



The Making of America: Immigration, Industrialization, and Reform

Teacher Guide

Niagara Movement

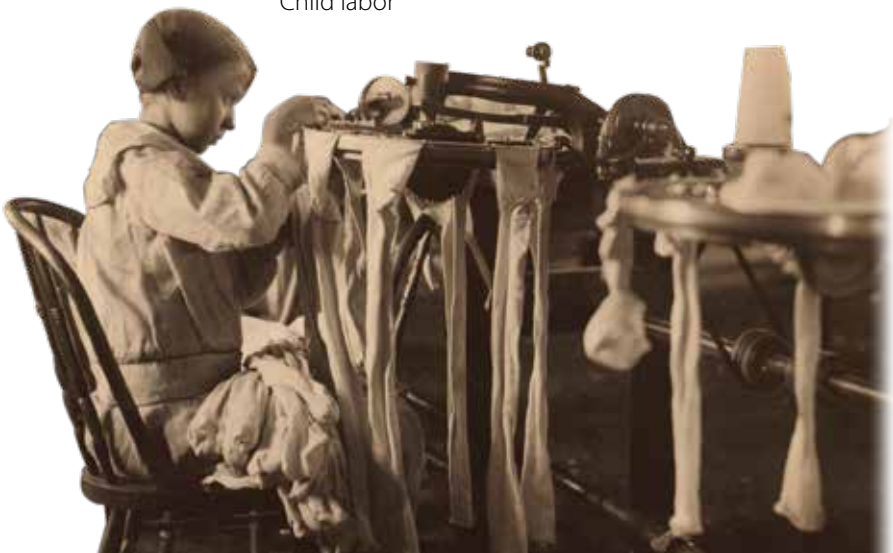


Carnegie steel factory

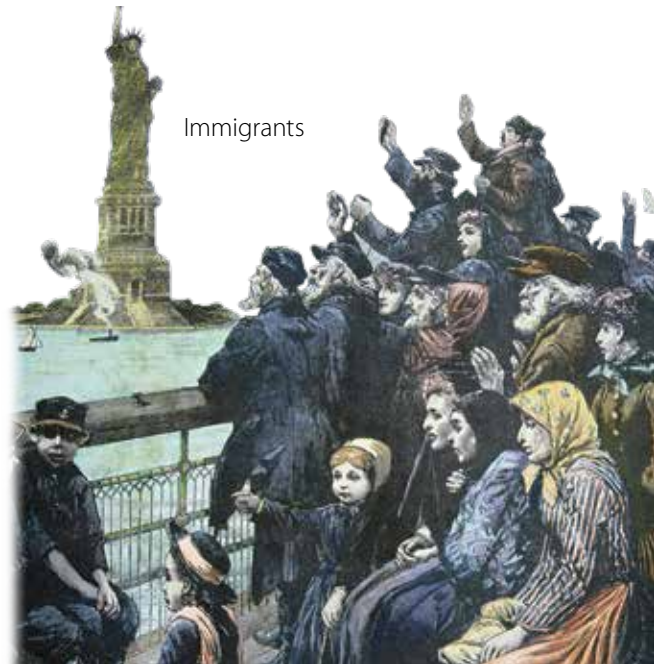


Tenement housing

Child labor



Immigrants





Immigration

1–81

**Industrialization and Urbanization
in America**

83–199

Reform in Industrial America

201–330

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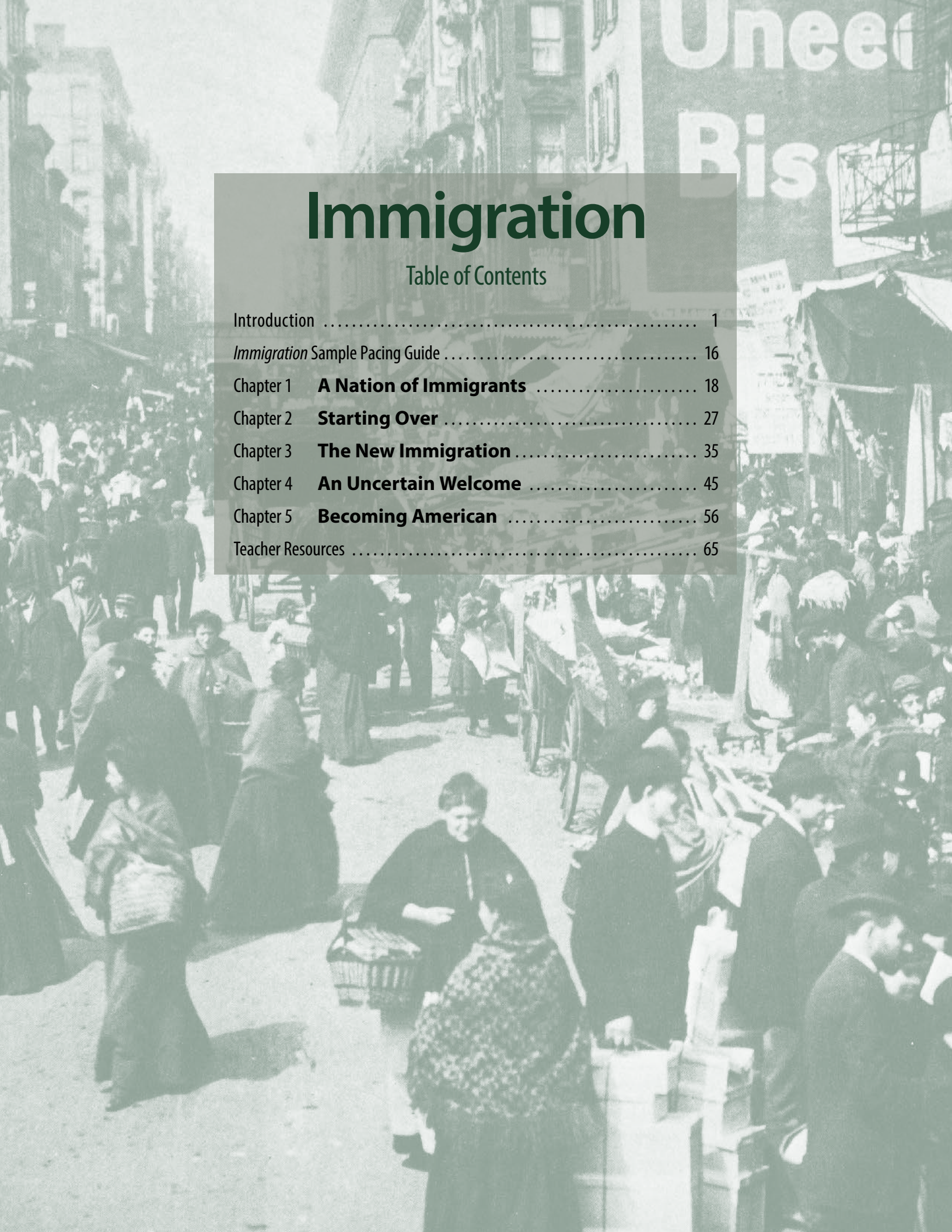
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Immigration

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Immigration

Teacher Guide

Core Knowledge History and Geography™ 6

Introduction

ABOUT THIS UNIT

Big Idea

The history of America in the 1800s and early 1900s is intertwined with the stories of people who left their home countries to better their lives in “the land of opportunity,” as America was often described. These immigrants made America a melting pot of cultures, religions, and ethnicities.

During the 1800s and early 1900s, immigrants came to America for a variety of reasons: to escape tyranny and religious persecution, to acquire land and wealth, to seek adventure, and to start a new life in a new land. Before the Civil War, most immigrants came from northern and western Europe. And of course, prior to this, thousands of Africans were forced against their will to come to the United States, where they were enslaved. After the Civil War, immigrants with the same ethnic backgrounds continued coming, but now new immigrants arrived from southern and eastern Europe, from Asia, and from Mexico and Canada.

For most newcomers from abroad, the immigrant experience included a long, arduous, ocean journey (often in deplorable conditions), entry lines, physical exams, and the fear of deportation. After passing inspection, some immigrants headed for rural areas, intending to farm. Many immigrants got their start in large cities, where they often faced prejudice from other Americans.

Immigrants did much of the hard work that led to the growth of the United States. They also contributed, and still contribute, important aspects of their cultures to create a vibrant American culture. Perhaps most importantly, these immigrants have embraced the American ideals of liberty and self-government—a natural rights republic rooted in the Declaration of Independence and the U.S. Constitution, regardless of race, religion, ethnicity, or socioeconomic background.

Note: The subject of immigration may be a sensitive topic. You should take into account any personal experiences students might have regarding immigration—some may be recent immigrants or even refugees themselves, or know family or friends who are immigrants or refugees. Students will undoubtedly have also been exposed to various viewpoints on related topics, such as illegal immigration, the border wall, DACA, etc., through media stories and conversations at home.

You should be prepared for the possibility that students may express different opinions about the advantages and disadvantages of current immigration to the United States. We recommend that you establish ground rules for any discussion regarding differing points of view to ensure that students are respectful of others who share different perspectives, and mindful and courteous when discussing this topic with their classmates.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

- During the Ice Age, nomadic hunters migrated from Asia to North America, possibly by crossing a land bridge across what is now the Bering Strait.
- Following a few initial migrations, people with different languages and ways of life spread out across North America.
 - Inuit (Eskimos), Ancestral Pueblo (pueblo builders and cliff dwellers), and Mound Builders
 - Native Americans: Southwest (Pueblos: Hopi, Zuni; Diné (Navajo, Apaches), Eastern Woodlands (Haudenosaunee [Iroquois], Mahican, Delaware, Susquehannocks, Massachusetts, and Powhatan), Southeast (Cherokee and Seminole)
- During the 1400s–1700s, European explorers from Spain, France, and Holland came to North America and established settlements and colonies.
- During the 1600s–1700s, individuals primarily from Great Britain established thirteen colonies along the eastern coast of what later became the United States.
- Frustrated with British rules and taxes, the colonists revolted and declared war with the British to win their independence in the American Revolution.
- The Declaration of Independence, written by Thomas Jefferson and adopted July 4, 1776, asserted: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
- In the 1800s, pioneers on wagon trains, flatboats, and steamboats moved westward across the United States, further motivated by the 1849 Gold Rush in California, where miners were known as the ‘49ers.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1776 to 1920.

1776	Two million people in the thirteen British colonies
1782	<i>E pluribus unum</i> adopted as national motto
1790–1815	Immigration of 250,000 Europeans
1820–1860	Another 4.6 million European immigrants
1861–1865	U.S. Civil War
1868	Ratification of the Fourteenth Amendment defining U.S. citizenship
1870	Ratification of the Fifteenth Amendment giving African American men the right to vote
1880–1920	Peak of immigration with 23 million new arrivals
1892–1954	Ellis Island as port of entry for European immigrants
1910–1940	Angel Island as port of entry for immigrants on the West Coast
1920	Ratification of the Nineteenth Amendment giving women the right to vote

What Students Should Already Know CONTINUED

- Native American resistance grew as more and more settlers moved onto Native American lands; treaties were made and broken.
- The possibility of discovering gold and silver continued to draw pioneers westward; boom towns formed throughout the western states.
- As a result of the Homestead Act (1862), many thousands of Americans and immigrants started farms in the West.
- Horace Greeley popularized the phrase, “Go West, young man.”
- The Transcontinental Railroad linked East and West coasts; immigrant labor was especially important in building tracks for the railroads.
- On cattle drives, cowboys brought cattle from ranches to the railroads, which then shipped the cattle to Midwestern markets, such as Chicago.
- “Buffalo soldiers” were African American troops who served in the West.

What Students Need to Learn

- Waves of new immigrants from about 1830 onward
 - Great migrations from Ireland (potato famine) and Germany
 - From the 1870s on, many immigrants arrive from southern and eastern Europe.
 - Immigrants from Asian countries, especially China
 - Ellis Island, “The New Colossus” (poem on the Statue of Liberty, written by Emma Lazarus)
 - Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
- The tension between ideals and realities
 - The metaphor of America as a “melting pot”
 - America perceived as “land of opportunity” vs. resistance, discrimination, and “nativism”
 - Resistance/nativism directed at Catholics and Jews
 - Chinese Exclusion Act

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we attempt to convey the inhumane practices of slavery without overly graphic depictions.

We also note that recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to *enslaved persons*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons*.

AT A GLANCE

The most important ideas in Unit 7 are:

- America was perceived as a “land of opportunity.”
- Immigrants from different European countries immigrated to America in the mid-to-late 1800s as a result of different “push and pull factors.”
- Millions of newcomers came to America during the 1800s.
- Large populations of immigrants settled in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco).
- There were similarities and differences in the immigrant experience during the “old wave” and “new wave” of immigration.
- Ellis Island, the main immigrant processing center, and the Statue of Liberty greeted immigrants entering the United States through the port of New York.
- Nativism in the form of opposition to immigrants was expressed.
- *E pluribus unum* (a national motto you can see on the back of American coins) means “From many, one.”
- The description of America as a melting pot refers to the gradual acculturation of European immigrants from many different countries and cultures into a harmonious American culture.
- As part of becoming an American, immigrants embraced the ideals of liberty and self-government.
- A citizen is a native or naturalized person who owes allegiance to a government and is entitled to its protection.
- Citizenship is the status of being a citizen. It is a basis for nationality.
- American citizens have certain rights and responsibilities (for example, voting, eligibility to hold public office, and paying taxes).
- A person can become an American citizen by birth or through naturalization.

America: The Land of Opportunity

From the first Spanish colonists who founded St. Augustine, Florida, in 1565, to the latest immigrants to arrive at John F. Kennedy Airport in New York City, Los Angeles International, and Houston Intercontinental Airport, America has been a land of immigrants. The first permanent English settlement was established at Jamestown, Virginia, in 1607. By the time of the American Revolution, the eastern seaboard from Maine to Georgia had a population of two million—almost all of them immigrants from England, Ireland, and Germany.

The Land of Opportunity, Then

Economic opportunity was the initial draw for immigrants coming to America. European countries were looking for every possible way to expand to gain power and wealth. America was an expansive land of untapped resources, in a strategic location to gain access to the Pacific Ocean. Tradesmen in Europe found it especially enticing because for them it held the promise of cheap land and profit from their trade. They could continue their trade, or start a new business, with unlimited natural resources. They had fellow citizens and indigenous people to trade with, and the prospect of a strong economy. America also offered a sanctuary of religious freedom. Those who faced religious persecution looked to America as an opportunity to worship freely. Initially, the religious sects that moved to America and formed religious settlements were able to practice, preserve, and preach their religion without restraint. These capitalist and religious immigrants became the colonists who founded the original thirteen colonies; they went on to fight the British during the American Revolution to establish and defend their new “homeland.”

Between 1790 and 1815, another 250,000 Europeans immigrated to the United States, and between 1820 and 1860, some 4.6 million more arrived, most of them after 1840 and many of them from Ireland. The first half of the 1800s saw two million Irish emigrate, pushed out of Ireland by the potato famine and oppressive British rule. These newcomers joined earlier immigrants, such as the English, Germans, Dutch, French, and Swedish, in building the United States. And until the slave trade was suppressed in 1808, tens of thousands of Africans entered the country in chains.

The greatest period of immigration to America occurred between 1880 and 1920, when approximately 23 million immigrants arrived. Immigration records were not kept well during that time, and it is impossible to know the exact number of immigrants who entered the country. By 1914 and the onset of World War I in Europe, one-third of all Americans were either immigrants themselves or had at least one parent who was an immigrant. However, these later immigrants came from different parts of Europe than the earlier immigrants. The “Old Immigrants,” as historians call those who moved to

the United States from about 1820 to 1860, came mainly from northern and western Europe, from countries like England, Scotland, Ireland, and Germany. And, of course, prior to this, thousands of Africans were brought to the United States against their will and were enslaved. The “New Immigrants,” who came from about 1870 to 1920, were primarily from southern and eastern Europe, including Russia, Italy, Poland, and Austria-Hungary. Between 1890 and 1917, about 75 percent of immigrants to the United States came from these countries. A very limited number of immigrants were allowed into the United States from Asia at this time because of racial prejudice against Asians on the part of native-born Americans.

Why did (and do) immigrants come to the United States? Historians have identified a number of “push and pull factors” at work in immigration. The push factors are those that drive people to leave their native countries. The exact factors depend on an immigrant’s country of origin. The pull factors are conditions in the United States that attract people to settle here, such as economic opportunity, political freedom, and religious freedom.

In the period after the Civil War, economic problems, political oppression, and religious persecution caused people to emigrate. In Austria-Hungary, Bulgaria, Romania, and Poland, large landholdings were broken up and leased to tenant farmers, who, in many cases, found it nearly impossible to earn a living by farming such small parcels of land. In Italy, farmers were faced with declining prices for their fruit and wine. In the wars of the 1800s, Poland had been carved up by victors and no longer existed. Polish people, especially Polish Catholics, were persecuted as the new rulers tried to eradicate all traces of Polish customs and traditions. Russian Jews were also persecuted on account of their religion.

To these people, the United States offered a place of refuge, the promise of religious freedom and political freedom, and an opportunity for a better life. Earlier immigrants wrote home, urging their families and friends to come to America. One immigrant wrote the following:

I am getting along well, very well. I have worked in a factory and I am now working in a hotel. I receive 18 (in our money 32) dollars a month, and that is very good. . . . We eat here every day what we get only for Easter in our country.

Midwestern states and steamship companies published pamphlets extolling the possibilities for a prosperous life in the United States. Minnesota published the following advertisement:

To Laboring Men, who earn a livelihood by honest toil; to Landless Men, who aspire to the dignity and independence which comes from possession in God’s free earth; to All Men of moderate means, and men of wealth. . . . It is well to exchange the tyrannies and thankless toil of the old world for the freedom and independence of the new.

The letters and advertisements turned out to be far from truthful for most immigrants. Those who settled in cities had a hard time making a living in

the factories and sweatshops. Farm families found life on the plains, far from the nearest neighbor, lonely and at times dangerous, when blizzards, floods, illness, or serious accidents struck. Still, for many of these immigrants, their new life seemed better than life back home, where they had tried to scratch out a living on a poor, tiny plot of land or had lived in fear because of their political or religious views.

The Land of Opportunity, Now

The various push and pull factors may have ebbed and flowed throughout the 1900s and early 2000s, but there continue to be reasons why people wish to move to the United States today.

Since the mid-1900s, globalization, the process by which businesses and other organizations develop international influence or start operating on an international scale, has had a huge impact on the world. With globalization, both international travel and banking are simpler and more readily available to many people. Advances in transportation, communication, media, and technology have made the world a smaller—and more accessible—place. The “land of opportunity” that the United States offers is visible, and enticing.

Globalization has also created a more disparate difference between developed and developing nations. Many developing nations struggle with the ability to provide a stable economy that enables families to work and care for each other. Their resources are often depleted, and they lack the technology and capital to sustain job opportunities. The people suffering in these developing nations look to developed countries for work—and the work is often there. With the ease of being able to transfer money internationally, people emigrate and face any hardships associated with the immigration process, in order to work and earn money to send back home to their families.

Economic hardship isn’t the only reason immigrants continue to flock to the United States. Many immigrants today are refugees from countries facing internal conflicts that have dramatically increased since the end of the Cold War. In many countries around the world, government oppression and brutality are common, often resulting in civil rights abuses, such as the arrest, torture, and killing of civilians. Thousands of asylum seekers and millions of refugees are seeking safety in developed countries like the United States. Civilians are being displaced in countries that continue to practice genocide. In addition, many refugees from the Middle East seeking shelter from the wars in that region are immigrating to the United States.

These push factors have a strong influence on the actions of people throughout the world, but the pull factors in America are strong influencers as well. The United States has come to rely on immigrant labor to round out its workforce. America’s reliance on immigrant workers will most likely continue to increase, since an aging population usually results in a shortage of native-born workers. The projected mass retirement of baby boomers will have a huge

impact on our labor force. One of the pull factors is that immigrant workers can make livable wages and can begin to create a better life for themselves and their families. For any country, the number of incoming immigrants is an important discussion and one that many people have different opinions about.

Immigration is a frequent topic in contemporary news. Americans have different opinions about those moving to America and the reasons why they come. The prospect of more people moving to the United States, as well as the moral dilemma of how to help would-be immigrants, remain ongoing topics of conversation.

UNIT RESOURCES

Student Component

Immigration Student Reader—five chapters

Teacher Components

Immigration Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Immigration* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, virtual field trips, a literature connection, and interactive activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 65.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is oral.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Immigration Timeline Image Cards—twelve individual images depicting significant events and individuals related to immigration in the United States. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Immigration* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create six time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **BCE**
- **1600s**
- **1700s**
- **1800s**
- **1900s**
- **2000s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	BCE	1600s	1700s	1800s	1900s	2000s
	•	•	• •	• • • • •	•	•
Chapter	Intro	1	1 1	1 2 3 3 4 4	5	5

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

BCE



Introduction

1600s



Chapter 1

1700s



Chapter 1

1700s



Chapter 1



Chapter 1



Chapter 2



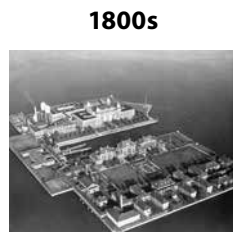
Chapter 3



Chapter 3



Chapter 4



Chapter 4



Chapter 5



Chapter 5

The Timeline in Relation to Content in the Student Reader

The Unit 7 Timeline presents events in chronological order, but many of the events are not limited to the dates given. For example, the slave trade began in North America during the colonial era and continued into the early 1800s. On the Timeline, we point out that immigration and the slave trade began before the colonies fought for their independence.

Understanding References to Time in the *Immigration Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, immigration trends over time are discussed in many chapters, including levels of immigration, sources of immigration, and common experiences among immigrants. Specific events related to immigration and the years that they occurred, such as the arrival of the Statue of Liberty in 1885 and the opening of Ellis Island in New York in 1892, are also mentioned.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?

3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Immigration* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series™*. A total of fifteen days has been allocated to the *Immigration* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series™*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

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

Chapter	Big Questions
1	What were the various causes of mass migration to America?
2	How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?
3	How would you compare the experiences of those who came to America as part of the “old wave of immigration” to those who were part of the “new wave of immigration”?
4	What were the different reactions to the “sudden flood” of particular groups of immigrants?
5	Why do you think “becoming an American” was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first three lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

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

Chapter	Core Vocabulary
1	descendant, immigration, emigration, economic, vulnerable, blight
2	freight, mildewed, tenement
3	persecuted, pogrom, discrimination, “meatpacking plant,” cannery
4	symbol, colossus, nativism, nativist, “representative government,” shanty
5	crucible, synagogue, naturalize

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 2.2
AP 4.1
AP 5.1

The following activity pages can be found in Teacher Resources, pages 74–80. They are to be used with the chapters specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–3—World Map (AP 1.1)
- Chapter 1—The Great Famine (AP 1.2)
- Chapter 2–3—Map of the United States (AP 2.1)
- Chapter 2—Starting Over (AP 2.2)
- Chapter 4—Old and New Immigration (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)

Fiction Excerpt

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

- Chapter 5—“I Am an American” by Elias Lieberman (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed any of the other Grade 3–6 CKHG American History units, a critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In these earlier CKHG units, we have typically included a feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In the Grade 6 CKHG units, there are instances in which we have chosen to also include “The Pathway to Citizenship” feature in select American History units, such as this unit on immigration. As you will note in the later chapters of this unit, the story of immigration to America includes the importance of Ellis Island and the Statue of Liberty, the naturalization process, and the rights and responsibilities of citizenship.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. Students who have used “The Pathway to Citizenship” materials throughout the *Core Knowledge Curriculum Series™* have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Dia, Chue, and Nhia Thao Cha. *Dia’s Story Cloth: The Hmong People’s Journey to Freedom*. New York: Lee & Low Books, 1998.

Freedman, Russell. *Angel Island: Gateway to Gold Mountain*. Boston, MA: HMH Books for Young Readers, 2016.

Freedman, Russell. *Immigrant Kids*. Glenview, IL: Scott Foresman, 1999.

Hopkinson, Deborah. *Shutting Out the Sky: Life in the Tenements of New York*. London: Orchard Books, 2003.

Krishnaswami, Uma. *Step Up to the Plate, Maria Singh*. New York: Lee & Low Books, 2017.

Levine, Ellen. *If Your Name Was Changed at Ellis Island*. New York: Scholastic Paperbacks, 1994.

McCunn, Ruthanne Lum. *Pie-Biter*. New York: Lee & Low Books, 1998.

Rohmer, Harriet, ed. *Honoring Our Ancestors: Stories and Pictures by Fourteen Artists*. New York: Children’s Book Press, 2013.

Uchida, Yoshiko. *A Jar of Dreams*. New York: Aladdin Paperbacks, 1993.

Yep, Laurence. *The Dragon’s Child: A Story of Angel Island*. New York: HarperCollins, 2011.

Ziegelman, Jane. *97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement*. New York: Harper Paperbacks, 2011.

IMMIGRATION SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Immigration

"A Nation of Immigrants" Core Lesson (TG & SR, Chapter 1)	 "Starting Over" Core Lesson (TG & SR, Chapter 2)	"The Orphan Train" (TG, Chapter 2, Additional Activity)	"The New Immigration" Core Lesson (TG & SR, Chapter 3)	"Virtual Tour of the Tenement Museum in New York City" (TG, Chapter 3, Additional Activity)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Immigration

"Virtual Tour of the Tenement Museum in New York City," continued (TG, Chapter 3, Additional Activity)	"The Chinese Immigration Experience: Angel Island" (TG, Chapter 3, Additional Activity)	"An Uncertain Welcome" Core Lesson (TG & SR, Chapter 4)	"Come View the Statue of Liberty!" (TG, Chapter 4, Additional Activity)	"Interactive Tour of Ellis Island" (TG, Chapter 4, Additional Activity)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Immigration

"Finding Your Roots" (TG, Chapter 4, Additional Activity)	"Becoming an American" Core Lesson (TG & SR, Chapter 5)	"I Am an American" (FE 1) (TG, Chapter 5, Additional Activity)	"We the People: Becoming a Naturalized Citizen" (TG, Chapter 5, Additional Activity)	Unit Assessment
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IMMIGRATION PACING GUIDE

_____’s Class

(A total of fifteen days has been allocated to the *Immigration* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Immigration

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Immigration

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Immigration

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CHAPTER 1

A Nation of Immigrants

The Big Question: What were the various causes of mass migration to America?

Primary Focus Objectives

- ✓ Explain why many western and northern Europeans left their native lands to begin new lives in the United States. (RI.6.1, RI.6.2)
- ✓ Explain the great migration from Ireland due to the potato blight, as well as the migration from Germany. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *descendant*, *immigration*, *emigration*, *economic*, *vulnerable*, and *blight*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “A Nation of Immigrants”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)
- Introduction and Chapter 1 Timeline Image Cards

Core Vocabulary (Student Reader page numbers listed below)

descendant, n. someone who is related to a person or group of people who lived in the past (2)

Example: I learned that I am a descendant of one of the earliest settlers of New York.

Variations: descendants

immigration, n. the act of coming to live permanently in a new country (2)

Example: Immigration to the United States from Europe, Africa, Asia, and Latin America has helped shape our culture.

emigration, n. the act of leaving one country to settle permanently in another (4)

Example: Wars in the Middle East have increased emigration from the region.

economic, adj. relating to the management of money and resources to produce, buy, and sell goods and services (6)

Example: Economic hardship is one cause of immigration.

Variations: economy and economics (nouns)

vulnerable, adj. lacking protection; likely to be hurt physically or emotionally; weak (6)

Example: Bullies often target the most vulnerable children.

Variations: vulnerability (noun)

blight, n. a disease that causes plants to dry up and die (7)

Example: The potato blight of the 1840s created a food shortage, causing thousands to starve.

THE CORE LESSON 35 MIN

Introduce *Immigration* Student Reader

5 MIN

Distribute copies of the *Immigration* Student Reader, and invite students to browse the cover, Table of Contents, and illustrations in the book. Ask them to share what they notice. Record this information in a list on the board or chart paper. Students will likely mention lots of people from different backgrounds, cultures, and ethnicities. They will also likely notice maps and charts. In addition, they may notice that many of the people in the images look tired, worried, or scared.

Ask students whether they know where their families originally came from. Some students' families may have been in the United States for generations; other students may themselves be immigrants. You may wish to share a story about your own family background. Point out that everyone's family originally came from outside the United States; even Native American students' ancestors may have originally come from Asia. List the students' countries of origin on the board or chart paper. Discuss the number and variety of countries that have produced today's Americans. Tell students that in this unit, they will learn how the original British, French, and Spanish colonies of North America became a nation of immigrants from every country in the world.

Introduce "A Nation of Immigrants"

5 MIN

Introduce the chapter title and point out the word *immigrants*. Students may have heard the word *immigrants* or *immigration* in the news or family discussions. Explain that an immigrant is a person who comes to live permanently in a new country.

Write the words *migration*, *immigration*, and *emigration* on the board or chart paper. Students in Core Knowledge schools may recall the word *migration* from

the Grade 6 unit *The Industrial Revolution: Changes and Challenges*. Remind students that migration is the act of moving from one place to another to live.

Note the base word *migration* in the word *immigration*. Explain that immigration is a type of migration. Point out the prefix *im-*, a variation of the prefix *in-*, which means “in” or “into.” Immigration, therefore, is movement *into* a place, specifically the act of coming to live permanently in a new country.

Note that *emigration* also shares the base word *migration*. Explain that emigration is another type of migration. Point out that the prefix *e-* is a variation of the prefix *ex-*, which means out or away from. Emigration is movement out of a place, specifically the act of leaving one country to settle permanently in another. Tell students that they will encounter these words and definitions again as they read the chapter.

Display the Introduction Timeline Image Card. Ask students what they see on the map. Tell students that these cultures are the first known settlers of North America. They migrated (or moved) from Asia down and across North America, where they settled permanently. Ask volunteers to describe the images relating to the individual cultures. Students should see different types of landscapes and different types of housing. Explain that these cultures developed by adapting to the land and resources available in their new homes. Post the Timeline Image Card to the Timeline under the date referencing BCE. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of the image card to the Timeline.

Call students’ attention to the Big Question. Tell students to look for the different reasons people left their homelands to come to America.

Guided Reading Supports for “A Nation of Immigrants”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

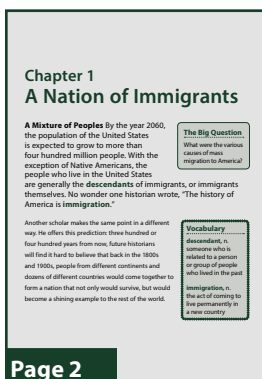
“A Mixture of Peoples,” Pages 2–3

Scaffold understanding as follows:

Read the section on page 2 aloud.

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

CORE VOCABULARY—Point out the vocabulary term *immigration*, and review its meaning. Remind students about the base word *migration* and the prefix *im-*. Explain again that immigration is migration or movement *into* a country.





Note: Calling attention to the meaning of the respective prefixes in the words *immigration* and *emigration* may help students understand and remember the difference between the two words.

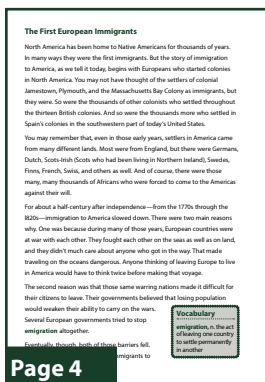
SUPPORT—Refer back to the chapter title, “A Nation of Immigrants.” Help students see the connection between the word *immigration* and the word *immigrant*. An immigrant is a person who comes to live permanently in a new country.

After you read the text, ask the following question:

LITERAL—What does the statement, “The history of America is immigration,” mean?

- » It means that when one explores or talks about any events in American history, the people one refers to, with the exception of Native Americans, are descendants of immigrants or immigrants themselves.

“The First European Immigrants,” Pages 4–5



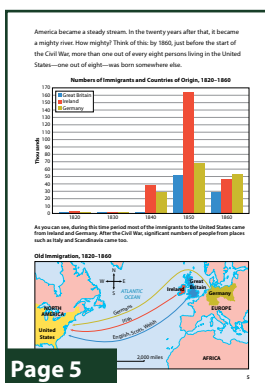
Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 4 aloud. Invite volunteers to post the first two Chapter 1 Timeline Image Cards (about Jamestown and the American Revolution) to the Timeline under the dates referencing the 1600s and 1700s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Invite a volunteer to read aloud the second paragraph of the section on page 4.

Invite a volunteer to post the third Chapter 1 Timeline Image Card (about immigration and the slave trade) to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Have students read the remainder of the section on pages 4–5 independently.



CORE VOCABULARY—Point out the vocabulary term *emigration*, and review its meaning. Remind students about the base word *migration* and the prefix *e-*. Explain that emigration is migration *out* of a country. Explicitly call students’ attention to the two words *immigration* and *emigration* and to the change in meaning as a result of the respective prefixes.

SUPPORT—To help students remember the difference between immigration and emigration, give them the following memory device: **Immigration = into** the country (both start with *i*). **Emigration = exiting** the country (both start with *e*).



SUPPORT—Direct students’ attention to the graph on page 5. Discuss the numbers of immigrants from each country, for each decade listed. Ask students to identify the country that had the highest number of immigrants to the United States in 1850. Have students turn and talk to a classmate about why they think so many immigrants came from Ireland during that time. Invite several pairs to share their discussion.



SUPPORT—Direct students’ attention to the map on page 5. Invite a volunteer to read the caption between the graph and map aloud. Have students locate Ireland, Germany, and Great Britain on the map. Ask students where all of these countries are located. (*Europe*)



SUPPORT—Use World Map (AP 1.1) to emphasize the distance between Europe and North America. Explain to students that traveling across the ocean could be dangerous. Ask students why they think so many Europeans made the trip despite the danger. (*Possible responses: they were desperate; they thought the risk was worth it for the opportunity to have a better life.*)

After students read the text, ask the following questions:

LITERAL—Who were the first European settlers in America, and where did they settle?

- » The first European settlers were British colonists in Jamestown, Plymouth, and the Massachusetts Bay Colony and Spanish colonists in the southwestern part of today’s United States.

EVALUATIVE—What were the causes of the slowdown of immigration from the 1770s to the 1820s?

- » One reason was that traveling on the seas was dangerous due to European countries fighting each other. The other was that European governments stopped allowing people to leave their countries because they believed they needed the population to carry on the wars.

LITERAL—With regard to the number of immigrants, what was the U.S. population like right before the Civil War?

- » By 1860, right before the Civil War, one out of every eight people living in the United States was an immigrant.

“The Push to Emigrate,” Pages 6–8

Scaffold understanding as follows:

Invite a volunteer to read aloud the first paragraph of the section on page 6.

SUPPORT—Introduce the terms “push factor” and “pull factor.” Explain that push factors are reasons why people choose to emigrate from their



home countries. Pull factors are reasons why immigrants choose the United States as their destination. On the board or chart paper, draw a two-column chart labeled "Push Factors" and "Pull Factors." You will add to the chart as students read the remainder of the chapter.

Have students read the remainder of the text on pages 6–7 in pairs. Encourage students to refer to the vocabulary boxes as they read.

CORE VOCABULARY—Point out the vocabulary terms *economic*, *vulnerable*, and *blight*, and explain their meanings.

SUPPORT—Go back to the two-column chart on the board or chart paper. Ask students to name the push factors they read about on pages 6 and 7. (Possible responses: *economic*, *not enough farmland or other resources*, *poverty*, *potato blight*, *starvation*)

SUPPORT—Reread the quotation about Ireland on page 7. Explain that many of the Irish were desperately poor before the famine, and their potato crop was the only reason they were surviving at all. Potatoes were cheap to grow because they grew from other potatoes; you can simply plant potato scraps that contain the "eyes," or buds, of the potato and more potatoes will grow from those scraps. This one crop had sustained poor people in Ireland for many years. When the potato blight struck the country, the Irish had few resources to fall back on. That is the main reason so many of them starved.

Invite a volunteer to post the fourth Chapter 1 Timeline Image Card (about Irish and Germany immigration) to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Read aloud the last two paragraphs of the section on page 8.

SUPPORT—Go back to the two-column chart on the board or chart paper. Ask students to identify push factors to add to the chart. (Possible responses: *industrialization*, *joblessness*, *religious persecution*, *political persecution*)

After you read the text, ask the following questions:

LITERAL—How did most Europeans make a living between 1750 and 1850?

» They farmed.

LITERAL—What was the potato blight? What happened as a result?

» The potato blight was a disease that wiped out potato crops in Ireland. As a result, people starved and many moved to America.

EVALUATIVE—Why did people leave their home countries for America?

» They left because they could not succeed as farmers in their home countries, because they were starving, because they could not find jobs in their home countries, because they wanted to get away from religious or political persecution.

“The ‘Pull’ of America,” Pages 8–10

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on page 8 in pairs.

SUPPORT—Return to the chart of push and pull factors on the board or chart paper. Ask students to share pull factors from their reading. (*Possible responses: information in newspapers and books, advertisements, letters from friends and relatives*)

Invite volunteers to read the remainder of the section aloud.

SUPPORT—Discuss American fever and how it caused mass immigration to America. Point out to students that American fever was so strong that even letters from America sharing some of the negative aspects of a new life there did not deter people from coming to America.

After volunteers read the text, ask the following questions:

LITERAL—Why did immigrants choose to come to America and not go somewhere else?

- » They read about America in books, newspapers, and letters from friends and family. They saw advertisements for America.

LITERAL—What was American fever?

- » It was the desire so many people had to leave their countries and move to the United States.

In a few countries, there was another economic “pull” factor. In Great Britain and in some of the German lands, industrialization—making goods in factories with the aid of machines—had begun. In time, factories would mean more jobs, not fewer. But in the early stages of the factory system, machines replaced skilled workers, leaving them without jobs. Some took jobs in the new factories, but many others chose to leave their homeland.

Religious and political persecution were, for some, also push factors. Protestant groups, such as the Mennonites and the Amish, were eager to flee religious persecution in Germany. In addition, liberals who had supported the revolutions that swept through Europe in 1830 and 1848 often felt they had to leave after those revolutions failed.

The “Pull” of America

What about those “pull” factors that attracted so many of these people to America? What ideas did these future immigrants have about America, and where did they get them?

Newspapers and books were two important sources of information. Europeans were extremely curious about this new world of railroads, and their newspapers regularly carried stories about life in the United States, as well as ads posted by American businessmen who hoped to attract cheap European labor. Several hundred European visitors returned to write books about their travels. They even published guidebooks about the new land in half a dozen languages.

Most important, though, were the letters written by relatives and friends who had already moved to America. These letters have come to be called the American letters. They were passed from one member of a family to another. They were published in local newspapers and read aloud to groups that

Page 8

Read the words of these earlier immigrants and you will have no trouble understanding why a struggling European farmer or town worker would consider giving up everything and moving:

From an Englishman in New Hampshire—We now have a comfortable dwelling and two acres of ground planted with potatoes, Indian corn, melons, etc. I have two boys, one son [name deleted] and a female; corn in the spring were as high as 32 dollar, but no doubt I shall have one in the fall.

From a Dutch woman in Massachusetts—Nearly all people eat three meals a day. . . . Anthem is Dutch city can't compare with it. One was no poor here. . . . Schools are free. . . . there are no taxes. . . . The ferry is great, one cannot discern [and] any difference between the cold's side and the side of a prominent gentleman. . . . nobody stays here. . . . no night watchman.

From a Norwegian in New York—Those who are willing to work will not lack employment or business here. It is possible for all to live in comfort and without need.

From a German in Missouri—Tall Missions there is no sending children to bed without supper, or husbands to work without dinner in their bags.

From a Swede in Illinois—This is a free country and nobody has a great deal of authority over another. . . . nobody needs to hold his hat in his hand for anyone else.

From a Melanese in New York—Dear wife, . . . if you will let the two oldest boys come over to me for a while it will be of great benefit to them. They will be taught for nothing until they are fourteen years old. Here are the best schools in the world at the cost of the state.

From a Dominican in New York—Our son attends the English school and a native-born.

Page 9

Letters like these led to the outbreak of what came to be called American fever. Sometimes the fever struck an entire village and carried away many of its residents to America. People from all over the world flocked to the new country, and many did whatever they could to get there. And so, by 1860, America had become the new home for so many.

Of course, not all the letters home were so positive about America. Some immigrants reported back that they couldn't get jobs because they didn't know English. Others wrote that things weren't nearly as good in America as they had expected them to be. And there were those who simply could not bring themselves to tell folks back home just how tough things were for them. They said nothing at all.

Such letters may have dampened enthusiasm for America for a while. But then would come another letter with money, perhaps as a gift to help relatives who had stayed behind, perhaps for buying a ticket to America. A single money order from a new American might be more than a European villager would see in years of hard work. American fever would rise all over again.



Some were escaping religious persecution, by American laws. Some immigrants arrived nearly at years in America were very challenging.

Page 10

“Cheaper Passage,” Page 11

Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Direct students back to the chart of push and pull factors. Ask students what additional push and pull factors mentioned in this section should be added to the chart. Make sure they identify their suggestions as push or pull. (*Possible responses: Push—sense of adventure; Pull—cheaper passage to America*)

Cheaper Passage

By the 1850s, large steamships were replacing sailing ships, so the cost of traveling to America began to drop. It cost an English or Irish immigrant of that time only one-fourth as much to get to America as it had cost those from the same lands thirty years earlier.

And so they came—two million from Ireland, another six hundred thousand from England, Wales, and Scotland. German immigrants numbered well over a million, and French another one hundred thousand. Norwegians, Swedes, the Netherlands, and Switzerland—all provided many thousands of new Americans. During the years before the Civil War, one hundred thousand French Canadians came across the border into our northern states, while forty thousand Chinese arrived on our western shores.

Some of these immigrants were driven by desperation, some by a desire to improve their lives, some no doubt by a spirit of adventure, and surely some by the search for freedom and equality. Whatever their motive, they were brave souls, all of them, striking out boldly to start over in a strange new world.

Page 11



SUPPORT—Use World Map (AP 1.1) to locate the different countries mentioned in the section. Point out that in addition to the immigrants from Europe, people from Canada migrated to the United States, as did people from China.

After students read the text, ask the following questions:

LITERAL—What changed in transportation that made it easier to move to America?

- » Large steamships replaced sailing ships, which meant it was faster, safer, and cheaper to cross the Atlantic Ocean.

LITERAL—Where did the many immigrants come from in the years before the Civil War?

- » They came from England, Scotland, Wales, Germany, France, Norway, Sweden, the Netherlands, Switzerland, Canada, and China.

Timeline

- Review with students the Chapter 1 Timeline Image Cards that have already been placed on the Timeline. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the various causes of mass migration to America?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the various causes of mass migration to America?”
 - » Key points students should cite include: Push factors—economic factors such as less land to farm, loss of income to support a family, lack of jobs due to industrialization; crop failures and the potato blight in Germany and Ireland; religious persecution; political persecution. Pull factors—information about America coming from books, newspapers, and letters home; American fever; the prospect of jobs in America; money sent home from immigrants settled and working in America; cheaper and faster transportation due to the invention of steamships; the spirit of adventure.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*descendant, immigration, emigration, economic, vulnerable, or blight*), and write a sentence using the word.

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

Additional Activities

The Great Famine (RI.6.1, RI.6.2, RI.6.3)

30 MINUTES

Activity Page



AP 1.2

Materials Needed: Sufficient copies of The Great Famine (AP 1.2)

Distribute AP 1.2, The Great Famine, and direct students to read the passage and answer the questions that follow. This activity may be assigned for homework.

CHAPTER 2

Starting Over

The Big Question: How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?

Primary Focus Objectives

- ✓ Describe the transatlantic voyage from Europe to America. (RI.6.1, RI.6.3)
- ✓ Understand the immigrant experience in the United States during the 1800s. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *freight*, *mildewed*, and *tenement*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Starting Over”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 2.1

AP 2.2

- Display copy of World Map (AP 1.1)
- Display and individual student copies of Map of the United States (AP 2.1)
- Individual student copies of Starting Over (AP 2.2)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

freight, n. shipped goods; cargo (14)

Example: Steamships, railroads, and trucks are all used to deliver freight.

mildewed, adj. affected by a fungus that grows in damp conditions (17)

Example: The mildewed boxes fell apart as soon as we tried to carry them.

Variations: mildew (noun)

tenement, n. an apartment building, often overcrowded and in need of repairs, usually in a city slum (19)

Example: The family of five lived in a small, cramped room in a dirty, old tenement in New York City.

Variations: tenements

Introduce “Starting Over”

5 MIN

Use the Chapter 1 Timeline Cards to review the history of immigration in the early United States. Then ask students to recall why immigrants came to the United States. Have them explain push and pull factors and give examples of each.

Activity Pages



AP 1.1
AP 2.1



Display World Map (AP 1.1). Review with students the sources of immigration named in Chapter 1: Ireland, England, Germany, Scandinavia, the Netherlands, Canada, China, Switzerland, France, Wales, and Scotland, as well as Africa (from which enslaved people were forced to come). Introduce Map of the United States (AP 2.1). Have students look at the map. Ask them to think about the size of the United States compared to the size of the European countries from which the immigrants came. Point out that many European countries are smaller than many individual states in modern America. Ask students how they think immigrants decided where to settle in this enormous new country. Tell them that they are going to read about ways immigrants made these decisions and where they settled.

Call students’ attention to the Big Question. Tell students to look for examples that show what life was like for immigrants who came to America with money and a skill, and examples that show what life was like for the poor farm workers who came with little money and no skills other than farming.

Independent Reading of “Starting Over”

30 MIN

Activity Page



AP 2.2



Distribute Starting Over (AP 2.2). Preview the questions with students, and then direct students to read the chapter independently. Tell students to answer the questions on AP 2.2 as they read and to record the page numbers where they find their answers.

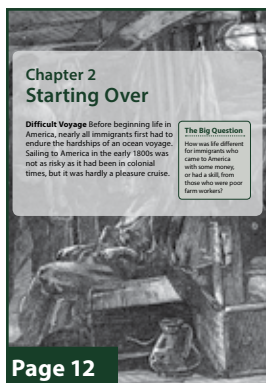
SUPPORT—Prior to having students read the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *freight*, *mildewed*, *cabinetmaker*, *bookbinder*, *unhygienic*, and *phenomenon*. Have students repeat the pronunciation of each word.

SUPPORT—Call students’ attention to the quotation on page 17, in particular to the different spelling of *old* (“ould”) and to the phrase “full uv the dhrop” (full of the drop, meaning full of water or soaked).

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Difficult Voyage,” Pages 12–14



Scaffold understanding as follows:

Invite volunteers to read the section on pages 12–14 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *freight* when it is encountered in the text. Ask students how a freight ship would differ from a passenger ship. (*Possible answer: freight ships would be built to carry goods, not people; they would likely not have sleeping quarters or the means to cook for passengers; freight ships would be less comfortable than passenger ships.*)

SUPPORT—Direct students’ attention to the picture on pages 12–13. Invite a volunteer to read the caption aloud. Ask students how this image supports the author’s statement that sailing to America in the early 1800s was not a “pleasure cruise.” (*Possible response: It shows that sailing to America often involved crowded, uncomfortable conditions.*)

After volunteers read the text, ask the following questions:

LITERAL—How long did the voyage to America in the early 1800s last?

» It lasted one to three months, depending on the weather.

LITERAL—What was traveling to America in the early 1800s like? What were some of the conditions on the ships?

» Immigrants slept in large airless rooms, taking turns sleeping on bunkbeds. Sometimes they could go above deck and get fresh air, but on bad or cold days, they stayed in the airless room. Many got seasick. Passengers were expected to bring their own food. They could buy food from the captain, but it was usually very expensive. The ship’s captain provided a stove for passengers to share and some drinking water.

“Moving On,” Pages 14–15

Scaffold understanding as follows:

Read the first paragraph of the section on page 14 aloud.

SUPPORT—Discuss the relationship between where immigrants first set foot in America and being a passenger on a freight ship.

Activity Page



AP 2.1

The voyage lasted anywhere from one to three months, depending on wind and weather. The sailing ships on which they traveled were made for carrying freight, not passengers. Ship owners made good money simply by putting fifty bunk beds into a huge stowage room below deck and selling tickets to immigrants—often as many as 250 or more—who would take turns using the bunk beds. On good days, passengers could walk above deck and enjoy the fresh sea air. On bad or simply cold days, though, they stayed below, breathing stale air and often getting seasick.

On many ships, passengers were expected to provide their own food and prepare it on a single large stove shared by all. Those who failed to bring enough food might buy some from the ship's captain, but at a high price. Otherwise, they had to get along on what they brought and on whatever amount of drinking water the captain provided.

Vocabulary
freight, n. shipped goods
stowage, n.

Moving On
Where did the immigrants first set foot in America? That depended on where their ship was going. Most of those freight ships did business with the East Coast ports of New York, Philadelphia, Boston, and Baltimore, so that is where most European immigrants first landed. But a large number traveled on freighters bound for New Orleans. For them, that city was their introduction to America.

Many immigrants planned from the beginning to move on from the port where they landed. Just where they would move depended on a number of things. Those things included the city they arrived in, the amount of money in their pockets when they arrived, their skills, and especially, the locations where others of their nationality had already settled.

Some immigrants owned small farms in their homelands, which they managed to work from America. They sent money to buy farmland in America, preferably near where others of their nationality had already settled.

Page 14

In a climate they were used to, too, after arriving, they made their way to places where they could farm.

More than half the German immigrants who arrived during these years before the Civil War entered the United States through New Orleans. Many of them, too, came with enough money to buy farmland. Most made their way up the Mississippi River and carved out farms in Missouri, Ohio, Illinois, and Wisconsin.

Immigrants with special work skills often went where there was a demand for those skills. A Welsh coal miner, for example, would head for the coal mines of eastern Pennsylvania. Someone who had worked in one of the British textile factories would go to a town where cotton or woolens were being manufactured—usually in Massachusetts, New York, or Pennsylvania.

And of course, it was natural for immigrants to settle where relatives, friends, and others from their country were already living. Living among their own made their adjustment to America a lot easier.

Remaining in the Cities
A good number of immigrants who came in this wave of immigration in the 1830s, 1840s, and 1850s, though, remained in the cities where they landed. Does that seem surprising? After all, hadn't most of those people been farmers? And for them, wasn't the promise of America about plentiful land?

Almost one in every five who arrived before 1860 had lived in a town or a city in Europe.

Page 15



SUPPORT—Use Map of the United States (AP 2.1) to locate ports of New York, Philadelphia, Boston, Baltimore, and New Orleans. Discuss how a port allows for trade, access to goods, and access to travel—all characteristics needed for a strong economy. Encourage students to think about what these cities are like in modern times.

Have students read the remainder of the section independently.

SUPPORT—Point out the word *Welsh* in the fifth paragraph in the section. Make sure students understand that *Welsh* means “from Wales.” A Welsh immigrant was an immigrant from Wales in the United Kingdom.



SUPPORT—Use Map of the United States (AP 2.1) to locate the states mentioned in the section. As you identify each state, ask students which immigrants were most likely to settle there. (*Missouri, Ohio, Illinois, Wisconsin: German immigrants; Pennsylvania: Welsh and British immigrants; Massachusetts and New York: British immigrants*)

After students read the text, ask the following questions:

LITERAL—Where did most Europeans first set foot in America?

- » Most arrived in the port cities of New York, Philadelphia, Boston, Baltimore, and New Orleans.

EVALUATIVE—How did immigrants with money and skills decide where to settle once they arrived?

- » Farmers with enough money traveled west to buy farmland. Skilled workers went where their skills were in demand. Immigrants also settled where friends, family, and other members of their homeland had already settled.

“Remaining in the Cities,” Pages 15–17

Scaffold understanding as follows:

Have students read the section independently or with a partner.

Activity Page



AP 2.1



Use Map of the United States (AP 2.1) to review the geography of the section. Locate the cities of New York City, Albany, Buffalo, Cleveland, Chicago, Cincinnati, Milwaukee, and St. Louis. Identify which states are part of New England. (*Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island*)

SUPPORT—Direct students’ attention to the image on page 17. Students in Core Knowledge schools may recall learning about the Transcontinental Railroad in the Grade 5 unit *Westward Expansion After the Civil War*. Invite volunteers to share what they remember about the railroad. Make sure students understand that most of the labor for building the railroad was done by Irish immigrants in the East and Chinese immigrants in the West.

They included cabinetmakers, tailors, carpenters, masons, shoemakers, printers, and bookbinders. These were still the days before machines replaced such skills in the United States. Skilled workers settled in American cities because that's where they could find customers for their services.

As for the other four-fifths who had made their living from the land, most were far too poor to buy a farm when they arrived. In fact, they were too poor even to travel beyond the cities where they landed. They had to find work quickly. Without skills, they had nothing to sell but their muscle power and their time. They took whatever work they could get, at whatever pay they were offered.

Cities had plenty of jobs that needed doing. There were streets to be swept, ships to be loaded and unloaded, stables to be cleaned, garbage and trash to be hauled, ditches to be dug, and heavy loads to be carried. In the 1850s, there were thousands of such jobs in New York City alone—and most of them were held by immigrants. Another kind of job open to immigrant women in the cities was domestic work—that is, working as a maid or a house cleaner.

Of all the immigrants, the Irish were the poorest. Many had worked on the land in Ireland and so did not have other specific skills. Irish men often found themselves out to work on the construction of railroads, canals, and other projects in the West. (In later years, Chinese, Mexican, and Italian laborers provided the muscle power that built America's railroads, but in this earlier period, before the 1850s, such work was performed by the Irish.)

Some of the Irish who worked in the railroad gangs settled in railroad cities, such as Albany, Buffalo, Cleveland, and Chicago. These workers were the start of large Irish communities in those places.

But of course, it was not the Irish alone who filled America's cities. French Canadians moved into the cotton mill towns of New England, and large numbers of Germans settled in New York, Cincinnati, Milwaukee, and St. Louis. And there were English immigrants scattered among a number of America's

Page 16

After students read the text, ask the following questions:

LITERAL—What proportion of immigrants who arrived before the Civil War were skilled?

» About one in five immigrants was skilled.

EVALUATIVE—Why did skilled workers tend to stay in the cities?

» That is where they could find customers for their services.

EVALUATIVE—Why did many poor farmers tend to stay in the cities?

» They were too poor to buy a farm. They needed to find work in the cities to earn money.

LITERAL—What were some of the jobs that immigrants did in the cities?

» Immigrants swept streets, loaded and unloaded ships, cleaned stables, hauled trash, dug ditches, carried heavy loads, worked as maids, and cleaned houses.

"Immigrant Life in the Cities," Pages 17–19



Later, after the Civil War, Irish and Chinese immigrants worked together to build the Transcontinental Railroad.

Immigrant Life in the Cities

Living conditions for most immigrants in American cities were simply dreadful. In the 1850s, investigators did a study of the housing in New York City. Just read their description of one building, where seventy Irish immigrants lived:

This is a three-story building... on a stable where an express company's horses are kept. The dilapidation (run-down condition) of this entire building is extreme. Its filthy floors shook under the tread, and portions of the wall, black and mildewed, were continually breaking off. ... A poor woman who occupied an apartment on the second floor complained: "The whole floor creaking ... is cold as meat, it is," meaning, it was soaked with water that ran roof whenever it rained.

Vocabulary
mildewed, adj.
affected by a fungus that grows in damp conditions

Page 17

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on page 17.

CORE VOCABULARY—Pause to explain the vocabulary term *mildewed* when it is encountered in the text.

Have students read the remainder of the section independently. Encourage students to refer to the vocabulary box on page 19 as they read.

CORE VOCABULARY—Explain the meaning of vocabulary word *tenement*. Refer to the image on page 18 as an example.

SUPPORT—Discuss what tenements were like. Draw a word web on the board or chart paper, and ask students to give you ideas to fill in the web. (*Students should note the following: small; crowded; dirty; likely to flood; cramped; dangerous; unhygienic; in major cities.*)

SUPPORT—Reread the last line of the chapter, "Every time an immigrant purchased a ship ticket to send to a relative back home, he was casting a vote for America." Ask pairs to discuss what this means, then ask volunteers to share their ideas.



After students read the text, ask the following questions:

LITERAL—Where were many tenements located?

- » They were located in large cities, such as New York City.

LITERAL—What was Five Points, and why was it well known?

- » It was an area in Manhattan that was very cramped, dangerous, and dirty. It was made up of mostly Irish immigrants before the Civil War. Later, Germans, Italians, European Jews, and African Americans lived there, too.

LITERAL—What were tenements like?

- » They were usually crowded and in bad shape. People of many different cultures lived close to each other.

INFERENTIAL—Why do you think so many immigrants continued to live in tenements?

- » Possible responses: They could not afford anything better. They felt it was still better than their life back home. To them, being in America meant they had a future, no matter how dreadful their living conditions were.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.



Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?”
- Post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?”
 - » Key points students should cite include: Immigrants who came to America with money or a skill were able to purchase land or settle in a city where their skill was needed. Those who were poor farm workers were often stuck in the cities, looking for work, taking jobs that no one else wanted, and living in deplorable conditions in tenements.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*freight*, *mildewed*, or *tenement*), and write a sentence using the word.

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

Note: Be sure to check students’ written responses to Starting Over (AP 2.2) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

The Orphan Train (RI.6.1, RI.6.2, RI.6.3)

45 MINUTES

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that during the 1800s, with New York City’s influx of poor, unemployed immigrants, many children became orphans. Ask a volunteer

to explain what it means to be an orphan. Tell students that as a result of immigrant families' dire circumstances, several hundred thousand children were sent to live in orphanages or with new families in other parts of New York, as well as out West.

Play the PBS clip "Poverty and Homelessness Lead to the Orphan Train Movement | West by Orphan Train." This is an introduction to the series. It lasts a little more than one minute.

Write on the board or chart paper: Between 1854 and 1929, nearly a quarter of a million orphaned children were resettled under what came to be known as the Orphan Train Movement.

Play the remaining PBS clips about the Orphan Train. There are nine clips in all, lasting from one minute to six minutes. The third clip is the Introduction clip you already played, so you can skip it when it starts to play.

Ask students to think about the history of the Orphan Train. Explain that the interviews and photographs in the videos are primary sources. The story of the Orphan Train is told by people who lived through the experience.

Have students evaluate the primary sources used in the video clips by answering the following questions.

1. What did you learn about the Orphan Train through Stanley Cornell's interview?
 - » Students should state that they learned about Stanley's situation before he became an orphan; they learned what it was like at the orphanage—boys and girls were separated, they were given simple and sparse meals, but they had a bed and clothes; they learned about Stanley and his brother's arrival in Texas; they learned about the man who picked them up from the train station and about the mother and sisters who welcomed him and his brother.
2. What do the photographs in the video clips show? Which one had the biggest impact on you?
 - » The photographs show what the orphans looked like, what the cities that the orphans lived in looked like, what the towns that the orphans were sent to looked like, etc.
3. How do these primary sources bring the period to life in a way that a description by a historian does not?
 - » Possible responses: They allow us to see what life then looked like. They let us hear an account firsthand. The visual details pull us into the time period as though we were actually there.

CHAPTER 3

The New Immigration

The Big Question: How would you compare the experiences of those who came to America as part of the “old wave of immigration” to the experiences of those who were part of the “new wave of immigration”?

Primary Focus Objectives

- ✓ Explain why many more immigrants came to the United States after the Civil War. **(RI.6.2)**
- ✓ Describe the phrase “New Immigration,” and identify the New Immigrants’ countries of origin in southern and eastern Europe. **(RI.6.3, RI.6.4)**
- ✓ Explain the wave of immigration to America from Asian countries, especially China. **(RI.6.2)**
- ✓ Explain that immigration added to the growth of industrialism. **(RI.6.2)**
- ✓ Compare and contrast the experiences of the post-Civil War immigrants with those of earlier immigrants. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *persecuted*, *pogrom*, *discrimination*, and *cannery*; and of the phrase “meatpacking plant.” **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “The New Immigration”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 2.1

- Display copy of World Map (AP 1.1)
- Display or individual student copies of Map of the United States (AP 2.1)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

persecuted, adj. treated cruelly or unfairly **(24)**

Example: In Russia, persecuted Jewish people often suffered for their beliefs.

Variations: persecute (verb), persecution (noun)

pogrom, n. an organized killing of a group of people; usually used to refer to attacks on Jews in Eastern Europe in the 1800s and early 1900s. **(24)**

Example: The Jewish village in Ukraine was burned to the ground in a pogrom.

Variations: pogroms

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people **(28)**

Example: Immigrants sometimes faced discrimination, such as lower pay.

Variations: discriminate (verb)

“meatpacking plant,” (phrase) a factory where livestock are killed and their meat is processed, packaged, and distributed **(28)**

Example: The supermarket got its beef from the local meatpacking plant.

Variations: meatpacking plants

cannery, n. a factory where food is packaged in cans **(28)**

Example: The cannery in Alaska specialized in packaging salmon and other fish.

Variations: canneries

THE CORE LESSON 35 MIN

Introduce “The New Immigration”

5 MIN

Use the Chapter 1 and 2 Timeline Image Cards to review what students read previously about immigration before the Civil War. Ask students to identify the countries of origin of the immigrants they read about most in the first two lessons. (*Great Britain, Ireland, Sweden, Denmark, Norway, and Germany*) Explain that the immigration described in these first two chapters is known as “Old Immigration.”

Ask students to read the title of the chapter. Ask them what they think *New Immigration* means. Tell them that in this lesson, they will read about the experiences of southern and eastern Europeans and of Asians who decided to start new lives in America.

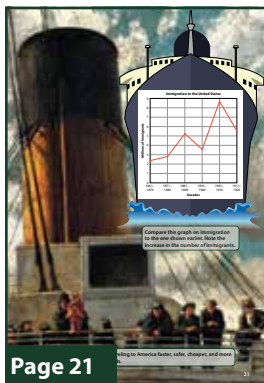
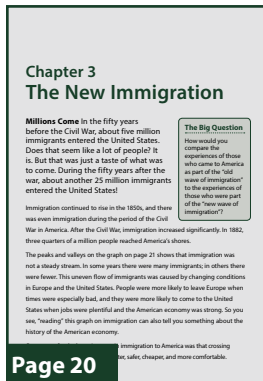
Call students’ attention to the Big Question. Tell students to look for descriptions showing what life was like for New Immigrants, and then compare those descriptions to what they have already read about what life was like for Old Immigrants.

Guided Reading Supports for “The New Immigration”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Millions Come," Pages 20–22



Scaffold understanding as follows:

Invite a volunteer to read aloud the first two paragraphs of the section on page 20.

SUPPORT—Call students' attention to the graph on page 21. Reread the last sentence in the second paragraph on page 20. Have students locate the line on the graph that includes figures for 1882. (*the vertical line for 1881–1890*) Ask students questions that will help them interpret the graph, such as: How many immigrants came to the United States between 1881 and 1890? (*more than five million*) In which decade did the most immigrants come to the United States? (*1901–1910*)

Read the third paragraph on page 20 aloud. Have students refer to the graph on page 21 as you read.

SUPPORT—Refer to the graph on page 21. Ask students to identify the decade with the lowest level of immigration. (*1861–1870*) Have students make an inference about the American economy during that decade. (*It was worse than in the other decades shown on the graph.*) Remind students that the Civil War occurred during this decade. Ask how that might have affected the willingness or ability of immigrants to travel to America. (*Possible responses: Immigrants might have been less willing to come to the United States during a time of war. Traveling to the United States might have been more dangerous because of the war.*)

Invite volunteers to read the remainder of the section on pages 20–22 aloud.

SUPPORT—Ask students what they remember about how immigrants traveled to America in the 1700s and early 1800s. (*They traveled on cramped and dirty freight ships.*) Have students compare that to the passenger ships that carried immigrants in the years after the Civil War. (*These new immigrants traveled on passenger ships that were faster, safer, cheaper, and more comfortable.*)

After volunteers read the text, ask the following questions:

LITERAL—How many immigrants entered the United States in the fifty years before the Civil War? How many entered the United States in the fifty years after the Civil War?

» Five million entered before the Civil War. Twenty-five million came after.

EVALUATIVE—In what ways was it easier for immigrants to come to America after the Civil War?

» Large steamships made traveling across the Atlantic Ocean faster, safer, cheaper, and more comfortable. The cost of the journey was also much less.

"Where They Came From," Pages 22–23

Scaffold understanding as follows:

Have students read the section on pages 22–23 independently.

Activity Page



AP 1.1

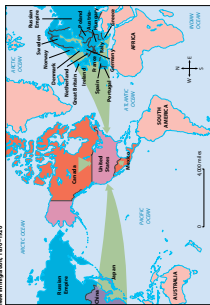
That was because large steamships had more regular sailing vessels, instead of six weeks, steamships made the crossing from England in 10 days—sometimes just five. The journey from more distant countries, like Greece and Italy, took less than two weeks. The cost of crossing the Atlantic was also much lower—\$10 or \$15, an amount that an immigrant laborer could save in a few months in America. Furthermore, immigrants could now travel on ships made for carrying passengers rather than freight. That meant that ocean crossings would not be nearly as uncomfortable as those of thirty or forty years earlier.

Where They Came From

Many of the immigrants of the 1860s, 1870s, and 1880s came from the same countries as earlier immigrants had come from—Germany, Great Britain, Ireland, as well as from the Scandinavian countries of Sweden, Denmark, and Norway. These countries are all located in the northern and western parts of Europe. However, starting in the 1870s, immigrants began to arrive from the countries of southern and eastern Europe—countries such as Italy, Greece, Russia, Poland, and Austria-Hungary. Immigration from these countries has come to be called the New Immigration, while immigration from northern and western Europe is known as the Old Immigration. Maps tell the story of the Old and the New Immigration. Compare the information on the map titled "Old Immigration, 1870–1920" on page 23, with the map titled "New Immigration, 1870–1920" on page 23.

In addition to the Europeans, perhaps seventy thousand people came from Japan and another two hundred thousand from China. Thousands more moved across the borders from our neighbors, Canada and Mexico. By the start of the 1900s, immigration to the United States reached new highs. Six times between 1900 and 1914, immigration exceeded one million people per year. By this time, most of the newcomers—in fact, 80 percent of them—were from Europe.

Page 22



Page 23



SUPPORT—Emphasize to students that immigrants coming to America in the 1860s, 1870s, and 1880s were coming from the same countries as the earlier immigrants, but, additionally in the 1870s, people started to emigrate out of countries in southern and eastern Europe and move to America. Use the map on page 23 of the Student Reader or World Map (AP 1.1) to discuss the specific countries in southern and eastern Europe. (*Italy, Greece, Poland, Austria-Hungary, and parts of Russia*) Use the map in the Student Reader to also show the locations of China and Japan relative to the West Coast of the United States. Have students compare the distance across the Pacific Ocean from Asia to the distance across the Atlantic Ocean from Europe. In addition, use the map to point out the countries bordering America—Canada and Mexico—from which additional New Immigrants came. Ask students where they think these immigrant groups settled. (*Students should use what they learned in Chapter 1 to suggest that Asians settled on the West Coast, Mexicans in the Southwest, Canadians in the North, and Europeans in the East and Midwest.*) Point out that each of these groups entered the country from a different direction, and each settled close to the place it first entered.

After students read the text, ask the following questions:

LITERAL—List the countries that were sources of the New Immigration.

» Italy, Greece, Poland, Austria-Hungary, Russia, Japan, China, Canada, and Mexico

LITERAL—By the early 1900s, what percentage of the immigrants to the United States were part of the New Immigration?

» 80 percent

"Why They Came," Pages 24–25

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 24 aloud.

Why They Came

Most of the New Immigrants came for pretty much the same reasons as many of the Old Immigrants did. These people were peasants—poor farming people. Most would have been happy to stay in their own countries if they could have made a living. But with population growing rapidly, there was not enough land to go around.

Once they got to America—the land of opportunity—the great majority of the New Immigrants wanted to stay and build new lives. But not all did. About one in every three who came to America during those years never intended to stay. Their main reason for coming to America was to earn enough money to buy land back home. Some went back and forth every year. As one of them said, "Doctor, we brought to America only our brains and our arms. Our hearts stayed there in the little house in the beautiful fields of our Italy." Such immigrants became known as "birds of passage."

For several groups of New Immigrants, there could be no thought of returning to their homelands. These were persecuted people. People who in their native lands were targeted only because they spoke a different language, had different customs, or followed a religion that their government did not permit.

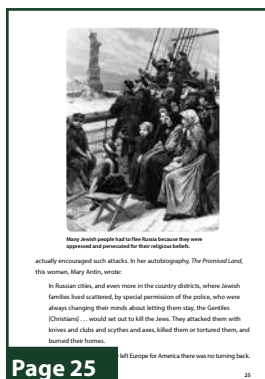
Millions of Poles, Slovaks, Slovenes, and people of other nationalities lived under foreign rule. Often they weren't allowed to leave immigrants or back in their own language, or to get very far in school or in work unless they gave up their language. In Russia, millions of Jews were regularly persecuted for their religious beliefs.

One of these persecuted Jews has given us a frightening picture of what it was like to be persecuted. The Russian government

Vocabulary
persecuted, exiled, hostile country, or conflict
program, is an organized effort of a group of people, usually used to refer to efforts to help people in the ten years before the 1900s and early 1900s.

Page 24

SUPPORT—Reread the quotation in the second paragraph on page 24. Help students interpret it by asking what the words *brains* and *arms* represent. (*Possible response: the ability to find work and work hard*) Have students restate the quotation in their own words. (*Possible response: We came to America to work, but Italy is still our home.*)



SUPPORT—Help students understand the phrase “birds of passage” at the end of the second paragraph on page 24. Remind students that many birds migrate—they don’t live in the same place all of the time. Just like migrating birds, many of the New Immigrants were not planning to live in America all of the time. They wanted to come to the United States, earn money, and then go back home.

Read aloud the remainder of the section.

CORE VOCABULARY—Pause to explain the vocabulary terms *persecuted* and *pogrom* when they are encountered in the text. Explain to students that *pogrom* is derived from a Russian Yiddish word that literally means “to destroy, to wreak havoc, to demolish violently.” The word is still used today to refer to occurrences of violence against Jews, and sometimes other ethnic groups.

After you read the text, ask the following question:

LITERAL—Why did the New Immigrants come to America?

- » The reasons the New Immigrants came to America were mostly the same reasons as the “old wave” of immigrants. They came to find land to farm and to make money to support their families. They also came to escape religious and political persecution.

“The Immigrant and the City,” Page 26

Scaffold understanding as follows:

Have students read the section on page 26 independently.

Activity Page



AP 2.1



SUPPORT—Use Map of the United States (AP 2.1) to locate the places mentioned in the section: New York City, Chicago, Milwaukee, Detroit, Cleveland, St. Louis, and San Francisco.

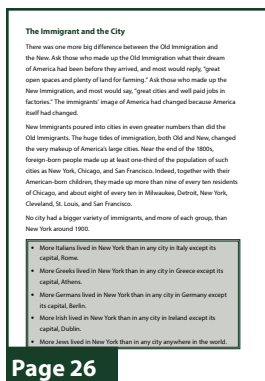
After students read the text, ask the following questions:

LITERAL—Explain why the New Immigrants wanted to live in cities.

- » They wanted to live in cities because they felt that’s where the biggest opportunities were. They wanted well-paid jobs rather than open spaces and land to farm.

LITERAL—Describe New York City around 1900.

- » It had the biggest variety of immigrants and the most of each immigrant group.



"A Foreign Flavor," Pages 27–29

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 27 with a partner.

