

GLENCOE

The
**AMERICAN
VISION**
MODERN TIMES

UNIT 3 RESOURCES

Imperialism and Progressivism, 1890–1920

- CHAPTER 7** Becoming a World Power, 1872–1912
- CHAPTER 8** The Progressive Movement, 1890–1917
- CHAPTER 9** World War I and Its Aftermath, 1917–1919



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Woodland Hills, California

Book Organization

Glencoe offers resources that accompany *The American Vision: Modern Times* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 7 blackline masters appear in this book immediately following Unit 3 materials. The materials appear in the order you teach—Chapter 7 activities; Chapter 7 section activities; Chapter 8 activities; Chapter 8 section activities; and so on.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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Unit 3

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To the Teacher

THE AMERICAN VISION: MODERN TIMES—THE TOTAL PACKAGE

Glencoe's Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

Geography and History Activities

These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

Economics and History Activities

These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

History Simulations and Problem Solving

These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

American Literature Readings

These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

Reading Skills Activities

These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

Historical Analysis Skills Activities

These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

Differentiated Instruction Activities

These activities use a variety of reading materials to improve students' understanding of the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

English Learner Activities

These worksheets provide a variety of activities that enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

Content Vocabulary Activities

These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Academic Vocabulary Activities

These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Reinforcing Skills Activities

These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

Critical Thinking Skills Activities

These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student's ability to function in an ever-changing world.

To the Teacher (continued)

Time Line Activities

Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities

By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women's rights, sports, and even animation and music.

Primary Source Readings

These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities

These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities

These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon's message.

Reteaching Activities

These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities

These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.

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Unit 3 Resources

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★ GEOGRAPHY AND HISTORY ACTIVITY 3



Yellowstone National Park: A Natural Treasure

UNBELIEVABLE LANDSCAPES

Congress created the first national park, Yellowstone, on March 1, 1872. For years before this historic event, it was difficult for people to believe such an incredible place existed. In 1806 John Colter was with the Louis and Clark expedition, the Corps of Discovery, when it was returning to St. Louis, Missouri. He left the Corps of Discovery and set out on his own as a fur trapper. When Colter later returned to St. Louis, he told people about the fantastic landscapes he had seen in what would eventually become Yellowstone National Park. No one believed his stories, especially his descriptions of spouting springs. When others returned from that area with similar stories, they were scoffed at as well. Finally, in 1870 an official exploration party of nineteen men from the Montana territory documented and confirmed the previous reports of the natural wonders at Yellowstone.

VOLCANIC LEGACY

Yellowstone has a diverse landscape that includes mountains, valleys, lakes, streams, forests, plateaus, and a multitude of wildlife. Yellowstone also has some uncommon features like hot springs, mud pots, fumaroles, and, rarest of all, spectacular geysers. (See Figure 1 for descriptions of these features.) These areas of hydrothermal activity—hot underground water rising to the earth's surface—played a major role in attracting interest to preserve Yellowstone.

The hydrothermal phenomena are constant reminders of Yellowstone's volcanic history. Three volcanic eruptions that caused violent and sudden changes in the earth's surface occurred here beginning two million years ago. The center of each of the volcanoes collapsed, forming a large

depression or basin called a caldera. The most recent eruption occurred 600,000 years ago. It formed a caldera 28 miles by 47 miles in the center of Yellowstone. (See Figure 2 for the location of the caldera.) A large pool of magma—hot, molten rock—still lies beneath the caldera. The magma provides the heat required for the hot springs, mud pots, fumaroles, and geysers.

GEYSERS

A geyser is a special type of hot spring that periodically shoots water and steam out of the ground. Three conditions, not often found together, are required to cause

Figure 1—Hydrothermal Features Found at Yellowstone National Park

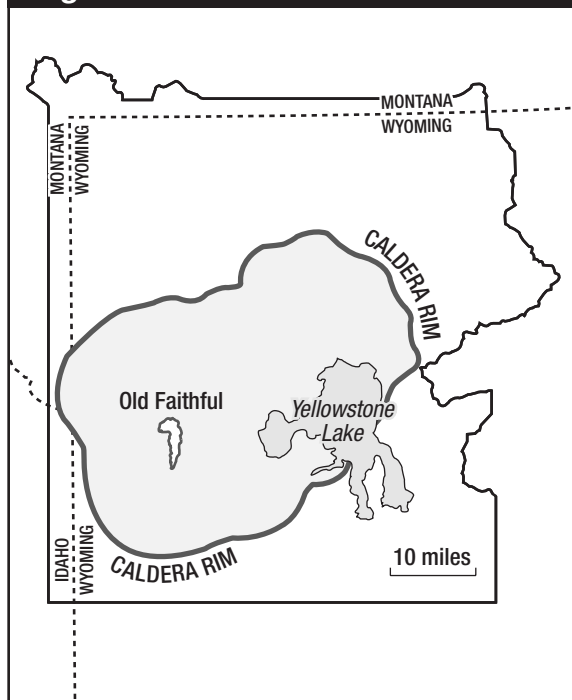
Hot Springs	Springs of water that are heated naturally by magma in the earth.
Mud Pots	Formed from acid that dissolves the surrounding rock into fine particles of clay and silica. These particles mix with the small amounts of hot water to create a kind of mud. The resulting mud pots boil and bubble like oatmeal that becomes thick when cooking.
Fumaroles	Steam vents at the surface of the earth. Intense heat boils away the water before it has a chance to reach the surface.
Geysers	A special type of hot spring that periodically shoots water and steam into the air due to the buildup of steam in underground chambers.

★ GEOGRAPHY AND HISTORY ACTIVITY 3 (continued)

UNIT 3

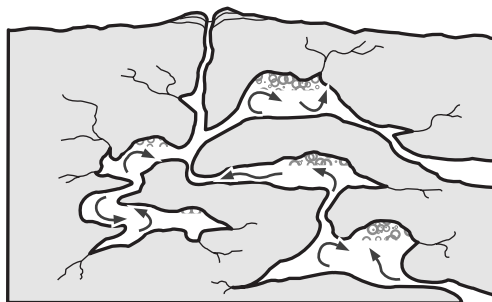
a geyser. First, the right amount of heat is needed. That heat is found in the magma below Yellowstone's caldera. Second, water must be present. Rain and melting snow from the mountains in Yellowstone provide the water. The third condition is a pressure system that causes a geyser to form, rather than the more common hot spring. Water collects in the ground under a geyser in a system of narrow, twisting channels and chambers, flowing freely through the layers of the earth's crust. (See Figure 3.) The water is under pressure and becomes heated in the confined spaces, which causes steam to form. The steam bubbles expand and force some water to overflow from the geyser. This loss of water reduces the pressure on the water that is still underground.

Figure 2—Yellowstone National Park

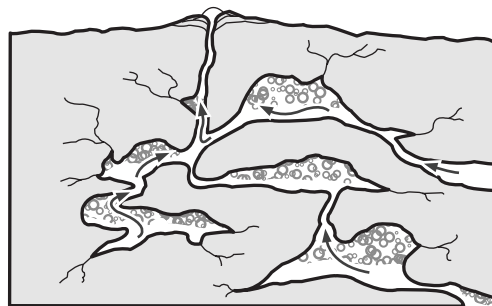


This map of Yellowstone National Park in Wyoming shows the area that is covered by the large caldera. This is where many of Yellowstone's hydrothermal features are found.

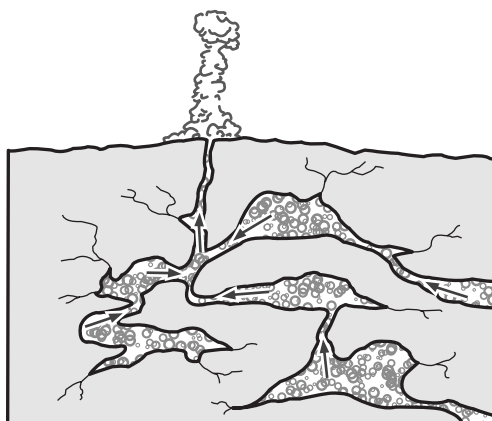
Figure 3—How a Geyser Forms



1. Water circulates and begins to collect in underground channels and chambers.



2. Steam forms and the steam bubbles force the water upward.



3. Some of the water overflows, decreasing the pressure in the underground chambers. The remaining water suddenly turns into steam, lifting more water to the surface.

★ GEOGRAPHY AND HISTORY ACTIVITY 3 (continued)

The remaining underground water suddenly turns to steam, which lifts more water to the top in an eruption. This cycle continues until all of the water is gone from the underground chambers. At this point, new water begins collecting and the cycle starts over. The amount of time for this cycle to take place varies with each geyser and even differs with specific geysers at different times and under varying conditions. Some geysers erupt once every few years, and some erupt more than once an hour.

"A REAL GEYSER"

Geysers are found in only a few places, and yet there are more than 300 geysers at Yellowstone alone—more than anywhere else on Earth. The exploration party of 1870 saw a dozen geysers. Old Faithful, the most famous geyser at Yellowstone, was one of them. The party had just emerged from a dense forest at the edge of a basin when the geyser erupted. One of the men wrote: "Judge, then, of our great astonishment on entering this basin, to see at no great distance before us an immense body of sparkling water, projected suddenly and with terrific force into the air to the height of over one hundred feet. We had found a real geyser."

If Yellowstone had not been designated as a national park, it is likely that railroad tracks would have been laid over the geyser basins. The establishment of national parks and the protection they provide to natural features enabled the geysers and other natural wonders to continue to amaze visitors today.

DID YOU KNOW?

- ▷ The word *geyser* comes from the Icelandic word *geysa*, which means "to gush."
- ▷ As of the year 2006, the record attendance at Yellowstone was set in 1992 with 3,144,405 visitors.
- ▷ The world's most important geyser fields are found in Yellowstone National Park, Wyoming; Iceland; and New Zealand.
- ▷ In 1972 Yellowstone National Park welcomed its fifty-millionth visitor. It took 100 years to reach that number, but only 20 years to double the figure.
- ▷ Old Faithful is not always as faithful as its name implies. Eruptions can occur anywhere from 35 minutes to 95 minutes after the previous eruption. However, Old Faithful has consistently and somewhat predictably erupted for many years.



GEOGRAPHY AND HISTORY ACTIVITY 3 (continued)

APPLYING GEOGRAPHY TO HISTORY

Directions: Write the answer to each question in the space provided.

Recalling Information

1. Why are geysers more rare than hot springs?

2. Why did John Colter first go to the Yellowstone area?

3. What body of water is within the Yellowstone caldera?

4. Why are hot springs, mud pots, fumaroles, and geysers known as hydrothermal activities?

Critical Thinking

5. **Drawing Conclusions** Because important geyser fields are found in Yellowstone, Iceland, and New Zealand, what type of activity is likely to occur in these areas?

6. **Making Inferences** List three or more geographical features that are protected within our national parks and preserves.

Economics and History Activity 3



The Role of Government

Suppose you invent a mechanism that will improve ship navigation in fog. Now suppose you show it to a big shipbuilding company, it steals your idea, and then increases its business significantly because its ships now have this wonderful device for safely navigating in fog. You do not see a dime of profit. What would you do? You would likely look to the government for assistance. Why? One of the government's roles in our economy is to enforce contracts and protect property rights.

THE GOVERNMENT AND THE ECONOMY

In 1776 economist Adam Smith described a system in which government has little to do with a nation's economic activity. He said that individuals left on their own would work for their own self-interest. In doing so, they would be guided to use resources efficiently and thus achieve the maximum good for society. However, in some instances the government does become involved in the U.S. free market economy. The chart below states five ways in which government might intervene in the economy.

EFFICIENCY AND COMPETITION

In economics, **efficiency** is maximum productivity that meets society's goals. Market efficiency is created through competition. **Competition** means that producers are rivals with other producers for profits; workers are rivals with other workers for wages; and buyers are rivals with other buyers for goods and services. These rivalries create efficiency. For example, producers who charge more than their rivals will not get buyers, so competition holds down the prices of goods and services and makes them affordable to more people.

COMPETITION AND MONOPOLIES

As noted in number 5 on the chart, the government may intervene in the economy to promote competition and, thus, efficiency. A **market failure** occurs when a problem in the market causes inefficiency. Monopolies cause market failure because they reduce competition. The late 1800s and early 1900s in America saw the creation of many monopolies, called trusts. Some of the common practices these trusts used to unfairly crush competition were:



Five Government Roles in the Economy

1. Enforcing Law	The government enforces contracts and property rights.
2. Ensuring Economic Stability	The government tries to stabilize the economy through fiscal and monetary policies to shield citizens from inflation, unemployment, and recession.
3. Redistributing Income	The government redistributes income. For example, it uses tax revenues to support those unable to help themselves.
4. Providing Public Goods	The government provides certain important public services that the market cannot provide, such as national defense or systems of courts and schools.
5. Regulating Economic Activity	The government intervenes in the economy by passing workplace and product safety standards and by promoting competition.

Economics and History Activity 3 (continued)

- Withdrawing their business from suppliers and retailers who did business with other rival companies
- Forcing smaller businesses out by temporarily lowering prices and then raising them after the smaller businesses failed
- Stealing inventions

Government first responded against monopolies with the Sherman Anti-Trust Act of 1890. This law established the principle that restraint or monopolization of trade or commerce is illegal. In 1914 the Clayton Act strengthened the Sherman Act. In the same year, the government established the Federal Trade Commission (FTC). The FTC is a watchdog agency that can investigate companies engaging in interstate commerce.

MONOPOLIES TODAY

Two court decisions ruled that Microsoft was a monopoly because it unfairly restricted the creativity and competition of an open market. The courts ruled that Microsoft practiced unfair competition against Netscape, an Internet browser. Microsoft insisted on including its Internet Explorer browser with its Windows operating sys-

tem. The courts ruled this practice a restraint of trade. According to the courts, Microsoft was using the advantage of its huge share of the software market to unfairly compete in the Internet browser market.

APPLYING ECONOMICS TO HISTORY

Directions: Use the information you have read and the information in the chart to answer the following questions on a separate sheet of paper.

RECALLING INFORMATION

1. Why do monopolies make the market inefficient?
2. Name two unfair business practices of the trusts.
3. What unfair business practice caused the courts to rule Microsoft a monopoly?
4. What is competition supposed to create in the market?
5. What are the five categories of government intervention in a free market?
6. What effect does competition have on the prices at which sellers offer their goods and services?

CRITICAL THINKING

7. **Synthesizing Knowledge** When the government provides a check to support someone who is unable to work, the money is an example of a *transfer payment*. What role is government playing when it facilitates the transfer payment?
8. **Making Inferences** You have learned about some of the effects that competition has on the prices at which producers sell their goods and services. How does competition affect the wages that employers pay?



The Federal Trade Commission, established in 1914, has the power to bring court cases against private businesses engaging in unfair trade practices.

★ Simulation 3: The Progressive Era, 1890–1920**Topic**

In this simulation, students will portray members of various social classes and present views on a variety of topics to a candidate for Congress.

Purpose

By the end of the 1900s, the United States was well on its way to becoming an industrial, urban society. Changing social conditions introduced problems the nation had never faced before. The Progressive movement emerged as a response to these changing conditions. In this simulation, students will study this important reform movement and learn about the social factors that gave rise to it. The simulation will also help students understand how various social classes have different opinions about a country's need for reform and different methods for bringing about—or preventing—change.

Objectives

By participating in this simulation, students will:

- Learn about the Progressive movement and the various reforms that were enacted during that period.
- Understand the social factors that spawned the Progressive movement.
- Recognize how and why social classes differ in their views of the need for social and political reforms.

Suggested Resources

- ✓ Historical analyses of the Progressive movement
- ✓ Statistics on income, hours worked, standard of living, and mortality rates for Americans from 1890 to 1920
- ✓ Biographies of key figures in American politics during 1890–1920

Procedures/Pacing Guide

This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time). You can shorten the time required by doing some of the preparatory work yourself. If possible, devote at least two class periods to the simulation.

Day 1—Introduce the Simulation

Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the Progressive movement and the reforms that progressives enacted during that period.

Near the end of class, organize students into three groups: factory workers, middle-class workers (small business owners, managers, students, intellectuals), and wealthy industrialists. Each group will work together to form a consensus on several issues that emerged during the Progressive movement.

Explain to students that during the simulation, you will pose as a member of Congress in 1908 who is seeking reelection and meeting constituents on a campaign stop. You will greet a “factory worker,” and that student will use the opportunity to present his or her group’s position on the direct election of senators (Issue 1 on Simulation Sheet 2). Then you will approach a “middle-class worker” and a “wealthy industrialist,” and each student will present his or her group’s views on the subject. Repeat this process with different students until all of the issues on Simulation Sheet 2 have been discussed. (Some students may need to discuss more than one issue.) Students will need to be prepared to respond to all of the issues.

★ Simulation 3: The Progressive Era, 1890–1920 (continued)

Tell students that the simulation will take place on Day 4. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research on the issues immediately.

Day 2—Prepare for the Simulation

Use Simulation Sheet 2 as the basis for this lesson. Groups should use the first half of class to research information about the issues to be discussed. Have them use library resources, the Internet, and materials that you provide. During the second half of class, groups should meet to begin discussing the issues and summarizing their group's positions. Remind students to form opinions based on the social class they represent, not on their own personal viewpoints.

Students should develop detailed responses to the issues on Simulation Sheet 2. Consider what may (or may not) happen if the proposal is (or is not) enacted. For example, factory workers may wholeheartedly support unionization rights, but the middle class may have mixed feelings about it. Middle-class workers may support unionization, but in a more limited way than the factory workers. Similarly, if limits should be placed on child labor, what should the limits be? Should all children be prohibited from working, or only those over a certain age? Should only certain types of work be prohibited for children?

Day 3—Prepare for the Simulation

Students should meet in their assigned groups to share results of their out-of-class research and to continue summarizing their group's positions on the issues. Provide students with the simulation format (given under Day 1 procedures).

Day 4—Conduct the Simulation

Conduct the simulation using the format as described under Day 1 procedures. You can arrange students in their respective groups beforehand or simply move through the class meeting your "constituents." Encourage students to take notes on the responses of the other social classes.

Day 5—Solve the Problem

Pose the following questions to students as homework or as a basis for classroom discussion about the simulation: Which of the three groups considered in the simulation had the most political power during the Progressive movement? What access did each group have to the existing power structure? In your opinion, has the balance of power shifted in the United States since the Progressive movement? Explain your answer.

History Simulations and Problem Solving 3

Simulation Sheet 1

The Progressive Era, 1890–1920

Directions: In this simulation, you will study the Progressive movement and learn about the social factors that spurred reformers into action. You will also learn how various social classes have different opinions about a country's need for reform and different methods for bringing about—or preventing—change. To help you prepare, read the background information. Then answer the questions that follow.

BACKGROUND INFORMATION

By the early 1900s, industrialization and urban growth in the United States had created a number of problems. The industrial boom had created great fortunes, and it had even swelled the ranks of the middle class. Those on the lower end of the economic scale did not enjoy a similar prosperity, however. The average industrial laborer worked 59 hours per week (steel workers averaged 84 hours per week) for little pay in often dangerous and unhealthy conditions. Textile workers, paid by the piece rather than by the hour, worked at frenzied paces in cramped sweatshops. Many miners lived in perpetual debt to the “company store.”

Nearly 2 million children worked in America's factories and mines. In 1904, one study estimated, one out of eight Americans could be classified as poor.

