something that can
be used to make or
create a product, such
as cotton for clothing

industrialism, n. a
system in which a
society's economy is
based on machines
and factories



This photograph shows workers celebrating the completion of the transcontinental railroad at Promontory Point in Utah.

that followed, changed landscapes that had been untouched and sometimes harmed the environment. Such development also harmed Native American communities.

The raw materials that went into making finished goods were natural resources. The United States has many of these. In the 1800s, Americans found coal in the ground in states such as Pennsylvania and Ohio. They also found iron in Minnesota. These were important natural resources needed to make machines, buildings, and railroads. Coal could power train engines, which also needed steel, a strong material made mostly from iron. In 1859, oil was discovered in Pennsylvania. People used oil as fuel for lamps, as well as to make machines work more smoothly. As you will soon read, people later discovered it had more powerful uses, too. Oil became one of many goods that Americans exported, or sold to other countries. Natural resources or goods not found in the United States were imported, or brought into the country.

Industry, Inventors, and Innovators

The Second Industrial Revolution brought the United States even more economic success. Progress came with a price tag, though. Business owners needed money to pay for things. Factories were expensive to build. Money was also needed to pay for workers and machines. Sometimes, the government gave business owners money. Other times, business owners looked for partners or used their own money as **capital**.

Vocabulary

capital, n. money or resources used to produce goods and services

Also at this time, Americans were busy inventing new and better ways of doing things.

Many of the industries that grew so quickly in the late 1800s were able to do so because of recent inventions.

In the 1870s, Scottish immigrant Alexander Graham Bell was trying to improve the **telegraph** when he invented the telephone. This invention changed the way people communicated. It allowed them to connect with one another across great distances. In turn, the telephone helped businesses grow.

Vocabulary

telegraph, n.
a machine that communicates messages over long distances by sending signals through wires

Around the same time, Thomas Edison was inventing many things that changed America. Edison's most famous invention was the electric light bulb. This discovery changed everyday life in the United States. Later, Edison built a power plant, or a place that creates electricity. With that, electricity could be brought into homes and businesses with the flick of a switch.

George Washington Carver was an African American scientist and inventor. His work helped farmers in the southern United States grow more crops. He discovered many uses for peanuts, sweet potatoes, and soybeans that had nothing to do with eating them. Carver proved that the crops could be used for making inks and plastics. His work led to the creation of new industries.



By 1879, Thomas Edison had developed an electric light bulb that would produce light for many hours.

Henry Ford changed transportation with his creation of the Model T car. He also changed how products were made by developing a step-by-step way of using workers, machines, and equipment to complete certain tasks. Each task depended on the one that came before it. This became known as an assembly line. Ford's assembly line made it possible to produce automobiles quickly and affordably. Many American families could own cars for the first time. The growth of the automobile industry also helped the development of roads and highways. It also led to the growth of gas stations all across America.

The automobile was not the only invention changing American transportation. Wilbur and Orville Wright built the first operational airplane in the early years of the 1900s. By 1910, the Wright Brothers were selling airplanes to the public and the U.S. military.