SUPPORT—Note the reference to the California Gold Rush. Students in Core Knowledge schools may recall learning about the Gold Rush in the Grade 5 unit *Westward Expansion Before the Civil War*. Remind students that the Gold Rush began in 1849.

SUPPORT—Discuss where Chinese and Japanese immigrants settled. Ask students to consider what might have drawn immigrants to various places. (*New Immigrants tended to settle in areas where earlier immigrants had already settled. Chinese immigrants were hired to work for the railroads and ended up settling throughout the West in small and large cities. Japanese immigrants fished and farmed, and a number ended up opening small shops in Washington and California. New European immigrants tended to settle in cities where there were already groups of immigrants from their home countries.*)

Invite volunteers to read the remainder of the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *discrimination* when it is encountered in the text. Refer to the pay rates listed on page 28 as an example of discrimination. Students should understand that the example shows that laborers during the late 1800s were discriminated against based on their color and ethnicity.

CORE VOCABULARY—Pause to explain the vocabulary terms “meatpacking plant” and *cannery* when they are encountered in the text. Make sure students understand that both are types of factories that produce food.

SUPPORT—Draw attention to the photographs on page 29. Help students interpret the images. What do they show about immigrant jobs? (*Possible responses: immigrants of all ages worked; sewing was another job that immigrants did.*)

After students read the text, ask the following questions:

LITERAL—Where did many Japanese immigrants settle?

» They settled in cities in the states of Washington and California.

LITERAL—Where did many Chinese immigrants settle?

» They settled in cities throughout the West; many worked during the California Gold Rush and for the railroads.

A Foreign Flavor

With numbers such as these, the New Immigrants gave American cities a foreign flavor. Just as was the case in the immigration of the 1840s and 1850s, members of each immigrant group chose to live near people who were the same as them. As you have already discovered, many immigrants wanted to be with people who spoke their language, practiced their religion, and shared their customs. So in most cities there were Italian neighborhoods, Irish neighborhoods, and Polish neighborhoods, as well as German, Irish, and Greek. People from China had been arriving in America since the days of the California Gold Rush. Many were later hired to build the Central Pacific Railroad in the 1860s. Later the Chinese spread throughout the West, settling down in both large and small cities.

Few Japanese immigrants arrived in North America much before the end of the 1880s. Eventually about seventy thousand came. Most took up farming and fishing, but a number opened small shops in some of the cities in the states of Washington and California.



Page 27

Making a living in the city was not easy for the New Immigrants. Most had no skills and spoke no English. Usually, they worked up with the hardest jobs, the longest hours, and the lowest pay. And often they were with discrimination. Here, for example, are the daily wages offered in a newspaper advertisement for workers on a construction project in New York in 1890:

Common labor, white, \$1.30 to \$1.50 a day	Common labor, black, \$1.15 to \$1.25 a day
Common labor, Italian, \$1.15 to \$1.25 a day	

The New Immigrants worked in textile factories, steel mills, and meatpacking plants. They made cigars in crowded workshops or sometimes in their own homes. They did housework for others, worked in canneries, and labored in the garment industry. Often, everyone in the family, including young children, had to work to earn enough to live on.

Immigrants also helped build the city itself. Back in Europe, many of the immigrants had heard it said that “in America, the streets are paved with gold.” As common laborers, though, when they arrived in the United States, they quickly learned three things about that saying: “First, that the streets were not paved with gold; second, that the streets were not paved at all; and third, that they [the immigrants] were expected to pave them.” And they did. They, along with the descendants of enslaved African Americans, built the streets, the bridges, and the water and sewer systems that made the modern city possible.

Hard as life may have been for them, however, these new Americans knew they were often far better off than they had been in their native lands. In time, many learned new skills and improved their earnings. They were able to move apartment buildings where they had started, with the help of free public schools.

Vocabulary

discrimination, *n.* unfair treatment of a person or group because of beliefs about that group or people

“meatpacking plant,” (noun) a factory where livestock are killed and their meat is processed, packaged, and distributed

cannery, *n.* a factory where food is packaged in cans

Page 28

their children had a future. Within one generation, or sometimes two, many of these children were entering the fields of medicine, education, business, law, and a hundred other occupations.




Page 29

EVALUATIVE—Why were there neighborhoods specific to a nationality in many of the large cities?

- » The New Immigrants, just like the Old Immigrants, wanted to live among people like themselves, so many settled in the same neighborhoods.

Timeline

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How would you compare the experiences of those who came to America as part of the ‘old wave of immigration’ to the experiences of those who were part of the ‘new wave of immigration’?”
- Post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How would you compare the experiences of those who came to America as part of the ‘old wave of immigration’ to the experiences of those who were part of the ‘new wave of immigration’?”
 - » Key points students should cite include: The New Immigrants wanted to live in the city where there were jobs, as opposed to the Old Immigrants, who wanted to live out in open spaces and farmland. They both came to America for the same reasons (finances, to escape persecution, to take advantage of the land of opportunity), and they both looked to live near family and friends with the same ethnicities.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*persecuted*, *pogrom*, *discrimination*, or *cannery*) or the phrase “meatpacking plant,” and write a sentence using the word or phrase.

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

Additional Activities



Virtual Tour of the Tenement Museum in New York City (RI.6.7)

ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the museum exhibits may be found:

www.coreknowledge.org/ckhg-online-resources

Take students on a virtual tour of the Tenement Museum in New York City. The Tenement Museum memorializes a very special address: 97 Orchard Street. In 1863, a tenement building was built on this plot of land on Manhattan's Lower East Side. Throughout its history, this building was home to more than seven thousand working-class immigrants. The museum preserves the history of these immigrants through restoration of the physical building, sharing of information and educational resources, highlighting voices and faces, and showing a general interest and respect for immigrants from the past.

The virtual tour consists of several web pages. There are photographs, video clips, quotes, and short blurbs of information. Scroll through the pages, and let students absorb the information at a comfortable pace. You may wish to break this activity into two days to allow students to really experience tenement life from the early 1900s to today.

Note: The virtual tour does not work in Chrome. Use of another browser, such as Safari, Firefox, or Internet Explorer, is required.

Start with an introduction to the tour. Read the introduction aloud to students.

Then tell students they will be introduced to the tenement and will briefly learn about its history, including about some of the people who lived there. Click the X in the top right corner of the Introduction box, and then slowly scroll down the page, letting students read, watch, and listen to the audio and visual elements on the page.

Discuss how the immigrants shaped the area and the cultural heritage of the Lower East Side.

Display the exhibit, "1950s: Lower East Side."

Again, slowly scroll down the page, letting students watch the video clips, listen to the interviews, study the pictures, and read the blurbs.

At the end of the page, discuss what life was like for Bella as a Jewish child living in the tenement. Point out the interesting tale of Bella's mom learning how to make *cholent*, a Jewish stew, from her aunt in America. This exemplifies how immigrants looked to friends and family already in America, living near them, settling with them, and continuing traditions from their home countries.

Next, display the exhibit, “1960s: Loisaída.” Again, slowly scroll through the page, letting students read, watch, and listen to the page’s elements.

At the end of the page, discuss the mass migration of Puerto Ricans to America between 1940 and 1960. Talk with students about the changes in Puerto Rico at the time (transition from an agricultural country to one trying to industrialize) and how Puerto Ricans, especially the women, were able to adjust fairly quickly and easily to life in the United States. Ask students what the picture of José and his class suggests about the Lower East Side. Students should notice the variety of ethnicities. Also discuss how joining the Boy Scouts helped José and his brother Andy socialize, and how that experience was different from simply trying to meet and make new friends. Point out that participation in groups like the Boy Scouts of America provided opportunities for young immigrants to learn about and practice what it means to be a good American citizen, contributing to the good of their community.

Finally, click on the web page of the virtual tour, “1970s: Chinatown.” Again, slowly scroll through the page, letting students watch the video clips, listen to the interviews, study the pictures, and read the blurbs.

At the end of the page, discuss the role the Hart-Celler Immigration Act had on Chinese, and other Asian immigrants. Discuss similarities between the Asian mass migration and the Puerto Rican mass migration several decades earlier. Students should note that both groups of immigrants were able to use their sewing skills to make a living in the garment industry. Ask students to describe possible advantages and disadvantages of the after-school care that many Asian children experienced, sitting in the garment factories while their mothers and fathers worked. Finally, have students compare Alison’s class picture with José’s from the prior segment. Students should note that Alison’s class picture also shows the various ethnicities that attended PS 42.

The Chinese Immigration Experience: Angel Island (RI.6.7)

45 MIN

Materials Needed: Internet access; display copy of Map of the United States (AP 2.1)

Activity Page



AP 2.1



Background for Teachers: You may wish to read the background information on the Angel Island website before presenting this activity to students.

Use this link to download the CKHG Online Resources for this unit, where the specific links to background information and videos about Angel Island may be found:

www.coreknowledge.org/ckhg-online-resources

Review facts that your students have already learned about Chinese immigration. (*Chinese immigrants began coming to the United States in the early 1800s. Many took jobs on the railroad in the late 1800s. Many settled along the West Coast.*) Tell students that in this activity, they are going to learn more about the experience of Chinese immigrants.

Play the video *History of Chinese Immigration to the United States*.

Introduce Angel Island to students. Display the image of the island on the Angel Island website. Have students study the image. Explain to students that Angel Island is a small island in the San Francisco Bay, and point out the approximate location on Map of the United States (AP 2.1). Give students a brief history of Angel Island based on the information provided on the website and in background information for this chapter.

Then go to the Angel Island Cultural History page, and click on the U.S. Immigration Station link. Show the three pictures of Angel Island. Talk about the Chinese writing on the wall. Explain that the Chinese wrote poems to express their feelings about being at Angel Island, using pencils or brushes, or carving them into the walls, as seen in this picture. These poems are artifacts from this time period.

Next, tell students that they are going to hear about the experiences of Benson Wong, an immigrant who came to Angel Island in his youth. Explain that Benson spent a month in the hospital at Angel Island in 1928. Benson's grandfather was the first in his family to emigrate from China. He worked in railroad camps and eventually settled in Minneapolis, Minnesota, where he opened a Chinese restaurant. Benson traveled to America with his father when he was twelve years old.

Finally, play the YouTube video, *Benson Wong's Stay in the Angel Island Hospital*, a personal interview with Benson, so students can hear him describe what life was like on Angel Island.

CHAPTER 4

An Uncertain Welcome

The Big Question: What were the different reactions to the “sudden flood” of particular groups of immigrants?

Primary Focus Objectives

- ✓ Identify the Statue of Liberty, and discuss its symbolic importance. (RI.6.3)
- ✓ Identify Ellis Island, and explain its function. (RI.6.3)
- ✓ Describe the effect nativism had on immigration. (RI.6.1, RI.6.2)
- ✓ Explain some Americans’ resistance to Catholics and Jews. (RI.6.2)
- ✓ Understand the Chinese Exclusion Act. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *symbol*, *colossus*, *nativism*, *nativist*, and *shanty*; and of the phrase “representative government.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “An Uncertain Welcome”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 4.1

- Display and individual student copies of Old and New Immigration (AP 4.1)
- Internet access
- Poster-making materials (paper or poster board; crayons, markers, or colored pencils)

Core Vocabulary (Student Reader page numbers listed below)

symbol. n. an object or picture that stands for something else (32)

Example: A heart is a symbol of love.

Variations: symbols

colossus, n. a statue that is larger than life-size (32)

Example: Standing more than one hundred feet tall, the Statue of Liberty is a colossus.

Variations: colossi

nativism, n. a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants (36)

Example: Limiting the voting rights of immigrants is an example of nativism.

nativist, n. a person who has strong feelings against immigrants and wants to ban further immigration (36)

Example: The nativist wanted to stop emigration from Asia.

Variations: nativists

“representative government,” (phrase) a government in which citizens elect people to rule for them; a republic (40)

Example: Because citizens elect U.S. leaders, the United States has a representative government.

Variations: representative governments

shanty, n. a small, simple wood building (40)

Example: The shanty was knocked over by a strong wind.

Variations: shanties

THE CORE LESSON 35 MIN

Introduce “An Uncertain Welcome”

5 MIN

Use the Chapter 3 Timeline Image Cards to review what students have learned about the wave of new immigrants to America.

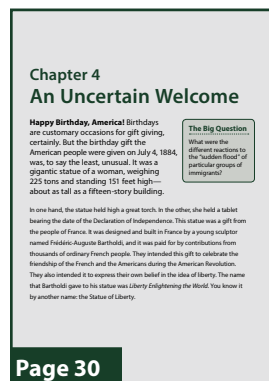
Direct students’ attention to the picture of the Statue of Liberty on page 31 in the Student Reader. Ask students to describe what the Statue of Liberty represents to them. Ask them to imagine how an immigrant might feel at his or her first sight of the statue. Tell students that in this lesson, they will learn the history of the Statue of Liberty and what it meant to the millions of immigrants who saw it for the first time as they sailed into New York Harbor.

Then ask students how they generally feel about new people coming into their lives—new members on an athletic team, new students in class, new neighbors on the block, and so on. Are they happy to welcome newcomers or do they dislike change? Ask students how they think the Americans—once new immigrants themselves, but now established for a generation or two—felt about the newer waves of immigrants who kept arriving. (*Students may say that Americans had conflicting feelings of sympathy and support on the one hand, and distrust and fear on the other.*) Ask students how they think the U.S. government might have felt about immigration. (*The government may have welcomed it because the new citizens would help build the country, but it may have also feared it because so many new people came every year and there was no way to predict what changes these new people would cause.*)

Call students’ attention to the Big Question. Tell students to look for ways immigrants were welcomed to the United States and for reactions that suggested they were unwelcome.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Happy Birthday, America!,” Pages 30–32



Scaffold understanding as follows:

Invite volunteers to read the section on pages 30–32.

CORE VOCABULARY—Pause to explain the vocabulary term *symbol* when it is encountered in the text. Ask students to share other American symbols with which they are familiar.

Note: Students in Core Knowledge schools may recall the term *symbol* from the Grade 3 unit Ancient Rome.

SUPPORT—Direct students’ attention to the images of the Statue of Liberty on page 31. Explain that the statue is made of heavy sheets of copper that have turned green with exposure to the weather. These copper sheets are attached to a steel framework designed by Gustave Eiffel, the man who built the Eiffel Tower in Paris. The statue is hollow. Visitors can climb up inside it and admire a view of New York through windows in the crown.

After volunteers read the text, ask the following questions:

 **LITERAL**—What is the Statue of Liberty? Where is it located?

- » It is a giant statue of a woman holding a torch and a tablet. It is located in New York Harbor.

LITERAL—Which country gave the Statue of Liberty to the United States?

- » France

EVALUATIVE—What was the purpose of the gift?

- » It was intended to celebrate the friendship between the French and the Americans during the American Revolution. It was also intended to be a symbol of freedom.

CHALLENGE—The text says that the Statue of Liberty continues to be a symbol of liberty today. What American liberties or freedoms does the statue represent?

- » It represents the ideas expressed in the Declaration of Independence and the U.S. Constitution, such as the right to self-government and the right to vote, the separation of powers so that no one branch of government becomes too powerful, as well as freedom of speech, freedom of religion, the right to a fair trial, etc.

"A Symbol of Welcome," Page 32

Bartholdi's work was so huge that it had to be shipped in pieces from France in 214 wooden crates. This gift actually arrived in New York in 1885, and the following year was assembled on a tiny island in New York Harbor. There it remains to this day, a symbol of liberty that thrills Americans and foreign visitors alike.

A Symbol of Welcome

Within a very short time, however, the Statue of Liberty became a symbol of something else, too. In the 1800s, most immigrants entered America through the port of New York. As their ship entered the harbor, passengers rushed to the sailing to get a good view of Lady Liberty as some called it. For them, the Statue of Liberty, standing on its island in the middle of New York Harbor, was the symbol of America's welcome to the newcomers.

Immigrants were not alone in thinking of the statue in this way. Emma Lazarus was a young poet whose family had come to this land more than two centuries earlier. Lazarus was deeply disturbed by the reports of the pogroms taking place in Russia. More than ever, she appreciated the liberty and the religious freedom people enjoyed in America. She wrote a poem called, "The New Colossus" to express what the Statue of Liberty meant to her.

Emma Lazarus's poem is only fourteen lines long, but it is one of the best known of all poems written by an American. After Lazarus died, the last five lines of the poem were carved into the base of the Statue of Liberty. If you ever visit the statue, you will see them there:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, your banished ones, to me,
I'll take your kind—
I'll take your kind—
I'll take your kind—

Page 32

Vocabulary
symbol, n. an object or picture that stands for something else
colossus, n. a statue that is larger than life-size

Scaffold understanding as follows:

Have students read the section independently.

CORE VOCABULARY—Point out the vocabulary term *colossus*, and explain its meaning. Explain that *colossus* is derived from a Greek word meaning "a statue of giant size."

SUPPORT—Invite a volunteer to reread the excerpt from Emma Lazarus's "The New Colossus" on the bottom of page 32. Explain any terms that might be unfamiliar to students, such as *yearning*, *wretched*, *refuse*, *teeming*, and *tempest-tost*. Ask students what message those lines send. (*Possible response: immigrants are welcome in the United States.*) Explain that Lazarus wrote the poem specifically for Bartholdi's statue, in an effort to raise money for the pedestal on which it now stands.

After students read the text, ask the following questions:



LITERAL—Where does the Statue of Liberty stand?

- » It stands on an island in the middle of New York Harbor.

INFERENTIAL—Why do you think Emma Lazarus called her poem, "The New Colossus"?

- » Possible response: The Statue of Liberty was larger-than-life, an example of a colossus. It was also new to America.

"Ellis Island," Pages 33–35

Ellis Island

Imagine what this family was feeling as they arrived in the United States. Many immigrants had little money and could not speak English.

Most immigrants who arrived after 1892 first set foot on American soil at their island Ellis Island. There the government men that could handle five thousand people a day.

Page 33

Scaffold understanding as follows:

Have students read the section on pages 33–35 in pairs.

SUPPORT—Direct students' attention to the image of Ellis Island on page 35. Note that Ellis Island is in the same harbor as the Statue of Liberty. Today, tourists can visit both locations on the same ferry.

After students read the text, ask the following questions:

LITERAL—What happened at Ellis Island?

- » Immigrants were examined by doctors and interviewed by officials who decided whether to let them enter the United States.

When that proved too small, the facility was enlarged to handle up to fifteen thousand immigrants a day. Even then, there were some days when it was overflowing! All together, almost million people passed through Ellis Island, the great bulk of them in the first thirty years of its existence. It was closed in 1954.

Can you imagine what the immigrant felt on arriving at Ellis Island? Excitement? Oh yes. America at last—the very first step on American land! But uncertainty and fear, too. Most worrisome was the physical examination. Immigrants knew that those who failed to pass would be sent back to their homeland. The fates of a single child in a large family could mean a heartbreaking decision. Should they all return to where they came from? Or should one parent go back with the sick child and the other remain in America with the rest, hoping and praying for an early reunion? Only a small minority were turned back, but you can understand why, for some, Ellis Island became known as the Island of Tears.



Page 34



Ellis Island was an immigrant processing center in New York harbor. Today, it is a museum and an immigration research center.

After the physical examination came another examination. Immigration inspectors would ask each immigrant's name. If the official wasn't sure how to spell a name, he would give the immigrant a simple, more English-sounding name. For example, the name Wlaskuchinsky might be written down as "Wlaskas." There were other questions, too: Where are you from? Any relatives in America? Why are you coming? Where will you live? Do you have a job waiting for you? There were no wrong answers, but even so, the process could be nerve-racking and humiliating. When it was all over, the immigrants would be on their way to their new life.

The Rise of Nativism

Ernst Luecke's poem of welcome at the base of the Statue of Liberty spoke for many Americans, but not for all. You see, even from the earliest days of its were of two minds about immigration. On one hand, immigrants were needed because immigrants helped

Page 35

EVALUATIVE—Why was Ellis Island known as the “Island of Tears”?

- » Many immigrants cried at Ellis Island—some because they had finally reached America, but many because they were not certain that they would be allowed to stay.

INFERENTIAL—How do you think an immigrant whose last name was changed felt about it?

- » Possible answer: The immigrant might have been upset because a family name is very meaningful.

“The Rise of Nativism,” Pages 35–38

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 35–36 aloud.

Read the second full paragraph on page 36 aloud.

CORE VOCABULARY— Pause to explain the vocabulary term *nativism* when it is encountered in the text.

Read the remainder of the section aloud.

CORE VOCABULARY— Pause to explain the vocabulary term *nativist* when it is encountered in the text. Note the connection between *nativist* and *nativism*. A nativist is someone who supports the beliefs of nativism.

SUPPORT—Remind students about what was going on in America in the 1850s. The potato famine and blight caused many German and Irish immigrants to flood the eastern shore of the United States, and upon their arrival, many headed westward. The settlers already there, many of them descendants of colonists who practiced the Protestant religion, were nervous about the newcomers and their Catholic religion, which many immigrants had practiced back in Europe. These newcomers also created an increased competition for jobs that many of the settlers felt were theirs.

settle the land and build up the country. But on the other hand—and often at the very same time—immigrants who were different from themselves in nationality, language, customs, or religion troubled them. These mixed feelings have continued right on to the present. For most of our history, the positive feelings about immigration have outweighed the negative. “Let the immigrants come,” many people have said. “The more the better. Let them enjoy the blessings of liberty as they help build our land.” Americans were confident that in one or two generations, the newcomers would become Americans like themselves.

There have been times in the past, though, when a large number of Americans thought differently. They feared that immigrants were changing America—and changing it for the worse. They were no longer confident that these newcomers would become American quickly or that they would become American at all. When Americans felt that way, they were more ready to listen to those who would take down the welcome sign. Such strong anti-immigrant feeling is called **nativism**.

The 1850s was one time when nativism was on the rise. The main objection nativists raised against the immigrants from entering America was their religion. Many were Catholics from Ireland and from Germany. To some Protestants, this sudden flood of Catholics seemed like a threat to American culture. They feared the influence of Catholic Church leaders, such as bishops, who might be tempted to influence Catholics when it came to voting. They called for laws to end, or at least sharply limit, further immigration. Congress did not pass any such laws, but as the Civil War approached, immigration

Page 36

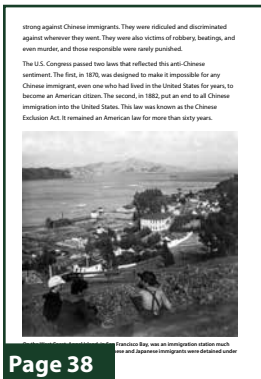
Some nativists formed a movement that was somewhat jokingly given the name the Know-Nothing movement. Members of the movement were for the most part anti-Catholic and anti-immigrant. The movement got its name because at first it was basically a secret society, and those involved claimed that they knew nothing about it. The Know-Nothing movement did go on to become a political party known as the American Party—though it did not last for very long.

By the time immigration rose once again after the Civil War, the mood of the country had changed back to one of welcome. There were, however, one great exception. In the American West, a current of nativism continued to run.



The American Patriot newspaper was published specifically to attack Catholics, and in particular Irish immigrants. This is an example of the front page of an 1850s edition.

Page 37



At the same time, the California Gold Rush was attracting Chinese immigrants on the West Coast.

After reading the text, ask the following questions:

LITERAL—What is nativism?

- » It is a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants.

LITERAL—In the 1850s, which immigrants did American nativists target?

- » They targeted Catholic immigrants.

LITERAL—What was the Know-Nothing movement?

- » It was a nativist anti-Catholic, anti-immigrant movement that became a political party called the American Party.

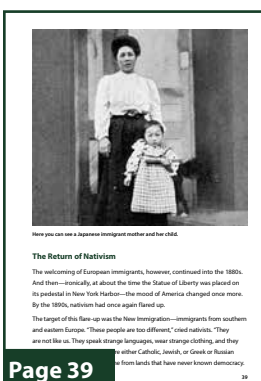
LITERAL—Whom did nativists target in the American West after the Civil War?

- » Chinese immigrants

LITERAL—What nativist laws about Chinese immigration did the U.S. Congress pass?

- » Congress passed one law that made it impossible for Chinese immigrants to become U.S. citizens and another law, called the Chinese Exclusion Act, which ended Chinese immigration to the United States.

“The Return of Nativism,” Pages 39–41



Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms “representative government” and *shanty* when they are encountered in the text. Help students understand that the United States is a representative government—U.S. citizens elect local, state, and national leaders.

Note: Students in Core Knowledge schools may recall learning about representative government in the Grade 4 unit *The United States Constitution*.

SUPPORT—Make sure students understand that the quotation on pages 40–41 is a statement of opinion, not fact. The congressman’s words reflect his nativist views and do not accurately portray the experiences of immigrants.

They have no experience with representative government and no desire for it. They will never fit in. They don't even want to fit in. They will ruin America."

All of us today know that these New Immigrants became as American as the Old Immigrants. We know that the United States has benefited greatly from their contributions. But nativists presented their claims in articles and speeches as though they were proven facts. Worse still, many of their readers and listeners believed them.

Labor leaders tended to be particularly worried about immigration. They feared that the new immigrants would work for lower wages, leaving native-born workers unemployed. Here is how one congressman sympathetic to such labor leaders summed up the case against immigrants:

Immigrants work for wages upon which American workmen cannot live. The evidence abundantly shows that they...

Page 40

rubber foods that they do not have even the most common sanitary appliances that they expose themselves to all the diseases that are generated by filth. The American workman cannot support churches and decently clothe his children and send them to school and enjoy any of the comforts of civilization, so long as he must come into this degrading competition.

With nativism on the rise, there were again demands that the government limit the number who entered the United States. Once again, however, no action was taken, and more nativist sentiment died down. In fact, in the twenty or so years that followed, our country received more immigrants than in any similar period before.

Nativism, however, had not had its last say. In the 1920s, the United States adopted its first major laws to limit immigration. But that is a story for another time.

Page 41

After volunteers read the text, ask the following questions:

EVALUATIVE—How was nativism in the 1890s different from nativism before the Civil War?

- » Before the Civil War, nativists objected to Catholics. In the 1890s, they targeted New Immigrants from southern and eastern Europe, regardless of the immigrant's religion.

LITERAL—How were New Immigrants similar to Old Immigrants?

- » Both became Americans, regardless of nativist claims.

EVALUATIVE—Why were labor leaders worried about immigration?

- » They thought New Immigrants would work for lower wages, leaving native-born workers unemployed.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What were the different reactions to the 'sudden flood' of particular groups of immigrants?"
- Have volunteers post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What were the different reactions to the 'sudden flood' of particular groups of immigrants?"
 - » Key points students should cite include: the United States opened a processing receiving station at Ellis Island to interview and check immigrants before they were allowed to stay in America; some people welcomed immigrants and felt they should be able to enjoy the blessings of liberty, just as *they* had generations before; some people started to fear immigrants and discriminated against them for their religion, their beliefs, and their willingness to take lower paying jobs; the U.S. government enacted several immigration laws to keep immigrants out.

- Choose one of the Core Vocabulary words (*symbol*, *colossus*, *nativism*, *nativist*, or *shanty*) or the phrase “representative government,” and write a sentence using the word or phrase.

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

Additional Activities



Come View the Statue of Liberty! (RI.6.7)

45 MIN

Materials Needed: Internet access; paper or poster board; crayons, colored pencils, or markers



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos and images may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students they are going to take a virtual tour of the Statue of Liberty through several video clips. Tell students that at the end of their virtual tour, they are going to work in pairs to create a tourism poster for the Statue of Liberty, encouraging visitors to come tour the “colossus.” Encourage students to take notes as they travel on the virtual tour.

Start the virtual tour with the video, *The Statue of Liberty for Kids* (4:41). Tell students to listen for details about the building of the statue, the materials used to make the statue, and its statistics (height, weight, etc.).

Then play the video, *Statue of Liberty & Ellis Island—2 minute HD tour* (2:15). Tell students that this video does not have narration, so they need to pay close attention to what the tour shows, what the people on the tour are doing, and what they see. Tell students they can use these observations in a poster they will be asked to create.

Finally, show the images on the Statue of Liberty Ellis Island Foundation website. There are six images to view. This website also has live cameras from the crown and the torch. You can manipulate the torch cam site to see different angles.

Pair students and allow them to work for twenty minutes to create a tourism poster inviting people to visit the Statue of Liberty. The poster should use words and images to identify at least three important facts about the statue. Circulate as they work to ask questions about their posters. Set aside a section of a wall in the classroom to display the posters. Use the rest of the class period to do a class presentation of the posters. Ask volunteer pairs to describe their work. Encourage the rest of the class to ask questions about the presented posters.



Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to an interactive tour may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students whether they have a clear understanding of what Ellis Island was like when it was used to process immigrants entering the United States. Tell them they will get the chance to experience this famous receiving station through an interactive website.

If possible, let students experience the interactive website in pairs or small groups. If that's not possible, explore the website as a class. The site allows viewers to navigate ten steps of the process an immigrant would experience at Ellis Island. Each step has tabs leading to photographs or audio and video clips. These clips require the most recent version of Adobe Flash Player. Each step has a story as well as links to additional interesting facts. If you are visiting the website as a class, you may want to invite a volunteer or several volunteers to help you choose what to explore.

After students have completed a tour of the island, ask the following questions:

1. What is one new thing you learned about Ellis Island?
2. What surprises you the most about the immigrant experience at Ellis Island?
3. How do you think immigrants felt as they went through processing at Ellis Island? Give examples to support your opinion.
4. Do you want to visit Ellis Island? Why?

Encourage participation by the entire class in discussing these questions.

Interactive Game: City of Immigrants (RI.6.7)**ACTIVITY LENGTH FLEXIBLE**

Materials Needed: Internet access; *City of Immigrants* game set up on class computer or student workstations



Background for Teachers: The *City of Immigrants* game can be played online for free on the Mission US website. You will need to register on the site in order to do so.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the game website may be found:

www.coreknowledge.org/ckhg-online-resources

You may choose to play the game as a class or have students play the game in small groups at designated workstations. Whichever option you choose, you should play through the game at least once before asking students to do so. There are seven parts to the game, including the prologue and epilogue. Students will not likely complete all seven parts in one sitting, but completing even just the first several parts will be enough to give them a taste of the immigrant experience.

Note that this game requires Adobe Flash, which is not compatible with all browsers.

Introduce students to the game. Explain that it is a role-playing game. The player takes on the role of a Russian immigrant arriving in the United States. As the immigrant goes through the process of arriving in the country and getting settled, the player will make decisions for the immigrant. Play the Mission 4 Trailer to preview the game for students.

Because students will be role-playing as a group, they should discuss their choices before making a decision. Choices are presented in blue brackets on each screen. Make a choice by clicking on an option.

Have students play the game as a whole class or in small groups.

When students have finished, or have run out of time, debrief the students about the experience by asking these questions:

What challenges did Lena Brodsky face?

» Possible responses: She didn't speak English. She was a young woman traveling alone. She didn't know her way around the city.

Would Lena have had an easier time if she had been a boy?

» Maybe. The young men would not have approached her outside the immigration center.

Based on your experience as Lena, how do you think it felt to be an immigrant new to America?

» Possible responses: overwhelming, frightening.



Finding Your Roots (RI.6.7)

45 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that many people study their ancestry using records that are now available digitally.

Introduce the PBS series *Finding Your Roots*. Play the video clip titled “20th Century Italian Immigration . . . America the Melting pot or Not?,” in which famous chef Tom Colicchio learns more about his great-grandfather’s passage to America and his documentation at Ellis Island.

Another interesting *Finding Your Roots* episode features Derek Jeter. Students may recognize Jeter as the retired New York Yankees baseball player.

Please be aware that the video titled “The History Behind the Jeter Surname” addresses the fact that some of Derek Jeter’s ancestors were enslaved people; the family surname, Jeter, is the name of the person who owned these enslaved individuals. Teachers should be prepared to discuss this practice, which was prevalent prior to the abolition of slavery.

(Please also note that a separate video clip included in this series and titled “Who Is Green Jeter’s father?” may not be appropriate for viewing by your students. This particular clip discusses the likelihood that the slaveowner fathered Green Jeter, Derek Jeter’s ancestor.)

Ask students if they have wondered about their own ancestors, and ask whether they or anyone in their family has ever researched and gathered information about their ancestors. Then have students interview a family member as a homework assignment. Ask students to write a paragraph describing what they learned about their ancestors through their interview. In class, invite volunteers to share what they learned about their ancestors.

Old and New Immigration (RI.6.1, RI.6.2)

30 MIN

Activity Page



AP 4.1

Materials Needed: Sufficient copies of Old and New Immigration (AP 4.1)

Distribute AP 4.1, Old and New Immigration, and direct students to compare and contrast Old Immigration with New Immigration using the Venn Diagram.

This activity may be assigned for homework.

Becoming American

The Big Question: Why do you think “becoming an American” was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?

Primary Focus Objectives

- ✓ Compare and contrast first-, second-, and third-generation Americans. (RI.6.1, RI.6.4)
- ✓ Understand the assimilation process of immigrant groups into American society. (RI.6.3)
- ✓ Explain the significance of the term *melting pot* to the history of immigration in the United States. (RI.6.3, RI.6.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *crucible*, *synagogue*, and *naturalize*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Becoming American”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- American coins in various denominations
- Internet access
- Sufficient copies of “I Am an American” (FE 1)
- Blank sheets of white construction paper
- Crayons, markers, or colored pencils

Core Vocabulary (Student Reader page numbers listed below)

crucible, n. a container used for melting substances at a very high heat (42)

Example: We used a crucible to melt the gold so we could pour it into the jewelry mold.

Variations: crucibles

synagogue, n. a Jewish house of worship (44)

Example: The Jewish family attended Sabbath services at the synagogue.

Variations: synagogues

naturalize, v. to allow someone from another country to become a citizen **(48)**

Example: The U.S. government has a detailed process to naturalize immigrants.

Variations: naturalization (noun)

THE CORE LESSON 35 MIN

Introduce “Becoming American”

5 MIN

Refer back to the Chapter 4 Timeline Cards. Ask students about the significance of the Statue of Liberty and Ellis Island in relation to the new wave of immigration to the United States.



Then ask students how they would define the word *American*. What does it mean to be an American? What do all Americans have in common? Is there such a thing as a typical American? Write students’ ideas on the board or chart paper. Tell them that they are going to read about the challenges the new immigrants faced as they tried to become Americans.

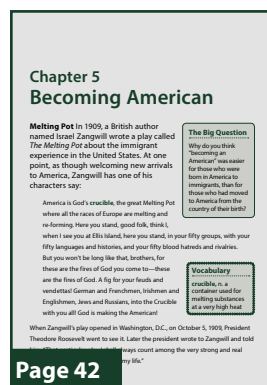
Call students’ attention to the Big Question. Tell students to look for examples in the text that show how “becoming an American” was easier for those who were born in America to immigrants than for those who had moved to America from their country of birth.

Guided Reading Supports for “Becoming American”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Melting Pot,” Pages 42–44



Scaffold understanding as follows:

Read the section on pages 42–44 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *crucible* when it is encountered in the text. Make sure students understand that Zangwill’s use of the word is figurative. Just like a crucible melts metals so they can be blended together, the United States blends together the cultures of all the people who have come here.

SUPPORT—Point out the terms *feuds* and *vendettas* in the Zangwill quotation. Make sure students understand the meanings of the terms. (*long-lasting arguments; long-lasting series of vengeful acts*)



SUPPORT—Write the motto *e pluribus unum* on the board or chart paper. Show students some coins, and have them find the motto on each one. Explain that this Latin phrase means “out of many, one”—in other words, a single nation made up of many different individuals. Relate the motto to Israel Zangwill’s description of the American melting pot.

After you read the text, ask the following questions:

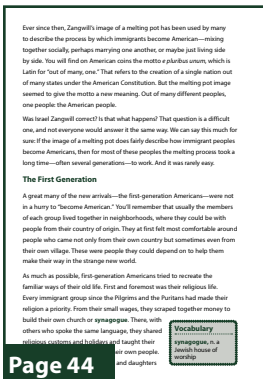
LITERAL—Who was Israel Zangwill?

- » He was a British author. He was the son of Russian and Jewish immigrants. He wrote a play called *The Melting Pot* about the American immigrant experience.

LITERAL—What does *e pluribus unum* mean? Why is it written on coins?

- » It means “out of many, one.” It was originally placed on American coins to represent the fact that, under the U.S. Constitution, many individual states make up one nation. The melting pot image may have given new meaning to this motto, i.e., from many people from different countries and cultures, come one people, Americans.

“The First Generation,” Pages 44–46



Scaffold understanding as follows:

Have students read the section independently.

CORE VOCABULARY—Point out the vocabulary term *synagogue*, and explain its meaning. Make sure students understand that a synagogue is a house of worship, similar to a church or a mosque.

SUPPORT—Point out the reference to the Pilgrims and the Puritans in the second paragraph of the section. Students in Core Knowledge schools may recall learning about the Pilgrims and Puritans in the Grade 3 unit *The Thirteen Colonies*. Remind students that these were the Europeans who first settled the Plymouth and Massachusetts Bay colonies in the 1600s.

SUPPORT—Help students understand the dilemma that first-generation immigrants faced: they wanted to maintain their own culture and become Americanized at the same time. It was—and still is—a difficult balance to achieve.

After students read the text, ask the following questions:

LITERAL—Where would you most likely find first-generation immigrants living?

- » They would be in neighborhoods with others from their home country.



help by forming a bridge to American life that immigrants could cross at their own pace? Probably both. Although many immigrants did learn to speak and read English, there were those who never did. And being able to read a newspaper in their own language probably made it less necessary for them to do so. Yet, as they experienced life in this new world and learned more of American ways—often by reading those very newspapers—they too, day by day and year by year, were becoming American.

Even so, around the turn of the century there were some Americans who were concerned that immigrants were moving too slowly across the bridge from being a foreigner to becoming American. They created special programs intended to speed the immigrants' journey. These programs were called Americanization programs. Clubs, businesses, and various organizations printed millions of pamphlets to teach immigrants about American government and society. Some churches, volunteer groups, and city governments ran evening schools and other programs where immigrants could learn English.

These efforts to bring the newcomers into the mainstream of American life were well intended. There was probably much good in them. But too often, those who ran them were not sensitive to the feelings of the people on the receiving end. As one immigrant remembered in later years, this was their message:

Forget your native land, forget your mother tongue, do away in a day with your inherited customs, put from you as a cloak all that inheritance and early environment made you, and become in a day an American.

They seemed to be saying, recalled this immigrant, "I'll be an American citizen or get out." Most immigrants found it was not that easy to do the one, and they respectfully did not want to do the other.

Page 46

LITERAL—What were the Americanization programs, and why were they created?

- » They were programs run by churches, volunteer groups, and city governments to help immigrants become Americanized more quickly.

EVALUATIVE—How were the efforts to create Americanization programs received?

- » Many thought they were useful in providing an opportunity for the immigrants to learn about the American government and to learn English. Others may have felt they were insensitive to the feelings of recent immigrants, who may have been reluctant to immediately discard the customs and traditions of their native countries.

"The Second Generation," Pages 47–48

The Second Generation

It was the second generation—the American-born children of the immigrants—who succeeded in crossing the bridge to the American side much more successfully. More than anything else it was the American public school that helped them make that crossing. In those schools, the children of the immigrants learned to speak and write English. American-born teachers taught them about American history and American government, and all the while, in school and out, these second-generation Americans were becoming accustomed to American ways, tastes, habits, dress, and beliefs that touched on every part of their lives.

As these children became Americans, differences often arose between them and their immigrant parents. Many parents wanted to hold on to their traditional views of family life, the proper relationship of wife to husband, of child to parent, of young to old. To them, America seemed to be teaching their



In schools across America, the children of immigrants learned a new language and all about the children of future immigrants and about the United States.

Page 47

Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Make sure students understand the concept of “second generation.” The first generation are the immigrants who traveled from Europe, Asia, or elsewhere to the United States. The second generation are the children of these immigrants, the children who are born in the United States. Often, these children serve as a bridge for their parents. Because these children grow up in America, they understand American language and culture better than their parents, who learn those things as adults. These second-generation immigrants often serve as translators and cultural interpreters for the older generation.

After students read the text, ask the following questions:

LITERAL—Who were second-generation immigrants?

- » They were the children of first-generation immigrants.

EVALUATIVE—What was the biggest influence on second-generation immigrants becoming more American than their parents?

- » American public schools were the biggest influence.

EVALUATIVE—What was the biggest struggle between first-generation immigrants and their children?

- » Many first-generation immigrants felt their children were losing their connection to their family and their culture. Many first-generation immigrants wanted their children to hold on to their traditional views.

"The Third Generation," Page 48

children different lessons and to be encouraging their children to throw away a valuable heritage. The children, speaking one language at home and another at school, often saw their parents as simply old-fashioned, blocking their own way to being accepted as American.

Years later, one of these second-generation Americans recalled his feelings as he was growing up this way:

My contemporaries (people his own age) had labeled me Italian . . . I didn't want to be Italian. Or Swedish. Or Irish. Or anything "different." Like countless bewildered young people before me—and to come—I just wanted to be myself. "Why can't I just be Joe?" I thought.

The Third Generation

It was usually the third generation—the grandchildren of the immigrants—who finally felt fully, comfortably American. By then, many had moved away from the old immigrant neighborhoods, and most of the foreign language newspapers no longer existed. Few of the third generation still spoke the language of the old country. Few were still torn between the ways of the old world and the ways of the new. Few asked themselves, "Why can't I just be Joe?" They knew that they already were "just Joe." If they chose to call themselves Italian or Irish or Swedish or anything else, that was their choice. They knew that whatever label they might use, they were American.

New Americans

Most first-generation immigrants had the opportunity to become American citizens by being naturalized. This meant, and still does, that after fulfilling the legal requirements, they could become full-fledged Americans with full voting rights. Future generations, born in the United States, are citizens. This is still true, though today, required civics and American history test.

Vocabulary

naturalize, *v* to allow someone from another country to become a citizen

Page 48

Scaffold understanding as follows:

Invite a volunteer to read the section aloud.

SUPPORT—Make sure students understand that the third generation of an immigrant family is the second generation born in America. They are the grandchildren of the first generation of immigrants.

After the volunteer reads the text, ask the following questions:

LITERAL—Who were the third-generation immigrants?

- » They were the children of the second-generation immigrants and the grandchildren of the first-generation immigrants.

EVALUATIVE—Why might third-generation immigrants be considered the most American of the three generations?

- » Many of them had moved away from their childhood neighborhoods. They were speaking, reading, and writing mostly in English. They felt fully American.

"New Americans," Pages 48–49

Today the phrase melting pot in many ways has been replaced by the word mosaic—something that is made from many different shapes, sizes, colors, and parts. So perhaps we can say that the history of America resembles the creation of a mosaic. Would you agree?



All the naturalization ceremonies, which all new citizens take part in, begin with the Oath of Allegiance.

Page 49

Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *naturalize* when it is encountered in the text. Explain that the process of becoming a citizen is called *naturalization*.

 **SUPPORT**—Students in Core Knowledge schools may recall taking a civics or citizenship test in Grade 5. Explain that this test is similar to the one that immigrants take as part of their naturalization process.

After you read the text, ask the following questions:

 **LITERAL**—What does it mean to become a naturalized American citizen?

- » It means fulfilling legal requirements to become an American citizen with the same rights and responsibilities as people who are born in the United States.

 **LITERAL**—What is one requirement for becoming a naturalized American citizen?

- » Immigrants must pass a civics and American history test.



INFERENTIAL—Why were second-generation and third-generation immigrants automatically American citizens?

» They were born in the United States.

Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think ‘becoming an American’ was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?”
- Post the image cards to the Timeline under the dates referencing the 1900s and the 2000s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why do you think ‘becoming an American’ was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?”
 - » Key points students should cite include: Those who came to America often settled in communities with others from their birth country; they continued to speak their native language; they read newspapers printed in their native language. Those who were born to immigrants were influenced by American public schools; they did not tend to stay in their communities; they may have gone through Americanization programs.
- Choose one of the Core Vocabulary words (*crucible*, *synagogue*, or *naturalize*), and write a sentence using the word.

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

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 1–5, and direct students to match each word with its definition to review the vocabulary terms they have learned in their reading of *Immigration*.

This activity may be assigned for homework.



I Am an American (RI.6.3, RI.6.6)

45 MIN

Materials Needed: Sufficient copies of “I Am an American” by Elias Lieberman (FE 1); blank sheets of white construction paper; crayons, markers, or colored pencils



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce poet Elias Lieberman. He was born in St. Petersburg, Russia, in 1883. He was one of the many Russian Jews who emigrated from Russia to the United States—he came at the age of seven with his family. He graduated from the City College of New York and became an English teacher. He later worked for the New York Board of Education. He was a poet, and his most famous poem, which students will read today, was published in 1916.

Ask a volunteer to read the poem aloud. Ask students to share their initial impressions of the poem. When students respond, ask follow-up questions, such as what words in the poem made them feel that way.

Then have students read the poem silently to themselves.

When students are done, ask the following questions:

1. Why do you think Lieberman wrote the poem?
 - » Possible response: Lieberman wanted to express what it means to him to be an American.
2. How does Lieberman convey his point of view in the poem?
 - » He describes how his ancestors were persecuted in Russia, and he describes how his ancestors helped build America once they moved here. He writes poetically about the American flag and what it means to him.
3. Describe Lieberman’s use of the phrase “the dream of America.”
 - » The dream of America came to his ancestors, who were unhappy in Russia. It was a dream because it didn’t seem real, but then it became real when they immigrated to America.

4. What vow did Lieberman promise to keep?

- » He swore he would stand up for the American flag, the emblem of the promised land. His father told him to live for it and die for it. Lieberman vowed that he would.

Ask students to write a short poem starting with the words, “I am,” that expresses what it means to them to be an American. Have them draft the poems in their notebooks, then transfer their finished poems to the white construction paper. Encourage them to add symbols or other images to their poems. Display the poems on a wall in the classroom.



We the People: Becoming a Naturalized Citizen (RI.6.3, RI.6.6)

45 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos and citizenship resources may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce the topic of becoming a naturalized citizen in the United States by playing the video *A Promise of Freedom* (12:06) on the U.S. Citizenship and Immigration Services website. Tell students this video focuses on the history and founding of our nation and on the important rights and responsibilities of U.S. citizens.

Tell students that the U.S. Citizenship and Immigration Services website provides information, including a detailed list explaining all the steps necessary for becoming a U.S. Citizen. Those steps include:

1. Determining if you are already a U.S. citizen: you are if you are born in the United States or a territory of the United States, or if at least one of your parents is a U.S. citizen.
2. Determining if you are eligible to become a U.S. citizen: generally, you must be 18 years old, have been a permanent resident for at least five years, and meet all other eligibility requirements.
3. Completing an application for naturalization
4. Submitting the application, required documents, fees, and passport-style photographs
5. Completing a background check with the FBI
6. Completing an interview at a U.S. Citizenship and Immigration Services office
7. What to do when you receive a decision regarding your application (it may be granted or it may be denied)
8. Taking the Oath of Allegiance to the United States (if your application was granted)

Take students to the citizenship test. Read aloud the description at the top of the page. Scroll through the questions, and read a few aloud to see whether students can answer them.

Then take students to the civics practice test on the U.S. Citizenship and Immigration Services website.

Finally, watch the video *Oath of Citizenship* (2:28) presented by the History Channel to show students what the naturalization ceremony looks like.

Teacher Resources

Unit Assessment: *Immigration* 66

Performance Task: *Immigration* 70

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- Performance Task Activity: *Immigration* 72
- *Immigration* Performance Task Notes Table 73

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- World Map (AP 1.1) 74
- The Great Famine (AP 1.2) 75
- Map of the United States (AP 2.1) 76
- Starting Over (AP 2.2) 77
- Old and New Immigration (AP 4.1) 79
- Domain Vocabulary: Chapters 1–5 (AP 5.1) 80

Answer Key: *Immigration*—Unit Assessment and Activity Pages 81

The following fiction excerpt can be downloaded at:

www.coreknowledge.org/ckhg-online-resources

- “I Am an American” by Elias Lieberman (FE 1)

Name _____

Date _____

Unit Assessment: *Immigration*

A. Circle the letter of the best answer.

1. Which country did *not* contribute many early settlers, or immigrants, to America?
 - a) Poland
 - b) Holland
 - c) England
 - d) Germany
2. The potato blight struck which country?
 - a) England
 - b) Russia
 - c) Ireland
 - d) United States
3. Which city was a port of entry to the United States for many Asian immigrants?
 - a) Boston
 - b) New York
 - c) New Orleans
 - d) San Francisco
4. What made the United States so attractive to European farmers?
 - a) temperate climate
 - b) plenty of land available
 - c) both a and b
 - d) neither a nor b
5. Before the Civil War, which group of immigrants took the hardest, lowest-paying jobs?
 - a) the Chinese
 - b) the Italians
 - c) the Irish
 - d) the Germans
6. What is a tenement?
 - a) a kind of food from Germany
 - b) a boat that carried immigrants
 - c) a crowded apartment building
 - d) a tool for building canals

- 7.** Why did immigration to the United States slow down during the mid-1860s?
 - a)** improvements in European economy
 - b)** the French Revolution
 - c)** the expense of the voyage
 - d)** the Civil War
- 8.** What is the name for the wave of immigration to the United States after the Civil War?
 - a)** westward movement
 - b)** manifest destiny
 - c)** Old Immigration
 - d)** New Immigration
- 9.** After the Civil War, where did most immigrants settle?
 - a)** mountains
 - b)** cities
 - c)** farmland
 - d)** suburbs
- 10.** What kinds of jobs were open to most New Immigrants?
 - a)** farming
 - b)** teaching
 - c)** law
 - d)** factory and construction
- 11.** Immigrants from China and Japan tended to settle in which region of the United States?
 - a)** East
 - b)** South
 - c)** West
 - d)** Midwest
- 12.** Where does the Statue of Liberty stand?
 - a)** New York Harbor
 - b)** Plymouth Rock
 - c)** Jamestown Harbor
 - d)** San Francisco Bay
- 13.** Which country gave the Statue of Liberty to the United States?
 - a)** Germany
 - b)** Italy
 - c)** France
 - d)** England

- 14.** Which was the first stop in the United States for most European immigrants after 1892?
- a)** Long Island
 - b)** Liberty Island
 - c)** Angel Island
 - d)** Ellis Island
- 15.** In 1882, all immigrants from which country were banned from entering the United States?
- a)** Russia
 - b)** Germany
 - c)** China
 - d)** Italy

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **16.** descendant

_____ **17.** discrimination

_____ **18.** emigration

_____ **19.** immigration

_____ **20.** nativism

_____ **21.** naturalize

_____ **22.** persecuted

_____ **23.** tenement

_____ **24.** representative
government

_____ **25.** colossus

Definitions

a) the act of leaving one country to settle permanently in another

b) treated cruelly or unfairly

c) to allow someone from another country to become a citizen

d) someone who is related to a person or a group of people who lived in the past

e) the act of coming to live permanently in a new country

f) a statue that is larger than life-size

g) unfair treatment of a person or group because of beliefs about that group of people

h) a government in which citizens elect people to rule for them; a republic

i) a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants

j) an apartment building, often overcrowded and in need of repairs, usually in a city slum

Performance Task: *Immigration*

Teacher Directions: The story of immigration in the United States is one of change. Immigrants made monumental changes in their lives when emigrating from their countries of birth; cities changed with the influx of new people; neighborhoods changed as immigrant families moved in and moved out; industries changed with an ever-increasing workforce formed by multiple ethnicities; and families changed as new generations were born in the United States.

Ask students to work with a classmate to plan, prepare, and present a role-play showing a conversation between an immigrant to the United States and his or her American-born child or grandchild, in which they discuss whether it is better to hold on to customs from the old country or try to be entirely American in their new country. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to base their conversation on information from the lesson and class activities. Students should also show how parents and children (or grandparents and grandchildren) might reach a compromise in their discussion.

Characters	Immigrant from Russia; son of immigrant
Old Country Ways	Life was tough in Russia. We were persecuted for being Jewish. We had a tough time supporting our family. We decided to pursue the American dream. We wanted to come to the land of opportunity. We wanted to keep our language, our customs, Russian friends.
Argument	It is easier to live in America and deal with all the changes when we are comfortable in our houses and our neighborhoods, speaking our home language, reading newspapers in our home language, cooking our traditional food, and socializing with other Russians.
New Country Ways	America has many opportunities; you can: go to American public schools; learn English and other languages; play sports; make new friends; learn new skills; do what you can to be considered American.
Argument	It is easier to live in America and deal with the changes by following American customs and accepting the American way of life.
Resolution	Find a compromise in which immigrant learns some new “American” skills and traditions, and child or grandchild keeps some of the “old country” skills and traditions.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their role-play using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their role-plays.

Above Average	Role-play is accurate, detailed, and persuasive. The references clearly show students understand the feelings of the characters. Pairs present a clear argument and a proper resolution. Students' conversation is clearly articulated and focused, and demonstrates a strong understanding of the subjects discussed, using five details or more; a few minor errors may be present.
Average	Role-play is mostly accurate and somewhat detailed. The references show students mostly understand the feelings of the characters. Pairs present an argument and a resolution. Students' conversation is focused and demonstrates control of conventions, using four details; some minor errors may be present.
Adequate	Role-play is mostly accurate but lacks detail. The role-play shows how characters would interact but references few details from the text. Pair presents a weak argument and resolution, using three or fewer details. Students' conversation may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Role-play is incomplete and demonstrates a minimal understanding of the content in the unit. Pair demonstrates incomplete or inaccurate knowledge of immigrants and American-born citizens. Students' conversation may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____

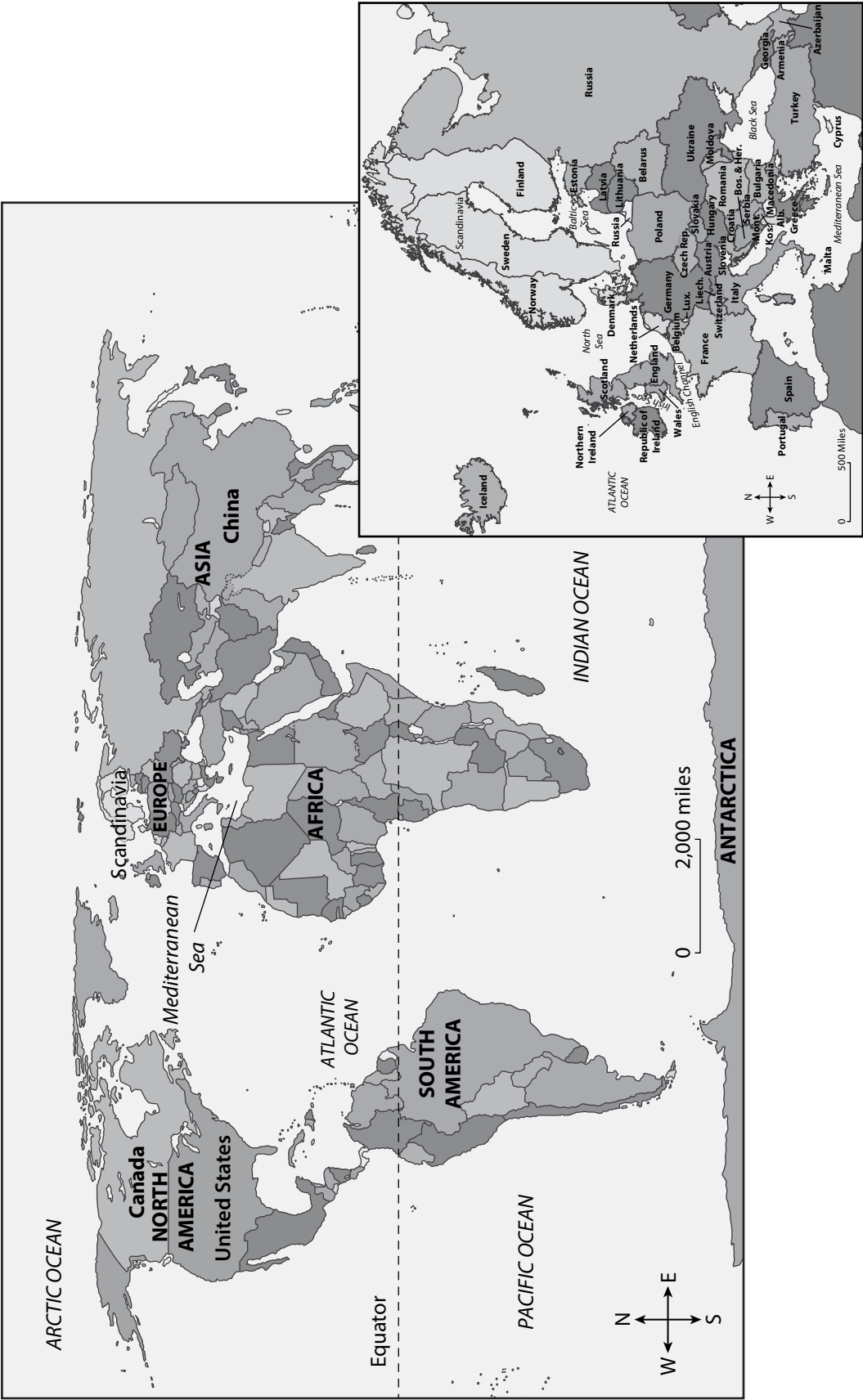
Date _____

Immigration Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to *Immigration*. You do not need to complete the entire table to plan and prepare your role-play, but you should try to have three to five specific examples of immigrant life in the United States.

Characters	Immigrant from _____; son/daughter of immigrant or grandson/granddaughter of immigrant
Old Country Ways	What was life like in _____? Why did I leave?
Argument	
New Country Ways	What is good about life in America? How do people know I'm an American?
Argument	
Resolution	

World Map



Activity Page 1.2**Use with Chapter 1****The Great Famine**

Read the passage, and answer the questions that follow.

In 1845, a plant disease called “blight” destroyed Ireland’s potato crops. The Irish were very dependent on this crop because they grew almost nothing else. The famine that resulted set off a huge wave of Irish immigration to the United States in the mid-1800s. During this time, approximately 1.3 million Irish emigrated overseas, with 70 percent going to the United States.

There were two ways one could sail to the United States—either in standard class or in steerage. Standard class passengers had berths [beds] and could walk on the deck. Steerage passengers were crowded together below deck and often were not allowed up on the deck. For most emigrants*, steerage was all they could afford. Many captains of the privately owned and unregulated ships grossly overcrowded their ships with emigrants in order to get more fares. The ships became known as “coffin ships.”

Stephen de Vere sailed to America in steerage in 1847. He wrote afterward:

Hundreds of poor people, men, women and children of all ages huddled together without light, without air, wallowing in filth and breathing a fetid [bad-smelling] atmosphere, sick in body, dispirited in heart; the fevered patients lying beside the sound [healthy], by their agonized ravings disturbing those around. The food is generally ill-selected and seldom sufficiently cooked in consequences of the insufficiency and bad construction of the cooking places. The supply of water, hardly enough for cooking and drinking, does not allow for washing.

1. Why were so many people forced to leave Ireland in the mid-1800s?

2. Why were the ships in which immigrants sailed to the United States referred to as “coffin ships”?

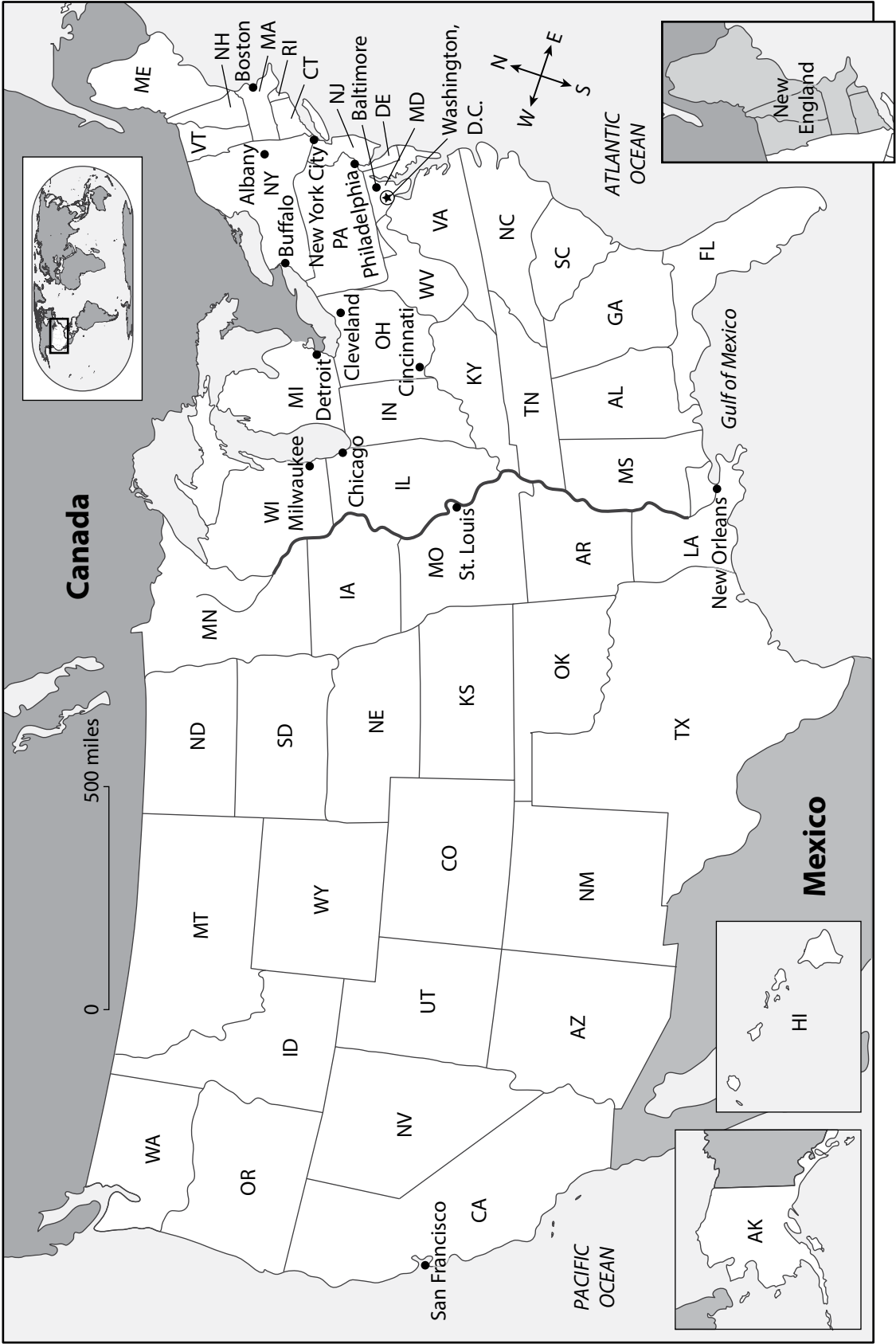
3. What did de Vere say about conditions on the Atlantic voyage?

*Tell students that *emigrant* is sometimes used to refer to people who are leaving their country to settle permanently in another, while *immigrant* refers to people coming to a new country to permanently settle.

Name _____

Date _____

Map of the United States



Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Starting Over

Answer the questions as you read the chapter. For each question, write down the page(s) where you found the answer.

1. How long did the voyage to America in the early 1800s last? (page _____)

2. What was traveling to America in the early 1800s like? What were some of the conditions on the ships? (page _____)

3. How did immigrants with money and skills decide where to settle once they arrived? (page _____)

4. Why did skilled workers tend to stay in the cities? (page _____)

5. Why did many poor farmers tend to stay in the cities? (page _____)

Name _____

Date _____

Activity Page 2.2 (Continued)

Use with Chapter 2

Starting Over

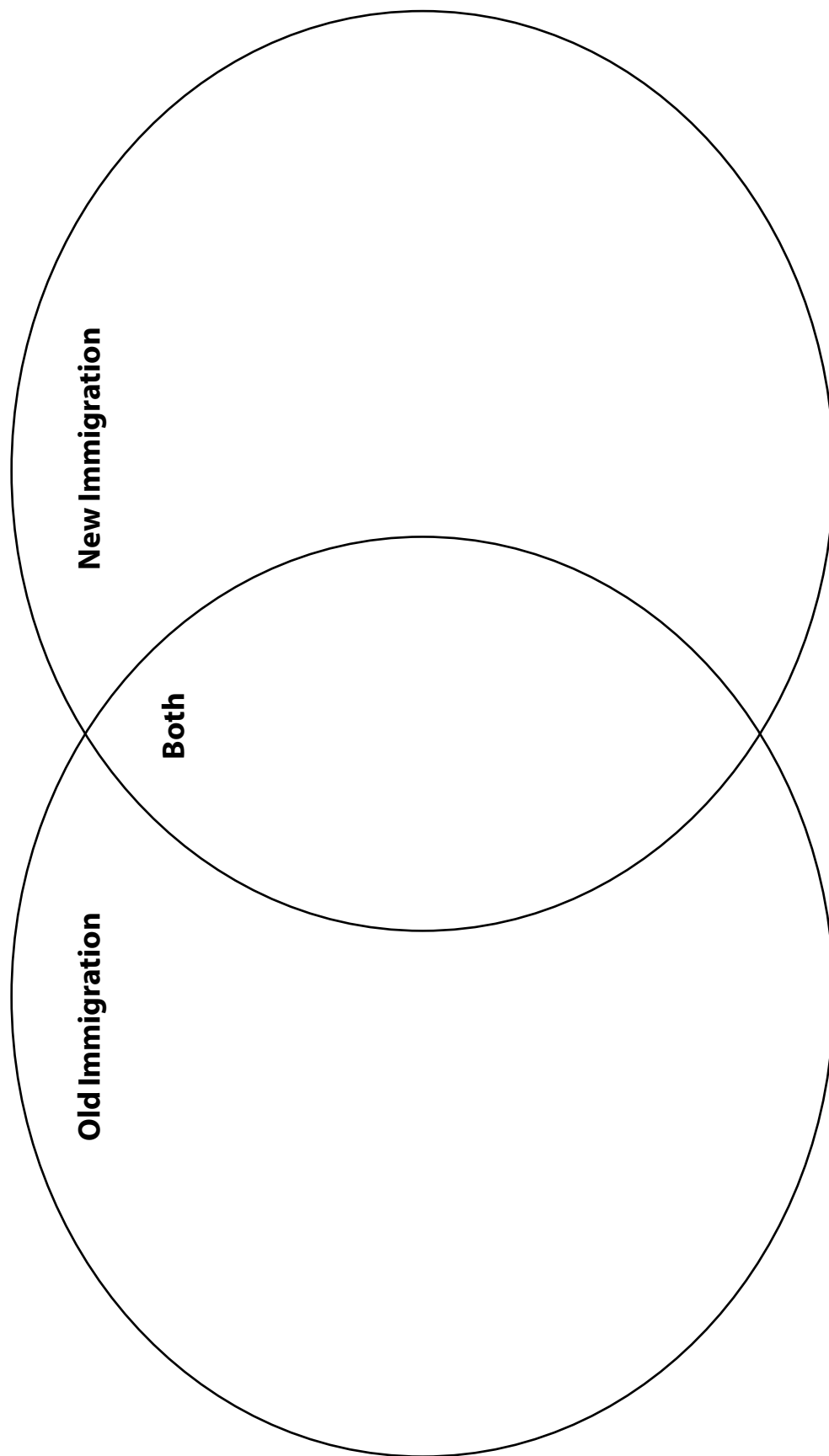
6. What were some of the jobs that immigrants did in the cities? (page _____)

7. Where were many tenements located? What were they like? (page _____)

Name _____ Date _____

Old and New Immigration**Review Chapters 1–4 for information about the Old Immigration and the New Immigration.**

- What characteristics did the two waves of immigration share? Write your answers in the overlapping area of the two circles.
- How was each wave of immigration to America unique? Write your answers in the outer sections of each circle.



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 1–5

Match each word on the left with its definition on the right. Write the correct letter on the line.

- | | |
|--------------------------|---|
| 1. _____ immigration | a) policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants |
| 2. _____ synagogue | b) a disease that causes plants to dry up and die |
| 3. _____ crucible | c) someone who is related to a person or group of people who lived in the past |
| 4. _____ freight | d) a statue that is larger than life-size |
| 5. _____ symbol | e) the act of coming to live permanently in a new country |
| 6. _____ tenement | f) the act of leaving one country to settle permanently in another |
| 7. _____ emigration | g) a factory where food is packaged in cans |
| 8. _____ nativism | h) a Jewish house of worship |
| 9. _____ descendant | i) unfair treatment of a person or group because of beliefs about that group of people |
| 10. _____ economic | j) shipped goods; cargo |
| 11. _____ pogrom | k) an object or picture that stands for something else |
| 12. _____ colossus | l) relating to the management of money and resources |
| 13. _____ discrimination | m) an organized killing of a group of people |
| 14. _____ cannery | n) an apartment building, often overcrowded and in need of repairs |
| 15. _____ blight | o) a container used for melting substances at a very high heat |
| 16. _____ naturalize | p) to allow someone from another country to become a citizen |

Answer Key: Immigration

Unit Assessment (pages 66–69)

- A. 1. a 2. c 3. d 4. c 5. c 6. c 7. d 8. d 9. b 10. d
11. c 12. a 13. c 14. d 15. c
- B. 16. d 17. g 18. a 19. e 20. i 21. c 22. b 23. j
24. h 25. f

Activity Pages

The Great Famine (AP 1.2) (page 75)

1. A blight destroyed Ireland's potato crop, and that forced more than a million Irish to leave Ireland.
2. They were referred to as "coffin ships" because many passengers became sick or died during the passage to the United States.
3. He describes the conditions as crowded, smelly, filthy, and lacking food and water.

Starting Over (AP 2.2) (pages 77–78)

1. It lasted one to three months, depending on the weather. (page 14)
2. Immigrants slept in large airless rooms, taking turns sleeping on bunkbeds. Sometimes they could go above deck and get fresh air, but on bad or cold days, they stayed in the airless room. Many got seasick. Passengers were expected to bring their own food. They could buy food from the captain, but it was usually very expensive. The ship's captain provided a stove for passengers to share and some drinking water. (page 14)
3. Farmers with enough money bought farmland. Skilled workers went where their skills were in demand. Immigrants also settled where friends, family, and other members of their homeland had already settled. (pages 14–15)
4. That is where they could find customers for their services. (pages 15–16)
5. They were too poor to buy a farm. They needed to find work in the cities to earn money. (page 16)

6. Immigrants swept streets, loaded and unloaded ships, cleaned stables, hauled trash, dug ditches, carried heavy loads, worked as maids, and cleaned houses. (page 16)
7. Tenements were located in large cities, such as New York City. They were usually crowded and in bad shape. People of many different cultures lived close to each other. (pages 18–19)

Old and New Immigration (AP 4.1) (page 79)

Old Immigration: before Civil War; most were from northern and western Europe and British Isles, also Africans who were enslaved; many settled in Midwest on farms; many were skilled workers who settled in cities; mostly Protestants.

New Immigration: after Civil War; most were from southern and eastern Europe, as well as Asia; most settled in cities; many were unskilled workers who took factory jobs and became laboring class; many Catholics, Jews, and Orthodox Christians; saw Statue of Liberty in New York Harbor.

Both: All immigrants from other continents crossed an ocean; all except enslaved Africans left home for economic and personal reasons; some did not come from democratic countries; few were wealthy; all hoped for a better life.