From this environment emerged reformers known as “progressives.” Progressives did not dislike the great industrial growth the country had experienced, but they believed that such growth needed to be regulated and made more fair. Most thought that government intervention was necessary to rein in the excesses of unbridled, laissez-faire capitalism. To that end, progressives fought for a wide variety of reforms, from women's rights to Prohibition to laws regulating the treatment of workers on the job.

Not all Americans supported Progressive reforms. Many believed that laws designed to aid the working class and to control big business were unconstitutional and amounted to government interference in the economy. Others had qualms about women's rights. Economic and social standing were often the determining factors in each person's perception of the need for reforms, or the degree to which those reforms should be implemented.



1. Describe the conditions faced by workers in the early 1900s.

2. Briefly describe the basic beliefs of Progressive reformers.

History Simulations and Problem Solving **3**

Simulation Sheet 2

UNIT
3**The Progressive Era, 1890–1920**

Directions: Complete the following worksheet as you analyze the issues to be presented at the campaign stop of a member

of Congress. Use the information to help you reach a group consensus on each issue, and give the reasons for your group's position.

Your social class _____

**Progressive Questions**

Issues	Your Group's Position	Reason(s) for Your Position
1. Should senators be elected directly by the people or elected by state legislatures?		
2. Should citizens be allowed to introduce legislation and require the legislature to vote on it? Should laws proposed by legislatures be submitted to the voters for approval? Should voters be allowed to remove elected officials from office by holding special elections?		
3. By 1900, the richest 10 percent of Americans owned nearly 75 percent of the nation's wealth. Should the government redistribute this wealth more equally among all Americans?		
4. Should major industries be owned and run by the public for the benefit of all, or owned by individuals who earn profits from them?		
5. Should trusts be broken up or regulated?		
6. Should women be given the right to vote?		
7. Should workers be allowed to unionize? If an industry refuses to recognize a union, should the workers be allowed to strike and shut down the industry?		
8. Should any limits be placed on child labor?		
9. Should workers' compensation laws be enacted?		
10. What measures should be taken to conserve America's natural resources?		
11. Should Prohibition be passed?		

American Literature Readings 3



Imperialism and Progressivism

INTRODUCTION

At the beginning of the 1900s, new and growing industries offered the American people more opportunities than ever before. Under the surface of this growth and prosperity, however, the United States faced serious problems. The cities were growing too fast to maintain decent housing and services for their populations. Few laws regulated working conditions in the factories. Writers began to use their words to expose political corruption and social evils.

When the Great War broke out in Europe in 1914, President Woodrow Wilson asked Americans to remain “neutral in fact as well as in name.” Eventually, neutrality remained impossible. In 1917 American troops entered World War I, one of the bloodiest conflicts in world history.

from *The Battle With the Slum*

Jacob A. Riis

About the Selection Jacob A. Riis (1849–1914) immigrated to the United States from Denmark when he was 21 years old. Living in New York City, Riis recognized the cycle of poverty and its effects on the home and community. When he became a newspaper reporter, he drew attention to the fight for social improvement, and his most famous book, *How the Other Half Lives*, actually led to reforms in tenement housing. In *The Battle With the Slum* (1902), Riis warns about the effects of not helping the impoverished.

GUIDED READING

As you read, note how Riis compares the slum to an enemy that must be conquered. Then answer the questions that follow.

The slum is as old as civilization. Civilization implies a race to get ahead. In a race there are usually some who for one cause or another cannot keep up, or are thrust out from among their fellows. They fall behind, and when they have been left far in the rear they lose hope and ambition, and give up. Thenceforward, if left to their own resources, they are the victims, not the masters of their environment; and it is a bad master. They drag one another always farther down. The bad environment

becomes the heredity of the next generation. Then, given the crowd, you have the slum ready-made. The battle with the slum began the day civilization recognized in it her enemy. . . . When a man is drowning, the thing to do is to pull him out of the water; afterward there will be time for talking it over. We go at it the other way in dealing with our social problems. The wise men had their day, and they decided to let bad enough alone; that it was unsafe to interfere with “causes that operate sociologically,”

(continued)

American Literature Readings 3



UNIT 3

as one survivor of these unfittest put it to me. It was a piece of scientific humbug that cost the age which listened to it dear. "Causes that operate sociologically" are the opportunity of the political and every other kind of scamp who trades upon the depravity and helplessness of the slum, and the refuge of the pessimist who is useless in the fight again them. . . .

. . . Having solemnly resolved that all men are created equal and have certain inalienable rights, among them life, liberty, and the pursuit of happiness, we shut our eyes and waited for the formula to work. It was as if a man with a cold should take the doctor's prescription to bed with him, expecting it to cure him. The formula was all right, but merely repeating it worked no cure. . . . Our country had grown great and rich; through our ports was poured food for the millions of Europe. But in the back streets multitudes huddled in ignorance and want. The foreign oppressor had been vanquished, the fetters stricken from the black man at home; but his white brother, in his bitter plight, sent up a cry of distress that had in it a distinct note of menace. Political freedom we had won; but the problem of helpless poverty, grown vast with the added off-scourings of the Old World, mocked us, unsolved. . . .

Slow work, yes! But be it ever so slow, the battle has got to be fought, and fought out. For it is one thing or the other: either wipe out the slum, or it wipes out us. Let there be no mistake about this. It cannot be shirked. Shirking means surrender, and surrender means the end of government by the people.

If any one believes this to be needless alarm, let him think a moment. Government by the people must ever rest upon the people's ability to govern themselves, upon their intelligence and public spirit. The slum stands for ignorance, want, unfitness, for mob-rule in the day of wrath. . . .

Put it this way: you cannot let men live like pigs when you need their votes as freemen; it is not safe. You cannot rob a child of its childhood, of its home, its play, its freedom from toil and care, and expect to appeal to the grown-up voter's manhood. The children are our to-morrow, and as we mould them to-day so will they deal with us then. Therefore that is not safe. Unsafest of all is any thing or deed that strikes at the home, for from the people's home proceeds citizen virtue, and nowhere else does it live. The slum is the enemy of the home. Because of it the chief city of our land came long ago to be called "The Homeless City." When this people comes to be truly called a nation without homes there will no longer be any nation.

Hence, I say, in the battle with the slum we win or we perish. There is no middle way. We shall win, for we are not letting things be the way our fathers did. But it will be a running fight, and it is not going to be won in two years, or in ten, or in twenty. For all that, we must keep on fighting, content if in our time we avert the punishment that waits upon the third and the fourth generation of those who forget the brotherhood.

From *The Battle With the Slum* by Jacob A. Riis. Reprinted by permission of Random House, Inc.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. According to Riis, how did the rise of civilization lead to slums?
2. What does Riis state will happen if the slums are not wiped out?
3. What do the slums stand for, and how do they threaten democracy?
4. **CRITICAL THINKING** Do you agree or disagree with Riis's opinion of the "wise men [who thought] it was unsafe to interfere with causes that operate sociologically"? Explain your answer.

American Literature Readings 3



“Over There”

George M. Cohan

✱ **About the Selection** As the United States entered World War I, rousing songs helped bolster the spirits of soldiers and civilians alike. In 1917 composer George M. Cohan (1878–1942) wrote “Over There,” the most popular patriotic song of the war. He also wrote about 20 plays and musicals, greatly shaping the Broadway scene of the era. Cohan was later awarded the Congressional Gold Medal for writing “Over There” and “You’re a Grand Old Flag,” another enthusiastic war song.

GUIDED READING

As you read the lyrics, think about their purpose and how they might have helped the country’s war efforts. Then answer the questions that follow.

Johnnie get your gun, get your gun, get your gun,
Take it on the run, on the run, on the run;
Hear them calling you and me;
Ev’ry son of liberty.
Hurry right away, no delay, go today,
Make your daddy glad, to have had such a lad,
Tell your sweetheart not to pine,
To be proud her boy’s in line.

CHORUS:

Over there, over there,
Send the word, send the word over there,
That the Yanks are coming,
The Yanks are coming,
The drums rum-tumming ev’ry where—
So prepare, say a pray’r,
Send the word, send the word to beware,
We’ll be over, we’re coming over,
And we won’t come back till it’s over over there.

Johnnie get your gun, get your gun, get your gun,
Johnnie show the Hun, you’re a son-of-a-gun,

Hoist the flag and let her fly,
Like true heroes, do or die.
Pack your little kit, show your grit, do your bit,
Soldiers to the ranks from the towns and the tanks,
Make your mother proud of you,
And to liberty be true.

SOURCE: George M. Cohan. Copyright © 1917 (renewed 1945) by Leo Feist, Inc. All rights assigned to EMI Catalogue Partnership. All rights controlled and administered by EMI Feist Catalog, Inc. International copyright secured. Made in U.S.A. All rights reserved.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. Who is “Johnnie” in the song lyrics?
2. According to the song, how will family members feel when Johnnie gets his gun?
3. **CRITICAL THINKING** How does the songwriter imply that American troops will save the day?

American Literature Readings 3



UNIT 3

“I Have a Rendezvous with Death”

Alan Seeger

✱ **About the Selection** Poet Alan Seeger (1888–1916) died before any of his poems were published. He was born in New York and was a student at Harvard, graduating in 1910. Seeger moved to France and enlisted in the French Foreign Legion before the United States entered World War I. He was killed at the Battle of the Somme in 1916.

GUIDED READING

As you read, compare the tone of the poem with the patriotic tone of “Over There.” Then answer the questions that follow.

I have a rendezvous with Death
At some disputed barricade,
When Spring comes back with rustling shade
And apple blossoms fill the air—
I have a rendezvous with Death
When Spring brings back blue days and fair.

It may be he shall take my hand,
And lead me into his dark land,
And close my eyes and quench my breath—
It may be I shall pass him still.
I have a rendezvous with Death
On some scarred slope of battered hill,
When Spring comes round again this year
And the first meadow flowers appear.

God knows 'twere better to be deep
Pillowed in silk and scented down,
Where Love throbs out in blissful sleep,
Pulse nigh to pulse, and breath to breath,
Where hushed awakenings are dear . . .
But I've a rendezvous with Death
At midnight in some flaming town,
When Spring trips north again this year;
And I to my pledged word am true,
I shall not fail that rendezvous.

From *I Have a Rendezvous with Death* by Alan Seeger. Copyright © 1916 by Charles Scribner's Sons and renewed 1944 by Elsie Adams Seeger. Reprinted by Charles Scribner's Sons, an imprint of Macmillan Publishing Company, Inc.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. What is a rendezvous? What two types of rendezvous does the poet include in the poem?
2. When does the soldier predict his rendezvous with Death will occur? Why is the timing ironic?
3. At what three places does the soldier predict his rendezvous with Death will occur?
4. **CRITICAL THINKING** Compare the tone of this poem with the song lyrics “Over There.” How do they differ?

GLENCOE

The AMERICAN VISION

MODERN TIMES

Chapter 7 Resources

Becoming a World Power, 1872–1912

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**Reading Skills Activity 7****Determining Cause and Effect****LEARNING THE SKILL**

Cause and effect is a structure authors use to organize information so that you, the reader, can understand what they have written. Cause and effect is used to explain an event or action (the cause) and the results (the effect) of that event or action. You may think of cause and effect as the “how” and “why” of events. By thinking in terms of cause and effect, you can understand how and why an event occurred. Sometimes one event is the cause of many others. Sometimes many events lead up to, or cause, one big event, or effect. In this way, cause and effect is a very useful tool for understanding how history unfolds.

PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph. Using the focus questions (how? and why?) as a foundation, trace the causes and effects of the development of the American navy. Use a separate sheet of paper if you need more room to complete your answer.

By the 1890s, several different ideas had come together in the United States. Business leaders wanted new markets overseas. Anglo-Saxonism had convinced many Americans of their destiny to dominate the world. Growing European imperialism threatened America’s security. Combined with [Captain Alfred] Mahan’s influence, these ideas convinced Congress to authorize the construction of a large modern navy.

Focus Question: How was Congress convinced to authorize the construction of a navy?

Focus Question: Why did the United States need a navy?

Cause: _____

Cause: _____

Cause: _____

Cause: _____

Culminating effect: _____

APPLYING THE SKILL

DIRECTIONS: On a separate sheet of paper, make a chart with three headings: “Focus Question,” “Cause,” and “Effect.” For each section in this chapter, find a major event in the section, and ask a focus question (how? why?) about this event. Write the questions in the first column of your chart. Write down the causes and effects of the event in the appropriate columns.

Interpreting Political Cartoons

DIRECTIONS: Study the political cartoon below and answer the questions that follow.



- DIRECTIONS:** Choose a current issue and find a political cartoon in a newspaper or on the internet that takes a position on the issue. Look for elements like caricature and symbolism that make the cartoon more effective. Then write a short paragraph explaining the position of the cartoon on the issue you chose.

★ Differentiated Instruction Activity 7**Taft's Dollar Diplomacy**

The following excerpt is from the U.S. Department of State's Papers Relating to Foreign Affairs, 1912. Read what William Howard Taft had to say about dollar diplomacy.

WILLIAM HOWARD TAFT: "MODERN DIPLOMACY IS COMMERCIAL"

. . . The diplomacy of the present administration has sought to respond to modern ideas of [business and trade]. This policy has been characterized as substituting dollars for bullets. It is one that appeals alike to idealistic humanitarian sentiments, to the dictates of sound policy and strategy, and to legitimate commercial aims. It is an effort frankly directed to the increase of American trade upon the axiomatic principle that the government of the United States shall extend all proper support to every legitimate and beneficial American enterprise abroad.

How great have been the results of this diplomacy, coupled with the maximum and minimum provisions of the Tariff Law, will be seen by some consideration of the wonderful increase in the export trade of the United States. Because modern diplomacy is commercial, there has been a disposition in some quarters to attribute to it none but materialistic aims. How strikingly erroneous is such an impression may be seen from a study of the results. . . .

In Central America, the aim has been to help such countries as Nicaragua and Honduras to help themselves. They are the immediate beneficiaries. The national benefit of the United States is twofold. First, it is obvious that the Monroe Doctrine is more vital in the neighborhood of the Panama Canal and the zone of the Caribbean than anywhere else. There, too, the maintenance of that doctrine falls most heavily upon the United States. It is therefore essential that the countries within the sphere shall be removed from the jeopardy involved in heavy foreign debt and chaotic national finances from the ever present danger of international complications due to disorder at home. Hence the United States has been glad to encourage and support American bankers who were willing to lend a helping hand. . . .

The second advantage to the United States is one affecting chiefly all the Southern and Gulf ports and the business and industry of the South. The republics of Central America and the Caribbean possess great natural wealth. They need only a measure of stability and the means of financial regeneration to enter upon an era of peace and prosperity, bringing profit and happiness to themselves and . . . creating conditions sure to lead to a flourishing interchange of trade. . . .

Directions: On a separate sheet of paper, use information from the excerpt to answer the following questions:

- 1. Identifying the Main Idea** Briefly restate the message of the first two paragraphs.
- 2. Analyzing Information** In the last three paragraphs of the speech, how does Taft say that his new diplomacy will help both the United States and other countries?



Differentiated Instruction Activity 7 (continued)

FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Explain that Taft's language is more indirect and embroidered than that of most contemporary leaders. Help students by introducing the topic and stating Taft's aim in the speech: he wants to explain that commerce, or business and trade, is good diplomacy (this is the source of the term *dollar diplomacy*). According to Taft, dollar diplomacy is good diplomacy because trade is good for the United States; it is legitimate, or lawful; and it is good for the countries that the United States does business with. Note that Taft had to persuade his listeners: the idea of dollar diplomacy was new. Then pair English learners with advanced learners to read the excerpt and to answer the questions.

Advanced Learners (AL) Have students assist others in the class who need help with Taft's language. Advanced learners might also find the entire text online, read it, and report on it.

Below Grade Level (BL) Provide the same introduction that you supplied for English learners. Then help students complete a main idea organizer for each paragraph like this one shown below.

Suggested answers are in italics.

Paragraph 1	<i>Using business as diplomacy is good for the United States, it is humanitarian, and it makes sense as policy.</i>
Paragraph 2	<i>Some people don't like the idea of commercial diplomacy, but it has had great results.</i>
Paragraph 3	<i>The United States has helped countries in Central America by giving them loans and keeping them out of chaos. This has also helped American business at the same time.</i>
Paragraph 4	<i>With a little help from the United States the republics of Central America and the Caribbean can profit, and so can American business, especially the Southern and Gulf ports.</i>
Paragraph 5	<i>In our foreign policy, we cannot just do what we did in the past. We need a modern diplomacy for our great nation.</i>

On Grade Level (OL) Have students work independently or in pairs to read the excerpt and answer the questions in complete sentences.

English Learner Activity 7 ★ ★ ★ ★ ★ ★

Becoming a World Power, 1872–1912**❑ A. PRE-READING ACTIVITY****Previewing the Material**

Directions: Before reading the primary source quoting President McKinley from *A Diplomatic History of the American People* on page 274, answer the following questions.

1. What were some arguments for annexing the Philippines? What were some arguments against annexing them?

2. What are some of the benefits of the United States having a military presence in other countries? What are some of the drawbacks?

❑ B. PRE-READING ACTIVITY**Vocabulary Review**

Reviewing the words and expressions below will help you understand the reading.

cowardly (adj.): showing a lack of courage

dishonorable (adj.): lacking honor; shameful

business (n.): commercial activity; trade

discreditable (adj.): injurious to a reputation; disgraceful

unfit (adj.): not qualified; incapable

self-government (n.): government under the control of the inhabitants of a place rather than by an outside authority

educate (v.): to develop mentally, morally, or aesthetically by instruction

uplift (v.): to improve the spiritual, social, or intellectual condition of

civilize (v.): to educate or refine

expansion (n.): enlargement; increase in size

intervene (v.): to interfere, usually by force or threat of force

imperialism (n.): one nation controlling the political or economic life of other nations

English Learner Activity 7 (continued) ★ ★ ★ ★ ★

★ C. WORD BUILDING ACTIVITY

Analogies

Word Building Note: Analogies

A word analogy is like an equation that represents the relationship between words. To solve an analogy, find the relationship between the first pair of words and then choose a word that completes the same relationship for the second pair. Analogies are written and read as follows:

country : France :: city : Paris – Country is to France as city is to Paris.

In this analogy, the second word is an example of the first. Other common relationships in analogies are synonyms, antonyms, definitions, and characteristics.

Directions: Fill in the blanks with the words that best complete the analogy.

- wise : _____ : : honorable : dishonorable
A. shameful **B.** foolish **C.** clever
- unfit : _____ : : educate : teach
A. unsuited **B.** able **C.** residents
- expansion : _____ : : voting : self-government
A. democracy **B.** business **C.** imperialism
- cheerful : _____ : : cowardly : hide
A. grin **B.** miserable **C.** bravery

★ D. LANGUAGE STUDY ACTIVITY

Past Tense Chart

Language Study Note: Past Tense

The past tense is used for actions that occur before the present time or before the time that the speaker is speaking or the writer is writing.

The past tense of regular verbs is made by adding an *-ed* to the base verb (V + =ed). Examples: *live – lived; contrast – contrasted; finish – finished*. There are also many irregular verbs in the past tense (*see – saw; have – had; be – was/were*).

Directions: Fill in the chart with the past tense of the base verb. *Hint:* the boldfaced verbs are irregular.