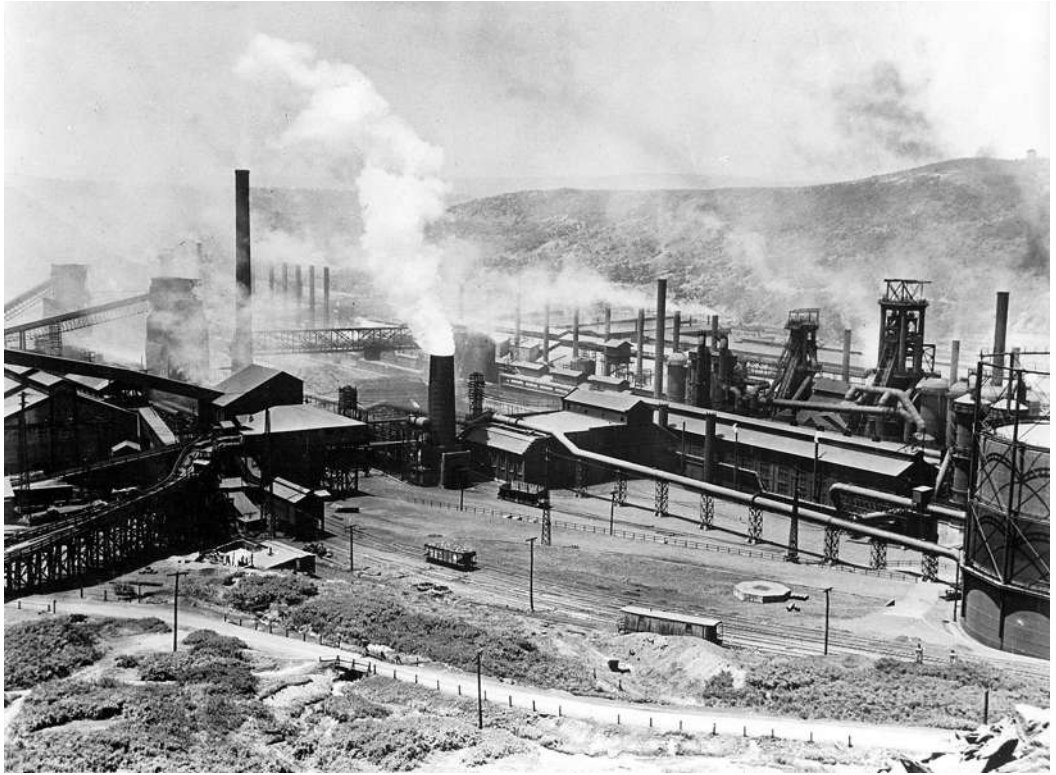


By the 1920s, Ford's assembly line had been adopted in mass production facilities across the country.

The Growth of Big Business

There are many reasons why the United States became a strong country. Railroads, natural resources, and new inventions all helped. But American business leaders who would take risks and be willing to lead big projects were needed, too.

In 1848, a boy named Andrew Carnegie moved from Scotland to America with his family. Carnegie was a hardworking young man.



This photograph shows a steel production factory in Pennsylvania in the 1900s.

He taught himself telegraph operation. Later, he got a job working for the Pennsylvania Railroad Company and made a lot of money. He saved his money and became an **investor**.

Vocabulary

investor, n. a person who puts money into a business with the goal of making more money

Carnegie bought a company that made iron bridges. He then began making steel. Carnegie was able to sell his steel to railroads and construction companies. He became one of the richest people in the world. Thanks to Carnegie, America grew to be the largest steel producer in the world.

The oil that had been discovered in 1859 also helped American industry grow. A man named John D. Rockefeller saw a big

business opportunity. He invested in a process that turns the oil that is pumped out of the ground into an oil that can be used to power machinery and cars. Soon after, he started a company called Standard Oil. His company became very successful and powerful. However, some Americans believed that big companies like Standard Oil had too much power. These companies could control prices. In fact, Standard Oil controlled most of the oil industry.

This created what is called a **monopoly**.

Many other industries copied this idea.

This meant that a few big businesses made most of the goods or controlled most of the services in America.

Vocabulary

monopoly, n. the total control of an industry

For example, two or more railroad companies that ran trains on the same route would agree to charge the same high price. Customers on that route then had no choice but to pay whatever the railroads demanded.

After many people

complained, the government decided to stop this. It passed a law that made it illegal for companies to charge too much. It also passed a law to keep the railroad companies and other big businesses from having too much control. Although well-meant, these laws didn't always work the way Congress intended them to.



This cartoon from an 1899 magazine represents an idea of what can happen when a few businesses have too much power.

American Workers

The growth in industry meant more and more workers were needed to keep that growth going. In the past, most Americans had been farmers or craftspeople. But factories now replaced most small workshops. Millions of Americans worked in these huge buildings, often doing the same task over and over all day.

Workers were frequently expected to work very long hours. Operating, or working near, machines could be dangerous and lead to injury. Women who worked in factories did not get paid as much as men. This was also true of children, who worked long hours and sometimes did not have time to go to school.

Not all the changes that industrialization brought about were bad. Machines helped make things faster and cheaper. This meant that people could afford to buy different goods, such as furniture and clothes. It also created new kinds of jobs. For example, people were needed to design machines. Banks needed people to work in their offices. And inventions such as the telephone also created new jobs, many of which were filled by women.



Adults and children worked long hours in factories, which were often unsafe.

Labor Day

Labor Day is a national holiday celebrated on the first Monday of September. It honors American workers. Labor Day became an official holiday in 1894. Many people get the day off to rest and celebrate.