Domain Vocabulary: Chapters 1–5 (AP 5.1) (page 80)

- | | |
|------|-------|
| 1. e | 9. c |
| 2. h | 10. l |
| 3. o | 11. m |
| 4. j | 12. d |
| 5. k | 13. i |
| 6. n | 14. g |
| 7. f | 15. b |
| 8. a | 16. p |

Industrialization and Urbanization in America

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Industrialization and Urbanization in America

Teacher Guide

Core Knowledge History and Geography™ 6

Introduction

ABOUT THIS UNIT

Big Idea

The late 1800s and early 1900s marked a significant shift in the United States, both demographically and economically, as the rise of big business ushered in an era of industrialization and urbanization across the country.

During the 1800s, the United States became an industrial giant. People moved to the cities for factory jobs. In some instances, capitalist entrepreneurs became exceedingly rich tycoons of big business. Inventors changed the way ordinary people lived for the better.

The benefits of industrialization and invention were not shared by all, however. Unskilled workers in particular had difficulty finding work and, when they did, they often worked long hours in difficult and sometimes dangerous conditions for very low pay. Eventually, workers formed unions to fight for better pay and working conditions. Americans tried to rein in the power of big business and stop corruption in cities. However, at the end of the 1800s, there were still instances in which big business influenced government policies in its own interests; political machines still held power in big cities; and unions had suffered a number of setbacks.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

- America was perceived as a “land of opportunity.”
- People from different European countries immigrated to America in the mid-to-late 1800s as a result of different “push-pull factors.”
- Millions of newcomers came to America.
- Large populations of immigrants settled in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco).
- There were similarities and differences in the immigrant experience during the “old wave” and the “new wave” of immigration.
- Ellis Island and the Statue of Liberty greeted immigrants entering the United States through the port of New York.
- Nativism in the form of opposition to immigrants increased.
- *E pluribus unum* (a national motto you can see on the back of American coins) means “From many, one.”
- The description of America as a *melting pot* refers to the gradual acculturation of European immigrants from many different countries and cultures into a harmonious, American culture.
- Before the Industrial Revolution, daily life centered on the demands of farming and an agricultural society.
- New inventions and techniques during the Industrial Revolution made food more abundant with less effort.
- James Watts developed a more efficient steam engine to pump water out of coal mines, making it easier to dig for coal.
- With the development of the first steam locomotive, both people and goods could be transported more rapidly and for longer distances.
- The invention of the spinning jenny and the mule dramatically changed how cloth was created. Work moved from people’s homes to large factories.
- With the development of more and more factories came the development of large cities.
- Capitalism is an economic system in which resources and businesses are privately owned and prices for goods are not regulated by government, but instead are based on the laws of supply and demand.
- Socialism is an economic system in which important resources and businesses are owned or regulated by government.
- While the inventions (of the first stage) of the Industrial Revolution saw many advances and increased the overall quality of life for some people, it also led to increasing class differences in which many working-class people suffered extreme poverty.
- Modern American life combines the economic approach of capitalism with some protections associated with socialism, such as a welfare system to assist the poor.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 1700s to the 1900s.

1700s–1800s	Agriculture was the basis for earning a living in Europe and America.
1760s–1830s	Factories become more widespread in Great Britain and America during the Industrial Revolution.
1789–1791	Samuel Slater opened the first cotton spinning mill in America.
1839–1937	John D. Rockefeller
1847–1931	Thomas Alva Edison
1850s–1900s	By the early 1900s, more than two hundred thousand miles of railroad track were laid in the United States.
Mid-1800s–1900s	Inventions of new machines, such as the typewriter, offered new positions for skilled workers.
1860–1910	Rapid population growth and urbanization in the United States.
1860s–1900s	Urban growth led to the rise of political bosses in many major cities, including William Marcy Tweed in New York City.
1865	The U.S. Civil War ended.
1865–1900s	Natural resources, such as timber, coal, and oil, contributed to rapid industrial growth in America.
1871	The Great Chicago Fire left three hundred people dead and ninety thousand homeless.
1876	Alexander Graham Bell invented the telephone.
1883	Andrew Carnegie became a millionaire.

1883–1890	Andrew Carnegie donated millions of dollars to build more than 2,500 libraries.
1886	Seven people were killed during a riot in Chicago's Haymarket Square.
1886	Samuel Gompers founded the American Federation of Labor.
1887	Congress passed the Interstate Commerce Act.
1890	Congress passed the Sherman Antitrust Act.
1891	John D. Rockefeller donated millions of dollars to build the University of Chicago.
1892	Steel workers went on strike at the Carnegie Steel mill in Homestead, Pennsylvania.
1897	Improvements to transportation led to urban growth.
1899	Andrew Carnegie founded the Carnegie Steel Company.
1900s	Unskilled laborers worked in unsafe conditions.
1900s	Rapid population growth led to numerous problems in cities, including overcrowding, poor sanitation, and increased crime.

What Students Need to Learn

- The post-Civil War industrial boom
 - The "Gilded Age"
 - The growing gap between social classes
 - Growth of industrial cities: Chicago, Cleveland, Pittsburgh
 - Many thousands of African Americans move north.
 - Urban corruption, "machine" politics: "Boss" Tweed in New York City, Tammany Hall
- The condition of labor
 - Factory conditions for unskilled workers: "sweat shops," long work hours, low wages, women and child laborers
 - Unions: American Federation of Labor, Samuel Gompers
 - Strikes and retaliation: Haymarket Square; Homestead, Pennsylvania
 - Labor Day
- The growing influence of big business: industrialists and capitalists
 - "Captains of industry" and "robber barons": Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt
 - John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
 - Capitalists as philanthropists (funding museums, libraries, universities, etc.)
- "Free enterprise" vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies

At A Glance

The most important ideas in Unit 8 are:

- In the years after the Civil War, the United States transitioned from an agricultural nation to an industrial giant.
- Many factors led to the rapid development of industrialism in America. These included expanded railroad networks throughout America, plentiful natural resources, an increasing population, and the ready availability of capital for investment.
- Alexander Graham Bell's invention of the telephone and Thomas Edison's invention of the electric light bulb and a system for distributing electricity also led to rapid industrial and urban growth.

- Remarkable businessmen, such as Andrew Carnegie, Cornelius Vanderbilt, John Rockefeller, and J. P. Morgan, built large, highly successful businesses and became very wealthy.
- During this period of industrial growth, often known as the Gilded Age, there were increasing gaps between the lifestyles of successful businessmen and those of their workers.
- It became necessary for the government to regulate business in order to minimize abuses and the effects of monopolies and trusts.
- Workers formed trade unions to advocate collectively for their rights. Led by Samuel Gompers, these trade unions joined together to form the more powerful American Federation of Labor.
- As cities grew rapidly, increasing challenges and problems arose, including poor living conditions, increasing crime, and government corruption.

WHAT TEACHERS NEED TO KNOW

The Beginnings of Industrialization

The First and Second Industrial Revolutions had a tremendous impact on Europe and the United States from the 1700s well into the 1900s.

Before Industrialization

Prior to industrialization, the economies of Europe and the United States were mostly agrarian in nature. Individuals and families had a largely subsistence existence; they produced the majority of their own food as well as other goods that they needed to survive. What they could not produce or make themselves, they purchased from various craftsmen. Craftsmen at the time did engage in small-scale, home-based manufacturing. Goods were produced using simple machines and various small tools. Over time, cottage industries emerged. Manufacturers provided employees with equipment and materials, while employees conducted the work within their own homes. This system often proved problematic for employers because they had limited control over the productivity of the individuals they employed.

The First and Second Industrial Revolutions

The First Industrial Revolution took place in Great Britain from the 1760s through the 1830s. During this time, technological developments—including increased use of iron and steel, utilization of new energy sources, improved transportation, and the invention of new machines—revolutionized the

economy and society of Great Britain. Improvements to farming technology made it possible for farmers to produce more food while simultaneously requiring fewer laborers. The reduced need for farm laborers coupled with the rise of factories in urban areas led many workers to seek employment in cities. The number of opportunities for skilled laborers declined while opportunities for unskilled laborers, including small children, grew.

At the same time, industrialization in Great Britain gave way to social changes. For centuries, land, which was generally owned by the aristocracy, was a perceived sign of wealth in Great Britain and other parts of Europe. During the Industrial Revolution, however, the ability to generate wealth changed as members of the growing middle class were able to amass fortunes from manufacturing.

The textile industry was one of the first industries in Great Britain to experience and prosper from rapid industrialization. The invention of the spinning jenny in 1764—a device that made it possible for a single person to spin multiple spools of thread at once—was one of the first machines that revolutionized textile production. Within the next two years, other machines such as the power loom would also simplify the processes of spinning thread and weaving fabric, thereby eroding the use of cottage industries in Great Britain.

As in Great Britain, the textile industry laid the groundwork for industrialization in the United States, thanks in part to the efforts of Samuel Slater. Throughout the 1700s and early 1800s, the British government kept a tight hold on the innovations and technologies that made industrialization possible, thus preventing industrial development in other countries and ensuring its own economic dominance. Textile workers, such as Slater, were prohibited from leaving Great Britain. Slater defied British law and secretly left the country for the United States in 1789. He then helped design and erect the first successful American cotton mill in Pawtucket, Rhode Island.

Eventually, industrialization spread outward from Great Britain, initially to France, Belgium, and Germany. The United States and Japan also industrialized rapidly throughout the late 1800s and into the 1900s, a period referred to as the Second Industrial Revolution. While Great Britain had once been the world's leading manufacturer, it was quickly outpaced by other European countries and the United States.

UNIT RESOURCES

Student Component

Industrialization and Urbanization in America Student Reader—ten chapters

Teacher Components

Industrialization and Urbanization in America Teacher Guide—ten chapters. The guide includes lessons aligned to each chapter of the *Industrialization and Urbanization in America* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and literature connections, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 173.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Industrialization and Urbanization in America Timeline Image Cards—twenty-five individual images depicting significant events and individuals related to industrialization and urbanization in America. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Industrialization and Urbanization in America* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1700s**
- **1800s**
- **1900s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1700s		1800s															1900s							
	• •	•	• • • • • • •	•	•	• • • • • • • • • • • • • • • • •												• •							
Chapter	Intro	1	5	4	2	7	9	10	Intro	3	10	4	1	6	8	8	6	6	6	8	9	5		7	10

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

1700s



Introduction

1700s



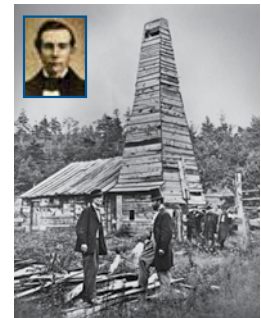
Introduction

1700s



Chapter 1

1800s



Chapter 5

1800s



Chapter 4

1800s



Chapter 2

1800s



Chapter 7

1800s



Chapter 9

1800s



Chapter 10

1800s



Introduction

1800s



Chapter 3

1800s



Chapter 10

1800s



Chapter 1

1800s



Chapter 6

1800s



Chapter 8

1800s



Chapter 4

1800s



Chapter 8

1800s



Chapter 6

1800s



Chapter 6

1800s



Chapter 6

1800s



Chapter 9

1800s



Chapter 5

1900s



Chapter 7

1800s



Chapter 8

1900s



Chapter 10

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 8 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that the Reader organizes events more thematically than chronologically. The processes of industrialization and urbanization in the United States did not occur in a clear sequence. Instead, many changes happened simultaneously, and many events overlapped with each other.

Understanding References to Time in the *Industrialization and Urbanization in America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced and in other instances specific dates are cited. For example, the text discusses the growth of American cities during the 1800s and specifically references the Great Chicago Fire of 1871. These references reflect the idea that many of the changes described occurred over time and were causes or effects of specific events.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Industrialization and Urbanization in America* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series*™. A total of fifteen days has been allocated to the *Industrialization and Urbanization in America* unit. We recommend that you do not exceed this number of

instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series™*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach

by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

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

Chapter	Big Questions
1	How did America transform from an agricultural nation into an industrial giant?
2	How did the development and expansion of railroads help grow the American economy?
3	How did investment in corporations help to drive America's rapid industrial development?
4	How would you describe the inventors Alexander Graham Bell and Thomas Alva Edison?
5	Why do you think Andrew Carnegie and John D. Rockefeller were so successful?
6	What were the perceived advantages and disadvantages of large and powerful businesses?

7	What were some of the advantages and disadvantages for American workers during this period of change?
8	What is a union, and what did Samuel Gompers do to change how unions were organized?
9	Why did many American cities grow so rapidly during the early 1900s?
10	Why do you think this chapter is called “growing pains”?

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first three lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

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

Chapter	Core Vocabulary
1	weaver, telegraph, investor, textile, manufacturer, “spinning mill”
2	transcontinental, “federal government,” ton, industrialism, market economy, “standard time zone”
3	natural resource, mineral, ore, capital, corporation
4	patent, combustion engine, phonograph, electric current, carbon
5	enterprise, impurity, efficient, crude oil, refinery
6	freight, monopoly, trust, trustee, regulate, commerce, free enterprise
7	mass production, garment, sweatshop, consumption, engineer, machinist, accounting
8	convenience, union, socialism, anarchist, blacklist
9	urban, skyscraper, subway
10	boarder, tax, corruption, payoff, “political machine,” “political boss”

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 3.1

AP 4.1

AP 5.1

AP 6.1

AP 7.1

AP 7.2

AP 9.1

AP 9.2

AP 10.1

AP 10.2

The following activity pages can be found in Teacher Resources, pages 184–197. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapters 1, 2, 4, 5, and 8—Map of the United States (AP 1.2)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 4—An Inventive People (AP 4.1)
- Chapter 5—Carnegie and Rockefeller Graphic Organizer (AP 5.1)
- Chapter 6—Innovators and Inventors (AP 6.1)
- Chapter 7—The World of the Worker (AP 7.1)
- Chapter 7—Domain Vocabulary: Chapters 4–7 (AP 7.2)
- Chapter 9—Map of Railroads, Canals, and Business (AP 9.1)
- Chapter 9—What *Really* Happened? (AP 9.2)
- Chapter 10—What Does It Mean? (AP 10.1)
- Chapter 10—Domain Vocabulary: Chapters 8–10 (AP 10.2)

Fiction Excerpt

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

- Chapter 6—Excerpt from *The Gilded Age* by Mark Twain (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

- Alger Jr., Horatio. *Making His Way*. Charleston, SC: BiblioLife, 2008.
- Bartoletti, Susan Campbell. *Kids On Strike!* New York: Houghton Mifflin Company, 2003.
- Burgan, Michael. *Breaker Boys: How a Photograph Helped End Child Labor*. Mankato, MN: Compass Point Books, 2011.
- Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. New York: Houghton Mifflin Company, 1998.
- Kirk, Connie Anne. *Sky Dancers*. New York: Lee & Low Books, 2013.
- Matthews, Tom L. *Always Inventing: A Photobiography of Alexander Graham Bell*. Washington, D.C.: National Geographic Children's Books, 2015.
- Winthrop, Elizabeth. *Counting on Grace*. New York: Yearling, 2011.

INDUSTRIALIZATION AND URBANIZATION IN AMERICA SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Industrialization and Urbanization in America

"The Industrial Giant" Core Lesson (TG & SR, Chapter 1)	"Railroads" Core Lesson (TG & SR, Chapter 2)	"Resources, People, and Capital" and "Domain Vocabulary: Chapters 1–3" Core Lesson (TG & SR, Chapter 3; Additional Activity, AP 3.1)	 "An Inventive People" Core Lesson (TG & SR, Chapter 4, AP 4.1)	"Thomas Edison: Inventor and Entrepreneur" (TG, Chapter 4; Additional Activity)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Industrialization and Urbanization in America

"Growing Business Enterprises" Core Lesson (TG & SR, Chapter 5)	"Men Who Built America" (TG, Chapter 5, Additional Activities)	"Monopolies, Trusts, and Pools" Core Lesson (TG & SR, Chapter 6)	"The Gilded Age" (TG, Chapter 6, Additional Activities; FE 1)	 "The World of the Worker" Core Lesson (TG & SR, Chapter 7, AP 7.1)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Industrialization and Urbanization in America

"Child Labor in the United States" and "Domain Vocabulary: Chapters 4–7" (TG, Chapter 7, Additional Activities AP 7.2)	"Workers Organize" Core Lesson (TG & SR, Chapter 8)	"Urbanization of America" and "Map of Railroads, Canals, and Businesses" Core Lesson (TG & SR, Chapter 9, AP 9.1)	"Growing Pains" Core Lesson (TG & SR, Chapter 10)	Unit Assessment
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INDUSTRIALIZATION AND URBANIZATION IN AMERICA PACING GUIDE

_____’s Class

(A total of fifteen days has been allocated to the *Industrialization and Urbanization in America* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Industrialization and Urbanization in America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Industrialization and Urbanization in America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Industrialization and Urbanization in America

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CHAPTER 1

The Industrial Giant

The Big Question: How did America transform from an agricultural nation into an industrial giant?

Primary Focus Objectives

- ✓ Describe the life and the accomplishments of Andrew Carnegie. (RI.6.1)
- ✓ Understand how industrialization affected the lives of workers. (RI.6.1)
- ✓ Explain how industrialization began and grew in the United States. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *weaver*, *telegraph*, *investor*, *textile*, and *manufacturer*; and of the phrase “spinning mill.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Industrial Giant”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Map of the United States (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

weaver, n. a person who makes fabric by weaving threads or yarn together (52)

Example: The weaver produced many yards of fabric each day.

Variations: weavers

telegraph, n. a machine that communicates messages over long distances by sending signals through wires (54)

Example: The journalist used the telegraph to send his stories to newspapers all over the country.

Variations: telegraphs

investor, n. a person who puts money into a business with the goal of later making a profit (55)

Example: The investor put his life’s savings into the company, hoping that it would be a success and earn him even more money in the future.

Variations: investors

textile, n. cloth or fabric (55)

Example: The living room sofa was covered in a very colorful textile.

Variations: textiles

manufacturer, n. a person or company that makes or produces an item to be sold (57)

Example: The manufacturer made parts that were used in automobiles.

Variations: manufacturers

“spinning mill,” (phrase) a factory that makes thread or yarn (59)

Example: The spinning mill employed many men, women, and children, who worked long hours making thread.

Variations: spinning mills

THE CORE LESSON 35 MIN

Introduce *Industrialization and Urbanization in America* Student Reader 5 MIN

Activity Pages



AP 1.1

AP 1.2



Introduce the *Industrialization and Urbanization in America* Student Reader. Allow students to flip through the Reader briefly, encouraging them to make note of any key figures, details, or events that stand out to them. Display for students the first two Introduction Timeline Image Cards depicting the shift from an agricultural way of life in the 1700s and early 1800s to the development of factories and growth of cities during the Industrial Revolution. Display for students World Map (AP 1.1), and have students locate the United States and Europe. Explain that the United States and other parts of the world, especially Great Britain and other parts of Europe, experienced rapid change during the 1800s and 1900s. Originally, the United States was mostly agrarian; the majority of people earned a living by farming. This began to change, however, during the 1800s. Call attention to the cities of New York, Pittsburgh, and Chicago on Map of the United States (AP 1.2). Tell students that urban centers, such as the cities shown on this map, went through some of the most significant changes. Share with students the third Introduction Timeline Image Card, noting that industrialization and urbanization gained momentum after the Civil War ended in the United States. Post the three image cards to the classroom Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.

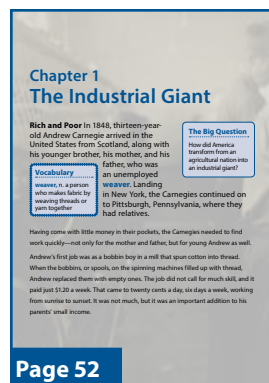
Introduce “The Industrial Giant”

5 MIN

Call students’ attention to the chapter title, “The Industrial Giant,” explaining that this title refers to the United States. This chapter will address the changes in life in the United States over the time periods represented by the Timeline cards. Read the Big Question, and tell students to look for ways the United States changed from an agrarian, or agricultural, nation to an industrial giant as they read the text.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

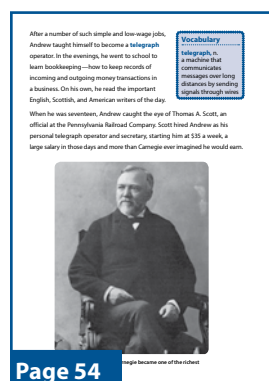
“Rich and Poor,” Pages 52–56



Activity Page



AP 1.2



Scaffold understanding as follows:

Invite a volunteer to read the text on page 52 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *weaver* when it is encountered in the text. Call attention to the adjective preceding the word *weaver*, i.e., *unemployed*, to be certain that students understand that Andrew’s father did not have a job or the prospect of a job when the family arrived in America.



SUPPORT—Using Map of the United States (AP 1.2), have students locate the cities of New York and Pittsburgh.

SUPPORT—Call attention to the image on pages 52–53, and have a student read the caption aloud, ensuring that students understand the word *bobbins* (an empty spool around which thread is wound).

Read the next two paragraphs on pages 54–55 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *telegraph* when it is encountered in the text. Explain to students that at the time, telegraphs revolutionized the way people communicated. Much like emails or text messages today, messages sent by telegraph were transmitted much more quickly than messages sent through the mail. Be sure students understand that the modern telephone was invented about thirty years *after* the telegraph.

Note: Students in Core Knowledge schools may recall learning about the telegraph in the Grade 5 unit *Westward Expansion After the Civil War*.

SUPPORT—Call attention to the idiom “caught the eye of,” and explain that it means to be noticed, i.e., Andrew was noticed by Thomas A. Scott. Also call attention to the idiom “moved up the company ladder.” Explain to students that businesses and corporations have different jobs requiring different skills that can be thought of as being arranged like a ladder with different steps or stages. Many people start out in positions low on the “ladder” but may later be hired to do other higher skilled jobs in the company, which have more responsibilities and earn more pay.

Have students read the remainder of the section on pages 55–56 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *investor* and *textile*, and explain their meanings.

As Scott moved up the company ladder, Andrew moved with him, taking on greater responsibilities and earning more money.

Carnegie saved and became a wise investor. By the age of thirty three his income from his salary and investments was \$50,000 a year (that would be more than a half million dollars a year today). Soon after, he entered into business for himself, and his wealth increased steadily. By the year 1883, Andrew Carnegie was a multimillionaire.

In that same year, a committee of the U.S. Senate held hearings to learn about working conditions in America's factories. One of the people who testified was thirty-year-old Thomas O'Donnell. Like Carnegie, O'Donnell had come to America as a poor boy. Also like Carnegie, he had immediately gone to work in a textile factory. But that is where the similarities ended. Life had turned out quite differently for Tom O'Donnell than it had for Andrew Carnegie, as O'Donnell's answers to the senators' questions make clear.

Q: Are you a married man?

A: Yes, sir; I am a married man; have a wife and two children. I am not very well educated. I went to work when I was young, and have been working ever since in the cotton business; went to work when I was about eight or nine years old . . .

Q: How much work have you had within a year?

A: . . . About fifteen weeks' work . . .

Q: That would be somewhere around 1333 (beats for the year)?

A: Yes, sir.

Q: To support yourself and wife and two children?

Page 55

Note: Students in Core Knowledge schools may recall the term *investor* from the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

After students read the text, ask the following questions:

INFERENTIAL—How did Andrew Carnegie make the most of his opportunities?

- » He went to night school to learn bookkeeping, taught himself to become a telegraph operator, and read important writers. He took on greater responsibilities at the Pennsylvania Railroad Company as opportunities presented themselves. He worked hard, taking advantage of different opportunities, and he saved, invested, and started his own business.

INFERENTIAL—What did the U.S. Senate committee learn about working conditions in American factories?

- » From Thomas O'Donnell and others like him, the committee learned that some factory workers and their families lived in poverty.

"Laying the Foundations," Pages 56–59

Scaffold understanding as follows:

SUPPORT—Point out the section title, "Laying the Foundations," and explain that it is an idiom. It refers to the construction of a building: a foundation is laid before the building is constructed on top of it. In this instance, the phrase refers to the foundation of—or factors that led to—industrialization and urbanization in the United States.

Have students read "Laying the Foundations" on pages 56–59 independently.

CORE VOCABULARY—Point out the vocabulary terms *manufacturer* and "spinning mill," and explain their meanings.

SUPPORT—Using Map of the United States (AP 1.2), have students locate the state of Rhode Island. Call attention to the image on page 58, and have a volunteer read the caption aloud. Explain to students that New England's natural features, namely its rivers, made it an ideal location for spinning mills compared to other parts of the United States at this time.

After students read the text, ask the following questions:

LITERAL—Why did the British government prohibit anyone from selling a spinning or weaving machine to another country, or taking plans for making one out of Great Britain?

- » The spinning and weaving machines gave British manufacturers—and the government—a significant economic advantage over other countries. They did not want to lose that advantage.

Q: Do you mean that yourself and wife and two children have had nothing but that for all this time?

A: That is all I got a couple dollars' worth of coal last winter, and the wood I picked up myself. I goes around with a shovel and picks up clumps (pieces of coal) and wood . . .

Q: You have not any (wealth) now, you say?

A: No, sir.

Q: What have the children got on in the way of clothing?

A: . . . One has one shoe on, a very poor one, and a dapper, that was picked up somewhere. The other has two odd shoes on, one with the heel out. He has got cold and is sickly now.

Both Andrew Carnegie's unenviable wealth and the O'Donnell family's daily struggle to survive were products of a great change that swept across America in the late 1800s. (You will learn more about Andrew Carnegie later.) That change goes by the name of industrialization—the production of goods by machines in large factories, rather than by hand.

Laying the Foundations

Great changes in human history do not happen overnight. The shift from an agricultural to an industrial society in the United States was no exception. The first tiny steps in this change occurred when George Washington was still president of the United States. Back then, nearly all Americans made everything by hand in their own homes, just as their grandparents had done. Take clothing, for example: To make a cotton or wool shirt, a woman first spun raw cotton or wool into thread on a spinning wheel. On then sewed this thread into cloth on a loom. On a good day, a woman could produce a yard or so of cloth. Finally, she cut and sewed the cloth into a shirt.

Others had already invented machines that could

Page 56

Activity Page



AP 1.2

For hundreds of years, women and children worked at home spinning cotton or wool into thread to make cloth.

weave cotton thread and wove yarn into cloth. Driven by water power and housed in new factory buildings, these machines could produce not one but hundreds of yards of cloth a day.

British merchants were soon selling British textiles all over the world, bringing riches to their country. To keep this advantage for their own manufacturers, the British government prohibited anyone from selling a spinning or weaving machine to another country, or taking plans for making one out of Great Britain.

Vocabulary

manufacturer is a person or company that makes or produces or plans to be sold.

Page 57

No one who had even worked in a cotton mill was allowed to leave the country.

In the end, these efforts at secrecy failed. In 1789—the year Washington became our first president—Samuel Slater, a twenty-one-year-old worker in an English cotton mill, saw an advertisement in a newspaper. Several American businessmen were offering a handsome reward to anyone who could build a spinning machine for them. Slater, who had worked in an English cotton mill since the age of fourteen, knew the spinning machine inside and out.

Government officials, of course, were ready to stop any person from taking plans for making such a machine out of Great Britain. The law, however, did not protect against Slater's excellent memory. In 1790, Slater, disguised as



The first cotton mill in America (shown here) was established by Samuel Slater and two partners on the Blackstone River in Pawtucket, Rhode Island.

Page 58

LITERAL—How did Samuel Slater manage to bring the design for a spinning machine to the United States?

- » He memorized the design, which meant he did not have to carry written plans with him that would have otherwise been found by British authorities.

“From Mills to Factories,” Pages 59–61

Scaffold understanding as follows:

Have students read “From Mills to Factories” on pages 59–61 with a partner.

SUPPORT—Using Map of the United States (AP 1.2), have students locate the city of Boston, Massachusetts. Ask students to consider the other reasons why Boston would make a good location for a factory, beyond its rivers and streams. (*Possible response: It was a busy port city where many goods were traded.*)

SUPPORT—Call attention to the image of the factory on page 60, and have a volunteer read the caption aloud. Ask students what they notice in the image. (*Possible responses: Most of the workers are women. The room is big.*)

After students read the text, ask the following questions:

INFERENTIAL—How was the textile mill that opened in 1814 in Waltham, Massachusetts, different from earlier mills in the United States?

- » The mill in Waltham did not just produce cotton thread, as had the previous factories. Its workers also dyed the thread, and other machines wove it into cloth.

a farmer, boarded a ship bound for the United States. He was going there to take the factory, the plans for building a spinning machine fixed firmly in his head.

A little more than a year later, in 1791, in Pawtucket, Rhode Island, Slater and two American partners opened the first cotton spinning mill in the United States. In the next two decades, dozens of other spinning mills sprang up in New England, where fast-flowing streams and rivers provided the power to run the machines.

From Mills to Factories

These early mills made only cotton thread, not cloth. That still had to be made the old way, by women weaving on their looms (a weaving device operated by hand), at home. A trip to Great Britain in 1810 by a Boston merchant named Francis Lowell changed that. Visiting a weaving factory, Lowell quickly grasped the principles on which the power looms worked. Back home, he persuaded several wealthy Boston friends to join him in building a factory that would do even more. In 1814, the Waltham Associates, as they were called, opened their factory in the town of Waltham, Massachusetts, not far from Boston. There, under one roof, machines spun cotton into thread, workers dyed the thread, and other machines wove it into finished cloth. Lowell and his friends soon built more factories nearby, as did other investors.

With the opening of these mills, the factory system arrived in America. By the 1820s and 1830s, factories were producing other goods as well. There were mills that turned wheat into flour and others that turned trees into lumber. Factories did not depend on machines alone, however. There were factories in which people worked to make products by hand. In some cities, in the Northeast, workers turned out shoes, clocks, kitchen pots and pans, as did other investors.

Page 59

Activity Page



AP 1.2



In this factory, thread was processed so it could be used to make lace.

and many other goods, in hundreds of such bustling workshops. By the time young Andrew Carnegie arrived in America in 1848, the foundations of an industrial society were already in place.

By 1848, although some factories and workshops were quite large, most employed fewer than twenty workers. Nearly half employed fewer than ten. Most workers still produced goods with hand tools like those their grandfathers had used. In addition, the majority of Americans still made their living by farming.

After the Civil War, however, the United States entered a period of dizzying industrial growth. Machine-made goods, everything from telephones to toys, poured out of America's new factories. The United States overtook

Page 60

Great Britain as the world's largest producer of manufactured goods, and by 1900, American production was greater than that of Great Britain and France combined. In that year, more than five million people worked in America's factories. Another million worked on its railroads, and almost a million more labored in its mines.

The sweeping changes that took place in the last half of the 1800s can be summed up in two sentences: In 1850, the United States was mainly an agricultural nation. By 1900, it had become an industrial giant.

In the chapters that follow, you will read about how this industrial growth came about.

Page 61

EVALUATIVE—What was the biggest difference between the United States in 1850 and the United States in 1900?

- » In 1850, the United States was mostly agricultural. By 1900, the country had many factories and was an industrial giant.

Timeline

- Show students the Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did America transform from an agricultural nation into an industrial giant?”
- Invite volunteers to post the image cards to the Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did America transform from an agricultural nation into an industrial giant?”
 - » Key points students should cite include: The United States began to transform from an agricultural nation to an industrial giant in the late 1700s with the construction of the first spinning mill in Rhode Island. Through the 1800s, the factory system became more advanced and more efficient; a growing number of people left farms and rural areas to work in the factories. Over time, factories produced more than just thread and cloth, and the United States surpassed Great Britain as the biggest producer of manufactured goods.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*weaver, telegraph, investor, textile, or manufacturer*) or the phrase “spinning mill,” and write a sentence using the word or phrase.

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

CHAPTER 2

Railroads

The Big Question: How did the development and expansion of railroads help grow the American economy?

Primary Focus Objectives

- ✓ Explain why and how America's national railroad system grew after the Civil War. **(RI.6.1)**
- ✓ Explain how railroads contributed to growth and change in industry. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *transcontinental*, *ton*, *industrialism*, and *market economy*; and of the phrases "federal government" and "standard time zone." **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Railroads":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of Map of the United States (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

transcontinental, adj. across a continent **(64)**

Example: The first Transcontinental Railroad was completed in 1869 after railroad tracks coming from the western region of the United States were joined with railroad tracks coming from the East.

"federal government," (phrase) a national government that shares power with state or regional governments **(64)**

Example: The federal government is responsible for raising and maintaining the country's military.

Variations: federal governments

ton, n. a unit of weight equal to two thousand pounds (66)

Example: The average Asian elephant weighs about six tons, or twelve thousand pounds.

Variations: tons

industrialism, n. the organization of society around an economy based on the use of machines and factories (67)

Example: The rise of manufacturing marked a shift toward industrialism in the United States.

market economy, n. an economic system in which prices are determined by competition among businesses and not by the government (69)

Example: As a part of the market economy, business owners are allowed to determine how much they would like to charge for the goods they sell.

Variations: market economies

“standard time zone,” (phrase) an area within which everyone observes the same time (70)

Example: New York and Massachusetts are in same standard time zone, but California is not.

Variations: time zones

THE CORE LESSON 35 MIN

Introduce “Railroads”

5 MIN

Introduce the chapter by first reviewing the Introduction and Chapter 1 Timeline Image Cards. Briefly review with students the main points from the previous day’s lesson. Students should recall that Andrew Carnegie, a Scottish immigrant, began working in a spinning mill before eventually working his way up to becoming one of the richest men in the United States. Remind students that the railroad industry played an important part in his success as a businessman.

Call students’ attention to the Big Question. Tell students to look for ways that the expansion and development of the railroad helped the economy of the United States.

Guided Reading Supports for “Railroads”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Growth of the Railroads," Pages 62–65

Chapter 2 Railroads

Growth of the Railroads Nothing was more important to America's industrial growth than railroads. Americans had been building railroads since the early 1830s. By the start of the Civil War in 1861, there were already more than thirty thousand miles of railroad track in the United States.

The Big Question

How did the development and expansion of railroads help grow the American economy?

That sounds like a lot of miles of track, and it was. However, for two reasons, it did not really add up to a national system of transportation. First, two-thirds of the thirty thousand miles of track were in the Northeast and Midwest. The South had most of the rest; the mountains and open spaces of the far West had almost none.

Second, those thirty thousand miles of track were owned by several hundred small companies, many of them with lines only forty or fifty miles long. An average railroad line ran for only about one hundred miles. Each company decided for itself how far apart to set its tracks. The space between tracks is called the gauge (gajj). You can guess what that meant: railroad cars made for one company would not necessarily fit on the rails of the others.

If you were shipping goods to a place several hundred miles away, this is what had to happen: First the goods were loaded onto a train and carried to the end

Page 62

Activity Page



AP 1.2



Page 63

goods were unloaded, carried across town on wagons, and loaded onto the next company's train for the next hundred or so miles. That might be done multiple times before the goods reached their destination, adding greatly to shipping costs and time. For example, goods sent between New York and Chicago, a distance of about a thousand miles, had to be transferred fourteen different times along the way. It took two to three weeks for a shipment to arrive at its destination.

The thirty-five years between the end of the Civil War and the turn of the century saw the creation of a truly national railroad system in America. Year after year, railroad companies built thousands of miles of new track. The most spectacular construction took place in the West, where the great **transcontinental** lines were built. To encourage railroad companies to build lines across mountains and through what was considered to be the "unsettled plains" of that region, the **federal government** provided "free land" and loans of money. As you know, this unsettled land had once belonged to Native Americans.

Even more new track was laid in the settled parts of the country—the East, Midwest, and South. In these areas, it was often the state governments that aided the railroad companies with gifts of land. Local governments also frequently offered money to persuade companies to build lines through their towns.

Even with all of this government help, it was private investors in the railroad companies who put up the money to build most of the track miles. And what a record of building they achieved. By 1900, the United States had nearly two hundred thousand miles of track, more than all the countries of Europe combined. Railroad lines reached into every corner of this vast nation.

Page 64

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of “Growth of the Railroads” on page 62 aloud.

SUPPORT—Call attention to the pronunciation guide for the word *gauge*. Encourage students to pronounce the word.

Invite a volunteer to read the next paragraph from the bottom of page 62 to the top of page 64 aloud.



SUPPORT—Using Map of the United States (AP 1.2), have students locate the cities of New York City and Chicago. Explain to students that while these cities may not seem too far apart today, in the 1800s, it could take days or even weeks to travel between them, depending on the mode of transportation.

Invite volunteers to read the remainder of the section on page 64 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *transcontinental* and “federal government” when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the term *transcontinental* from the Grade 5 unit *Westward Expansion After the Civil War*. They may also recall learning about the federal government in the Grade 4 unit *The United States Constitution*.



SUPPORT—Call attention to the image of Promontory Point on page 65, and have a student read the caption aloud. Explain to students that the photograph shows the celebration that took place in Utah after the Transcontinental Railroad was completed. Using the map on page 71, have students locate Promontory in Utah.

Note: Students in Core Knowledge schools may recall learning about the Transcontinental Railroad in the Grade 5 unit *Westward Expansion After the Civil War*.

After volunteers read the text, ask the following questions:

LITERAL—What problems did the hundreds of small railroad companies in the early 1800s cause manufacturers?

» Each railroad company's tracks ran only a short distance. Because the track gauges varied from company to company, goods frequently had to be unloaded from one company's train cars, carried across town, and loaded onto another company's cars.

INFERENTIAL—Why do you think the federal government provided free land and loans to railroad companies?

- » Answers may vary. Possible response: The federal government—like passengers, producers, and consumers—would also benefit from a Transcontinental Railroad and increased railroad lines in many ways, including faster transportation times and increased tax revenues.

“Cornelius Vanderbilt,” Pages 65–66

Scaffold understanding as follows:

Have students read the section “Cornelius Vanderbilt” on pages 65–66 independently.

After students read the text, ask the following question:

LITERAL—How did Vanderbilt and Scott improve the railroads?

- » They built railroad networks so more cities were connected by train. They also used a standard gauge.

SUPPORT—Using the map on page 71, have students identify the rail lines of the Pennsylvania Railroad between Philadelphia, Pittsburgh, St. Louis, and Chicago.

“Railroads and Growth,” Pages 66–67

Scaffold understanding as follows:

Have students read “Railroads and Growth” on pages 66–67 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *ton* and *industrialism*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *industrialism* from the Grade 6 unit *The Industrial Revolution: Changes and Challenges*. They may recall the term *ton* from the Grade 4 unit *Dynasties of China*.

After students read the text, ask the following question:

LITERAL—In what important ways did the railroads contribute to the growth of industry?

- » The development and maintenance of the railroads required a lot of raw materials, such as lumber, coal, and steel. The cheap transportation the railroads provided meant that markets could be national rather than local.



This photograph shows the celebration of the completion of the Transcontinental Railroad at Promontory Point in Utah. The Transcontinental Railroad was completed on May 10, 1869, when the Central Pacific Railroad coming from Sacramento, and the Union Pacific Railroad coming from Chicago, connected.

Cornelius Vanderbilt

During these same years, many of these small, separate railroad lines were combined into large networks. Cornelius Vanderbilt was a leader in this network building. Vanderbilt had already made a fortune in shipping before he entered the railroad business. Starting in the 1850s, he bought one small line after another on the route between New York City and Chicago. He converted all the track to the same gauge and added track to connect them. After that was done, the trip between those two cities could be made in less than a day and without ever leaving the rails.



Cornelius Vanderbilt

Page 65

Vanderbilt called his railroad system the New York Central. By the 1870s, the New York Central linked much of New York, Pennsylvania, Ohio, Indiana, and Illinois. At the same time, Tom Scott (the man who started Andrew Carnegie on his way to wealth) and others were connecting Pennsylvania, Missouri, and Illinois in a single network called the Pennsylvania Railroad.

Meanwhile, railroad companies agreed to adopt a standard gauge of forty-eight inches. By 1886, all but thirteen thousand miles of railroad track, mostly in the South, were set at that width. On May 25, 1886, railroad service in the South was suspended so that the thirteen thousand miles of track could be changed to the standard gauge. Incredibly, the work was completed in a single day!

Railroads and Growth

Just how did railroads contribute to the growth of industrial society? First, building, running, and maintaining the railroads created a huge demand for certain products. Take lumber, for example. Building railroads consumed large amounts of timber for bridges, trestles, fuel, telegraph poles, and especially for railroad ties. Every mile of track required two thousand wooden ties, made from two hundred trees. By 1890, when ten miles of new track were being added every day, that meant two thousand trees were required each day. In addition, railroad workers needed timber to build railroad bridges, trestles, and the telegraph poles they strung every hundred feet along the track. Whole forests were cut down to satisfy the seemingly endless demand of the railroad builders. That meant a rapid growth for the lumber industry.

There was a similar demand for steel and coal. In 1880, three-fourths of all the steel produced in the United States was used to make steel rails. Still more steel was needed to manufacture engines and cars for the railroads. At the same time, thousands of tons of coal were needed each year to power the railroads. It significantly to the growth of these and

Vocabulary

ton, is a unit of weight equal to two thousand pounds.

industrialism, is the organization of society around an economy based on the use of machines and factories.

Page 66

other industries in the United States. It created hundreds of thousands of jobs as well.

Railroads provided many different kinds of jobs: clearing land and laying track, building railroad engines and cars, cutting the railroad ties to maintain all the industries that supplied materials to the railroads. In 1900, a million people worked on America's railroads.

In addition to providing jobs, railroads aided the growth of industrialism by easily and cheaply carrying raw materials to factories, and transporting manufactured goods to distant markets. It was this efficient transportation that made large-scale industrial production possible.



production in the 1900s. Here you can see a steel mill.

Page 67

“How Railroads Changed Business,” “National Markets,” and “Running on Time,” Pages 68–71

Scaffold understanding as follows:

Read aloud “How Railroads Changed Business” on pages 68–69. Pause after reading each paragraph to be certain that students understand the factors driving customers’ decisions about where to purchase stoves before and then after the widespread use of railroads.

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

After you read the text, ask the following questions:

LITERAL—Prior to the availability of railroads, were people living in Springfield likely to buy the cheaper stove in Pleasantville? Why or why not?

- » People in Springfield probably would not buy the less expensive stove in Pleasantville because the cost to ship it to Springfield would have made it more expensive in the end.

LITERAL—After railroads, where would people in Springfield probably buy their stove? Why?

- » Springfield residents would probably buy the cheaper stove in Pleasantville because, even with the shipping costs added, it would still be cheaper than the Springfield stove.

LITERAL—What happened to companies, like the Springfield Stove Company, that could not lower their prices to match their competitors’ prices after the railroads came?

- » They went out of business.

Have students read the sections “National Markets” and “Running on Time” on page 70 independently. Encourage students to look at the map on page 71 after reading “Running on Time.”

CORE VOCABULARY—Point out the vocabulary term “standard time zone,” and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Once the availability of railroads lowered shipping costs, what was the only way that manufacturers in a particular city, such as New York, could compete with manufacturers in other cities?

- » With the growth of railroads and the decrease in shipping costs, manufacturers could sell to wider and wider markets. To remain competitive, manufacturers had to become larger and more efficient.

How Railroads Changed Business

It is worth taking a moment to do some simple math to see how railroads changed business. Let's say that in the days before railroads, there are two towns one hundred miles apart—we will call them Springfield and Pleasantville. In each town there is a manufacturer of iron stoves. The Springfield Stove Company sells its stoves for \$50; the Pleasantville Stove Company, which is more efficient, sells its stoves of equal quality for \$40. Which iron stove will the people in each town buy?

Obviously, the people in Pleasantville will buy the stove made in their own town. It is as good as the one made in Springfield, and it costs \$10 less. What about the people in Springfield? You might think these people would also buy the cheaper stove from the Pleasantville Stove Company for the same reason Pleasantville residents did. And they would, except for one thing—the cost of transportation. Remember, the towns are one hundred miles apart. Let's say the cost of shipping an iron stove by horse-drawn wagon—before the railroads were built—was \$1 a mile. For one hundred miles, that comes to \$100. People in Springfield must add that \$100 to the price of the Pleasantville Company's \$40 stove, \$140 for a stove! Out of the question. People in Springfield will stick with the \$50 stove made in their own town.

So both the Springfield and the Pleasantville stove companies will continue to make stoves. Because of the high cost of transportation, each company's market—that is, the area in which each company can hope to sell its stoves—will remain small. And both companies will therefore remain small.

Now let's see what happens after the railroad with its lower transportation costs connects Springfield and Pleasantville. The iron stove can now be shipped for only about a nickel a mile. Which stove will those Springfield residents buy now? Do the math. The Pleasantville company can now ship its \$40 stove to Springfield for just five cents per mile times one hundred miles. Customers just \$45, \$5 less than the stove

Page 68

Springfield residents will now buy the Pleasantville company's stoves. As a result, the Springfield Stove Company will go out of business. First, the Springfield Stove Company will go out of business. That may be unfortunate, but that happens when a company cannot match the price of a competitor. Second, by enlarging its market to include Springfield, the Pleasantville Stove Company will save money. It will use that money to buy newer and better machinery to make its stoves even more inexpensively. The same railroad that helped increase its stove market will also help the company bring in more iron at a quicker and cheaper rate. So the prices of the Pleasantville stoves will decrease again, perhaps to \$35. At that lower price, the Pleasantville Stove Company will be able to sell stoves in more distant towns and cities. Its market will become larger. This story of two imaginary iron stove manufacturers is a perfect example of what is today called **market economy**. This essentially means that within a free economy, the price of goods is linked to supply and demand.

Vocabulary
market economy, n. an economic system in which prices are determined by competition among businesses and not by the government

Page 69

National Markets

Will the Pleasantville company keep lowering its price as its costs go down? It had better. Other stove makers are out there in other towns, ready to compete for those same markets.

Now you see how railroads made large-scale industrial production possible. Local markets like the Springfield and the Pleasantville of America gave way to larger markets, such as the Northeast or the Midwest. In time, these smaller regional markets led to a vast, national market in which a manufacturer in New York had to compete with manufacturers in Chicago, St. Louis, and San Francisco. Manufacturers could only compete if they became larger and more efficient. It is impossible to imagine how any of this could have happened without the railroads. Today, we live in a world where products are bought and sold from companies all over the globe. As always, the bottom line is, what is the best possible price available?

Running on Time

Did you know that it was the American railroad system that forced the introduction of time zones across the United States? Up until November 18, 1883, when four standard time zones were introduced, there was no standard for time. Cities and towns across America gave way to larger markets, such as the Northeast or the Midwest. In time, these smaller regional markets led to a vast, national market in which a manufacturer in New York had to compete with manufacturers in Chicago, St. Louis, and San Francisco. Manufacturers could only compete if they became larger and more efficient. It is impossible to imagine how any of this could have happened without the railroads. Today, we live in a world where products are bought and sold from companies all over the globe. As always, the bottom line is, what is the best possible price available?

Vocabulary
standard time zone, n. a region of an area within which everyone observes the same time

Page 70

Page 71

LITERAL—Why did the government introduce standard time zones in 1883?

- » Previously, towns had kept their own time. This was problematic for the railroads, however, because the time in one place may have been slightly different than the time in another place, making it impossible to create accurate train timetables.



CHALLENGE—Using the map on page 71, have students identify the time zone in which they live: Eastern, Central, Mountain, or Pacific. Have them use a tablet, watch, clock, or other electronic device to identify the current time in their time zone. Explain the number of hours difference between respective time zones. (Time zones increase by an hour each as you move east across the country and decrease by an hour each as you move west. For example, 1 p.m. in the Pacific Time Zone would be 2 p.m. Mountain, 3 p.m. Central, and 4 p.m. Eastern. Alaska is one hour behind the Pacific Time Zone, and Hawaii is two hours behind the Pacific Time Zone.) Assist students in determining what time it is in the other time zones around the country.

EVALUATIVE—Do you think the railroads had more of a positive or negative effect on the U.S. economy, and why?

- » Answers may vary. Possible response: The railroads had a mostly positive effect because they made transportation faster and less expensive, created jobs in other industries, and lowered prices for consumers.

Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the development and expansion of railroads help grow the American economy?”
- Invite a volunteer to post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did the development and expansion of railroads help grow the American economy?”
 - » Key points students should cite include: The development and expansion of railroads created jobs in other industries, especially in lumber, coal, and steel. At the same time, railroads linked cities and regions, lowered shipping costs, and also increased marketplace competition, which lowered prices for consumers.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*transcontinental*, *ton*, *industrialism*, or *market economy*) or phrases (“federal government” or “standard time zone”), and write a sentence using the word or phrase.

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

CHAPTER 3

Resources, People, and Capital

The Big Question: How did investment in corporations help to drive America's rapid industrial development?

Primary Focus Objectives

- ✓ Identify and describe the factors that led to America's growth as an industrial society. (RI.6.1)
- ✓ Define *capital* and *corporation*, and explain their importance to the growth of industry. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *natural resource*, *mineral*, *ore*, *capital*, and *corporation*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "Resources, People, and Capital":
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Note: This chapter is somewhat shorter than usual and may not require the entire instructional period to read and discuss. If class time remains, we suggest that you have students start the Domain Vocabulary: Chapters 1–3 (AP 3.1), which can be completed for homework.

Core Vocabulary (Student Reader page numbers listed below)

natural resource, n. something from nature that is useful to humans (72)

Example: Water was the natural resource that powered many early factories.

Variations: natural resources

mineral, n. a naturally occurring substance found in Earth’s crust (72)

Example: Emeralds are a mineral used in jewelry.

Variations: minerals

ore, n. rock from which metal can be obtained (72)

Example: The laborers heated the ore to high temperatures to extract the iron inside.

Variations: ores

capital, n. money needed to pay for a workforce, machinery, and other equipment to support the development and growth of a business (75)

Example: The newly founded company needed immense amounts of capital to get off the ground.

corporation, n. a type of company, usually made up of many people, with certain legal rights and protections to conduct business (75)

Example: The corporation decided to purchase a number of smaller companies.

Variations: corporations

THE CORE LESSON 35 MIN

Introduce “Resources, People, and Capital”

5 MIN

Begin the lesson by first reviewing the Introduction, Chapter 1, and Chapter 2 Timeline Image Cards. Ask students to briefly summarize the previous day’s lesson. In what ways did the expansion of railroads affect the United States? What resources did it take for the railroads to expand so quickly and so vastly? (*money, lumber, steel, and coal*) Tell students that they will be reading about these and other resources that were instrumental in industrialization.

Call students’ attention to the Big Question. Tell students to look for ways that investment in corporations helped to drive America’s rapid industrial development.

Guided Reading Supports for “Resources, People, and Capital”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Rich in Resources” and “Discovering Oil,” Pages 72–74

Scaffold understanding as follows:

Read the first paragraph of “Rich in Resources” on page 72 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *natural resource* and *mineral* when they are encountered in the text. Point out that natural resources include things like trees, coal, and iron. Money is a resource, but it is not a natural resource.

Note: Students in Core Knowledge schools may recall the term *natural resource* from the Grade 5 units *World Lakes* and *Geography of the United States*. They may recall the term *mineral* from the Grade 4 unit *World Mountains* or the Grade 5 unit *World Lakes*.

Have students read the remainder of “Rich in Resources” and “Discovering Oil” on pages 72 and 74 independently.

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

Note: Students in Core Knowledge schools may recall the term *ore* from the Grade 5 unit *Westward Expansion After the Civil War*.

SUPPORT—Call attention to the images on pages 73 and 74, and have students read the captions aloud.

After students read the text, ask the following questions:

LITERAL—What natural resources were identified in the sections you just read?

» coal, iron, gold, silver, copper, lead, zinc, timber/trees, and oil

LITERAL—What was oil used for?

» It was first used for lighting and to lubricate machines; later it was also used as fuel to run motors.

LITERAL—Who did most of the work in U.S. mines and factories?

» Immigrants and their children did most of the work.

Chapter 3 Resources, People, and Capital

Rich in Resources Natural resources contributed significantly to America's industrial growth. Few countries have had as many important natural resources as the United States. Consider coal and iron, the two main minerals needed by industrializing countries in the 1800s.

The Big Question
How did investment in corporations help to drive America's rapid industrial development?

Vocabulary *natural resource*, n. something from nature that is useful to humans
mineral, n. a naturally occurring substance found in Earth's crust
ore, n. rock from which metal can be obtained

Even before the Civil War, Americans were mining large amounts of coal found in the ground in Pennsylvania and Ohio. Before long, additional coal fields were opened in West Virginia, Kentucky, and Illinois. By the end of the century, new mines opened in the western states of Colorado, Wyoming, and Utah. As a result, coal production rose from just three million tons in 1860 to just over two hundred million tons in 1900. As for iron, the huge amounts of this ore in the Mesabi Range in Minnesota made the United States the greatest producer of iron ore in the world.

Page 72



Page 73

Miners were dangerous. The days were long.

Coal and iron were just two of the minerals produced by the growing United States. From the mining frontier in the West came not only gold and silver but also such important metals as copper, lead, and zinc. Meanwhile, American forests produced a seemingly endless supply of timber.

Discovering Oil

Oil was discovered in Pennsylvania in 1859. It was first used for lighting and for lubrication—the use of a substance to help machinery or equipment run more smoothly. Later in the century, it was used as fuel for motors. Even before the great discoveries of oil in Texas and California after 1900, America had more oil than it needed for its growing population.

That growing population was another factor in the nation's industrial growth. The population tripled between 1860 and 1910. Much of that increased population was made up of immigrants, people who came to the United States from other countries. They and their children made up the majority of workers in America's mines and factories. A growing population also meant a larger market for the goods these



Children, mostly boys, were sent to work underground. It was a dangerous, cramped space that adults could not reach.

Page 74

“Financial Systems,” Pages 75–77

Scaffold understanding as follows:

Have students read “Financial Systems” on pages 75–76 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *capital* and *corporation*, and explain their meanings.

SUPPORT—Call attention to the image of the New York Stock Exchange on page 77, and have a student read the caption aloud.

After students read the text, ask the following questions:

LITERAL—How did railroads and other businesses raise capital?

» They sold stock to investors who hoped to share the corporation’s profits.

LITERAL—What effect did corporations have on the pace of America’s industrial development?

» Corporations greatly increased the pace of America’s industrial development.

Financial Systems

Another factor that contributed to America’s growth as an industrial society was the availability of capital. Building a factory, buying a machine, mining ore, laying down railroad track—these projects cost a lot of money. That money generally comes from one of two sources. One is the federal, state, or local government. The other source is private savings—perhaps the savings of the people building the factory or the railroad, or the savings of others, who pay some of the costs of building the factory or railroad in exchange for a share of ownership. Or it might come from people who lend their savings to the factory or railroad builders, or from those who put their savings in a bank that then lends money to the people building the factory or railroad. As you can imagine, those investing their money expected to earn it back—and then some. In other words, they hoped the money that was invested would earn even more money.

Now consider the railroads that were built in the last thirty-five years of the 1800s. It took about \$10 billion to build them. Where did all of that capital come from? Federal, state, and local governments supplied about \$1 billion in gifts of land and money. That still left \$9 billion for railroad companies to raise. This large amount of capital could only come from the savings of thousands of individuals. How could each savings be pooled to provide the required amount of capital?

The answer was a form of business organization known as the corporation. A corporation sells shares of ownership, or stock, to its business to people willing to risk some of their savings for the chance to make more money. Buyers of these shares are called shareholders. If the business

Vocabulary capital, or money needed to pay for a machine, machinery, and other equipment to support the development and growth of a business. corporation, is a type of company, usually made up of many people, with certain legal rights and protections to conduct business.

Page 75

75

business does poorly, shareholders may lose some or even all of the money that they have invested.

The corporation as a form of business organization had been around since the early 1800s. However, it did not become widely used until after the Civil War. Most of the large businesses formed in the late 1800s were corporations. They attracted capital not only from American investors seeking a profit on their savings, but also from foreigners. Wealthy individuals, companies, and banks in countries such as Great Britain and France poured money into America’s new industries.

Ten times as much capital was invested in American industries—from all sources—in 1900 as had been invested just thirty-five years before. Most of that was through corporations. Without the corporation, and a range of financial partnerships, America’s industrial development could not have been achieved in so short a time.

Page 76



centers for buying and selling postal ownership. This is a photograph of the inside of the New York

Page 77

77

Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did investment in corporations help to drive America’s rapid industrial development?”
- Invite a volunteer to post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did investment in corporations help to drive America’s rapid industrial development?”
 - » Key points students should cite include: Investment in corporations made it possible for businesses to raise capital more quickly, while at the same time making it possible for individuals to risk only part of their savings in exchange for a potential profit. As more and more people invested in corporations, the ability of these corporations to invest in industry grew rapidly.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*natural resource, mineral, ore, capital, or corporation*), and write a sentence using the word.

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

Note: Because Chapter 3 is a relatively short chapter, we recommend that you distribute Domain Vocabulary: Chapters 1–3 (AP 3.1) for students to complete during the remainder of the class period.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Distribute AP 3.1, Domain Vocabulary: Chapters 1–3, and direct students to complete the crossword puzzle by answering the clues with the vocabulary terms they have learned so far in reading *Industrialization and Urbanization in America*.

This activity may also be assigned for homework.

CHAPTER 4

An Inventive People

The Big Question: How would you describe the inventors Alexander Graham Bell and Thomas Alva Edison?

Primary Focus Objectives

- ✓ Explain how inventions such as the telephone and phonograph created new industries. **(RI.6.1)**
- ✓ Describe the importance of the inventions of Alexander Graham Bell and Thomas Edison. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *patent*, *combustion engine*, *phonograph*, *electric current*, and *carbon*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “An Inventive People”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 4.1

- Display and individual student copies of Map of the United States (AP 1.2)
- Individual student copies of An Inventive People (AP 4.1)
- Internet access

Core Vocabulary **(Student Reader page numbers listed below)**

patent, n. a license from the government that gives the person requesting the patent the exclusive right to make, use, or sell an invention **(78)**

Example: Thomas Edison applied for many patents to make sure that no other inventor could steal his designs.

Variations: patents

combustion engine, n. an engine that converts fuel, such as gasoline, to energy **(81)**

Example: The automobile’s combustion engine uses diesel as its fuel.

Variations: combustion engines

phonograph, n. a machine that records and reproduces sound; a record player (83)

Example: The family gathered around the phonograph to listen to music.

Variations: phonographs

electric current, n. the flow of electricity through a circuit (84)

Example: The outlet connected the lamp to the electric current.

Variations: electric currents

carbon, n. a nonmetal substance that makes up diamonds and graphite and is found in coal (84)

Example: Thomas Edison used carbon to make his light bulbs work.

THE CORE LESSON 35 MIN

Introduce “An Inventive People”

5 MIN

Begin the lesson by first reviewing the Chapter 2 and Chapter 3 Timeline Image Cards. Have students briefly recall what they remember about the impact of railroads and the importance of natural resources to industrialization in the United States. Next, ask students to speculate about the chapter title, “An Inventive People.” What is the likely topic of the chapter? Given the time period, late 1800s to early 1900s, ask students which American inventors and/or inventions they think will be included. List students’ suggestions on the board or chart paper. Have students check the list after they finish the chapter to see how many of their ideas were correct and which inventions they did not mention.

Call students’ attention to the Big Question. Tell students to consider how they would describe Alexander Graham Bell and Thomas Alva Edison as they read the text.

Independent Reading of “An Inventive People”

30 MIN

Activity Page



AP 4.1

Distribute An Inventive People (AP 4.1). Preview the questions with students, and then direct students to read the chapter independently. Tell students to answer the questions on AP 4.1 as they read and to record the page numbers on which they find their answers.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *commercially, communication, combustion engine, refrigerated, laboratory, electricity, experiments, inspiration, perspiration, and genius*. Have students repeat the pronunciation of each word.

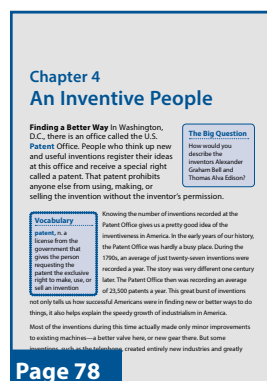
Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for “An Inventive People”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Finding a Better Way” and “Alexander Graham Bell,” Pages 78–81



Scaffold understanding as follows:

Read the first paragraph of “Finding a Better Way” on page 78 aloud.

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

Have students read the remainder of “Finding a Better Way” on pages 78–81 with a partner.

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

Call attention to the Alexander Graham Bell biography feature on page 80. Have students read the feature independently.

Activity Page



AP 1.2



SUPPORT—Using Map of the United States (AP 1.2), have students locate the city of Boston. Explain that Bell’s lab, where he invented the telephone, was located here.

SUPPORT—Call attention to the images on pages 79 and 80, and have a student read the captions aloud. Ask students to consider how these telephones are similar to or different from the ones they use today.

After students read the text, ask the following questions:

LITERAL—What was the biggest difference between the Patent Office in 1790 and the Patent Office in 1890?

- » The Patent Office was a much quieter place in 1790 than it was in 1890. People applied for only a handful of patents in 1790, while many thousands of applications for patents were received a century later.

INFERENTIAL—Why do you think inventors would want a patent on their invention?

- » Inventors would want to protect their ideas and prevent others from copying their invention without their permission. They would hope that their invention would be something that could be manufactured and sold, so they would make money.

Alexander Graham Bell

Alexander Graham Bell was born in Scotland in 1847. During his early years, Alexander worked alongside his father, who had dedicated his life to improving methods of communication for the deaf. In 1870, when Alexander was twenty-three years old, his father moved the entire family to Canada. One year later, Alexander moved to Boston and began to work on the idea of transmitting the human voice over wires. Working with him was a man named Thomas Augustus Watson. Thomas worked in an electrical shop in Boston. The two men worked night and day on their invention. Finally, on March 7, 1876, Bell received a patent on his new device—the telephone. A few days later, Alexander and Thomas demonstrated that the new device actually worked. With Alexander in one room and Thomas in another, Alexander spoke these words into his device, “Mr. Watson, come here—I want to see you!” and Thomas heard him.

Fifteen years after the invention of the telephone, new factories had made a half-million telephones, copper wires had produced tens of millions of telephone wires, and the lumber industry had cut thousands of trees to make the poles on which these wires were strung.

In the same way, the invention of the refrigerated railroad car, which kept beef and pork fresh while being shipped long distances, made the meat industry possible. The fat could go on and on.

Page 80

LITERAL—For what invention did Alexander Graham Bell receive a patent?

» the telephone

LITERAL—Which inventions mentioned in the section created whole new industries?

» Possible answers include: the telephone, the refrigerated rail car, the typewriter, and the internal combustion engine.

“An Inventing Genius,” Pages 81–85

Scaffold understanding as follows:

Invite volunteers to read the first six paragraphs of “An Inventing Genius” from page 81 to the top of page 83.

CORE VOCABULARY—Point out the vocabulary word *phonograph* at the top of page 83, and explain its meaning.

SUPPORT—Call attention to the images on pages 81, 82, and 83; have students read the captions aloud. Explain to students that Thomas Edison was similar to Andrew Carnegie. Not only did both men learn to operate telegraph machines, but they were also both extremely dedicated to their work and became very successful over time.

SUPPORT—Using Map of the United States (AP 1.2), have students locate the state of New Jersey. Explain that Edison’s lab, located in Menlo Park, was near New York City. A re-creation of Edison’s lab is open to tourists in Greenfield Village in Dearborn, Michigan, near Detroit.

Have students read the remainder of “An Inventing Genius” on pages 83–85 independently.

CORE VOCABULARY—Point out the vocabulary terms *electric current* and *carbon*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What new way of working did Edison and his assistants use?

» Edison and his assistants worked in inventing teams to turn out inventions as regularly as a factory turns out products.

created another new industry but also changed office work forever. The invention of the internal combustion engine made the automobile industry possible. The fat could go on and on.

An Inventing Genius

Thomas Alva Edison was a man whose inventions changed the way Americans lived and also created entirely new industries. Thomas Edison was born in Ohio in 1847. He was the youngest of seven children. Thomas had a special genius for inventing things. As a young boy he was endlessly curious. Because of childhood illness he did not start school until he was eight years old, and then he did not remain there long. Thomas’s mother, a former schoolteacher, decided to educate Thomas at home. However, Thomas would later say that for the most part, he educated himself. He became interested in science, especially chemistry, the science that deals with the makeup of physical materials. At age ten he set up his own chemistry laboratory in the basement of his parents’ home.

Even when Thomas, at the age of twelve, got a job selling newspapers and candy on a train, he never abandoned his science. There was a lot of free time on this job, and Edison persuaded the train conductor to let him set up a small laboratory on the train.

As a youth, Thomas Edison earned money selling newspapers and candy.

Page 81

Activity Page



AP 1.2

baggage car. That little project came to an end when he spilled a bottle of chemicals and set fire to the wooden floor of the car.

When he was fifteen years old, Edison (like Andrew Carnegie) learned to operate a telegraph. It was this work that turned his ever-curious mind to electricity. By the time he was nineteen, he was already thinking about making his living as an inventor.

Edison’s first inventions as a full-time inventor were actually a number of improvements to the stock ticker. This machine was used in the offices of people who bought and sold shares of stocks in American companies for their customers. The stock ticker helped keep track of the prices of stocks. Edison was able to sell his inventions for \$40,000, a huge sum at that time. He used the money to set up a shop in Newark, New Jersey, in 1876 to make other new inventions. He was only twenty-nine years old. Working in his small shop, Edison averaged about forty inventions a year over the course of the next five years. With one invention he figured out a way to send four messages at once over a single telegraph wire. He then built a larger laboratory in Menlo Park, New Jersey, and hired fifteen assistants to help him with the business of inventing. This idea of an inventing team was the beginning of the modern-day research and development department.

Stock tickers were like telegraphs. Information about stock prices could be transmitted using them.

Page 82

new at that time. Edison believed that such a team could turn out inventions as regularly as factories produced goods. He expected to have said "a minor invention every ten days and a big one every six months or so." Amazingly, he did in the very first year. He invented the phonograph and created a whole new industry.

Edison worked tirelessly. He sometimes slept only two or three hours a night. He expected his assistants to work hard, too. He once said that too many who applied for a job with him "wanted to know only how things how much we pay and how long we work." To such people Edison growled, "Well, we don't pay anything, and we work all the time."



Thomas Edison is shown with the phonograph machine that he invented.

Page 83

INFERENTIAL—Edison said that genius “was one percent inspiration and ninety-nine percent perspiration.” What did he mean by this?

- » Edison meant that only a small part of inventing something new and useful came from having a unique or brilliant idea. To be a successful inventor, a person had to keep trying new things even if the first attempts were not successful.

EVALUATIVE—How was the nation’s refusal to turn off the electricity a tribute to Edison when he died in 1931?

- » People had become dependent on electricity. They were afraid a cutoff of even a few minutes would be too disruptive. Edison’s electric light bulb had changed their lives.

Not few who worked with Edison complained. One of the workers at Menlo Park explained: “Edison made my work interesting. He made me feel that I was making something with him. I wasn’t just a workman.” The worker then added with a smile, “Not then, in those days, we all hoped to get rich with him.” Some did.

Over the years, Thomas Edison invented the electric light bulb, the storage battery, the moving picture camera, and hundreds of other things that changed the way Americans lived. He also built the first central power plant to produce electricity and carry it into homes and offices.

Edison’s search for a way to use electricity to light homes and offices shows how he went about making inventions. Edison first worked out a way to make a glass bulb from which all air had been pumped out. That was necessary to keep any material placed inside the bulb from burning up. The air means no oxygen. Without oxygen, nothing can burn. Next, he and his assistants searched for some material that would make a light when an electric current passed through it. The strand of material needed to be thin enough to glow but not so thin that it would crumble or melt.

Several other inventors were engaged in the same search as Edison, but it was Edison who finally succeeded. “The trouble with other inventors,” he once said, “is that they try a few things and quit. I never quit until I got what I want.”

After several hundred experiments, Edison’s team of assistants got one material to glow for a few seconds. This was not long enough for Edison. Several hundred more experiments produced another strand of material that glowed for a minute or more. Still not long enough, said Edison. Finally, after going through sixteen hundred different materials, Edison, using a strand of thread coated with carbon, got seven minutes. The electric light bulb had been invented.

Page 84



Here you can see an older Thomas Edison working in his laboratory.

Some years later, Edison and his assistants would spend five years conducting 10,296 experiments to improve storage batteries until Edison was satisfied with the product. That long search showed what Edison meant when he said, that genius was “one percent inspiration and ninety-nine percent perspiration.”

When Edison died in 1931, some people suggested that the nation honor him by turning off all electricity for a minute or two on the day of his funeral. The idea was quickly dropped. The nation had come to depend on electricity so much that people worried that a complete cutoff, even for a minute or two, would disrupt too many things. The decision not to cut off all electricity even tribute the nation could have paid to the genius.

Page 85

“Thomas Edison in His Own Words,” Pages 86–87

Scaffold understanding as follows:

Call attention to the feature “Thomas Edison in His Own Words” on pages 86–87. Explain to students that these are statements and sayings made by Edison during his lifetime. Have students take turns reading each of Edison’s statements aloud.

After students read the text, ask the following questions:

EVALUATIVE—Which Edison quote do you find most inspiring, and why?

- » Answers will vary.

Thomas Edison in His Own Words

In letters, speeches and interviews, Thomas Edison left behind a wealth of observations about his work and the nature of work in general. Here are some of the best. Maybe you have heard a few of them before.

- “I am more of a seer than an inventor. I don’t take ideas from every source.”
- “I always invent to obtain money to go on inventing.”
- “All you need to be an inventor is a good imagination and a pile of junk.”
- “Good fortune is what happens when opportunity meets with preparation.”
- “I have more respect for the fellow with a single idea who gets there than for the fellow with a thousand ideas who does nothing.”
- “Your idea has to be original only in its adaptation to the problem you’re working on.”
- “A good idea never was lost. Its possessor may die, but it will be reborn in the mind of another.”
- “If we all did the things we are capable of doing, we would literally astonish ourselves.”
- “Restlessness is discontent and discontent is the first necessity of progress. Show me a thoroughly satisfied man and I will show you a failure.”
- “Everything comes to him who hustles while he waits.”
- “If I find 10,000 ways something won’t work, I haven’t failed. I am not discouraged, because every wrong attempt discarded is another step forward. Just because something doesn’t do what you planned it to do doesn’t mean it’s useless.”

Page 86

- "The three things that are essential to achievement are hard work, stick-to-it-to-ness, and common sense."
- "Opportunity is missed by most people because it is dressed in overalls and looks like work."
- "There seems to be no limit to which some men will go to avoid the labor of thinking. Thinking is hard work."
- "None of my inventions came about totally by accident; they came by hard work. Genius is one percent inspiration and ninety-nine percent perspiration."
- "The thing I lose patience with the most is the clock. Its hands move too fast. Time is really the only capital that any human being has, and the one thing that he can't afford to lose."
- "From his neck down a man is worth a couple of dollars a day; from his neck up he is worth anything that his brain can produce."
- "I have always found, when I was worrying, that the best thing to do was put my mind upon something, work hard and forget what was troubling me."
- "I never perfected an invention that I did not think about in terms of the service it might give others."
- "Of all my inventions I like the phonograph best."
- "I am proud of the fact that I never invented weapons to kill."



Thomas Edison never stopped working and coming up with new ideas. His many inventions were some of the greatest inventions of all time.

Page 87

INFERENTIAL—What do Edison's quotes and sayings reveal about him as a person?