Base Verb	Past Tense	Base Verb	Past Tense
educate		civilize	
begin		expand	
uplift		put	
find		intervene	
go		take	

Academic Vocabulary Activity 7 ★ ★ ★ ★ ★ ★ ★

Becoming a World Power, 1872–1912

Key Words

Academic Words	Content Vocabulary
access	dollar diplomacy
conference	protectorate
expansion	
intervene	
tension	
volunteer	

❏ A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using the context clues, select vocabulary to complete the paragraph.

conference, intervene, volunteers, access, expansion, tension

The end of the 1800s was a time of (1) _____ for the United States both as a world power and in terms of territory. The nation achieved its growth through peaceful and military means. In Latin America, the United States held a (2) _____ to discuss how to increase trade and cooperation in the Americas. However, the American government's decision to (3) _____ in Cuba's rebellion against Spain led to war. Yellow journalism and the sinking of the *Maine* had increased (4) _____ between the United States and Spain over the issue of Cuban independence. On April 19, 1898, Congress authorized the president to use force against Spain. While there were many American (5) _____, it took the United States some time to organize its forces. In the end the United States was victorious. The outcome of the war greatly increased American power and (6) _____ to markets in Cuba, Puerto Rico, and the Philippines.

Academic Vocabulary Activity 7 (continued) ★ ★ ★ ★**TEST YOUR KNOWLEDGE**

Directions: Use the context to select the word or phrase that completes each sentence correctly.

1. Americans who wanted greater access to foreign markets hoped that imperialist policies would (decrease/increase) trade with other countries.
2. The Rough Riders were a group of volunteers who had (freely offered/refused) to fight in the Spanish-American War.
3. Yellow journalists argued the United States should intervene in Cuba because the Cuban people would suffer horribly if Americans did not (get involved in/read about) the situation.
4. Tension rose between Panama and Colombia because Panama (appreciated/resented) Colombia's rule.
5. The Platt Amendment effectively made Cuba a protectorate of the United States, because Cuba was (free to consider/forced to accept) American input.
6. The expansion of United States territory in the late 1800s led to (greater/reduced) American influence in many parts of the world.
7. The United States proposed the first Pan-American conference in order to (bring together/colonize) all the nations of the Americas.
8. The United States used dollar diplomacy to influence countries through (military/economic) means.

★ Reinforcing Skills Activity 7

Interpreting Graphs

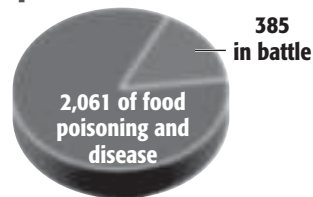
✱ LEARNING THE SKILL

Historians use graphs and charts to display statistical data that they have collected. Graphs and charts provide a visual form of the tabular data. They make it easier to interpret and analyze the information and help you see what trends and patterns exist. Some common graphs used by historians include: line graphs, bar graphs, and circle graphs. The type of graph chosen depends on the type of data that has been collected. A circle graph shows how something is divided into parts. It is a good way to show the fraction or proportion of the data relates to the whole.

✱ PRACTICING THE SKILL

DIRECTIONS: Refer to your textbook and the circle graph shown below about the Spanish-American War. Then answer the following questions on a separate sheet of paper.

U.S. Deaths in the Spanish-American War



Source: *The Nystrom Atlas of United States History.*

1. What aspect of the Spanish-American war does the circle graph the provide information about? Where did you find this information?
2. What does the largest fraction of the graph stand for? What does this tell you about conditions where the war was fought?
3. What does the smallest fraction of the graph stand for? What is shocking about this statistic?

✱ APPLYING THE SKILL

DIRECTIONS: Find out how much of the federal budget is spent for education, health care, and social security, and how much is spent for defense and other military purposes. Use the data you find to create a circle graph. Make sure all the fractions add up to 100 percent and the angles equal 360°. Include a title and a key to help others interpret your graph.

Critical Thinking Skills Activity 7**Formulating Questions****LEARNING THE SKILL**

You may sometimes find yourself *formulating questions* as you read an article or a book, or when you study charts and graphs. A good way to check your understanding is to ask questions about the information. Rather than just accepting the information you read or hear, formulate questions about it. Asking questions is perhaps the most important aspect of critical thinking.

Use the following guidelines to help you formulate questions:

- Identify what the author is saying.
- Determine why the author is making such statements and whether or not they are true.
- Decide what the information means and how the author came to that conclusion.
- Look for any biases from the author.
- Identify anything that is unclear.
- Formulate questions using the above criteria. Then use your answers to draw conclusions about the information.

PRACTICING THE SKILL

DIRECTIONS: Read the introduction and excerpt below about the American response to the Chinese Boxer Rebellion. Then answer the questions that follow on a separate sheet of paper.

U.S. Secretary of State John Hay wrote the following message on July 3, 1900. It was prompted by the rise of nationalistic Chinese groups such as the so-called “Boxers,” who had threatened and killed foreign missionaries and their Chinese converts, taken several foreign hostages, and attempted to disrupt previously guaranteed rights.

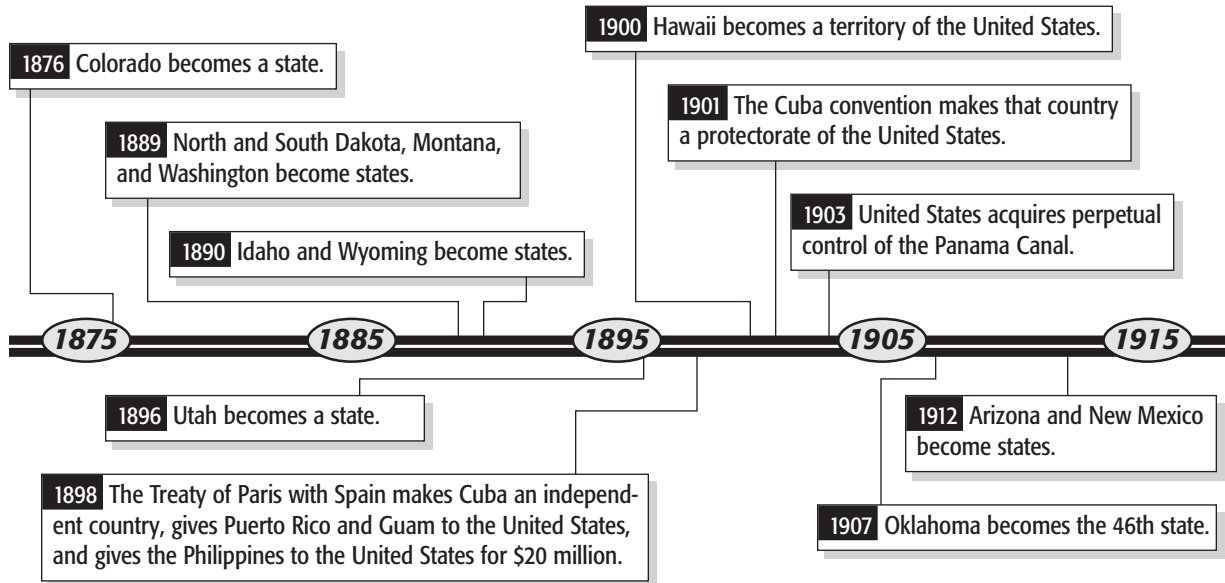
... The purpose of the President is, as it has been heretofore, to act concurrently with [along with] the other powers, first, in opening up communication with Peking [Beijing] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. It is . . . the policy of the government of the United States to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

1. What is Hay saying in this excerpt?
2. Formulate at least three questions you might ask Hay regarding his statement.
3. What conclusions can you draw from this excerpt?

★ Time Line Activity 7

United States Expansion

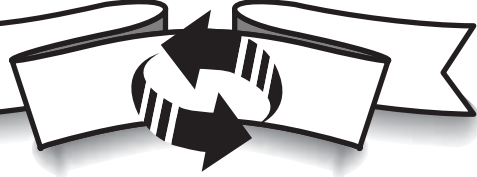
DIRECTIONS: Use the information on the time line to answer the questions below.



- In what year were four states added to the union? List the four states.

- With what country did the United States sign the Treaty of Paris? What were the conditions of the treaty? _____
- What three states on the time line were added to the union after 1900, and in what years were they added? _____
- In what year was Hawaii made a territory of the United States? _____
- What state was added to the union on the 100th anniversary of the United States? _____
- What artificial waterway connecting the Atlantic and Pacific Oceans came under United States control? In what year? _____

Linking Past and Present Activity 7



The Transformation of Hawaii

THEN

Until British explorer James Cook came upon the Hawaiian Islands in 1778, the rest of the world knew nothing of these islands in the middle of the Pacific Ocean. Polynesians migrated to the Hawaiian Islands during the 800s and 900s. There they lived in isolation for centuries. Once outsiders began to arrive, however, their culture was forever changed.

For forty years after James Cook landed, European and American traders and whalers stopped at the islands for supplies. Settlers brought livestock and plants. They started pineapple and sugar plantations that would later become the basis of a thriving economy. They also brought diseases, such as smallpox and cholera. The Hawaiians lacked immunity to these foreign diseases. As a result, thousands died.

The first missionaries began arriving in 1820. They soon converted the islanders to Christianity. They also established schools and a system for writing the language.

As the population of Hawaiians dwindled, plantation owners brought in Chinese and Japanese laborers to work in the sugar cane fields. Later, immigrants began arriving from many parts of the world. They brought their own customs, languages, and lifestyles. Inter-marriage greatly decreased the number of pure Hawaiians.

To protect their business interests, white settlers, helped by a show of American military might, overthrew the Hawaiian monarchy in 1893. From then on, United States dominance continued to increase.

NOW

Hawaii has the most ethnic and cultural groups of any state. The descendents of the thousands of immigrants now far outnumber the descendents of the original Hawaiians. Although racial discrimination is not entirely absent, Hawaii is a remarkably harmonious multi-ethnic society.

However, the few remaining pure Hawaiians and the many part-Hawaiians share a sense of loss. With the support of all the ethnic groups, the state agreed in 1978 to promote the study of native Hawaiian traditions, history, and language. Although Hawaiian residents now speak English, their traditional language remains alive in place-names and in words liberally sprinkled into their speech.

American dominance culminated in statehood in 1959. Since then, tourism has expanded greatly, aided by the introduction of jet airplanes. Today the Hawaiian economy depends on tourism and the military presence on the islands. Hawaiians must find ways to accommodate their booming tourist business while preserving the natural beauty of the islands, as hotels begin to clutter scenic areas and increased traffic causes congestion and pollutes the air. In addition, the cost of living is high—food, clothing, and housing are expensive.



CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Analyzing Information** How did outsiders transform the Hawaiian islands?
- Making Inferences** Why do you think pure Hawaiians today feel a sense of loss?
- Analyzing Information** How are visitors to the islands affecting Hawaii today?

Primary Source Reading 7-1 ★ ★ ★ ★ ★ ★

Anti-Imperialist League**★ About the Selection**

The Anti-Imperialist League was founded in Boston in 1898. It had 500,000 members at its height in 1899. This selection comes from its "Platform of the American Anti-Imperialist League." The League issued the platform at its Chicago Conference on October 18, 1899. However, President McKinley's popularity, economic interests, and a sense of national pride proved too strong for the League to stop what it believed was unjust American colonization.

Reader's Dictionary

despotism: system of government in which the ruler has unlimited power

impunity: without punishment

Manila: capital of the Philippines

subjugation: conquering

GUIDED READING

As you read, determine the League's main objection to American expansionism. Then answer the questions that follow.

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is "criminal aggression" and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present national administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.

... We urge that Congress be promptly convened to announce to the Filipinos our purpose to concede to them the independence for which they have so long fought and which of right is theirs.

... Much as we abhor the war of "criminal aggression" in the Philippines ... we more deeply resent the betrayal of American institutions at home. The real firing line is not in the suburbs of Manila. The foe is in our own household. The attempt of 1861 was to divide the country. That of 1899 is to destroy its fundamental principles and noblest ideals.

The training of a great people for a century, the aspirations for liberty of a vast immigration are forces that will hurl aside those who in the delirium of conquest seek to destroy the character of our institutions.

(continued)

Primary Source Reading 7-1 (continued) ★ ★ ★ ★ ★

We deny that the obligations of all citizens to support their government in times of grave national peril applies to the present situation. No administration may with impunity ignore the issues upon which it was chosen, deliberately create a condition of war anywhere on the face of the globe, debauch the civil service for spoils to promote the adventure, organize a truth-suppressing censorship, and demand of all citizens a suspension of judgment and their unanimous support. While it chooses to continue the fighting, representative government itself is imperiled.

We propose to contribute to the defeat of any person or party that stands for the forcible subjugation of any people. . . .

We hold with Abraham Lincoln, that "no man is good enough to govern another man without that other's consent. When the white man governs himself, that is self-government, but when he governs himself and also governs another man, that is more than self-government—that is despotism." Our reliance is in the love of liberty which God planted in us.

Source: *Living Documents in American History, Volume 2: From Reconstruction to the Outbreak of World War I.* New York: Washington Square Press, Inc., 1968.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What are the League's objections to imperialism?

2. To what other war does the League compare the war in the Philippines?

3. How does the League propose to end imperialism?

4. **Critical Thinking** Many Vietnam veterans were treated poorly when they returned to the United States because they were part of a war that many thought was unjust. What is the position of the Anti-Imperialist League toward the U.S. soldiers serving in the expansionist wars?

Primary Source Reading 7-2 ★ ★ ★ ★ ★ ★

A Strong Voice for Expansion

■ About the Selection

Some Americans thought that overseas expansion was the country's cultural destiny and religious duty. These views often were based on a mixture of the belief in the superiority of the white race, a belief in the theory of evolution, and a commitment to missionary work. The Reverend Josiah Strong argued along these lines in his best-seller, *Our Country*. The book increased the nation's interest in overseas expansion.

Reader's Dictionary



abject: low condition or hopelessness

heathenism: uncivilized

precursor: one that came before

supplant: to take the place of

GUIDED READING

As you read, note how Strong refers to race, evolution, destiny, and God in his argument. Then answer the questions that follow.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet to-day on our Pacific coast. There are no more new worlds. . . . The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new state of its history—the *final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth. . . . And can anyone doubt that this competition of races will be the "survival of the fittest"? . . . Whether the feeble and more abject races are going to be regenerated and raised up, is already very much of a question. What if it should be God's plan to people the world with better and finer material? "At the present day," says Mr. Darwin, "civilized nations are everywhere supplanting barbarous nations, excepting where the climate opposes a deadly barrier, and they succeed mainly, though not exclusively, through their arts, which are the products of the intellect." Thus the Finns were supplanted by the Aryan races in Europe and Asia, the Tartars by the Russians, and thus the aborigines of North America, Australia, and New

(continued)

Primary Source Reading **7-2** (continued) ★ ★ ★ ★ ★

Zealand are now disappearing before the all-conquering Anglo-Saxons. It seems as if these inferior tribes were only precursors of a superior race, . . .

Thus, in what Dr. Bushnell calls "the out-populating power of the Christian stock," may be found God's final and complete solution of the dark problem of heathenism among many inferior peoples. . . .

Thus, while on this continent God is training the Anglo-Saxon race for its mission. . . .

Source: *The Power of Words: Documents in American History Volume II*. New York: HarperCollins College Books, 1996.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Strong, for what is God training the Anglo-Saxon race?

2. How does Strong describe the Anglo-Saxon race?

3. How does Strong show he supports the theory of evolution?

4. What does Strong think the pressure of increased population on the food supply will cause?

5. **Critical Thinking** How would you reply to Strong's arguments?

★ American Art and Music Activity 7

★ ★ ★ ★ ★ ★ ★ ★

John Philip Sousa

★ ★ ★ ★ ★ ★ ★ ★

When you hear a marching band playing music at a local parade, who do you think of? If John Philip Sousa is your answer, then you are like many of us in thinking that this composer, more than any other, gave America a national musical identity.

Born on November 6, 1854, in Washington, D.C., Sousa began his musical career early in life. He started by studying the violin, but in 1867 decided to learn the trombone. At the age of 13, he joined the United States Marine Band as an apprentice. For five years he played with the band before returning to the violin as his instrument of choice. Although Sousa was only 18 years old at this time, he played in and conducted a number of theater orchestras during the next few years. This training as a conductor would serve him well later in his career. In 1876, he played in the orchestra at the Centennial Exposition in Philadelphia.

Then, in 1880, Sousa once again joined the Marine Band, this time as its conductor. Over the next several years, Sousa improved his technique and began to compose the marches that gave him the title "The March King."

In 1892, Sousa left the United States Marine Band to begin his own band, which became the most successful band of the time in the nation. His tours throughout the United States and Europe gained him great popularity as a musical personality.

His early marches included the "Washington Post March" in 1889 and "The Liberty Bell March" in 1893. Between 1896 and 1897 Sousa composed his most famous march, the one for which he is best remembered, "The Stars and Stripes Forever."



Stock Montage, Inc.

Stock Montage, Inc.

John Philip Sousa and his Chicago Band. *Inset: "The March King" about 1924*

(continued)

★ **American Art and Music Activity 7** (continued)

His tours of Europe between 1900 and 1911 came to a halt when the United States entered World War I. During the war he became director of all the Navy bands, and he resumed his tours after the end of the war.

Throughout his active musical career, John Philip Sousa composed about 136

marches, 10 comic operas, 70 songs, and many other musical works. He also found time to write 132 articles and seven books, including three novels and his autobiography, *Marching Along*, published in 1928. The composer retired from making music in 1931 and died in Reading, Pennsylvania, at the age of 78.

1. What early experiences influenced Sousa to compose marches?

2. Name three marches composed by Sousa. Which is his most famous?

3. Besides marches, what other works did Sousa produce during his career?

Critical Thinking ★

4. **Predicting** For what would Sousa like to be best remembered?

5. **Evaluating Information** Why was John Philip Sousa called "The March King"? Was the title accurate?

INTERPRETING POLITICAL CARTOONS



Activity 7

BIG STICK DIPLOMACY IN THE WESTERN HEMISPHERE

Theodore Roosevelt threw his considerable energy into building United States authority in Latin America. He established policies that would affect United States relations with Latin America throughout the 1900s. Roosevelt's "big stick" policy expressed the view that it was the responsibility of the United States to carry out "the most regrettable but necessary international police duty which must be performed for the sake of the welfare of mankind." When Venezuela defaulted on loans in 1902, Roosevelt warned against European intervention in the Western Hemisphere. He persuaded the parties to submit the dispute to arbitration.

Directions: The new United States policy in Latin America stirred considerable controversy. The cartoon below appeared after the Venezuela intervention. Study the cartoon, and then answer the questions that follow.



ANALYZING THE CARTOON ACTIVITY 7 *(continued)*

1. What is the meaning of the paper tucked under Roosevelt's left arm marked "arbitration"?

2. Why does the nightstick have the words "The New Diplomacy" printed on it?

3. What building is shown under Roosevelt's right arm? Why is it there?

CRITICAL THINKING

4. **Synthesizing Information** What famous Roosevelt saying is represented in this cartoon? Explain your answer.

5. **Detecting Bias** How does the cartoonist use stereotypes to state his message? What groups are stereotyped?

6. **Analyzing Information** Look at the land the characters in the cartoon are standing on. How does the cartoonist manipulate geography to make his point of view?