Trade Unions

In order to improve pay and conditions in workplaces, some workers joined together to form **unions**. The idea was that if workers teamed up, the owners of the factories and businesses would have to listen to their concerns. If a boss did not listen, workers who belonged to a union would stop working until the boss agreed to improve their jobs. This was called a *strike*. Sometimes, union strikes were successful. Other times, the bosses would just hire other people instead of listening to the workers.

Vocabulary

union, n. an organization formed by workers to win and protect workers' rights

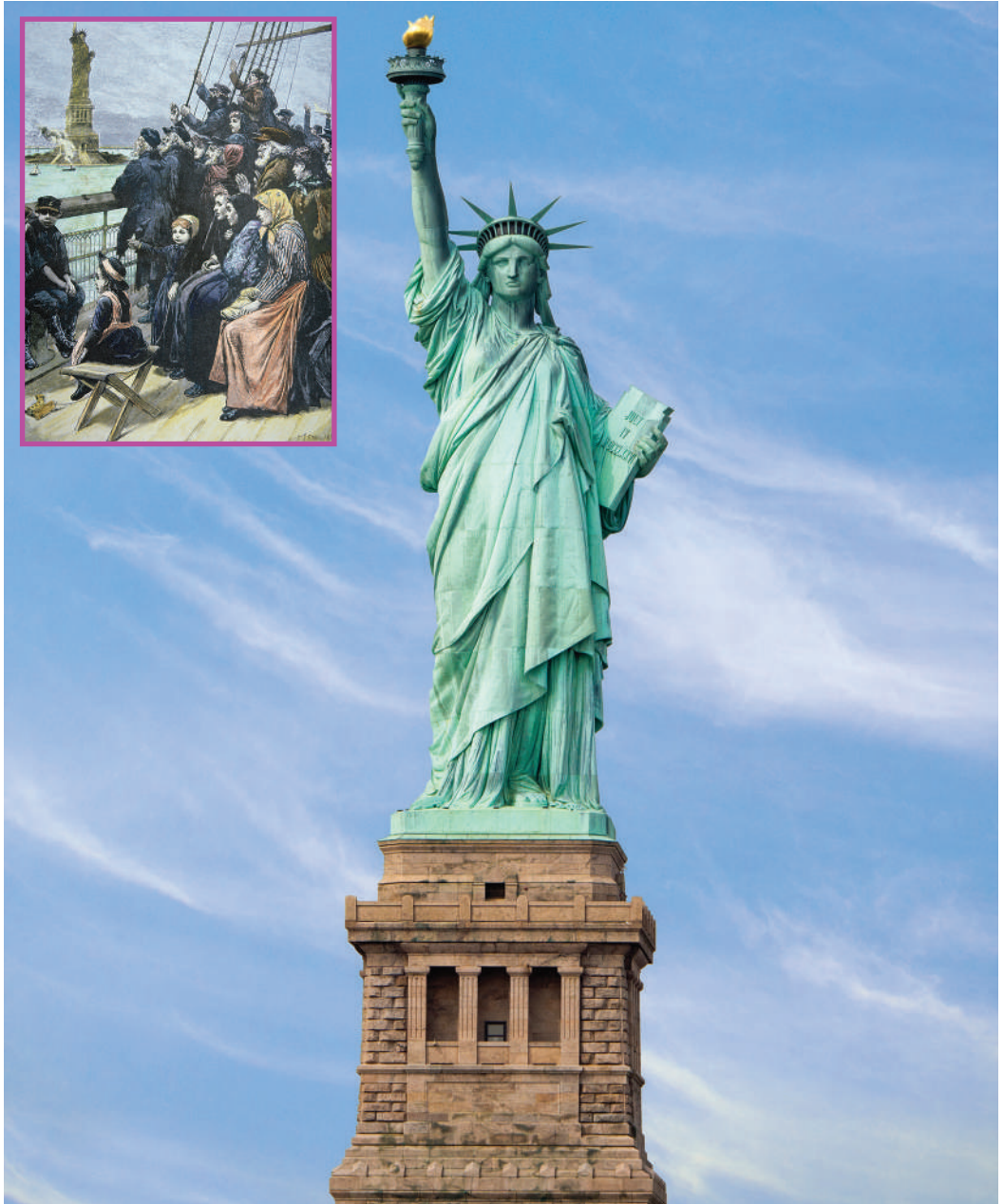
The Growth of Towns and Cities

As industry grew, so did many American cities. Some cities became among the biggest in the world, including New York, Philadelphia, and Chicago. This kind of growth is called **urbanization**. One example was Kansas City, Missouri.