- » Answers may vary. Some of the quotes can be seen as inspirational. Others show he valued hard work and common sense. Some are humorous.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How would you describe the inventors Alexander Graham Bell and Thomas Alva Edison?"
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "How would you describe the inventors Alexander Graham Bell and Thomas Alva Edison?"
 - » Key points students should cite include: Both Alexander Graham Bell and Thomas Alva Edison were persistent people; they stopped at nothing to achieve their goals and to invent new things that would improve the lives of the people around them.
- Choose one of the Core Vocabulary terms (*patent*, *combustion engine*, *phonograph*, *electric current*, or *carbon*), and write a sentence using the term.

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

Note: Be sure to check students' written responses to An Inventive People (AP 4.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

Thomas Edison | Inventor and Entrepreneur (RI.6.1, RI.6.2, RI.6.7, SL.6.1)

45 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the Thomas Edison | Inventor and Entrepreneur activities may be found:

www.coreknowledge.org/ckhg-online-resources

The Thomas Edison | Inventor and Entrepreneur activity is broken into three parts listed under “Learning Activities,” plus a culmination activity, found on the PBS.org website.

Part 1: Video and Class Discussion

In the first part of the activity, students will watch a brief video titled “Thomas Edison—Inventor and Entrepreneur Video” (4:23) about the life and inventions of Thomas Alva Edison. Students should record notes while watching the video using the Iconic American Video Notesheet graphic organizer provided on the website. Following the video, facilitate class discussion using the five analysis questions provided on the website.

Part 2: Visual Primary Source Analysis

In the second part of the activity, students will analyze a photograph of the “Perfected Phonograph.” Display the photograph provided on the website for students before facilitating class discussion with the three analysis questions provided.

Part 3: Written Primary Source Activity

In this part of the activity, students will read a letter from Thomas Alva Edison to the yearbook editor of a high school that bears his name. Students should read the letter and answer the three analysis questions using the Thomas Edison Written Primary Source Activity page provided on the website.

Culminating Activity

The culminating activity may be completed in class or as an extended assignment. Using the information learned in the lesson and in the Student Reader, students will evaluate the effects of one of Thomas Alva Edison’s inventions, create an advertisement for that invention, and then devise an invention of their own using one of Edison’s inventions as inspiration.

CHAPTER 5

Growing Business Enterprises

The Big Question: Why do you think Andrew Carnegie and John D. Rockefeller were so successful?

Primary Focus Objectives

- ✓ Explain the importance of the developing steel and oil industries. (RI.6.1)
- ✓ Describe the business methods of Andrew Carnegie and John D. Rockefeller. (RI.6.1)
- ✓ Explain the meaning of the phrase “robber baron.” (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *enterprise*, *impurity*, *efficient*, *crude oil*, and *refinery*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Growing Business Enterprises”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 5.1

- Display and individual student copies of Map of the United States (AP 1.2)
- Display and individual copies of Carnegie and Rockefeller Graphic Organizer (AP 5.1)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

enterprise, n. an organized activity meant to make a profit; a company (90)

Example: Cornelius Vanderbilt made the railroad the primary focus of his business enterprise.

Variations: enterprises

impurity, n. an unwanted substance that makes something impure or contaminated (90)

Example: The steel mill used large blast furnaces to burn off each and every impurity from the iron.

Variations: impurities

efficient, adj. productive without wasting time or resources (93)

Example: Spending the school day passing notes and gossiping is not an efficient use of time.

crude oil, n. naturally occurring oil that has not been processed to remove impurities (95)

Example: Large tankers carried the crude oil from the well to the factory to be processed.

Variations: crude oils

refinery, n. a place where resources are processed, usually for industrial use (95)

Example: The refinery was located close to the source of the oil, making it easy to transport the thick, black substance for processing.

Variations: refineries

THE CORE LESSON 35 MIN

Introduce “Growing Business Enterprises”

5 MIN

Begin the lesson by first reviewing the Chapter 3 and Chapter 4 Timeline Image Cards. Remind students that they have read about America’s abundance of natural resources. In this chapter, they will read more about the remarkable businessmen who grew fabulously wealthy by using these resources and anticipating changes in industry.

Read the chapter title, “Growing Business Enterprises,” and discuss the meaning of the word *enterprise* and the chapter title. Remind students that they have already read a little bit about one of these businessmen, Andrew Carnegie, and encourage them to discuss the knowledge, experience, and skills that leaders of industry, such as Carnegie, might have possessed.

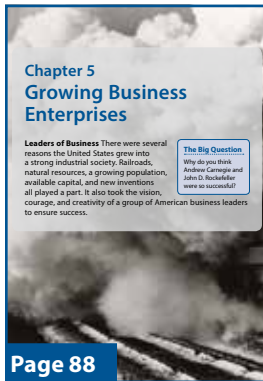
Call students’ attention to the Big Question. Tell students to look for reasons why Andrew Carnegie and John D. Rockefeller were so successful as they read the text.

Guided Reading Supports for “Growing Business Enterprises”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Leaders of Business," Pages 88–90



Scaffold understanding as follows:

Invite a volunteer to read "Leaders of Business" on pages 88–90 aloud.

SUPPORT—Call attention to the word *vision* when it is encountered in the last sentence on page 88, and explain its meaning as used in this context. (*ambitious goals that they hoped would become reality*)

SUPPORT—Call attention to the image on pages 88–89, and have a student read the caption aloud. How does the image of this train compare to the images shown in Chapter 2? (*This train is clearly more advanced. It looks more streamlined and produces more steam.*)

After the volunteer reads the text, ask the following questions:

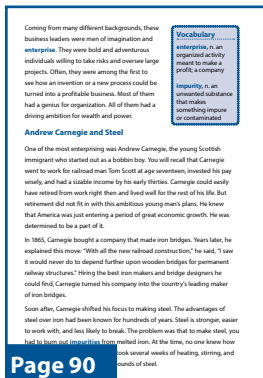
LITERAL—What factors helped the United States grow into a strong industrial society?

- » Railroads, natural resources, a growing population, available capital, and new inventions all played a part.

INFERENTIAL—Why do you think the text says it took "courage" to make the United States an industrial giant?

- » The individuals who invested in industry were taking a risk; there was no guarantee that their investments would work out, and they could have lost everything.

"Andrew Carnegie and Steel," Pages 90–93



Scaffold understanding as follows:

Have students read "Andrew Carnegie and Steel" on pages 90–93 with a partner.

SUPPORT—In the first sentence of the first paragraph, call attention to the use of the word *enterprising* as an adjective used to describe Andrew Carnegie. Explain that *enterprise*, in addition to meaning an organized economic activity, can also mean a risky or difficult project. Ask students to use this information to discuss possible meanings of *enterprising*. (*ready to undertake a difficult project, having and acting upon new ideas, etc.*)

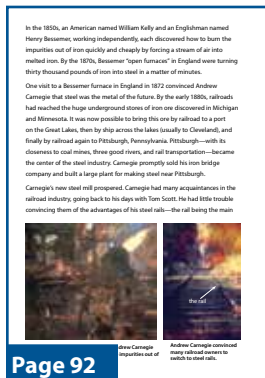
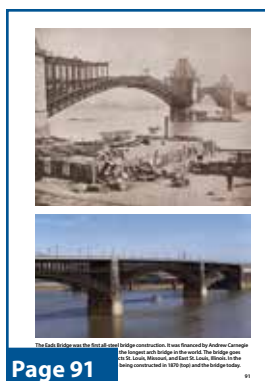
CORE VOCABULARY—Point out the vocabulary term *impurity*, and explain its meaning. Note the base word *pure* and the prefix *im-*. Explain that *im-* means "not," so an impurity is something that is not pure.

SUPPORT—Call attention to the images on page 91, and have a student read the caption aloud. Using Map of the United States (AP 1.2), have students locate St. Louis, Missouri; explain that Carnegie's bridge still stands in St. Louis today.

Activity Page



AP 1.2



After students read the text, ask the following questions:

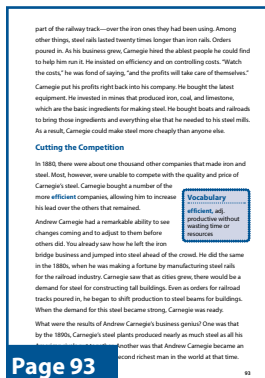
LITERAL—Why did Carnegie switch his focus from making iron bridges to making steel?

- » Steel was stronger than iron, and Carnegie knew that a process had been developed to turn iron into steel.

LITERAL—Why was Carnegie able to produce steel more cheaply than anyone else?

- » He bought the latest equipment. He invested in mines that produced iron, coal, and limestone, which are the basic ingredients for making steel. He bought boats and railroads to bring those ingredients and everything else that he needed to his steel mills.

“Cutting the Competition,” Pages 93–94



Activity Page



AP 1.2

Scaffold understanding as follows:

Have students read “Cutting the Competition” on pages 93–94 independently.

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



SUPPORT—Call attention to the image on page 94, and have a student read the caption aloud. Using Map of the United States (AP 1.2), have students locate Pittsburgh, Pennsylvania. Explain that Pittsburgh had many geographical features that made it ideal for producing steel, including three rivers that could be used in production and for transportation.

After students read the text, ask the following questions:

LITERAL—Why did Carnegie’s company start making steel beams for buildings when orders for steel rails for railroads were still pouring in?

- » Carnegie anticipated a growing need for steel beams for buildings as cities grew.

LITERAL—How did Carnegie cut prices and competition?

- » He cut prices and competition by hiring the best workers, insisting on efficiency, controlling costs, and buying the latest equipment; by owning everything needed by the mills; by buying efficient companies; and by seeing ahead and making quick adjustments.

Activity Page



AP 5.1

Distribute copies of Carnegie and Rockefeller Graphic Organizer (AP 5.1), and have students complete the section about Andrew Carnegie. If time allows, review student answers for accuracy.

“John D. Rockefeller and Oil” and “J.P. Morgan,” Pages 94–99

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of “John D. Rockefeller and Oil” on pages 94–95 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *crude oil* and *refinery* when they are encountered in the text.



SUPPORT—Using Map of the United States (AP 1.2), have students locate Cleveland, Ohio. Call attention to the proximity of Cleveland to western Pennsylvania.

Have students read the remainder of “John D. Rockefeller and Oil” on pages 96–98 with a partner.

SUPPORT—Note the phrase “questionable business tactics” in the last paragraph on page 98. Explain that *questionable* means immoral or not respectable. Questionable business tactics are business practices that are immoral or not respectable. The practices might be legal, but they are not necessarily ethical.

SUPPORT—Call attention to the term *robber baron* in the last sentence on page 98. Explain to students that the term *baron* describes a person of noble birth or a member of the aristocracy. This term was used derisively in the United States, however. Robber barons were industrious men who became exceedingly rich through ruthless means, figuratively robbing employees and consumers for their own personal gain.

Call attention to the biography feature “J.P. Morgan” on page 99. Invite a volunteer to read the text aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—Why did oil become valuable?

- » A simple method of refining was developed so that oil could be used to make kerosene and later could be used as fuel for cars and other machines.



Activity Page



AP 1.2



In Cleveland, a young man named John D. Rockefeller followed developments in Pennsylvania with great interest. Rockefeller was a serious, religious man with an eye for detail and a shrewd business. He had already made money in a wholesale grocery business. Now, at age twenty-seven, he decided to give it a try.

As the nearest large city to the Pennsylvania oil fields, Cleveland already had some thirty small companies to which the oil was shipped for refining. In 1867, Rockefeller bought one of these refineries.

Why did Rockefeller buy a refinery, and not some oil wells? The reason was that while there was fierce competition in every part of the oil business, it was most fierce in the oil fields. Hundreds and even thousands of drillers, hoping to get rich quick, were producing far more oil than refineries were ready to buy. That pushed down the prices the drillers received. Rockefeller did not like this kind of confusion in business.

Here is where Rockefeller showed his special genius. Rockefeller saw that the key to the oil business was the refining part. If he could gain control of the refining part, he could become the only one to offer the oil to the drillers. They would have to take it or leave it.

As the only seller of refined oil, he could set the price customers would have to pay for it.

In 1870, Rockefeller made his first move to control the oil industry. He formed a corporation called the Standard Oil Company. Then he offered to buy all the other Cleveland refineries. To those who agreed to sell, Rockefeller paid a generous price. To those who refused, he became a ruthless enemy.

Kerosene was an important product refined from oil. Kerosene was burned in lamps and stoves to provide light and heat. Rockefeller cut the price of kerosene so far that his competitors had money on every sale. So did Standard Oil, of course, but Rockefeller knew he could outlast the others. Once his competitors had been driven out of business, he could raise prices and make money again. Within two years, Standard Oil controlled nearly every refinery in Cleveland. Success led to more success. A few years later Rockefeller bought refineries in New York, Philadelphia, Baltimore, and Pittsburgh as well.

Rockefeller was a smart and ruthless businessman who turned his immense profits back into his business to make it bigger and more efficient. Soon, Standard Oil was manufacturing its own chemicals for refining, building its own pipelines to carry oil to its own barrels for shipping, and making its own kerosene.



Before electricity, kerosene, a byproduct of oil, was an important source of light for homes and businesses.

Page 96

Like Carnegie, Rockefeller paid attention to every small detail to keep down his costs. One day, Rockefeller was inspecting one of his factories that filled and sealed five-gallon tin cans of kerosene. He watched as a machine attached the tops to the cans with small drops of solder (soft metal) that hardened quickly.

"How many drops of solder do you use on each can?" Rockefeller asked the man in charge.

"Forty," replied the man.

"Have you ever tried thirty-eight?" asked Rockefeller. "Did you mind having some [solder] sealed with thirty-eight and let me know?"

The worker did as Rockefeller requested. Thirty-eight drops, it turned out, sealed most cans tightly, but a few leaked. But thirty-nine created a perfect seal and each tried that difference of one drop. From forty to thirty-nine, saved Standard Oil \$2,000 the first year. Over the years, the savings grew to hundreds of thousands of dollars.

Up to that point, Rockefeller had succeeded mainly by being more efficient than his competitors. Before long, however, Rockefeller's Standard Oil Company was using more questionable business tactics to beat its rivals. These tactics raised serious concerns over how the new industrial giants, or robber barons as they became known, were using their power.



John D. Rockefeller as a young man.

Page 97

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Page 98

Activity Page



AP 5.1

J.P. Morgan

Another extraordinarily powerful and influential person from this era was J.P. Morgan (1837–1913). J.P. Morgan was a wealthy banker who invested in railroad companies. J.P. Morgan was involved with Thomas Edison's company when it became part of General Electric. J.P. Morgan financed steel companies, and is thought to have been one of the richest men in American history. J.P. Morgan had a particular love of art, and much of what he collected is on display at the Morgan Library and Museum in New York.



Some of J.P. Morgan's book collection can be seen here.

Page 99

INFERENTIAL—In what aspect of the oil business did Rockefeller choose to invest and why?

- » Rockefeller invested in oil refining. It had less competition than oil drilling and was the most important part of the oil business. By controlling refining, he could control the prices paid to drillers and the prices paid by customers.

EVALUATIVE—What steps did Rockefeller take to control the oil industry? Do you think his actions were fair? Why or why not?

- » Answers may vary, but possible responses may include: He lowered the price of oil to force some of his competitors out of business, and he bought out other competitors. Rockefeller's actions were fair because he was working to build up his business. He did what it took to become a leader in his industry.

INFERENTIAL—How do you think J.P. Morgan was able to purchase his art collection?

- » Morgan is thought to have been one of the richest men in American history. He was able to purchase his art collection because of all the money he made as a wealthy banker who invested in railroad and steel companies.

Ask students to complete the section on John D. Rockefeller in their Carnegie and Rockefeller Graphic Organizer (AP 5.1). If time allows, review student answers for accuracy.

Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think Andrew Carnegie and John D. Rockefeller were so successful?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why do you think Andrew Carnegie and John D. Rockefeller were so successful?”
 - » Key points students should cite include: Both Carnegie and Rockefeller were ruthless businessmen who were willing to do just about anything to be successful. Both men were also visionaries; they had the ability to capitalize on business opportunities and accurately predict industry trends to remain ahead of their competitors.
- Choose one of the Core Vocabulary words (*enterprise, impurity, efficient, crude oil, or refinery*), and write a sentence using the word.

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

Additional Activities



Men Who Built America (RI.6.7, SL.6.1)

45 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the Men Who Built America videos may be found:

www.coreknowledge.org/ckhg-online-resources

In this activity, students will have the opportunity to learn more about the titans of industry who helped shape the United States around the 1900s. Encourage students to take notes as they watch each of the six brief videos.

Begin by sharing with students the video “The Men Who Built America: The Every Man” (2:23) about Henry Ford and the automobile. Discuss the following questions with students after they finish watching the video:

1. What invention made Henry Ford's automobile possible?
 - » the combustion engine
2. How did Henry Ford's vision differ from that of his investors?
 - » Ford wanted to design a car that the average person could afford, whereas his investors wanted him to design something that would only be used by the rich.
3. Do you agree that the automobile industry became the most important part of the American economy at the time? Why or why not?
 - » Answers may vary. Possible response: The automobile, while important, was not the most important industry at the time. Other industries like steel and oil were necessary even for the automobile industry to exist, making them more important economically.

Next, share with students the video "The Men Who Built America: Competitive Nature" (2:41) about Cornelius Vanderbilt and the railroads. Discuss the following questions with students after they finish watching the video:

1. How did Vanderbilt compare to other men of industry at the time?
 - » He was more competitive and more ruthless than others.
2. What role did railroads play in the American economy at this time? Why did this give Vanderbilt so much power?
 - » Railroads were necessary for industrial growth and production, as well as for transportation. This meant that Vanderbilt had the power to affect many industries beyond his own.
3. How much money would Vanderbilt's fortune be worth today?
 - » His fortune would have equaled billions, possibly even a trillion dollars, today.

Next, share with students the video "The Men Who Built America: The American Dream" (2:55) about Andrew Carnegie. Discuss the following questions with students after they finish watching the video:

1. In what ways did Andrew Carnegie represent the American dream?
 - » Carnegie was an immigrant who came from nothing; through hard work and perseverance, he became wildly successful and wealthy.
2. What was it like working at one of Andrew Carnegie's steel mills, and why?
 - » Work at the steel mills was grueling; the mills ran twelve hours a day, six days a week. Keeping the mills constantly running was what made them profitable.

3. Why did Andrew Carnegie likely turn to philanthropy?
 - » He may have felt guilty over the conditions in his mills and factories. He may have felt that his tremendous wealth would be better used to help others, rather than spending all of it on himself.
4. How much money did Andrew Carnegie sell his business for?
 - » He sold it to J.P. Morgan for \$480 million, roughly \$4 billion today.

Next, share with students the video “The Men Who Built America: Monopoly” (2:50) about John D. Rockefeller and the Standard Oil Company. Discuss the following questions with students after they finish watching the video:

1. Why did Rockefeller name his company Standard Oil?
 - » He believed his company would set the industry standard and be the only one to guarantee a uniform product.
2. Why was Rockefeller viewed negatively by the American people and by the government?
 - » He controlled the entirety of the oil industry, which meant that he could raise prices at will without consequence.

Next, share with students the video “The Men Who Built America: From Rich to Richer” (3:07) about J.P. Morgan. Discuss the following questions with students after they finish watching the video:

1. How did J.P. Morgan’s background compare to that of Andrew Carnegie?
 - » Morgan, unlike Carnegie, came from a wealthy family. He used that wealth to become even wealthier.
2. How did J.P. Morgan benefit from the Civil War?
 - » Much of the country needed to be rebuilt; Morgan took advantage of this and invested in reconstruction efforts.
3. In what ways did Morgan use his economic power?
 - » He used his economic power to take over and control other businesses and to influence politics.

Finally, share with students the video “The Men Who Built America: Traits of a Titan” (3:36). Discuss the following questions with students after they finish watching the video:

1. In what ways were the men described in the videos similar?
 - » The men were motivated and believed in something bigger than themselves. They had faith in their inventions and actions and could see the big picture. They were also brilliant problem solvers.

2. Which individuals today do you think are most like the industrialists in the videos?

» Answers may vary. Students may identify Jeff Bezos (the founder of Amazon), Mark Zuckerberg (the founder of Facebook), Bill Gates (the founder of Microsoft), or another tech entrepreneur.

After watching the videos, have students write a brief paragraph (five to seven sentences) explaining one new thing they learned and what they found most interesting in the videos. Time permitting, allow students to share their paragraphs in small groups or with the class.

Monopolies, Trusts, and Pools

The Big Question: What were the perceived advantages and disadvantages of large and powerful businesses?

Primary Focus Objectives

- ✓ Explain how monopolies, trusts, rebates, and pools function. (RI.6.1)
- ✓ Explain why monopolies, trusts, rebates, and pools are unfair business practices. (RI.6.1)
- ✓ Describe the measures the government took to limit unfair business practices. (RI.6.1)
- ✓ Explain the significance of free enterprise in the United States. (RI.6.1)
- ✓ Explain the significance of the “Gilded Age” and the growing income gap in the United States during the late 1800s and early 1900s. (RI.6.1)
- ✓ Explain how captains of industry also worked as philanthropists. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *freight, monopoly, trust, trustee, regulate, commerce, and free enterprise*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Monopolies, Trusts, and Pools”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Sufficient copies of Excerpt from *The Gilded Age* by Mark Twain (FE 1)
- Internet access

Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

freight, n. shipped goods; cargo (100)

Example: The ship carried freight and passengers from New York to Boston.

monopoly, n. complete ownership or control of a resource or industry (102)

Example: John D. Rockefeller had a monopoly on the oil industry in the United States.

Variations: monopolies

trust, n. a combination of corporations created to reduce competition and control prices (102)

Example: John D. Rockefeller's trust, Standard Oil, made it impossible for other companies to compete in the oil industry.

Variations: trusts

trustee, n. an individual responsible for overseeing a trust (102)

Example: The trustee voted to approve the purchase of the smaller company.

Variations: trustees

regulate, v. to control or place limits on (105)

Example: One role of the federal government is to regulate certain business practices.

Variations: regulates, regulating, regulated

commerce, n. the buying and selling of goods and services; trade (107)

Example: The tycoon wanted his business to be the leader in commerce and all related activities.

free enterprise, n. a system in which businesses operate with minimal government involvement (107)

Example: Men such as Rockefeller and Carnegie took advantage of the free enterprise system in the United States to earn their vast fortunes.

THE CORE LESSON 35 MIN

Introduce "Monopolies, Trusts, and Pools"

5 MIN

Begin the lesson by first reviewing with students the Chapter 5 Timeline Image Cards and the main idea from the previous chapter. Students should recall that Andrew Carnegie and John D. Rockefeller earned vast fortunes through shrewd business dealings. Ask students to consider, aside from Carnegie and Rockefeller, whom did the men's companies benefit? Who was hurt? (*Shareholders benefited; competing companies were hurt.*) Explain to students that in this chapter, they will learn more about business practices that many people felt were unfair to competitors.

Call students' attention to the Big Question. Tell students to look for the perceived advantages and disadvantages of large and powerful businesses.

Guided Reading Supports for "Monopolies, Trusts, and Pools"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Corporate Bully," Pages 100–102

Scaffold understanding as follows:

Invite a volunteer to read the subhead title "Corporate Bully" on page 100 aloud and describe what it may mean. Then ask the volunteer to read the first two paragraphs aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *freight* when it is encountered in the text.

Invite a volunteer to continue reading the next two paragraphs from the bottom of page 100 to the top of page 102 aloud.

SUPPORT—Call attention to the word *stranglehold* in the last paragraph on page 100. Explain to students that stranglehold has two meanings: to literally grab someone tightly around the neck and choke off their oxygen, or to figuratively gain firm control over something. Rockefeller, through his various business practices, was able to gain firm control over the oil industry and strangle his competition.

CORE VOCABULARY—Pause to explain the vocabulary term *monopoly* when it is encountered in the text.

Have students read the remainder of "Corporate Bully" on page 102 with a partner.

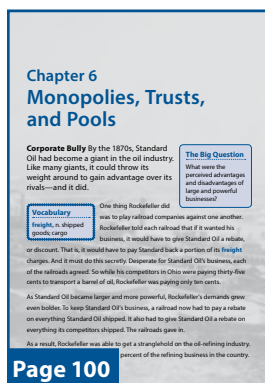
SUPPORT—Call attention to the phrase "tighten its grip" in the first full paragraph on page 102. Explain to students that "tighten its grip" means Standard Oil was holding onto something firmly and strengthening its hold. In this instance, Rockefeller was in control of the oil industry and using his influence to apply further pressure to it.

CORE VOCABULARY—Point out the vocabulary terms *trust* and *trustee*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What new kind of organization did Standard Oil form, and for what purpose?

- » Standard Oil formed a trust to control all the business in the oil industry.



EVALUATIVE—What impact did the Standard Oil trust have on industry in the United States?

- » The idea behind Rockefeller's trust caught on quickly, and other industries quickly adopted the concept.

"Trusts and American Consumers," Pages 102–103

Scaffold understanding as follows:

Have students read "Trusts and American Consumers" on pages 102–103 independently.

After students read the text, ask the following question:

EVALUATIVE—Were trusts and monopolies good for consumers? Why or why not?

- » Sometimes trusts and monopolies led to lower costs for customers. But Americans also worried that these powerful monopolies and trusts would make it very difficult for small businesses to exist. They also worried that the powerful trusts could influence politicians to make laws and policies that would be in the best interests of big business.

That was practically a **monopoly**, the complete control of an industry by a single company.

To tighten its grip further, in 1882 Standard Oil adopted a new form of organization called a trust. Here is how a trust worked: Stockholders of different companies in the same industry—in this case, oil—turned over their stocks to a single group of trustees. In return, the stockholders received trust certificates. Trust certificates entitled them to share in the profits of the trust. But the stockholders also gave up any say in how each of their own companies would be run. That was left to the trustees.

Using the trust form of organization, Standard Oil brought thirty-nine more of companies under its control. By then, it controlled almost the entire oil business.

The trust idea caught on quickly. Soon there was a tobacco trust, a leather trust, a sugar trust, and a dozen others. By 1902, in fact, two-thirds of all manufactured goods in the United States were produced by just a handful of giant corporations like these trusts.

Trusts and American Consumers

In the latter years of the 1800s, more Americans became concerned about the size of some businesses. Most recognized that large businesses could produce goods at a lower cost than small companies could. That meant they could sell their goods to the American consumer for less.

But did they?

Sometimes, yes, sometimes, no. Even while making larger profits, Standard customers. So did Andrew Carnegie's steel trust, most companies did not. In fact, one

Page 102

of the main reasons for forming a trust was to control production and keep prices up without fear of competition.

Americans were concerned about what the trusts were doing to open opportunity in business. The chance to go into any business a person wanted was an old idea and tradition in the United States. Some who entered business would succeed, while others would fail. But trusts and huge businesses, it was feared, had the power to put an end to opportunity altogether. They could force small companies out of business and squash anyone who wanted to enter their field.

People also feared big business's growing influence in local, state, and even national politics. Not only could they money help elect representatives friendly to them, it could also bribe officials to make decisions that benefited the companies.

New Millionaires

Furthermore, the creation of great industries, such as steel and oil, had led to the growth of huge fortunes. Before the Civil War, there were only a handful of millionaires in America. By 1900, there were more than four thousand. A few of these owned so much wealth that ordinary people could hardly grasp the meaning of the numbers. Andrew Carnegie's total fortune was more than half a billion dollars, the equivalent of around \$9 or \$10 billion today.

John D. Rockefeller was a millionaire. Railroad giant Cornelius Vanderbilt and his son William were not far behind. James H. O'Reilly had made hundreds of millions of dollars from the tobacco industry. Gustavus Swift and Philip Armour made their fortunes in the meatpacking industry.

This period in American history of great industrial and financial growth became known as the Gilded Age. It was a name given to it by the author Mark Twain because many people felt that although things looked good on the surface, underneath there was a lot of corruption and greed.

Page 103

"New Millionaires," Pages 103–105

Scaffold understanding as follows:

Invite volunteers to read "New Millionaires" on pages 103–105 aloud.

SUPPORT—Call attention to the phrase "captains of industry" in the last paragraph of the section. Explain to students that this phrase described men such as Carnegie, Vanderbilt, and Rockefeller who became industrial leaders during the 1800s and 1900s.

SUPPORT—Call attention to the phrase "earn and give" at the top of page 105. Explain to students that men like Carnegie believed it was their duty to give back to society; they spent large amounts of their fortunes on projects that benefited the public. Tell students that Carnegie specifically endeavored to spend his entire fortune on philanthropic causes, but ultimately failed because his investments and other holdings continued to

SOAP TRUST
I AME (GIVING)
WASHING YOUR
HANDS

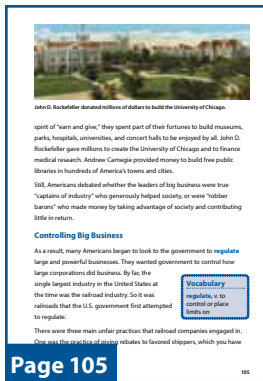
This cartoon by George L. Lusk shows a growing distrust of the big businesses, or trusts, and the power and influence they could have on people's lives.

the growing gap between these few wealthy men and millions of middle class Americans—and the even larger gap between the wealthy and the poor—was a problem. Americans might applaud the ambition and talent that helped Andrew Carnegie become wealthy, but they worried that for every Andrew Carnegie that industrialization had produced, there were thousands of poor, out-of-work people like Tom O'Donnell, the struggling worker you read about in Chapter 1.

Not all people shared this worry, though. Some regarded these fortunes as the just rewards of hard work and enterprise. These "captains of industry" had led America into the Industrial Age. It was a name given to it by the author Mark Twain because many people felt that although things looked good on the surface, underneath there was a lot of corruption and greed.

In addition to providing inspiration to others, some of the men of great wealth also sought to improve life in America. Moved by the

Page 104



generate so much revenue that his earnings outpaced how quickly he was able to give his money away.

SUPPORT—Call attention to the political cartoon on page 104, and have a student read the caption aloud.

After volunteers read the text, ask the following questions:

LITERAL—Who named this period the “Gilded Age,” and what does the phrase mean?

- » Mark Twain used the phrase to describe this period. To gild something means to paint it with gold. Things looked good on the surface—big businesses, growing wealth, and for some a glitzy lifestyle, but underneath there was corruption and also suffering.

INFERENTIAL—Do you think men like Rockefeller and Carnegie were robber barons or captains of industry?

- » Answers may vary. Possible responses: Such men were captains of industry because their efforts led to the industrialization of the United States and vastly improved the country’s economy; or, they were robber barons because they controlled entire industries and used questionable business tactics to make more money.

“Controlling Big Business,” Pages 105–107



Scaffold understanding as follows:

Read the first paragraph of “Controlling Big Business” on page 105 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *regulate* when it is encountered in the text.

Have students read the remainder of “Controlling Big Business” with a partner.

After students read the text, ask the following questions:

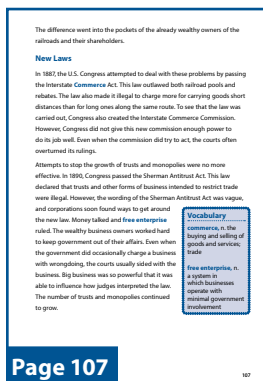
LITERAL—What unfair business practices did railroads engage in?

- » Railroads gave unfair rebates to certain customers, engaged in pooling with other railroad lines, and increased rates on lines in which they had a monopoly.

LITERAL—What were two reasons why some Americans wanted to regulate big business?

- » They wanted to end unfair business practices and reduce the influence of big business on politics.

"New Laws," Page 107



Scaffold understanding as follows:

Read "New Laws" on page 107 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *commerce* and *free enterprise* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the term *commerce* from the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

After you read the text, ask the following question:

LITERAL—Why didn't the Interstate Commerce Act and the Sherman Antitrust Act have much effect in controlling large corporations?

- » The Interstate Commerce Commission had little power, and the Sherman Antitrust Act was vague. Also, government and the courts often sided with business.

Timeline

- Show students the Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What were the perceived advantages and disadvantages of large and powerful businesses?"
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What were the perceived advantages and disadvantages of large and powerful businesses?"
 - » Key points students should cite include: Some large businesses passed on their lower costs to customers, who paid less to buy their products. Some people believed that the "captains of industry" helped to lead America into the Industrial Age and that society benefited. These wealthy men were viewed by some as inspirational figures, and some of them gave generously to charities. However, many people viewed the growing income gap between these few wealthy men and both middle class and poor Americans as problematic. Big businesses could engage in underhanded practices that hurt consumers; their political

influence made it difficult for government to regulate their activities. So some Americans viewed the leaders of big business as “robber barons” who took advantage of society and contributed little in return.

- Choose one of the Core Vocabulary words (*freight, monopoly, trust, trustee, regulate, commerce, or free enterprise*), and write a sentence using the word.

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

Additional Activities

Innovators and Inventors (RI.6.1)

25 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of *Innovators and Inventors* (AP 6.1)

Distribute copies of *Innovators and Inventors* (AP 6.1). Have students work independently or in pairs to match each industry or invention with the correct person. Students should then answer the analysis questions at the bottom of the activity page. This activity may be assigned for homework.

The Gilded Age (RI.6.1, RI.6.2)

45 MIN

Materials Needed: Sufficient copies of *The Gilded Age* (FE 1), Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to *The Gilded Age* (FE 1), images of the Biltmore Estate, and “The Gilded Age” video may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by first sharing with students “The Gilded Age” video (2:13). Discuss with students the types of clothing and architecture shown in the video. What do the palatial homes and ornate dresses reveal about the people who paid for them?

Next, show students photos of the Biltmore Estate, George Vanderbilt’s massive estate that was completed in 1895. Tell students that the buildings and grounds took more than six years to construct. How does Biltmore Estate compare to the homes of average people during this time?

Next, distribute copies of *The Gilded Age* (FE 1). Explain to students that this is an excerpt from Mark Twain and Charles Dudley Warner’s novel, which was published in 1873. Remind students that the phrase “Gilded Age” refers to the fact that everything appeared nice on the surface, during this time period, but there was significant turmoil, too.

Read the excerpt aloud. While the vocabulary is challenging, supports in the form of synonyms have been provided. Read the dialogue between the various characters with expression, to convey the incredulity on the part of Harry Brierly, as well as the sarcastic superiority of the president. Pause periodically to be certain students understand the gist of the conversation.

After you have read the excerpt aloud, pose the following analysis questions for class discussion:

1. Where does Harry Brierly go? How is he treated when he arrives?
 - » He visits an office building on Wall Street. He is forced to wait for half an hour before he's allowed to see the person he's visiting.
2. What is the purpose of Harry's visit?
 - » Harry believes that the company owes him and the colonel money to continue funding a construction project.
3. What does Harry discover? How much money does the president claim he owes?
 - » Harry discovers that the company believes that not only do they not owe Harry and the colonel money, the two men actually owe the company money. The president claims that Harry owes \$7,960.
4. How much money does the president claim a congressional appropriation costs? What does this tell you about politicians and businesses at the time?
 - » The president claims that a congressional appropriation costs at least \$118,000. According to the president, companies must pay politicians tens of thousands of dollars apiece, as well as give gifts to their families, to make legislation happen. His statement indicates that both politicians and businesses are corrupt.

CHAPTER 7

The World of the Worker

The Big Question: What were some of the advantages and disadvantages for American workers during this period of change?

Primary Focus Objectives

- ✓ Explain how industrialization affected working people, including skilled craftsmen, women, and children. **(RI.6.1)**
- ✓ Describe the working conditions in factories and mines. **(RI.6.1)**
- ✓ Identify positive changes brought about by industrialization. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *mass production, garment, sweatshop, consumption, engineer, machinist, and accounting*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “The World of the Worker”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 7.1

AP 7.2

- Individual student copies of The World of the Worker (AP 7.1)
- Sufficient copies of Domain Vocabulary: Chapters 4–7 (AP 7.2)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

mass production, n. the making of very large amounts of something **(111)**

Example: Henry Ford relied on mass production to efficiently build many automobiles at relatively low cost.

garment, n. an article of clothing (113)

Example: Jane’s favorite garment was the sweater knit by her grandmother.

Variations: garments

sweatshop, n. a factory in which employees work for long hours in unsafe conditions for a low wage (113)

Example: The young woman was exhausted after her fourteen-hour workday in the sweatshop.

Variations: sweatshops

consumption, n. a disease that causes the body to waste away, generally over a long period of time; tuberculosis (115)

Example: The mother feared that her small child would catch consumption.

engineer, n. a person who uses science and math to build useful objects or buildings (116)

Example: The builder consulted with the engineer before breaking ground on the construction of the new library.

Variations: engineers

machinist, n. a person who operates, designs, builds, or fixes machines (116)

Example: The factory owner asked the machinist to take a look at the broken motor.

Variations: machinists

accounting, n. the process of recording, summarizing, and analyzing business transactions (116)

Example: Through careful accounting, the business owner realized that he was owed \$20 from one of his regular customers.

THE CORE LESSON 35 MIN

Introduce “The World of the Worker”

5 MIN

Begin the lesson by first reviewing the Chapter 6 Timeline Image Cards. Review the content of Chapter 6, focusing in particular on the “Gilded Age” and the opulent lifestyle of the wealthy captains of industry. Tell students that in this chapter, they will read about the vastly different lifestyle of the people who worked in the factories owned by such captains of industry. Have students briefly recall what they remember about the factory worker Tom O’Donnell, whom they read about in Chapter 1. Explain that more people faced the challenges of Tom O’Donnell than lived the lavish lifestyles of the wealthy industrialists.

Call students’ attention to the Big Question. Tell students to look for the advantages and disadvantages experienced by American workers during this period as they read the text.

Activity Page



AP 7.1

Distribute *The World of the Worker* (AP 7.1). Preview the questions with students, and then direct students to read the chapter independently. Tell students to answer the questions on AP 7.1 as they read and to record the page numbers where they find their answers.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word: *generosity, community/communities, employer/employment, celebrations, specializing, production, competition, consumption, opportunity, and dismal*. Have students repeat the pronunciation of each word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for “The World of the Worker”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“From Farm to Factory,” Pages 108–110

Scaffold understanding as follows:

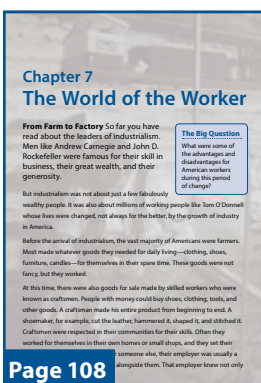
Invite volunteers to read “From Farm to Factory” on pages 108–110 aloud.

SUPPORT—Call attention to the image on page 109, and have a student read the caption aloud.

After volunteers read the text, ask the following question:

LITERAL—How did industrialization change the lives and work of craftsmen?

- » In the factories, craftsmen no longer made an entire product. Instead, they did one part of the process over and over. They no longer worked for themselves or for a person they knew; in factories they worked for a set number of hours for strangers. It became harder to take pride in work or gain the respect of the community.



"The Machine Age," Pages 110–117

Scaffold understanding as follows:

Have students read the beginning of "The Machine Age" on pages 110–111 with a partner.

SUPPORT—Call attention to the image on page 111, and have a student read the caption aloud.

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

Have students continue reading "The Machine Age" on pages 112–113 independently.

CORE VOCABULARY—Point out the vocabulary terms *garment* and *sweatshop*, and explain their meanings.

SUPPORT—Call attention to the images on pages 112 and 113, and have students read the captions aloud.

Invite volunteers to continue reading the text on page 114 through the second-to-last paragraph on page 115 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *consumption* when it is encountered in the text. Tell students that during this period in history, death as a result of illness and disease was very common. Not only were working and living conditions poor, there was also limited knowledge of diseases and medical treatments.

SUPPORT—Call attention to the image of the breaker boys on page 114, and have a student read the caption aloud.

Have students read the remainder of the section on pages 115–117 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *engineer*, *machinist*, and *accounting*, and explain their meanings.

SUPPORT—Explain to students that the typewriter became available before 1880, and women accounted for about 80 percent of typists and secretaries by 1910. The phone emerged in the late 1800s. Women came to dominate the profession very quickly because they were considered better-mannered telephone operators than the young men who performed the task.

his workers but also their families. He joined in their celebrations and shared in their sorrows.

All this changed as large factories replaced small workshops. To begin with, no longer did one worker make a product from beginning to end. The work of making each product was broken down into many separate steps—shoemaking alone had sixty-four separate steps. Each worker was assigned to do the same task over and over, day after day. In shoemaking, one worker would spend the day cutting leather, while another stitched shoes, and a third valued back into place.

Even without machines, dividing up the work this way, with each worker specializing in a single step, allowed the same number of workers to produce more shoes. The work was less varied, and less skill was needed.

The Machine Age

In time, machines took over much of the work, and this affected craftsmen. In earlier days, it took years for a skilled worker to learn how to make shoes or cloth well. But now, complained a craftsman with thirty years of experience, "You can take a boy fresh from the farm, and in three days he can manage a machine as well as I can." So could a young woman from the nearby countryside. So could a newly arrived, unskilled immigrant. The employer paid all of them much less than a skilled worker would otherwise earn.

How could a skilled worker compete with that? The answer, of course, is that he could not. Many had to give up their trades. Some became factory workers themselves.

Unlike the craftsmen of old who employed four or five workers, factories hired hundreds or even thousands. It was said that an owner knew his workers by name, and saw still that he knew much about their lives. Workers became just another cost of production. In the competition to keep their costs down, if that one worker got, then so be it. Tom

Page 110



As a result of mass production, the prices of individual items fell.

O'Donnell, you may recall, had only fifteen weeks of work the year he appeared before the U.S. Senate committee.

Factory workers usually worked ten to twelve hours a day, six days a week. More hours of daylight during the summer months meant that many worked fifteen- or fourteen-hour days. Actually, long workdays were not that unusual in the 1800s. Farmers, for example, had always worked long hours. So had many skilled workers, working in their homes and shops. What was different about working in industrial society were the working conditions.

Factories ran strictly by the clock. "The rule was that the men had to be in

Vocabulary
mass production, n.
the making of very large amounts of something

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Men, women, and children worked long hours, often in harsh, unsafe conditions.

"If a man was half or even quarter of a minute late he was shut out... until one o'clock, so that he would make only three quarters of a day's work." Working conditions were often dangerous as well as difficult. These were the days before the widespread use of electricity. Buildings were dimly lit and had little fresh air. Workers were not protected from dangerous machinery. A single slip, a moment of exhaustion, could cost a life or a limb.

For the several million people who worked on railroads, in mines, and in lumbering, work was especially dangerous. On railroads alone, more than seven thousand workers were killed and another thirty-three thousand injured in a typical year like 1893. Thousands of miners died going in a result of coal dust in their lungs. Others died when their mines caved in on them. Not a year went by without at least a thousand miners being killed and fifty thousand injured.

By 1900, the United States had one of the highest industrial accident rates

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were killed and two hundred thousand were injured. For the families of those killed, there was no assistance except what fellow workers might contribute. Nor was there any pay for injured workers while they were off their jobs and help with their doctors' bills. Often, when injured workers were ready to return to work, they found their jobs filled by others.

Women, too, suffered from long hours and unhealthy conditions. Near the end of the 1800s, 20 percent of workers in manufacturing were women. In the garment industry—the industry that made dresses and clothing—women made up the majority of workers. These women worked side by side at their sewing machines in hot, stuffy rooms, rooms so uncomfortable they came to be called *sweatshops*. They did the same work as men, but they received only half the pay.

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were women than men.

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After students read the text, ask the following questions:

LITERAL—What hardships did children working in mines and textile mills face?

- » In mines, children faced darkness, constant bending, cuts and bruises, and possible miner's consumption. In mills, they faced long hours, no schooling, and no time for play. Both places were dangerous for children to work.

LITERAL—What did employers do when factory workers were injured on the job?

- » Many employers simply replaced injured workers. Workers did not have paid sick leave or Social Security the way they do now.

LITERAL—How did consumers benefit from the newly formed ready-made clothing industry and the canned food and meatpacking industries?

- » Ordinary people could afford to buy larger wardrobes and eat more varied diets.

LITERAL—How did some workers benefit from industrialization?

- » Skilled workers and managers earned good wages. Many new jobs based on inventions like the typewriter and telephone were created.

LITERAL—What effect did industrialization have on unskilled workers?

- » Some unskilled workers were able to learn new skills and get new jobs. Other unskilled workers, however, found themselves working long hours for low wages or were unemployed.

Many workers in the new industrial society were children. Indeed, American factories had a long history of child labor. More than half the workers in Samuel Slater's very first cotton mill were children under the age of ten. By the 1850s, nearly one hundred thousand children worked in America's factories and mines.

The coal mining industry employed thousands of young boys. Some worked underground, driving the mules that hauled the coal that came out of the mines. During most of the year, these boys saw daylight only on Sundays. Most of the boys at the mines, though, worked on the surface as "breaker boys." Coal came out of the mine in large chunks. These chunks were then crushed into smaller lumps by heavy rollers, or breakers. The breaker boy's job was to separate out the pieces of slate that remained among the lumps of coal. Here is how one observer described the work—and remember, the breaker boy is a working child, not just a dirty poor boy:

The boy must sit on the bench of slag, bending over constantly to look down on the coal that is passing beneath him. His tender hands become toughened by long and constant contact with sharp pieces of slate and coal.



He worked long hours in dark a week separating the breaker boys were employed in a coal

Page 114

Many cities and factories have left marks and scars on them for a lifetime. He must breathe an atmosphere thick with the dust of coal, so thick that one can hardly see across the room. . . . It is no wonder that . . . sicknesses are liable to suffer from the disease known as miner's consumption.

In cotton mills in the South, it was not unusual for boys and girls under ten years old to work up to twelve hours a day or to work at night. Supervisors kept child workers on the night shift from falling asleep by throwing cold water on them from time to time.

Of course, children who worked did not go to school. So they had little opportunity to improve themselves and escape from poverty. Their childhood was one without play. Many people were aware of this injustice to children. One poet wrote of the unfairness of child labor in these bitter lines:

The golf links (golf course) lie so near the mill
That almost every day
The laboring children can look out
And see the men at play.

The poem makes the point that rich men had the time to play, but poor children did not. This state of affairs may seem terrible to us today. But one hundred years ago, it was largely taken for granted.

Yet not all the changes that industrialization brought to the lives of working people were harmful. Indeed, the new age of factories and giant corporations brought many benefits. New inventions enriched the lives of many Americans and made life easier. Industrialism made it possible to buy a broad variety of goods at lower prices. Thanks to the cost-saving methods that inventors like Andrew Carnegie introduced, the price of steel fell from \$260 a ton in 1858 to just \$17 a ton in 1905.

Vocabulary
consumption, n. a disease that weakens the body to waste away generally over a long period of time
industrialism

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Ordinary consumers did not buy steel rails and beams, of course. But they did buy pens, nails, wire, and many other products made of steel. The lower price of steel meant that these goods, too, could be made and sold at lower prices. At the same time, a ready-made clothing industry made it possible for working people to buy suits, shirts, dresses, coats, and other items they could not have afforded fifty years earlier. In addition, the new canned food and meatpacking industries changed the diets of millions of Americans.

Also, even as machines replaced thousands of weavers, shoemakers, and other craftsmen, the machines themselves were creating a demand for new skills. Engineers were needed to design machines, and skilled machinists were needed to operate them, or to build and repair them. No large factory could run without people skilled in managing its operations. Nor could a manufacturer stay in business long without traveling salespeople to find buyers for their goods. As banks and insurance companies grew, they too needed people with skills in accounting, bookkeeping, and managing.

And inventions like the typewriter and the telephone created thousands of jobs for women as secretaries and telephone operators. Big corporations required thousands of office workers to keep their businesses running smoothly.

Many of the workers with new skills earned good wages. Skilled workers were able to advance in their companies and become managers. These workers were able to improve their living conditions, and their children could hope for a better life than that of their parents. For skilled workers, industrialization was welcomed. It greatly expanded the size of the American middle class and improved mobility. This helped fuel the view that America was indeed the land of opportunity.

Vocabulary
engineer, n. a person who uses science and math to build useful objects or buildings
machinist, n. a person who operates, designs, builds, or fixes machines
accounting, n. the process of recording, summarizing, and analyzing business transactions

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For unskilled workers, however, industrialization was often a very different story. Some unskilled workers managed to learn new skills and improve their fortunes. Yet for millions of unskilled workers like Sam O'Donnell, the factory age brought hardships. The new world of industrialism seemed to promise these workers little more than low wages, uncertain employment, and an uncertain future for their children.



A SAMP PHOTO BY WINK

Industrialized office work and gave many young women a

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Timeline

- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were some of the advantages and disadvantages for American workers during this period of change?”
- Invite a volunteer to post the image cards to the Timeline under the dates referencing the 1800s and 1900s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were some of the advantages and disadvantages for American workers during this period of change?”
 - » Key points students should cite include: Because of the rapid rate of industrialization and the expansion of factories, it was easy for skilled workers to find jobs. Skilled workers made good money for their work and as managers. At the same time, unskilled workers, including many women and children, faced many disadvantages including low wages, long hours, unsafe conditions, and no sick or disability leave. If a factory worker left their job for any reason, it was likely they would be replaced immediately.
- Choose one of the Core Vocabulary terms (*mass production, garment, sweatshop, consumption, engineer, machinist, or accounting*), and write a sentence using the term.

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

Note: Be sure to check students’ written responses to The World of the Worker (AP 7.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

Child Labor in the United States (RI.6.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that in this activity, they will have the opportunity to see what working conditions for children in the late 1800s and early 1900s were really like. Encourage students to take notes as they watch each video.

Begin the activity by first sharing with students the video “The Industrial Revolution: A Boon to Industry, a Bane to Childhood” (9:57). After watching the video, pose the following analysis questions for class discussion:

1. Why did factories hire children laborers?
 - » They were less expensive than adult workers, so the factories were able save money.
2. In which industry was the majority of the labor force young boys? Why do you think this was the case?
 - » Answers may vary. Possible responses: The coal industry hired more young boys than adults. The child laborers were less expensive to pay, and there were many tasks that did not require the strength of an adult laborer. Their smaller size may have been advantageous for working in coal mines, too.
3. What types of jobs did children have working on the streets?
 - » Children shined shoes, sold newspapers, and delivered messages.
4. Why did families permit their children to work in factories?
 - » Many families depended on the income from their children to support the family; in many instances children accounted for up to a third of a household’s income.
5. What physical dangers did children face working in factories?
 - » Depending on the industry, children could lose digits or limbs, be crushed to death, suffer from spinal injuries, or inhale toxic fumes or coal dust.
6. Who was Lewis Hines, and in what ways did he impact child labor reform in the United States?
 - » Lewis Hines was a photographer and journalist. His graphic depictions of child laborers in the United States opened the eyes of many Americans to the dangers faced by the country’s youth.
7. What were two requirements of the Fair Labor Standards Act?
 - » Children could not receive working papers until they were fourteen years old, and children were required to attend school.

Next, share with students the video “Beyond Their Years: Child Labor in the Early 1900s” (3:28). Explain that this video features photographs taken by

Lewis Hines. Encourage students to take notes on the images they see and to listen to the lyrics of the song as the video plays. After watching the video, pose the following analysis questions for class discussion:

1. What was the average workweek like for child laborers?
 - » They worked twelve hours a day, six days a week, sometimes more.
2. About how much money would a child laborer make in a week?
 - » Child laborers earned about \$7.50 a week.

Note: Explain to students that the federal minimum wage (as of 2009) is \$7.25 per hour. In many states and in some individual cities, the minimum wage is higher.

3. What do you notice about the appearance of the children shown in the video? What do their facial expressions tell you about their daily lives?
 - » The children are often dirty and dressed in worn clothing. In most photographs, the children have serious expressions, indicating that their lives are difficult.
4. In what ways do the song lyrics reflect the mood in the photographs?
 - » The song lyrics are mournful and talk about backbreaking work, not unlike the work done by the children in the photographs.

Finally, share with students the Breaker Boys video (5:33). Explain that this video features an interview with a man who worked as a breaker boy during his childhood. After watching the video, pose the following analysis questions for class discussion:

1. What was the main job of the breaker boys?
 - » They removed the rocks that were mixed with coal.
2. What made the job so uncomfortable?
 - » The boys basically had to sit still and barely moved, which was difficult during the cold winter months. Their seats were hard, and they were not allowed to wear gloves, which caused their hands to bleed.
3. Which job do you think was more difficult or less desirable, working as a door boy or as a breaker boy? Explain your answer.
 - » Answers may vary. Possible response: Working as a door boy would be worse than working as a breaker boy because they spent the day alone in the dark and could not move from their spot.

Activity Page



AP 7.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–7 (AP 7.2)

Distribute AP 7.2, Domain Vocabulary: Chapters 4–7, and direct students to complete each sentence with the correct vocabulary term or terms they have learned in reading *Industrialization and Urbanization in America*.

This activity may be assigned for homework.

CHAPTER 8

Workers Organize

The Big Question: What is a union, and what did Samuel Gompers do to change how unions were organized?

Primary Focus Objectives

- ✓ Explain why workers organized labor unions. (RI.6.1)
- ✓ Identify Samuel Gompers and describe his rise to union leadership. (RI.6.1)
- ✓ Describe the successes and failures of the labor movement during the late 1800s, including the Haymarket Riot. (RI.6.1)
- ✓ Explain what Labor Day is. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *convenience*, *union*, *socialism*, *anarchist*, and *blacklist*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Workers Organize”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of Map of the United States (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

convenience, n. something that makes life easier or more comfortable (118)

Example: The businesswoman paid for the convenience of having her lunch delivered to her office each day.

Variations: conveniences

union, n. an organization formed by workers to win and protect workers' rights (120)

Example: The union fought for shorter hours and safer working conditions at the factory.

Variations: unions

socialism, n. an economic system in which major industries are owned or regulated by the government, rather than by private businesses (120)

Example: Many wealthy industrialists feared the spread of socialism across the United States.

anarchist, n. a person who rebels against or works to disrupt an established authority, usually a government or an economic system (121)

Example: The anarchist secretly plotted to create a commotion at the inauguration to cause panic in crowd.

Variations: anarchists

blacklist, v. to list people or groups in order to avoid or exclude them (123)

Example: The workers were afraid the factory owner would blacklist them if they joined a union, which would make it difficult to find other jobs.

THE CORE LESSON 35 MIN

Introduce “Workers Organize”

5 MIN

Begin the lesson by first reviewing the Chapter 6 and Chapter 7 Timeline Image Cards. Review with students the disparate lives of the wealthy industrialists and the people who worked for them. Students should recall that during the Gilded Age, captains of industry (also called robber barons) lived like royalty, while factory workers and other laborers worked very hard for many hours a day, six or more days a week, to earn a wage that was barely enough for them to survive on. Explain that in this lesson, students will learn about the ways workers responded to these challenges.

Call students' attention to the Big Question. Tell students to look for the definition of *union* and how Samuel Gompers affected the organization of unions as they read the text.

Guided Reading Supports for “Workers Organize”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Banding Together" and "Trade Unions," Pages 118–122

Scaffold understanding as follows:

Read the section “Banding Together” on page 118 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *convenience* when it is encountered in the text.

SUPPORT—Draw attention to the image on page 119, and invite a volunteer to read the caption aloud. Ask students to describe the way the women are depicted. What does their body language reveal? (*The women are angry. Their fists and body language show their feelings.*) What can you tell from this image about the response of mine and factory owners? (*The men with guns in the image show that owners were willing to use force.*)

Invite volunteers to read the first three paragraphs of the section “Trade Unions” on page 120 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *union* and *socialism* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the terms *union* and *socialism* from the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

Invite volunteers to read the remainder of “Trade Unions” on pages 120–121 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *anarchist* when it is encountered in the text.

SUPPORT—Call attention to the phrase “bargaining power” in the last paragraph of the section on page 121. Explain to students that “bargaining power” refers to how much influence an individual or group of individuals has in a negotiation. Trade unions had more bargaining power than individuals because the company owners and bosses stood to lose much more if a large percentage of their workforce were to go on strike.

SUPPORT—Call attention to the image at the top of page 122, and have a student read the caption aloud. Explain to students that the events of the Haymarket riot badly damaged the reputation of unions in the United States.

After volunteers read the text, ask the following questions:

LITERAL—Why did workers organize labor unions?

» They organized labor unions to improve their chances of getting better wages and working conditions.

Chapter 8

Workers Organize

Bandung Together Industrialism improved the lives of many Americans, especially the owners of big businesses who made great fortunes. Many other Americans—business and shop owners—found that industrialism brought them more money and more conveniences than their lives before.

The Big Question
What is a union, and what did Samuel Gompers do to change how unions were organized?

Some workers also benefited, although a great deal that those owners. The question facing workers in America's mines and new factories was, how could they improve their working conditions and their pay?

Vocabulary
convenience, *an action or thing that makes life easier or more comfortable*

Workers could not hope to change their conditions by acting alone. No individual worker, especially one who was new, could hope to bargain for better wages or hours with an employer. Even skilled workers had little power or control over their wages and working conditions.

Page 118

[illegible]

Even so, some strikes in the late 1880s were successful, and in these instances, the striking unions got at least part of what they wanted. When that happened, they became union members. They often became striking unions because of problems on the home side of the battle.

Very often, however, many days of lost money and hope, sweat and tears without getting anything. Many strikers of that time were not union members. They were not. A small, unorganized group of workers, before the late 1880s.

The labor movement actually began to rise in the late 1880s as a result of an incident that actually had little to do with labor. It was the Pullman strike, a strike for a eight-hour workday in the Pullman Palace Car Company in Chicago, workers called on Pullman. Pullman was a failed businessman and his workers were injured. A group of architects called on Pullman to build a Pullman Palace Car Company. Pullman was a failed businessman and his workers were injured. A group of architects called on Pullman to build a Pullman Palace Car Company.

The strike was ended. As police moved in near the end, someone — one knows who — killed, killing some workers. Eight killed, someone died and someone was injured.

Labor unions had little to do with the Haymarket Square. However, in the minds of many Americans, labor unions became connected with the violence. This was the first time that labor unions were connected with the violence. The strikers were those who made use of killed workers organized along the lines of their special trades, or skills. These were a union of carpenters, another for bricklayers, and another for rail workers. Some unions brought together workers from all kinds of trades. Some unions were organized by industry, and would quickly try to reach them. That was then more bargaining power with their employers and, if they got it, they could, a better chance of union. Employers knew they could not replace their striking skilled workers with unskilled workers.

Page 101

LITERAL—Why did unions grow so slowly in the late 1800s?

- » At first, unions grew slowly because employers, with their power in government and the community, could stop strikes. Also, bosses could refuse to rehire strikers, thus making workers fearful about joining unions.

LITERAL—What effect did the Haymarket riot have on the growth of the labor movement?

- » Public opinion turned against labor unions after the Haymarket riot. Unions became connected in many people's minds with dangerous, foreign anarchists. Many union members left the unions.

"Samuel Gompers and the American Federation of Labor," Pages 122–124

Scaffold understanding as follows:

Have students read "Samuel Gompers and the American Federation of Labor" on pages 122–124 independently.

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

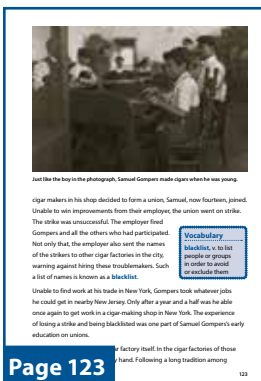
After students read the text, ask the following questions:

LITERAL—How did Samuel Gompers first become involved with unions?

- » He joined his first union when he was fourteen; workers in the cigar factory where he worked decided to go on strike.

INFERENTIAL—Why do you think Samuel Gompers continued to fight for workers' rights even after losing his job and getting blacklisted?

- » Answers may vary. Possible response: Despite facing adversity, Samuel Gompers likely did not want other workers to experience the same challenges that he did. He became even more determined to fight for workers' rights after his own experiences.



"Examining His Options" and "Uniting Trade Unions," Pages 124–127

Scaffold understanding as follows:

Have students read the section "Examining His Options" on pages 124–125 independently.

SUPPORT—Call attention to the phrase "bread-and-butter issues" in the last paragraph on page 124. Explain to students that the phrase describes important issues relevant to the strikers' survival and ability to meet their basic needs, such as earning enough money and working in safe conditions.

many workers, they took turns reading aloud newspapers, magazines, and books. In a cigar shop, there was no machinery to drown out the voice of the reader. The rest of the workers listened to make up for the work time the reader lost. As they rolled the cigars, the workers discussed the important political and social news of the day. It was a way of both being entertained and learning while working.

Examining His Options

During these discussions, Samuel Gompers began to think seriously about the problems of labor in an industrial society. What was the best course of action for workers to take? Should workers join movements aimed at making long-term changes for all of society? If so, what should these changes be? Or should workers simply aim at protecting themselves and improving their own working conditions? Should they form their own political party to work for improvements for workers? Or should they stay out of politics and stick to forming labor unions?

Some workers spoke in favor of reforming all the ills of society by changing the system of business ownership. The government, said these people, should take over all businesses and run the economy. Only then would all workers receive a fair wage. In Europe, workers facing the same problems largely turned to socialism.

After giving the issue a lot of thought, Gompers came to the conclusion that the best course for workers was to organize unions along the lines of their trades—meaning the kind of work they did. They should forget about socialism, or trying to change society in some distant future. Instead, they should stick to winning gains for their members in the present, concentrating on “bread and butter” issues such as wages, hours of work, job security (not being fired), and safety in the workplace. They also should be prepared to strike to win them. Gompers later said he could sum up his beliefs about the issue in one sentence: “more, more, more, more, more.”

Page 124

Activity Page



AP 1.2

Gompers now devoted his efforts to that cause. He organized a new branch of the cigar makers' union, and at twenty-five he was elected its president. He then turned his efforts to strengthening the national cigar makers' union.

Uniting Trade Unions

In 1888, Gompers and the leaders of several other unions who represented highly skilled workers decided to bring their trade unions together and form the American Federation of Labor (AFL). The AFL was a kind of union of trade unions. It helped promote the member unions' work to gain new members and tried to settle problems that arose among them. The trade unions in the AFL helped one another by supporting one another's strikes. For example, if the hat makers' union went on strike against a company, members of the other trade unions in the AFL might then boycott or refuse to buy hats made by that company. Gompers was elected the first president of the AFL, and he was reelected every year except one until his death in 1924.

The AFL grew slowly at first. While several of its member unions achieved successes, some experienced severe setbacks. Perhaps the worst setback for the unions occurred in 1892. In that year, the Carnegie steel plant in Homestead, Pennsylvania, announced a wage cut. The ironworkers' union went on strike to regain its members' wages.



Samuel Gompers was one of the founders of the American Federation of Labor (AFL) and was one of the most important leaders of the American labor movement.

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During a strike, business owners often hired replacement workers to do the jobs of the striking workers. Union members called these people strikebreakers or scabs. Union members would set up a picket line at the entrance of the factory to prevent the strikebreakers from entering. Not all strikes were violent, but in the early days of unions, violence instead of bargaining was common.

At Homestead, Carnegie's managers had no interest in bargaining with striking workers. Management's aim was to break the union so the company's owners and managers could treat workers as they pleased. When union workers set up their picket line, the managers of the steel mill brought in three hundred heavily armed men from the Pinkerton detective agency to battle the strikers. Men on both sides were killed. After several months, the strikers gave up. The company took back only 10 percent of the workers and fired and blacklisted the rest. The loss of this strike nearly destroyed the ironworkers' union, as its membership fell by two-thirds. Such setbacks kept American unions from gaining the power unions had in Europe. However, organized labor did make some gains. By 1904, union membership in America stood at two million workers. The AFL accounted for most of these people. Samuel Gompers's belief in “bread and butter unionism” proved to be effective for its time, and under his leadership, labor unions came to be accepted by some Americans.

Today, we celebrate the labor movement in America on Labor Day. Each year, on the first Monday in September, we acknowledge the achievements and efforts of American workers. Labor Day began in the late 1800s, and became a federal holiday in 1894.

Page 126



Although the strike at the Carnegie steel plant in Homestead, Pennsylvania, was not successful, over time, labor unions became an accepted part of the industrialized age.

Page 127

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Have students read the section “Uniting Trade Unions” on pages 125–127 with a partner.

SUPPORT—Call attention to the term *scab* in the first paragraph on page 126. Explain to students that, in this context, a scab is a person who crosses a picket line, a line of protesting workers, to take the job of a worker on strike.



SUPPORT—Using Map of the United States (AP 1.2), have students locate Pittsburgh, Pennsylvania. Explain that Homestead is located just outside of the city of Pittsburgh.

After students read the text, ask the following questions:

LITERAL—Why did Samuel Gompers choose trade unions over socialism?

- » He decided that trade unions could win “bread-and-butter” gains for workers in the present, while socialism would take a long time.

LITERAL—Why was the Homestead Strike a near disaster for the AFL?

- » There was much violence, and men were killed. The workers lost the strike after months of effort. The company took back only about 10 percent of the workers and blacklisted the rest. Membership in the AFL fell by two-thirds.

LITERAL—What is Labor Day?

- » It is a holiday that celebrates the labor movement and American workers. It is observed on the first Monday in September.

Timeline

- Show students the Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What is a union, and what did Samuel Gompers do to change how unions were organized?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What is a union, and what did Samuel Gompers do to change how unions were organized?”
 - » Key points students should cite include: A union is an organization formed by workers to win and protect workers’ rights. Gompers believed that unions should be organized by trade, or by the skill of the workers, and he devoted himself to this cause. He then went on to help create the American Federation of Labor (AFL), in effect, a union of trade unions.
- Choose one of the Core Vocabulary words (*convenience, union, socialism, anarchist, or blacklist*), and write a sentence using the word.

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

CHAPTER 9

The Urbanization of America

The Big Question: Why did many American cities grow so rapidly during the early 1900s?

Primary Focus Objectives

- ✓ Identify and describe the factors that contributed to the growth of America's cities. (RI.6.1)
- ✓ Explain some of the reasons why people moved to cities, including the migration of African Americans to the north. (RI.6.1)
- ✓ Understand how changes in architecture and transportation altered cities. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *urban*, *skyscraper*, and *subway*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "The Urbanization of America":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 9.1

- Display and individual student copies of Map of Railroads, Canals, and Business (AP 9.1)
- Images from the Internet of the Flatiron Building

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

urban, adj. relating to a city (130)

Example: During the 1800s and early 1900s, many people left their farms to move to urban areas to find jobs in factories.

skyscraper, n. an extremely tall building (134)

Example: The small boy gazed up from the sidewalk at the skyscraper towering overhead.

Variations: skyscrapers

subway, n. an underground train system (136)

Example: The commuter took the escalator from the street down to the subway below.

Variations: subways

THE CORE LESSON 35 MIN

Introduce “The Urbanization of America”

5 MIN

Begin the lesson by first reviewing the Chapter 7 and Chapter 8 Timeline Image Cards. Remind students that the topics of the previous two lessons were workers and their attempts to organize. Tell students that in this chapter, they will read more about the spectacular growth of cities that these workers contributed to, the homes that city dwellers lived in, and the transportation they used to get around town. Ask students to think of reasons why the cities might have grown so fast. Encourage them to reexamine their ideas after they read this lesson.

Call students’ attention to the Big Question. Tell students to look for reasons why American cities grew so rapidly at this time as they read the text.

Guided Reading Supports for “The Urbanization of America”

30 MIN

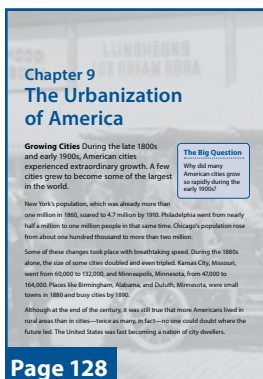
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Growing Cities,” Pages 128–129

Scaffold understanding as follows:

Have students read “Growing Cities” on page 128 independently.

SUPPORT—Call attention to the image on page 129, and have a student read the caption aloud.



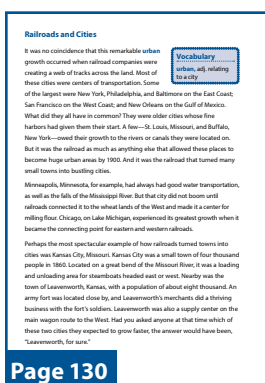


After students read the text, ask the following question:

LITERAL—How did the populations of American cities change from the late 1800s through the early 1900s?

- » The populations of some cities grew at a breathtaking pace, in some instances doubling or tripling in size.

“Railroads and Cities,” Pages 130–131



Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of “Railroads and Cities” on page 130 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *urban* when it is encountered in the text.

SUPPORT—Using Map of Railroads, Canals, and Business (AP 9.1), have students identify the cities of New York, Philadelphia, and Baltimore on the East Coast; San Francisco on the West Coast; and New Orleans on the Gulf of Mexico. Explain that these cities were large due to their locations on natural harbors and major waterways. Then, have students locate St. Louis, Missouri, and Buffalo, New York. Explain that cities such as these two grew as a result of railroads or canals.

Invite a volunteer to read the second paragraph on page 130 aloud.

SUPPORT—Using Map of Railroads, Canals, and Business (AP 9.1), have students locate Minneapolis, Minnesota, and Chicago, Illinois. Call attention to the railroad lines that passed through or near these cities.

Invite volunteers to read the remainder of the section on pages 130–131 aloud.

SUPPORT—Using Map of Railroads, Canals, and Business (AP 9.1), have students locate Leavenworth, Kansas, and Kansas City, Missouri.

After volunteers read the text, ask the following questions:

LITERAL—What was the most important reason why Kansas City, Minneapolis, and Chicago grew so quickly?

- » They were connected to other areas by the railroad.

Activity Page



AP 9.1

But that is not what happened. Leavenworth did grow a bit, but it never became a really large city. That honor went to Kansas City, and it was all because several railroad companies decided to build their main lines through that city rather than through Leavenworth. These railroads connected Kansas City to the farming and cattle country farther west, and to Chicago, St. Louis, and other cities in the North and East.

Before long, business boomed in Kansas City. Flour mills sprang up to process wheat from Kansas and Nebraska, and new meatpacking plants handled cattle from the Great Plains. Between 1880 and 1900, the population of Kansas City grew from four thousand to fifty thousand people. Twenty years later its population reached 160,000.



Cattle could be transported by train to Kansas City from ranches farther west.

Page 131

LITERAL—What industries became important in Kansas City?

» Milling flour and meatpacking became important industries.

After reading this section, pause to have students brainstorm a list of the factors that led to the growth of American cities. Record student responses on the board or chart paper.

“Manufacturing and Cities,” Page 132

Scaffold understanding as follows:

Have students read “Manufacturing and Cities” on page 132 independently.

 **SUPPORT**—Using Map of Railroads, Canals, and Business (AP 9.1), have students locate Pittsburgh, Birmingham, Minneapolis, Kansas City, New York City, and Philadelphia. Call attention to the symbols next to each city as well as to the map legend. Explain that depending on each city’s location, different industries became important.

After students read the text, ask the following question:

LITERAL—What change in manufacturing meant that factories no longer had to be built next to rivers or streams?

» Machines began to be powered by steam rather than water, which meant that factories could be located anywhere.

After reading this section, pause to have students brainstorm more factors that led to the growth of American cities. Add these responses to your list on the board or chart paper.

Activity Page



AP 9.1

Manufacturing and Cities

Along with the railroad, manufacturing contributed mightily to the growth of America’s cities in the second half of the 1800s. The earliest machines, you will remember, were driven by waterpower. That meant the factories had to be built next to rivers and streams.

By the 1840s and 1850s, however, manufacturers began switching to steam engines to power their machines. That freed businesses to build their factories anywhere they wanted. Most chose to build in cities. Why was this the case? Cities had what manufacturers needed: good transportation, plenty of workers, and a lot of customers for their products.