7. **Drawing Conclusions** Is the cartoon supportive or critical of Theodore Roosevelt? Explain your answer.

★ Reteaching Activity 7

Becoming a World Power, 1872–1912

America had fulfilled its Manifest Destiny. Now many Americans wanted to expand overseas. Businessmen wanted to profit from international trade. Politicians argued that the navy needed to establish overseas naval bases. Philosophers thought that America had a duty to export Anglo-Saxonism to “inferior” civilizations. The nation wrestled with the question of imperialism in the Caribbean, Latin America, the Pacific, and Asia.

DIRECTIONS: Identify which nation was involved in each event listed below. Write the numbers of the event next to the appropriate country or territory.

- | | | |
|------------------------|-------------------------------|-----------------------------|
| A. China _____ | E. Japan _____ | H. Philippines _____ |
| B. Cuba _____ | F. Latin America _____ | I. Puerto Rico _____ |
| C. Guam _____ | G. Panama _____ | |
| D. Hawaii _____ | | |

- This island was annexed as an “unincorporated territory” in the Foraker Act.
- After warships under Commodore Perry’s command arrived, leaders signed a treaty opening two ports to American trade and began to Westernize this formerly closed country.
- Britain signed exclusive canal rights over to the United States in the Hay-Pauncefote Treaty.
- Sugar plantation owners requested annexation of this island in 1893.
- The Boxer Rebellion, secretly supported by the government, sought to expel foreigners.
- General MacArthur fought guerrilla resistance while Governor Taft introduced the reforms that ultimately reduced hostility to American rule.
- “Remember the *Maine*” was the cry of the Rough Riders who overcame the Spanish defenders on San Juan Hill.
- Revolutionary leader Emilio Aguinaldo initially supported the Americans after they won the first naval battle of the Spanish-American War here.
- American intervention was advocated in the Roosevelt Corollary to the Monroe Doctrine.
- Acquired from Spain in the Treaty of Paris, this island now serves as a military base.
- Secretary Hay proposed an Open Door policy with this country’s leaseholders in order to keep the ports open to American trade.
- Under the terms of the Platt Amendment, this country became an American protectorate until the amendment’s repeal in 1934.
- President Taft promoted “dollar diplomacy” as favorable for mutual economic development.
- Critical Thinking** Americans have long debated the role of the United States in international affairs. What role do you think the United States should play: humanitarian rescue worker, international police officer, economic overseer, or a combination of these? Explain your answer.

★ **Enrichment Activity 7****Yellow Journalism**

Yellow journalism, the type of journalism practiced by some newspapers during the late 1800s, first made its appearance during the Spanish-American War. Yellow journalism was characterized by large dramatic headlines, unscrupulously sensational stories, and exaggerated news reports. Two major newspapers practicing yellow journalism were the *New York World*, owned by Joseph Pulitzer, and the *New York Journal*, owned by William Randolph Hearst. These two papers were engaged in an intense

competition to gain readers. After the sinking of the *Maine*, the *Journal* reported, with no evidence, that the Spanish were to blame. When Frederick Remington, an illustrator for the *Journal*, said that all was quiet in Havana, Hearst is reported to have said, "Please remain. You furnish the pictures and I'll furnish the war." The Spanish-American War was the first press-driven war. It may be an exaggeration to claim that journalists started the war, but it is fair to say that the press fueled the public's passion for war.

DIRECTIONS: Analyze the headline and the cartoon below, and then answer the questions that follow.



Source: www.pbs.org



(continued)

★ Enrichment Activity 7 (continued)

Questions to Consider

1. Who do the two men in the cartoon represent?

2. What situation is being portrayed in the cartoon?

3. What did the *New York Journal* do in order to sensationalize the story on the headline page?

4. **GO A STEP FURTHER ►** Use your textbook and select one event from the Spanish-American War. Develop a headline page that employs the tactics of yellow journalism to report the event you selected.

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The
**AMERICAN
VISION**
MODERN TIMES

Chapter 7

Section Resources

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★ Guided Reading Activity 7-1

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Why did Americans show little interest in expanding the nation's territory and increasing international influence in the years immediately following the Civil War? _____

2. What is imperialism? _____
3. What part did tariffs play in European expansion in the late 1800s? _____

4. What did rulers of a protectorate have to do in exchange for protection from rebellions and invasion? _____

5. How did supporters of Social Darwinism justify the idea of expanding American powers overseas? _____

6. How did Anglo-Saxonism fit with the idea of Manifest Destiny? _____

7. How did the minister Josiah Strong convince many Americans to support imperialism? _____

8. What did Alfred T. Mahan suggest the United States do to defend its right to trade? _____

9. Why did Japan's rulers not want to trade with the United States or other Western countries? _____

10. How did Japan respond to the forced trade with the United States? _____

11. What did Hawaiian sugar cane planters hope would happen after they overthrew the monarchy and set up their own government? _____

12. From where did Latin America buy most of its manufactured goods in the 1800s? _____

13. What was the purpose of a customs union? _____

★ Guided Reading Activity 7-2

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **How** did the United States and Cuba become closely linked economically? _____

2. **Who** led the February 1895 rebellion in Cuba? _____

3. **What** caused most Americans to side with the Cuban rebels against Spain? _____

4. **Why** did President McKinley finally send out the U.S.S. *Maine* to Cuba? _____

5. **Where** was the U.S.S. *Maine* when it exploded in 1898? _____

6. **How** did Americans regard Spain at the time of the U.S.S. *Maine* explosion? _____

7. **Who** defeated the Spanish in the Philippines? _____

8. **What** effect did tropical diseases have on Spanish forces in Cuba? _____

9. **Where** did both sides know the war ultimately would be fought? _____
10. **Why** was defeating the Spanish fleet important to the United States? _____

11. **How** did the number of Americans who died in training camps compare to those killed in battle in Cuba? _____
12. **Who** were the Rough Riders? _____

13. **Who** were the commanders of the Rough Riders? _____

14. **What** was the main economic argument for annexing the Philippines? _____

15. **What** did the Foraker Act mean for Puerto Rico? _____

16. **Where** did William Howard Taft improve education, transportation, and health care? _____

**Guided Reading Activity 7-3**

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

★ **Main Idea:** The nation's primary interest in Asia was not conquest but commerce.

1. **Detail:** The vast Chinese markets excited American business leaders, especially those in the textile, oil, and steel _____.
2. **Detail:** In the 1894 war between China and Japan over _____, Japan easily defeated China and gained territory in Manchuria.
3. **Detail:** _____ forced Japan to give its newly acquired territory back to China.
4. **Detail:** The United States proposed an _____ policy, which would allow all countries to trade with China.

★ **Main Idea:** Theodore Roosevelt believed in a strong global military presence.

5. **Detail:** Roosevelt and others viewed the construction of a canal through _____ as vital to American power in the world.
6. **Detail:** In 1903, the United States recognized the independence of _____.
7. **Detail:** The Roosevelt Corollary to the Monroe Doctrine said that the United States would intervene in _____ affairs when necessary to maintain economic and political stability.
8. **Detail:** The United States first applied the Roosevelt Corollary in _____, which had fallen behind on its debt payments to Europe.

★ **Main Idea:** Wilson believed in “moral diplomacy” and tried to encourage democracy in Latin America.

9. **Detail:** Shortly after Woodrow Wilson took office as president in 1913, Huerto seized power in _____.
10. **Detail:** In April 1914, American soldiers were _____ in Mexico. Wilson saw Mexico's refusal to apologize as an opportunity to overthrow Huerto.
11. **Detail:** In 1916, Wilson sent General John J. Pershing to capture _____.
12. **Detail:** In 1914, Wilson negotiated exclusive rights for naval bases and a canal with _____.

GLENCOE

The AMERICAN VISION

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Chapter 8 Resources

The Progressive Movement, 1890–1920

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**Reading Skills Activity 8**

Making Inferences

✦ LEARNING THE SKILL

To be an effective reader, you must search for clues to the meaning of the text. It is a bit like being a detective, because some of these clues are not stated openly. You have to search for them by making inferences, or “reading between the lines.” This simply means that because the author cannot include all of the details about a given subject, it is your job, as the reader, to infer those details. You can use what you already know to come up with possible explanations for what is happening in the text. By using your knowledge, along with making predictions and asking questions, you can put together the hidden details about the text. In this way, you can better understand its meaning.

✦ PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph describing the progressives. Use your knowledge about social problems in industrial cities and its corruption to make inferences about the type of reforms this group is likely to support on a separate sheet of paper.

Progressives generally believed that industrialization and urbanization had created many social problems. Progressivism was partly a reaction against laissez-faire economics and its emphasis on an unregulated market. After seeing the poverty of the working class and the filth and crime of urban society, reformers began doubting the free market's ability to address those problems.

✦ APPLYING THE SKILL

DIRECTIONS: Use your ability to make inferences about the three presidents in this chapter and their actions regarding big business. On a separate sheet of paper, make a table with three columns and four rows. The three columns should be labelled “Roosevelt,” “Taft,” and “Wilson.”

The four rows should be labelled as follows:

Row 1: President's Political Party/Beliefs

Row 2: Predictions about the President's Actions

Row 3: Questions about Events During Administration

Row 4: Inferences about President's Actions

Fill in the chart with information you have already learned about each president's political party. Make predictions about what each president might do, given what you already know. Ask questions about what events might affect each president's actions. Then, using all of these clues, make inferences about the actions each president took to regulate big business.

★ Historical Analysis Skills Activity 8

Analyzing Primary Sources

LEARNING THE SKILL

A primary source is an original document created at the time an event occurred and written by someone who saw or lived through what is being described. Such documents can give readers an important perspective on history, though not necessarily a complete or accurate one. When analyzing primary sources, it is important to consider the author's personal beliefs and attitudes.

PRACTICING THE SKILL

DIRECTIONS: Read and interpret the following quotes from Theodore Roosevelt and answer the questions that follow on a separate sheet of paper:

"Men with the muckrake are often indispensable to the well-being of society, but only if they know when to stop raking the muck." "An epidemic in indiscriminate assault upon character does not good, but very great harm." "There should be relentless exposure of and attack upon every evil practice, whether in politics, in business, or in social life. I hail as a benefactor every writer or speaker, every man who, on the platform, or in book, magazine or newspaper, with merciless severity makes such attack, provided always that he in his turn remembers that the attack is of use only if it is absolutely truthful."

1. Whom does Roosevelt describe as "indispensable to the well-being of society"?
2. What advice does Roosevelt offer to the muckrakers?
3. Does Roosevelt sympathize with the muckrakers' goals? Explain.

APPLYING THE SKILL

DIRECTIONS: Using another primary source document provided in Chapter 8 or from an Internet source, analyze the document for evidence of the author's personal beliefs, attitudes, or bias. Write a brief essay identifying who wrote the document, when the document was written, what the document is about, and how the author's own beliefs are evidenced through his or her writing. Be sure to document the primary source used for your essay.

★ Differentiated Instruction Activity 8

Voting Rights for Women

Read the following excerpt from “Why Women Should Vote” by women’s rights activist Alice Stone Blackwell, which was originally published by the National American Woman Suffrage Association.

“WHY WOMEN SHOULD VOTE” BY ALICE STONE BLACKWELL

1. Because it is fair and right that those who must obey the laws should have a voice in making them, and that those who must pay taxes should have a vote as to the size of the tax and the way it shall be spent.
2. Because the moral, educational, and humane legislation desired by women would be got more easily if women had votes. . . .
3. Because laws unjust to women would be amended more quickly. . . .
4. Because disenfranchisement [not having the right to vote] helps to keep wages down. . . .
5. Because equal suffrage would increase the proportion of educated voters. . . .
6. Because it would increase the proportion of native-born voters. . . .
7. Because it would increase the moral and law-abiding vote very much, while increasing the vicious and criminal vote very little. . . . In the District of Columbia, women constitute 17 per cent. of the prisoners; in Massachusetts and Rhode Island, 14 per cent.; in New York, 13; in Louisiana, 12; in Virginia, 11; in New Jersey 10; in Pennsylvania and Maryland, 9; . . .
8. Because it leads to fair treatment of women in the public service. . . .
9. Because legislation for the protection of children would be secured more easily. . . .
10. Because it is the quietest, easiest, most dignified and least conspicuous way of influencing public affairs. . . .
11. Because it would make women more broadminded.
12. Because a woman’s ballot will make it hard for the notoriously bad candidates to be nominated or elected. . . .
13. Because it would increase women’s influence . . .
14. Because it would help women who need help the most. . . .
15. Because it is a maxim in war. “Always do the thing to which your adversary particularly objects. . . .”
16. Because experience has proved it to be good. Women have been voting literally by hundreds of thousands, in England, Scotland, Ireland, Australia, New Zealand, Canada, Wyoming, . . . while scores of prominent men and women testify that it has done good. . . .

Source: Library of Congress

Directions: On a separate sheet of paper, use the preceding statements and facts about the author to answer the following questions:

1. **Detecting Bias** What stereotype might Blackwell be suggesting in item 6?
2. **Detecting Bias** What other examples of stereotypical thinking or stereotypes do you find in this list?

(continued)



Differentiated Instruction Activity 8 (continued)

FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Provide these summaries, paraphrases, restatements, or interpretations:

1. [Women should vote] because people who pay taxes should vote.
2. [Women should vote] because the moral, educational, and humane laws that women want would pass.
3. [Women should vote] because then the laws that are not fair to women would be changed.
4. [Women should vote] because not letting women vote keeps their wages low.
5. [Women should vote] because this would increase the percentage of educated voters.
6. [Women should vote] because this would increase the percentage of native-born voters.
7. [Women should vote] because this would greatly increase the number of moral and law-abiding citizens who vote but only slightly increase the number of vicious and criminal citizens who vote.
8. [Women should vote] because they would be treated more fairly in jobs such as teaching.
9. [Women should vote] because they would help pass laws that protect children.
10. [Women should vote] because it is easier for them to vote than to have to go out convincing others to vote as women wish.
11. [Women should vote] because women would become more open-minded as a result.
12. [Women should vote] because, if women vote, then people of respectable character will be elected and nominated.
13. [Women should vote] because they will have more political influence.
14. [Women should vote] because voting would help the neediest women.
15. [Women should vote] because those who are against women's voting are vicious.
16. [Women should vote] because in other countries where women vote, the vote has done good.

Advanced Learners (AL) Have students find the entire text on line at the Library of Congress, National American Woman Suffrage Association Collection; read it; and report on what has been omitted in this excerpt.

Below Grade Level (BL) Provide the same paraphrases as those supplied for English learners. Discuss and further restate or explain any points that students do not understand.

On Grade Level (OL) Have students work independently to read the excerpt and answer the questions in complete sentences.

English Learner Activity 8 ★ ★ ★ ★ ★

The Progressive Movement, 1890–1920

✦ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source quotation from Robert M. La Follette on page 295, answer the following questions.

1. Progressives criticized governments in which elected leaders chose their friends and supporters to fill important jobs. Why might this be a problem?

2. What might be a good way to make government more efficient and accountable to the voters?

✦ B. PRE-READING ACTIVITY

Vocabulary Review

Reviewing the words and expressions below will help you understand the reading.

boss and ring rule: a way of running a government in which a small group controls government and the people have little say about its decisions

thoroughly (adv.): completely

informed (adj.): having knowledge

machine (n.): piece of equipment or tool; a powerful political group under the leadership of a boss that acts like a machine

misrepresentation (n.): the act of giving a false idea of someone or something

ignorance (n.): the lack of knowledge

importance (n.): significance or meaning

government (n.): political system

public servant (n.): a government official or employee

English Learner Activity 8 (continued) ★ ★ ★ ★ ★

✱ C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: After reading the passage on page 295, answer the following questions.

1. What did La Follette believe machine politics was based on? _____
2. Where might the phrase “boss and ring rule” have come from? _____
3. What way does La Follette suggest to beat the “boss and ring rule”? _____
4. What does La Follette say “democracy” should be based on? _____
5. What does La Follette consider “of first importance”? _____
6. What are some ways you can think of to stay informed and knowledgeable about public officials are doing? _____

✱ D. WORD BUILDING ACTIVITY

Synonyms

Remember: Synonyms are words that have similar meanings. *Preserve* and *keep* are synonyms.

Directions: Match the words in column one with their synonyms in column two.

- | | |
|-----------------------------|-------------------------------|
| 1. _____ informed | A. government official |
| 2. _____ public servant | B. uneducated |
| 3. _____ thoroughly | C. knowledgeable |
| 4. _____ ignorance | D. machine politics |
| 5. _____ misrepresentation | E. completely |
| 6. _____ boss and ring rule | F. false |

Word Forms

Directions: Fill in the chart by providing the missing word forms.

Noun	Verb	Adjective
1.		informed
2.	misrepresentation	
3. ignorance		
4.	govern	

★ Content Vocabulary Activity 8

The Progressive Movement, 1890–1920

DIRECTIONS: Write true or false on the line before each definition. If the definition is false, write the correct content vocabulary term or term to identify at the end of the statement. Then answer the question at the bottom of the page.

- _____ 1. **Social Darwinism** is the belief that people are in competition and only the fittest will survive. _____
- _____ 2. Giving persons the right to vote is known as **suffrage**. _____
- _____ 3. An employee may be fired for disobedience, or **arbitration**.

- _____ 4. An **income tax** is a tax based on the net income of a person or business.

- _____ 5. **Insubordination** refers to laws banning the manufacture, transportation, and sale of alcoholic beverages. _____
- _____ 6. A journalist who uncovers abuses and corruption in society is referred to as a **muckraker**. _____
- _____ 7. **Unfair trade practices** are practices that derive a gain at the expense of the competition. _____
- _____ 8. **Prohibition** involves settling a dispute by agreeing to accept the decision of an impartial outsider. _____
9. Explain how progressives gave voters more powers in the states. Use the following terms in your explanation: *direct primary, initiative, referendum, and recall*.

CHAPTER 8

Academic Vocabulary Activity 8 ★ ★ ★ ★ ★ ★ ★

The Progressive Movement, 1890–1920

Key Words

Academic Words	Content Vocabulary
academic	prohibition
advocate	
funds	
legislation	
regulate	
unconstitutional	

★ A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using the context clues, choose the best definition for each underlined word.

- Some groups feel that government should regulate businesses while others feel that businesses should make their own decisions.
A. examine **B.** control **C.** close
- During Prohibition, many advocated a law to forbid the purchase of alcohol because they believed it caused social problems.
A. supported **B.** opposed **C.** questioned
- New legislation gave the federal government the power to conserve natural resources.
A. requests **B.** leaders **C.** laws
- An enthusiast outdoorsman, Roosevelt supported environmental conservation.
A. related to natural resources **B.** related to animals **C.** related to housing and cities
- After a successful career as president of Princeton, the academic Woodrow Wilson ran for the U.S. presidency.
A. serious **B.** ambitious **C.** educational
- The Supreme Court has the power to declare a law unconstitutional.
A. unfair **B.** ineffective **C.** illegal

Academic Vocabulary Activity 8 (continued) ★ ★ ★ ★

✦ B. WORD USAGE ACTIVITY

Using Words in Speech and Writing

Word Origins Note: *democrat*

One of the major political parties in the U.S. is the Democratic Party. The word *democrat* comes from the French *démocrate*; during the French Revolution of 1789, a *democrat* was an opponent of the aristocrats—those in the highest social class. In common usage, it has come to mean someone who believes in or works to achieve a society in which everyone is equal and has the right to vote.