Railroad companies decided to build their main lines through this small town. This made it easier for farmers and ranchers from the West to transport their goods to Kansas City for sale. More and more

Vocabulary

urbanization, n. the process of a region changing to have more or larger cities, or urban areas



The Statue of Liberty was one of the first things immigrants arriving in New York City saw from their ships. The statue was a gift from France to the United States in 1885.

businesses were built there as a result. Soon, Kansas City became a large city as well.

As you have learned, many people who used to farm moved to cities to make more money working in factories. This included



The Tacoma Building was an early skyscraper built in Chicago in 1889.

some African Americans who had been freed from slavery. Many people from other countries came to the United States at this time as well. They, too, wanted the opportunities many cities now offered. In fact, in the late 1800s, millions of immigrants arrived aboard ships in New York Harbor. There, they were processed

through Castle Garden, at the southern tip of Manhattan, and, after 1892, through Ellis Island. Cities had jobs, schools, libraries, and stores. They also had services like electricity and indoor plumbing, which made life easier.

As cities grew, land became more expensive. It was cheaper for builders to build upward instead of outward. However, there was a limit to how tall a building could be and still be safe. In 1884, William Le Baron Jenney figured out how to build a steel skeleton that held the weight of a building. The skyscraper, an American invention, was born.

Growing Pains

Over time, people wanted to continue to work in cities, but they did not want to live in them. New forms of transportation, like electric street railways and subway trains, helped make this possible. People could live farther from work but still get to their jobs quickly. However, this caused a new problem. As wealthier people moved away from each city's center, poorer people were left to deal with the new problems that were developing.

One of these problems was housing. In New York, many people lived in buildings called **tenements** with little light, fresh air, or running water. Rooms were small and crowded, and sometimes hundreds of people lived in one building. Other big cities had similar problems. Also, many streets were not paved, and garbage was

Vocabulary

tenement, n. an apartment building, usually located in a city and meeting only the minimum safety and comfort standards

not always picked up. People just threw their trash in the streets or into rivers. In some cities, outdoor toilets were still common.

Fires were also a problem for many cities. With so many older buildings made of wood, a fire could spread quickly. But by the end of the 1800s, a lot of cities had begun making changes. They hired people to pave streets, collect garbage, and build sewer systems. They created police and fire departments to help keep people safe.



Even though growing cities faced problems, many people still wanted to move to them.

PRIMARY SOURCE: "THE NEW COLOSSUS" BY EMMA LAZARUS

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

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

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

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



Chapter 2

Theodore Roosevelt and the Conservation Movement

Roosevelt the Reformer Theodore Roosevelt was an important figure in American history. He was known for his adventurous spirit. He went to college, worked as a cowboy, and served in the military and state government. But he did not stop there! He also became the twenty-sixth president of the United States—and protected much of its most beautiful land.

The Framing Question

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

Roosevelt was born into a wealthy family in 1858. He suffered from asthma and poor eyesight as a child. When Roosevelt received his first pair of glasses, he was amazed to see the beauty of the world around him. He fully enjoyed nature, collecting plants, and animals. He became determined to overcome his health struggles. His love of the natural world made him determined to protect the environment.



As a child, Theodore Roosevelt enjoyed nature.

Many Hats

Roosevelt went to Harvard University. He became interested in politics. After college, he was elected to a state government position in New York and later became a leader of New York City's police department. Later, he fought in Cuba, during the Spanish-American War, and came back a military hero. People loved Roosevelt and elected him governor of New York.



When President William McKinley ran for reelection in 1900, he chose Theodore Roosevelt as his running mate.

In 1900, then-president William McKinley ran for president again. He asked Roosevelt to run alongside him as the vice presidential candidate. Roosevelt accepted. McKinley and Roosevelt won the election, but tragically, McKinley was killed less than a year later. Roosevelt then became president of the United States.

At first, Roosevelt made decisions that supported the big businesses that had grown so much by the early 1900s. But eventually, he became the reformer he always wanted to be. Known as “Teddy”

Teddy Bears

Did you ever wonder where teddy bears got their name? The name comes from President Theodore Roosevelt. Teddy, as the popular leader was also called, loved nature and hunting. In 1902, the president traveled to Mississippi to go bear hunting. When he did not find any bears, his assistants captured a bear cub and tied it to a tree. Roosevelt was a famed hunter, but he was unwilling to shoot the captive cub. A newspaper cartoonist illustrated the story for the world to see. Soon, stuffed toy bears—“teddy” bears, named for the president—became very popular.