Some cities owed their growth to a single large industry. Pittsburgh, Pennsylvania, and Birmingham, Alabama, became centers for making steel. Minneapolis, Minnesota, and Kansas City, Missouri, grew as centers for milling wheat. Very large cities like New York, Chicago, and Philadelphia, of course, had many different industries. These cities also grew because of their importance as centers for transportation and banking, supplying the money needed by manufacturers across the country.

New City Dwellers

And so the cities grew. In 1860, about six million people lived in America’s cities. In 1900, some thirty million did. Where did these millions of new city dwellers come from? Urban populations came mainly from two sources.

One was America’s countryside. Between 1880 and 1900, about eleven million Americans gave up farming and moved to the city. In some parts of New England and the Midwest, entire villages were abandoned.

One reason for this was that during most of the late 1800s, prices for farm products kept dropping. Many farmers had large debts. The drop in farm prices meant they could not pay their debts, and they lost their farms. Some belonged to others.

Page 132

“New City Dwellers,” Pages 132–134

Scaffold understanding as follows:

Have students read “New City Dwellers” on pages 132–134 with a partner.

SUPPORT—Call attention to the image on page 133, and have a student read the caption aloud.

 **SUPPORT**—Using Map of Railroads, Canals, and Business (AP 9.1), have students locate Cleveland, Philadelphia, New York, Boston, and Chicago. Explain that such northern cities were popular places for African Americans to move to in search of work and opportunity.

Activity Page



AP 9.1

Many others, though, decided that if they could no longer work their own land, they might as well move to the city. A man could earn several hundred dollars more a year working in someone else's factory than he could earn by working on someone else's farm.

For some, the city seemed a place of glamour and excitement in comparison to an isolated farm where the days could feel quite lonely. It was a place where gas and, after Thomas Edison, electric streetlights turned night into day. Where but in a city could you listen to all kinds of music or hear talks by famous people? Where but in a city could you encounter the wonders of the modern age: department stores with their hundreds of goods on display, the ice box that kept dairy foods fresh even during the heat of summer, and that wonder of wonders, indoor plumbing?

Even more, the city was a place of opportunity. Schools and libraries offered the chance for education and new careers. Hundreds of different kinds of jobs were available, and possibly even fame and fortune.

The second great source of new city dwellers was the huge tide of immigration, mostly from Europe. More than three of every four immigrants entering cities. These immigrants were a major source



Compared to life on a farm, in a small town, life in a big city—such as New York City (shown here)—meant an expanding horizon.

Page 133

After students read the text, ask the following questions:

LITERAL—Why did so many people leave the farms for the cities between 1880 and 1910?

- » Economic hard times caused many farmers to lose their farms. People could earn more in cities. Life was hard and lonely on the farms, so cities seemed more glamorous and exciting.

LITERAL—In addition to people moving from farms, where else did new city dwellers come from?

- » New city dwellers were also immigrants, mostly from Europe, and newly freed African Americans from the South.

EVALUATIVE—Would you have wanted to live in a major city during this time? Why or why not?

- » Answers may vary. Possible response: Yes, I would have liked to live in a city during this time because there was more to do and more economic opportunity than on a farm.

After reading this section, pause to have students add to the class list of factors that led to the growth of American cities. Record student responses on the board or chart paper.

“Upward and Outward,” Pages 134–137

Another part of the story of migration to the cities is that of the newly emancipated (freed) African American workers. When slavery was abolished in 1863, some African Americans ventured north to the expanding cities of Cleveland, Philadelphia, New York, Boston, and Chicago. There men, women, and children sought work in much the same way newly arrived immigrants did. In the beginning this migration was gradual, but by the early part of the 1900s, thousands of African American workers had moved north to work on the railroads, in the factories, and to set up businesses of their own.

Upward and Outward

As America's cities grew, they spread both upward and outward. The rapid increase in population had caused land prices in cities to skyrocket. In some large cities, land that could have sold for a hundred dollars in the 1880s cost a hundred thousand dollars forty years later. Builders found it cheaper to build upward than to build outward. Soon before the Civil War, five- and six-story buildings lined the streets of a few of America's larger cities.

However, there was a limit to how high a building could be. The problem in those days was that the whole weight of a building, including the floors and the inner walls, was supported by its outside walls. To build tall buildings, the walls had to be very thick. As a result, few office buildings could be more than five or six stories high.

In 1884 an architect named William Le Baron Jenney figured out the secret to building taller buildings: build a steel skeleton to carry the weight of the building, and make the outer walls simply a covering for it. The next year, in 1885, Jenney completed a ten-story building for an insurance company in Chicago. The development of the electric elevator at about the same time was the final step needed to usher in the age of the skyscraper, a critically American invention.

Page 134

Scaffold understanding as follows:

Read the first three paragraphs of “Upward and Outward” on page 134 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *skyscraper* when it is encountered in the text.

SUPPORT—Share with students the image of the Flatiron Building in New York City, one of the country's first skyscrapers. Explain that while this building—only twenty-two stories high—may not seem very tall compared to some of the modern skyscrapers that exist today, the Flatiron Building was an architectural wonder at the time.

Have students read the remainder of “Upward and Outward” on pages 135–136 independently.

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

SUPPORT—Call attention to the images on pages 135 and 137, and have students read the captions aloud. In what ways has transportation changed since these photos were taken? In what ways is it still the same? (Possible response: People still use trains and cars but very few use horse cars.)

At about the same time, cities began to spread outward. Before the Civil War, all American cities were “walking cities”—that is, most people got around them on foot. Because that included getting to and from work, a walking city almost never spread more than two miles from its center in any direction, about the distance someone might walk to a half hour. Houses were mixed together with factories, warehouses, offices, and stores, and rich and poor never lived far from each other. When the population of a walking city increased, even people simply crowded into the same space.

New developments in transportation, however, began to change the walking city. The first of these was the horse-drawn street railway, or horse car, that made its appearance in the mid-1850s. Driven along tracks in the center of



horse street in the early 1850s.

Page 135

the street, horse cars carried people about twice as fast as they could walk. That meant that those who could afford the fare could now live three or four miles from work and still get there in half an hour. The city began to spread out.

Starting in the 1880s, several new forms of transportation changed the shape of the American city. In 1887 Frank J. Sprague designed and built an electric street railway, or trolley car, in Richmond, Virginia. The trolley car carried people nearly twice as fast as horse cars. The trolley car was so obviously superior that in hardly more than ten years it had replaced the horse car in nearly every American city. Meanwhile, in New York, enterprising businessmen had elevated railroads. The trains on these "elevs" rode on tracks high above the city streets. The tracks were supported by steel posts.

Underground city railroads called subways were also designed and built. America's first subway opened in Boston in 1897.

These transportation developments allowed the city to spread out still farther. By 1900, a large city might measure eight or ten miles from one end to the other. This helped relieve the overcrowding of the inner cities. At the same time, however, it led to a different kind of problem: the separation of the wealthy from the poor. Those who could afford the new housing that was built along the streetcar and train lines moved away from the city center. Left behind in the older neighborhoods near the factories, docks, and warehouses were the poor people and the newcomers to the city who worked there. This separation of rich and poor would turn out to be only one of the growing problems of the American city.

Vocabulary
subway is an underground train system.

Page 136



Page 137

After students read the text, ask the following questions:

LITERAL—What developments in architecture during the 1880s changed the city forever?

» The steel skeleton and the elevator made skyscrapers possible.

LITERAL—What new forms of transportation permitted cities to spread out farther than two miles?

» Horse cars, trolleys, elevated trains, and subways allowed the city to spread outward.

After reading this section, have students add to the class list of factors that led to the growth of American cities. Record student responses on the board or chart paper.

Timeline

- Show students the Chapter 9 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why did many American cities grow so rapidly during the early 1900s?"
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "Why did many American cities grow so rapidly during the early 1900s?"
 - » Key points students should cite include: Cities grew rapidly for a number of reasons. Being located on a major rail line or canal made it possible for cities to easily ship goods, making them attractive for various industries. The switch to steam energy in factories made it possible for industry to spread to cities that were not on major

waterways. The growth of industry and factories attracted millions of people from rural areas to urban areas. The invention of new forms of transportation also made it possible for cities to expand outward.

- Choose one of the Core Vocabulary words (*urban*, *skyscraper*, or *subway*), and write a sentence using the word.

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

Additional Activities

What *Really* Happened? (RI.6.1)

20 MIN

Activity Page



AP 9.2

Materials Needed: sufficient copies of What *Really* Happened? (AP 9.2)

Distribute copies of What *Really* Happened (AP 9.2). Independently or with partners, have students read each of the statements on the activity page and determine whether they happened. Students should place a check mark next to the items that really happened.

Growing Pains

The Big Question: Why do you think this chapter is called “growing pains”?

Primary Focus Objectives

- ✓ Describe the problems of the rapidly growing cities. **(RI.6.1)**
- ✓ Explain how the political machines of the late 1800s functioned, including Boss Tweed’s Tammany Hall in New York. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *boarder*, *tax*, *corruption*, and *payoff*; and of the phrases “political machine” and “political boss.” **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “Growing Pains”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

boarder, n. a person who pays to rent a room and receive meals **(138)**

Example: Barely able to make ends meet on her own, Mary decided to take in a boarder.

Variations: boarders

tax, n. money that people must pay to the government so that it can fund such things as schools and roads. **(143)**

Example: The government increased the gasoline tax so it had enough money to pay for services needed, such as highway repairs.

Variations: taxes

corruption, n. illegal or dishonest behavior, often by people in a position of power **(143)**

Example: The mayor’s time in office was characterized by underhanded dealings and widespread corruption.

payoff, n. a bribe **(143)**

Example: The businessman offered a payoff to the mayor in exchange for a tax break.

Variations: payoffs

“political machine,” (phrase), a group that maintains political control, usually of a city, through bribery and intimidation (143)

Example: The journalist worked tirelessly to expose the illegal actions of the political machine in New York City.

Variations: political machines

“political boss,” (phrase), the leader of a political machine (143)

Example: Nearly every businessman and politician in the city was influenced by the political boss.

Variations: political bosses

THE CORE LESSON 35 MIN

Introduce “Growing Pains”

5 MIN

Begin the lesson by first reviewing the Chapter 8 and Chapter 9 Timeline Image Cards. Students should recall that cities began to grow rapidly in the United States during the late 1800s and early 1900s. Have students briefly brainstorm a list of reasons for these changes. Students should note the expansion of railroads and canals, new innovations in transportation, and the ability of factories to operate independently of major waterways. The population also began to shift at this time as millions of Americans and immigrants flocked to cities looking for work. Explain to students that in this lesson, they will learn about some of the issues associated with this rapid growth.

Call students’ attention to the Big Question. Tell students to look for reasons why this chapter is titled “Growing Pains” as they read the text.

Guided Reading Supports for “Growing Pains”

30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

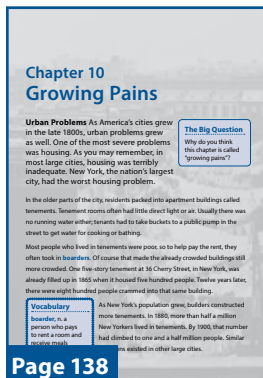
“Urban Problems,” Pages 138–139

Scaffold understanding as follows:

Invite volunteers to read “Urban Problems” on page 138 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *boarder* when it is encountered in the text.

SUPPORT—Call attention to the image on page 139, and have a student read the caption aloud.





After volunteers read the text, ask the following question:

LITERAL—What were some problems of tenement housing?

- » They were overcrowded, stuffy, and dark. They rarely had running water or indoor toilets. Diseases spread easily.

“What a Mess!,” Pages 140–143

Scaffold understanding as follows:

Have students read “What a Mess” on pages 140–143 with a partner.

SUPPORT—Call attention to the images on pages 141 and 142, and invite volunteers to read the captions aloud.

After students read the text, ask the following questions:

LITERAL—How did people in cities get rid of garbage?

- » They dumped it into the ocean or rivers, had farmers haul it away for pig feed, and let people throw it into the streets.

LITERAL—Why was fire such a danger to cities?

- » Buildings were made of wood, were crowded, and were built very close together.

What a Mess!

Cities could not keep up with the demand for the most basic services. Take street paving, for example. In 1895, two-thirds of the streets in Chicago, the nation's second largest city, remained unpaved. In that same year, two-fifths of New Orleans's five hundred miles of street were still dirt, while not a single one of Minneapolis's two hundred miles of streets was paved. Only a few cities, such as Buffalo, Washington, D.C., Boston, and New York, could boast about having well-paved streets by the end of the 1890s. Everywhere else, walkers and riders got stuck as best they could on dusty—or when it rained, muddy—streets.

Garbage disposal was another problem that few cities dealt with effectively. Even in those days, Americans were creating more trash than any other people in the world. At the turn of the century, an American city dweller produced an average of 600 pounds of trash per year, nearly twice as much as a person living in an English city.

What to do with all that garbage? Some coastal cities got rid of it by loading it onto barges and dumping it into the ocean. In a few cities, farmers were paid to haul the garbage away and feed it to their pigs. In most cities, however, people got rid of their garbage just as they always had. They threw it into the streets and alleys, where it was eaten by pigs that roamed the streets.

Disposing of sewage (human waste) was a greater problem. Familyouthouses (outside toilets) and cesspits (underground cists for human waste) had been used when the population was small. With hundreds of people now living in a single city building, these older methods of handling human waste would no longer do. As late as the 1890s, some cities still dumped sewage into open gutters and waited for rats to reach it.

A number of cities built underground sewer systems to carry the sewage away. This was the case in New York City, where the city's sewer system was nearly a century old by the turn of the century.

Page 140

New York City was one of the first cities in America to have an underground sewer system. This photograph was taken in 1911. In the photograph you can see two workers employed to work in the tunnels that run beneath the city streets.

Philadelphia's sewer system dumped thirteen million gallons of sewage into the Delaware River, the city's main water source. Not surprisingly, such waterborne diseases as typhoid fever and cholera spread quickly and took the lives of thousands. Children were especially at risk, and the death rate among infants was terrible. Half the children born in Chicago in the 1890s did not live to the age of five.

Perhaps the worst urban problem was fire. It is a problem that has plagued large towns and cities from the time they first began to develop. Older buildings in American cities were made of wood, and they were crowded closely together. A single spark might start a fire that could burn down an entire neighborhood. One of the worst fires of the century occurred in Chicago in 1871, when the city—seventeen thousand buildings—was

Page 141

destroyed, leaving three hundred dead and ninety thousand homeless. The next year a large part of Boston also went up in flames.

Finally, there was the growing problem of crime. Robbery, assault, and murder were on the rise. Some young people joined street gangs that terrorized citizens. Police refused to enter some sections of New York, San Francisco, and a few other cities.

Page 142

"The Political Machine," Pages 143–146

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of "The Political Machine" on pages 143–144 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *tax*, *corruption*, and *payoff*, and the phrases "political machine" and "political boss," when they are encountered in the text.

Have students read the remainder of the text on pages 144–145 with a partner.

SUPPORT—Call attention to the political cartoon on page 144, and have a student read the caption aloud. Explain to students that the phrase "arm of the law" describes the extent of government authority and power. In this case, the reach of the government and authorities was not great enough to affect Boss Tweed.

SUPPORT—Call attention to the political cartoon on page 146, and have a student read the caption aloud.

After students read the text, ask the following questions:

LITERAL—Why were the cities at this time ripe for corruption?

- » Cities were growing quickly, and a lot of money was being spent on improvements. City officials had to decide who would get the work, and many companies were willing to give payoffs to get the job.

LITERAL—Who was William Marcy Tweed?

- » He was the boss of Tammany Hall, in New York City. He stole millions of dollars from the city by false billing and other trickery.

By the end of the century, many cities were tackling these problems that came with urban growth. City governments stopped depending on volunteer firemen and hired full-time, trained men for the job. They developed professional police forces. They hired companies to pave streets, build schools, collect garbage, improve sewage systems, and provide city dwellers with clean drinking water.

The Political Machine

Catching up with the needs of a growing city meant spending money—a lot of it. This money came from taxes, money raised by taxing people and businesses. The builder hired to put up a new school or courthouse would make thousands or even thousands of dollars. The company that got the contract to pave streets or build a sewage system would make even more. A utility company that gained permission to put tracks down the center of city streets stood to make millions of dollars in fees over the years. Who would decide which companies got the jobs? City officials, some elected and some appointed, did.

It was a situation ready-made for corruption. Companies would gladly give thousands of dollars in payoffs to city officials to get the job and make millions in profits. And there were always some officials who would gladly take them.

Into this situation stepped the political machine and the political boss. The machine decided who would be the city's candidates for election and then got them elected.

Page 143

It that contracts were awarded to the "right" people, the ones who paid off the machine.

Most large cities in the late 1800s had political machines and bosses. Few, however, operated with the boldness and openness of William Marcy Tweed. Tweed was the boss in the late 1800s and 1870s of an organization called Tammany Hall that for decades controlled the Democratic Party in New York City. In just three years, Tweed and his gang stole 500 million from the city government through such trickery as billing the city \$11 million for a new courthouse that cost just 35 million to build. Tweed finally went to jail, but Tammany Hall continued its rule of New York's treasury.

Most machine politicians enriched themselves by more subtle means than the open thievery of "Boss Tweed." Their main method was using political power and bribes to get city business, such as garbage collection, or to be elected. They might, for example, obtain secret payments from companies to which they awarded construction contracts. One such politician, a man



In this cartoon created by Thomas Nast in 1873, William Marcy Tweed is shown sitting in a chair, looking at a document. The caption reads: "The arm of the law." This cartoon was a critique of Tweed's political machine and his alleged corruption.

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named George Washington Plunkett, explained a favorite method of his own, which he called "horset graft."

My party's in power in the city and it's going to undertake a lot of public improvements. Well, I'm tipped off, say, that they're going to lay out a new park at a certain place. I see my opportunity and I take it. I go to that place and I buy up all the land I can in the neighborhood. Then the board of this or that makes its plan public, and there is a rush to get my land, which nobody would purchase for before. I don't perfectly honest to charge a good price and make a profit on my investment and forego? Of course it is. Well, that's horset graft. It's just like looking ahead at Wall Street or in the coffee and cotton market. It's horset graft, and I'm looking for it every day of the year.

Plunkett suggested that when he died, his tombstone should read: "He Saw His Opportunities, and He Took 'Em."

One of the reasons a political machine was able to elect "its people" was because it won the support of the immigrants who poured into American cities. When immigrants arrived in America, except for help from family members and fellow countrymen, they were on their own. There were no government programs of any kind to help them get settled in the city. The political machine saw an opportunity and seized it. The machine helped immigrants at the docks by meeting them as they came off the boats. The machine helped the immigrants find jobs and places to live. It gave the immigrants food and coal in hard times. It joined their celebrations, attended their weddings, and comforted them at their funerals.

The political machine also helped immigrants become American citizens so they could vote. In return, grateful immigrants voted for the machine's candidates on Election Day. To the immigrants, that seemed a fair exchange. Unfortunately, their votes also made it possible for people like George

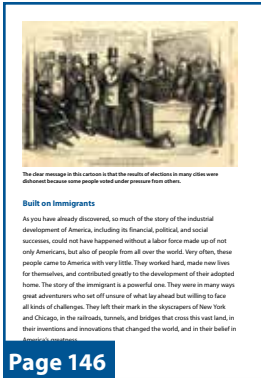
Page 145

"Built on Immigrants" and "Immigrant Gallery," Pages 146–147

Scaffold understanding as follows:

Have students read "Built on Immigrants" on page 146 independently.

SUPPORT—Call attention to the "Immigrant Gallery" images on page 147, and have students read the captions aloud.



After students read the text, ask the following question:

LITERAL—What role did immigrants play in the industrialization and urbanization of America?

- » Immigrants flocked to the United States in search of new opportunities. Most immigrants settled in major cities, contributing to urbanization and urban growth. They mostly worked in factories and helped the growth of industrialization.



Timeline

- Show students the Chapter 10 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think this chapter is called ‘growing pains’?”
- Invite a volunteer to post the image cards to the Timeline under the dates referencing the 1800s and 1900s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why do you think this chapter is called ‘growing pains’?”
 - » Key points students should cite include: The chapter is likely titled “growing pains” because it is not unusual for rapid growth to be accompanied by discomfort or other problems. In the case of American cities during the 1900s, while there were many positives to rapid urbanization, there were also many negatives, including an

overwhelming demand on city infrastructure, increased opportunity for corruption and crime, and overcrowding.

- Choose one of the Core Vocabulary words (*boarder*, *tax*, *corruption*, or *payoff*) or phrases (“political machine” or “political boss”), and write a sentence using the word or phrase.

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

Additional Activities

Boss Tweed (RI.6.7)

20 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the Boss Tweed—Thomas Nast video may be found:

www.coreknowledge.org/ckhg-online-resources

Briefly review with students what they recall about Boss Tweed and political machines during the 1800s and 1900s. Explain that while there were many political machines across the country, none were as famous as Tammany Hall, run by William Marcy Tweed in New York City.

Share with students the Boss Tweed—Thomas Nast video (9:17), encouraging students to take notes as they view the video. After completing the video, pose the following analysis questions for class discussion:

1. What was William Tweed’s original occupation?
 - » He was a chair maker.
2. How would you describe Tweed’s physical stature? How did his appearance affect the way he was depicted?
 - » He was a large man, more than six feet tall and almost three hundred pounds. He was depicted as a large, slovenly villain in political cartoons.
3. In what ways did Tweed help the people who voted for him?
 - » He provided them with jobs, coal in the winter, housing, and hospitals.
4. Who was Thomas Nast? What effect did he have on Boss Tweed and his political machine?
 - » He was a political cartoonist with political ties to the Republican Party. Nast’s cartoons called attention to Tweed’s illegal actions by publishing cartoons that were published across the country.

5. What did you find most interesting or shocking about William Tweed's corruption?
- » Answers may vary.
6. What ultimately happened to Tweed?
- » He was charged with fraud and grand larceny, and sentenced to twelve years in prison. His sentence was later dropped, but he did serve time in prison. He briefly escaped to Spain before being captured and returned to New York, where he died in captivity.
7. In what ways was Boss Tweed a tragic figure? Do you think it was fair that he was arrested, why or why not?
- » Tweed was not the only one who was engaging in corrupt practices. He essentially took the fall for more reputable businessmen. Though he engaged in illegal activities, he also helped many people in New York.

What Does It Mean? (RI.6.4, RI.6.7)

20 MIN

Activity Page



AP 10.1

Materials Needed: sufficient copies of What Does It Mean? (AP 10.1)

Distribute copies of What Does It Mean? (AP 10.1). Have students, independently or with partners, read each of the definitions before identifying the term it matches. Students should record the letters of each definition in the blank space before the words in the left-hand column.

Domain Vocabulary: Chapters 8–10 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 10.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 8–10 (AP 10.2)

Distribute AP 10.2, Domain Vocabulary: Chapters 8–10, and direct students to identify the word that best completes each sentence using vocabulary terms they have learned in reading *Industrialization and Urbanization in America*. Students should then use the answers to crack the code at the bottom of the activity page.

This activity may be assigned for homework.

Teacher Resources

Unit Assessment: *Industrialization and Urbanization in America* 174

Performance Task: *Industrialization and Urbanization in America* 179

- Performance Task Scoring Rubric 181
- Performance Task Activity: *Industrialization and Urbanization in America* 182
- *Industrialization and Urbanization in America* Performance Task Notes Table 183

Activity Pages

- World Map (AP 1.1) 184
- Map of the United States (AP 1.2) 185
- Domain Vocabulary: Chapters 1–3 (AP 3.1) 186
- An Inventive People (AP 4.1) 188
- Carnegie and Rockefeller Graphic Organizer (AP 5.1) 189
- Innovators and Inventors (AP 6.1) 190
- The World of the Worker (AP 7.1) 192
- Domain Vocabulary: Chapters 4–7 (AP 7.2) 193
- Map of Railroads, Canals, and Business (AP 9.1) 194
- What *Really* Happened? (AP 9.2) 195
- What Does It Mean? (AP 10.1) 196
- Domain Vocabulary: Chapters 8–10 (AP 10.2) 197

**Answer Key: *Industrialization and Urbanization in America*—
Unit Assessment and Activity Pages** 198

The following fiction excerpt can be downloaded at:

www.coreknowledge.org/ckhg-online-resources

- Excerpt from *The Gilded Age* by Mark Twain (FE 1)

Unit Assessment: *Industrialization and Urbanization in America*

A. Circle the letter of the best answer.

1. Why did Andrew Carnegie go to work at age thirteen when his family first arrived in the United States?
 - a) He was not smart enough to go to school.
 - b) He looked and acted as though he were eighteen.
 - c) The family needed the extra income.
 - d) All thirteen-year-old children worked at this time.
2. What did the young Carnegie do to get better jobs?
 - a) He learned telegraphy and bookkeeping, and read books.
 - b) He learned foreign languages and wrote books.
 - c) He got a college degree in business.
 - d) He and his friend Tom O'Donnell formed their own company.
3. What is industrialization?
 - a) the production of goods by machine in factories
 - b) the production of goods by master craftsmen
 - c) the production of goods by hand
 - d) the production of goods by people in their homes
4. When did the United States enter a period of rapid industrial growth?
 - a) before the Revolutionary War
 - b) after the Revolutionary War
 - c) after World War I
 - d) after the Civil War
5. How important were railroads to industrial growth?
 - a) not important
 - b) a minor influence
 - c) less important than automobiles
 - d) very important
6. Why did goods have to be transferred from one train to another in the early days of the railroads?
 - a) The trains broke down a lot.
 - b) The trains traveled very slowly.
 - c) There was no standard gauge for track.
 - d) The engineers went on strike.

7. Who was Cornelius Vanderbilt?
- a) the business partner of Andrew Carnegie
 - b) the inventor of oil-drilling machines
 - c) the head of the New York Central railroad system
 - d) a textile mill owner
8. How did the expansion of the railroads affect the size of markets?
- a) It had no effect.
 - b) It increased the size of markets.
 - c) It decreased the size of markets.
 - d) It made markets unnecessary.
9. Which factor did *not* contribute to America's industrial growth?
- a) abundance of natural resources
 - b) growing population
 - c) child labor laws
 - d) availability of capital
10. What is stock?
- a) shares of ownership
 - b) building materials
 - c) a small farm
 - d) a type of road
11. What is a patent?
- a) a protected right to make and sell a product
 - b) a kind of oil used to light lamps before electricity
 - c) a special share of stock sold only to owners of the company
 - d) a way of measuring the width of railroad tracks
12. Which of the following did Alexander Graham Bell invent?
- a) light bulb
 - b) storage battery
 - c) phonograph
 - d) telephone
13. Which of the following did Thomas Edison invent?
- a) phonograph
 - b) light bulb
 - c) moving picture camera
 - d) all of the above

- 14.** What did Thomas Edison believe was most important to becoming a successful inventor?
- a)** formal education
 - b)** money
 - c)** inspiration
 - d)** hard work; not quitting
- 15.** In the 1880s, why did Andrew Carnegie's steel company shift production from rails to beams?
- a)** The railroads didn't need any more rails.
 - b)** The company couldn't make money on rails.
 - c)** The railroads needed beams.
 - d)** The new skyscrapers would need beams.
- 16.** Which use of oil made oil more valuable after 1900?
- a)** lubricant
 - b)** kerosene for lamps
 - c)** fuel for cars
 - d)** ingredient in patent medicines
- 17.** What happened to the gap between the rich and the poor during the growth of big business?
- a)** The gap closed.
 - b)** The gap got smaller.
 - c)** The gap widened.
 - d)** Nothing happened.
- 18.** What were the railroads forced to pay to the Standard Oil Company in the late 1800s?
- a)** monopolies
 - b)** tips
 - c)** rebates
 - d)** profits
- 19.** What were the two main goals of labor unions in the late 1800s?
- a)** shorter hours and better working conditions
 - b)** the rights of women and children to work
 - c)** the right to join a party and to work for change
 - d)** freedom of speech and assembly
- 20.** Which union did Samuel Gompers found?
- a)** United Mine Workers
 - b)** International Ladies Garment Workers Union
 - c)** Committee for Industrial Organization
 - d)** American Federation of Labor

- 21.** What is a strike?
- a)** a holiday when businesses close
 - b)** a work stoppage
 - c)** a kind of labor union
 - d)** a way of hammering steel to shape it
- 22.** Why were cities able to expand outward in the late 1800s?
- a)** The steamship was invented.
 - b)** Skyscrapers were built.
 - c)** People were healthier and could walk farther.
 - d)** New forms of transportation, such as trolleys and subways, were built.
- 23.** Why did garbage and sewage disposal become major problems in cities?
- a)** City populations climbed.
 - b)** Many people lived in a single tenement.
 - c)** Diseases spread rapidly in the city.
 - d)** all of the above
- 24.** Who was a political boss in New York City?
- a)** Andrew Carnegie
 - b)** Cornelius Vanderbilt
 - c)** William Tweed
 - d)** Samuel Gompers
- 25.** What did political machines often do in cities during the late 1800s?
- a)** count votes electronically
 - b)** use secrets and trickery to enrich members and friends
 - c)** support fairness in government
 - d)** promote fair business practices

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ **26.** political machine

_____ **27.** sweatshop

_____ **28.** tax

_____ **29.** trust

_____ **30.** urban

_____ **31.** union

_____ **32.** regulate

_____ **33.** investor

_____ **34.** market economy

_____ **35.** industrialism

Definitions

a) to control or place limits on

b) a person who puts money into a business with the goal of later making a profit

c) a group that maintains political control, usually of a city, through bribery and intimidation

d) the organization of society around an economy based on the use of machines and factories

e) relating to a city

f) money that people must pay to the government so that it can fund such things as schools and roads.

g) an organization formed by workers to win and protect workers' rights

h) an economic system in which prices are determined by competition among businesses and not by the government

i) a factory in which employees work for long hours in unsafe conditions for a low wage

j) a combination of corporations created to reduce competition and control prices

Performance Task: *Industrialization and Urbanization in America*

Teacher Directions: Following the Civil War, the United States underwent a rapid period of change, shifting from a mostly agrarian economy to an industrial giant. Such changes left a permanent mark on the country, for better or for worse.

Ask students to write an essay identifying and evaluating the positive and negative effects of industrialization in the United States. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples supporting their analysis of whether industrialization was positive or negative for the United States.

	Positive Effects of Industrialization	Negative Effects of Industrialization
Cities	New innovations in transportation made it possible for cities to spread outward. Skyscrapers made it possible for cities to grow taller.	Factories and industry drew millions of people to cities, which led to overcrowding, poor sanitation, increased crime, the rapid spread of disease, and increased strain on city infrastructure.
Businesses and Business Owners	Businesses began to grow rapidly, and owners became very wealthy. The rise of certain industries caused growth in others, for example, the popularity of railroads led to higher demand for timber, steel, and oil. Captains of industry like Carnegie and Rockefeller became prominent philanthropists.	Business owners did not share the wealth with their employees, especially unskilled laborers.
Government	Industrial and economic success broadened the tax base for the government.	The government struggled to regulate big businesses as they grew; the Sherman Antitrust Act and Interstate Commerce Act did little to curb negative business practices. Industrialization contributed to government corruption.

Workers	New factories and expanding industries made it possible for skilled workers to easily find jobs.	Unskilled workers faced unsafe conditions, long hours, and low wages. Participation in strikes and unions could lead to being blacklisted.
Consumers	Mass production broadened the number of products available to consumers. Transportation improvements like the railroads increased competition, which led to lower prices.	Big businesses and trusts, like Standard Oil, held monopolies on certain industries, which meant that consumers were beholden to the high prices they set.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their evaluative essay using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, and persuasive, and uses five or more specific examples from the text. The references clearly show the effects of industrialization on the United States. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed, using four specific examples. The references show the effects of industrialization on the United States. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay helps show the effects of industrialization on the United States, but references three details from the text. The writing may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the effects of industrialization in America, using less than three examples from the text. The writing may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____

Date _____

Industrialization and Urbanization in America Performance Task Notes Table

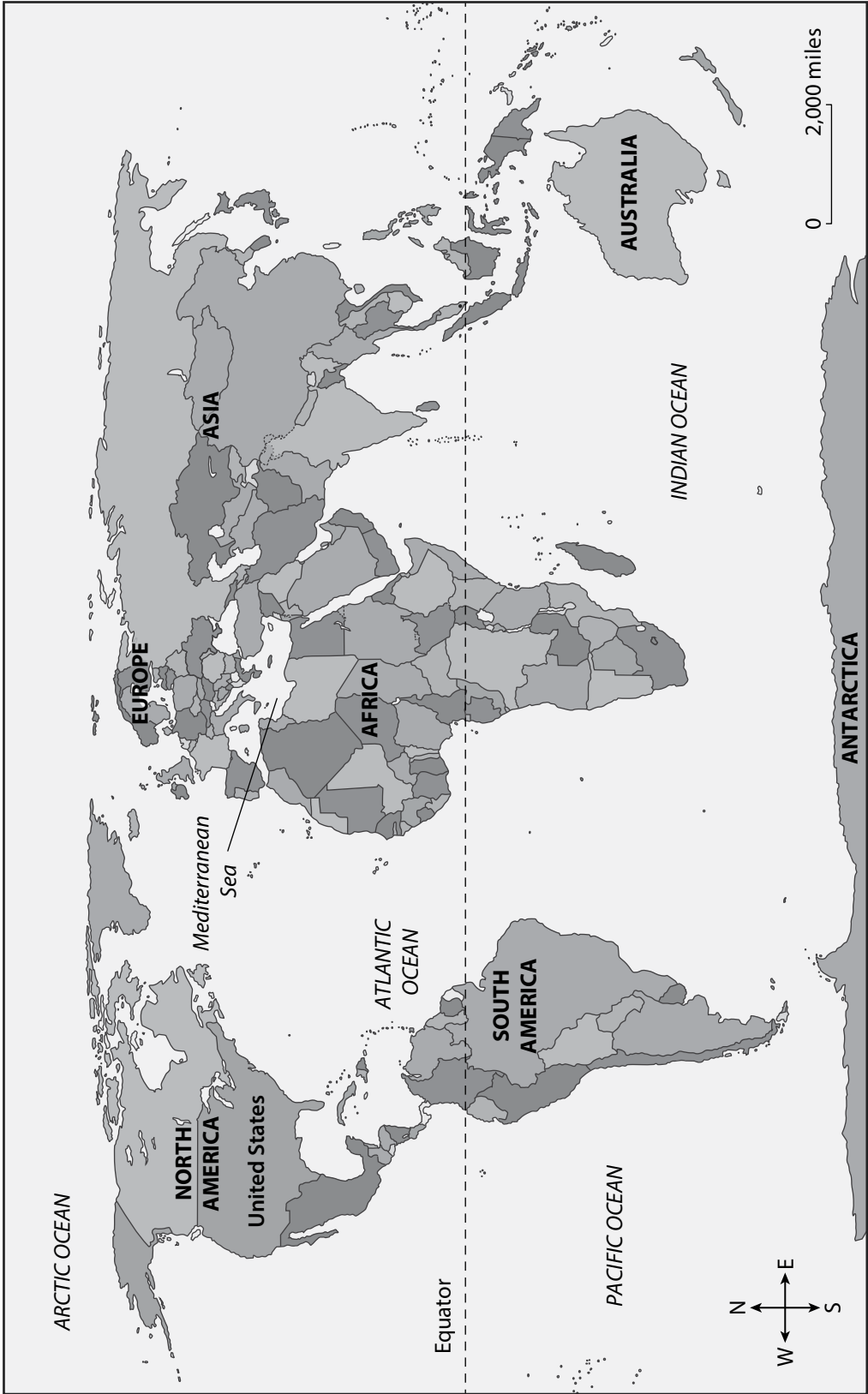
Use the table below to help organize your thoughts as you refer to *Industrialization and Urbanization in America*. You do not need to complete the entire table to write your evaluative essay, but you should try to have three to five specific examples of why the effects of industrialization were mostly positive or mostly negative.

	Positive Effects of Industrialization	Negative Effects of Industrialization
Cities	New innovations in transportation made it possible for cities to spread outward.	
Businesses and Business Owners		
Government		Industrialization contributed to government corruption.
Workers		Participation in strikes and unions could lead to being blacklisted.
Consumers	Mass production broadened the number of products available to consumers.	

Name _____

Date _____

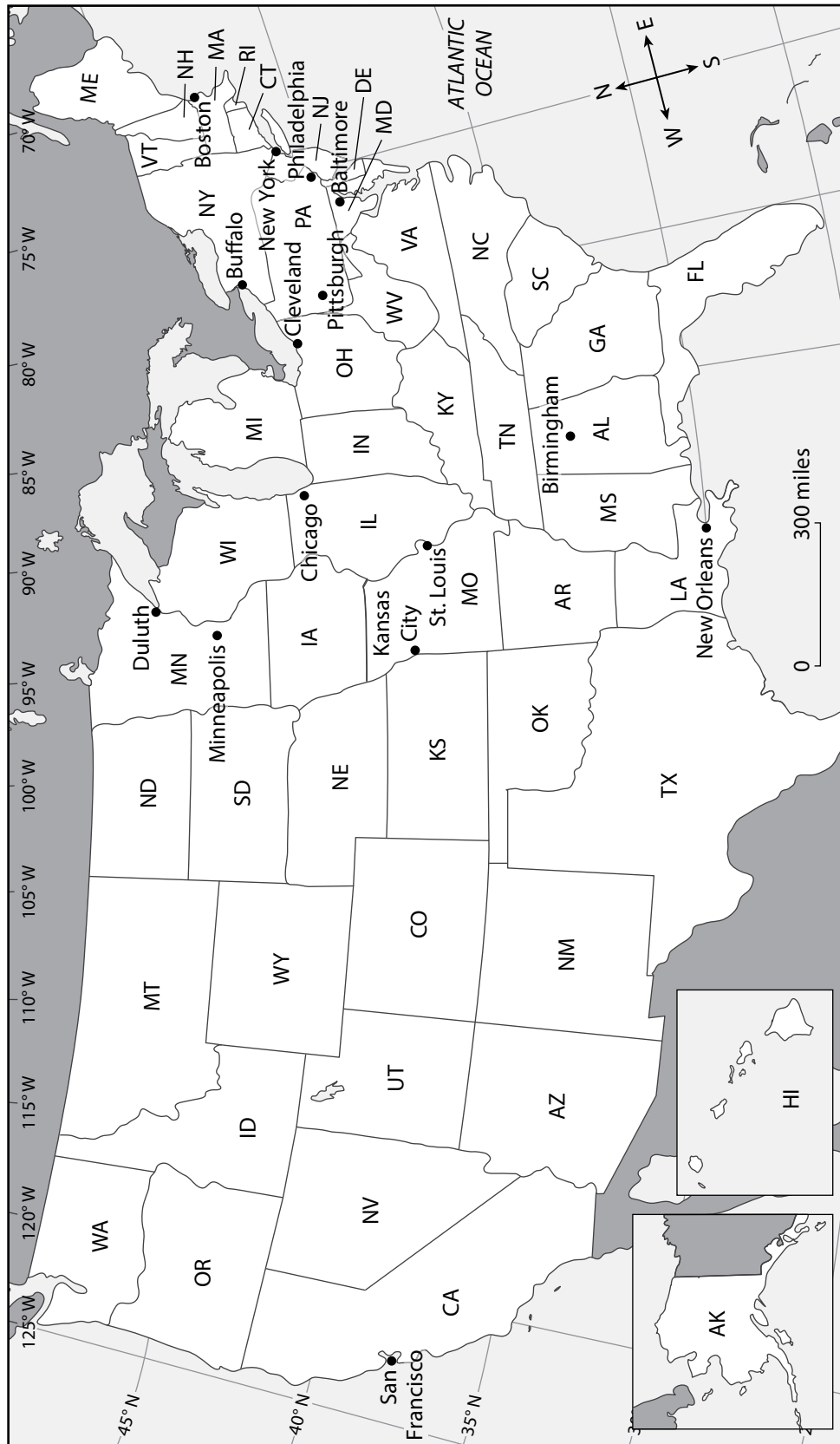
World Map



Name _____

Date _____

Map of the United States



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the words in the word bank to complete the crossword puzzle.

weaver	telegraph	investor	textile	manufacturer	spinning mill*
transcontinental	federal government*		ton	standard time zone*	
market economy*	natural resource*		industrialism	mineral	ore
capital	corporation				

*No spaces between words are included in the puzzle.

Across

1. something from nature that is useful to humans
4. across a continent
5. rock from which metal can be obtained
8. a person or company that makes or produces an item to be sold
9. a naturally occurring substance found in Earth's crust
10. type of company, usually made up of many people, with certain legal rights and protections to conduct business
11. cloth or fabric
12. an area within which everyone observes the same time
15. the organization of society around an economy based on the use of machines and factories
16. a national government that shares power with state or regional governments

Down

2. a factory that makes thread or yarn
3. a person who puts money into a business with the goal of later making a profit
6. a person who makes fabric by weaving threads or yarn together
7. a unit of weight equal to two thousand pounds
9. an economic system in which prices are determined by competition among businesses and not by the government
13. money needed to pay for a workforce, machinery, and other equipment to support the development and growth of a business
14. a machine that communicates messages over long distances by sending signals through wires

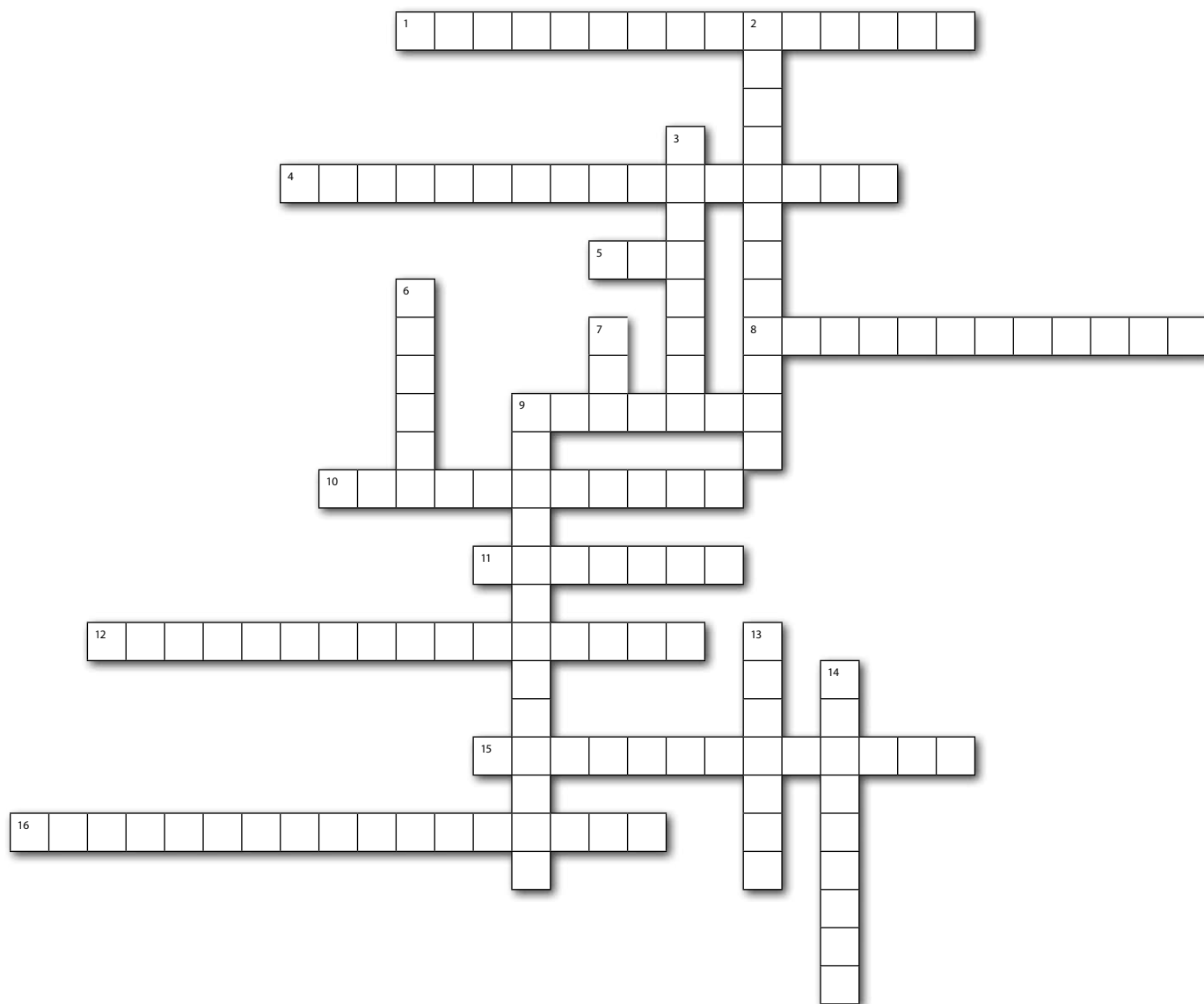
Name _____

Date _____

Activity Page 3.1 (Continued)

Use with Chapter 3

Domain Vocabulary: Chapters 1–3



Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

An Inventive People

Answer the questions as you read. For each question, write down the page number where you found the answer.

1. For what invention did Alexander Graham Bell receive a patent? (page _____)

2. Which inventions mentioned in the section created whole new industries? (page _____)

3. What new way of working did Edison and his assistants use? (page _____)

4. What were some of the things invented by Thomas Edison? (page _____)

5. How was the nation's refusal to turn off the electricity a tribute to Edison when he died in 1931? (page _____)

6. What do Edison's quotes and sayings reveal about him as a person? (page _____)

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Carnegie and Rockefeller Graphic Organizer

Complete the table below using information about Andrew Carnegie and John D. Rockefeller from Chapter 5 of the *Industrialization and Urbanization in America* Student Reader.

	Andrew Carnegie	John D. Rockefeller
Knowledge, Experience, and Skills		
Accomplishments		

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Innovators and Inventors

Inventions changed America. Some created whole new industries. Find out how well you remember these inventions, inventors, industries, and industrialists.

A. Match each item or industry on the left with a person on the right. Write the letter on the line.

- | | |
|--------------------------|--------------------------|
| _____ 1. oil | a) Alexander Graham Bell |
| _____ 2. factory system | b) John D. Rockefeller |
| _____ 3. steel | c) Francis Lowell |
| _____ 4. railroad | d) Samuel Gompers |
| _____ 5. unions | e) Thomas Alva Edison |
| _____ 6. telephone | f) J.P. Morgan |
| _____ 7. banking | g) Cornelius Vanderbilt |
| _____ 8. movie projector | h) Andrew Carnegie |

B. Answer the questions on the lines below.

9. Which of Edison's inventions changed people's lives the most? Explain your answer.

Name _____

Date _____

Activity Page 6.1 (Continued)

Use with Chapter 6

Innovators and Inventors

- 10.** How were Andrew Carnegie and John D. Rockefeller alike? List at least two similarities.

Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

The World of the Worker

Answer the questions as you read. For each question, write down the page number where you found the answer.

1. How did industrialization change the lives and work of craftsmen? (page _____)

2. What hardships did children working in mines and textile mills face? (page _____)

3. What did employers do when factory workers were injured on the job? (page _____)

4. How did consumers benefit from the newly formed ready-made clothing industry and the canned food and meatpacking industries? (page _____)

5. How did skilled workers benefit from industrialization? (page _____)

Name _____

Date _____

Activity Page 7.2

Use with Chapter 7

Domain Vocabulary: Chapters 4–7

Complete each sentence with the correct Core Vocabulary term or phrase. Not every word in the word bank will be used.

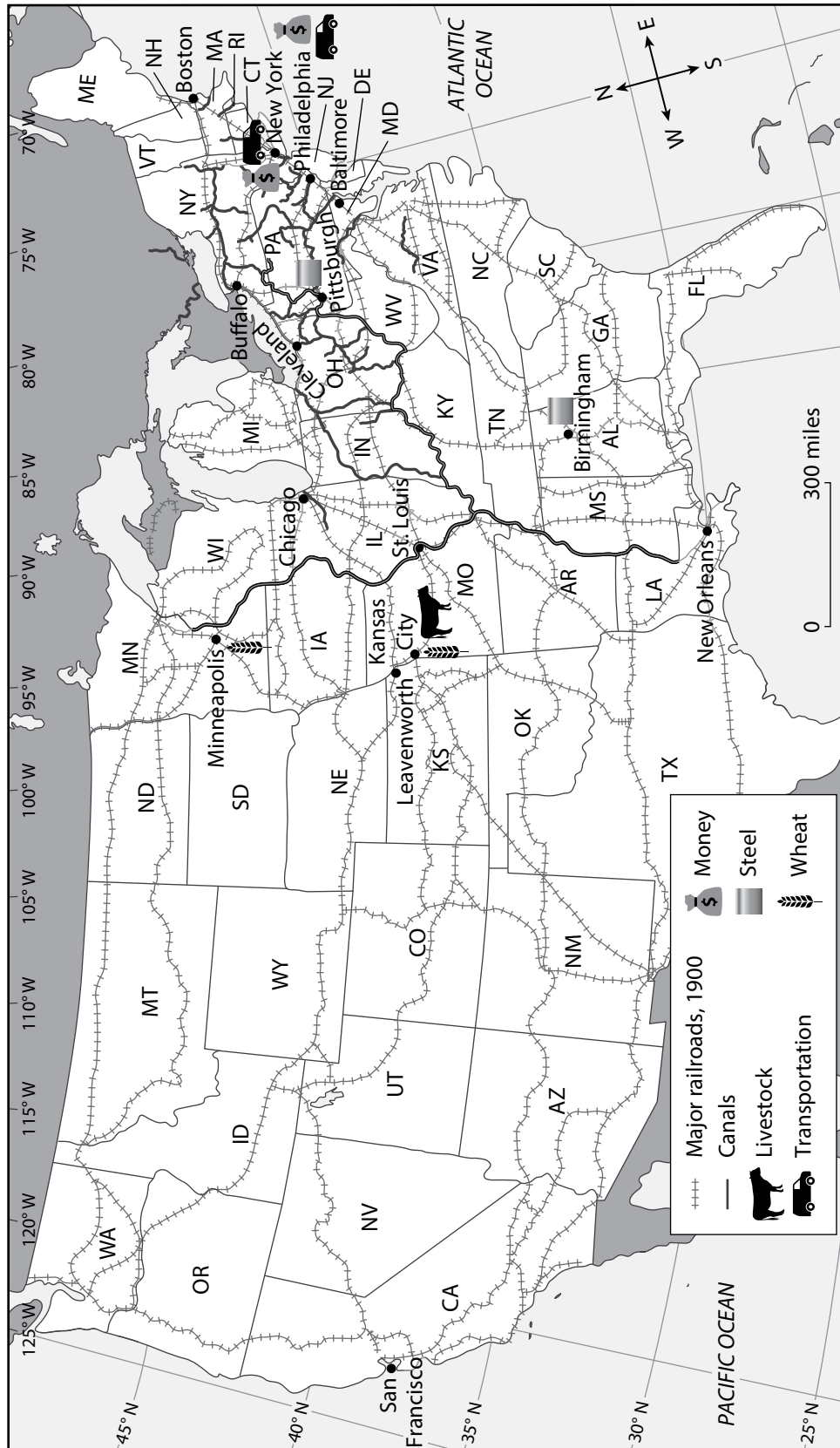
patent	combustion engine	phonograph	electric current	carbon		
impurity	efficient	crude oil	refinery	freight	monopoly	trust
trustee	regulate	commerce	free enterprise	mass production	garment	
sweatshop	consumption	engineer	machinist	accounting	enterprise	

1. Alexander Graham Bell applied for a _____ to ensure that no one else would steal his invention.
2. Many child laborers fell ill and died from miner's _____.
3. Edison recorded his voice on his new _____.
4. The Sherman Antitrust Act was just one way the federal government attempted to _____ large businesses in the United States.
5. John D. Rockefeller's Standard Oil held a _____ on the entire oil industry.
6. Thomas Edison discovered that a thread coated with _____ would glow when an _____ was passed through it.
7. The _____ was sent to a _____ in Cleveland, Ohio, where it could be processed.
8. Improved technology and the use of machinery made factory production more _____.
9. The seamstress spent hours sewing buttons onto one _____ after another.
10. The railroad cars were loaded with _____ before leaving the station.

Name

Date

Map of Railroads, Canals, and Business



Name _____

Date _____

Activity Page 9.2

Use with Chapter 9

What *Really* Happened?

Some of the following events really happened during the era of industrialization; others did not. Place a check mark on the line before each event that really happened.

- _____ 1. People take trolleys and elevated trains to work.
- _____ 2. William Le Baron Jenney's new skyscraper has the thickest walls of any building ever built.
- _____ 3. Railroads help Minneapolis, Chicago, and Kansas City grow.
- _____ 4. Factories begin switching from steam engines to water power to run their machines.
- _____ 5. Crowded cities cause land prices to drop drastically.
- _____ 6. Frank J. Sprague designed the street car.
- _____ 7. Leavenworth, Kansas, becomes one of the country's largest cities.
- _____ 8. At the end of the century, more people live in cities than in rural areas.
- _____ 9. Immigrants swell the cities' populations.

Name _____

Date _____

Activity Page 10.1

Use with Chapter 10

What Does It Mean?

Match the following terms with their definitions or explanations. Write the correct letter on the line.

- | | |
|-------------------------------|--|
| _____ 1. the Industrial Giant | a) the complete control of an industry by a single company |
| _____ 2. standard gauge | b) a person who rebels against or works to disrupt an established authority, usually a government or an economic system |
| _____ 3. investor | c) corrupt political organization in New York City |
| _____ 4. monopoly | d) description of the United States by 1900 related to work and production |
| _____ 5. trust | e) growth of cities brought on by railroads and manufacturing |
| _____ 6. pooling | f) person who lends money to make more money |
| _____ 7. sweatshop | g) agreeing to stop competing with other companies in the same type of business |
| _____ 8. urbanization | h) workplace with low pay and uncomfortable conditions |
| _____ 9. anarchist | i) train track set at width of forty-eight inches |
| _____ 10. Tammany Hall | j) organization of companies formed to control an industry |

Name _____

Date _____

Activity Page 10.2

Use with Chapter 10

Domain Vocabulary: Chapters 8–10

Complete each sentence with the correct vocabulary term from the word box. Some words may not be used. Then use the numbers to crack the code.

conveniences	union	socialism	anarchist	blacklist	urban
skyscraper	subway	boarder	political boss	corruption	tax
payoff	political machine				

- Samuel Gompers joined his first _____ when he was fourteen years old.
21 14 9 15 14
- The invention of the _____ made it possible for cities to not
19 11 25 19 3 18 1 16 5 18
only spread outward, but upward.
- It was not uncommon for a family living in a crowded tenement to take on an extra
_____ to help make ends meet.
2 15 1 18 4 5 18
- The corrupt politician accepted a _____ from a local businessman.
16 1 25 15 6 6
- Members of the legislature voted to increase the sales _____ on retail items.
20 1 24
- The factory owner threatened to _____ any workers who went
on strike.
2 12 1 3 11 12 9 19 20
- Commuters rode trains beneath the ground on the _____.
19 21 2 23 1 25
- Immigrants who came to the United States mostly settled in _____ areas.
21 18 2 1 14
- Samuel Gompers believed it was more important to focus on bread-and-butter issues than to
encourage the spread of _____.
19 15 3 9 1 12 9 19 13
- Industrialism brought consumers more _____ than
ever before.
3 15 14 22 5 14 9 5 14 3 5 19

Use the responses above to crack the code:

2 15 19 19 20 23 5 5 4

Answer Key: *Industrialization and Urbanization in America*

Unit Assessment (pages 174–178)

- A.** 1. c 2. a 3. a 4. d 5. d 6. c 7. c 8. b 9. c 10. a
11. a 12. d 13. d 14. d 15. d 16. c 17. c 18. c
19. a 20. d 21. b 22. d 23. d 24. c 25. b
- B.** 26. c 27. i 28. f 29. j 30. e 31. g 32. a 33. b
34. h 35. d

Activity Pages

Domain Vocabulary: Chapters 1–3 (AP 3.1) (pages 186–187)

Across

1. natural resource
4. transcontinental
5. ore
8. manufacturer
9. mineral
10. corporation
11. textile
12. standard time zone
15. industrialism
16. federal government

Down

2. spinning mill
3. investor
6. weaver
7. ton
9. market economy
13. capital
14. telegraph

An Inventive People (AP 4.1) (page 188)

1. the telephone (page 80)
2. Possible answers: the telephone, the refrigerated rail car, the typewriter, and the internal combustion engine. (pages 78–81)
3. Edison and his assistants worked in inventing teams to turn out inventions as regularly as a factory turns out products. (page 83)
4. Edison invented the phonograph, the electric light bulb, the storage battery, the moving picture camera, and the first central power plant to produce and distribute electricity. (pages 83–84)
5. People had become dependent on electricity. They were afraid a cutoff of even a few minutes would be too disruptive. Edison's electric light bulb had changed their lives. (page 85)
6. Answers may vary. Possible response: Edison's quotes are very inspirational and show how hard a worker he was. (pages 86–87)

Carnegie and Rockefeller Graphic Organizer (AP 5.1) (page 189)

	Andrew Carnegie	John D. Rockefeller
Knowledge, Experience, and Skills	Scottish immigrant started as a bobbin boy worked for railroad man Tom Scott hired the best people he could find insisted on efficiency and on controlling costs put his profits back into his company could see changes coming and adjust to them before others did	a serious, religious man with an eye for detail and a head for business did not like confusion in business saw that if he could control oil refining, he could control the entire oil industry generous to those who sold to him; ruthless to those who refused a smart and ruthless businessman paid attention to every small detail to keep down his costs

Reform in Industrial America

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Chapter 2 The Muckrakers	233
Chapter 3 Urban Reformers	246
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Reform in Industrial America

Teacher Guide

Core Knowledge History and Geography™ 6

Introduction

ABOUT THIS UNIT

Big Idea

Many groups and individuals worked for political, economic, and social reforms in the late 1800s and early 1900s.

The end of the 1800s and early 1900s was a time of extremes and inequities in America. Railroad tycoons and oil magnates lived in cities populated by impoverished immigrant factory workers. In the countryside, many farmers struggled to survive. In some states, Jim Crow laws took away civil rights granted to African Americans by constitutional amendments. And American women still had not won the right to vote. New organizations and individuals stepped in to reform America, to make the United States a fairer place. Populist farmers, muckrakers, urban reformers, suffragettes, civil rights leaders, and socialists worked to ease the credit crunch, expose the excesses of big business, improve tenement housing, obtain equal rights for African Americans, and improve the lives of workers. President Theodore Roosevelt pushed for conservation measures that would benefit all Americans. In the late 1800s and early 1900s, Americans showed they could work together to improve the lives of ordinary citizens.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

- In the years after the Civil War, the United States transitioned from an agricultural nation to an industrial giant.
- The Thirteenth, Fourteenth, and Fifteenth amendments to the U.S. Constitution abolished slavery and granted citizenship and voting rights to African Americans.
- New inventions and techniques during the Industrial Revolution made food more abundant with less effort.
- America was perceived as a “land of opportunity.”
- People from different European countries immigrated to America in the mid-to-late 1800s as a result of different “push-pull” factors.
- Large populations of immigrants settled in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco).
- Many factors led to the rapid development of industrialism in America. These included expanded railroad networks throughout America, plentiful natural resources, an increasing population, and the ready availability of capital for investment.
- With the development of increasing numbers of factories came further development of large cities.
- Capitalism is an economic system in which resources and businesses are privately owned and prices for goods are not regulated by government, but instead are based on the laws of supply and demand.
- Socialism is an economic system in which important resources and businesses are owned or regulated by government.
- While the inventions of the Industrial Revolution brought many advances and increased the overall quality of life for some people, it also led to increasing class differences in which many working-class people, particularly unskilled workers, suffered extreme poverty.
- Remarkable businessmen, such as Andrew Carnegie, Cornelius Vanderbilt, John Rockefeller, and John Morgan, built large, highly successful businesses and became very wealthy.
- During this period of industrial growth, often known as the Gilded Age, there were increasing gaps between the lifestyles of successful businessmen and those of their workers.
- It became necessary for the government to regulate business in order to minimize abuses and the effects of monopolies and trusts.
- Workers formed trade unions to advocate collectively for their rights. Led by Samuel Gompers, these trade unions joined together to form the more powerful American Federation of Labor.
- As cities grew rapidly, increasing challenges and problems arose, including poor living conditions, increasing crime, and government corruption.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1760 to 1920.

1760s–1830s	During the Industrial Revolution, the widespread growth of factories and cities dramatically changed people’s ways of life.
1848	Susan B. Anthony and Elizabeth Cady Stanton participated in the Seneca Falls Convention supporting women’s rights. As a suffragette, Anthony continued the fight for women’s right to vote.
1855–1926	As leader of the Socialist Party, Eugene Debs championed the civil rights of workers, immigrants, African Americans, and women. Though he did not win, he ran for president as the candidate of the Socialist Party several times.
1856–1915	Booker T. Washington advocated for an improvement in the lives of African Americans by stressing the importance of building economic power through a job or trade. He founded the Tuskegee Institute in Alabama.
1860–1925	William Jennings Bryan was an extraordinary public speaker. He lost the election to become president, but later served as U.S. secretary of state.
1868–1963	W.E.B. Du Bois advocated for an improvement in the lives of African Americans by focusing on eliminating the barrier of the color line. He led the Niagara Movement and later became the leader of the NAACP.
1889	Jane Addams established Hull House in Chicago as a settlement house to meet the needs of immigrants living in poverty.
1890	Jacob Riis was a powerful writer and photographer who exposed the poor living conditions of immigrants in New York City in his book, <i>How the Other Half Lives</i> .

1891	American farmers formed the Populist Party to express their belief that the railroad companies and big businesses were hurting farmers.
1892	Ida B. Wells urged a boycott of Memphis businesses to protest lynchings and began an anti-lynching campaign.
1901	Theodore Roosevelt became U.S. president after the assassination of William McKinley.
1901–1909	During his two terms as president, Theodore Roosevelt worked to conserve the natural wonders of the United States.
1904	Ida Tarbell published <i>The History of the Standard Oil Company</i> , leading to the 1911 breakup of the Standard Oil Company.
1906	Upton Sinclair's <i>The Jungle</i> was published, leading to reform with the Meat Inspection Act and the Pure Food and Drug Act.
1920	In 1920, the Nineteenth Amendment was ratified by the states, giving women the right to vote.

What Students Need to Learn

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

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we attempt to convey the inhumane practices of slavery without overly graphic depictions.

We also note that recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may

unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons*.

AT A GLANCE

The most important ideas in Unit 9 are:

- The Populist Party grew out of farmers' demands in 1891 for social reform in face of the growing divide between the industrial and agricultural interests.
- William Jennings Bryan, a powerful public speaker who is best known for his "Cross of Gold" speech, championed the Populist cause.
- Ida Tarbell and Upton Sinclair were muckrakers who exposed the abuses of the Standard Oil Trust and the meatpacking industry.
- In her book *Twenty Years at Hull House*, Jane Addams recounted her efforts to help poverty-stricken immigrants in Chicago by establishing a settlement house.
- Jacob Riis used his talents as a powerful writer and photographer to advocate for better living conditions for immigrants living in tenements in New York City in his book, *How the Other Half Lives*.
- As president, Theodore Roosevelt used antitrust measures to prosecute and regulate trusts, and to protect Americans from big business monopolies.
- Roosevelt is also known for his efforts to protect forests and other natural resources by designating a number of places as historic landmarks.
- Despite the Thirteenth, Fourteenth, and Fifteenth amendments to the U.S. Constitution, African Americans continued to experience extreme prejudice and discrimination after the Civil War, under state laws known as Jim Crow laws.
- Ida B. Wells, a former slave, protested against the Jim Crow laws and wrote newspaper articles opposing the horrific practice of lynching African Americans.
- Booker T. Washington and W.E.B. Du Bois advocated for different approaches to improving the lives of African Americans. Washington advocated patience and compromise, suggesting that African Americans accept the Jim Crow laws, focusing instead on learning how to do a job or trade. W.E.B. Du Bois focused on the need to actively work to eliminate the color line.
- American women did not have the right to vote until the Nineteenth Amendment to the U.S. Constitution was passed in 1920.
- Susan B. Anthony worked tirelessly as a suffragette for women's right to vote. She also participated in the Temperance Movement.

- Eugene Debs became the leader of the socialist movement in the United States in the early 1900s. He championed the civil rights of workers, immigrants, African Americans, and women. Though he did not win, he ran for president as the candidate of the Socialist Party several times.

WHAT TEACHERS NEED TO KNOW

The Industrial Revolution

New Technology

The Industrial Revolution started in Great Britain in the mid-1700s, and spread quickly to other parts of the world. The steam engine developed by the Scottish inventor James Watt in the 1760s led to a period of innovation and rapid development of new technology and machines. Watt's steam engine made it possible to efficiently power machines to do work that had previously required human or animal power. This led to the widespread development of factories and a shift in the ways that people lived and worked. It also led to an increased demand for coal, as it was used to power steam-driven machinery.

A Shift to Cities

Although cities had long existed, the rise of factories meant that great waves of people migrated from rural areas to cities where factory jobs were available. Mining also contributed to this shift, as workers flocked to areas where mining jobs were located. With the increase in urban population came a corresponding increase in urban social problems, such as poverty, homelessness, child labor, and crime.

Capitalism

Capitalism is based on the private ownership of property, with private individuals making choices about buying, selling, hiring, and working. This economic system existed prior to the Industrial Revolution. But as factory work and mining rose in importance, capitalist endeavors such as investing in business or industry to gain a profit increased. Adam Smith's *The Wealth of Nations*, published in 1776, was an influential work that helped spread such ideas as the law of supply and demand and *laissez-faire* economic policy (minimal interference or regulation by the government).

The capitalists of the 1800s generally embraced the notion that government regulation was unwanted and unnecessary. During the Industrial Revolution, new ways of making money arose. Production also became more efficient,

meaning that producers could sell more, and many goods became less expensive. New work and investment opportunities, along with the sharp increase in worker productivity, allowed some people to become wealthy and others to rise into the middle class. The lack of regulation, however, often led to the exploitation of workers, and to the rise of income inequality.

Socialism

During the late 1800s and early 1900s, however, some people began to question and criticize capitalism. Socialists advanced the idea that the government should own or regulate the production, distribution, and sale of goods. They called for more rights for workers. In particular, socialists advocated for unions that would let workers join together to work for better pay and conditions. Eventually, Karl Marx and Friedrich Engels developed the concept of communism. Their idea centered on communal (shared) ownership of property and industry, with the goal of ensuring a just and fair society. They also argued that the “haves” (the wealthy and powerful) would never give up their privileged place willingly; the “have-nots” (workers, the poor, all those without wealth and power) would have to stage a revolution and take away the power and privilege of the “haves” in order to achieve a just society.

Populism

Populism, or the populist movement, arose in the United States in the late 1800s. The movement was made up primarily of farmers. The Industrial Revolution had brought changes to agriculture as well as industry, and new machines increased agricultural productivity. However, these machines cost money, and farmers often had to take out loans to buy them.

Economic troubles, natural disasters, and debt led farmers and others to call for change. Groups of farmers in the Midwest and the South formed Farmers’ Alliances in the late 1800s, with the hope that political action would help solve the challenges they faced from crop failures, low prices, and other financial troubles. These local groups were active regionally but did not have much national influence. To gain greater power, farmers joined with workers’ unions to form the Populist Party in 1892.

Free Silver Versus the Gold Standard

Populists first set their sights on monetary policy. Suspecting that banks and other powers were contributing to their troubles by keeping the country’s money supply limited, farmers and others worried about how paper money was valued and guaranteed. Farmers were also frequently in debt to banks, having taken out mortgages to buy land or machinery. They worried that monetary policy would increase their debt burden. Bankers, on the other hand, looked to make as much as they could from these loans. A debate arose

about whether paper money should be backed by gold (as bankers wanted) or silver (as farmers wanted). The farmers, suffering from lower prices for their goods during a period of deflation, believed that “free silver” would lead to an increase in the money supply, thereby causing inflation and a rise in prices for their crops. The issue came to a head in the 1890s. William Jennings Bryan, a gifted orator and a Populist, ran for president on a platform featuring support for free silver. His fiery “Cross of Gold” speech, with its passionate defense of ordinary people, farmers, and free silver, was well received.

Later Populism

Bryan lost the presidential election of 1896, but later politicians adopted many populist ideas. The debate over gold and silver faded away as the economy improved. Since that time, various forms of populism have waxed and waned in American politics. Populism is sometimes considered a double-edged sword: it can help spark needed change, but it can also be used to whip up anger at a group wrongly viewed or targeted as the source of a problem. Politicians from every part of the political spectrum have styled themselves as being on the side of “the people.” Scholars of populism note that the goals of populist groups can vary widely, but populist language and approaches typically include an appeal to a group defined as ordinary and non-privileged, set in opposition to another group defined as elite or dangerous.

UNIT RESOURCES

Student Component

Reform in Industrial America Student Reader—seven chapters

Teacher Components

Reform in Industrial America Teacher Guide—seven chapters. The guide includes lessons aligned to each chapter of the *Reform in Industrial America* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and literature connections, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 304.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is visual and written.

- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Reform in Industrial America Timeline Image Cards—fifteen individual images depicting significant events and individuals related to reform movements in the United States in the late 1800s and early 1900s. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Reform in Industrial America* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1700s**
- **1800s**
- **1900s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1700s	1800s	1900s
	•	• • • • • • • •	• • • • •
Chapter	Intro	6 7 5 1 5 3 3 1 5	4 4 2 2 6

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

1700s



Introduction

1800s



Chapter 6

1800s



Chapter 7

1800s



Chapter 5

1800s



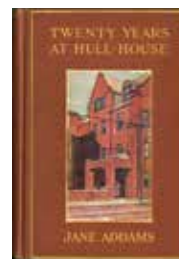
Chapter 1

1800s



Chapter 5

1800s



Chapter 3

1800s



Chapter 3

1800s



Chapter 1

1800s



Chapter 5

1900s



Chapter 4

1900s



Chapter 4

1900s



Chapter 2

1900s



Chapter 2

1900s



Chapter 6

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 9 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. Each chapter discusses a different area of reform in the United States in the late 1800s and early 1900s. Many of these reform movements developed simultaneously, which is reflected in the Timeline.

Understanding References to Time in the *Reform in Industrial America* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, Chapter 1 describes the lives of American farmers during the 1880s and pinpoints the creation of the Populist Party in 1891.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Reform in Industrial America* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series*™. A total of fifteen days has been allocated to the *Reform in Industrial America* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in

this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series™*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter.

A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

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

Chapter	Big Questions
1	What was the populist movement, and what were their main concerns?
2	Why were some journalists at this time called “muckrakers,” and why was their work important?
3	What causes did Jane Addams and Jacob Riis champion?
4	Why might it be true to say that Theodore Roosevelt was a champion of the American people?
5	What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of gaining rights for African Americans?
6	What causes did American women fight for in the 1800s, and what actions did they take to gain the right to vote?
7	What were Eugene Debs's political beliefs?