Robert La Follette led a group of *progressives*, who focused on making the political system more *democratic*, and more responsive to citizens.

Directions: With a partner, discuss some of the reforms that the Progressives campaigned for. Then, write a short paragraph summarizing some of the reforms. Include some of these words: *advocate*, *environmental*, *legislation*, *prohibition*, *regulate*.

TEST YOUR KNOWLEDGE

Directions: Choose the best definition for each word listed.

- | | |
|-------------------------|---------------------------------|
| ___ 1. advocate | A. control |
| ___ 2. legislation | B. support |
| ___ 3. environmental | C. illegal |
| ___ 4. academic | D. laws |
| ___ 5. unconstitutional | E. related to natural resources |
| ___ 6. regulate | F. educational |

**Reinforcing Skills Activity 8**

Analyzing Secondary Sources

LEARNING THE SKILL

Secondary source documents, such as your textbook, provide a record of historical events and can help you analyze and understand the events. An important skill in using secondary sources is taking effective notes. Taking notes involves breaking up much of the information you read into meaningful parts so that you can understand and remember it. As you read, look for key points, paying attention to topic sentences. Identify the author's thesis (message) and supporting arguments. Record your reactions to the reading as well as the main points and arguments the author presents. This will keep your reading of the material active.

PRACTICING THE SKILL

DIRECTIONS: Read the material on pages 298 to 299 in Section 1 about the Progressive Movement following the heading: "Reforming Society." Use the following structure to prepare notes in analyzing secondary sources. Start with the topic of "Child Labor." The first part is done for you.

Topic: Child Labor

Main Idea: The progressives campaigned against child labor.

Thesis: _____

Arguments: _____

My Reactions: _____

On a separate sheet of paper take notes on the following two topics: "Health and Safety Codes" and "The Prohibition Movement." Be sure to include your reactions to the arguments.

APPLYING THE SKILL

DIRECTIONS: Use a newspaper, news magazine, or the Internet to locate information about a piece of current legislation being considered by Congress. On a separate sheet of paper, take notes on your reading. Be sure to record the author's thesis, arguments, and your reactions.

Critical Thinking Skills Activity 8**Predicting****LEARNING THE SKILL**

An important part of making a decision is *predicting* what is likely to happen if a certain action occurs. Making accurate predictions depends both on gathering reliable facts and observing past behaviors in similar situations.

Use the following guidelines to help you make predictions:

- Define the situation. What people are involved? What alternatives exist?
- Determine the background of the situation. What factors caused the present situation?
- Determine what has happened in similar situations in the past.
- Make a prediction, incorporating your knowledge and observations of similar situations.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from Jacob Riis's 1890 book *How the Other Half Lives*, which described life on the impoverished Lower East Side of New York City. Then make some predictions based on the excerpt.

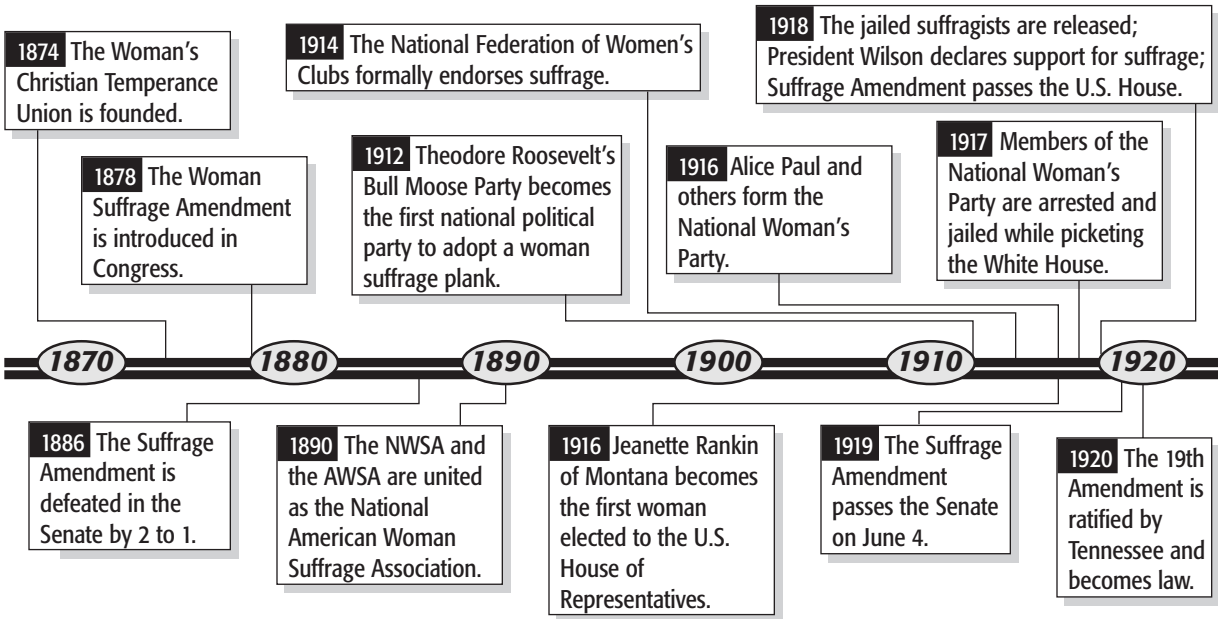
I have already given instances of the packing of the child population in East Side tenements. . . . I counted the other day the little ones, up to ten years or so, in a Bayard Street tenement that for a yard has a triangular space in the centre [sic] with sides fourteen or fifteen feet long. . . . There was about as much light in this "yard" as in the average cellar. I gave up my self-imposed task in despair when I had counted one hundred and twenty-eight in forty families. . . . There was a big tenement in the Sixth Ward, now happily appropriated [taken] by the beneficent [beneficial and kind] spirit of business that blots out so many foul spots in New York—it figured not long ago in the official reports as "an out-and-out hog-pen"—that had a record of one hundred and two arrests in four years among its four hundred and seventy-eight tenants, fifty-seven of them for drunken and disorderly conduct. I do not know how many children there were in it, but the inspector reported that he found only seven in the whole house who owned [admitted] that they went to school. The rest gathered all the instruction they received running for beer for their elders. Some of them claimed the "flat" as their home as a mere matter of form. They slept in the streets at night. The official came upon a little party of four drinking beer out of the cover of a milk-can in the hallway. They were of the seven good boys and proved their claim to the title by offering him some.

When it was first published, *How the Other Half Lives* was popular and widely read. Imagine you are living at the time of the publication of Riis's book. Make some predictions: What are some things you think will happen in American society as a result of this book's publication?

★ Time Line Activity 8

Suffrage for Women

DIRECTIONS: Use the information on the time line to fill in the blanks below.

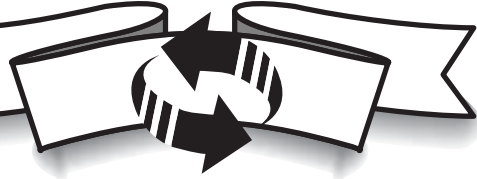


The Woman's Christian Temperance Union, founded in **(1)** _____, was an important force in the early fight for woman suffrage. Just four years after its founding, a **(2)** _____ was introduced in Congress.

In 1890 the National Woman Suffrage Association (NWSA) and the American Woman Suffrage Association (AWSA) combined under the leadership of Elizabeth Cady Stanton to become the **(3)** _____ (NAWSA). Twenty-two years later, Theodore Roosevelt's **(4)** _____ Party became the first national political party to adopt a woman suffrage plank. The movement scored another major victory in **(5)** _____, when the National Federation of Women's Clubs, which had over two million members, formally endorsed suffrage. In 1916 **(6)** _____ of Montana became the first female member of the U.S. House of Representatives.

In **(7)** _____, 41 years after it was first introduced, the Woman Suffrage Amendment passed the Senate. A year later, in August 1920, **(8)** _____ became the thirty-sixth state to ratify the amendment, which became law.

Linking Past and Present Activity 8



Conserving the Forests

THEN

To the early settlers, the country's forests appeared to go on forever. The settlers cut trees for fuel, housing, and farms. As they migrated west, they viewed forests as natural barriers to be overcome rather than as valuable resources to be conserved.

The settlers had only hand tools with which to tame the wilderness. The machines and power-driven tools of the Industrial Revolution, however, increased humans' ability to affect their environment. Loggers destroyed huge forest areas by using wasteful cutting methods. Wood-products factories consumed trees without replacing them.

By the early 1900s, enough people became alarmed over resource depletion to turn *conservation* into a national movement. The goal of conservation was to make wise use of natural resources for human benefit and to avoid waste. Even so, people viewed plants and animals as tools for human welfare rather than living things with value of their own.

In 1891 Congress authorized the president to set aside areas as forest reserves. By the early 1900s, President Roosevelt had protected millions of acres of national forests. In 1908 he held a conference to discuss resource policy. Out of the conference emerged the *principle of multiple use*. It declared that public lands would be managed to serve many benefits, not just business interests. In 1911 this principle became law with the passage of the Weeks Act.

NOW

Today foresters manage timber resources to achieve *sustained yield*, or a balance between harvest and growth of trees, to ensure a continuing supply. *Silviculture* is the science of growing and harvesting trees for sustained yield. Scientists must know how different types of trees grow in different climates and soils.

A new conservation philosophy has begun to emerge as well. Many people now believe that plants and animals have a right to exist, and that a respect for nature should underlie conservation laws.

People have also come to understand that *deforestation*, or the destruction of forests, affects more than the supply of lumber. Forests soak up rain water, preventing it from washing the soil away. Forests are also part of natural *ecosystems* that encompass all the living things within them and their environment. Deforestation destroys the habitat on which the plants and animals depend. The Office of Environmental Policy, established in 1993, manages entire ecosystems to benefit all species within them, rather than trying to protect each threatened species individually.

Today forest managers try to balance economic, environmental, and enjoyment values of the forests. They try to ensure a steady supply of raw materials to the wood-products industry, while preserving natural ecosystems and the natural beauty of the forests for hikers and campers to enjoy.



CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Analyzing Information** How did the Industrial Revolution affect forest resources?
- Comparing and Contrasting** How does the early conservation goal of "wise use" differ from today's goal of "sustained yield"?
- Drawing Conclusions** How do you think an understanding of ecosystems might influence forest management policies today?

Primary Source Reading 8-1



Muckraking

★ About the Selection

Upton Sinclair's most famous novel, *The Jungle* (1906), exposed the shocking working and living conditions of the urban poor. It also showed the effects of poverty on the spirit of the poor through a fictionalized immigrant family from Lithuania. The passage below highlights the inequalities of city life both in the factory and at home.

Reader's Dictionary



Dante: Italian poet and author of the *Divine Comedy*. Its most famous part—*The Inferno*—depicts a journey through Hades. Over the gates of Hades hangs a sign that reads, "Abandon Hope, All Ye Who Enter Here."

tubercular: diseased

GUIDED READING

As you read, take note of the conditions under which the characters have to work and live. Then answer the questions that follow.

During this time that Jurgis was looking for work occurred the death of little Kristoforas. . . .

. . . Perhaps it was the smoked sausage he had eaten that morning—which may have been made out of some of the tubercular pork that was condemned as unfit for export. At any rate, an hour after eating it, the child had begun to cry with pain, and in another hour he was rolling about on the floor in convulsions. . . . Jurgis announced that as far as he was concerned the child would have to be buried by the city, since they had no money for a funeral; and at this the poor woman [mother] almost went out of her senses, wringing her hands and screaming with grief and despair. Her child to be buried in a pauper's grave! . . . He had never had a fair chance, poor little fellow, she would say. He had been handicapped from his birth. If only she had heard about it in time, so that she might have had the great doctor to cure him of his lameness! . . . Some time ago . . . a Chicago billionaire had paid a fortune to bring a great European surgeon over to cure his little daughter of the same disease from which Kristoforas suffered. And because this surgeon had to have bodies to demonstrate upon, he announced that he would treat the children of the poor, a piece of magnanimity over which the papers became quite eloquent. . . . Perhaps it was as well, for just then they would not have had the carfare to spare to go every day to wait upon a surgeon, nor for that matter anybody with the time to take the child.

All this while he was searching for work, there was a dark shadow hanging over Jurgis; as if a savage beast were lurking somewhere in the pathway of his life, and he knew it, and yet could not help approaching the place. There are all stages of being out of work in Packingtown, and he faced in dread the

(continued)

Primary Source Reading 8-1 (continued) ★ ★ ★ ★ ★

prospect of reaching the lowest. There is a place that waits for the lowest man—the fertilizer plant.

The men would talk about it in awe-stricken whispers. . . . There were some things worse than even starving to death. They would ask Jurgis if he had worked there yet, and if he meant to; and Jurgis would debate the matter with himself. As poor as they were, would he dare to refuse any sort of work that was offered to him? . . . He was a man and he would do his duty; he went and made application—but surely he was not also required to hope for success!

The fertilizer works of Durham's lay away from the rest of the plant. Few visitors ever saw them, and the few who did would come out looking like Dante, of whom the peasants declared that he had been to hell.

To this part of the yards came all the "tankage" and the waste products of all sorts; here they dried out the bones—and in suffocating cellars where the day-light never came you might see men and women and children bending over whirling machines and sawing bits of bone into all sorts of shapes, breathing their lungs full of the fine dust, and doomed to die, every one of them, within a certain definite time. . . . In the corridors and caverns where it was done you might lose yourself as in the great caves of Kentucky. In the dust and the steam the electric lights would shine like far-off twinkling stars. . . . For the odors . . . there might be words in Lithuanian, but there are none in English. The person entering would . . . put his handkerchief over his face, and begin to cough and choke; and then, if he were still obstinate, he would find his head beginning to ring, and the veins in his forehead to throb, until finally he would be assailed by an overpowering blast of ammonia fumes, and would turn and run for his life, and come out half-dazed.

It was to this building that Jurgis came daily, as if dragged by an unseen hand. The month of May was an exceptionally cool one, and his secret prayers were granted; but early June there came a record-breaking hot spell, and after that there were men wanted in the fertilizer mill.

Source: *The Jungle*. Cutchogue, New York: Buccaneer Books, 1984.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. What does Jurgis believe is his duty?
2. What is the likely cause of Kristoforas's death?
3. What three images does Sinclair use to make the reader feel the horror of working in the fertilizer plant?
4. **Critical Thinking** How does Sinclair contrast the lives of the rich and the poor in this passage?

Primary Source Reading 8-2 ★ ★ ★ ★ ★ ★

Role Reversal**★ About the Selection**

The middle class grew as the cities grew. With this development, women became more aware of the gap between the domestic sphere assigned to them and the public world men moved in. Charlotte Perkins Gilman was a pioneering feminist and social critic who labored to reveal and change the harmful consequences of making women second-class citizens. She wrote many feminist works, such as *The Man-Made World*, and was active in many causes. For example, she joined with Jane Addams

Reader's Dictionary

physiology: anatomy, physical features

in founding the Woman's Peace Party. Gilman often presented her ideas through literature, such as the short story "If I Were a Man" (1914), excerpted below.

GUIDED READING

As you read, note how life changes for Mollie, a middle-class, white woman when she becomes her husband for a day.



Mollie was "true to type." She was a beautiful instance of what is reverentially called "a true woman." Little, of course—no true woman may be big. Pretty, of course—no true woman could possibly be plain. Whimsical, capricious, charming, changeable, devoted to pretty clothes and always "wearing them well". . . .

She was also a loving wife and a devoted mother possessed of "the social gift". . . .

If ever there was a true woman it was Mollie Mathewson, yet she was wishing heart and soul she was a man.

And all of a sudden she was! . . .

A man! Really a man—with only enough subconscious memory of herself remaining to make her recognize the differences.

Everything fitted now. Her back snugly against the seat-back, her feet comfortably on the floor. . . . Never before, since her early school days, had she felt such freedom and comfort as to feet—they were firm and solid on the ground when she walked; quick, springy, safe—as when, moved by an unrecognizable impulse, she had run after, caught, and swung aboard the car.

Another impulse fished in a convenient pocket for change—instantly, automatically, bringing forth a nickel for the conductor and a penny for the newsboy. . . .

Behind her newspaper she let her consciousness, that odd mingled consciousness, rove from pocket to pocket, realizing the armored assurance of having all those things at hand, instantly get-at-able, ready to meet emergencies . . . the keys, pencils, letters, documents, notebook, checkbook, bill-folder—all at once, with a deep rushing sense of power and pride, she felt

(continued)

Primary Source Reading 8-2 (continued) ★ ★ ★ ★ ★

what she had never felt before in all her life—the possession of money, of her own earned money—hers to give or to withhold, not to beg for, tease for, wheedle for—hers. . . .

Now came the feeling of open-eyes acquaintance, of knowing men, as they were.

The world opened before her. Not the world she had been reared in—where Home had covered all the map, almost, and the rest had been “foreign,” or “unexplored country,” but the world as it was—man’s world, as made, lived in, and seen, by men. . . .

“The real danger,” began the Rev. Alfred Smythe . . . “is that they [women] will overstep the limits of their God-appointed sphere.”

“Their natural limits ought to hold ‘em, I think,” said cheerful Dr. Jones. “You can’t get around physiology.”

From *The Charlotte Perkins Reader*. Reprinted by permission of Random House, Inc.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Gilman, what are the physical characteristics of the “true woman”?

2. How does Gilman express the idea that women are limited to the domestic sphere?

3. What is the chief source of pride and power for Mollie when she becomes a man?

4. How does Dr. Jones support his argument that women are more limited than men?

5. **Critical Thinking** What actions of Mollie’s experience as a man are now true for women?

★ American Art and Music Activity 8

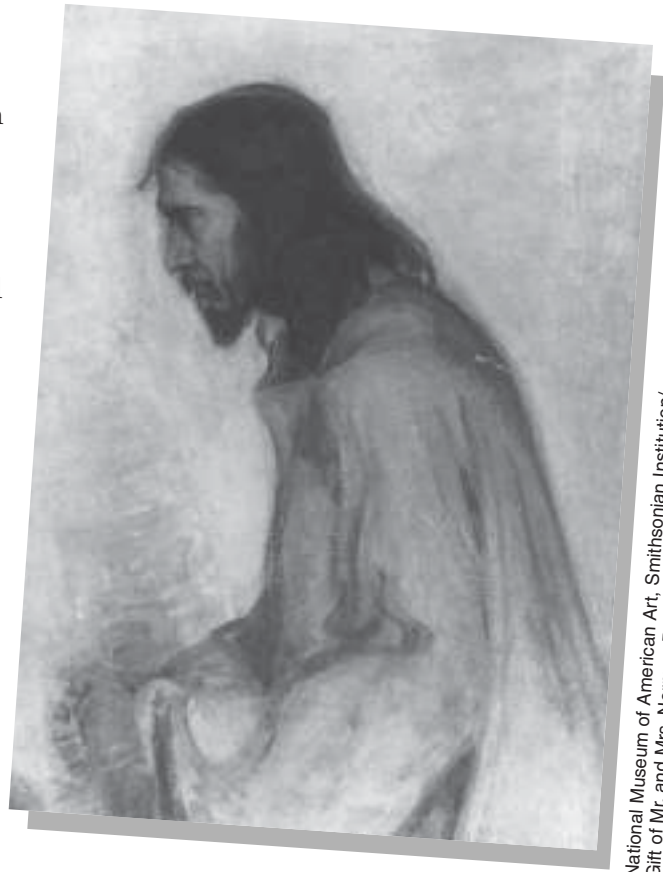
★ ★ ★ ★ ★ ★ ★ ★ Henry Ossawa Tanner ★ ★ ★ ★ ★ ★ ★ ★

Born in Philadelphia in 1859, Henry Ossawa Tanner was to become one of the most well-known African American artists of the nineteenth century. The son of a minister, Tanner grew up in Philadelphia. Following in the footsteps of many fine artists before him, he attended the Pennsylvania Academy of Fine Arts. In fact, Tanner became a pupil of Thomas Eakins, who encouraged the young Tanner to pursue his artistic talents.