Roosevelt, he ran for president in 1904. This time, he was clearer about his ideas to change daily life in the United States for the better.

Environmental Reforms

One of the things President Teddy Roosevelt wanted to do most was change the way Americans treated the environment. After the Civil War, big companies such as railroads had bought a lot of land in the West. But they had not always cared about protecting the natural resources on this land. They also had not considered how their actions harmed the Native American people living there. They mostly cared about their businesses. But Roosevelt was a **conservationist**. He loved nature and believed that the government should work harder to protect it.

Protecting the environment would not be an easy task. Each region of the United States had different challenges and concerns. In the East, there were many growing cities and industries. In the South, agriculture, or farming, was the main source of income that people relied on. In the West, mining and logging were important. There were other differences, too. Urban areas had large apartment and office buildings and factories. In **suburban** areas, many

Vocabulary

conservationist, n. a person who wants to stop human actions that are harmful to wild or natural spaces

suburban, adj. relating to an area where people live outside of, but close to, a city



Theodore Roosevelt (third from the left) is included in the Mount Rushmore National Memorial in South Dakota. He was chosen to represent the nation's conservation and industrial development.

people lived in houses, and some ran small businesses. In **rural** areas, there were lots of farms, forests, and open spaces.

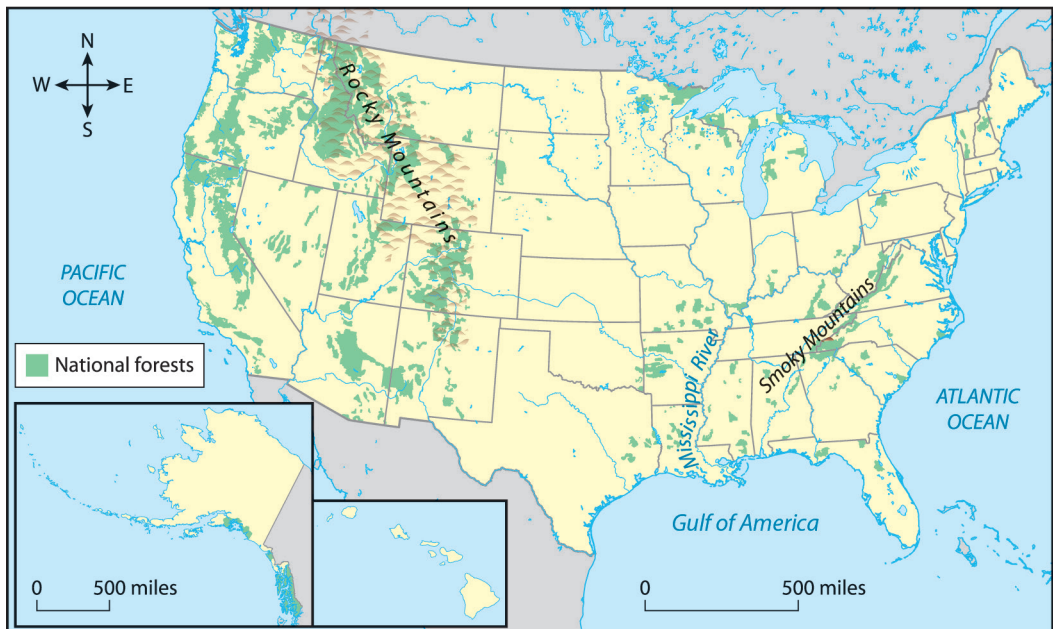
Vocabulary

rural, adj. relating to the countryside

For many people in all types of regions, the main concern was having a job that paid them enough to get the things they needed to live. It was not always possible or easy to think about what was best for the environment. Roosevelt would have to work hard if he was going to be able to conserve, or save, forests and wildlife for future generations to enjoy.

Roosevelt knew that trees were needed for industry, but he wanted to make sure that cutting them down was done in a way that would not harm the environment. He understood that if forests were cleared without any planning, problems such as flooding and drought could happen. Forest fires could also

U.S. National Forests



President Theodore Roosevelt created the United States Forest Service. Today, the Forest Service continues to protect and preserve millions of acres of forest.

ruin the land, turning it into a desert. He created a national government group to manage public forests and prevent fires. During his years as president, the amount of national forest grew from 47 million acres to 195 million acres. National forests are protected and managed by the government.