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have

a concise summary and study guide of the key ideas in the unit. This note will be included as prompt in the first several lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

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

Chapter	Core Vocabulary
1	segregation, political party, populist, inflation, trade union, gold standard, secretary of state
2	"Progressive Era," capitalism, meatpacking, oil-refining, free trade, trust, legislature
3	brewery, social class, legislation, "second the nomination," depression, "cholera epidemic," sanitation
4	running mate, "regulatory body," natural resource, naturalist, conservationist, antiquities, landmark
5	segregate, civil rights, lynching, boycott, humanitarian, compromise, integrate
6	"unalienable right," suffrage, Quaker, ratify, naturalized, bail, indictment
7	espionage, treason

Activity Pages

Activity Pages



AP 3.1
AP 3.2
AP 4.1
AP 4.2
AP 7.1
AP 7.2
AP 7.3

The following activity pages can be found in Teacher Resources, pages 314–328. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 3–7—Map of the United States (AP 3.1)
- Chapter 3—*How the Other Half Lives* (AP 3.2)
- Chapter 4—Notes on Theodore Roosevelt (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.2)
- Chapter 7—Notes on Eugene Debs and Socialism (AP 7.1)
- Chapter 7—Domain Vocabulary: Chapters 5–7 (AP 7.2)
- Chapter 7—People and Places (AP 7.3)

Fiction and Nonfiction Excerpts

The following fiction and nonfiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

The excerpts may be used with the chapter specified either for additional class work or at the end of the unit as review or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Fiction Excerpts

- Chapter 2—Excerpts from *The Jungle* by Upton Sinclair (FE 1)
- Chapter 5—"Sympathy" by Paul Laurence Dunbar (FE 2)

Nonfiction Excerpts

- Chapter 2—Excerpts from *The History of the Standard Oil Company* by Ida M. Tarbell (NFE 1)
- Chapter 3—Excerpts from *Twenty Years at Hull House* by Jane Addams (NFE 2)
- Chapter 5—Excerpts from "Lynching: Our National Crime" by Ida B. Wells (NFE 3)
- Chapter 5—Excerpt from *The Souls of Black Folk* by W.E.B. Du Bois (NFE 4)
- Chapter 5—Excerpt from "The Negro Question" by *The New York Times* (NFE 5)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Poetry

- "Sympathy" by Paul Laurence Dunbar
- "Mother to Son" by Langston Hughes



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed any of the Grade 3–5 CKHG American History units, a critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In these earlier CKHG units, we have typically included a feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In the Grade 6 CKHG units, there are instances in which we have chosen to also include “The Pathway to Citizenship” feature in select American History units, such as this unit on *Reform in Industrial America*. As you will note in the later chapters of this unit, reform movements that occurred during this period influenced laws and the understanding of civil rights that exist in the United States today.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. Students who have used “The Pathway to Citizenship” materials throughout the *Core Knowledge Curriculum Series™* have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Bair, Barbara. *Though Justice Sleeps: African Americans, 1880–1900*. New York: Oxford University Press, 1997.

Colman, Penny. *Elizabeth Cady Stanton and Susan B. Anthony: A Friendship That Changed the World*. New York: Henry Holt and Company, 2016.

Du Bois, W.E.B. *The Souls of Black Folk*. New York: Dover, 1994.

Haddix, Margaret Peterson. *Uprising*. New York: Simon and Schuster BFYR, 2011.

Hakim, Joy. *An Age of Extremes*. New York: Oxford University Press, 1994.

Hollihan, Kerrie Logan. *Theodore Roosevelt for Kids: His Life and Times: 21 Activities*. Chicago, IL: Chicago Review Press, 2010.

Hopkinson, Deborah. *Shutting Out the Sky: Life in the Tenements of New York, 1880–1924*. New York: Orchard Books, 2003.

Hubbard, Crystal. *The Last Black King of the Kentucky Derby*. New York: Lee & Low Books, 2012.

Myers, Walter Dean, and Bonnie Christensen. *Ida B. Wells: Let the Truth Be Told*. New York: HarperCollins, 2015.

Seiple, Samantha. *Death on the River of Doubt: Theodore Roosevelt's Amazon Adventure*. New York: Scholastic Press, 2017.

Washington, Booker Taliaferro. *Up from Slavery*. New York: Dover, 1995.

The following books, which focus on efforts to expand civil rights that took place after the Industrial Reform era, may also be of interest to students:

Kanefield, Teri. *The Girl from the Tar Paper School: Barbara Rose Johns and the Advent of the Civil Rights Movement*. New York: Abrams Books for Young Readers, 2014.

Loney, Andrea. *Take a Picture of Me, James VanDerZee!* New York: Lee & Low Books, 2017.

Osborne, Linda Barrett. *Miles to Go for Freedom: Segregation and Civil Rights in the Jim Crow Years*. New York: Abrams Books for Young Readers, 2012.

Stokes, John A., Lois Wolfe, and Herman J. Viola. *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*. Washington, DC: National Geographic, 2008.

REFORM IN INDUSTRIAL AMERICA SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt;
NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Reform in Industrial America

"The Populist Movement" Core Lesson (TG & SR, Chapter 1)	"The Muckrakers" Core Lesson (TG & SR, Chapter 2)	"Upton Sinclair's <i>The Jungle</i> " (TG, Chapter 2, Additional Activities, FE 1)	"Urban Reformers" Core Lesson (TG & SR, Chapter 3)	" <i>Twenty Years at Hull House</i> " (TG, Chapter 3, Additional Activities, NFE 2)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Reform in Industrial America

" <i>How the Other Half Lives</i> " (TG, Chapter 3, Additional Activities, AP 3.2)	"The Triangle Shirt Waist Fire" (TG, Chapter 3, Additional Activities)	 Theodore Roosevelt" Core Lesson and "Notes on Theodore Roosevelt" (TG & SR, Chapter 4, AP 4.1)	"Reform for African Americans"—Day 1 Core Lesson (TG & SR, Chapter 5)	"Reform for African Americans"—Day 2 Core Lesson (TG & SR, Chapter 5)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Reform in Industrial America

"W.E.B. Du Bois and Booker T. Washington" (TG, Chapter 5, Additional Activities, NFE 4, NFE 5)	"Poems: 'Mother to Son' by Langston Hughes and 'Sympathy' by Paul Laurence Dunbar" (TG, Chapter 5, Additional Activities, FE 2)	"Women's Voting Rights" Core Lesson (TG & SR, Chapter 6)	 "Eugene Debs and Socialism" Core Lesson and "Notes on Eugene Debs and Socialism" (TG & SR, Chapter 7, AP 7.1)	Unit Assessment
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REFORM IN INDUSTRIAL AMERICA PACING GUIDE

_____’s Class

(A total of fifteen days has been allocated to the *Reform in Industrial America* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Reform in Industrial America

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Reform in Industrial America

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Reform in Industrial America

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The Populist Movement

The Big Question: What was the populist movement, and what were their main concerns?

Primary Focus Objectives

- ✓ Describe the discontent among farmers in the late 1800s. (RI.6.2)
- ✓ Recognize the importance of the debate around the gold standard vs. free silver. (RI.6.2)
- ✓ Explain how economic issues contributed to the development of Populism. (RI.6.2)
- ✓ Recognize the role of William Jennings Bryan. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *segregation*, *political party*, *populist*, *inflation*, *trade union*, *gold standard*, and *secretary of state*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Populist Movement”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

segregation, n. the act of keeping people separate, usually on the basis of race (152)

Example: During the era of segregation, African American students were not permitted to attend the same schools as white students.

political party, n. a group of people who work together to elect government officials and direct government policies (154)

Example: Each political party chose a candidate for the presidential election.

Variations: political parties

populist, adj. reflecting the beliefs of people who fight for the rights and interests of the common people (154)

Example: A populist message tries to appeal to ordinary people, and often defines opponents as elite, privileged people.

Variations: populist (noun), populists

Inflation, n. a rise in prices and a fall in the purchasing value of money (156)

Example: Because of inflation, you cannot buy as much with one dollar as you could twenty years ago.

trade union, n. an organization formed by workers with a specific skill, such as electricians, to win and protect their rights; today the term is used interchangeably with *labor union* (157)

Example: The carpenters joined together to form a trade union that would fight for higher wages.

Variations: trade unions

gold standard, n. the use of the country's supply of gold to back up the value of paper money (158)

Example: The gold standard is no longer used, although some people would like to bring it back.

secretary of state, n. the U.S. government official in charge of helping the president in his dealings with foreign countries (162)

Example: The secretary of state helped the president negotiate a trade agreement with China.

Variations: secretaries of state

THE CORE LESSON 35 MIN

Introduce *Reform in Industrial America* Student Reader

5 MIN

Introduce the *Reform in the Industrial Age* Student Reader by using the Introduction Timeline Image Card to review the lifestyle changes brought about by the Industrial Revolution, particularly the population and culture shift, from an agrarian lifestyle in rural areas to mine and factory work in cities. Explain that the Industrial Revolution led to a huge change in the ways that most people lived and worked. Tell students that while there were positive effects on individuals' lifestyles, there were negative consequences as well. Introduce the term *reform* from the unit title, and remind students that a reform is a change that is meant to improve something. Explain that students will be reading about events of the late 1800s and early 1900s that were attempts to correct or counterbalance the negative effects of the Industrial Revolution.

Introduce "The Populist Movement"

5 MIN

Explain that new technology like the steam engine led to the rapid development and spread of mechanization. Machines meant that factory goods could be produced faster. In many ways, this made work easier. People no longer had to rely on their own strength, or on animals, to make products. However, factory work was not easy. It was often repetitive, and factory conditions were

often uncomfortable, with very hot or cold temperatures and poor lighting. Conditions in mines were dangerous: miners breathed in coal dust, they could be injured or killed when mine shafts collapsed or in explosions. Workers were often not treated well. Many had to work twelve or more hours a day, often with only one day, or even just a half day, off per week. Pay was low. Children worked in mines and factories. The poor usually worked very hard but had little chance of ever rising out of poverty. In crowded cities, where workers lived, conditions were often unsanitary.

Remind students that long hours, hard work, little money, and child labor were all fairly common for most people before the Industrial Revolution. In some ways, it was not new for workers to have a hard life. However, at the same time that the Industrial Revolution was creating new types of work and workplaces and fueling a change in lifestyle for many people, capitalism was developing as well. The Industrial Revolution opened up new opportunities for capitalists—people with enough money to start or invest in a factory, mine, or other business. Some people were able to climb up the economic ladder this way. The middle class, particularly in cities, expanded. A few people became fabulously wealthy through investment and business. However, many people remained poor and had rough lives.

As the Industrial Revolution progressed, workers' movements also developed. Miners, factory workers, and even some businessmen wanted laws and reforms that would protect them. Most capitalists, however, wanted the government to stay out of business. They favored a *laissez-faire* approach. This term, coined by Adam Smith, means that the government does not step in to influence or control what happens in the free market. Capitalists and industrialists generally argued that because no one forced the workers to take these jobs with low pay, long hours, and bad conditions, there was no reason that they should complain. They said that the workers were choosing to accept the jobs as they were. They argued that paying workers more, or requiring better conditions, would make prices go up for consumers.

Others argued for a different approach. They wanted to change, or reform, society and business. Reformers had different ideas and plans about how to change things for the better. Explain that in this chapter, students will learn about one important attempt at reform that took place in the late 1800s and early 1900s, known as the populist movement.

Call students' attention to the Big Question. Tell students to look for information as they read the chapter about what the populist movement was and what their main concerns were.

Guided Reading Supports for “The Populist Movement”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"An Age of Extremes," Pages 152–153

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *segregation* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *segregation* from the Grade 5 unit *The Civil War*.

SUPPORT—Point out the idiom “The time was ripe” in the last sentence of the section. The idiom is believed to have originated with Shakespeare. It means the time was right for something to happen.

SUPPORT—Draw attention to the image of the child worker on page 153. Invite a volunteer to read the caption aloud.

After volunteers read the text, ask the following questions:

LITERAL—How many immigrants moved to the United States between 1860 and 1900?

» More than 14 million immigrants arrived between 1860 and 1900.

LITERAL—What was work in factories like at this time?

» Workers often had long hours and worked in dangerous conditions. They did not earn much. Some children worked in factories.

LITERAL—Which people had the most influence during this time?

» Owners of large businesses and railroads were often wealthy and influential.

EVALUATIVE—What were some of the ways city dwellers and farmers were similar?

» Some people who lived in cities had difficult lives. Some farmers also had difficult lives. These groups lived differently, but both faced problems that could make daily life hard.

"Discontent Among Farmers," Pages 154–155

Scaffold understanding as follows:

Read the section on pages 154–155 aloud, pausing to provide support as needed.

CORE VOCABULARY—Point out the vocabulary terms *political party* and *populist*, and explain their meanings.

Chapter 1
The Populist Movement

An Age of Extremes At the end of the 1800s, 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. Most of the people arriving from other countries flooded into the cities. Many immigrants, including children, found jobs in factories. Factory workers toiled for long hours, often in dangerous conditions, for small amounts of money.

The Big Question
What was the populist movement, and what were their main concerns?

Vocabulary
segregation is the act of keeping people separate, usually on the basis of race.

On the other hand, the owners of large businesses and great railroads became millionaires. Politicians worked together with the wealthy and powerful, and created ruling laws that would be unpopular with these influential people.

While many people who were not rich lived comfortably, many others lived difficult, challenging lives. Farmers struggled to survive. City dwellers lived crowded together in small apartment buildings. Immigrants, especially African Americans, faced racial segregation and discrimination. Women could not vote. The time was ripe for changes in the system—for reform.

Page 152



Discontent Among Farmers

One area where the demand for reform began was in the formation of a new political party: the Populist Party. American farmers formed the Populist Party in 1891, but the seeds that led to this new party had been planted decades before.

In the 1880s, American farmers wanted to have many advantages. Many owned vast farms, large herds, and modern farm equipment that was the envy of the rest of the world. But as the farmers raised more grain and livestock, the prices of these products dropped. Many crops lost half their value within ten years. At the same time, railroad shipping costs for carrying the crops to market went up.

vocabulary
political party, n.
a group of people who work together to elect government officials and direct government policies

support all, reflecting the beliefs of people who fight for the rights and interests of the common people



Page 154

The situation was especially bad in the West and Southwest. Droughts in the Great Plains caused many farmers to leave their farms to return to the East. One observer described a parade of dejected farmers who had given up on farming: "The discouraged settlers walked out of the drought-stricken country day after day, they passed the grinded, depleted, and early worn sick, tired, and hapless women."

Drought was not the only problem for farmers. They were also plagued by grasshoppers so severely hungry that they ate the plants on the wagons, chewed through saddles, and left holes in the kitchen curtains. Dust storms, floods, tornadoes, fires, and thieves—all these were constant threats to the farmer's livelihood. Combined with the drop in prices for their crops, these calamities finally got the better of the farmers' spirits. People in difficult situations like these often seek someone to blame. In this case, anger was directed toward the supply of money in the United States.

Gold Standard Versus Free Silver

The farmers believed that the banks' tight control over the availability of money was one reason for their troubles. This whole idea is pretty complicated. If you look at a dollar bill, you will see the words **FEDERAL RESERVE NOTE** printed across the top. But these words were not always there. Not so long ago, the words **SILVER CERTIFICATE** appeared on the dollar bill. Early dollar bills also contained this announcement:

THIS CERTIFIES THAT THERE HAS BEEN DEPOSITED
IN THE TREASURY OF
THE UNITED STATES OF AMERICA
ONE SILVER DOLLAR
PAYABLE TO THE BEARER ON DEMAND

That meant that you could go into a bank and trade your dollar bill for a dollar's worth of silver. Before silver certificates were issued, gold certificates

Page 155

SUPPORT—Note that the word *populist* is related to the words *people* and *population*. Both come from the Latin word for “people,” *populus*. The Populists used the word to help suggest they were working for the good of people, especially the common people or the bulk of the population, rather than for the good of companies, industries, or the wealthy classes.

SUPPORT—Point out the clause, “the seeds that led to this new party had been planted decades before,” at the end of the first paragraph of the section. Make sure students understand that the agricultural language (*seeds, planted*) is figurative. The statement means that the reasons for the formation of the Populist Party had been building for a long time.

SUPPORT—Review basic principles of capitalism: income and wealth are distributed through markets; private ownership of businesses and industry; the goal is profit; capital (money) is invested in order to make more money.

SUPPORT—Review the law of supply and demand: a basic principle of capitalism; it refers to the amount of goods and services available to buy compared with the amount that people want to buy. Provide an example: There are many cars available for sale in a town. The people selling the cars compete with each other. They offer prices that are low enough that customers will buy from them. Then, many people move to the town, and they all need to buy cars. This means that demand goes up. Because there is more demand for the cars, the sellers can raise their prices. Now, imagine that a big employer in the town shuts down. People lose their jobs. Many people decide to sell their cars. Now, there is a rise in the supply of cars. That means prices will go down, because there are many cars available to potential buyers.

SUPPORT—Note the words *drought*, *plagued*, and *calamities* in the last paragraph of the section. Explain that a drought is a long period of time during which there is not enough rain to grow crops. Explain that *plagued* means the farmers were faced again and again with a huge problem. To be plagued means to be bothered, harassed, or attacked. A plague of grasshoppers is literally an enormous, destructive swarm of grasshoppers. Explain that *calamities* are disasters.

After you read the text, ask the following questions:

LITERAL—Why did it become more difficult for farmers to earn a living at this time?

- » Prices for grain and livestock went down. Farmers could not sell grain and livestock for a good price anymore. The cost of shipping crops also went up. So farmers earned less but had to pay more to do business.

LITERAL—What was one effect of the bad droughts in the Great Plains?

- » People gave up farming and moved away, often to the East Coast.

LITERAL—What were some of the other natural calamities that destroyed crops?

- » Swarms of grasshoppers, dust storms, floods, and tornadoes destroyed crops.

LITERAL—What was the mood of many farmers from these areas?

- » Many felt dejected, defeated, hopeless, or angry.

“Gold Standard Versus Free Silver,” Pages 155–157

Scaffold understanding as follows:

Read the section on pages 155–157 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *inflation* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall learning about inflation in the Grade 6 units *Ancient Greece and Rome* and *The Industrial Revolution: Changes and Challenges*.

SUPPORT—Explain that the debate about using silver or gold that raged in the 1890s was linked to people’s feelings about having economic security. Both sides of the debate claimed that their preferred metal would help ensure national prosperity. A tight money supply after the Civil War and economic depressions in the 1870s and 1890s meant that hard times were the reality for many people. Parallel to this issue was a cultural East-West divide. The East (particularly the northeast) was more settled, urban, and generally wealthier. The West was more agricultural. Western areas had far fewer established cultural and financial institutions. The very reason that many people moved and settled in the West was because they were poor and looking for better economic opportunities elsewhere. The notion of a powerful and privileged society in the East, and a hardworking, less privileged society in the West contributed to the tensions between eastern bankers and western farmers.

 **Background for Teachers**—After the Civil War, major silver deposits were discovered in the West. Silver became more readily available than gold. Moreover, the Populists recommended that silver be valued at a 16:1 ratio with gold. This meant that sixteen ounces of silver would be worth one ounce of gold. This made silver more inflationary than gold. Populists wanted to use silver because it would expand the money supply in the country. Bankers wanted to use gold because it would allow them to earn more on the loans they made, beyond getting back the basic principal and interest.



After you read the text, ask the following questions:

LITERAL—Why did paper money used to say SILVER CERTIFICATE or GOLD CERTIFICATE?

- » This meant that you could trade in the paper money for silver or gold. One paper dollar equaled a certain amount of silver or gold.

LITERAL—What happened when the government printed more paper money during the Civil War?

- » This led to inflation. With more paper money available, prices went up.

LITERAL—Why were many farmers in debt?

- » Farmers needed land and machines in order to make a living. Because the costs for both land and machines were high due to inflation, they had borrowed money from banks to buy what they needed. As crops failed, followed by a tight money supply, the farmers could not repay their loans.

LITERAL—Why did some people not trust paper money?

- » They weren't sure it was valuable. There was less gold available. People didn't know whether they could really trade their paper money for gold.

CHALLENGE—Why did bankers worry about the idea of using silver?

- » The value of silver varied more than the value of gold. The bankers loaned out money. They worried that they would loan out money and then get repaid with silver that was not worth as much.

"The People's Party," Pages 157–158

up the paper money was in short supply. How had this happened? As the population had grown, the demand for gold had also grown. At the same time, gold mines weren't producing as much gold as they had in the past. As the gold supply decreased, many people could no longer trade their dollars in for gold. Meanwhile, silver mines were producing more and more silver. There was plenty of silver that could be turned into coins, but the value of silver could vary more than the value of gold, which worried the bankers who loaned large sums of money. They were concerned that the banks would earn less money from their investments.

The People's Party

The farmers wanted the government to start using silver for money. Those who wanted the government to rely on silver were known as supporters of "free silver." Many of the farmers who supported free silver also wanted relief from the low prices they got for their products and from the high prices they paid the railroads to ship these products. These angry farmers joined together with some unhappy trade-union members to form the Populist Party.

People who joined the new party were called Populists, but so were company members who wanted political change in certain areas. The Populists wanted more than free silver. Their demands also included a shorter workday and a graduated income tax. With a graduated income tax, wealthy people pay a higher percentage of their income in taxes than those who earn less, such as farmers and factory workers.

Of course, there were two sides to the great currency debate, as there usually are. On one side of the issue were western farmers who supported free silver. On the other side were eastern bankers who wanted

Vocabulary

trade union, n. an organization formed by workers with a specific skill, such as electricians, to act and protect their rights today (the term is used interchangeably with labor union)

Page 157

Scaffold understanding as follows:

Have students read the section on pages 157–158 independently.

CORE VOCABULARY—Point out the vocabulary terms *trade union* and *gold standard*, and explain their meanings.

After students read the text, ask the following questions:

LITERAL—What did farmers think would help their economic situation?

- » They wanted the government to rely on silver. They wanted higher prices for what they sold and lower costs for shipping products by railroads.

LITERAL—What did Populists want?

- » They wanted changes including free silver, a shorter workday, and different levels of taxes for people, depending on how wealthy they were.

CHALLENGE—How were the bankers different from the farmers and other Populists?

- » The bankers wanted to use gold to back paper money, not silver. They were from the East, and the farmers were from the West. The bankers were wealthier. Many of the people in favor of the gold standard would also have to pay more taxes if a graduated income tax were to become law.

“William Jennings Bryan,” Pages 158–159

paper money to be backed by gold, not silver. These bankers still had access to plenty of gold. They felt that gold should remain the standard. These supporters of the gold standard were sometimes called “gold bugs.” Many of the people who were in favor of the gold standard would also have to pay more taxes if a graduated income tax were to become law. Into this bitterly divided political situation stepped one of the greatest public speakers in American history, William Jennings Bryan.

Vocabulary
gold standard, n. the use of the country's supply of gold to back up the value of paper money

William Jennings Bryan
Imagine a time before television, movies, computers, or even radio. What might you do for fun? It may surprise you that a popular pastime in the 1880s and early 1900s was going to hear people give speeches. In fact, in high schools throughout the United States, students competed and received prizes for their ability to recite poems and essays. The art of speaking in public is called oratory. Public speeches are called orations. Oratory was a highly prized skill in the late 1800s, before electricity was available to spur the invention of the forms of entertainment we enjoy today.

William Jennings Bryan, born in 1860, was practically an orator from birth. As soon as he learned to read, Bryan would climb up on a table and from memory recite his lessons to his mother.

When he was about your age, Bryan went with his father to a political convention. There, after listening to the speakers, the boy took the stage. The audience smiled, amused by the youngster who was so sure of himself. But as the boy spoke, they listened intently and then cheered wildly and crowded him around the room when he finished.

William Jennings Bryan rose to prominence. As the leader of the Democratic Party, he was known as the “Cross of Gold” man.

Page 158

Scaffold understanding as follows:

Have students read the section independently.

After students read the text, ask the following questions:

LITERAL—What are some reasons that people valued oratory, or the ability to speak well in public, in the late 1800s?

- » It was a form of entertainment. People did not have media like radios, computers, or television. Listening to good speakers and performers was a way to relax and to learn.

LITERAL—In the debate about silver and gold, what side did William Jennings Bryan support?

- » He supported free silver.

“The Democratic Convention,” Page 159

for a candidate to run for president. They wanted someone who supported their cause of free silver. Bryan had built a reputation as a brilliant debater while he was still a boy, and then again as a student at Illinois College. He had also served two terms in the House of Representatives. Bryan was just the man the Democrats needed to run for president. He was well spoken, well liked, and a supporter of free silver.

The Democratic Convention
As a candidate, Bryan was the first politician to travel widely, using public speaking appearances to attract followers. As he traveled, the great orator tried out some phrases in his speeches. Two phrases, “cross of gold” and “crown of thorns,” had been warmly received by his listeners. These ideas used language from the Bible, which was familiar to Bryan's audience. He discovered that the mixture of religion and politics that came naturally to him was a hit with many Americans.

In William Shakespeare's play *Julius Caesar*, two characters debate whether the assassination of Caesar was justified. Brutus speaks first and wins support from the audience, but then Marc Antony gives an even better speech and completely wins over the crowd. Shakespeare's play shows that the last speaker in a debate can have a big advantage, provided he has the necessary public speaking skills. In a debate at the 1896 Democratic Convention over whether the silver issue would become central in the upcoming election, Bryan had the opportunity to speak last, and—like Marc Antony—he used it to his advantage.

“Cross of Gold” Speech
Bryan wanted to make the issue of free silver central to the presidential campaign. He had to convince skeptical Democrats to his point of view. He treated that his “Cross of Gold” speech would not fail him.

Page 159

Scaffold understanding as follows:

Invite a volunteer to read this section on page 159 aloud.

After the volunteer reads the text, ask the following questions:

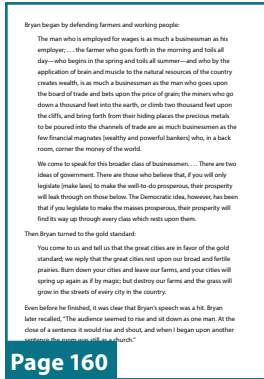
LITERAL—How was William Jennings Bryan different from other politicians of the time?

- » He traveled to many places, getting support by giving speeches.

EVALUATIVE—What strategies did Bryan use to make his speech at the Democratic Convention successful?

- » He had learned to incorporate images and language from the Bible that his audience recognized and responded to. He was able to speak last at the convention, which gave him an advantage with the audience.

“Cross of Gold” Speech,” Pages 159–161



Scaffold understanding as follows:

SUPPORT—Before reading this section aloud, tell students that the “Cross of Gold” speech contains challenging vocabulary and idioms that you will explain as you read the speech.

To start, ensure that students understand the relationship of the words *employer* and *employee*. Write the word *employ* on the board, explaining that it means to hire someone to work. Add the words *employer* and *employee* as shown in the diagram below, and explain that an employer is the person who hires, while an employee is the person who is hired and does the work.

employer → employ → employee

An employer employs an employee.

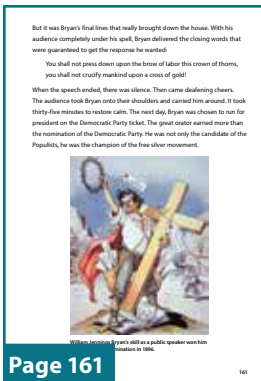
Read the section on pages 159–161 aloud.

SUPPORT—As you read, pause to discuss unfamiliar words and phrases. Explain that *toils* means works, and that the word implies hard, difficult work. The phrase “goes upon the board of trade and bets” refers to investing money, or speculating—betting what will happen to prices, such as in the stock market. Note that investing and speculating are ways capitalists make money. They are ways of using money to make more money.

Corner here refers to keeping the bulk of money to themselves, rather than everyone having a chance to make money. *Prosperous* means wealthy or rich; *prosperity* means wealth. The *masses* refers to the majority, or ordinary people. Bryan describes what today is often called the “trickle-down” economic theory (wealth trickles down from richer to poorer classes), and he also describes the opposing theory that if the masses have money to spend, the whole economy is stronger.

The idiom “brought down the house” means to win overwhelming approval from an audience. A speaker or performer who brings down the house receives loud applause, whistles, and shouts of approval from the audience.

The “cross of thorns” refers to the Biblical story of Jesus’s crucifixion, when Jesus was forced to wear a crown made of thorns that made him bleed. “Crucify mankind upon a cross of gold” also refers to this biblical story. Bryan draws parallels between his political supporters and Jesus, suggesting that farmers and other Populists are being mistreated and sacrificed (to gold). He draws a parallel between the bankers and other backers of gold, suggesting that they are like the cruel and powerful rulers who put Jesus to death. Bryan is also suggesting that they worship gold, wealth, or money.



SUPPORT—Draw attention to the cartoon on page 161. Invite a volunteer to read the caption aloud. Then guide students to interpret the image using what they have learned about William Jennings Bryan. (*Students should note the use of a cross of gold and a crown of thorns, both references to Bryan's "Cross of Gold" speech.*)

After you read the text, ask the following questions:

LITERAL—How does Bryan describe employees, such as farmers and miners?

- » He describes them as hardworking, using their brains and muscles.

EVALUATIVE—How and why does Bryan compare employees, people who work for wages, to employers?

- » He says they are both "businessmen." They both create wealth. He wants to show that they are equal.

LITERAL—Bryan contrasts two groups. What kinds of people make up each group?

- » One group includes working people who are not wealthy, such as farmers, workers, and miners. The other group includes wealthy and powerful people like employers, investors, and bankers.

EVALUATIVE—What are the two ideas of government that Bryan identifies?

- » One idea is that laws should help make wealthy people wealthier. This will help everyone. The wealth of the richer people will drip down to help those who don't have as much. The other idea, which Bryan calls the "Democratic idea," is that laws should help make the majority, or the common people, wealthier. This wealth will rise up and help all people, poor and wealthy.

EVALUATIVE—What points does Bryan make about cities and farms?

- » He says cities want the gold standard. He says that cities will always survive. But he says cities depend on farms because people must eat. If farms are destroyed, it will impact the whole country.

INFERENTIAL—What message does Bryan want to convey with the images of the crown of thorns and the cross of gold?

- » He means that the Populists, farmers, and others who want free silver are being treated unfairly by powerful people, such as the wealthy bankers. He means the people who want gold are willing to sacrifice the common, working people.

“Effects of Populism,” Pages 162–163

Effects of Populism

Bryan did not win the election of 1896. However, he made a great showing against the Republican candidate, William McKinley. In time, McKinley and his vice president, Theodore Roosevelt, would adopt many populist ideas.

As the economy improved under the Republicans, the issue of free silver became a thing of the past. It was no longer a concern for farmers. Other issues raised by the Populists had been absorbed by the Democrats. And the Republican Party had also addressed several reform issues. The workday was shortened, and an income tax amendment was passed in 1913.

Noted primarily for his “Cross of Gold” speech, an issue that simply no longer mattered, Bryan also lost the presidential election in 1900 and 1908. However, he served as secretary of state from 1913 to 1915 under President Woodrow Wilson.

Vocabulary
secretary of state, the U.S. government official in charge of helping the president in his dealings with foreign countries

Page 162



William Jennings Bryan, born in Salem, Illinois, in 1860, was a wonderful public speaker.

Page 163

Scaffold understanding as follows:

Have students read the section on page 162 independently.

CORE VOCABULARY—Point out the vocabulary term *secretary of state*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *secretary of state* from the Grade 4 unit *Early Presidents*.

After students read the text, ask the following questions:

LITERAL—What lasting influence did William Jennings Bryan and other Populists have?

- » President McKinley and Vice President Roosevelt adopted many populist ideas. And both the Democrats and the Republicans addressed many populist ideas, such as shortening the workday and changing the tax system.

LITERAL—Why did the idea of free silver become less important?

- » The economy improved, so farmers did not have the same problems that had led them to support free silver.

Timeline

- Show students the Introduction and Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What was the populist movement, and what were their main concerns?”
- Have a student post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What was the populist movement, and what were their main concerns?”
 - » Key points students should cite include: farmers, workers, and others who were not wealthy made up the populist movement, a reform movement to address economic disparities; William Jennings Bryan, a popular orator and leader of the movement, spoke about the

economic issues important to populists, such as high prices and debt; free silver; long working hours; and a graduated income tax.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*segregation, political party, populist, inflation, trade union, gold standard, or secretary of state*), and write a sentence using the word.

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

The Muckrakers

The Big Question: Why were some journalists at this time called “muckrakers,” and why was their work important?

Primary Focus Objectives

- ✓ Explain the significance of muckraking journalists. (RI.6.2)
- ✓ Identify Ida Tarbell and Upton Sinclair. (RI.6.2)
- ✓ Explain the impact of Tarbell’s work on Standard Oil. (RI.6.2)
- ✓ Explain the impact of Sinclair’s novel *The Jungle*. (RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *capitalism*, *meatpacking*, *oil-refining*, *free trade*, *trust*, and *legislature*; and of the phrase “Progressive Era.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Muckrakers”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Sufficient copies of Excerpts from *The Jungle* by Upton Sinclair (FE 1)

Core Vocabulary (Student Reader page numbers listed below)

“Progressive Era” (phrase) a time of social and political activism in the United States during the early 1900s, characterized by changes and reforms aimed at improving people’s lives (166)

Example: Reformers of the Progressive Era worked to make life better for all Americans.

capitalism, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government (166)

Example: The U.S. economy is based on capitalism.

meatpacking, adj. related to the business of processing, packing, and distributing meat (167)

Example: The meatpacking industry provided jobs for many immigrants, especially in cities like Chicago.

oil-refining, adj. related to purifying petroleum (oil) to produce a product for sale (167)

Example: After the petroleum was removed from the ground, it was sent to an oil-refining facility.

free trade, n. a policy of unrestricted trade, in which the government does not use quotas, tariffs, or other measures to regulate imports and exports (170)

Example: The president thought that free trade with Europe would boost the economy.

trust, n. a combination of corporations created to reduce competition and control prices (170)

Example: The trust helped some business owners grow very wealthy.

Variations: trusts

legislature, n. the government body responsible for making laws (175)

Example: Before running for governor, he served in the state legislature.

Variations: legislatures

THE CORE LESSON 35 MIN

Introduce “The Muckrakers”

5 MIN

Review the Introduction and Chapter 1 Timeline Image Cards to remind students about the content in Chapter 1.

Introduce the chapter title. Explain that *muckraker* was a term used to describe certain journalists in the early 1900s. They wrote about the excesses and abuses of power by large companies, business leaders, and other capitalists. In many ways, they were the precursors to today’s investigative journalists.

Call students’ attention to the Big Question. Tell students to look for information as they read the chapter about what the muckrakers did and the effects of their work.

Guided Reading Supports for “The Muckrakers”

30 MIN

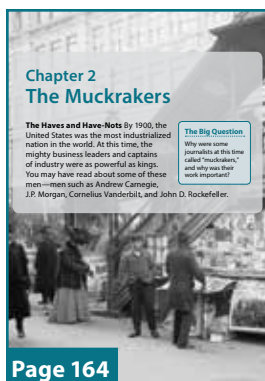
When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Haves and Have-Nots,” Pages 164–166

Scaffold understanding as follows:

Invite volunteers to read the section on pages 164–166 aloud.

SUPPORT—Students in Core Knowledge schools may recall learning about *the haves* and *the have-nots* in the Grade 6 unit *The Industrial Revolution: Changes and Challenges*. The phrases come from the works of Karl Marx.



They refer to two groups in society: those who have wealth and power, and those who do not.

SUPPORT—Students in Core Knowledge schools may recall reading about Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt, and John D. Rockefeller in the Grade 6 unit *Industrialization and Urbanization in America*.

SUPPORT—Note that the term *checks*, used in the first sentence on page 166, is used in this context to mean limits, or things that stop, control, or slow someone down. Students in Core Knowledge schools may recall reading about the phrase “checks and balances” to describe the U.S. system of government.

SUPPORT—Remind students that they learned the term *federal government* in previous units. It means a national government that shares power with state or regional governments. Federal laws and regulations apply to the whole country.

After the volunteers read the text, ask the following questions:

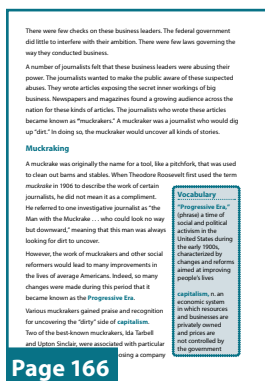
LITERAL—How could you describe the business and industry leaders of this era?

- » They were very powerful, almost like kings. They used whatever business practices they thought would enable them to make more money.

EVALUATIVE—What are some reasons these leaders were so powerful?

- » There were almost no controls by the federal government on what they could do.

“Muckraking,” Pages 166–167



Scaffold understanding as follows:

Have students read the section on pages 166–167 independently. Encourage them to refer to the vocabulary box as they read.

CORE VOCABULARY—Point out the vocabulary terms “Progressive Era,” *capitalism*, and *meatpacking*, and explain their meanings.

Note: Students in Core Knowledge schools may recall learning about capitalism in the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

After students read the text, ask the following questions:

LITERAL—Who were the muckrakers?

- » They were journalists who investigated and wrote about how businesses were run; they tried to uncover the secrets and problems of certain business practices.

LITERAL—How did the muckrakers impact people’s lives?

- » They uncovered problems, which led to reforms and improving people’s lives.

LITERAL—Who were two famous muckrakers, and what businesses did they write about?

» Ida Tarbell (Standard Oil) and Upton Sinclair (meatpacking industry)

“Ida Tarbell,” Pages 167–168

Scaffold understanding as follows:

Have students read the section on pages 167–168 independently.

CORE VOCABULARY—Point out the vocabulary term *oil-refining*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—How was Tarbell’s family affected by John D. Rockefeller?

» Her father worked independently in the oil business in Pennsylvania. Rockefeller tried to take over the whole oil production business in the state.

LITERAL—Why did many of Standard Oil’s competitors go out of business?

» It controlled oil pipelines and refineries and factories. This made it hard for other oil businesses to transport oil or produce products using oil.

EVALUATIVE—Why was Tarbell angry enough to leave the newspaper where she worked after she finished college?

» She was angry that a young person was put in charge. She had been working there for a long time and had experience. The new boss was probably given the job because he was male and because he was the son of the older boss. She felt this was unfair.

“Tarbell at McClure’s Magazine,” Page 169

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

After volunteers read the text, ask the following questions:

LITERAL—What impact did Tarbell have on *McClure’s* magazine?

» She helped increase the number of readers. She helped make it the most popular magazine in the country.

EVALUATIVE—How would you describe Ida Tarbell?

» She was intelligent and interested in many topics. She was an excellent writer. She was passionate about her beliefs, kind, and funny.

called Standard Oil. Sinclair is known for his work describing the meatpacking industry.

Ida Tarbell

In 1865, when Ida Tarbell was twelve, her family moved to Tazewell, Pennsylvania. Her father, Franklin, was an independent oilman who made barrels used in the oil-refining business. He joined other oilmen who tried—unsuccessfully—to fight John D. Rockefeller’s takeover of oil production in Pennsylvania. Rockefeller’s company, Standard Oil, was on its way to becoming the largest oil company in the country. Rockefeller was becoming one of America’s richest individuals. Rockefeller controlled the pipelines that carried the oil from the wells to the refineries. He also controlled the refineries and factories where the oil found in the ground—known as crude oil—was turned into useful products. Soon many of his competitors found themselves out of business, unable to compete with Rockefeller.

Franklin and Esther Tarbell raised four children. The eldest was Ida Minerva. She was named for a character in literature who supported higher education for women (Ida) and for the Roman goddess of wisdom (Minerva). Ida’s mother, a supporter of women’s rights, was determined that Ida would try to imitate her namesakes by pursuing wisdom and education.

Although Ida Tarbell’s father did not support his daughter’s desire for an education, he agreed to let her enroll at Allegheny College. She was the only woman among the forty students in her class. After graduating from college, she worked as an editor at a local newspaper. She worked there until her boss put his nineteen-year-old son in charge of the paper one summer. Ida, who was thirty-three, was angered. She left in protest. She went to and to write.

Page 167

While she was in Paris, Ida Tarbell wrote an article on an unlikely topic: the paving of Parisian streets. She sent this article to a new American magazine called *McClure’s* magazine. Publisher Samuel McClure’s instant response was, “This girl can write!” He hired Tarbell immediately and urged her to come home from France and join his staff as an associate editor.



Page 168

Tarbell at McClure’s Magazine

McClure could not have made a better choice. In only a few months, Tarbell’s articles helped increase the number of readers from 40,000 a month to 250,000. McClure’s became the most popular magazine in the United States, in part because of Tarbell.

Tarbell was also a fit with the magazine’s staff. A coworker at the magazine had nothing but praise for her: “She is beautiful with virtue—so generous, so modest, so full of kindness, so able, so gallant—and yet with such good sense and humor.”

Ida Tarbell wrote on many different topics. She always brought a sense of fairness to her writing. After writing biographies of Napoleon Bonaparte and Abraham Lincoln, Tarbell was assigned to write a series of articles on the workings of the Standard Oil Company.

Government Policy

John D. Rockefeller, owner of the Standard Oil Company, was a wealthy, powerful businessman who was used to getting his own way. In 1893, Rockefeller controlled more than 90 percent of oil production in the United States. He was so successful that many of his competitors were going out of business. In fact, that was part of Rockefeller’s plan.

In 1890, the Sherman Antitrust Act was passed in Congress. This law was designed to keep large companies and businesses from monopolizing.



Page 169

"Government Policy," Pages 169–170

with free trade or limiting competition. At the time, large trusts controlled major industries. The trusts were groups of related companies within an industry, all controlled by a single governing board.

The new law was intended to keep the giant trusts from putting small companies out of business. It was supposed to prevent one company, or a group of cooperating companies, from controlling an entire industry. But the Sherman Antitrust Act did not achieve the desired result. In fact, after the law was passed, twenty-five new trusts were formed. Instead of protecting small businesses from giant trusts, the law was used to crush union efforts at labor reform.

Standard Oil Trust

Rockefeller's Standard Oil Company was the first trust. It was also one of the most powerful trusts. One of the ways that the company had been able to get rich was through the use of rebates. You may know of rebates as money you get back from a manufacturer for buying a certain product. Around 1900, a rebate was a little different. It was more like what we call a "kickback," or bribe today. Here's how the rebates worked. Standard Oil shipped its product by railroad. Because it did so much business with railroads, Standard Oil worked out a deal with them. Standard Oil agreed to pay the same amount as other oil companies to ship its product by rail. But the railroads had a secret deal with Standard Oil. They agreed to give Standard Oil some of the money back. In fact, Standard Oil had such a sweet deal with the railroads that it got rebates, or discounts, not only on its own oil but also on oil shipped by rival companies. Because the company's shipping costs were lower, it could afford to sell its oil for less.

Page 170

Scaffold understanding as follows:

Invite volunteers to read the section on pages 169–170 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *free trade* and *trust* when they are encountered in the text.

After volunteers read the text, ask the following questions:

INFERENTIAL—Why did Rockefeller want competitors to go out of business?

- » This would make his business wealthier and more powerful. If there were no competitors, he could charge high prices for oil, because people would have nowhere else to buy it.

EVALUATIVE—What was the goal of the Sherman Antitrust Act?

- » The goal was to stop large companies, trusts, and the people who owned them from getting so big and powerful that other companies could not compete with them. It was intended to be a way to stop the giant trusts from crushing small companies.

LITERAL—What happened after the Sherman Antitrust Act?

- » Even more trusts were formed. Businesses used the law to stop reforms that workers wanted.

"Standard Oil Trust," Pages 170–171



John D. Rockefeller's control over the oil industry is illustrated in this cartoon. Rockefeller also controlled every aspect of oil production from drilling to refining oil products. This has helped Standard Oil keep its prices lower than those offered by competitors.

Standard Oil managed to drive most of its competitors out of business. It sometimes bought rival companies. This meant it had fewer competitors. It used bribery and threats to keep antitrust cases against it out of court. All Rockefeller to remain "king of the oil business."

Page 171

Scaffold understanding as follows:

Invite volunteers to read the section on pages 170–171 aloud.

SUPPORT—Today, a rebate is like a discount—a customer buys something, then gets money back from the company, effectively reducing the price the customer pays. A kickback is money paid to someone as a reward for cooperation or help, usually as part of a secret deal. A kickback generally implies dishonest, illegal, or unfair behavior. A sweet deal is a very good, unusual price or situation; here, it means that Standard Oil got a lot of money from the railroad. "Drive out of business" means to do something that makes another business close down. Standard Oil's tactics led many other oil businesses to close.

After volunteers read the text, ask the following questions:

LITERAL—What special deal did Standard Oil have with the railroads?

- » It paid the normal amount to ship oil on the railroads, but then the railroads gave money back to Standard Oil. This meant that, in the end, the real price Standard Oil paid was much less than what others had to pay.

EVALUATIVE—Why did this special deal hurt other oil companies?

- » It cost Standard Oil less to ship oil. Because it had lower costs, it could sell its oil for a lower price. Customers would always buy from the company with the lowest price. That meant other companies lost customers and could not make money.

LITERAL—What is another way Standard Oil eliminated competitors?

- » It bought them, eliminating them as competitors and making them part of the giant company.

LITERAL—How did Standard Oil prevent others from using the law to stop it?

- » It used bribes and threats to stop court cases.

“Tarbell’s Reports,” Page 172

Tarbell’s Reports

Like Tarbell’s reports on Standard Oil told thousands of people how the giant firm operated. Although her own father had been run out of business by Standard Oil, Tarbell tried to be evenhanded in her writing. She carefully described how the company acted, using factual sources any good reporter would use. She interviewed people who had worked at Standard Oil. She used court records and news articles in her research. Her final report contained much criticism of Standard Oil, but Tarbell mixed her case on facts. The report was a great success. It was published in 1904 as a book titled, *The History of the Standard Oil Company*.

As a result of Tarbell’s writings about Standard Oil, the government decided to investigate. This led to a Supreme Court ruling in 1911 breaking apart the oil trust. In the Supreme Court decision, the justice wrote, “A society in which a few men are the employers and a great body of men are merely employed or servants is not the most desirable to a republic.”

After reading McClure’s articles about Standard Oil, the public became more interested in such stories. The articles in McClure’s were followed by work in other muckraking journals. There were articles about life insurance, fake medicine, businesses, and numerous other topics. One of these topics was the corruption of the meatpacking industry. This corruption was memorably exposed by the journalist Upton Sinclair.

Upton Sinclair

Upton Sinclair was born in Baltimore in 1878. He is best known for his book *The Jungle*, written in 1906. It is a work of fiction about the meatpacking industry.

As in the oil business, owners of certain meatpacking businesses became very wealthy toward the end of the 1800s. However, workers at meatpacking suffered for low pay.

Page 172

Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Point out the words *evenhanded* in the first paragraph and *corruption* in the last paragraph of the section. Explain that *evenhanded* means that Tarbell tried to be fair and give both sides of the story. Students may recall learning the word *corruption* in the Grade 6 units *Ancient Greece and Rome* and *Industrialization and Urbanization in America*. It means illegal or dishonest behavior, often by people in a position of power.

After students read the text, ask the following questions:

LITERAL—What kind of information did Tarbell use in her report on Standard Oil?

- » She used facts, interviews, court records, and news articles.

LITERAL—What impact did Tarbell’s report have on Standard Oil?

- » The government investigated and broke up Standard Oil. This meant it could no longer be a giant, all-powerful company.

EVALUATIVE—What reason did the Supreme Court give in the decision to break up Standard Oil?

- » It said that a situation in which only a few people are bosses, with most people working for them, is not a desirable business practice in a republic like the United States.

LITERAL—What was another effect of Tarbell’s articles?

- » More muckraking articles were published on many topics.

“Upton Sinclair,” Pages 172–173

Many people think that *The Jungle* was written to change the practices of the meatpacking industry. However, Sinclair's purpose was to raise awareness about the plight of all workers. Sinclair was a socialist—a person who believes in an economic system in which major industries are owned or regulated by the government, rather than by private businesses. As a socialist, Sinclair wrote about issues that would alert his readers to what he believed were the evils of capitalism.

Sinclair's Writings

Here is a sample of the way Sinclair tried to make these points:

There are able-bodied men here who work from early morning until late at night, in ice-cold cellars (sometimes with a quarter of an inch of water on the floor)—men who for six or seven months a year never see the sunlight from Sunday afternoon till the next Sunday morning—and who cannot earn three hundred dollars in a year. There are little children here, scarce in their teens, who can hardly see the top of the work benches whose parents have had to get them their places—and who do not make the half of three hundred dollars a year, and perhaps not even the third of it.

In passage after passage, Sinclair described the workings of the meatpacking industry. His descriptions are vivid. Some are too disgusting to read close to bedtime. He wrote about the nauseatingly unsanitary conditions in meat-processing plants. He described how pigs and cows were killed. He wrote about how the meat inspector would talk with his friends instead of inspecting the animals. Commenting on the success of his book, Sinclair said, “I aimed at the public's heart and by accident I hit it in the stomach.”

After several publishers rejected *The Jungle*, Sinclair published it with his own money. Sinclair's book did more than upset people about what went into meat. Theodore Roosevelt ordered an investigation.

Page 173

Scaffold understanding as follows:

Read the section aloud.

SUPPORT—Remind students that the meatpacking industry refers to factories at which meat is cut up, prepared, and packaged to be sold in stores and markets. It also sometimes includes the butchering of animals.

SUPPORT—Students in Core Knowledge schools may recall learning about socialism in the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

After you read the text, ask the following questions:

LITERAL—How was the meatpacking industry similar to the oil industry at this time?

» It was also run by some very wealthy owners.

LITERAL—What was one big problem in the meatpacking industry?

» Workers got very low pay and worked in very bad, dangerous conditions.

LITERAL—What was Sinclair's point of view about business and industry?

» He was a socialist and thought major industries should be owned or regulated by the government.

LITERAL—What was Sinclair's main goal in writing *The Jungle*?

» He wanted the public to know about workers' problems and to show drawbacks to capitalism.

“Sinclair's Writings,” Pages 173–174

Scaffold understanding as follows:

Have students read the section on pages 173–174 independently.

SUPPORT—Sinclair had hoped his work would call attention to the effects of capitalist competition, but it instead made people more aware of problems in the food industry that needed to be addressed. While most Progressives wanted to regulate capitalism primarily to level the playing field and to set some basic standards, socialists believed capitalism needed more active government regulation because of the inherent evils within the system.

SUPPORT—Draw attention to the image on page 174, and invite a volunteer to read the caption aloud.



The workers shown here are making sausages. Upton Sinclair's revelations about the working conditions in the meatpacking industry, as well as the quality of the meat being sold to the general public, led to federal investigations.

Page 174

After students read the text, ask the following questions:

LITERAL—What kinds of working conditions did Sinclair describe?

- » He described very long workdays, little time off, cold and wet conditions, low pay, and children working.

EVALUATIVE—What did Sinclair mean when he said, “I aimed at the public’s heart and by accident I hit it in the stomach”?

- » He wanted to make readers feel sympathy for the workers. But the biggest reaction was disgust about the way meat was produced.

EVALUATIVE—How was *The Jungle*’s impact similar to that of Tarbell’s report on Standard Oil?

- » They both got the attention of the public and led to investigations by the government.

“After *The Jungle*,” Page 175

After *The Jungle*

The public was outraged over the details Sinclair exposed. This led the government to pass laws requiring food inspection. These laws later led to the Pure Food and Drug Act. This act allowed the government to set standards in areas such as safety and cleanliness in food processing, as well as in the advertising of food and drugs.

Today, *The Jungle* is the best known of Sinclair’s books. He also wrote *King Coal*, which tells the story of a long Colorado coal strike. The book helped raise the public’s awareness of union demands and poor working conditions. Sinclair later received a Pulitzer Prize for *Danger! Death!*, a novel about Adolf Hitler.

Sinclair did more than write to promote his socialist views. He also dreamed of building a colony of socialists in Delano where everyone would contribute and share equally in the rewards of the work. The colony did not succeed.

Later, Sinclair moved to California, where he ran for governor. He ran as a Democrat, having decided that America was not ready to vote for a socialist. Although his election attempt failed, several of his supporters were elected to the legislature. Some gained control of city governments in a number of manufacturing cities.

Muckraking journalists made people all around the country aware of corruption in big business. Over time, the public began to appreciate the work of the muckrakers in exposing some of society’s ills. This led to reforms. The meaning of the word muckraking then changed. Just a few years after Roosevelt first used the word, muckraking could be used as a badge of respect to describe the work of journalists and other reformers who uncovered corruption and corruption for all to see.

Vocabulary
Legislature, is the government body responsible for making laws.

Page 175

Scaffold understanding as follows:

Have students read the section on page 175 with a partner. Encourage them to refer to the vocabulary box as they read.

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

Note: Students in Core Knowledge schools may recall the term *legislature* from the Grade 5 unit *The Civil War*.

After students read the text, ask the following questions:

LITERAL—What kinds of laws were passed after *The Jungle* was published?

- » There were laws passed to require food inspection and to set standards for safe and clean conditions in food-processing plants. The government also made rules about advertising food and drugs.

EVALUATIVE—What are some other ways Sinclair tried to help improve life for workers?

- » He wrote about bad working conditions in the coal industry mines. He also wanted to start a community in which work would be organized in a fair way for everyone.

LITERAL—What long-term impact did Sinclair, Tarbell, and other muckrakers have?

- » They raised awareness about corruption in business and problems in society. Their work helped lead to some changes. They spread the idea that journalists should work to uncover problems.

Timeline

- Show students the Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why were some journalists at this time called ‘muckrakers,’ and why was their work important?”
- Have a student post the cards to the Timeline under the date referencing the 1900s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why were some journalists at this time called ‘muckrakers,’ and why was their work important?”
 - » Key points students should cite include: “muck” is dirt (or manure); they dug around to find the “muck” that powerful people and companies were hiding; they exposed problems, such as anti-competitive practices that hurt free enterprise, poor working conditions, and unsanitary food; their work led to changes in the law and more protections for the public and some workers.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*capitalism, meatpacking, oil-refining, free trade, trust, or legislature*) or the phrase “Progressive Era,” and write a sentence using the word or phrase.

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

Additional Activities

Note: In addition to the excerpts of Ida Tarbell and Upton Sinclair, if time permits, you may also want to expose students to the work of Nellie Bly, who wrote an exposé on conditions in mental institutions—*Ten Days in a Mad-House*, which was also made into a 2016 film. Also of interest is the work of Charlotta Bass, an African American woman, whose writing in the *California Eagle* laid the groundwork for future civil rights movements.

Materials Needed: Sufficient copies of Excerpts from *The History of the Standard Oil Company* by Ida M. Tarbell (NFE 1)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Have students read the excerpts from Tarbell's book. Then, write the following questions on the board or chart paper, and have students work in small groups to answer them.

Excerpt 1

1. Why did Standard Oil and the Pennsylvania refiners think they could get special rebates and drawbacks?
 - » They would be a very large group. Together, the amount of business they gave the railroads was very great. Working together, they had more influence to get special prices.
2. What were two goals of the new company?
 - » It wanted to force other oil companies out of business. This would allow it to achieve its other goal: keeping the price of oil high (or making it higher).
3. Why did Rockefeller and his partners want to keep plans for the new company secret?
 - » They wanted to keep them secret because the other businesses in the oil industry would be upset about the plans and might try to stop them. They also didn't want their plans to be discussed and debated by the public.
4. What was one way they kept their plans secret?
 - » When they talked to the people they wanted to join the new company, they made them promise to keep them secret.

Excerpt 2

1. What was the oil business in Cleveland like before the South Improvement Company trust was formed?
 - » There were numerous oil companies, including large ones. They were already being impacted by the rebates that Standard Oil got from the railroads.
2. What did Rockefeller propose to the other refineries?
 - » He proposed that they become part of his company. He said he would buy them, for a price his company would set.

3. What are the main points Frank Rockefeller makes in his statement?
 - » He asserts that companies that didn't let the South Improvement Company buy them would be worthless because they wouldn't be able to compete. The strategy worked, because almost all the companies agreed to sell.
4. How does Tarbell use the quotation from Frank Rockefeller?
 - » Tarbell uses the quote to back up her description of the events.

Excerpt 3

1. How did the railroad explain the special rates given to Standard Oil?
 - » It said that Standard got special privileges because it was a big company and shipped a lot of oil using the railroad.
2. What facts does Tarbell give about Hanna, Baslington and Company? What does Tarbell show by giving these facts?
 - » She gives information about what the owners had invested and made, and how much Standard paid to buy the company. She shows that Standard paid the owners much less than they had invested to start the company. She shows that the company had been profitable for the owners. They had been making 30 percent a year on their investment of \$75,000. So, they lost a lot of money when they were forced to sell to Standard.
3. What facts does Tarbell give to support the idea that the plan put in place by Standard Oil and the South Improvement Company was effective?
 - » She notes how many refineries initially existed (twenty-six) and how many closed down (twenty-one); how much Standard Oil's production rose; how short the time period was in which this change occurred (three months); and how much of the total production Standard Oil then controlled (one-fifth).

Upton Sinclair's *The Jungle* (RL.6.2, RL.6.5)

45 MIN

Materials Needed: Sufficient copies of Excerpts from *The Jungle* by Upton Sinclair (FE 1)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Invite volunteers to read the excerpts from *The Jungle* aloud. Pause after each excerpt to discuss the following questions:

Excerpt 1

1. What details in the text show that the workers were mistreated?
 - » Possible responses: the plant was freezing cold; the workers were paid for only part of their work; workers who were a minute late were docked an hour; if the workers did not work a full hour, they were not paid.
2. What do the details about the union meeting help you understand about Jurgis and the other workers?
 - » Possible responses: the details show how angry the workers were; the details show that the workers came from many different places.
3. How did Jurgis feel about the union?
 - » He believed the union was the workers' only chance.
4. What messages and ideas does Sinclair want the reader to take away from the text?
 - » Possible response: Sinclair wants the reader to see that workers were treated unfairly and that unions were a way to fight for fairer conditions. He also wants to expose readers to socialist ideas for reform.

Excerpt 2

1. What does the detail about using sausage from Europe help readers understand? Why do you think the packing plant uses this sausage?
 - » Possible response: It helps readers understand that the meat was unsafe. The packing plant probably uses this sausage because it's cheap.
2. Why were borax and glycerine used? What does this help you understand about the packing plant?
 - » Borax and glycerine were used to prepare the meat, probably to clean the mold off and make it look better. This shows that the packing plant knew it was using bad meat but wanted to hide it from the consumers.
3. What unsanitary conditions does the text describe?
 - » Possible responses: piles of meat stored in rooms; roof leaks that dripped onto the meat; rat droppings and dead rats were scooped up with the meat; the men washed their hands in the water used for the sausages.
4. How does this description help reinforce the idea that working conditions were difficult for the employees at the plant?
 - » It shows that the plant was unclean, and the building was in bad shape.
5. How does the information in both excerpts about working conditions help you understand the actions of the workers?
 - » Possible response: Workers were not paid well, or treated well, and the plant was in bad shape, so the workers had no incentive to do a good job or to keep the meat clean.



Write a Muckraking Article (RI.6.1, RI.6.2, W.6.2)

90 MIN

Materials Needed: Internet access or access to a library or media center

Have students identify a contemporary issue or topic that they think represents a problem or abuse of power which needs to be exposed. Have students research the issue and write a muckraking article or series of articles. Possible topics include:

1. Requiring prisoners to work for little or no money
2. Operating prisons for profit
3. Internet service providers that slow down page-loading or streaming speeds unless businesses pay for faster speeds
4. Working conditions in today's meat and poultry processing plants
5. Keeping people who cannot afford bail in jail indefinitely while awaiting trial
6. Labels on products that might mislead customers, such as "natural" or "healthy"
7. Businesses using offshore tax havens to avoid paying taxes
8. Unexpected or confusing charges and fees for credit cards or student loans
9. Extra charges for cell phone service (known as "cramming"), such as charges for ringtone subscriptions, horoscopes, or gossip that customers don't know they are signed up for

Modern-Day Muckrakers (RI.6.2, RI.6.6)

45 MIN

Materials Needed: Internet access or access to a library or media center

Have students identify, research, and read articles or watch broadcasts by contemporary journalists whose work is similar to the muckrakers of the early 1900s. Possible journalists and topics include:

Ehrenreich, Barbara—*Nickel and Dimed*

Greenwald, Glenn—The Intercept.com

Hinajosa, Maria—LatinoUSA.org

King, Shaun—*New York Daily News* series on police

Mistrati, Miki—*The Dark Side of Chocolate*

Salazar, Ruben—*Los Angeles Times* as portrayed in the PBS documentary *Ruben Salazar: Man in the Middle*

Schlosser, Eric—*Chew On This: Everything You Don't Want to Know About Fast Food*

WikiLeaks—The Panama Papers

Teachers should carefully review the above journalists and topics in their entirety prior to presenting them to students to ensure their appropriateness for their students and community.

CHAPTER 3

Urban Reformers

The Big Question: What causes did Jane Addams and Jacob Riis champion?

Primary Focus Objectives

- ✓ Identify issues in urban areas in the late 1800s. (RI.6.2)
- ✓ Describe the contributions of Jane Addams. (RI.6.3)
- ✓ Describe the contributions of Jacob Riis. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *brewery*, *social class*, *legislation*, *depression*, and *sanitation*; and of the phrases “second the nomination” and “cholera epidemic.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Urban Reformers”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 3.1
AP 3.2

- Display and individual student copies of Map of the United States (AP 3.1)
- Sufficient copies of Excerpts from *Twenty Years at Hull House* by Jane Addams (NFE 2)
- Sufficient copies of *How the Other Half Lives* by Jacob Riis (AP 3.2)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

brewery, n. a factory that produces beer (178)

Example: The brewery was a major employer in the town.

Variations: breweries

social class, n. a group of people who share a similar way of life and level of importance or influence in society (178)

Example: In the past, it was unusual to marry someone from a different social class.

Variations: social classes

legislation, n. laws made by a government (180)

Example: The education legislation gave higher salaries to public school teachers.

“second the nomination,” (phrase) agree with the proposal to appoint or elect a person for something (182)

Example: At the meeting, if I nominate Alicia as a candidate for class president, Carlos will second the nomination.

depression, n. an extended period of reduced economic activity, when large numbers of people cannot find jobs and most people have less money to spend (183)

Example: Because of the depression, we could not afford to buy a house.

Variations: depressions

“cholera epidemic,” (phrase) a situation in which cholera, a serious bacterial infection of the intestine, spreads to many people in an area or region (184)

Example: Many people died during the cholera epidemic.

Variations: cholera epidemics

sanitation, n. the system of keeping a place clean and free of disease (186)

Example: Because of poor sanitation in the city, people often got very sick.

THE CORE LESSON 35 MIN

Introduce “Urban Reformers”

5 MIN

Use the Introduction, Chapter 1, and Chapter 2 Timeline Image Cards to review how the Industrial Revolution led to significant lifestyle changes for many people, and how populism and muckraking developed in part as a response to these changes.

Call students’ attention to the chapter title, “Urban Reformers.” Guide students in understanding that this chapter will describe people who focused their reform efforts on bringing about improvements to city life. Point out the Big Question. Tell students to look for information about the specific causes that Jane Addams and Jacob Riis supported and drew attention to.

Guided Reading Supports for “Urban Reformers”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Varieties of Reform" and "Jane Addams," Pages 176–178

Scaffold understanding as follows:

Read aloud the section "Varieties of Reform" on page 176.

Have students read the section "Jane Addams" on pages 176–178 with a partner.

SUPPORT—Note the idiom "opened her eyes" in the last sentence of the section "Jane Addams." Make sure students understand that the phrase is being used figuratively. It means that Addams was made aware of something. She came to recognize the truth about the difficult conditions in which some people lived.

SUPPORT—Draw attention to the portrait of Jane Addams on page 177. Invite a volunteer to read the caption aloud.

After students read the text, ask the following questions:

EVALUATIVE—What influences from Jane Addams's childhood may have inspired her to work for reform?

- » Her father was against slavery. He believed that poor people should receive help. He also believed in the importance of a good education, including for women. His point of view may have influenced Jane's desire to change society to make it fairer.

EVALUATIVE—What were some things Jane Addams had in common with Ida Tarbell?

- » They both went to college, even though few women did at this time. They both traveled to Europe. They both wanted to change society.

"Addams in Europe," Pages 178–179

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

SUPPORT—Point out the words *myriad* and *nerveless* in the first paragraph of the section. Explain that *myriad* here means that there were too many to count. *Nerveless* here means that they looked weak or lacked strength or will.

CORE VOCABULARY—Pause to explain the vocabulary terms *brewery* and *social class* when they are encountered in the text.

SUPPORT—Note that a brewery is an example of the kind of factory that sprang up during the Industrial Revolution. Whereas individuals had long brewed beer, breweries developed to mass produce it.

Chapter 3
Urban Reformers

Varieties of Reform Ida Tarbell and Upton Sinclair were not the only reformers at work during the Progressive Era. Other reformers worked hard to help the poor and improve conditions in American cities. Two of the most famous urban reformers were Jane Addams and Jacob Riis.

The Big Question
What causes did Jane Addams and Jacob Riis champion?

Jane Addams
Jane Addams was born in 1860 to a life of comfort. Her father was a man with progressive views for his time. He was against slavery. He thought that people in need should receive help. He thought that women should be educated. He helped pay for a local school so that his children could get a good education. Jane's views were shaped by her father.
For the first few years of her life she was the family favorite. But life changed for Jane when she was two years old and her mother died. When her father remarried, Jane was no longer the favorite. Jane's new stepmother had several children of her own.
Jane had conflicts with her stepmother. She wanted an education. Her stepmother was not very interested in giving Jane a good academic education. She was more interested in giving Jane a good social education. Jane wanted to finish college.

Page 176

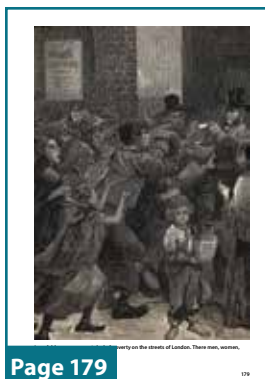


Page 177

When Jane Addams's father died, she became a wealthy young woman. As many wealthy ladies did at the time, she spent two years traveling through Europe. Many young women spent their travels learning French, attending the opera, and visiting museums. Jane Addams did all of this, but a visit to London also opened her eyes to the misery of others.

Addams in Europe
In Europe, Addams witnessed a sight that had a great impact on her and haunted her for the rest of her life. In London, she saw "a myriad of hands, empty, pathetic, nerveless, and work-worn... clutching forward for food which was always unfit to eat." The hands belonged to poor, hungry children who were fighting over rotten vegetables.
She also observed women working in a brewery who were scared from carrying tanks of burning hot beer on their backs. She challenged the custom of the brewery, who did not see anything wrong with how the employees were treated. On another trip to Europe, Addams visited what was known as a settlement. This was a community built by people who believed that in breaking down the differences among social classes of people, they would help poor people discover their "best selves." The settlement was staffed by young men fresh out of college. They lived in the settlement buildings and volunteered their time to help others. The people who ran the settlement offered classes to working men and their families on hundreds of topics.
Addams interviewed many people at the settlement. In her view, it succeeded because the place had a homey feeling. Almost instantly, Jane Addams knew what she wanted to do for the rest of her life—to create a community like this, to improve the lives of poor families like those she had met. She would lead by educated young women.

Page 178



SUPPORT—Remind students that they have read about social classes. For example, wealthy business owners and industrialists, such as Andrew Carnegie and John D. Rockefeller, belonged to the same social class. Factory workers made up a different social class. Students in Core Knowledge schools may also recall learning about the social classes in France (the Three Estates) and Great Britain (the working class, the gentry, etc.) in the units *The French Revolution and Romanticism* and *The Industrial Revolution: Changes and Challenges*.

SUPPORT—Note the phrase “fresh out of college” in the second paragraph of the section. Explain that the phrase means having just finished or graduated from college.

SUPPORT—Call students’ attention to the image on page 179. Ask them to describe what they see. Help them note that there is a mob of people, suggesting that many people are desperately hungry. The crowd includes children. The young boy at the center draws attention to the reality that small children were going hungry.

After volunteers read the text, ask the following questions:

LITERAL—What sight did Addams witness in London that had a big impact on her?

- » She saw a crowd of tired, weak-looking children fighting to get food that was being given out. The food was rotten.

EVALUATIVE—What does the story about the brewery workers help you understand?

- » It shows the bad working conditions for the employees. They were burned and scarred from having to carry hot tanks. Jane Addams talked to the owner about it. This shows that she stood up for people, even people she didn’t know. It also shows how many owners felt about workers—they did not feel responsible for workers’ problems.

LITERAL—What was the settlement that Addams visited?

- » It was a place where poor families lived with young men who had just finished college. The educated young men volunteered to help the poor families and to teach classes on many different topics. The people who started the settlement did so to break down differences between social classes and try to help the poor.

LITERAL—What did the visit to the settlement inspire Addams to do?

- » It inspired her to start a similar community. She created one in Chicago, with the goal of helping immigrants.

EVALUATIVE—How was Addams’s community different from the one she visited?

- » Her community focused specifically on immigrants. It was staffed by women.

"Hull House," Pages 180–182

Hull House

Jane Addams searched Chicago for the perfect spot to fulfill her dream. When she found it, she called it Hull House. At first, Hull House was surrounded by mud and filth, in a neighborhood where children chased rats for fun.

About the neighborhood where Hull House was built, Addams wrote, "The streets were irresponsibly dirty, the number of schools inadequate, factory legislation unenforced, the street lighting bad, the paving miserable."

There were the neighborhoods where Chicago's immigrants lived. At the time, many native-born Americans did not welcome immigrants, but Addams believed that the culture of the United States would be made richer by contact with the cultures brought by these people from Italy, Germany, Poland, Russia, and Czechoslovakia.

Jane convinced several wealthy people to provide money to renovate the run-down building. She also spent thousands of dollars of her own money to fix up Hull House, which she opened in 1889.

Addams labeled Hull House a settlement. In her view, it would become a living, trusting community where education was the most important thing. On the morning the settlement opened, local children threw rocks at the building, breaking one of the newly washed windows. But Addams refused to give up hope. Within days, dozens of neighbors came calling—washerwomen, peddlers, factory workers, and many more. The house became a magnet for children as well.

Hull House had bathtubs for those people in the neighborhood who had no plumbing. It had kitchens where good nutrition was taught. It had a day-care center. Each day of the week a different group of immigrants was invited to come. Holidays, customs—with younger generations.

Page 180

Activity Page



AP 3.1

TWENTY YEARS AT HULL-HOUSE

JANE ADDAMS

Page 181

Scaffold understanding as follows:

Invite volunteers to read the section on pages 180–182 aloud.

CORE VOCABULARY—Point out the vocabulary term *legislation*, and explain its meaning. Remind students that they saw the word *legislature* in Chapter 2. Point out that a legislature is a group of lawmakers. They make, or pass, legislation. Both words are also related to the word *legal*.



SUPPORT—Use AP 3.1, Map of the United States, to show students where Chicago is located.

SUPPORT—Reread the second paragraph in the section. Explain that *inexpressibly* means hard to describe. Addams says it is hard to describe how dirty the streets were. *Inadequate* means not enough. *Unenforced* means that there were laws, but no one did anything when the laws were not followed. *Paving* refers to streets or sidewalks.

SUPPORT—Note the list of neighbors at the end of the fifth paragraph of the section. Explain that *washerwomen* were women who did other people's laundry. *Peddlers* were people who had small stands or went door-to-door selling things. These are both examples of jobs done by the poor at that time.

SUPPORT—Point out the sentence, "The house became a magnet for children," at the end of the fifth paragraph in the section. Make sure students understand that the language here is figurative. The house was not an actual magnet. Instead, it was a place that attracted the interest of children. Invite students to share other places that might be magnets for children. (Possible responses: parks, arcades, skate parks, comic book shops, toy shops or displays.)