During the 1880s, Tanner's choice of subject for his paintings drew on themes from his African American heritage. He was especially concerned with how African Americans were represented in art, and he challenged the stereotypical, caricatured imagery that was common at the time by showing the humanity and dignity of African American people.

Unlike Eakins, not all of Tanner's fellow artists and friends encouraged him to pursue his art, whether due to his race or his choice of controversial subjects. Whatever the reason, the lack of support from many of his peers left its mark on the artist. In 1891, Tanner left for Paris, which was to be his home for the rest of his life. Like Edmonia Lewis, Henry Tanner found the acceptance of and appreciation for his work abroad which he was never to receive in his native land.

During his early years in Paris, Tanner studied, and established a quality in his work that is reminiscent of painters such as Claude Monet. Tanner's religious upbringing was the inspiration for many of the subjects of his paintings, such as *Resurrection of Lazarus*. This now-famous painting was exhibited at the Paris Salon in 1897 and was later purchased by the French government.



The Savior by Henry Ossawa Tanner

The same year in which his painting hung in the Paris Salon, 1897, Henry Tanner journeyed to the Holy Land. He received funds for traveling from the wealthy businessman and patron of Philadelphia, Rodman Wanamaker, who was then living in Paris.

Henry Tanner is perhaps best remembered for a painting titled *The Seine*, done in 1902. The painting is the end product of the artist's studies, his journeys, and his love for the city of Paris. This painting is now owned by the National Gallery of Art in Washington, D.C.

National Museum of American Art, Smithsonian Institution/
Gift of Mr. and Mrs. Norman B. Robbins/Art Resource, NY

★ **American Art and Music Activity 8** (continued)

As a further tribute to Tanner's success as an artist, he was elected a member of the National Academy of Design in New York in 1909. He was given France's highest honor in 1923 when he was made an honorary chevalier of the Order of the Legion

of Honor. In 1927, he was the first African American to become a full academician of the National Academy of Design. Tanner lived to be 78 years old and died in 1937 in Paris.

1. What was the subject for many of Tanner's early paintings?

2. Why did Tanner move to Paris in 1891 and remain there for the rest of his life?

3. What is significant about Tanner's painting *The Seine*?

Critical Thinking ★

4. **Evaluating Information** In what ways does Tanner link his art to his heritage as an African American?

5. **Detecting Bias** Why do you think Tanner felt more acceptance in Paris than in Philadelphia?

INTERPRETING POLITICAL CARTOONS

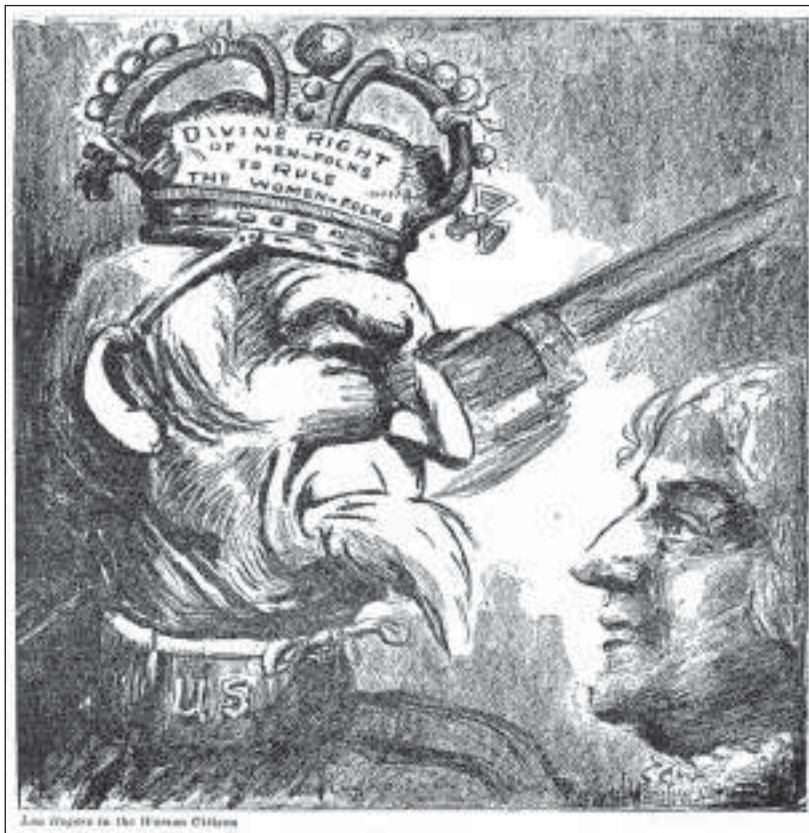


Activity 8

WOMEN CARTOON FOR SUFFRAGE

Most political cartoonists have been male. The campaign to win the vote for women created a number of magazines, journals, and newspapers, however, and women often were hired as political cartoonists for these outlets. Some of the well-known women cartoonists for suffrage were Nina Allender, Lou Rogers, Laura Foster, and Edwina Dumm. Ironically, when the Nineteenth Amendment was ratified in 1920, many women cartoonists lost their jobs because much of the media supporting the cause shut down. The Lou Rogers cartoon below uses the figure of Mrs. Sam, wife to Uncle Sam. A number of suffrage cartoonists gave Uncle Sam a wife, who challenged her husband to live up to what he symbolized.

Directions: Study the cartoon below, and then answer the questions that follow.



Mrs. Sam: "It is Terribly Humiliating to Me, Sam, to Have You Go to Europe in Last Century's Hat."

Culver Pictures, Inc.

ANALYZING THE CARTOON ACTIVITY 8 *(continued)*

1. What symbols help identify the male figure as Uncle Sam?

2. What is Uncle Sam's reason for going to Europe? How do you know?

3. From Rogers's drawing, what kind of woman do you think Mrs. Sam is? Why do you think this? How does this image fit with the arguments mainstream suffragists were making to gain the vote for women?

4. What about the "hat" in the cartoon refers to the basic reason for the American Revolution?

CRITICAL THINKING

5. **Making Inferences** How does the caption turn a "typical woman's" worry into an ironic statement on the "modernization" of the United States?

6. **Drawing Conclusions** From the facial expression of Uncle Sam, what is Lou Rogers's view of how well America is responding to women's demands for the vote?

7. **Formulating Questions** What do you think Lou Rogers would ask an employer who refused to hire a woman political cartoonist?

★ Reteaching Activity 8

The Progressive Movement, 1890–1920

Progressive politicians actively pursued reform, aided by muckraking journalists who exposed corruption in all areas of American life. Progressivism sought to elevate the public good over private interests. Presidents Roosevelt, Taft, and Wilson introduced reforms that continue to impact the nation.

DIRECTIONS: Complete the chart by identifying the group(s) affected by the act and the accomplishment of each act listed below. Also identify who was president at the time of the act's passage. Number one is completed for you as an example.



Progressive Legislation

Act	Group(s) Affected	Accomplishment
1. Keating-Owen Child Labor Act President Wilson	Child laborers under the age of 14	Prohibited employment of children under age 14 in factories producing goods for interstate commerce
2. Children's Bureau A. President _____	B.	C.
3. Meat Inspection Act A. President _____	B.	C.
4. Nineteenth Amendment A. President _____	B.	C.
5. Federal Trade Commission A. President _____	B.	C.
6. Federal Reserve Act A. President _____	B.	C.

- 7. Critical Thinking** President Roosevelt praised the role of crusading journalists who came to be known as muckrakers. Explain the differences between muckrakers and yellow journalists. Then describe how the print and broadcast media can actually create or influence events rather than just report them.

★ **Enrichment Activity 8****The Changing Labor Force**

In the early 1900s, Americans were preoccupied with the economy. They wanted its remarkable development to continue while finding ways to ensure that it created an

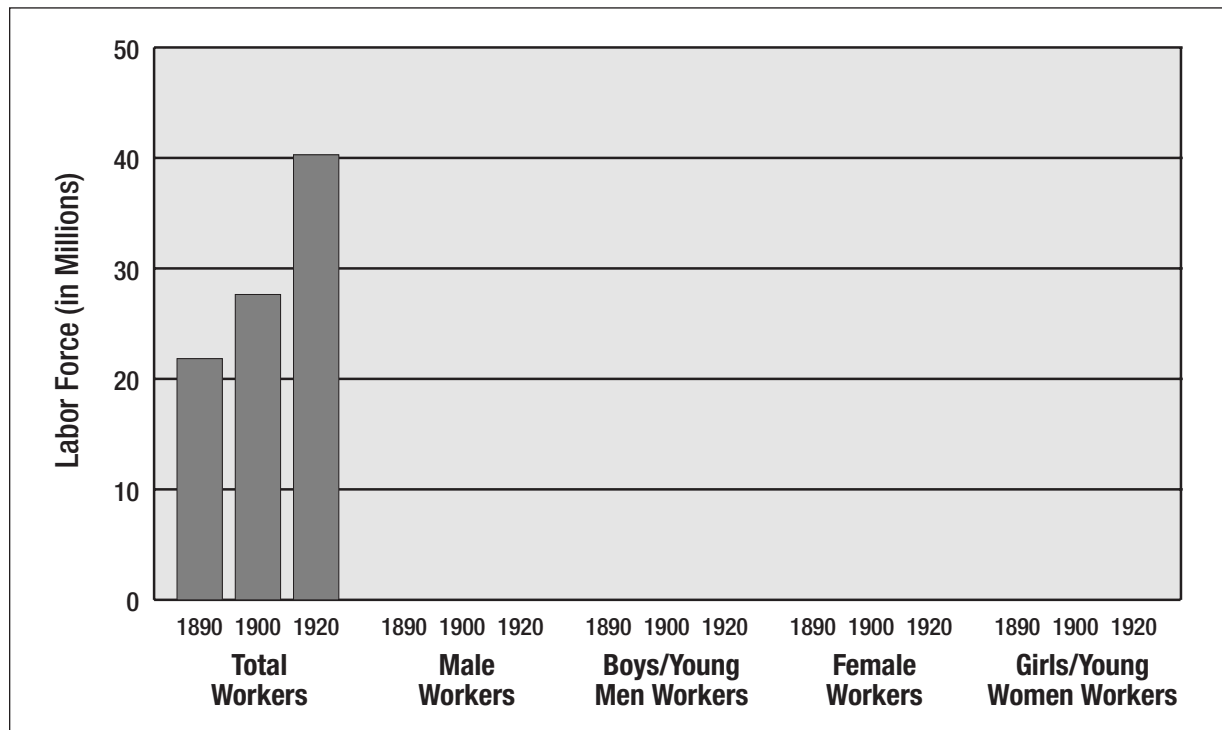
atmosphere of fair competition in the business place. Economic competition took place between companies and among men, women, and children in the workplace.

DIRECTIONS: The following statistics describe the labor force in the United States from 1890 to 1920. To get a more graphic idea of these statistics, convert them into a bar graph below. The first part of the graph has been done for you. Then answer the questions that follow.

**Labor Force Statistics**

Year	Total Labor Force	Total Males (%)	Boys/Young Men Ages 14–19 (%)	Total Females (%)	Girls/Young Women Ages 14–19 (%)
1920	40,282,000	32,053,000 (79.6)	2,947,000 (7.3)	8,229,000 (20.4)	1,540,000 (4.1)
1900	27,640,000	22,641,000 (81.9)	2,834,000 (10.3)	4,999,000 (18.1)	1,230,000 (4.5)
1890	21,833,000	18,129,000 (83.0)	1,997,000 (9.1)	3,704,000 (17.0)	984,000 (4.5)

Historical Statistics of the United States, United States Government, 1975.



(continued)

★ Enrichment Activity 8 (continued)

Questions to Consider

1. How does the general trend for females in the labor force from 1890 to 1920 compare with the general trend for males during the same period?

2. What was the general trend for children in the labor force from 1900 to 1920?

3. Do you think that the Progressive reforms of the period from 1900 to 1920 had an affect on the number of women and children in the workforce? Why or why not?

4. Using the labor force statistics and your knowledge of industrial growth and Progressive reform, what conclusions can you reach about wages during this period?

5. **GO A STEP FURTHER ►** Create a flyer or brochure that describes how business owners may have felt about the labor changes made during the Progressive movement.

GLENCOE

The
**AMERICAN
VISION**
MODERN TIMES

Chapter 8

Section Resources

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Guided Reading Activity 8-1

DIRECTIONS: Using **Headings and Subheadings** Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Progressivism

A. What two factors did Progressives believe had caused the nation's social problems?

B. Who were among the first to articulate Progressive ideas? _____

C. What were some issues targeted by muckrakers? _____

II. Reforming Government

A. What two solutions did efficiency progressives offer to make city government more efficient? _____

B. What did progressives who emphasized democracy want to accomplish?

C. What did Robert LaFollette pressure the Wisconsin legislature to do? _____

D. What reform did progressives target at the federal level? _____

III. Suffrage

A. Why did the suffrage movement get off to a slow start? _____

B. What were two reasons the suffrage movement started making significant gains around 1910? _____

C. Which amendment to the Constitution guarantees women the right to vote? _____

IV. Reforming Society

A. What new laws came into effect because of such writings as *The Bitter Cry of the Children*? _____

B. How did progressives change the working conditions of adult workers and the general public? _____

C. What two methods did progressives suggest to handle regulation of big business?

★ Guided Reading Activity 8-2

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. As a _____, President Theodore Roosevelt believed that the United States was in competition with other nations.
2. As a progressive, Roosevelt believed government should adopt reforms to maintain an _____.
3. To regulate big business without breaking up trusts, Roosevelt convinced Congress to pass the _____ to strengthen the Interstate Commerce Commission.
4. In the Coal Strike of 1902, Roosevelt urged the union and the owners to accept _____, which is a settlement imposed by an outside party.
5. In 1906, Upton Sinclair's observations in *The Jungle* resulted in passage of the _____, regulating the food industry.
6. Realizing the nation's bountiful resources were being used up at an alarming rate, Roosevelt urged Americans to _____ these resources.
7. In 1902, Roosevelt supported passage of a law authorizing the use of funds from _____ to pay for irrigation projects in the West.
8. Roosevelt backed efforts to save _____, and established many new national parks and wildlife refuges.
9. Taft believed _____ limited competition, hurt consumers, and protected the trusts.
10. When Taft accepted the _____, which cut tariffs hardly at all and raised them on some goods, his standing among Republican progressives deteriorated.
11. Suspicion of Taft's secretary of the interior grew when he tried to make nearly a million acres of _____ available for private development.
12. Taft established the _____, a federal agency that investigated and publicized child labor problems.
13. Taft also set up the Bureau of Mines to monitor the mining companies, expanded _____, and prevented development of waterpower sites.



Guided Reading Activity 8-3

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did Roosevelt do at the 1912 Republican national convention when it became clear that President Taft's delegates controlled the nomination? _____
2. What progressive actions did Woodrow Wilson take as governor of New Jersey? _____
3. What reforms did Roosevelt outline in his 1912 election campaign? _____
4. What did Roosevelt call this progressive reform program? _____
5. What did Wilson think of monopolies and Roosevelt's approach to them? _____
6. What did Wilson think would lead American manufacturers to improve their products and lower their prices? _____
7. How did the Underwood Tariff affect imported goods? _____
8. What was an important section of the Underwood Tariff? _____
9. How did the new Federal Reserve System affect banks? _____
10. How does the Federal Reserve Board affect the economy? _____
11. What were the powers of the new Federal Trade Commission? _____
12. What did the Clayton Antitrust Act ban? _____
13. Why did the Supreme Court rule the Keating-Owen Child Labor Act unconstitutional? _____
14. How did public opinion about the role of government shift during the Progressive era? _____
15. What did W.E.B. DuBois and others believe was essential for bringing about an end to lynching and racial discrimination? _____

GLENCOE

The AMERICAN VISION

MODERN TIMES

Chapter 9 Resources

World War I and Its Aftermath, 1914–1920

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★ Reading Skills Activity 9**Problems and Solutions****✎ LEARNING THE SKILL**

Problems and Solutions is another structure authors use to organize information and give meaning to their text. The author describes a problem or problems, and then goes through the ways that figures in history came up with solutions to those problems. You can use cause and effect to help you find the problem the author is describing. Ask yourself who has the problem, what caused it, and what effects might be the result of the problem. Then ask yourself who came up with the solution to the problem, what the solution was, and how this solution affected historical events. By looking at a problem and its solution, you can better understand how events in history are linked.

✎ PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph and answer the questions that follow on a separate sheet of paper. Notice how the author uses the Problems and Solutions structure to explain the Supreme Court's actions regarding free speech during World War I.

In the landmark case of *Schenck v. United States* (1919), the Supreme Court ruled that an individual's freedom of speech could be curbed when the words uttered constitute a 'clear and present danger.' The Court used someone yelling 'Fire!' in a crowded theater as a situation in which freedom of speech would be superseded by the theatergoers' right to safety. The Court's majority opinion stated, 'When a nation is at war, many things that might be said in times of peace are such a hindrance to its effort that their utterance will not be endured so long as [soldiers] fight. . . .

1. Who has the problem?
2. What caused the problem?
3. What effects might be the result of the problem?
4. Who came up with the solution?
5. What was the solution?
6. How did this solution affect historical events?

✎ APPLYING THE SKILL

DIRECTIONS: Use the Problems and Solutions technique to describe what you have learned about the U.S. Government's actions during World War I at home. Make a chart on a separate sheet of paper. Make a list of problems that occurred on the home front and use each problem to label a row in your chart. Label the columns with the following headings: Who had the problem? What caused it? Who did the problem affect? What was the solution? Who came up with the solution? What effects did the solution have? Using the information you've gathered by reading, fill in the chart with the appropriate answers to the questions.

★ Historical Analysis Skills Activity 9

Analyzing Primary Sources

LEARNING THE SKILL

Primary sources are the original records of events made by people of the time period. They include visual records as well as historical documents. Posters are a special kind of primary source that are designed to deliver a simple message in a limited amount of space. They generally play upon the emotions of their intended audience with the purpose of uniting people behind a common cause. When evaluating posters, use the following criteria to guide your analysis:

- Identify the symbols used in the poster such as a flag or a soldier. What do they represent?
- Look at the use of color and other design elements. What values are they associated with?
- Identify any stereotypes or use of propaganda. What beliefs or prejudices do they draw from?



- Look at how men and women are portrayed. What do they tell about the roles of men and women in the society or the time period?

PRACTICING THE SKILL

DIRECTIONS: Examine the poster below and answer the following questions on a separate sheet of paper.

1. Who is the intended audience of this poster?
2. What message is the artist trying to express?
3. Do you believe that the artist is trying to frighten the viewer? Why? What could be his motive to do so?
4. Is this poster an example of propaganda or factual information meant to inform?
5. How does the image and artist's style underscore the message in this poster?