National Parks, Landmarks, and Sanctuaries

Roosevelt not only wanted to save forests. He also wanted to make sure plants, birds, and other animals were protected across many regions. One of the places he concentrated on was Yosemite, a beautiful area in California.

National, State, and Tribal Parks



Monument Valley

National parks are owned and run by the government of the United States. The first three national parks in the United States were Yellowstone, Sequoia, and Yosemite. State and tribal parks are those owned and run by individual states or Native American nations. State and tribal parks are often smaller than national parks. Niagara Falls is a famous state park with huge waterfalls that you can see from a boat or a bridge. Monument Valley is a tribal park in Utah and Arizona. It has big red rock formations that people travel from all over to see.

Vocabulary

national park, n.
an area of land protected by the federal government that can be enjoyed by the public

Yosemite had become a national park in 1890. However, the state of California still controlled Yosemite Valley. When Roosevelt visited Yosemite in 1903, he was very unhappy. Trees had been cut down, and sheep grazed wherever they wanted. Roosevelt loved the giant redwood trees in the area and believed they should be conserved for future generations. He helped make sure that Yosemite was protected by the U.S. government, keeping it safe for people to enjoy.

Roosevelt hoped to protect other natural wonders in the United States, too. One way to do that would be to name places as **national landmarks** or monuments. This protected sites such as the Grand Canyon in Arizona and Devils Tower in Wyoming from destruction. As president, he also created fifty animal **sanctuaries**.

Vocabulary

national landmark, n. an area or a structure protected by the federal government that has important meaning for a country

sanctuary, n. a safe space for animals



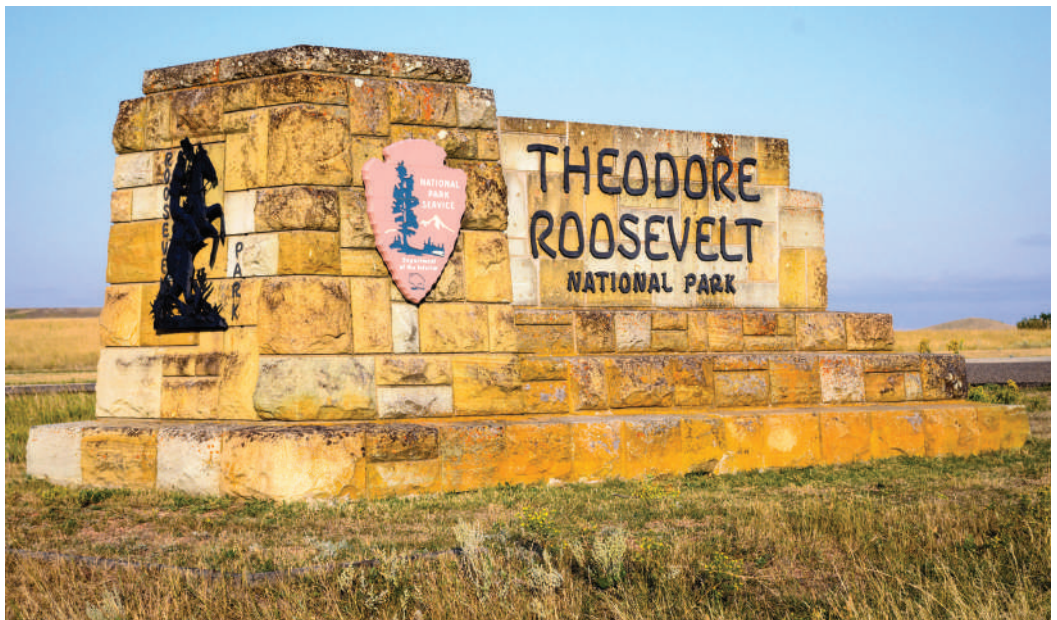
In 1872, Yellowstone (left) was made the first national park in the United States. It is located mostly in Wyoming. The Grand Canyon (right), in Arizona, became a national park in 1919.

Remembering Roosevelt Today

Theodore Roosevelt's second term as president ended in 1909. He kept a promise not to run for president again. Instead, he traveled to Africa. William Howard Taft became the next president. At first, Taft continued the work that Roosevelt had started. After a while though, improvements in the protection of the environment stopped.

In 1912, Roosevelt decided to run for president again. He wanted to keep fighting for change. But the other candidate, Woodrow Wilson, won the election. After that, Roosevelt left politics for good.