After volunteers read the text, ask the following questions:

LITERAL—What was the neighborhood around Hull House like when it started?

- » It was muddy and very dirty, with rats. There weren't enough schools. There were few streetlights, and the streets and sidewalks were of poor quality.

EVALUATIVE—What were some reasons Addams chose to serve an immigrant community?

- » Many immigrants were poor. Many native-born Americans did not like immigrants. These were two reasons why life was hard for many immigrants. Addams also thought immigrants contributed to the culture of the United States.

INFERENTIAL—What are some possible reasons why children threw rocks at Hull House when it opened?

- » They might have been scared or suspicious of it, because the Hull House staff were outsiders. They might have done it as a joke or prank, or because they didn't feel a connection to what the newcomers were doing.

LITERAL—What services did Hull House provide to the community?

- » It was a place where people with no plumbing could take a bath. Classes that taught about good nutrition were provided. It had a day-care center.

LITERAL—What did Hull House do to support the culture and traditions of the people in the neighborhood?

- » Groups were invited to come share their culture and traditions, and to teach younger generations.

“More Settlement Houses,” Pages 182–183

But not everyone approved of the settlement. One neighborhood policeman said to Jane Addams, “Lately, you oughtn’t to let ‘bums’ like these come here.”

More Settlement Houses

Jane Addams had many supporters, though, and she spread the word about her successes at Hull House. Soon, Addams’s ideas spread around the country. By the end of the 1890s, settlement houses modeled after Hull House had been built in several large cities. The settlement houses had gymnasiums where people living in crowded conditions could get exercise. Language classes taught people to speak English so they could communicate with their new neighbors. For thousands of immigrant families, these settlement houses eased the pains associated with moving to a new country and adjusting to a foreign culture.

Jane Addams’s efforts in the reform movement were not limited to Hull House. Later in life she joined the political movement aimed at getting women the right to vote. She believed that if women were going to bring about big changes in society, they needed to be able to vote. Jane Addams became friends with Theodore Roosevelt, who visited Hull House several times. She succeeded the nomination of Theodore Roosevelt for the office of president. She was the first woman to do such a thing. She was also active in the formation of the NAACP, the National Association for the Advancement of Colored People.

When World War I broke out, Jane Addams spoke out against the war. She was elected head of the Women’s Peace Party, whose mission was a “women’s war against war.” These actions made her unpopular with people who thought patriots should support the war. Addams was labeled a communist, which was a way of calling her un-American or unpatriotic. Still, Jane Addams’s long years of work to social reform did not go unrewarded. In 1931, she was given the Nobel Peace Prize for her life’s work.

Vocabulary

“seconded the nomination,” offered agree with the proposal to appoint or elect a person for something

Page 182

Scaffold understanding as follows:

Have students read the section independently.

CORE VOCABULARY—Pause to explain the vocabulary phrase “seconded the nomination” when it is encountered in the text.

SUPPORT—Ask students to look at the photo on page 183. Note that it shows Roosevelt at a political event. Prompt students to notice that only men are present, which highlights how much Addams, as a woman, stood out for her public participation in politics.

After students read the text, ask the following questions:

LITERAL—What were some services that settlement houses around the country provided?

- » They provided gymnasiums, English classes, and a way to connect with neighbors.

LITERAL—What were some of the other causes that Jane Addams supported?

- » She supported women’s right to vote and African Americans’ rights. She supported peace and was against World War I. She supported Theodore Roosevelt’s campaign for president.

"Jacob Riis," Page 183



Jacob Riis

Jane Addams was the great champion of the poor people of Chicago. Jacob Riis (reese) was the great champion of the poor people of New York City. Riis was a Danish carpenter. He arrived in the United States in 1870, when he was twenty years old. At the time, the United States was going through a depression. The young immigrant was unable to find a job. He ate handouts from Delmonico's, a fancy restaurant in New York. When he had a nickel, he would spend it to have a bed in a men's rooming house.

One of the worst nights Riis spent was in a police station where homeless men were allowed to sleep. His most prized possession, a necklace, was stolen. His beloved dog, Bob, was killed. He could not end the suffering in these shanties.

Page 183

Vocabulary
depression, an extended period of reduced economic activity, when large numbers of people cannot find jobs and most people have less money to spend

Activity Page



AP 3.1

Scaffold understanding as follows:

Read the section on page 183 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *depression* when it is encountered in the text. Remind students that they read about these hard economic times, which led to the formation of the Populist Party, in Chapter 1.



SUPPORT—Use AP 3.1, Map of the United States, to show students where New York City is located.

SUPPORT—Point out the words *champion* and *handouts*, and the phrase “rooming house” in the first paragraph of the section. Note that here *champion* means someone who fights for a group. As used in this context, *handouts* means food given to people for free. A rooming house is a private home whose owner rents out rooms to make money.

After you read the text, ask the following questions:

EVALUATIVE—Why was life hard for Jacob Riis when he came to America?

- » There was a depression. He couldn't get a job and didn't have money to buy food or a place to live. He was an immigrant, and immigrants were not welcomed by all Americans.

EVALUATIVE—How did Jacob Riis's experience at the police station affect him?

- » He was robbed, and his dog was killed. He was there with other men who were homeless. He wanted to change things so people did not have these types of experiences.

"Riis Becomes a Reporter," page 184

Riis Becomes a Reporter

His rough-and-tumble experiences led Riis to decide he must tell the world about the sufferings of the poor immigrants. He was determined to become a reporter.

His later explained, "It seemed to me that a reporter's was the highest and noblest of all callings in one could lift right from among us, and punish the wrong."

His went from one newspaper to another, seeking work. Rejected by one editor who laughed at his explained that he had experience as a carpenter, Riis replied, "You laugh? You laugh now, but wait—By the end of the career, Riis would be the one to laugh. He would show the world the good that a muckraking reporter could accomplish. Not long after, Riis did gain some experience as a reporter, and he set out on a campaign of reform."

Right after night, Riis learned New York to uncover the city's dirty secrets. Throughout Riis's time as a reporter, he used basic detective work to follow story leads. Often, Riis persisted even when other reporters made fun of him or tried to show that his conclusions were wrong.

Once, in the middle of a cholera epidemic, Riis traced the New York City water supply north into the countryside. He discovered that the streams that led to the drinking water supply were contaminated. People bathed and washed their dogs in the streams. Town dumps sat right on the banks of the rivers. His competitors insisted that Riis was wrong. They said the cholera germs would never live the length of time needed for the water to travel into the New York City drinking supply. Riis found that it took four days for a drop of cholera-infected water to complete its journey. The story lived for seven days. Riis's theory was right.

Page 184

Vocabulary
"cholera epidemic," (phased) a situation in which cholera, a serious bacterial infection of the intestine, spreads to many people in an area or region

Scaffold understanding as follows:

Have students read the section on page 184 with a partner.

CORE VOCABULARY—Point out the vocabulary term “cholera epidemic,” and explain its meaning.

SUPPORT—Point out the phrase “rough-and-tumble experiences” in the first sentence of the section. Explain that the phrase refers to the hard things Riis had lived through, such as being homeless.

SUPPORT—Note the phrase “the highest and noblest of all callings” in the second paragraph of the section. Explain that a calling is a job. Riis means that a reporter's job is meaningful and honorable. Note that the term *sift* in the same paragraph means to go through a great amount of something and pull out or separate certain parts.

After students read the text, ask the following questions:

LITERAL—How did Riis explain his interest in working as reporter?

- » He thought it was noble work. It was a job in which he could show what was right and wrong, and help do something to correct what was wrong.

LITERAL—What did Riis do to gather information for his reporting?

- » He went all around the city, at night, looking for problems. He acted like a detective.

LITERAL—How did Riis react when his work was criticized or ridiculed?

- » He kept doing his work. He did not let others stop him.

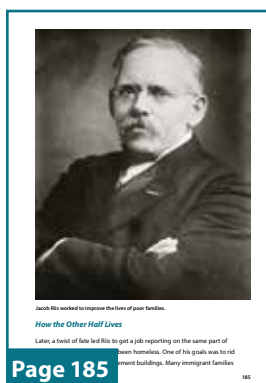
LITERAL—What did Riis find out about the New York City water supply?

- » He found out that it was contaminated—it was dirty from people bathing themselves and their animals in it, and dumping their garbage in it as well.

LITERAL—How was Riis able to prove his idea that cholera germs came from the drinking water?

- » He figured out that it took four days for the water that was infected to get to the city. That proved he was right, because cholera germs lived for seven days.

“How the Other Half Lives,” Pages 185–187



Scaffold understanding as follows:

invite volunteers to read the section on pages 185–187 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *sanitation* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *sanitation* from the Grade 6 unit *The Industrial Revolution: Changes and Challenges*.

SUPPORT—Note that the title of Riis’s book (*How the Other Half Lives*) shows that he wanted to educate more-privileged people about the lives of people and groups they didn’t interact with.

SUPPORT—Point out the phrase “pitching pennies” in the first sentence of the extended quotation on page 186. Pitching pennies is a game both children and adults play, throwing pennies at a wall. The person who throws the penny closest to the wall, but without the penny touching the wall, wins.

lived crowded into these buildings. Riis described the ghastly conditions in a typical New York tenement:

The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kids and cuffs [slaps] are their daily diet. They have little else. Here where the hall turns and dives into outer darkness is a step, and another, another. A flight of stairs. You can find your way if you cannot see it. Close... (silently without air). Yet what would you have? All the fresh air that ever enters these stairs comes from the hall-door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements (such as wind and rain). God meant to be free, but man dares not with such a miserly hand. That was a woman filling her gut [buckled by the heaviest you just humped against]. The sink is in the hallway, that all the tenants may have access and all be poisoned also by their summer stench (just smell).

... Here is a door. Listen! That short hacking cough, that tiny, helpless wail—what do they mean? They mean that the solid box of white [baby] you saw on the door downstairs will have another story to tell—Oh a sadly familiar story—before the day is at an end. The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it.

That is how Riis described the experience of immigrants living in New York tenement buildings in his book, *Hunger for Memory*. He wrote at no sunlight, poor health, and even poorer sanitation. Not a pretty sight, is it?

At first, Riis's writing did not reach many readers. He said, "I wrote, but it seemed to make no impression." Soon Riis discovered how home his message—a flashlight that he pictures in the dark. Riis learned how to

Page 186

take pictures and develop them himself. Armed with a camera, he went into the darkest corners of tenements to record the depths of human misery. The pictures of hopelessness lent a face to Riis's written descriptions of the tenements. Often, the photos were used as evidence when landlords tried to dispute claims that Riis made to the Board of Health.

As Riis began to give lectures on his findings, he showed his audiences "magic lantern" pictures. These early slide shows helped drive home the points Riis made about the horror of the tenements.



Inside Riis was a powerful writer and photographer who exposed the poor living conditions of immigrants in New York City. This photograph was taken by Riis in 1890, showing a crowded tenement in the East. Riis's book *Hunger for Memory* is a powerful and dangerous with a great deal of poverty.

Page 187

SUPPORT—Explain that in writing “Yes! What would you have?” (in the middle of the first paragraph of the extended quotation on page 186), Riis uses language to create or echo a sense of shock. He writes as though he is having a conversation with the reader, who cannot believe the conditions described.

SUPPORT—Explain that photography was a relatively new invention at this time. Early cameras were developed at the beginning of the 1800s. Technology improved over the course of the 1800s, making photography cheaper and faster. Riis’s use of photography, including using the newly invented flashbulb, is an example of incorporating cutting-edge technology into reporting.

SUPPORT—Note the reference to the Board of Health on page 187. Explain that the Board of Health is a city agency responsible for enacting policies that help fight disease and encourage healthy living. Riis brought his photographs and descriptions to the board because the conditions he documented were unhealthy. His photographs were used as evidence against the landlords, meaning they were used as proof that the landlords were not maintaining their buildings.

SUPPORT—Have students study the photo on page 187. Help them recognize the cramped living quarters. Have them note the uneven pavement and the condition of the stairs and railings, which do not look strong and stable.

After volunteers read the text, ask the following questions:

LITERAL—What are the conditions of the tenement Riis describes?

- » It’s dark and stuffy, but rain and wind come in through the windows. It smells bad and is crowded. The front door is constantly slamming shut. There are no sinks in the apartments; the people use sinks in the halls.

LITERAL—What does Riis say about the lives of the children who live in the tenement?

- » They play in the dark hallway. They are frequently beaten. They don’t have toys or other things. It’s common for children to get sick and die.

EVALUATIVE—What vivid descriptions does Riis give? Why do you think he uses this kind of description?

- » He gives many vivid descriptions, such as, “the hall . . . dives into utter darkness”; and, “that short, hacking cough, that tiny, helpless wail.” They help the reader “see” what Riis saw and feel the same things he feels.

EVALUATIVE—Why does Riis say, “That dark bedroom killed it”?

- » The dark bedroom—the place, the living conditions and way the baby must live, and the poverty that causes this way of life—led to the baby’s illness and death.

LITERAL—What new technology helped Riis reach more people?

- » Riis was able to use flashbulbs with his camera to take pictures in the dark. The photos made a big impact and were also used as evidence.

“More Revelations,” Pages 188–189



Scaffold understanding as follows:

Have students read the text on pages 188–189 independently.

SUPPORT—Note the word *disinterestedness* and the phrase “in good faith” in the final paragraph of the chapter. Explain that *disinterestedness* here means that Riis did not do his work for his own personal gain. He was not motivated by what he could get for himself, but by his ideals and a desire to help others. Explain that “in good faith” means to give a real, sincere effort.

After students read the text, ask the following questions:

LITERAL—What are two examples of muckraking stories Riis did to benefit children?

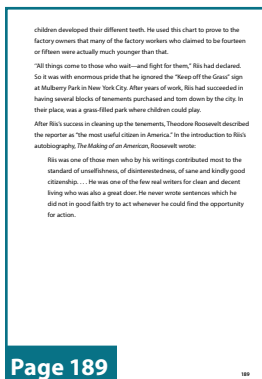
- » He wrote about children who did not go to school and were stuck inside all day. He proved that children who were too young to work were employed at factories.

EVALUATIVE—What did Riis want for all children?

- » He wanted them to be able to go to school and to play outside in a safe place, such as a park.

EVALUATIVE—Why did Theodore Roosevelt praise Riis?

- » He said Riis was unselfish and a good citizen. Riis not only wrote about the poor living conditions, but he also tried to get his ideas for improving these conditions put into practice.



Timeline

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What causes did Jane Addams and Jacob Riis champion?”
- Have a student post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What causes did Jane Addams and Jacob Riis champion?”
 - » Key points students should cite include: fighting poverty; helping children living in poverty; fighting hunger; supporting immigrants; providing education; and tackling urban issues, such as overcrowding, poor living conditions and sanitation, and disease.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*brewery*, *social class*, *legislation*, *depression*, or *sanitation*) or phrases (“second the nomination” or “cholera epidemic”), and write a sentence using the word or phrase.

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

Additional Activities

Twenty Years at Hull House (RI.6.2, RI.6.3)

45 MIN

Materials Needed: Sufficient copies of Excerpts from *Twenty Years at Hull House* by Jane Addams (NFE 2)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute NFE 2 to students. Have students read the excerpts and discuss the following questions in small groups or as a whole class:

Excerpt 1

1. Why, according to Jane Addams, are people a part of the Settlement movement?
 - » Possible responses: They want to live up to the ideals of democracy. They want to spread refinement and cultivation to everyone. They are inspired by Christian humanitarianism to share the lives of the poor and live a life of social service.

2. What does she say about “the good we secure for ourselves”? What does she mean?
 - » Possible response: She means that the freedom and wealth that people have is fragile and may not last.

Excerpt 2

1. What is the purpose of a Settlement?
 - » Its purpose is to help solve the problems of city and industrial life.
2. What is the main challenge of running a Settlement?
 - » The main challenge is to make sure the Settlement does not lose its flexibility and ability to adapt to its environment.
3. According to Addams, what should a Settlement be and do?
 - » A Settlement should be tolerant, hospitable, patient, and sympathetic. It should help residents become good citizens and increase the social energy in the neighborhood.

Excerpt 3

1. For whom does Hull House offer painting classes?
 - » The classes are open to young people with talent and interest in painting, as well as to older people who are looking for something to do.
2. How do its residents benefit from these classes?
 - » The classes provide an escape and an opportunity for self-expression.

How the Other Half Lives (RI.6.2)

45 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of *How the Other Half Lives* (AP 3.2)

Distribute AP 3.2 to students. Have them read the excerpt independently. Then, have students work with a partner to answer the questions. After partners finish working, invite volunteers to share answers with the class. Lead a discussion to help students develop their answers.

The Triangle Shirtwaist Fire (RI.6.2, RI.6.3)

45 MIN

Materials Needed: Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to a video, to background information, and to both transcripts and audio recordings of oral histories may be found:

www.coreknowledge.org/ckhg-online-resources

In 1911, a fire at the Triangle Shirtwaist Company, a garment factory in New York City, killed 146 workers, all young women. Almost all the workers at the factory were recent immigrants to the United States. At the time, some workers' rights groups were already pushing for better working conditions. In addition to long hours and low wages, employees often worked in cramped conditions. It was not uncommon to lock workers inside the workroom as a way to prevent theft. Workers would be searched before they were allowed to leave each day.

The Triangle Shirtwaist Factory occupied the upper floors of a ten-story building. Fires were not uncommon, especially in garment factories where large amounts of fabric and other flammable materials were stockpiled. The building was equipped with elevators, but only one was working properly at the time. It could hold twelve people, and it broke down after several trips. There were two stairways, one of which was locked. The fire escape was too narrow to allow the five hundred workers to escape quickly. Many of the workers who did manage to crowd onto the fire escape died when it collapsed. Fire trucks arrived, but their ladders only reached to the sixth floor; the fire was on the eighth, ninth, and tenth floors.

Introduce students to the Triangle Shirtwaist Factory by sharing the background information. Then show the first 2:10 minutes of the 7:17-minute video "Remembering the Triangle Shirtwaist Fire."

Have students read the transcript of Ethel Monick Feigen's testimony. Then discuss the following questions:

1. How does Ethel's description help you understand what it was like in the factory during the fire?
 - » Possible response: Her description shows the panic and fear people felt, and how difficult it was for people to escape.
2. What was Ethel's reaction when she got out?
 - » She started scratching her face and tearing her hair. She thought she was having a bad dream and was trying to wake herself up.

Next, have students read Pauline Newman's letter about the fire. Pauline Newman had worked at the Triangle Shirtwaist Factory, but left before the fire. She later became active in workers' rights efforts.

Use the following questions to guide discussion:

1. What are some issues about pay that Pauline describes?
 - » Wages were low; the women had to work overtime and did not get paid extra for that. Their pay was reduced if they were only a few minutes late.
2. In what other ways were the workers not treated well?
 - » They were watched closely, supervised when they went to the restroom, and threatened with being fired for taking too long, or for taking time off.

3. What reasons does Pauline give for why the workers accepted the conditions?
 - » She says they didn't have a better choice, they were not unified (organized), and just one person protesting had no effect. That person would just be fired. She says they also got used to the conditions, and they felt like they belonged.

If time allows, you might wish to replace one of the testimonials with one of the audio recordings of interviews with survivors. The shortest of these interviews is about twenty minutes. The others are about thirty minutes.

Immigrant Challenges Today (RI.6.2, RI.6.3, SL.6.1)

45–90 MIN

Materials Needed: Access to Internet or library

Note to Teachers: Talking About Immigration

Talking about immigration to U.S. students in contemporary times may be a sensitive subject, as different individuals may have very different perspectives. You are the best judge of whether this is a classroom activity that you would like to include.

If you choose to include this activity, we urge you to set clear ground rules for any such discussion. Explain the importance of having respectful conversations about issues. Remind students that they may have differing points of view. Model how to respectfully articulate opinions, and how to agree and disagree with others during a discussion. List ground rules and strategies on the board. Ground rules might include:

1. Listen respectfully.
2. If you disagree, explain why.
3. If someone disagrees with you, listen while they explain. Consider their point of view. What parts can you understand?
4. Remember that it's okay to disagree with each other. It's important to learn how to discuss things when we don't agree.
5. Think about ways to compromise. If you don't agree with someone, can you think of a different way to address the problem?



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to research sources about immigration may be found:

www.coreknowledge.org/ckhg-online-resources

Research and Learn

Have students research and identify challenges faced by contemporary immigrants to the United States (if possible in their own community), and brainstorm possible solutions.

Using the identified online resources, students may want to explore:

- bilingualism
- myths about immigrants
- growing up with immigrant parents
- getting foreign education or professional qualifications recognized in the United States

You may also want to consider inviting immigrants to come talk about their experiences to your class. If any students in your school are immigrants, or children of immigrants, consider asking them to describe what is different in the United States compared to where they lived before; what changes they have experienced in their daily lives, i.e., differences in customs, food, school, transportation, etc.; and what specific challenges they or their family have faced, i.e., finding a place to live or jobs, etc.

Discuss

Lead a class discussion about the issues students identify as well as possible solutions.

CHAPTER 4

Theodore Roosevelt

The Big Question: Why might it be true to say that Theodore Roosevelt was a champion of the American people?

Primary Focus Objectives

- ✓ Explain the significance of Theodore Roosevelt’s presidency. (RI.6.2)
- ✓ Summarize Theodore Roosevelt’s efforts to reform business and industry. (RI.6.3)
- ✓ Describe Theodore Roosevelt’s efforts to preserve nature and natural resources. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *running mate*, *natural resource*, *naturalist*, *conservationist*, *antiquities*, and *landmark*; and of the phrase “regulatory body.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Theodore Roosevelt”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 3.1

AP 4.1

- Display and individual student copies of Map of the United States (AP 3.1)
- Sufficient copies of Notes on Theodore Roosevelt (AP 4.1)

Core Vocabulary (Student Reader page numbers listed below)

running mate, n. a political partner also running for office (194)

Example: Joe Biden was Barack Obama’s running mate in the 2008 presidential election.

Variations: running mates

“regulatory body,” (phrase) a governmental group that has authority or control over an area of activity, usually for the purpose of protecting the public (197)

Example: The Food and Drug Administration is a regulatory body that establishes rules about making and selling food and medicine.

Variations: regulatory bodies

natural resource, n. something from nature that is useful to humans (198)

Example: Trees are a natural resource that provide oxygen for us to breathe and lumber that we can use to build.

Variations: natural resources

naturalist, n. an expert in natural history; a person who studies nature (200)

Example: My grandmother was a naturalist; she knew a lot about plants and birds, and cared about the environment.

Variations: naturalists

conservationist, n. a person who wants to stop human actions that are harmful to wild or natural spaces (200)

Example: As a conservationist, I think it's important to have national parks and wildlife preserves.

Variations: conservationists

antiquities, n. objects from ancient times (200)

Example: The museum displayed antiquities from ancient Egypt.

Variations: antiquity

landmark, n. an area or a structure that has special significance (200)

Example: The Statue of Liberty is a famous landmark.

Variations: landmarks

THE CORE LESSON 35 MIN

Introduce “Theodore Roosevelt”

5 MIN

Use the Timeline Image Cards to review the content of Chapters 2 and 3. Remind students that in Chapter 3, they learned that Jane Addams seconded the nomination of Teddy Roosevelt for president and became friends with him. Students may also remember from Chapter 2 that Roosevelt signed the first Food and Drug Act after reading Upton Sinclair's *The Jungle*.

Call students' attention to the Big Question. Tell students to look for information about what Theodore Roosevelt did, and about how his actions helped Americans as they read this chapter.

Independent Reading of “Theodore Roosevelt”

30 MIN

Activity Page



AP 4.1

Direct students to read the entire chapter independently and to complete Notes About Theodore Roosevelt (AP 4.1) as they read the chapter.

Tell students that when they finish reading the chapter, they are to write a response to the Big Question and a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *determination, socially prominent, asthma, ambassador, Commission, calculating, regiment, assassinated, conservation, preservation, extinction, and successor*. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer once they finish reading the chapter. Also add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for “Theodore Roosevelt”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Rough Riding Reformer” and “A Boy with Determination,” Pages 190–192

Scaffold understanding as follows:

Read aloud the section “Rough Riding Reformer” on page 190.

SUPPORT—If students do not recognize the name Harvard, explain that it is a famous university in Boston, Massachusetts, and one of the oldest and most prestigious universities in the United States.

Invite volunteers to read the section “A Boy with Determination” on pages 190–192 aloud.

SUPPORT—Note the phrase “socially prominent family” in the first paragraph of the section. Explain that the term means a family that is well known in the community, or whose members hold powerful positions in the community.

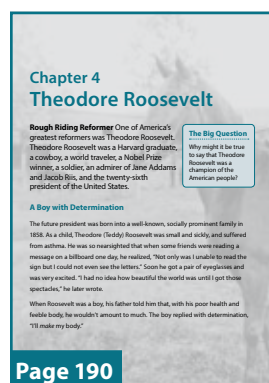
SUPPORT—Note that asthma is a medical condition affecting the lungs; when people have an asthma attack, they have difficulty breathing.

SUPPORT—Make sure students understand that the word *spectacles* (at the end of the first paragraph of the section) is a synonym for *eyeglasses*.

After volunteers read the text, ask the following questions:

INFERENTIAL—Why did Roosevelt’s father tell him that he wouldn’t amount to much? Why do you think he said this?

» Roosevelt had health problems and was not strong. His father probably thought that he would not have the opportunity to do much in life.



LITERAL—What does this section tell you about Roosevelt’s personality?

» He was very determined. He became very physically active.

“A Start in Politics,” Pages 192–193

Scaffold understanding as follows:

Have students read the section on pages 192–193 independently.

SUPPORT—Explain that the phrase “distracted himself from his losses” in the first paragraph of the section means that he did something new and different as he mourned the deaths of his wife and mother.

SUPPORT—Explain that the phrase “threw himself back into politics” in the second paragraph of the section is an expression that means he went back to political work, with energy and enthusiasm.

SUPPORT—Point out the word *calculating* in the fifth paragraph of the section. Students may connect the word to mathematics (*calculate*, *calculator*). Explain that in this instance, *calculating* means thinking carefully about how to do something for selfish or wrong reasons.

SUPPORT—Note the word *hailed* in the last paragraph of the section. Explain that it means praised or celebrated.

SUPPORT—Direct students’ attention to the photograph and caption on page 193. Note that the Rough Riders were a well-known unit. Roosevelt is the man in suspenders standing in front of the flag.

After students read the text, ask the following questions:

LITERAL—Why was the New York Civil Service Commission an important organization?

» Its job was to make sure that people who worked in the government had qualifications. In the past, people were given those jobs as a reward, a bribe, or a favor.

INFERENTIAL—Why do you think Roosevelt said that wanting to be president makes people change?

» Answers may vary. Possible response: He says this as a warning, because what often happens is that people focus on running for the office and lose sight of the good deeds and actions they had been working on before.

LITERAL—What was Roosevelt’s reputation when he ran for governor of New York?

» He was a war hero.

Teddy Roosevelt became so active that once, as president, he asked a visiting ambassador what he would like to do after they had spent a day exercising with a medicine ball, covering, and playing tennis. The ambassador replied, “If it’s all the same to you, Mr. President, I’d like to be [bored] and die.”

A Start in Politics

Roosevelt attended Harvard University. From Harvard, Roosevelt decided to go into politics, serving in the New York State legislature. After his wife and mother both died on the same day, Roosevelt went west to distract himself from his losses.

On his return east two years later, Roosevelt threw himself back into politics. He headed the New York Civil Service Commission, a government organization that helped make sure that only qualified people got government jobs. In the past, these jobs had been handed out by political bosses in exchange for votes, bribes, and other favors. Roosevelt also served as president of the Board of Police Commissioners in New York City. He liked to get directly involved by working with people like Jacob Riis.

While Roosevelt was police commissioner in New York, Jacob Riis asked him whether he was thinking about running for president in an upcoming election. Roosevelt was upset by the question.

“Don’t you ever put such ideas in my head,” he told Riis. “No friend of mine would ever say a thing like that. Never, ever, must — you remind a man on a political job that he may be president. It almost always kills him politically. He loses his nerve; he can’t do his work; he gives up the very traits [characteristics] that are making him a possibility.”

As if thinking out loud, Roosevelt also said, “I must be wanting to be president. Every young man does. But I won’t let myself think of it. I must not because if I do, I’ll begin to work for it. I’ll be careful, calculating, cautious in myself. Sure?”

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The Rough Riders were sent over a voluntary cavalry that fought in the Spanish-American War. The war began when Cuba fought for independence from Spain in 1895. The war extended into the American and the Philippines. Colonel Roosevelt, seen in the center of the image, was the leader of the Rough Riders.

Perhaps Roosevelt put the thought of becoming president out of his mind. Or perhaps he continued to think about it as he went off to fight in Cuba during the Spanish-American War.

When he returned in 1896, Roosevelt was hailed as a hero for his adventures in Cuba with a regiment called the Rough Riders. The war hero was quickly elected governor of New York. It was then that Roosevelt began to build on his reputation as a fighter for the public good.

From Governor to White House

In earlier chapters you learned about trusts—the large, powerful organizations that controlled certain industries. You also learned about some laws that were intended to control these trusts. When Theodore Roosevelt became president, he soon realized that existing antitrust laws were not enough. He passed the Sherman Antitrust Act, passed

Page 193

LITERAL—What new reputation did Roosevelt begin to build as governor?

- » He started to build a reputation as someone who would fight for the public, for what was good for the country or society.

“From Governor to White House,” Pages 193–195

Scaffold understanding as follows:

Have students read the section on pages 193–195 with a partner.
Encourage students to refer to the vocabulary box as they read.

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

SUPPORT—Explain that the phrase “dead end in politics” (at the top of page 195) expresses the idea that people thought that after being vice president, a candidate would not or could not go on to do anything else important.

After students read the text, ask the following questions:

LITERAL—Why did some members of Roosevelt’s party disagree with him?

- » He wanted to reform government. They were interested in keeping things the same.

LITERAL—Why did some politicians in New York want Roosevelt to become vice president?

- » They wanted to get him out of New York and into a position where he couldn’t do very much.

LITERAL—How did Roosevelt become president?

- » McKinley was assassinated, and Roosevelt took over as president.

“A Strong and Determined President,” Pages 195–196

Scaffold understanding as follows:

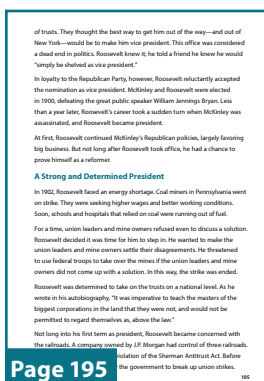
Have students read the section on pages 195–196 with a partner.

SUPPORT—Point out the phrase “above the law” in the third paragraph of the section. Explain that the phrase means believing that you don’t have to follow the law because you are important or powerful.

After students read the text, ask the following questions:

LITERAL—How did the Pennsylvania coal miners’ strike affect places like school and hospitals?

- » The strike meant that schools and hospitals started to run out of coal, which was what they used for fuel.



LITERAL—What did Roosevelt do about the miners' strike?

- » He threatened to bring in federal troops to take over the mine. He wanted to force the two sides to come to an agreement.

EVALUATIVE—What was Roosevelt's point of view about the powerful trusts and corporations?

- » He was determined to make sure that these trusts and corporations followed the law and did not use their size and wealth to take unfair advantage of others.

LITERAL—How did Roosevelt use the Sherman Antitrust Act? Why was this significant?

- » He used it to take a powerful trust to court. In the past, the government had only used this act to break up union strikes, not to keep the trusts in check.

"Roosevelt's Second Term" and "Teddy Bears," Pages 196–198

Scaffold understanding as follows:

Invite volunteers to read the section "Roosevelt's Second Term" on pages 196–198 aloud.

CORE VOCABULARY—Pause to explain the phrase "regulatory body" when it is encountered in the text.

Invite a volunteer to read the feature "Teddy Bears" on page 197 aloud.

After volunteers read the text, ask the following questions:

LITERAL—What did Roosevelt mean by a "square deal"?

- » He wanted everyone to have a fair chance in life; he believed that government should guarantee that everyone would receive fair treatment with a chance to succeed.

LITERAL—What did the result of the 1904 election show about what the public wanted?

- » Roosevelt won by a huge amount. This showed people liked his ideas and wanted him to continue making changes.

LITERAL—How did Roosevelt change the railroad industry?

- » He gave a government office the power to control what the railroads charged to ship things.

EVALUATIVE—What did Roosevelt think about business?

- » He was not against business, but he wanted to make sure there were fair practices in place to give small business owners and ordinary workers a fair chance to succeed.



The cartoon shows the miners and controllers of the trusts, the wealthy and powerful businessmen, being weakened and made poor by Theodore Roosevelt.

It had not been used to oppose the powerful trusts. Roosevelt decided to test the antitrust act by taking Morgan's Northern Securities Company to court.

When Morgan heard of the president's plan, he asked, "Are you going to attack my other interests, the Steel Trust and the others?"

Roosevelt responded, "Certainly not, unless we find out that in any case they have done something that we regard as wrong."

Even before the case was settled, Roosevelt took on other trusts. Then in 1903, Roosevelt was able to sign into law three antitrust measures, including the Elkins Act, which did away with the railroad rebates you read about earlier.

Roosevelt's Second Term

In 1904 Roosevelt decided to seek another term in office. This time, he would take office by popular vote, not by an election's ballot. The idea of a "square deal" by popular vote, not by an election's ballot, he hoped that all it and a chance for a good life. He called

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this a "square deal." This idea made Roosevelt very popular, and he won the 1904 election by a wide margin. The ordinary people of the United States had spoken in favor of reform.

During his next four years as president, Roosevelt continued to press for controls on big business. The railroad was his first target. Under Roosevelt's administration, the Interstate Commerce Commission gained more power than it had earlier. The commission supposedly could control commerce between the states, but it had not been a strong regulatory body until Roosevelt backed its actions. Under Roosevelt, the commission got the authority to control railroad shipping rates.

Vocabulary

"regulatory body" (phrased a governmental group that has authority or control over an area of activity usually for the purpose of protecting the public)

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. He discovered a lonely cub someone had tied 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.

"—teddy" bears named for the president—



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“Saving Natural Resources,” Pages 198–199

Roosevelt pushed for reform in other areas as well. Following the uproar over Upton Sinclair's *The Jungle*, Roosevelt signed the Pure Food and Drug Act in 1906. Roosevelt also worked to break apart John D. Rockefeller's Standard Oil.

It's important to understand, however, that Roosevelt was not anti-business. He simply wanted to make sure that there were fair practices in place so that owners of small businesses, as well as ordinary workers, were given a fair chance to succeed and to improve their lives.

Saving Natural Resources

Theodore Roosevelt was a champion of captive bear cubs and the great outdoors. He went on to make an important contribution to saving the nation's natural resources. After the Civil War, railroad and timber companies acquired huge areas of land, particularly in the West. They had no interest in preserving the natural resources, such as forests, rivers, lakes, and rivers, found on these lands. Their main interest was to use these resources to make as much money as possible.

Roosevelt, in contrast, had a great understanding and appreciation of all natural resources, especially forests. Here is how Roosevelt explained the need to preserve forests:

A preserve [very old] forest is a great sponge which absorbs and distills [cleans] the rainwater. And when it is destroyed the result is apt to be an alternation of flood and drought. Forest fires ultimately make the land a desert. . . . Every effort should be made to minimize their destructive influence. We need to have our system of forestry gradually developed and conducted along scientific principles. When this has been done it will be possible to produce a sustainable lumber [wood] to be cut everywhere. . . . But until lumbering [the cutting down

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Yosemite National Forest in California (seen here) is one of the oldest national forests in America.

of trees) is thus conducted, on strictly scientific principles no less than upon principles of the strictest honesty toward the State, we cannot afford to suffer it at all in the State forests. Uncontrolled grazing means the ruin of the great woods and the drying up of the sources of the rivers.

Under Roosevelt's administration, the Forestry Division of the federal Land Office became responsible for the wise use of the nation's forest lands—those that were not already in private hands. The government's approach centered on the prevention of forest fires and on controlling lumbering, grazing, and mining on government-owned lands. During Roosevelt's terms as president, the amount of national forest grew from 47 million acres to 155 million acres—much of which was bought back from private owners.

National Parks

Decades before Roosevelt's time, the federal government granted the state of Yosemite Valley and surrounding area as a park. Yosemite is a beautiful area. It is filled

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Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *natural resource* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *natural resource* from the Grade 6 unit *Industrialization and Urbanization in America*, or from the Grade 5 units *World Lakes* and *The Geography of the United States*.

After you read the text, ask the following questions:

LITERAL—What was the goal of railroad and timber companies with regard to natural resources?

- » Their goal was use natural resources, such as forests and minerals, to make a lot of money.

LITERAL—What did Roosevelt think about nature and natural resources?

- » He appreciated nature and natural resources. He wanted to protect them.

LITERAL—What reasons did Roosevelt give for protecting forests?

- » They help to clean water. If forests are destroyed, there will likely be floods and droughts.

LITERAL—What approach did Roosevelt want to use for managing forests?

- » He wanted to use scientific principles. He wanted to have trees cut down only when it did not damage the forest.

LITERAL—What was the work of the Forestry Division under Roosevelt?

- » Its work was to make sure the country's forests were used wisely.

“National Parks,” Pages 199–201

Scaffold understanding as follows:

Have students read the section on pages 199–201 independently.

CORE VOCABULARY—Point out the vocabulary terms *naturalist*, *conservationist*, *antiquities*, and *landmark*, and explain their meanings.

SUPPORT—Use AP 3.1 to show the locations of Yosemite National Park in California, Devil's Tower in Wyoming, and the Petrified Forest and Grand Canyon in Arizona.

Activity Page



AP 3.1

with forests, majestic waterfalls, rock formations, and wide meadows. In 1909, Yosemite was made a national park. But California retained control of Yosemite Valley, where some of the most famous rock formations, forests, and meadows are. When Roosevelt visited the region in 1903 with naturalist John Muir, he was outraged to see how the park was being abused. Huge numbers of trees had been cut down, and sheep grazed wherever they pleased.

Roosevelt thought there was nothing more beautiful than the region's groves of giant redwood trees. He believed that "the people should see to it that they are reserved for their children and their children's children."

In 1906, all of Yosemite finally came under federal control, and one of the nation's greatest natural wonders was saved for future generations to enjoy. Congress did not support the president in many of his conservation efforts. However, the Antiquities Act of 1906 allowed the president to name certain places as national landmarks. Without the agreement of Congress, he could set aside buildings and places of natural or historic interest to

Vocabulary
naturalist, n. an expert in natural history; a person who studies nature
conservationist, n. a person who wants to stop human actions that are harmful to wild or natural spaces
antiquities, n. objects from ancient times
landmark, n. an area or object that has special significance

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Roosevelt decided to declare certain special places national landmarks to help keep the areas safe from destruction. Under the Antiquities Act, Roosevelt was able to set aside eighteen different areas that Congress refused to make national parks. These included Devil's Tower in Wyoming, and the Petrified Forest and Grand Canyon in Arizona.

For Roosevelt, another important area of conservation was the preservation of wildlife. At that time, many species of birds and animals were threatened with extinction. During buffalo hunts, hunters shot at buffalo from inside trains. The popularity of these hunts led to a sharp decrease in buffalo populations. Bird populations were also on the decline. Millions and millions of birds had been killed for their decorative feathers.

Roosevelt had loved birds since childhood. One visit to Florida's Pelican Island in 1902, he asked, "Is there any law that prevents me declaring Pelican Island a National Bird Sanctuary?" He answered his question before anyone could interfere: "Very well, then, I do declare it." During his term as president, Roosevelt created fifty such animal refuges, or safe places.

But Roosevelt's conservation efforts caused him trouble, especially in the West, where abuse of natural resources was at its peak. Many of his acts made him unpopular with loggers and miners who depended on these resources to make a living.

Page 201

SUPPORT—Note the word *sanctuary* in the third paragraph on page 201. Explain that a sanctuary is a safe place; those inside it are protected from danger. *Refuge* is a synonym. A refuge is a place to go to escape danger.

After students read the text, ask the following questions:

LITERAL—What happened to Yosemite Valley under the control of the state of California?

- » It was not well managed. Many trees had been cut down. Sheep grazed everywhere.

LITERAL—What is one reason Roosevelt thought it was important to protect Yosemite Valley?

- » It had great natural beauty, including special redwood trees. He thought it should be protected so future generations could enjoy it.

LITERAL—How did Roosevelt use the Antiquities Act to keep certain areas safe from destruction?

- » Roosevelt used his authority under the Antiquities Act to designate certain areas as national landmarks, which would have special protection. Congress did not always support Roosevelt. Under the Antiquities Act, he could create landmarks without needing to get Congress's approval.

LITERAL—What did Roosevelt do to protect birds and animals?

- » He created many refuges, where birds and animals would be protected and safe.

"Stepping Down," Pages 202–203

Stepping Down

Roosevelt had promised that he would not run again when his second term was up in 1909. He was true to his word. He left the presidency at the end of his term in March 1909, and traveled to Africa for a long hunting trip.

Roosevelt's hand-picked successor, William Howard Taft, was elected. At first he continued many of the trust-busting efforts begun by Roosevelt. But Taft had little political experience, and soon the Progressive movement was losing ground in Congress as President Taft's policies were rejected. Progressives began to feel betrayed by Taft. In 1912, Roosevelt decided to run again for the presidency. He wanted to fight again for reform. It was in this political race that Jane Addams supported him and nominated him. Because Taft had the support of the regular Republican Party, Roosevelt now ran as the candidate for the Progressive, or Bull Moose, Party. This unusual name was applied to the Progressive Party when, in response to a reporter's question about his health, Roosevelt replied that he felt "as strong as a bull moose."

The clash between Taft and Roosevelt—basically two Republicans—split the vote of reform-minded Republicans. Socialist reformer Eugene Debs was also in the running, but the Democratic candidate, Woodrow Wilson, also a reform candidate, won the election. Defeated, Roosevelt finally retired from politics.

Page 202

Scaffold understanding as follows:

Invite volunteers to read the section on pages 202–203 aloud.

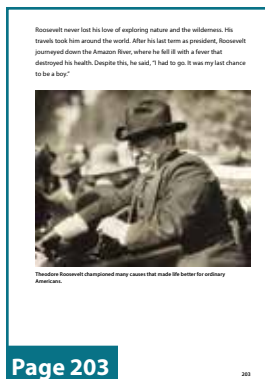
After volunteers read text, ask the following questions:

INFERENTIAL—Why do you think Roosevelt promised not to run again?

- » One reason might be that he believed a single person should not have too much power. He might have thought that it was better for the country if different people held power.

LITERAL—Why did Roosevelt decide to come back and run again?

- » Progressives were not happy with President Taft. Roosevelt wanted to keep working for reforms.



LITERAL—Why did Roosevelt form a new political party?

- » He had been a Republican, but now Taft was supported by the Republicans. Roosevelt formed the Progressive Party to run for president against Taft.

LITERAL—What helped Woodrow Wilson win the election?

- » Republican voters were divided between voting for Taft or Roosevelt. All the candidates had ideas about reform, so voters who wanted reform could make several different choices.

LITERAL—How did Roosevelt feel about his trip down the Amazon?

- » He thought the trip was worth it, even though it made him sick.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why might it be true to say that Theodore Roosevelt was a champion of the American people?"
- Have a student post the image cards to the Timeline under the date referencing the 1900s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "Why might it be true to say that Theodore Roosevelt was a champion of the American people?"
 - » Key points students should cite include: Roosevelt's reforms to improve government; his efforts to make things fair for all businesses and ordinary people; his idea of a "square deal"; and his protection of nature for future generations.
- Choose one of the Core Vocabulary words (*running mate*, *natural resource*, *naturalist*, *conservationist*, *antiquities*, or *landmark*) or the phrase "regulatory body," and write a sentence using the word.

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

Note: Be sure to check students' written responses to Notes on Theodore Roosevelt (AP 4.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

Domain Vocabulary: Chapters 1–4 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 4.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.2)

Distribute AP 4.2, Domain Vocabulary: Chapters 1–4, and direct students to complete the sentences using the vocabulary terms they have learned in reading *Reform in Industrial America*.

This activity may be assigned for homework.

Reform for African Americans

The Big Question: What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of gaining rights for African Americans?

Primary Focus Objectives

- ✓ Define and describe Jim Crow Laws. (RI.6.2)
- ✓ Understand and analyze the issue of lynching. (RI.6.2)
- ✓ Explain the perspectives and contributions of African American leaders of the period—Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois. (RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *segregate, civil rights, lynching, boycott, humanitarian, compromise, and integrate*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Reform for African Americans”:

www.coreknowledge.org/ckhg-online-resources

Note to Teachers: In this lesson we introduce Ida B. Wells, an African American woman born into slavery in 1862, who wrote extensively about the many injustices suffered by African Americans after the Civil War. In her book, *A Red Record*, she called particular attention to the terrors of lynching. We suggest that classroom discussion of lynching should acknowledge the horrific practice while avoiding overly graphic depictions. Remaining mindful of the age of the students, in our account we have chosen to acknowledge the horror of lynching while emphasizing the bravery and heroism of Wells’s campaign against it.

Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Map of the United States (AP 3.1)
- Sufficient copies of Excerpt from *The Souls of Black Folk* by W.E.B. Du Bois (NFE 4)
- Sufficient copies of Excerpt from “The Negro Question” by *The New York Times* (NFE 5)
- Sufficient copies of “Sympathy” by Paul Laurence Dunbar and Internet access

Core Vocabulary (Student Reader page numbers listed below)

segregate, v. to keep people separate, usually on the basis of race (206)

Example: Laws were passed to segregate African American and white children in separate schools.

Variations: segregated

civil rights, n. certain rights, such as the right to vote, or the right to a fair trial, that are guaranteed by the Constitution and its amendments to all American citizens (206)

Example: Many people have worked to increase civil rights for different groups.

Variations: civil right

lynching, n. the killing of a person by a mob, often by hanging (208)

Example: Lynching was a way to terrorize African Americans.

Variations: lynchings

boycott, n. a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country (208)

Example: The group called for a boycott of the store to protest the store's employment policies.

Variations: boycotts

humanitarian, adj. caring about the well-being of all people (209)

Example: Many people contributed donations to the humanitarian group working to help survivors rebuild their homes after the hurricane.

compromise, n. when each side in a dispute gives up some of their demands to reach an agreement (215)

Example: Sometimes it is very difficult for two stubborn people to reach a compromise.

Variations: compromises

integrate, v. to end a policy that keeps apart people of different races; to make a place open to everyone (220)

Example: When the school district was ordered by the courts to integrate its schools, very brave children and teenagers often faced angry crowds on their way into school.

Variations: integrates, integrated, integrating

THE CORE LESSON 70 MIN

Introduce “Reform for African Americans”

5 MIN

Review the Timeline Image Cards for Chapters 1–4, listing on the board or chart paper the various reform efforts students have read about thus far. Remind students that the period they are studying takes place in the late 1800s



to early 1900s—a time not many years after the Civil War. Tell students that although President Lincoln issued the Emancipation Proclamation, freeing enslaved people, African Americans continued to be deprived of basic rights and freedoms. Note that this chapter discusses things that happened mainly in the South, but that happened in other parts of the country as well. Use AP 3.1 to review which areas are considered to be part of the South.

Explain that in this chapter, students will read about the horrific discrimination faced by African Americans during this period, as well as about the reformers who fought to try to correct this situation.

Call students' attention to the Big Question. Tell students to look for information about what Jim Crow laws were and details about the different views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois.

Note: Because of the length of this chapter, we recommend reading the text over two days.

Guided Reading Supports for “Reform for African Americans,” Day 1 35 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Freedom and Struggle,” Pages 204–206

Scaffold understanding as follows:

Read the section on pages 204–206 aloud.

SUPPORT—Direct students' attention to the photo on page 205. Note that the term *colored* was used during this period in history to refer to people of color. Discuss the context in which this sign may have been placed. Explain that this term is considered offensive today and has always been offensive to African Americans.

SUPPORT—Explain that the Equal Protection Clause of the Fourteenth Amendment remains a key issue in many Supreme Court decisions today. “Equal protection” means that everyone will have the same protection, or treatment, by the legal system.

SUPPORT—Note that Jim Crow laws also attempted to withhold rights from African Americans by setting certain conditions for voting, such as paying a tax to vote (called a poll tax) or being required to pass a reading test. These laws were made because the people who wanted to prevent African Americans from voting knew that most would not be able to afford a poll tax, and very few former slaves had been taught to read.

SUPPORT—Note that other groups were also targeted by Jim Crow laws. In some states, laws were made to segregate Mexicans and other Latinos. California passed Jim Crow laws that targeted Asians.

Chapter 5 Reform for African Americans

Freedom and Struggle After the Civil War, a series of changes were made to the U.S. Constitution. These new amendments began a revolution in the position of African Americans in our country.

The Thirteenth Amendment to the Constitution was ratified in December 1865. It officially ended slavery in America. The Fourteenth Amendment was ratified in 1868. It made all former enslaved people citizens of the United States. It also guaranteed them equal protection under the law and certain voting rights. Finally, the Fifteenth Amendment was ratified in 1870. This amendment stated that the right to vote “shall not be denied or abridged (limited) by the United States or any state on account of race, color, or previous condition of servitude (slavery).” These amendments changed the rules in a society in which one race had long dominated another.

However, following the Civil War, there were still years of turmoil. White Americans made unfair laws called Jim Crow laws. These state laws were made in many southern and Midwestern states. They were

The Big Question
What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of getting rights for African Americans?

Page 204



Page 205

After you read the text, ask the following questions:

LITERAL—What are the Thirteenth, Fourteenth, and Fifteenth amendments?

- » The Thirteenth Amendment bans slavery. The Fourteenth Amendment made former slaves citizens. It guaranteed them the same treatment by law as all citizens and gave some voting rights. The Fifteenth Amendment made it illegal to deny voting rights because of color, race, or former enslavement.

LITERAL—What were Jim Crow laws, and why were they passed?

- » These were laws that tried to keep African Americans from actually using their new rights. The intent by those who made the laws was to keep African Americans and whites separate, despite the Thirteenth, Fourteenth, and Fifteenth amendments.

LITERAL—What are some examples of Jim Crow laws?

- » Examples include laws regulating where people of certain races could go or what public things they could use (such as water fountains or waiting rooms) or do together (such as playing games like checkers).

"Segregation," Page 206

designed to keep African Americans from really having the rights granted by the Thirteenth, Fourteenth, and Fifteenth amendments.

Jim Crow laws kept African Americans and white people separated from each other in many ways. It was against the law in certain places for African Americans and white people to ride in the same train car, to sit in the same waiting room at a bus station, to play a game of checkers with each other, to meet on the same sidewalk to meet, to use the same water fountain or public bathroom, or to bury their dogs in the same cemetery.

Segregation

In 1896, the U.S. Supreme Court determined that these "separate but equal" laws that segregated people by race were not illegal. It wasn't until 1954 that another Supreme Court decision overruled the 1896 decision.

The Jim Crow laws tried to keep people separate. Probably more important were laws that kept African Americans from voting. These laws stopped African Americans from exercising their political rights and power.

For many years, laws ensured that African Americans were not only separated from white people, but also that African Americans did not have equal rights. Several reformers devoted their lives to bringing about equal rights and opportunities for all African Americans. Among these reformers were Ida B. Wells, Booker T. Washington, and W. E. B. Du Bois.

These three civil rights leaders did not always agree on what methods should be followed to ensure equal civil rights for African Americans. Often, Du Bois and Wells criticized Washington for his approach to improving the lives of African Americans. These efforts

Vocabulary

segregate, *v.* to keep people separate, usually on the basis of race

civil rights, *n.* certain rights, such as the right to vote, or the right to a fair trial, that are guaranteed by the Constitution and its amendments to all American citizens

Page 206

Scaffold understanding as follows:

Invite volunteers to read the section on page 206 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *segregate* and *civil rights* when they are encountered in the text.

SUPPORT—Remind students that they learned the word *segregation* in Chapter 1. Explain that *segregation* is a noun that means the act of keeping people of different races separate, and *segregate* is a verb that means to actively do something to keep people of different races separate.

SUPPORT—Point out the phrase "separate but equal" in the first paragraph of the section. Explain that the phrase came out of the Supreme Court decision in *Plessy v. Ferguson* (1896). The decision said that segregation was legal and not discriminatory as long as the separate facilities were equal in quality. This decision was used to justify segregation. The reality, however, was that the segregated facilities were not equal, with the facilities for African Americans clearly being of lower quality than facilities for white people. In 1954, the Supreme Court overturned its decision in *Plessy* when it ruled in *Brown v. Board of Education, Topeka, Kansas*, that separate was, by definition, unequal.

After volunteers read the text, ask the following questions:

LITERAL—What did the Supreme Court decide in 1896?

- » It decided that laws designed to segregate people by race were allowed under the Constitution, using the principle of “separate but equal.”

EVALUATIVE—What were the main effects of the Jim Crow laws?

- » They kept Americans separated by race. They stopped African Americans from really having equal rights.

“Ida B. Wells,” Page 207

Ida B. Wells

Ida Bell Wells was an African American born into slavery in 1862. Her grandparents were a white plantation owner and an enslaved woman. She was considered an African American and was enslaved. When she was just a toddler, the Civil War ended. She and her family were freed.

Ida Wells's parents understood the value of education and hard work. After receiving their freedom, they worked to purchase their own home and save money. Wells attended Rust College. But she was dismissed for a disagreement with the president of the institution. She later reported that her bad temper had cut short her education.

A few months later, Wells's parents died. After that, she took care of the household and the other children in her family. During this time, she was criticized by her neighbors. They felt that it wasn't proper for a young lady to live without a parent or guardian. Once her grandmother moved in to help, Wells was able to find a teaching position in Memphis to help support the children.

Living apart from her family and commuting home on weekends, Ida Wells spent much of her time reading. The books she read filled her head with a desire to do something heroic and with a distaste for weak, silly heroines.

A Sense of Fairness

The Jim Crow laws said that Ida Wells had to sit in a different train car from that of white passengers. Trains in the South in the late 1800s had “ladies' cars” where not permitted. African American women



Ida B. Wells

Page 207

Scaffold understanding as follows:

Have students read the section on page 207 independently.

SUPPORT—Explain that “dismissed” in the second paragraph of the section means that she was told to leave (expelled). Ask students to consider whether students should have to leave a school if they have an argument with a school leader. Ask students to think about why Ida had to leave.

After students read the text, ask the following questions:

LITERAL—What may have motivated Ida B. Wells to go to college?

- » Her parents cared about education. They had worked hard to save money.

LITERAL—Why did Ida's college education come to an end?

- » She had a disagreement with the college president, and she was dismissed (asked to leave).

LITERAL—What was Ida's job?

- » She became a teacher.

LITERAL—What did Ida want to do in life?

- » She wanted to do something heroic—something important to help people.

"A Sense of Fairness," Pages 207–208

Scaffold understanding as follows:

Invite volunteers to read the section on pages 207–208 aloud.

After volunteers read the text, ask the following questions:

INFERENTIAL—Why do you think Ida Wells chose to ignore the law and sit in the ladies' car?

- » She may have wanted to resist the law because she knew it was unfair and she wanted to signal her disagreement. She may also have wanted to be in the car where there was no smoking and no swearing.

EVALUATIVE—What did Wells do to try to work against injustice?

- » She went to court and sued the railroad for not allowing her to be in the ladies' car. She had some success, but not complete success. She also started to write for a newspaper in order to call injustice to the attention of even more people.

Note: Students may also mention that Wells's immediate reaction when the conductor tried to force her out of her seat was to bite him. You may want to discuss with students why Wells may have responded this way.

"Anti-lynching Campaign," Pages 208–210

Scaffold understanding as follows:

Read the following section aloud, pausing as needed to provide the supports below, as well as to allow students to comment and discuss what they are hearing.

CORE VOCABULARY—Point out the vocabulary terms *lynching*, *boycott*, and *humanitarian*, and explain their meanings.

SUPPORT—Lynching typically meant torturing and then hanging victims. It was not uncommon in the South for African Americans to be killed by hanging in a public place, with their dead bodies left on display to "send a message" that, regardless of the constitutional amendments and laws, African Americans were not safe.

SUPPORT—Explain that Wells's use of the word *save* in the phrase "save the United States" means "except in."

After you read the text, ask the following questions:

LITERAL—Was the lynching that took place in Memphis unusual?

- » No, lynching was not new, but it was starting to happen more often.

were not permitted to sit in these cars, "let women who did not sit in the ladies' cars were looked down upon as being undesirable."

One weekend, Ida Wells purchased a first-class ticket entitling her to sit in the ladies' car on the train home from Memphis. The conductor told her to move to the smoking car. Wells refused. When the conductor tried to force her out of her seat, she bit him. Later, Wells sued the railroad. Other African American women had also sued over similar treatment.

For several years, on and off, Wells tried to fight being expelled from the ladies' car. She had mixed success in the courts. Finally, Wells found a way to express her outrage over injustice. She began writing for a local newspaper owned by African American ministers. Her experience with the courts was the topic of her first article.

Anti-lynching Campaign

In 1892, competition in the grocery business in Memphis led to an attack on the African American owners of a grocery store. Several African American men were arrested. One night, three of them were kidnapped from jail. They were taken out into the countryside and shot. One of the men was a close friend of Ida Wells.

Memphis was not the only place where murders as well as lynchings took place. Mobs attacked on African Americans had existed for years, but now they were increasing. Mobs accused African Americans of crimes, then killed them, claiming they deserved this punishment. Wells wrote about these lynchings in newspaper editorials. Her writing prompted violence against the newspaper and threats against her.

Wells urged a boycott of Memphis storefronts and homes in the lynchings.

Vocabulary

lynching, is the killing of a person by a mob, often by hanging

boycott, is a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or company

Page 208

She even urged African Americans who could afford to leave Memphis to do so. Taking Wells's advice, many African Americans moved to Northern cities. Wells herself was fearful of remaining in the South. She left to work for a Northern newspaper.

Lynchings continued throughout the country for many years, most notably in the South. In the 1890s, hundreds of African American men and women were killed. Wells was shocked and angered by these lynchings. She wrote many articles expressing her outrage. Eventually Wells found some support for her anti-lynching position in Northern newspapers. She traveled widely to speak on the issue of lynching. For many years she wrote and lectured on this topic. She published a book called *A Red Record* that catalogued lynchings in the United States. In it, she wrote: "We demand a fair trial by law for those accused of crime, and punishment by law after honest conviction... Surely the humanitarian spirit of this country... will no longer refuse to lift its voice on this subject."

Wells tried again and again to shame Americans into taking action against lynch mobs. She wrote:

Nowhere in the civilized world save the United States of America do men, possessing all civil and political powers go out in bands of 50 and 5,000 to hunt down, shoot, hang or burn to death a single individual, unarmed and absolutely powerless. Statistics show that nearly 10,000 American citizens have been lynched in the past 20 years... We refuse to believe this country so powerful is defenseless to citizens abroad, is unable to protect its citizens at home.

Much of Wells's writing and speaking was devoted to the topic of lynching. But she also worked frequently with other black leaders, including Booker T. Washington, to secure better treatment of African Americans.

Page 209

LITERAL—What actions did Ida B. Wells take in response to the lynching?

- » She wrote about it in the newspaper, she suggested a boycott of streetcars and white-owned businesses, and she suggested that African Americans move away from Memphis. She traveled around to speak out about lynching. She kept a record of lynchings.

LITERAL—What did Wells want done in response to lynchings?

- » She wanted those accused to be put on trial and judged innocent or guilty through established legal practices.

LITERAL—What did Wells say was different about the United States?

- » It was the only place where huge groups would go hunt down and kill powerless people.

LITERAL—What did Wells believe about the United States?

- » She believed it was capable of protecting all its citizens. She believed in the humanitarian spirit of the country.

EVALUATIVE—Was Wells successful in her efforts against lynching?

- » She was somewhat successful because she drew attention to it. She helped start a movement for true civil rights for African Americans. But even after working for decades, she did not live to see a federal anti-lynching law passed.

Stop here at the end of Day 1. You may also wish to complete the Ida B. Wells and the Fight for Civil Rights Additional Activity before continuing with the rest of the chapter.

Guided Reading Supports for “Reform for African Americans,” Day 2 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Booker T. Washington,” Pages 210–211



Booker T. Washington

W.E.B. DuBois

Wells died in 1931, without seeing a federal anti-lynching bill passed. But her efforts drew attention to this terrible phenomenon and advanced the budding civil rights movement.

Booker T. Washington

Like Ida Wells, Booker T. Washington was born enslaved and was freed after the Civil War.

Education became a driving force in the life of Booker T. Washington. While he was enslaved, one of his chores was to carry the schoolbooks of the plantation owner's daughter when she went to school and came home. Picking up the schoolbooks gave the young boy “the feeling that to get into a school house and study in this way would be about the same as getting into paradise.”

After the Civil War, Washington's family moved to West Virginia. There, at the alphabet. A school opened for African Americans. But his stepfather would not allow

Page 210

Scaffold understanding as follows:

Review what students read previously about Jim Crow laws, segregation, and lynchings. Explain that in today's readings, they will meet two African American leaders who had very different ideas about how to improve race relations in the United States.



Have students read the section on pages 210–211 independently.

After students read the text, ask the following questions:

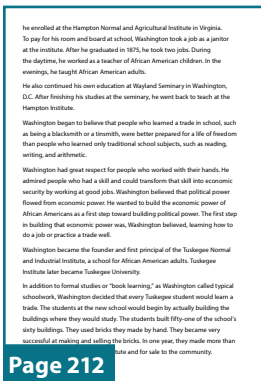
EVALUTIVE—How was Booker T. Washington similar to Ida B. Wells?

- » Both were born enslaved and became free after the Civil War. Both cared about education.

LITERAL—What facts help you understand how much Washington wanted to get an education?

- » He taught himself the alphabet. He chose to complete his work early in the morning and later in the day, so he could attend school during the hours it was in session.

“Further Education,” Pages 211–214



Scaffold understanding as follows:

Have students read the section on pages 211–214 independently.

SUPPORT—Note the word *trade* in the second full paragraph on page 212. Explain that a trade is a skilled job, usually one that requires manual labor. Carpentry, for example, is a trade.

SUPPORT—Explain that the phrase “economic security” in the third full paragraph on page 212 means having enough money to live comfortably and having a reliable way to earn that money.



SUPPORT—Use AP 3.1 to point out the locations of West Virginia; Virginia; and Tuskegee, Alabama.

SUPPORT—Draw students’ attention to the image on page 213, and invite a volunteer to read the caption aloud. Ask students why they think these gates were named “Lincoln Gates.” (*They were named for Abraham Lincoln, who is credited with ending slavery in the United States.*)

After students read the text, ask the following questions:

LITERAL—What jobs did Washington do after graduating from Hampton Normal and Agricultural Institute?

- » He was a teacher. He taught African American children and adults.

LITERAL—Why did Washington believe it was important to learn a trade?

- » He thought this gave people economic security, and he respected people who could work with their hands.

Activity Page



AP 3.1





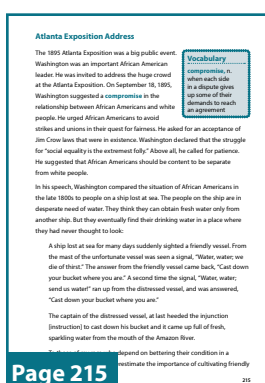
LITERAL—What is one reason that Washington thought it was important for African Americans to gain economic power?

- » He thought that it was necessary to have economic power in order to get political power.

LITERAL—What was the Tuskegee Normal and Industrial Institute?

- » It was a school for African American adults, where they could get an education and learn a trade. It is now Tuskegee University.

“Atlanta Exposition Address,” Pages 215–217



Scaffold understanding as follows:

Invite volunteers to read aloud the section on pages 215–217.

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

Note: Students in Core Knowledge schools may recall the term *compromise* from the Grade 5 units *England in the Golden Age* and *The Civil War*.

SUPPORT—Note that *address* in the section title means a speech. The verb *address* means to give a speech.

Activity Page



AP 3.1



SUPPORT—Use AP 3.1 to point out the location of Atlanta.

SUPPORT—Explain that the Atlanta Exposition was a huge event. The goal was to promote Atlanta and the surrounding region, boost interest in its products, and highlight new technology. President Grover Cleveland was in charge of the opening ceremony. The Exposition included a “Negro Building,” intended to showcase the achievement of African Americans. Remind students that *Negro* was a term used at that time, but it is considered offensive today.

SUPPORT—Note the phrase “social equity is the extremest folly” in the first paragraph of the section. Explain that *folly* means madness or foolishness. *Social equity* is the idea of having an equal status in society. Washington means that it was foolish for African Americans to fight for an equal place in society. He saw it as a waste of time, because it was such an unrealistic goal, given the reality of how many white people felt. He thought African Americans would make better use of their energies by concentrating on making a living, which would help make them more independent of whites.



SUPPORT—Point out the sentence, “Cast down the bucket where you are,” in the first paragraph of Washington’s quotation on page 215. Explain that the verb *cast* means to throw. Washington uses this strong verb to give an image of people working and going to get something that is within reach.

After volunteers read the text, ask the following questions:

LITERAL—What did Washington suggest in his speech?

- » He said African Americans should try to compromise with whites and not participate in strikes or boycotts. He said African Americans should accept Jim Crow laws, remain segregated from whites, and be patient.

EVALUATIVE—What did Washington mean when he said, “Cast down your bucket where you are”?

- » He meant that African Americans should use what was already right there. He meant that they should not look for outside help, but only rely on the resources at hand.

EVALUATIVE—How were Washington’s ideas different from Wells’s ideas?

- » Wells urged strikes and boycotts. She encouraged African Americans to leave the South. Washington said African Americans should stay in the South. He said they should not strike or boycott, and they should try to get along with the white people in their communities.

LITERAL—What was the reaction of the audience and others to Washington’s speech?

- » Many people were very enthusiastic. They praised the speech and his ideas.

INFERENTIAL—Why did some African Americans disagree with Washington?

- » They thought he was too accepting of the unfair situation for African Americans. They thought African Americans should fight hard against their lack of equality.

“W.E.B. Du Bois,” Page 217

Scaffold understanding as follows:

Read aloud the section on page 217.

SUPPORT—Explain that the phrase “second-class citizens” in the first paragraph of the section is used to describe people who are not treated the same as other citizens. “Second-class” means not as good as “regular” citizens. In the United States, all citizens should be the same—there should not be different types of citizens.

After you read the text, ask the following questions:

LITERAL—What things did Du Bois say that Washington wanted African Americans to give up?

- » He said Washington was telling African Americans to give up political power, civil rights, and higher education.

LITERAL—What did Du Bois want to do about segregation?

- » He wanted to get rid of the “color line.” He wanted all segregation to stop.

LITERAL—What did Du Bois mean by the “color line”? Who was on each side of the line?

- » He meant that people are separated by race (the color of their skin). Whites are on one side of this line. People of color are on the other side.

LITERAL—What does Du Bois say about the Civil War?

- » He says the cause of the war was the conflict over slavery. He says that people deny this was the cause, but the issues of slavery and racism cannot be covered up by these denials.

“Early Years,” Pages 218–219



Scaffold understanding as follows:

Invite volunteers to read the section on pages 218–219 aloud.

SUPPORT—Note the reference to a Ph.D. in the third paragraph of the section. Explain that a Ph.D. is the highest educational degree you can earn. Before getting a Ph.D., you must get a degree from a four-year college. Next, you would have to earn a master’s degree. Additional schooling and study would be needed to finally earn a Ph.D.

After volunteers read the text, ask the following questions:

LITERAL—How were Du Bois and Washington different?

- » Du Bois was from the North. Washington was from the South and had been born enslaved. Du Bois went to some of the best schools. Washington had an education, but he had to teach himself and he had to struggle to go to school.

LITERAL—Why did Du Bois criticize Washington’s ideas?

- » Du Bois thought Washington’s ideas would hurt African Americans. He thought Washington’s ideas meant that African Americans would lose rights. He thought Washington’s ideas focused only on getting African Americans in a better economic situation.

LITERAL—What did Du Bois want to see happen?

- » He wanted to support the most talented African Americans, to make them into leaders. Then, they could help all African Americans.

“Rise of the NAACP,” Pages 219–220

Scaffold understanding as follows:

Have students read the section on pages 219–220 independently.

SUPPORT—Note that the acronym NAACP is usually spoken as “N double-A C P.”

SUPPORT—Explain that the phrase “look the other way” in the first paragraph of the section means to ignore something and let it continue to happen.

SUPPORT—Draw attention to the image on page 220, and invite a volunteer to read the caption aloud. Have students find W.E.B. Du Bois in the photograph. Explain the phrase “racial discrimination,” if necessary.

SUPPORT—Remind students about Ida B. Wells, whom they read about earlier in the chapter. Tell students that Wells was also an early member of the NAACP.

After students read the text, ask the following questions:

LITERAL—What was the situation for African Americans in the 1890s?

- » Life got worse at this point, because of hard economic times and laws that enforced segregation. They did not have equal rights or opportunities. White reformers who worked on other issues did not all fight back against the injustices experienced by African Americans. Lynchings and riots were increasing.

LITERAL—Why did Du Bois’s group meet in Canada?

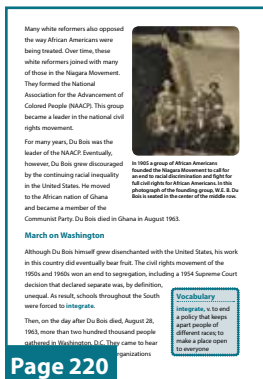
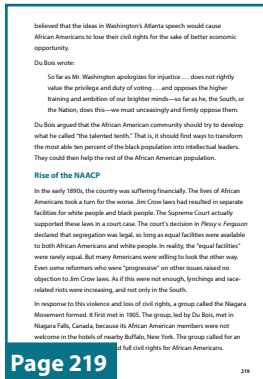
- » They could not meet in the hotels in New York. They went across the border to Canada, where these laws banning African Americans did not exist.

LITERAL—Who formed the NAACP?

- » It was formed by Du Bois and the Niagara Movement, and, over time, some white reformers who cared about changing the situation for African Americans also joined.

LITERAL—Why did Du Bois move to Africa at the end of his life?

- » He was discouraged. He had worked hard, but he saw that racial inequality still continued in the United States.



“March on Washington,” Pages 220–221

Speak out for equal civil rights for all Americans. They also came to demonstrate support for civil rights legislation that was pending in Congress.

During this “March on Washington,” thousands of people marched to the Lincoln Memorial. From the steps of the memorial, Dr. Martin Luther King Jr. gave his famous “I Have a Dream” speech. “I have a dream,” King said, “that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’”

The civil rights movement of the 1950s had many successes. It pushed state and federal governments to pass laws against racial discrimination and to guarantee African Americans equal rights. But the successes of the 1960s would have been impossible without the pioneering work of the people you have just read about, as well as hundreds of others like them who were willing to speak out—and even die—for equal rights.



Page 221

Scaffold understanding as follows:

Invite volunteers to read the section on pages 220–221 aloud.

SUPPORT—Note the idiom “bear fruit” in the first sentence of the section. Explain that the idiom means to get results.

CORE VOCABULARY—Pause to explain the vocabulary term *integrate* when it is encountered in the text. Make sure students understand that *integrate* is the opposite, or antonym, of *segregate*, a term they learned earlier.

SUPPORT—Reread the quotation from Dr. King’s “I Have a Dream” speech. Explain that a creed is a guiding belief. Note that the creed Dr. King quotes comes from the Declaration of Independence.