APPLYING THE SKILL

DIRECTIONS: Use the Internet to find another war propaganda poster to analyze. Good sources are www.docsouth.unc.edu/wwi/posters.html and www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html. On a separate sheet of paper analyze the symbols and use of form and design elements in the poster using the above guidelines. Describe how the poster affects you and why.

★ Differentiated Instruction Activity 9

World War I Propaganda

The job of the Committee on Public Information was to create support for the war effort on the home front. This is just one of hundreds of posters it produced to influence public opinion.

Lest Liberty Perish From The Face Of The Earth



Directions: Answer the following questions on a separate sheet of paper.

- Analyzing Information** This poster shows New York City in flames—as if it had been blown up by the enemy. At the time, however, no aircraft could yet cross the Atlantic. How does this information help you recognize this poster as propaganda?
- Analyzing Information** Explain what gives this poster the kind of emotional power that might cause someone on the home front to buy bonds to support the war.

**Differentiated Instruction Activity 9** (continued)**FOR THE TEACHER****Teaching Strategies for Different Learning Styles**

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Explain the archaic phrase “Lest Liberty Perish.” Note that today, posters might express this concept as “Don’t Let Liberty Die!” If needed, explain what bonds are.

Advanced Learners (AL) Have students write a critique of this poster, explaining why posters like this one should or should not be used to influence the American public.

Below Grade Level (BL) To help students analyze the poster, provide a two-column chart like this one. Have students label each column as shown. Then help students fill it in. *Suggested answers are in italics.*

What I See	What I Think About or Feel
<i>flames everywhere</i>	<i>New York City is burning; America is under attack.</i>
<i>the Statue of Liberty</i>	<i>The Statue of Liberty is the symbol of our country and of freedom.</i>
<i>a wrecked boat and other destruction</i>	<i>The world would never be the same if this really happened; this is frightening.</i>

On Grade Level (OL) Have students analyze the poster by thinking about what it shows, including what is in the foreground and what is in the background, as well as by analyzing the use of color.

English Learner Activity 9 ★ ★ ★ ★ ★ ★

World War I and Its Aftermath, 1914–1920

❑ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source from the Congressional Record on page 327, which explains some of the reasons for declaring war, answer the following questions.

1. Presidents and politicians declare wars, but young people usually fight them. How do you think young people today might feel about the possibility of fighting in a war?

2. In the passage the writer argues that we will fight to protect ideals such as democracy. What are some other common reasons for going to war?

❑ B. PRE-READING ACTIVITY

Vocabulary Review

Reviewing the words and expressions below will help you understand the reading.

fearful (adj.): afraid, worried

peaceful (adj.): calm, quiet, without trouble

precious (adj.): extremely valuable

democracy (n.): government based on free elections of the people

submit (v.): to yield to a greater power

authority (n.): power, control; expert

voice (n.): a choice or opinion that is openly expressed; (v.): to speak, to state

government (n.): a political system

rights (n.): freedoms which are guaranteed by law

liberties (n.): freedom, privilege, or right

★ Content Vocabulary Activity 9

World War I and Its Aftermath, 1914–1920

DIRECTIONS: Choose the term that best completes each sentence. Write the correct term in the space provided. Then answer the questions that follow on a separate sheet of paper.

armistice	cost of living	deported	victory gardens
espionage	nationalism	reparations	national self-determination
general strike	contraband	convoys	propaganda

1. Nationalist groups in the Balkans in the late 1800s believed they had the right to _____, or the ability to choose their own government.
2. During World War I, the British redefined what was _____, or illegal goods, to prevent food from being shipped to Germany by neutral countries.
3. Germany was made to pay war damages, or _____, to the Allies.
4. During the late 1800s, strong feelings of _____, or loyalty and pride in one's homeland, created tensions among the European powers.
5. To help conserve food for the war effort, President Hoover encouraged citizens to plant _____ to raise their own vegetables.
6. To gain American support during World War I, the British used _____ to influence the public's opinion concerning the war.
7. The United States _____, or expelled, nearly 600 people during the Palmer raids.
8. During World War I, the government passed laws intended to fight antiwar activities such as _____, or spying to gain government secrets.
9. To protect American ships during the war, merchant ships and troop transports were gathered into _____ and were escorted across the Atlantic by warships.
10. In November 1918, Germany signed a cease-fire agreement, called an _____.
11. A work stoppage or _____ involving all workers in a community rather than a single industry was a tactic used by radical groups.
12. After the war, rapid inflation caused _____ prices, or food, clothing, and shelter prices, to increase rapidly.
13. Use the term *militarism* to explain the causes of World War I.
14. Explain how the general strike in Seattle in 1919 related to the rise in the cost of living.

Academic Vocabulary Activity 9 ★ ★ ★ ★ ★ ★ ★

World War I and Its Aftermath, 1914–1920

Key Words

Academic Words	Words with Multiple Meanings	Content Vocabulary
adequately	draft	armistice
authorities		deport
emphasis		propaganda
erode		
migrate		
network		
resolve		
widespread		

★ A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Use the context to choose the word or phrase that completes each sentence correctly.

1. Nationalists generally (neglect/focus on) national pride and place great emphasis their homeland's culture.
2. American neutrality, gradually eroded by skillful propaganda, was finally (worn down/strengthened) by German submarine warfare.
3. During this time period, Mexican and African Americans migrated north and (drifted away/settled) into their own separate neighborhoods.
4. The soldiers dug a network of trenches that covered the landscape with a (system/jumble) of obstacles to protect themselves against artillery fire.
5. After the armistice, a peace conference tried to resolve the issues that led to war because its leaders wanted to (repeat/work out) those problems.
6. Strikes became widespread after the war ended because unemployment was a fairly (limited/common) problem of the postwar economy.
7. During the Palmer Raids, the authorities seized many workers and later the (amateurs/government) deported many immigrants on transport ships.
8. The provisional government failed to deal adequately with the problems so clearly a more (capable/ineffective) leadership was needed.

Academic Vocabulary Activity 9 (continued) ★ ★ ★ ★

✱ B. WORD USAGE ACTIVITY

Understanding Words with Multiple Meanings

Word Usage Note: Understanding Words with Multiple Meanings

Some words like *draft* have multiple meanings:

- A. (n.) a current of air
- B. (n.) an order for a payment of money from a bank; a bank draft
- C. (n.) a preliminary sketch or design
- D. (n.) the selection of citizens for military service
- E. (v.) to select citizens for military service

The word *draft* is used in these expressions: a rough *draft* / a final *draft* / to draw up a *draft*.

Directions: Write the letter from the box above for the best definition of draft in the sentences that follow.

1. ____ The strong draft caused the flag to move in the wind.
2. ____ Many Americans were opposed to the draft, even though there were not enough volunteers.
3. ____ Many drafts of the treaty were written before it was finally approved.
4. ____ Ask the bank to write a draft for one hundred dollars.
5. ____ The nation has needed to draft men into service several times.

TEST YOUR KNOWLEDGE

Directions: Choose the word that means the opposite of the word given.

1. emphasis
 - A. understanding
 - B. unimportant
 - C. favored
2. widespread
 - A. common
 - B. least
 - C. restricted
3. erode
 - A. wear down
 - B. deposit
 - C. explode
4. migrate
 - A. remain
 - B. deport
 - C. settle
5. propaganda
 - A. message
 - B. opinion
 - C. information

**Reinforcing Skills Activity 9**

Analyzing Secondary Sources

LEARNING THE SKILL

Historians need to evaluate their sources of information for reliability. The Internet is a wonderful research tool, but all the information you find there is not necessarily accurate or reliable. To evaluate a Web site, consider how well the facts presented are documented and the sources used for background information. Ask yourself whether the links are up-to-date and look for the credentials of the site author. Make sure the site is associated with a reputable institution or organization. Also consider the site design and the ease of accessing information.

PRACTICING THE SKILL

DIRECTIONS: Visit the following two Web sites. Search both sites for information related to Presidents Wilson and Harding. Then answer the questions below in the space provided.

<http://www.whitehouse.gov/history/presidents/>

<http://www.americanpresident.org>

1. Who is the author or sponsor of these sites? What does this tell you about the reliability of the sites?

2. What links do the sites contain? Are they appropriate or related to the topic?

3. Is the design of the sites appealing and useful? Which site design is more appealing and why?

4. If you were researching President Wilson or Harding for a project, which site would you prefer to use and why?

APPLYING THE SKILL

DIRECTIONS: Search the Internet for a Web site that provides information about your local area. The site might address entertainment, weather, news, local attractions, etc. Write an evaluation of the Web site based on the criteria outlined above.

Critical Thinking Skills Activity 9**Distinguishing Fact From Opinion****LEARNING THE SKILL**

Learning to *distinguish fact from opinion* can help you form reasonable judgments about what others say. A *fact* is a statement that can be proven by evidence such as records, documents, or historical sources. An *opinion* is a statement that may contain some truth but also contains a personal view or judgment.

Use the following guidelines to help you distinguish fact from opinion:

- Identify the facts by determining which statements can be proved.
- Consult reliable sources such as encyclopedias, almanacs, etc., to verify the facts.
- Identify the opinions by looking for statements of feeling or belief. Opinions often contain phrases such as *I believe*, *in my view*, *it is my conviction*, and *I think*.
- Identify the statement's purpose. What does the presenter want you to believe or do?

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from a speech by Senator George Norris on April 4, 1917. It was delivered two days after President Woodrow Wilson asked Congress for a declaration of war against Germany, bringing the United States into World War I. Then answer the questions that follow on a separate sheet of paper.

. . . To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this I do not believe we would have been on the verge of war at the present time. We had a right as a nation, if we desired, to be neutral. We had a technical right to respect the English war zone and to disregard the German war zone, but we could not do that and be neutral. I have no quarrel to find with the man who does not desire our country to remain neutral. While many such people are moved by selfish motives and hopes of gain, I have no doubt but that in a great many instances . . . there are many honest, patriotic citizens who think we ought to engage in this war. . . . I think such people err in judgment and to a great extent have been misled as to the real history and the true facts by the almost unanimous demand of the great combination of wealth that has a direct financial interest in our participation in the war. We have loaned many hundreds of millions of dollars to the allies in this controversy. While such action was legal . . . , there is no doubt in my mind but the enormous amount of money loaned to the allies . . . has been instrumental [the main influence] in bringing about a public sentiment in favor of our country taking a course that would make every bond worth a hundred cents on the dollar and making the payment of every debt certain and sure. . . .

1. Identify the facts in the excerpt. How can you verify them?
2. Identify the opinions in the excerpt. What phrases does Norris use to signal his opinions?
3. What is Norris's purpose? What does he want his audience to do?
4. How does knowing Norris's purpose help you view the excerpt more objectively?

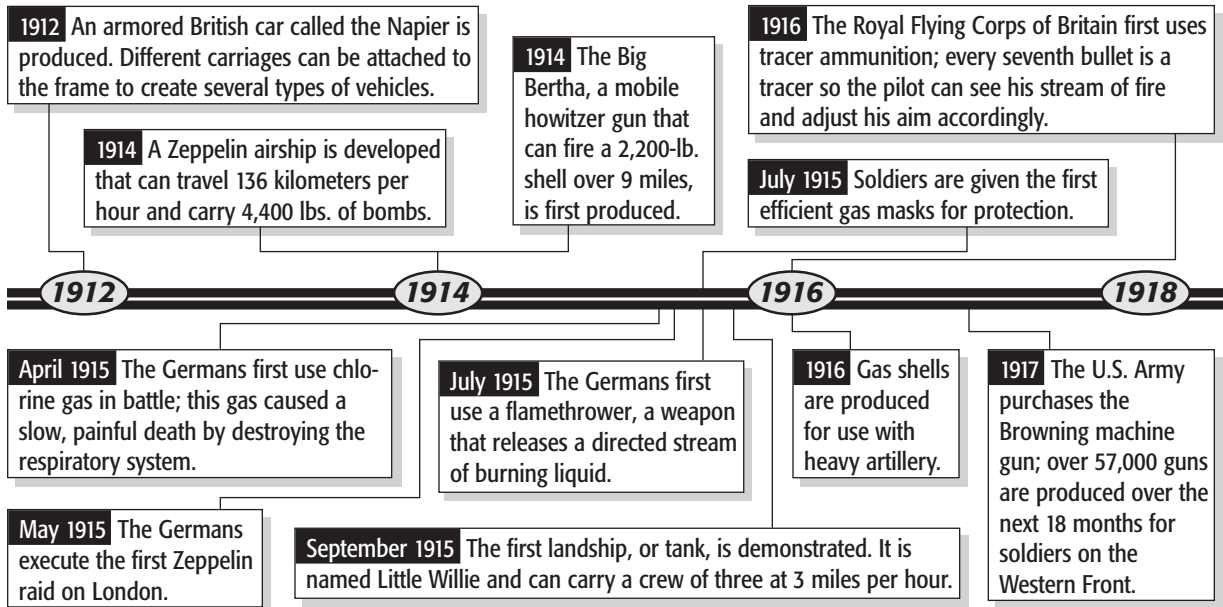
★ Time Line Activity 9

Weapons of World War I

Background

World War I was the first war in which many technical weapons of warfare, such as airplanes and tanks, were used.

DIRECTIONS: Use the information on the time line to answer the questions below.



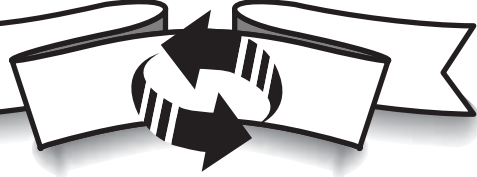
1. Describe the two types of land vehicles that are mentioned, and tell when they were produced. _____
2. Name three weapons that were first used by the Germans and when they were utilized.

3. When was chlorine gas first used as a weapon, and what protection was provided?

4. Describe the two types of guns that are mentioned, and tell when they were produced.

5. What improvement in air warfare did the British implement in 1916? _____

Linking Past and Present Activity 9



Dogfights and Eyes in the Skies

THEN

At the outset of World War I, both sides used aircraft mainly to locate enemy forces and observe. Opposing pilots waved

at each other as they passed in the air.

The militaries soon recognized the advantage of using aircraft to attack as well as to observe. Pilots in unarmed observation planes began to carry pistols and shoot at each other. Soon both sides bolted machine guns to their planes. The problem was that pilots risked shooting themselves if a bullet bounced off the propeller.

In 1915 Germany developed a machine gun timed to shoot between the revolving propeller blades. Now pilots could stalk enemy planes and try to destroy them in one-on-one air battles called *dogfights*. Pilots who shot down at least five enemy planes earned the title *ace* and became national heroes at home. Germany's Baron Manfred von Richthofen shot down 80 planes, the most of any ace, before he was shot down in 1918. He was called the "Red Baron" because he painted his planes red to intimidate opponents who knew his reputation. The leading American ace, Eddie Rickenbacker, shot down 22 enemy planes.

As the war progressed, planes improved. The military began to use them to bomb. At first, pilots carried a bag of bombs in the cockpit and simply dropped them over the side. Later, planes had mechanical devices to release bombs from underneath.

NOW

The military today uses many kinds of aircraft, customized for specific purposes. *Bombers* are designed to attack ground targets.

Dogfights in modern warfare, however, occur between *fighters*. These jet planes are specially designed for close-range air-to-air combat, but they can also drop bombs and shoot missiles at ground targets.

Today's most advanced fighter is the *stealth fighter*. Its surfaces deflect radar beams, and materials in the plane absorb radar energy. As a result, the stealth is nearly invisible to radar. Stealth fighters saw their first combat in the Persian Gulf War (1991). They dropped hundreds of laser-guided "smart" bombs on Iraqi positions without being hit, leading to a quick end to the war.

The military still uses aircraft for observation. Today's *reconnaissance aircraft* carry cameras and electronic sensing equipment to collect information about possible threats. The Airborne Warning and Control System (AWACS) aircraft serves as a command center in the air. With its advanced radar, it can track enemy aircraft and missiles and quickly call up forces to deal with the threat. Orbiting satellites constantly scan the earth for signs of hostile activity.



CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Drawing Conclusions** Why is the ability to observe a key advantage of airplanes in war?
- Synthesizing Information** How has the ability of aircraft to observe changed since World War I?
- Evaluating Information** Do you think the United States should increase the use of space for military purposes? Explain your position.

Primary Source Reading 9-1 ★ ★ ★ ★ ★ ★

Holmes on the Espionage Act**❑ About the Selection**

In 1918 five Russian immigrants were sentenced to 20 years in prison under the Espionage Act. They had distributed leaflets opposing the sending of American troops to Russia and calling for workers to strike rather than to make weapons that could be used against the Russian people. The five also argued that sending troops to Russia would not aid the war against Germany but would threaten the revolutionary struggle within Russia. The Supreme Court upheld their conviction by

Reader's Dictionary

surreptitious: secret

a vote of seven to two—Oliver Wendell Holmes and Louis Brandeis dissenting. This excerpt presents part of Holmes's dissent.

GUIDED READING

As you read, note under what conditions Justice Holmes says that free speech may be restricted by law. Then answer the questions that follow.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

The United States constitutionally may punish speech that produces or is intended to produce a clear and imminent danger that it will bring about forthwith certain substantive evils that the United States may seek to prevent. The power undoubtedly is greater in time of war than in time of peace because war opens dangers that do not exist at other times.

But as against dangers peculiar to war, as against others, the principle of the right to free speech is always the same. It is only the present danger of immediate evil or an intent to bring it about that warrants Congress in setting a limit to the expression of opinion where private rights are not concerned. Congress certainly cannot forbid all effort to change the mind of the country. . . . Now nobody can suppose that the surreptitious publishing of a silly leaflet by an unknown man, without more, would present any immediate danger that its opinions would hinder the causes of the government arms. . . .

I do not know how anyone can find the intent required by the statute in any of the defendants' words. . . . It is evident from the beginning to the end that the only object of the paper is to help Russia and stop American intervention there against the popular government—not to impede the United States in the war that it is carrying on.

I return for the moment to the third count. That count charges an intent to provoke resistance to the United States in its war with Germany. . . . I think that resistance to the United States means some forcible act of opposition. . . .

Source: *An American Primer*. Chicago: The University of Chicago Press, 1966.

(continued)

Primary Source Reading **9-1** (continued) ★ ★ ★ ★ ★

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Holmes, under what conditions may the United States constitutionally restrict speech?

2. Why does Holmes say that the power to restrict speech is greater during wartime?

3. Does Holmes believe that the Congress legitimately has the power to restrict speech under wartime danger more than any other danger? Explain.

4. **Critical Thinking** Why does Holmes believe that there was not sufficient intent to find the defendants guilty?

Primary Source Reading 9-2 ★ ★ ★ ★ ★ ★

Peace Without Victory**■ About the Selection**

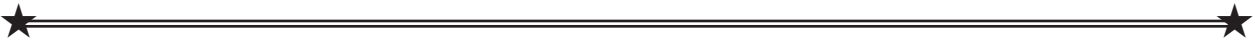
In his campaign for re-election in 1916, President Woodrow Wilson's slogan was: "He kept us out of war." Just a few weeks after his second inauguration, however, Wilson asked Congress for a declaration of war. The excerpt below—taken from Wilson's speech to Congress in January 1917, before the United States entered World War I—reveals the president's plans for a negotiated peace to end the conflict.