Roosevelt never lost his love of exploring the natural world. He continued to travel. He even journeyed down the Amazon River in South America, despite becoming sick with a fever. He said, "I had to go. It was my last chance to be a boy."



Theodore Roosevelt National Park was established in 1947. It honors the president's work with conservation.

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

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

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

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

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

Glossary

C

capital, n. money or resources used to produce goods and services (6)

conservationist, n. a person who wants to stop human actions that are harmful to wild or natural spaces (21)

I

industrialism, n. a system in which a society's economy is based on machines and factories (5)

investor, n. a person who puts money into a business with the goal of making more money (9)

L

loom, n. a tool used to weave fabric (4)

M

monopoly, n. the total control of an industry (10)

N

national landmark, n. an area or a structure protected by the federal government that has important meaning for a country (24)

national park, n. an area of land protected by the federal government that can be enjoyed by the public (23)

R

raw material, n. something that can be used to make or create a product, such as cotton for clothing (5)

rural, adj. relating to the countryside (22)

S

sanctuary, n. a safe space for animals (24)

suburban, adj. relating to an area where people live outside of, but close to, a city (21)

T

telegraph, n. a machine that communicates messages over long distances by sending signals through wires (7)

tenement, n. an apartment building, usually located in a city and meeting only the minimum safety and comfort standards (15)

transcontinental, adj. crossing the entire continent (5)

U

union, n. an organization formed by workers to win and protect workers' rights (12)

urbanization, n. the process of a region changing to have more or larger cities, or urban areas (12)

W

weave, v. to create fabric by lacing together threads (4)



Core Knowledge®

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

in partnership with

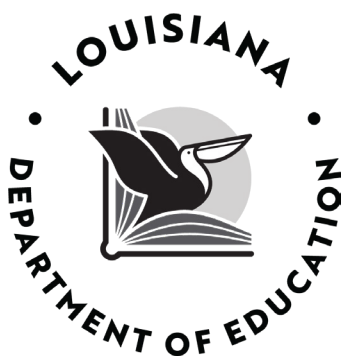


Illustration and Photo Credits

Broad Street and Curb Brokers, New York City, USA, c.1910 (b/w photo)/Detroit Publishing Co. (1880–1920) / American/Circa Images / Bridgeman Images: i, iii, 16

Campaign poster for William McKinley (1843–1901) as President and Theodore Roosevelt (1858–1919) as Vice-President, 1900 (colour litho)/American School, (20th century) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: 20

Chicago History Museum / Alamy Stock Photo: 14

Colin D. Young / Alamy Stock Photo: 24a

Electric filament, 1879 (glass & wood) (see also 259550 & 260230)/Edison, Thomas Alva (1847–1931) / American/Science Museum, London, UK/© Science and Society Picture Library / Bridgeman Images: Cover A, 7

European immigrants passing the Statue of Liberty in New York Harbour, 1892 (coloured engraving)/American School, (19th century) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: 13a

Ford assembly line, Detroit. 1924 (b/w photo)/Private Collection/Prismatic Pictures / Bridgeman Images: Cover D, 8

John Lambing / Alamy Stock Photo: 24b

Michele Falzone / Alamy Stock Photo: 23

North Wind Picture Archives / Alamy Stock Photo: 3

Steel industry in the USA, 1938 (b/w photo)/© SZ Photo / Scherl / Bridgeman Images: 9

SuperStock / Image Asset Management: 11

SuperStock / Jon Bower/Loop Images: Cover C, 13b

The Menace of the Hour, Antio-Monopoly Cartoon, George Luks, The Verdict Magazine, 1899/J. T. Vintage / Bridgeman Images: 10

Theodore Roosevelt, c.1870 (b/w photo)/American Photographer, (19th century) / American/Bridgeman Images: Cover B, 18–19

Transcontinental Railroad (b/w photo)/Underwood Archives/UiG / Bridgeman Images: 5

Worker working on a Jacquard mechanical weaving machine in a textile industry in the United States, years 1880. Engraving of the 19th century./Photo © North Wind Pictures / Bridgeman Images: 4

Zachary Frank / Alamy Stock Photo: 21, 25



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include

The Founding of the United States of America

Papers and Places

A Growing Nation

A Changing Nation

A Nation of Industry and Innovation

Toward a More Perfect Union

An Ever-Advancing Nation

www.coreknowledge.org