After volunteers read the text, ask the following questions:

LITERAL—What changes did Du Bois’s efforts eventually lead to?

- » Segregation was made unconstitutional, and schools were no longer open to only one race. The civil rights movement grew stronger in the 1950s and 1960s, building on Du Bois’s work.

LITERAL—What was the March on Washington in 1963?

- » It was a big gathering organized by the NAACP and other organizations to call for equal civil rights. It was an important demonstration in support of making new laws about civil rights.

LITERAL—Why might we say Martin Luther King Jr. carried on work started by Du Bois?

- » He was an important civil rights leader in the 1950s and 1960s. He continued working on issues and ideas that Du Bois had fought for, such as equal rights.

Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of gaining rights for African Americans?”
- Have a student post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of gaining rights for African Americans? ”
 - » Key points students should cite include: Jim Crow laws reinforced segregation, keeping whites and African Americans separated; they sought to deny true equality and rights to African Americans after the constitutional amendments that followed the Civil War; Ida B. Wells’s newspaper articles called for strikes and boycotts, and protested the injustice of lynching; Booker T. Washington proposed the Atlanta Compromise, the idea that African Americans should concentrate on economic security, rather than pushing for equality; W.E.B. Du Bois criticized Washington; he advocated developing African American leaders who would then go on to work for the rights of all African Americans.
- Choose one of the Core Vocabulary words (*segregate, civil rights, lynching, boycott, humanitarian, compromise, or integrate*), and write a sentence using the word.

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

Additional Activities

Ida B. Wells and the Fight for Civil Rights (RI.6.1, RI.6.2)

45 MIN

Materials Needed: Internet access; sufficient copies of Excerpts from “Lynching: Our National Crime” by Ida B. Wells (NFE 3)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Have students watch “The Rise and Fall of Jim Crow,” a video about Ida B. Wells. Explain that they will hear quotations from her writing read aloud. Remind them that at that time, the word *Negro* was used to refer to African Americans. It is not used today. Explain that they will also hear her use the word *nigger*. Explain that this is an extremely offensive word. It implies a hatred of African Americans, as well as a belief in their inferiority. It was also offensive at the time. Ida B. Wells uses it to express the thoughts and beliefs of the people who lynched African Americans. Tell students that Wells and other writers sometimes use this word to illustrate the hateful mind-set that lay beneath the

violence and discrimination. They do not use the word because they think it is an acceptable word. Make sure students know that they should not use this word. Tell them that when people refer to this word today, they use the phrase “the N word.”

After viewing the video, have students discuss the following questions:

1. What success did Wells have after the discrimination she faced riding on the train?
 - » She won a court case. The judge said she had the right to sit in the ladies’ car.
2. What happened after the first court decision?
 - » The first decision was overturned. A higher court said Wells was wrong and the railroad was right.
3. How did Wells feel after this experience?
 - » She felt discouraged and angry. She had thought that law and justice would prevail. Afterward, she felt that there was no justice for African Americans.
4. Why did Wells believe that lynching was increasing?
 - » She saw that mobs were targeting African Americans who were doing well economically. They were being targeted because the lynch mobs wanted to keep African Americans from gaining higher status in society.

Reading

Distribute NFE 3. Have students read the excerpts independently. Then, have students work with a partner to answer the following questions:

Excerpt 1

1. What does Wells want people to understand about lynching?
 - » Wells wants people to know that lynching is murder, based on skin color. The idea that the victims committed a crime against a woman is an excuse. It is not true and not the reason that lynching occurs. It is a national crime; a solution is needed at the national level.
2. Why does Wells talk about lynching statistics?
 - » Wells wants to provide proof for her argument that lynching is based on skin color.
3. What does Wells say about the new mob movement in the South?
 - » Wells says that the increase in mobs and lynching is political. The purpose is to keep African Americans from voting. This would keep them from having real power.

Excerpt 2

1. What was the cause of the mob riot and lynching in Springfield?
 - » The cause of the lynching and riot was that a white woman said an African American man assaulted her.
2. What did the mob do first? Whom did they lynch?
 - » The mob first went to the jail, to try to lynch the person accused by the woman. The mob could not find that person, so they lynched two other African American men instead.
3. What does Wells feel about the efforts to combat lynching so far?
 - » She thinks that protest, education, meetings, and other efforts are helpful, but they are not enough. There has been a great effort, but it has not stopped lynchings.
4. What does Wells say about the effect of education and protests on the people who lynched men in Springfield?
 - » She says that education and protests did not stop them from lynching.
5. What does Wells see as the solution?
 - » Wells sees the law as the solution. She says that the law must be changed and used to teach those who resort to lynching that African Americans are humans whose lives are sacred. They are citizens, like all other citizens.

W.E.B. Du Bois and Booker T. Washington (RI.6.2)

45 MIN

Materials Needed: Sufficient copies of Excerpt from *The Souls of Black Folk* by W.E.B. Du Bois (NFE 4) and Excerpt from “The Negro Question” by *The New York Times* (NFE 5)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that W.E.B. Du Bois and Booker T. Washington held very different beliefs about the relationship between African Americans and white people. Ask students to share what they learned about each man in their reading.

Explain that W.E.B. Du Bois published a book called *The Souls of Black Folk*, in which he explained his ideas in detail. Have students reread Du Bois’s statement about the color line on page 217 of the Student Reader. Distribute NFE 4, and invite volunteers to read it aloud.

Then have students work with a partner to list three to five main ideas from the two readings. Have students share their lists. Briefly discuss with students whether they believe Du Bois's points still hold true for African Americans today.

Remind students that Booker T. Washington's background was very different from Du Bois's, and the two reformers developed very different ideas. When the newspaper *The New York Times* reviewed Du Bois's book, it compared Du Bois and his ideas to Washington and his ideas. Distribute NFE 5, and invite volunteers to read the excerpt aloud.

On the board or chart paper, draw a two-column chart. Label one column "Du Bois" and the other "Washington." Work with students to complete the chart, filling in each man's beliefs based on the comparison in *The New York Times* excerpt and students' readings in Chapter 5.

Poems: "Mother to Son" by Langston Hughes and "Sympathy" by Paul Laurence Dunbar (RL.6.1, RL.6.2)

45 MIN

Materials Needed: Sufficient copies of "Sympathy" by Paul Laurence Dunbar (FE 2); Internet access



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the poems and video may be found:

www.coreknowledge.org/ckhg-online-resources

"Mother to Son"

Display the poem for all students to see. Read the poem aloud (or play the video of Viola Davis, then Langston Hughes, reading the poem), and discuss the following questions:

1. What do you think the mother means when she says, "Life for me ain't been no crystal stair"?
 - » She means her life has not been easy.
2. Why is the mother telling this to her son? Which lines help you figure that out?
 - » She doesn't want her son to give up or get discouraged. She tells him, "So boy, don't you turn back./Don't you set down on the steps/'Cause you finds it's kinder hard."
3. Why do you think Hughes uses words such as *I'se* and *kinder* in the poem?
 - » He uses those words so we can hear the mother's voice. Those are words she would use.

4. In this poem, Hughes compares life to a staircase. Do you agree with that comparison?
 - » Answers may vary. Students should be able to support their opinions with reasons and examples.

“Sympathy”

Distribute FE 2. Have students read the poem, and answer the following questions independently:

1. In the first stanza, what image does the poet create?
 - » The poet describes a beautiful scene in nature. It is sunny, the wind is soft, there is grass, a flowing river, and flowers.
2. In the second stanza, what does the bird do? Why?
 - » The bird crashes its wings against the bars of its cage. It does this until it bleeds. It beats its wings on the cage because it is frustrated and upset that it is trapped in its cage, and not free to enjoy the world.
3. What message does the poet give by saying that he understands how the bird feels?
 - » The poet means that he is like the bird. He also feels trapped and angry; he feels that he is not free and not allowed to experience the good parts of life.
4. What is the reason the caged bird sings?
 - » The bird sings as a prayer. It is asking for help or freedom.

Lead a class discussion about the poem. Ask students to talk about why Dunbar might have felt like a caged bird. Then ask students what themes or ideas the two poems—“Sympathy” and “Mother to Son”—have in common. *(Students might note that both address the frustrations of African Americans and the difficulties they face.)*

Women's Voting Rights

The Big Question: What causes did American women fight for in the 1800s, and what actions did they take to gain the right to vote?

Primary Focus Objectives

- ✓ Describe the causes championed by many women during this period. **(RI.6.2)**
- ✓ Identify the contributions of Susan B. Anthony. **(RI.6.2)**
- ✓ Explain the significance of the Nineteenth Amendment. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *suffrage*, *Quaker*, *ratify*, *naturalized*, *bail*, and *indictment*; and of the phrase “unalienable right.” **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “Women’s Voting Rights”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

Display and individual student copies of Map of the United States (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

“unalienable right,” (phrase) a legal promise that cannot be taken away or denied **(222)**

Example: According to the Declaration of Independence, all people have an unalienable right to the pursuit of happiness.

Variations: unalienable rights

suffrage, n. the right to vote **(225)**

Example: To deny suffrage to a group is to deny it power in a democracy.

Quaker, n. a member of a Christian religious group called the Society of Friends, which encourages people to work for justice (225)

Example: As a Quaker, she felt called to work for peace and justice in the world.

Variations: Quakers

ratify, v. to approve (228)

Example: To make a change to the U.S. Constitution, Congress must pass a proposed amendment, and two-thirds of the states must ratify it.

Variations: ratified

naturalized, adj. having gained citizenship in a new country (229)

Example: The United States has a process for immigrants to become naturalized citizens.

Variations: naturalize (verb), naturalization (noun)

bail, n. money posted to free a prisoner until his or her trial begins (229)

Example: If you are arrested, a judge will either set an amount of bail or deny bail.

indictment, n. a formal written accusation of a crime (229)

Example: The newspapers reported on the indictment of the corrupt politician.

Variations: indictments

THE CORE LESSON 35 MIN

Introduce “Women’s Voting Rights”

5 MIN

Review Chapter 5 content, noting that among the many rights that were withheld from African Americans was the right to vote. Call attention to this chapter’s title, and explain that American women of all races did not have a legal right to vote until 1920.

Call students’ attention to the Big Question. Tell students to look for information about the causes that American women supported and what they did to push for the right to vote.

Guided Reading Supports for “Women’s Voting Rights”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Story Behind the Vote," Pages 222–225

Scaffold understanding as follows:

Invite volunteers to read the section on pages 222–225 aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms “unalienable right” and *suffrage* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the term “unalienable right” from the Grade 4 unit *American Reformers*.

SUPPORT—Explain that the phrase “rights were not generally extended to” in the second paragraph of the section means that, for the most part, women were not given these rights.

SUPPORT—The phrase “passed resolutions seeking equality with men” in the second paragraph on page 224 means that they wrote statements calling for equal rights, and groups voted to show support for these statements.

SUPPORT—Students in Core Knowledge schools may recall learning about Abigail Adams in the Grade 4 unit *Early Presidents*, and about Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, and the Seneca Falls Convention and Declaration in the Grade 4 unit *American Reformers*.

After volunteers read the text, ask the following questions:

LITERAL—What was the situation for women in the United States in the early 1900s regarding voting rights?

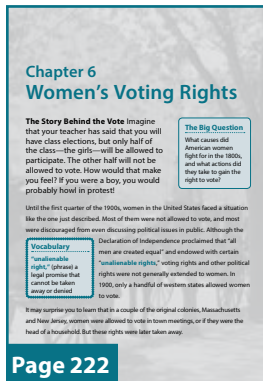
- » In most places, they could not vote. They were often discouraged from talking about politics.

LITERAL—What happened at the Seneca Falls Convention?

- » Women working for the right to vote met at a conference and voted for resolutions seeking equality.

LITERAL—What did the woman suffrage movement work toward?

- » It worked toward suffrage for women—getting women the right to vote.



"Susan B. Anthony," Pages 225–226

Scaffold understanding as follows:

Have students read the section on pages 225–226 independently. Encourage them to refer to the vocabulary box as they read.

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

SUPPORT—Explain to students that women were very involved in social reform movements through their churches, and it was not just the Society of Friends whose members pursued social reforms. Many different Christian denominations became involved in social reform, including the Methodists.

SUPPORT—Explain that *temperance* means not using alcohol. The Temperance Movement was a movement that wanted to ban alcohol. Students in Core Knowledge schools may recall learning about the temperance movement in the Grade 4 unit *American Reformers*.

SUPPORT—Note the word *suitors* in the second paragraph of the section. Explain that a suitor is a person who expresses interest in marrying another person. Note the word *drudge* in the same paragraph. Explain that a drudge is someone with a hard, boring job.

SUPPORT—Note the phrase “social cause” in the last paragraph on page 225. Explain that a social cause is something that a person works to support, or a problem in society that a person works to solve.

SUPPORT—Students in Core Knowledge schools may recall learning about the abolitionist movement in the Grade 4 unit *American Reformers*.

SUPPORT—Note the reference to John Brown in the first paragraph on page 226. Students in Core Knowledge schools may recall reading about John Brown and his raid on Harpers Ferry in the Grade 5 unit *The Civil War*.

SUPPORT—Explain that the phrase “breakdown of family life,” in the second paragraph on page 226, refers to the idea that people would not act in the best interest of children and families, or would not play traditional roles in families. The phrase “immoral behavior” in the same paragraph refers to any behavior that was considered bad or not proper.

After students read the text, ask the following questions:

LITERAL—Why were Susan B. Anthony’s family and religion an important influence on her?

- » Her father encouraged her to pursue an education. As a Quaker, she was expected to play an active role and speak her mind. Quakers had a history of standing up for causes, like abolition.

The movement that sought to secure women's right to vote was known as the women's suffrage movement. Those who fought for the cause were known as suffragists, or when they were women, suffragettes. One of the most famous of the suffragettes was Susan B. Anthony.

Vocabulary
suffrage, n. the right to vote
Quaker, n. a member of a Christian religious group called the Society of Friends, which encourages people to work for justice

Susan B. Anthony
Susan Brownell Anthony was born in 1820 and raised in a Quaker household. Her father supported her interest in education. In the Quaker tradition, women were expected to play an active role in the church. They were invited to speak their minds about church issues. Many Quakers were also involved in political causes of the day, especially the abolitionist movement—a movement against slavery—and the temperance movement—a movement against the excessive drinking of alcohol. Susan B. Anthony was expected to both of these movements as a young woman.

As a young woman, Anthony also paid attention to the conditions of many married women around her. Although she had many suitors, she decided that she would not marry. Many years later she said, “I never felt I could give up my life of freedom to become a mere housekeeper. When I was young if a girl married poorly, she became a drudge; if she married wealthily, she became a doll. Had I married at twenty-one, I would have been either a drudge or a doll for fifty-five years. Think of it!”

After teaching school for several years, Anthony was looking for a different challenge. Her father encouraged her to take up a social cause and not to concern herself with earning a living. At the time, some women of her social class were volunteering to work as religious missionaries. Missionaries traveled to promote their particular religion. Others were becoming involved in social movements.

Page 225



Susan B. Anthony was born in Adams, Massachusetts, in 1820. This is the house where she was born.

Susan B. Anthony's family knew many famous abolitionists of the day. Her brother was a friend of John Brown, whose antislavery actions had caused months of upheaval and several deaths in Kansas. Anthony admired the abolitionists, but she found another cause even more appealing. She wanted to help women gain rights.

For a time, Susan B. Anthony worked in the temperance movement. Many women took up the cause of temperance because they saw how alcohol abuse led to the breakdown of family life, immoral behavior, and unemployment. In 1842, Anthony went as a delegate to a meeting of temperance workers. When she attempted to speak, the chairman told her, “The sisters were not invited to speak, but to listen and learn.”

Frustrated by the fact that women were not permitted to speak publicly, Anthony walked out of the convention. She was followed by a handful of other women. The Women's State Temperance Society was formed that day.

Page 226

LITERAL—Why did Anthony not want to marry?

- » She knew that getting married would reduce her freedom. Her job would be to take care of or maintain a house. She would either have a dreary job (housekeeping), or she would have to sit and do nothing.

LITERAL—What was the Temperance Movement? Why were many women a part of it?

- » It was a movement against alcohol abuse. Women joined it because they saw the negative effects of alcohol abuse, particularly on family life.

LITERAL—What happened at the meeting of temperance workers that Anthony attended in 1852?

- » Women could not speak at the meeting. Susan B. Anthony left, because she was told women could not speak, but could only listen and learn.

“Outrageous Behavior,” Pages 227–228

Scaffold understanding as follows:

Invite volunteers to read the section on pages 227–228 aloud.

SUPPORT—Pause to explain the phrase “out of order” when it is encountered in the fifth sentence of the text. Explain that it means to do something that is not allowed by the rules.

SUPPORT—Note the phrase “Napoleon of the woman’s rights movement” in the final paragraph of the section. The phrase compares Susan B. Anthony to the French Emperor Napoleon Bonaparte, who was known as a brilliant military leader. It means that Anthony did a good job of leading and planning the fight.

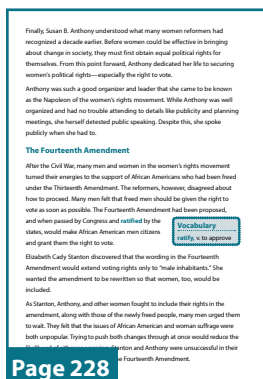
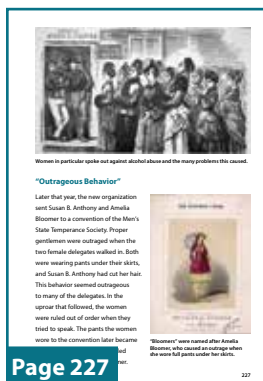
After volunteers read the text, ask the following questions:

LITERAL—What did Anthony and Bloomer do that was “outrageous”?

- » They went to a men’s meeting. They wore pants under their skirts. Susan B. Anthony had short hair. They tried to speak at the meeting.

LITERAL—What did Anthony come to realize?

- » She realized that women (or any group without power) could not change society without getting equal political rights, including the right to vote.



"The Fourteenth Amendment," Pages 228–231

Scaffold understanding as follows:

Have students read the section on pages 228–231 independently. Encourage students to refer to the vocabulary boxes as they read.

CORE VOCABULARY—Point out the vocabulary terms *ratify*, *naturalized*, *bail*, and *indictment*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *ratify* from the Grade 4 unit *The United States Constitution*.

SUPPORT—Remind students that they read about the Fourteenth Amendment in Chapter 5. The Fourteenth Amendment includes the Equal Protection Clause. It guarantees equal treatment under the law.

SUPPORT—Point out the phrase “the judge who heard the case” in the fifth paragraph on page 229. Explain that it means the judge for Anthony’s trial, who listened to arguments for and against Anthony’s attempt to vote, and made a decision about the case.

After students read the text, ask the following questions:

LITERAL—What group gained rights when the Fourteenth Amendment was ratified, after the Civil War?

- » African Americans gained rights. Only African American men gained the right to vote.

LITERAL—Why did some people feel that it was not the right time to work for woman suffrage?

- » Some people felt that reformers were working on two difficult topics: rights for African Americans, and rights for women. They thought that it might be too hard to get both kinds of reforms done at once.

LITERAL—Why did Susan B. Anthony decide to vote after the passage of the Fourteenth Amendment? What happened as a result?

- » She decided to test the Fourteenth Amendment, because many parts of the amendment said that all people born in the United States were citizens and that no state had the right to make laws limiting that right; only a small section of the amendment indicated that the right to vote was limited to men. She hoped to push the cause of woman suffrage into the courts. She was arrested after she voted. There was a trial. The judge did not allow her to speak and decided ahead of time how he would rule.

LITERAL—What did Anthony say about why she voted?

- » She said she had the right to vote, because that is a right of citizens. She said that “we, the people” does not mean just white males.

Against that better judgment, the women waited and watched as the Fourteenth Amendment was ratified—without including their interests. Some people, however, including members of government, thought the new amendment could be interpreted as also including women in the right to vote. In 1872, Anthony decided to challenge the amendment. The first section of the amendment reads:

All persons born or naturalized in the United States . . . are citizens . . . No State shall make or enforce any law which shall abridge (limit) the privileges . . . of citizens.

Only a small section later on mentioned that this was limited to men. In the next election, Susan B. Anthony and her sisters placed their ballots in the ballot box. (A ballot was a slip of paper on which a person selected, or voted for, their chosen candidate.) A few weeks later, Anthony and a handful of other women were arrested for voting illegally. Anthony refused to post bail, money that would have allowed her to stay out of jail, but her lawyer paid her bail. Anthony hoped to push the matter into the courts.

The judge who heard the case was not sympathetic. It was his first case, and he did not even allow Anthony to be called as a witness on her own behalf. As soon as the opposing attorney finished speaking, the judge pulled a piece of paper from his pocket announcing his decision. He had written it even before hearing the facts of the case! He ruled against Susan B. Anthony.

In her defense, Anthony wrote:

Friends and fellow citizens: I stand before you tonight under indictment, right to vote. It shall be my work this evening

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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 for the United States of America."

It was we, the people (not we, the white 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



Page 230

“More Battles,” Page 231

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 decided now is: Are women persons? And I hardly believe any of our opponents will have the hardihood [nerve; guts] to say they are not.

More Battles

After Anthony's failure in court, many women turned their efforts back toward the temperance movement. This angered the makers of beer and whiskey. These businessmen began to step into to fight against women's suffrage. Immigrants also were urged to keep women from voting. Political bosses feared that if women got the right to vote, changes would take place in the practices that made these bosses rich and powerful.

The bosses used bribery and illegal voting by immigrant men to work against woman suffrage. Many of these immigrants came from countries where women's rights were taken even less seriously than they were in the United States, so they were not hard to persuade.

Susan B. Anthony persevered in spite of this resistance. She continued to write articles and lecture around the country. Anthony served as president of the National American Woman Suffrage Association from 1902 to 1905. Each year, suffragists tried to send a new bill to Congress. Each year it failed to pass.

Susan B. Anthony never gave up hope that American women would soon secure their right to vote. A few weeks before her death in 1905, she noted, "Failure is impossible."

Page 231

Scaffold understanding as follows:

Invite volunteers to read the section on page 231 aloud.

SUPPORT—Note the words *persevered* and *resistance* in the third paragraph of the section. Explain that to persevere is to keep going under difficult circumstances. *Resistance* means opposition, or the act of pushing against something.

After volunteers read the text, ask the following questions:

LITERAL—Why did many beer and whiskey makers fight against women's right to vote?

- » Beer and whiskey makers fought against it because many women were in the Temperance Movement. The women's vote could hurt the beer and whiskey makers' profits.

LITERAL—What did some political leaders do to try to fight against woman suffrage?

- » They paid bribes and let immigrant men vote, even though it was illegal. They encouraged the immigrants to vote against women's rights, by paying them to vote that way.

“The Nineteenth Amendment,” Pages 232–233



The suffrage movement grew and strengthened across America and other parts of the world. In this photograph, taken in 1915, women are protesting for the right to vote on the steps of the U.S. Capitol building.

The Nineteenth Amendment

The hopes for women's right to vote did not die with Susan B. Anthony. A battle took place to add an amendment to the Constitution that would guarantee the right of women to vote. Eventually, this effort would result in the passage and ratification of the Nineteenth Amendment.

Leaders in other areas of civil rights also supported the Nineteenth Amendment. W.E.B. Du Bois wrote that every African American man should vote in favor of women's suffrage.

Around the country, other supporters of woman suffrage held silent protests, went on hunger strikes, and organized parades.

A few more states approved women's right to vote. When New York State passed its law in 1917, President Woodrow Wilson said, "The movement, times were changing."

Page 232

Scaffold understanding as follows:

Invite volunteers to read the section on pages 232–233 aloud.

After volunteers read the text, ask the following questions:

LITERAL—What was W.E.B. Du Bois's position on woman suffrage?

- » He strongly supported it. He said all African American men should vote for it.

LITERAL—Why did more people start to believe that women should have the right to vote?

- » People thought women would vote for good policies that would protect families.

LITERAL—What did women do to call for woman suffrage?

- » They held silent protests, they went on hunger strikes, and they organized parades in support of women's right to vote.



LITERAL—What did Jeannette Rankin do to advance woman suffrage?

- » She was the first woman elected to Congress. She introduced the Nineteenth Amendment. When it was finally ratified, it gave women the right to vote.

Timeline

- Show students the Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What causes did American women fight for in the 1800s, and what actions did they take to gain the right to vote?”
- Have a student post the image cards to the Timeline under the dates referencing the 1800s and 1900s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What causes did American women fight for in the 1800s, and what actions did they take to gain the right to vote?”
 - » Key points students should cite include: equality, especially suffrage (the right to vote); temperance; civil rights for African Americans; actions include meetings, such as the one at Seneca Falls; organizations; strikes; protests; Susan B. Anthony’s illegal vote.
- Choose one of the Core Vocabulary words (*suffrage*, *Quaker*, *ratify*, *naturalized*, *bail*, or *indictment*) or the phrase “unalienable right,” and write a sentence using the word.

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

CHAPTER 7

Eugene Debs and Socialism

The Big Question: What were Eugene Debs's political beliefs?

Primary Focus Objectives

- ✓ Understand the place of Eugene Debs in American history. (RI.6.3)
- ✓ Describe the beliefs that motivated Eugene Debs. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *espionage* and *treason*. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Eugene Debs and Socialism”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 7.1

- Individual student copies of Notes on Eugene Debs and Socialism (AP 7.1)

Core Vocabulary (Student Reader page numbers listed below)

espionage, n. spying (241)

Example: Espionage is one way countries learn secrets about each other.

treason, n. disloyalty to a country by helping an enemy (241)

Example: Because he gave secret information to the enemy, he was accused of treason.

Introduce “Eugene Debs and Socialism”

5 MIN

Review students’ knowledge of capitalism and socialism, two economic systems based on very different ideas. Explain that under capitalism, the means of production, distribution, and exchange of wealth are owned or controlled chiefly by private individuals or corporations. Under socialism, some of those activities are controlled collectively by the government, which acts on behalf of the people or society. Tell students that in this lesson, they will learn about the efforts of Eugene Debs, a leader of the socialist movement in America, to bring about social change.

Call students’ attention to the Big Question. Tell students to look for information about what Eugene Debs believed and why he supported socialism.

Independent Reading of “Eugene Debs and Socialism”

30 MIN

Activity Page



AP 7.1

Direct students to read the entire chapter independently and to complete Notes About Eugene Debs and Socialism (AP 7.1) as they read the chapter.

Tell students that when they finish reading the chapter, they are to write a response to the Big Question and a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word or phrase: *privileges, socialism, downtrodden, depression, vandalized, wobblies, widespread, opposition, espionage, “took its toll,”* and *intertwined*. Have students repeat the pronunciation of each word or phrase.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer once they finish reading the chapter. Also add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for “Eugene Debs and Socialism”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Ripe for Reform” and “Eugene Debs,” Pages 234–236

Chapter 7 Eugene Debs and Socialism

Ripe for Reform Throughout the late 1800s and early 1900s, reformers continued to work to improve the lives of people all across the United States—from farmers to immigrants.

The Big Question
What were Eugene Debs' political beliefs?

These groups and many others had fewer privileges and less power than the middle class and the wealthy people who ran industry and government at the time. In trying to improve lives, many reformers followed the principles of socialism. Socialism, you may recall, was an economic system in which the government controlled or regulated major, or important, industries.

Eugene Debs

Eugene Debs, son of a Midwestern grocer, rose to lead the Socialist Party in the United States. He ran for president as the Socialist Democratic candidate in five elections. He received nearly a million votes on his third try, in 1920. Debs identified with all poor and downtrodden people. He summed up his philosophy in these words: “While there is a lower class, I am in it. While there is a criminal element, I am of it. While there is a soul in prison, I am not free.”

Page 234



Page 235

Final candidate of the Socialist Party five times.

Debs was born in 1855 to immigrant parents from France. He finished his schooling at the age of fourteen and then went to work for a railroad company. Despite his lack of a formal education, Debs was widely read. His family exposed him to many classics of French and German literature. His first job at the railroad was scraping grease and paint off locomotives. He earned fifty cents a day. After working in the railroad shops, Debs became a railroad fireman—the person who shovelled coal into the furnace of a steam locomotive.

Debs quickly proved himself a leader. He started a local branch of the Brotherhood of Locomotive Firemen, a railroad union. He edited the union magazine. He also served in local government. Soon Debs worked for the union on a national level. He also served in the Indiana legislature.

Debs and other union leaders did not always see eye to eye on all issues. Samuel Gompers was an important labor leader in the late 1800s and early 1900s. Gompers worked to organize workers of different trade unions into one large labor organization called the American Federation of Labor (AFL). Debs represented Gompers's plan. He preferred to organize the workers within an industry into a single union, despite the different jobs they might have in the industry. His belief was that this would keep unions of different crafts in the same overall industry from competing with each other on labor issues. Debs formed one such union himself, called the American Railway Union.

The Pullman Strike

In the late 1800s, there were many workers' strikes. One of the worst of these was a strike against the Pullman Car Company.

George Pullman's company made railroad cars. Pullman cars were designed to make travel more comfortable. They had special features for sleeping and dining. In 1894, workers at the Pullman Company went on strike.

Page 236

Scaffold understanding as follows:

Read the section “Ripe for Reform” aloud.

Invite volunteers to read the section “Eugene Debs” on pages 234–236 aloud.

SUPPORT—Point out the word *downtrodden* in the last paragraph on page 234. Explain that *downtrodden* means to be treated badly by people who have power; literally, to be walked on.

SUPPORT—Draw attention to the portrait of Debs on page 235. Invite a volunteer to read the caption aloud.

SUPPORT—Note the reference to Samuel Gompers on page 236. Students in Core Knowledge schools may recall reading about Gompers and the AFL in the Grade 6 unit *Industrialization and Urbanization in America*.

After volunteers read the text, ask the following questions:

LITERAL—How did Debs feel about people who were poor or had a hard life?

- » He identified with them. He felt that he was part of their group and that he was affected by the same things that affected them.

LITERAL—What kind of education did Debs have?

- » He went to school as a child but stopped to go to work. He read a lot, especially French and German literature.

LITERAL—What jobs did Debs have?

- » He first worked in railroad jobs, then later as an editor, in local government, and as a union organizer.

LITERAL—How did Debs want to organize workers?

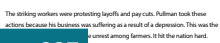
- » He wanted all the workers in a certain industry to join a single union.

“The Pullman Strike,” Pages 236–238

Scaffold understanding as follows:

Have students read the section on pages 236–238 independently.

SUPPORT—Point out the word *depression* on page 237. Remind students that a depression is a time of reduced economic activity. The country was having hard economic times. Remind students that they read about farmers experiencing hard economic times in Chapter 1.



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228

“Socialism Peaks,” Pages 239–240

and Jane Addams worked to end, and many were attracted by the principles of socialism advocated by Eugene Debs. These immigrants and other poor people felt that Debs was a political candidate they could trust.

Debs ran for president several times as a Socialist Party candidate. His first campaign was in 1900. He toured the country, making speeches against capitalism. His words convinced many people to vote for him. In the election of 1912, Eugene Debs got 6 percent of the vote for president. Although this was not a high percentage of the total vote, Debs's success convinced other politicians to begin addressing the issues raised by socialism. Reform-minded candidates, including Debs, had shared about 75 percent of the vote. This figure proved that the reform movements of the Progressive Era had gained widespread acceptance and began to have an impact on the lives of Americans.



While imprisoned for illegally encouraging a rail strike, Eugene Debs was nominated to be a presidential candidate on the Socialist ticket. He ran several times. This is a poster from

Page 240

Scaffold understanding as follows:

Have students read the section on pages 239–240 independently.

SUPPORT—While foreign laborers were often attracted to socialism, socialism was not a “foreign” ideology. As students may have read in previous units, the United States had a labor movement beginning in the 1830s–1840s that was pre-socialist, and many of their reforms (such as the Ten Hour Day) anticipated some socialist reforms.

After students read the text, ask the following questions:

LITERAL—During what period was socialism strongest in the United States?

» It was probably strongest in the early 1900s.

LITERAL—Why did some immigrants support Debs?

» They were often disappointed in the opportunities they had and in the treatment they received. They felt that Debs was on the side of the poor and that they could trust him.

LITERAL—How did Debs influence other politicians?

» He was able to get enough support as a political candidate that others began to talk about the issues that Debs talked about.

“The Canton Speech,” Pages 241–243

The Canton Speech

At the beginning of World War I, it seemed that the United States would be able to stay out of the conflict, but in 1917, the United States entered the war. To silence opposition to participating in the war, Congress passed the Espionage Act, forbidding people to speak out against the war. But the act did not silence Eugene Debs.

As the war raged, Debs insisted on speaking out against it. In 1918, he delivered an address called the “Canton Speech.” In the speech, Debs reviewed many of the issues that he had spoken about earlier in his career. He talked about capitalism as one of the causes of the war and complained about the burden of the war on workers. He also spoke in praise of socialism.

Socialism is a growing idea, an expanding philosophy. It is spreading over the entire face of the earth. It is as vain to resist it as it would be to arrest the sunrise on the horizon. It is coming, coming, coming all along the line.

Debs's speech was powerful, but under the Espionage Act, it was considered treason. Debs was arrested and later sentenced to ten years in prison for speaking his mind. But having to jail didn't stop the activist from running for the presidency again in 1920. One of Debs's campaign slogans was, “From the jailhouse to the White House.”

In 1921, two years after Debs was imprisoned, President Warren G. Harding ordered his release. Debs continued to speak out—this time against the unequal treatment in jails of African Americans and poor prisoners compared to other prisoners.

Debs ran for president of the United States five times in all. His last campaign

in never elected, his influence was substantial.

Vocabulary

espionage, *n.*
spying

treason, *n.*
disloyalty to a country by helping an enemy

Page 241

Scaffold understanding as follows:

Have students read the section independently.

CORE VOCABULARY—Point out the vocabulary terms *espionage* and *treason*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the word *treason* from the Grade 4 unit *The American Revolution*.

After students read the text, ask the following questions:

LITERAL—What was the Espionage Act?

» It was a law that said people could not speak out against the war.

EVALUATIVE—Why did Debs continue to speak against the war?

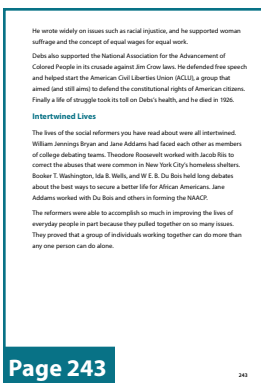
» He thought capitalism was one cause of the war. He thought war hurt workers.



LITERAL—What other issues did Debs speak out on and support?

- » He spoke out about the way prisoners were treated, with unequal treatment particularly for African American and poor prisoners. He spoke out against racial injustice. He supported women's right to vote and equal pay.

"Intertwined Lives," Page 243



Scaffold understanding as follows:

Invite volunteers to read the section on page 243 aloud.

After volunteers read the text, ask the following question:

INFERENTIAL—How do you think the various reformers influenced each other?

- » They shared ideas. They may have learned from each other. People who supported different causes, like racial justice, women's rights, and workers' rights, could see that those causes were similar in many ways.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 7 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What were Eugene Debs's political beliefs?"
- Have a student post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 9 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "What were Eugene Debs's political beliefs?"

» Key points students should cite include: he supported the poor and anyone with a hard life; unions; union organization by industry; socialism as a way to protect workers; the need for a different economic system in the United States; war as partly caused by capitalism; the belief that war hurts workers; he believed in speaking out about any subject, even if it was illegal to do so; the unequal treatment experienced by African American and poor prisoners; the importance of civil rights for African Americans and women.

- Choose one of the Core Vocabulary words (*espionage* or *treason*), and write a sentence using the word.

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

Note: Be sure to check students' written responses to Notes on Eugene Debs and Socialism (AP 7.1) so you can correct any misunderstandings about the chapter content.

Additional Activities

Domain Vocabulary: Chapters 5–7 (RI.6.4, L.6.6)

15 MIN

Activity Page



AP 7.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 5–7 (AP 7.2)

Distribute AP 7.2, Domain Vocabulary: Chapters 5–7, and direct students to match the descriptions to the vocabulary terms they have learned in reading *Reform in Industrial America*.

This activity may be assigned for homework.

People and Places (RI.6.2)

15 MIN

Activity Page



AP 7.3

Materials Needed: Sufficient copies of People and Places (AP 7.3)

Distribute AP 7.3, People and Places. Direct students to complete the sentences with a term or person's name they have learned about in reading *Reform in Industrial America*.

This activity may be assigned for homework.

Teacher Resources

Unit Assessment: *Reform in Industrial America* 305

Performance Task: *Reform in Industrial America* 310

- Performance Task Scoring Rubric 311
- Performance Task Activity: *Reform in Industrial America* 312
- *Reform in Industrial America* Performance Task Notes Table 313

Activity Pages

- Map of the United States (AP 3.1) 314
- *How the Other Half Lives* (AP 3.2) 315
- Notes on Theodore Roosevelt (AP 4.1) 317
- Domain Vocabulary: Chapters 1–4 (AP 4.2) 320
- Notes on Eugene Debs and Socialism (AP 7.1) 322
- Domain Vocabulary: Chapters 5–7 (AP 7.2) 325
- People and Places (AP 7.3) 326

**Answer Key: *Reform in Industrial America*—
Unit Assessment and Activity Pages** 329

The following fiction and nonfiction excerpts can be downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts

- Excerpts from *The Jungle* by Upton Sinclair (FE 1)
- “Sympathy” by Paul Laurence Dunbar (FE 2)

Nonfiction Excerpts

- Excerpts from *The History of the Standard Oil Company* by Ida M. Tarbell (NFE 1)
- Excerpts from *Twenty Years at Hull House* by Jane Addams (NFE 2)
- Excerpts from “Lynching: Our National Crime” by Ida B. Wells (NFE 3)
- Excerpt from *The Souls of Black Folk* by W.E.B. Du Bois (NFE 4)
- Excerpt from “The Negro Question” by *The New York Times* (NFE 5)

Unit Assessment: *Reform in Industrial America*

A. Circle the letter of the best answer.

1. Most immigrants to the United States at the end of the 1800s lived
 - a) on farms.
 - b) in small towns.
 - c) in suburbs.
 - d) in cities.
2. The Populist Party was in favor of backing U.S. paper money with
 - a) gold.
 - b) silver.
 - c) greenbacks.
 - d) none of the above.
3. The demands of the Populists included
 - a) a shorter workday and a graduated income tax.
 - b) a longer workday and no income tax.
 - c) a shorter workday and no income tax.
 - d) a longer workday and a graduated income tax.
4. 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
5. Journalists committed to exposing social wrongs were called
 - a) scapegoats.
 - b) robber barons.
 - c) monopolies.
 - d) muckrakers.
6. Who wrote articles exposing the dubious practices of the Standard Oil Company?
 - a) Ida Tarbell
 - b) Upton Sinclair
 - c) John D. Rockefeller
 - d) Samuel McClure

7. Upton Sinclair's book *The Jungle* exposed the horrors of
 - a) segregation.
 - b) lynching.
 - c) the oil industry.
 - d) the meatpacking industry.
8. To better serve the poor community near Hull House, Jane Addams included
 - a) bathtubs, kitchens, and a day-care center in the settlement.
 - b) a swimming pool and entertainment center.
 - c) a farm and a zoo filled with unusual animals.
 - d) a hospital for the seriously ill.
9. Jacob Riis wrote about the need for
 - a) an end to immigration.
 - b) tenement reform.
 - c) inflation.
 - d) a third major political party.
10. Theodore Roosevelt's regiment in Cuba during the Spanish-American War was called the
 - a) Rough Riders.
 - b) Bull Moose.
 - c) Green Berets.
 - d) Wobblies.
11. Under Roosevelt's administration, the Forestry Division of the federal Land Office
 - a) waged a campaign against the dangerous black bear.
 - b) promoted oil drilling and strip mining in Oklahoma and Kansas.
 - c) became responsible for the wise use of the nation's forestlands.
 - d) was known for favoring industrial use of protected lands.
12. What did Theodore Roosevelt propose for all Americans?
 - a) a chicken in every pot
 - b) the New Deal
 - c) forty acres and a mule
 - d) a square deal
13. The Thirteenth Amendment to the Constitution officially
 - a) set aside land for wildlife refuges.
 - b) banned monopolies.
 - c) ended slavery in America.
 - d) gave women the right to vote.

- 14.** 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.
- 15.** Ida B. Wells waged a campaign against
- a)** trusts.
 - b)** populism.
 - c)** muckrakers.
 - d)** lynching.
- 16.** What is Booker T. Washington best known for?
- a)** refusing to sit at the back of buses
 - b)** founding Tuskegee University
 - c)** founding the NAACP
 - d)** being the nephew of George Washington
- 17.** W.E.B. Du Bois wanted to
- a)** support Booker T. Washington's ideas.
 - b)** be the first African American U.S. president.
 - c)** break the "color line" between blacks and whites.
 - d)** establish settlement houses for immigrants.
- 18.** Susan B. Anthony fought for
- a)** woman suffrage.
 - b)** temperance.
 - c)** abolition of slavery.
 - d)** all of the above
- 19.** The Women's State Temperance Society was founded because
- a)** women were the first to establish a society dedicated to temperance.
 - b)** women felt that the chief abusers of alcohol were women.
 - c)** women were not allowed to speak at the Men's State Temperance Society.
 - d)** women were afraid that the men's temperance society was too large.
- 20.** In what year were women finally allowed to vote throughout the United States?
- a)** 1862
 - b)** 1920
 - c)** 1962
 - d)** 1945

- 21.** Which amendment to the Constitution provided for woman suffrage?
- a)** Thirteenth
 - b)** Fourteenth
 - c)** Fifteenth
 - d)** Nineteenth
- 22.** After the Pullman Strike, Eugene Debs concluded that unions were
- a)** the most powerful organizations in the world.
 - b)** weak because the workers were not committed to them.
 - c)** not strong enough to protect the rights of workers.
 - d)** the only solution for conflicts between workers and employers.
- 23.** Debs believed in the principles of
- a)** socialism.
 - b)** capitalism.
 - c)** communism.
 - d)** conservatism.

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

For each word, write the letter of the definition.

Terms

_____ **24.** regulatory body

_____ **25.** legislation

_____ **26.** conservationist

_____ **27.** trust

_____ **28.** segregate

_____ **29.** suffrage

_____ **30.** populist

_____ **31.** capitalism

_____ **32.** lynching

_____ **33.** depression

Definitions

a) a combination of corporations, created to reduce competition and increase prices

b) the killing of a person by a mob, often by hanging

c) an extended period of reduced economic activity, when large numbers of people cannot find jobs and most people have less money to spend

d) the right to vote

e) to separate people by race

f) caring about the rights and interests of common, ordinary people

g) a government agency or organization that sets rules

h) a person who wants to protect nature and natural spaces

i) laws passed by elected officials

j) an economic system based on private ownership and the goal of making a profit

Performance Task: *Reform in Industrial America*

Teacher Directions: Farmers, workers, immigrants, women, and African Americans all lacked political, economic, and social power in varying degrees in the late 1800s and early 1900s. Each sought reform in their own way.

Ask students to choose one of these groups or one of the reformers mentioned in the unit and create a poster that uses words and images to show what reforms this group or person wanted and why. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the reform efforts undertaken by different groups and individuals during this time period.

Farmers	Populist Party; impacted by depression; impacted by industrialism (machinery for farming made it more efficient, but was expensive); they wanted monetary reform because of economic troubles; joined with workers; had little power compared to trusts, industry
Workers	Wanted better conditions, better pay, protections; were impacted when the economy was bad; had little power and lacked opportunity; formed unions; used strikes, such as Pullman Strike, to try and win concessions; Debs thought socialism was a better answer.
African Americans	Many were former slaves, or children of former slaves; they endured racism and violence; many were poor and often had not received an education; their opportunities were limited because of their economic situation, social class, and the laws intended to limit their rights. Ida B. Wells publicized the horrors of lynching. Booker T. Washington believed equality was not possible but that African Americans could lift themselves up by improving their economic status. W.E.B. Du Bois believed African Americans had to fight for equality and the removal of the color line.
Women	Were involved in reform movements, such as temperance and abolition, but were shunned as leaders in these movements; did not have a public voice or the right to vote and wanted both. Activists such as Susan B. Anthony and Amelia Bloomer fought for these rights. Reformers protested in front of Congress to win passage of the Nineteenth Amendment.
Immigrants	Wanted to succeed in America; were exploited as factory workers; sought assistance from places like Jane Addams's Hull House.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their posters using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their responses.

Above Average	Poster is accurate, detailed, and persuasive. The response shows a strong, clear understanding of the issues facing a specific group, using at least five details from the text. The words and images enhance each other and demonstrate a strong understanding of the reforms sought by a person or group; a few minor errors may be present.
Average	Poster is mostly accurate and somewhat detailed. The response shows an understanding of the issues facing a specific group using four examples from the text. The words and images work together to show an understanding of the reforms sought by a person or group; some minor errors may be present.
Adequate	Poster is mostly accurate but lacks detail. The response shows an incomplete understanding of the issues facing a specific group and the reforms sought by a person or group and uses three examples. The poster may not have a balance of words and images, and a few major errors may be present.
Inadequate	The poster is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge about the groups and the reform efforts studied in the unit.

Name _____

Date _____

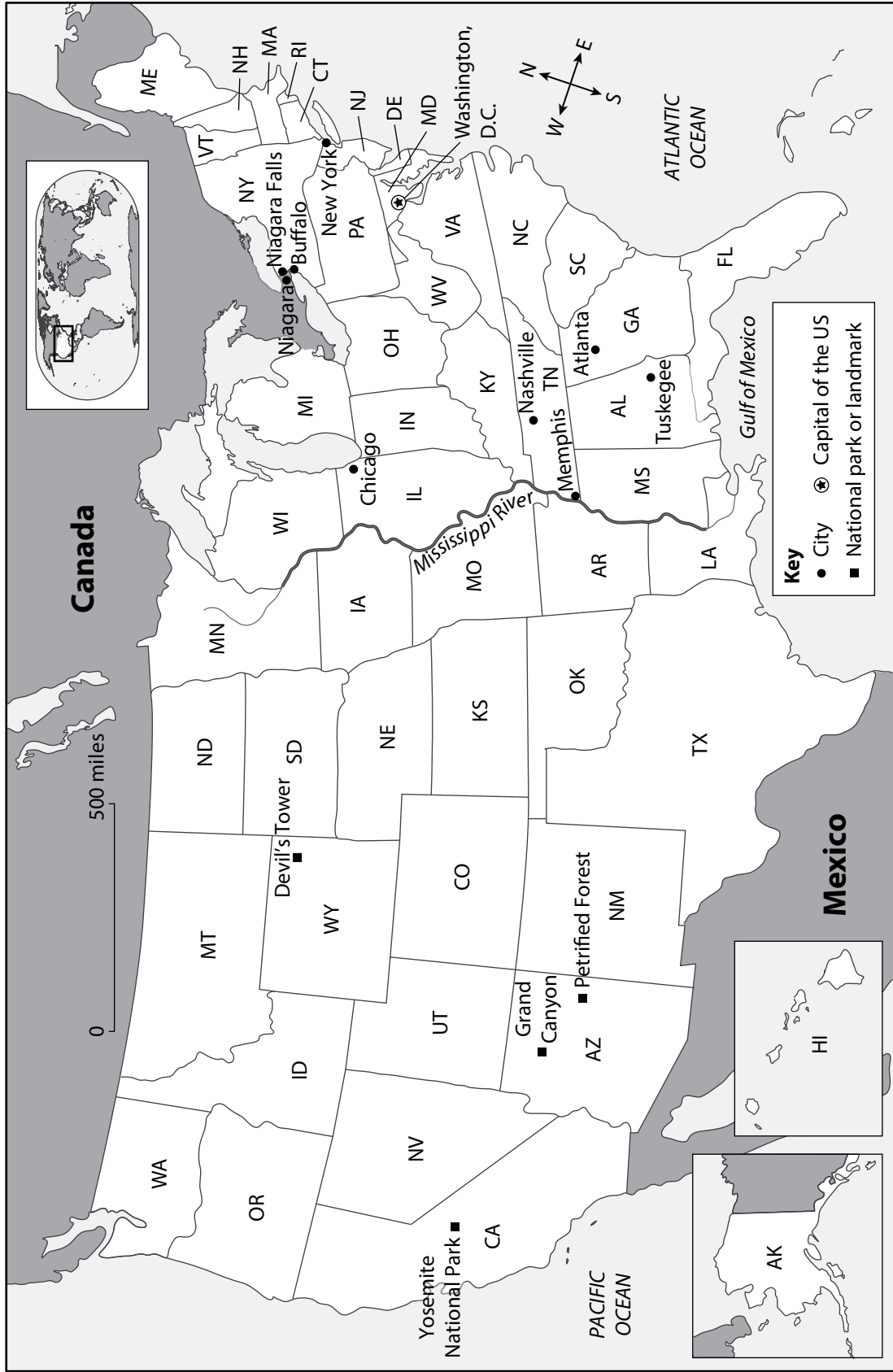
Reform in Industrial America Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to reform efforts in America in the late 1800s and early 1900s. You do not need to complete the entire table to make your poster, but you should try to have three to five specific examples of the reform efforts undertaken by a group or person during this time period.

Farmers	impacted by depression
Workers	
African Americans	endured racism and violence
Women	
Immigrants	

Name _____ Date _____

Map of the United States



Activity Page 3.2**Use with Chapter 3*****How the Other Half Lives*
by Jacob Riis**

Read the excerpt, and then answer the questions that follow.

Some idea of what is meant by a sanitary “cleaning up” in these slums may be gained from the account of a mishap I met with once, in taking a flash-light [flash bulb] picture of a group of blind beggars in one of the tenements down here. With unpracticed [unskilled] hands I managed to set fire to the house. When the blinding effect of the flash had passed away and I could see once more, I discovered that a lot of paper and rags that hung on the wall were ablaze. There were six of us, five blind men and women who knew nothing of their danger, and myself, in an attic room with a dozen crooked, rickety stairs between us and the street, and as many households as helpless as the one whose guest I was all about us. The thought: how were they ever to be got out? made my blood run cold as I saw the flames creeping up the wall, and my first impulse was to bolt for the street and shout for help. The next was to smother the fire myself, and I did, with a vast deal of trouble.

Afterward, when I came down to the street I told a friendly policeman of my trouble. For some reason he thought it rather a good joke, and laughed immoderately [heartily] at my concern lest even then sparks should be burrowing in the rotten wall that might yet break out in flame and destroy the house with all that were in it. He told me why, when he found time to draw breath. “Why, don’t you know,” he said, “that house is the Dirty Spoon? It caught fire six times last winter, but it wouldn’t burn. The dirt was so thick on the walls, it smothered the fire!” Which, if true, shows that water and dirt, not usually held to be harmonious elements, work together for the good of those who insure houses.

Sunless and joyless though it be, Blind Man’s Alley has that which its compeers [other alleys] of the slums vainly yearn for. It has a pay-day. Once a year sunlight shines into the lives of its forlorn [abandoned] crew, past and present. In June . . . the Superintendent of Out-door Poor distributes the twenty thousand dollars annually allowed the poor blind by the city, in half-hearted recognition of its failure to otherwise provide for them. . . . That night it is noisy with unwonted [unusual] merriment. There is scraping of squeaky fiddles in the dark rooms, and cracked old voices sing long-forgotten songs. Even the blind landlord rejoices, for much of the money goes into his coffers [accounts].

From their perch up among the rafters Mrs. Gallagher’s blind boarders might hear, did they listen, the tramp of the policeman always on duty in Gotham Courts half a stone’s throw away. His beat, though it takes in but a small portion of a single block, is quite as lively as most larger patrol rounds. A double row of five-story tenements back to back under a common roof, extending back from the street two hundred and thirty-four feet, with barred openings in the dividing wall, so that the tenants may see but cannot get at each other from the stairs, makes the “court.” Alleys—one wider by a couple of feet than the other, whence the distinction Single and Double Alley—skirt the barracks on either side. Such, briefly, is the tenement that has challenged public attention more than any other in the whole city and tested the power of sanitary law and rule for forty years. The name of the pile [building] is not down in the City Directory, but in the public records it holds an unenviable place. It was here the mortality [death rate] rose during the last great cholera epidemic to the unprecedented rate of 195 in 1,000 inhabitants. In its worst days a full thousand could not be packed into the court, though the number did probably not fall far short of it. Even now, under the management of men of conscience, and an agent . . . whose practical energy, kindness and good sense have done much to redeem its foul reputation, the swarms it shelters would make more than one fair-sized country village. . . .

Name _____

Date _____

Activity Page 3.2 (Continued)

Use with Chapter 3

***How the Other Half Lives*
by Jacob Riis**

1. Why does the policeman laugh when Riis tells him about the fire in the home occupied by the blind beggars? What does his laughter suggest about the conditions in such homes?

2. What does Riis describe as the “sunshine” that falls on the blind community once a year? How is he critical of it?

3. How does Riis describe the physical appearance of the Gotham Court tenements?

4. How does Riis explain the bars on the dividing wall between the tenement courts?

5. How were the people in these tenements affected by the last great cholera epidemic?

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Notes on Theodore Roosevelt

Answer the questions as you read the chapter.

Rough Riding Reformer

1. List four things that this paragraph says Theodore Roosevelt was.

A Boy with Determination

2. What was Theodore Roosevelt like as a child?

3. How did Roosevelt change himself?

A Start in Politics

4. What political jobs did Roosevelt hold in New York?

5. What effect did the Spanish-American War have on Roosevelt?

Name _____

Date _____

Activity Page 4.1 (Continued)

Use with Chapter 4

Notes on Theodore Roosevelt

From Governor to White House

6. Why was Roosevelt called a “goo-goo”?

7. How did Roosevelt become president?

A Strong and Determined President

8. Give two examples of how Roosevelt used his power as president.

Roosevelt’s Second Term

9. What did Roosevelt mean by a “square deal”?

10. What did Roosevelt do during his second four years as president?

Name _____

Date _____

Activity Page 4.1 (Continued)

Use with Chapter 4

Notes on Theodore Roosevelt

Saving National Resources

11. How did Roosevelt protect and expand U.S. national forests?

National Parks

12. What happened to Yosemite National Park?

13. How did Roosevelt use the Antiquities Act of 1906?

Stepping Down

14. Why did Roosevelt run for president again in 1912? What happened?

Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

Use the word bank to complete each sentence.

brewery	capitalism	cholera epidemic	conservationist	depression	
free trade	gold standard	inflation	landmark	legislation	legislature
naturalist	oil-refining	political party	populist	Progressive Era	
regulatory body	sanitation	second the nomination	secretary of state		
segregation	social class	trade union	trust		

1. The _____ debates and votes on laws.
2. Racial _____ was legal and common after the Civil War, and through the 1950s.
3. When the country is in a _____, tensions often rise.
4. Jacob Riis helped shed light on the source of a _____ in New York City.
5. The Grand Canyon is a national _____.
6. In the late 1800s and early 1900s, forming a _____ was a way for a company or business person to become powerful and reduce competition.
7. _____ is an economic system that is driven by the goal of making a profit.
8. Jane Addams stood up for workers at a _____ who got burned doing their work.
9. William Jennings Bryan was not elected president, but he did serve as _____.
10. Workers organized themselves in a _____ to protect their interests and gain rights.
11. A member of the party prepared to _____ of the candidate.
12. The _____ view is that laws should support ordinary people, not the wealthy.
13. Poor _____ in crowded cities can lead to disease and death.

Name _____

Date _____

Activity Page 4.2 (Continued)

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

14. A _____ makes sure that rules are in place to follow the laws that elected officials pass.
15. The early 1900s is called the _____ because it was a time when reformers were able to push through many changes.
16. Farmers and workers formed a new _____ in 1891.
17. John Muir was a _____ who cared deeply about forests, plants, and animals, especially in California.
18. Reformers like Jacob Riis understood that the _____ a person is born into can determine the kinds of opportunities the person has.
19. Industrialists argued that the government should not do anything to limit _____.
20. People who worked in the _____ business in the 1870s were forced to deal with a giant new company that wanted to dominate the whole industry.
21. The large supply of paper money led to _____ during the Civil War.
22. Many bankers wanted to use the _____ to set the value of paper money.
23. When muckrakers exposed corruption and other problems, reformers had more success getting _____ passed.
24. Because Theodore Roosevelt was a _____, he wanted to set aside areas of land so that they would not be built on or polluted by industry.

Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

Notes on Eugene Debs and Socialism

Answer the questions as you read the chapter.

Ripe for Reform

1. What is socialism?

Eugene Debs

2. Who was Eugene Debs?

3. How were Debs's ideas about unions different from Samuel Gompers's ideas?

The Pullman Strike

4. Identify the causes and effects of the Pullman Strike.

Causes: _____

Effects: _____

Name _____

Date _____

Activity Page 7.1 (Continued)

Use with Chapter 7

Notes on Eugene Debs and Socialism

Turn to Socialism

5. Why did Debs give up on the idea of unions?

6. How did the Pullman Strike affect Debs's beliefs?

The Wobblies

7. What was the IWW?

Socialism Peaks

8. When was socialism strongest in the United States?

9. What effect did Debs's success in U.S. elections have on the government?

The Canton Speech

10. What was the Espionage Act of 1917?

Name _____

Date _____

Activity Page 7.1 (Continued)

Use with Chapter 7

Notes on Eugene Debs and Socialism

11. What were the main ideas of Debs’s Canton Speech?

12. What other causes did Debs support?

Intertwined Lives

13. What does it mean that many reformers had “intertwined lives”? How did this affect their work?

Name _____

Date _____

Activity Page 7.2

Use with Chapter 7

Domain Vocabulary: Chapters 5–7

For each word, write the letter of the definition.

- | | |
|-----------------------------|--|
| _____ 1. ratify | a) the killing of a person by a mob, often by hanging |
| _____ 2. humanitarian | b) the right to vote |
| _____ 3. espionage | c) spying |
| _____ 4. bail | d) a formal written accusation of a crime |
| _____ 5. compromise | e) a religious group that encourages working for justice |
| _____ 6. suffrage | f) caring about the well-being of all people |
| _____ 7. integrate | g) money paid by a prisoner to get out of jail while awaiting trial |
| _____ 8. treason | h) something that all people have, simply because they are people |
| _____ 9. lynching | i) certain rights, such as the right to vote, or the right to a fair trial, that are guaranteed by the Constitution and its amendments to all American citizens |
| _____ 10. Quaker | j) to approve; to vote to adopt a law |
| _____ 11. indictment | k) to end a policy that keeps people of different races apart |
| _____ 12. boycott | l) to keep people separate, usually on the basis of race |
| _____ 13. segregate | m) when each side gives up some demands, in order to reach an agreement |
| _____ 14. unalienable right | n) being disloyal to one's country by helping an enemy |
| _____ 15. civil rights | o) a form of protest in which people refuse to buy goods or services from a particular group or country |

Name _____

Date _____

Activity Page 7.3

Use with Chapter 7

People and Places

Use the words in the word bank to complete the sentences.

Jane Addams	Susan B. Anthony	Eugene Debs	W.E.B. Du Bois	John D. Rockefeller		
Theodore Roosevelt	Standard Oil	Ida Tarbell	Booker T. Washington	Ida B. Wells		
abolitionist	boycott	civil rights	landmark	lynching	monopoly	
muckrakers	oratory	refuge	resolutions	scapegoat	socialist	suffrage
tenements	trust					

1. The poorer families in the city slums crowded into _____ where sanitary conditions were terrible, and there was no guarantee of privacy or clean air or water.
2. When she founded Hull House in Chicago, _____ was confident that the settlement would be a beacon of hope for the many poor immigrants in the neighborhood.
3. The practices of _____ made it virtually impossible for any rival oil company to survive.
4. One of the most awful crimes against African Americans in America was _____, a practice in which the victims were set upon by mobs of people.
5. Practicing speeches before a small audience can help a person become better at _____.
6. At the Seneca Falls convention of 1848, many women met to discuss the inequalities in our country and to propose a series of _____.
7. The person who gets blamed for things that go wrong is often called a _____.
8. Birds and wildlife that live in a _____ are safe from injury or harm by people or predators.
9. One of the concerns of the public at the end of the 1800s was women's _____ or women's right to vote.

Name _____

Date _____

Activity Page 7.3 (Continued)

Use with Chapter 7

People and Places

10. Journalists who exposed scandal and corruption were given the name _____.
11. The industrialist who prospered most from the production of oil was _____.
12. Some African Americans organized a _____ of the city's shops in protest of their treatment.
13. In her exposé of the Standard Oil Company, the editor and writer _____ proved that the trust was illegally crushing its competitors through a system of rebates from the railroads.
14. Those who advocated for _____ believed that all people, regardless of race or sex, should have equal opportunities in this country.
15. _____ founded the Tuskegee Institute and promoted the idea that all African Americans should learn a trade to help them secure economic stability.
16. The Sherman Antitrust Act was designed to prevent companies from creating a _____ and controlling an entire industry.
17. With the aid of Elizabeth Cady Stanton, _____ was able to express her views on woman suffrage to the world.
18. _____ created national parks, wildlife refuges, and landmarks to help preserve an important part of our nation's wilderness and natural beauty.
19. When _____ protested America's involvement in World War I, he was imprisoned for treason.
20. An _____ is someone who fought to end slavery.
21. _____ wanted to support the most talented African Americans, to help them develop as leaders.
22. One of the people who fought lynching and urged African Americans to leave the South was _____.

Name _____

Date _____

Activity Page 7.3 (Continued)

Use with Chapter 7

People and Places

- 23.** A _____ believes that industries should be owned not by individuals but by the state or community as a whole.
- 24.** When several businesses in an industry are under control of one board of directors, the arrangement is called a _____.
- 25.** A national _____ is a place with natural or historic interest.

Answer Key: Reform in Industrial America

Unit Assessment

(pages 305–309)

- A. 1. d 2. b 3. a 4. c 5. d 6. a 7. d 8. a 9. b
10. a 11. c 12. d 13. c 14. a 15. d 16. b 17. c
18. d 19. c 20. b 21. d 22. c 23. a
- B. 24. g 25. i 26. h 27. a 28. e 29. d 30. f 31. j
32. b 33. c

Activity Pages

How the Other Half Lives (AP 3.2)

(pages 315–316)

1. The policeman laughs because the house Riis refers to is known as “the Dirty Spoon.” The house is so dirty that it won’t catch fire. The story Riis tells suggests how unsanitary tenements were.
2. Riis describes the annual distribution of \$20,000 to the “poor blind” by the city. He is critical of the money and calls it the city’s “recognition of its failure to otherwise provide for them.”
3. Riis describes “a double row of five-story tenements back to back under a common roof, extending back from the street two hundred and thirty-four feet” with alleys skirting the barracks on either side.
4. Riis says the bars are there so tenement dwellers can see one another but can’t “get at” each other.
5. In these tenements, the mortality rate rose during the last great cholera epidemic to the rate of 195 in 1,000 inhabitants.

Notes on Theodore Roosevelt (AP 4.1)

(pages 317–319)

1. Students should list any four of the following: one of America’s greatest reformers, a Harvard graduate, a cowboy, a world traveler, a Nobel Prize winner, a soldier, an admirer of Jane Addams and Jacob Riis, the twenty-sixth president of the United States.
2. He was nearsighted, small, and sickly.
3. He changed himself by becoming very active and “making his body.”

4. Roosevelt served in the New York State Legislature, as the head of the New York Civil Service Commission, as president of the Board of Police Commissioners, and as governor of New York.
5. The Spanish-American War made Roosevelt a hero. He built on his reputation as a hero to fight for the public good.
6. Roosevelt was called a “goo-goo” by politicians who did not like his interest in reforming government and replacing trusts.
7. Roosevelt was selected to be William McKinley’s vice president. When McKinley was assassinated, Roosevelt became president.
8. Students should cite two of the following: he helped end a coal miners’ strike; he used the Sherman Antitrust Act to sue J.P. Morgan’s railroad company; he signed three antitrust measures, including the Elkins Act, which ended railroad rebates.
9. He meant that all Americans would get fair treatment and a chance for a good life.
10. He pushed for more controls over big business. He expanded the powers of the Interstate Commerce Commission. He pushed for other reforms, including the Food and Drug Act of 1906.
11. He made the Forestry Division of the federal Land Office responsible for the wise use of the nation’s forestlands, including the prevention of forest fires and control of lumbering, grazing, and mining on government-owned lands. The government also bought more forests from private owners.
12. The state of California did not protect Yosemite, which angered Roosevelt. In 1906, the park came under federal control.
13. Roosevelt used the Antiquities Act to set aside eighteen different areas for protection.
14. Roosevelt ran in 1912 because he wanted to fight for reform. He ran as a candidate for the Progressive, or Bull Moose, Party. He lost the election to Woodrow Wilson.

Domain Vocabulary: Chapters 1–4 (AP 4.2)
(pages 320–321)

- | | |
|---------------------------|---------------------|
| 1. legislature | 13. sanitation |
| 2. segregation | 14. regulatory body |
| 3. depression | 15. Progressive Era |
| 4. cholera epidemic | 16. political party |
| 5. landmark | 17. naturalist |
| 6. trust | 18. social class |
| 7. capitalism | 19. free trade |
| 8. brewery | 20. oil-refining |
| 9. secretary of state | 21. inflation |
| 10. trade union | 22. gold standard |
| 11. second the nomination | 23. legislation |
| 12. populist | 24. conservationist |

Notes on Eugene Debs and Socialism (AP 7.1)
(pages 322–324)

1. Socialism is an economic system in which the government controls or regulates major, or important, industries.
2. Debs was the leader of the Socialist Party in the United States. He ran for president in five elections.
3. Gompers wanted workers of different trade unions to come together into one large labor organization. Debs did not. He wanted to group workers into unions organized by industry, regardless of their job or craft within that industry.
4. Causes: pay cuts and layoffs; Effects: riots, vandalism, Debs was arrested and imprisoned.
5. He believed unions would never be strong enough to protect workers.
6. The strike convinced Debs that the U.S. government needed to become more socialist.
7. The IWW was the Industrial Workers of the World, a group of skilled and unskilled workers dedicated to the overthrow of capitalism. Debs helped form the group, but later left because he disapproved of their use of violence.
8. Socialism was strongest in the early 1900s.
9. Debs's success convinced other politicians to address issues raised by socialism.
10. The Espionage Act made it illegal to speak out against World War I.
11. In the Canton Speech, Debs spoke against the war. He said capitalism caused the war and that the war was a burden on workers. He also praised socialism.
12. Debs supported women's suffrage and equal pay for equal work. He supported the NAACP. He helped start the ACLU.
13. It means that the reformers knew each other and, in some cases, worked together. By working together, they were able to accomplish more than if they had worked individually.

Domain Vocabulary: Chapters 5–7 (AP 7.2)
(page 325)

- | | | |
|------|-------|-------|
| 1. j | 6. b | 11. d |
| 2. f | 7. k | 12. o |
| 3. c | 8. n | 13. l |
| 4. g | 9. a | 14. h |
| 5. m | 10. e | 15. i |

People and Places (AP 7.3)
(pages 326–328)

- | | |
|-------------------------|--------------------------|
| 1. tenements | 14. civil rights |
| 2. Jane Addams | 15. Booker T. Washington |
| 3. Standard Oil | 16. monopoly |
| 4. lynching | 17. Susan B. Anthony |
| 5. oratory | 18. Theodore Roosevelt |
| 6. resolutions | 19. Eugene Debs |
| 7. scapegoat | 20. abolitionist |
| 8. refuge | 21. W.E.B. Du Bois |
| 9. suffrage | 22. Ida B. Wells |
| 10. muckrakers | 23. socialist |
| 11. John D. Rockefeller | 24. trust |
| 12. boycott | 25. landmark |
| 13. Ida Tarbell | |



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Newly arrived immigrants undergoing medical examination on Ellis Island, New York, c.1910 (b/w photo), American Photographer, (20th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 49

On New York's East Side Immigrants collected in numbers at Bowery, buying and selling, 1900s (b/w photo), American Photographer, (20th century) / Private Collection / The Stapleton Collection / Bridgeman Images: i, iii, 58

Peter Sickles/SuperStock: i

Russian Immigrant 1900 (photo) / Universal History Archive/UIG / Bridgeman Images: 51

Taking the pulse of a sick Irish emigrant on board ship bound for North America during the potato famine of the 1840s. Wood engraving c1890. / Universal History Archive/UIG / Bridgeman Images: 29

USA / China: Chinese labourers engaged to work on the American Transcontinental Railroad system, 1880 (photo) / Pictures from History / Bridgeman Images: 40

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Industrialization and Urbanization in America

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Arriving of immigrants in Ellis Island, New York, c. 1905/Photo © PVDE/Bridgeman Images: 170

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Breaker boys (who sort coal by hand) at Hughestown Borough Coal Co. Pittston, Pennsylvania, 1911 (b/w photo), Hine, Lewis Wickes (1874–1940)/Private Collection/Bridgeman Images: 148

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Cartoon featuring William Marcy 'Boss' Tweed (1823–78) from 'Harper's Weekly', 6th January 1872 (coloured engraving), Nast, Thomas (1840–1902)/Private Collection/Peter Newark American Pictures/Bridgeman Images: 91k, 169

Child Arriving At Ellis Island (b/w photo)/Underwood Archives/UIG/Bridgeman Images: 170

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Coal mine, 1906 : miner with a lamp and child/Bridgeman Images: 116

Doffers replacing full bobbins at Indian Orchard Cotton Mill, Massachusetts, 1916 (b/w photo), Hine, Lewis Wickes (1874–1940)/Private Collection/Bridgeman Images: 103

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Going Through the Form of Universal Suffrage, 1871 (wood engraving), Nast, Thomas (1840–1902)/Collection of the New-York Historical Society, USA/Bridgeman Images: 170

Hand spinning, carding and roving, 1848/Universal History Archive/UIG/Bridgeman Images: 104

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High angle view of a freight train moving on railroad track/Bridgeman Images: 92f, 140

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Immigrant children arriving in New York/Universal History Archive/UIG/Bridgeman Images: 170

Immigrants on Ellis Island reception centre, 1902/Universal History Archive/UIG/Bridgeman Images: 170

Immigrants served a free meal at Ellis Island, c.1906 (b/w photo), Levick, Edwin (1868–1929)/New York Public Library, USA/Bridgeman Images: 170

Lee's Surrender at Appomattox Court House (colour litho), Lovell, Tom (1909–97) / National Geographic Creative / Bridgeman Images: 91l

Men working in the W. 129th Street sewer, New York, c.1911 (b/w photo), Hassler, William Davis (1877–1921)/Collection of the New-York Historical Society, USA/Bridgeman Images: 168

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One of the smallest apprentices I found. (Work being slack.) De Pedro Casellas Cigar Factory, Tampa, FL 1909 (photo)/Universal History Archive/UIG/Bridgeman Images: 156

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Soap Trust. Nol Blowed if I'll use it, I'll go dirty first (colour litho), English School, (20th century)/Private Collection/© Look and Learn/Elgar Collection/Bridgeman Images: 92g, 139

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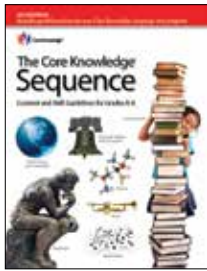
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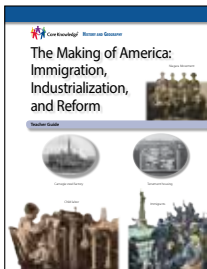
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