Reader's Dictionary

concert: common action or agreement

GUIDED READING

As you read, determine what principles Wilson proposed to guide the postwar world. Then answer the questions that follow.



In every discussion of the peace that must end this war, it is taken for granted that peace must be followed by some definite concert of power which will make it virtually impossible that any such catastrophe should ever overwhelm us again! Every lover of mankind, every sane and thoughtful man must take that for granted. . . .

It is right that before it comes, this government should frankly formulate the conditions upon which it would feel justified in asking our people to approve its formal and solemn adherence to a League for Peace. I am here to attempt to state those conditions.

The present war must first be ended; but we owe it to candor and to a just regard for the opinion of mankind to say that, so far as our participation in guarantees of future peace is concerned, it makes a great deal of difference in what way and upon what terms it is ended. . . .

The question upon which the whole future peace and policy of the world depends is this: Is the present war a struggle for a just and secure peace, or only for a new balance of power? If it be only a struggle for a new balance of power, who will guarantee, who can guarantee the stable equilibrium of the new arrangement? Only a tranquil Europe can be a stable Europe. There must be, not a balance of power but a community of power; not organized rivalries but an organized, common peace.

Fortunately, we have received very explicit assurances on this point. . . . I think it will be serviceable if I attempt to set forth what we understand them to be.

They imply, first of all, that it must be a peace without victory. It is not pleasant to say this. I beg that I may be permitted to put my own interpretation upon it and that it may be understood that no other interpretation was in my thought. I am seeking only to face realities and to face them without

(continued)

Primary Source Reading 9-2 (continued) ★ ★ ★ ★ ★

soft concealments. Victory would mean peace forced upon the loser, a victor's terms imposed upon the vanquished. It would be accepted in humiliation, under duress, at an intolerable sacrifice, and would leave a sting, a resentment, a bitter memory upon which terms of peace would rest, not permanently but only as upon quicksand. Only a peace between equals can last. Only a peace the very principle of which is equality and a common participation in a common benefit. . . .

The equality of nations upon which peace must be founded if it is to last must be an equality of rights; the guarantees exchanged must neither recognize nor imply a difference between big nations and small, between those that are powerful and those that are weak. . . .

Peace cannot be had without concession and sacrifice. . . . The question of armaments, whether on land or sea, is the most immediately and intensely practical question connected with the future fortunes of nations and of mankind. . . .

I am proposing, as it were, that the nations should with one accord adopt the doctrine of President Monroe as the doctrine of the world: that no nation should seek to extend its polity over any other nation or people, but that every people should be left free to determine its own polity, its own way of development—unhindered, unthreatened, unafraid, the little along with the great and powerful. . . .

I am proposing government by the consent of the governed; that freedom of the seas . . . and that moderation of armaments which makes of armies and navies a power for order merely, not an instrument of aggression or of selfish violence.

These are American principles, American policies. We could stand for no others. And they are also the principles and policies of forward-looking men and women everywhere, of every modern nation, of every enlightened community. They are the principles of mankind and must prevail.

Source: A League for Peace. Senate Document, 1917.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. What are Wilson's objections to a peace with victory?
2. According to Wilson, what is the only way Europe can attain stability?
3. What does Wilson think is the most urgent question that affects the future of mankind?
4. What does Wilson say nations must be willing to do in order for "peace without victory" to succeed?
5. **Critical Thinking** Wilson says he is presenting his ideas in part due to "a just regard for the opinion of mankind." What important colonial document uses the same words?

**American Art and Music Activity 9**

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

George M. Cohan

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

George M. Cohan was one of America's greatest songwriters, musical stage personalities, and patriots. He claimed that he was "born the Fourth of July" 1878, but his baptismal record clearly shows July 3, 1878 as the actual date.

He was the third child born to Jeremiah and Ellen (Jerry and Nellie) Cohan, who were vaudeville performers. George grew up in that colorful musical tradition, appearing on the stage as early as age eight. He received little formal schooling. He appeared in a traveling family act called the Four Cohans with his parents and sister Josie for ten years. Their first New York appearance was at the Union Square Theatre in the heart of the theatre district in 1893. That same year George launched his songwriting career at the age of fifteen by selling his first song entitled: "Why Did Nellie Leave Her Home."

Cohan is justly celebrated for writing such rousing Broadway tunes as "Give My Regards to Broadway," "Yankee Doodle Dandy," "You're a Grand Old Flag," and the World War I anthem "Over There." This song was composed in 1917 just after America entered the war and was used in recruitment drives. "Over There" was extremely popular and was recorded many times. It reflected a time period when young people were eager to march off to war. In 1936, President Roosevelt presented Cohan with a special

congressional gold medal for boosting American morale by composing this memorable song.

During his prolific career, Cohan wrote more than 500 original songs and 40 plays and musicals. He directed and starred in many of them. Cohan's first major Broadway hit was the 1904 show "Little Johnny Jones," which introduced some of his most popular songs.





American Art and Music Activity 9 (continued)

For more than three decades, Cohan used song and dance to tell stories on the Broadway stage that appealed to average Americans. His musical plays included "Little Nellie Kelly," "Forty-Five Minutes from Broadway" and "The Meanest Man in the World." Later in his career, he appeared as the father in the Eugene O'Neill comedy "Ah, Wilderness" (1933), and portrayed Franklin Roosevelt in the Rodgers and Hart play "I'd Rather Be Right" (1937). The film

story of Cohan's life "Yankee Doodle Dandy" was released in 1942 starring James Cagney as the legendary performer.

George Cohan died November 5, 1942 in his New York City home after a painful battle with cancer. In 1959 a statue of the entertainer was dedicated in Times Square. A musical revue of Cohan's work starring Joel Grey opened on Broadway in 1968, entitled *George M.*

1. How did composer and entertainer George M. Cohan's early background influence his work?

2. Besides his songwriting career, what other works did Cohan produce?

3. How is "Over There" typical of George M. Cohan's musical compositions? How was it special?

Critical Thinking ★

4. **Evaluating Information** For which of his accomplishments do you think George M. Cohan is best remembered?

5. **Analyzing Information** Why do you think Cohan's work appealed to so many Americans?

INTERPRETING POLITICAL CARTOONS



Activity 9

A LEAGUE NOT OF OUR OWN

Renewed isolationism and Republican opposition led by Senator Henry Cabot Lodge of Massachusetts spelled defeat for the Versailles Treaty in the U.S. Congress. American inclusion in the League of Nations died with it. The irony that the United States joined Germany as the two Western powers not in the League did not escape President Wilson during his speaking tour to drum up support for passage of the treaty. Wilson was not successful, however, and the Senate voted twice against ratification. The final blow came in President Harding's 1920 inaugural address when, in reference to the famous Farewell Address of President Washington, he announced that the United States would not be entangled in European affairs.

Directions: Study the cartoon below, and then answer the questions that follow.



"WE TOLD YOU IT WOULDN'T WORK!"

Courtesy of the J.N. "Ding" Darling Foundation.

(continued)

ANALYZING THE CARTOON ACTIVITY 9 (continued)

1. What kind of truck has its wheel off? What pictorial evidence tells you it is this kind of truck?

2. Who is the figure sitting on the wheel? How do you know? What is his attitude towards the League?

3. What is the attitude of the crowd of men on the right side of the cartoon?

4. What is the fire that the League of Nations is being called to put out?

CRITICAL THINKING

5. **Analyzing Information** This cartoon was drawn by Jay Darling, who worked under the name "Ding." What is Ding's point of view towards the U.S. position on the League of Nations? Be sure to support your answer with evidence from the cartoon.

6. **Drawing Conclusions** According to the cartoon, what is the effect of the United States's non-participation in the League of Nations? Explain your answer.

★ Reteaching Activity 9

World War I and Its Aftermath, 1914–1920

European alliances had pulled one nation after another into World War I. President Wilson diligently tried to maintain the United States's neutral position. However, German U-boats attacked merchant ships and Germany tried to entice Mexico to ally with the Central Powers. Americans finally decided to help the Allies. Unfortunately, the terms outlined in the Treaty of Versailles to officially end this war merely set the stage for the next one—World War II.

DIRECTIONS: Describe both what caused or led up to each event and what followed it during World War I.



World War I

Cause	Event	Effect
1a.	Archduke Ferdinand is assassinated.	b.
2a.	Battle of the Marne	b.
3a.	German U-boat sinks the <i>Lusitania</i> .	b.
4a.	Congress passes the Sedition Act.	b.
5a.	Russia signs the Treaty of Brest-Litovsk.	b.
6a.	Germany signs the Treaty of Versailles.	b.

- 7. Critical Thinking** World War I impacted the United States socially, economically, and politically. Describe how the economic turmoil shaped the social and political climate after the war.

★ **Enrichment Activity 9****World War I Propaganda**

During America's three-year period of alleged neutrality at the beginning of World War I, Great Britain mounted a propaganda campaign to sway American feelings to its side.

DIRECTIONS: Historian H.C. Peterson was a staunch opponent of World War I. His book *Propaganda for War: The Campaign Against American Neutrality, 1914–1917* examines Great Britain's campaign to shape American opinion about the war. Read the excerpt below, and then answer the questions that follow on a separate sheet of paper.

The first problem confronting the directors of any such [propaganda] campaign was that of winning the sympathy of the general public. When Lord Northcliffe visited this country he remarked of Americans: "they dress alike, they talk alike, they think alike. What sheep!" Although he was not entirely correct, he was right in that the American public, like any public, demands uniformity of thought and conformity of action. . . .

The British propaganda campaign naturally had to be based upon ideas Americans already had concerning the belligerent nations. In the first place it was soon found that people in the United States had but slight interest in countries other than those in Western Europe. . . .

American newspapers in the first two decades of the century were the dominant factor in controlling opinion.

They comprised the sole reading material for ninety percent of the American people. . . . Propagandists probably also realized that the American newspapers deal only incidentally with news—that their principal commodity is sensation.

From *Propaganda for War: The Campaign Against American Neutrality, 1914–1917* by H.C. Peterson.
Copyright © 1939, 1967 by the University of Oklahoma Press.

Questions to Consider

1. Do you think Lord Northcliffe's opinion of Americans was positive or negative? Why?
2. If British perceptions of American interests were correct, in which countries would Americans have been interested at this time and why?
3. Why would the ideas and opinions Americans had about the war have been of concern to Great Britain?
4. What historic relationships might convince Great Britain that its propaganda would be successful in winning American support?
5. What would account for Americans having only "slight interest" in European countries other than those of western Europe at this time?
6. What does this historian mean when he says that a newspaper's principle commodity is sensation?
7. What previous examples in the American experience can you think of that might have led the British to hold this view about American newspapers?
8. **GO A STEP FURTHER ►** Look in a major newspaper for articles that you believe are influenced by propaganda. Write a paragraph explaining your reasoning.

GLENCOE

The
**AMERICAN
VISION**
MODERN TIMES

Chapter 9

Section Resources

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Guided Reading Activity 9-1

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **What** nation became a bitter enemy of France in the 1870s? _____
2. **Why** did the alliance between Germany, Italy, and Austria-Hungary alarm Russian leaders? _____
3. **How** did the alliance system encourage militarism? _____

4. **What** is the main idea behind self-determination? _____

5. **How** were both imperialism and nationalism involved in the Balkan Crisis? _____

6. **Why** did Russia support the Serbian nationalist group that assassinated Archduke Franz Ferdinand? _____
7. **What** were the initial countries involved in World War I? _____

8. **What** was the major problem with Germany's invasion route into France? _____

9. **Why** did many Irish Americans sympathize with Germany and the Central Powers? _____

10. **How** did Great Britain and Germany try to win American support? _____

11. **Why** was America's prosperity intertwined with the military fortunes of Britain, France, and Russia? _____
12. **How** did Germany respond to Britain's blockade? _____

13. **What** did Germany do to keep the United States from breaking off diplomatic relations? _____

14. **What** did Germany promise to Mexico in return for Mexico's support in the war? _____

15. **What** event finally drew the United States into the war? _____

★ Guided Reading Activity 9-2

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

★ **Main Idea:** The government used progressive ideas to manage the economy and pay for the war.

1. **Detail:** The _____ controlled the flow of raw materials, ordered the construction of new factories, and occasionally set prices.
2. **Detail:** The Food Administration encouraged families to conserve food and grow vegetables in _____.
3. **Detail:** To fund the war effort, the government raised income taxes and borrowed money through the sale of _____.
4. **Detail:** To prevent strikes from disrupting the war effort, the _____ was established.
5. **Detail:** A new government agency, the _____, had the task of “selling” the war to the American people.
6. **Detail:** The _____ of 1918 made any public expression of opposition to the war or criticism of the government illegal.

★ **Main Idea:** The United States instituted a draft for military service, and African Americans and women took on new roles.

7. **Detail:** Believing a draft was necessary, Congress created a new system of conscription called _____.
8. **Detail:** Many of the American soldiers who served overseas were not conscripts but _____ who responded to the nation's call.
9. **Detail:** African American soldiers served in _____ units under white officers and often encountered discrimination within the army.
10. **Detail:** World War I was the first war in which women officially served in the _____.

**Guided Reading Activity 9-3**

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Combat in World War I

- A. How did soldiers protect themselves from the powerful artillery fire during World War I? _____
- B. What other dangers did the troops behind the trenches face? _____
- C. Why did both sides begin to develop new technology? _____
- D. What new technology did the Germans introduce at the Second Battle of Ypres? _____
- E. What two military vehicles were introduced during World War I? _____

II. The Americans Arrive

- A. Who was responsible for preventing any American ships from being sunk on their way to Europe? _____
- B. What was Vladimir Lenin's first act after seizing power in Russia in 1917? _____
- C. Which American unit was transferred to the French and became the first Americans to enter combat? _____
- D. Who organized the most massive attack in American history, which caused the Germans to begin to retreat in September 1918? _____
- E. Which American hero, who originally tried to avoid the draft, took command during the Battle of the Argonne Forest? _____

III. A Flawed Peace

- A. Who were the principal figures in the post-war negotiations? _____
- B. What was the purpose of Wilson's fourteenth point? _____
- C. Why did some Allied leaders criticize Wilson's Fourteen Points? _____
- D. What happened to Germany under the Treaty of Versailles? _____

★ Guided Reading Activity 9-4

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. When controls were removed from the economy, people raced to buy goods that had been _____, while businesses rapidly raised prices kept low during the war.
2. Workers wanted to raise their wages to keep up with _____, but companies wanted to hold down wages instead.
3. By the time the war ended, workers were better organized and more capable of organizing _____ than they had been before.
4. A general strike took place in _____, when other unions joined striking shipyard workers and paralyzed the city for five days.
5. The most famous strike of 1919 took place in Boston, when roughly 75 percent of the _____ walked off the job.
6. After the war, returning soldiers blamed African Americans for taking their jobs. In the summer of 1919, frustration and racism erupted in violence as 25 _____ broke out across the nation.
7. The _____ surged in membership after the war, when many African Americans decided to fight for their rights politically.
8. As strikes erupted across the United States 1919, the fear that _____ might seize power led to a nationwide panic known as the "Red Scare."
9. Most people believed the _____ in June of 1919 suggested a conspiracy to destroy the American way of life.
10. United States Attorney General A. Mitchell Palmer established a special division within the Justice Department that eventually became the _____.
11. From late 1919 to the spring of 1920, the government carried out raids targeting immigrants, and ignoring the _____ of the suspects.
12. Economic problems, labor unrest, racial tension, combined to create a general sense of _____ and a desire for the nation to return to "normalcy."

Answer Key



GEOGRAPHY AND HISTORY ACTIVITY 3

1. It takes three circumstances not often found together to form a geyser: the right amounts of heat, water, and underground chambers and channels where water collects. The underground chambers and channels are what cause a geyser to form instead of the more common hot spring.
2. John Colter went to the Yellowstone area to trap animals for their furs.
3. Yellowstone Lake
4. Hydrothermal activities involve hot water coming to Earth's surface from underground. Each of these features is caused by hot water that is heated by magma in the earth.
5. Because there are important geyser fields in Yellowstone, Iceland, and New Zealand, it is likely that these regions all have histories of volcanic activity.
6. Students' answers will vary. Some possibilities include glaciers, wetlands, seashores, trees, and other plants. Some students may also mention wildlife.

ECONOMICS AND HISTORY ACTIVITY 3

1. Monopolies make the market inefficient by stifling competition.
2. Answers should resemble two of the following: withdrawing business from suppliers and retailers who did business with other rival companies, forcing smaller businesses out by temporarily lowering prices and then raising them after the smaller firms folded, and stealing inventions.
3. Microsoft was insisting that computer producers who included Microsoft software with their products also include Microsoft's Internet browser, Internet Explorer. The courts ruled that Microsoft was unfairly using the advantage of its

corner on software to stifle competition in the Internet browser market.

4. Competition is supposed to create efficiency in the market.
5. The five categories of government involvement in the economy are enforcing law, ensuring economic stability, redistributing income, providing public goods, and regulating economic activity.
6. Competition keeps sellers from pricing their items too high because their rivals would sell the same products cheaper and take away their business. This effect helps create an adequate supply to society in general since competition serves to make goods and services affordable to more people.
7. Transfer payments are an example of the government's role of income redistribution.
8. If an employer pays lower wages than his or her competitors, he or she will not be able to find workers. Competition, then, keeps wages from going too low. However, when the labor force is large compared to the number of jobs, workers tend to take jobs at whatever wage, so competition does not always work to set a fair wage.

HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 3

Answers to Simulation Sheet 1 Questions

1. The average industrial laborer worked long hours for little pay in often dangerous and unhealthy conditions. Textile workers worked at frenzied paces in cramped sweatshops. Many miners lived in perpetual debt to the "company store." Nearly 2 million children worked in America's factories and mines. One out of eight Americans could be classified as poor.

Answer Key



2. Progressives believed that industrial growth needed to be regulated and made more fair. Most thought that government intervention was necessary to rein in the excesses of unbridled, laissez-faire capitalism

AMERICAN LITERATURE READINGS 3

The Battle With the Slum

1. Riis states that civilization implies a race to get ahead, and in any race there are people who fall behind. When they fall very far behind, they lose hope and ambition and give up.
2. Riis states that if the slums are not wiped out, they will wipe out us.
3. The slums stand for ignorance, want, unfitness, and mob rule. When a large, uneducated portion of society becomes angry and has nothing to lose, democratic government is unstable.
4. Students' answers will vary. Riis explains that noninterference does not help the drowning man, and so not helping people rise out of the slums will not change their fate.

"Over There"

1. "Johnnie" symbolizes American boys who are encouraged to enlist quickly in the army.
2. Fathers will be glad to have had such a son, sweethearts and mothers will be proud of their boys.
3. Cohan's use of the phrases "the Yanks are coming," and "we're coming over" imply that the Allies have been waiting for American troops to arrive. The phrase "we won't come back till it's over over there" implies that Americans will storm Europe and win the war.

"I Have a Rendezvous with Death"

1. A rendezvous is a meeting, usually clandestine. The poet discusses an imminent rendezvous with Death in the Spring, and how a rendezvous with his sweetheart would be better.
2. The soldier predicts his rendezvous with Death will take place in the Spring. The timing of the rendezvous is ironic because Spring is a time of renewal, birth, love. The author uses such words as "apple blossoms fill the air," "blue days and fair," "the first meadow flowers appear" to highlight the irony.
3. The soldier predicts his rendezvous with Death will occur at some disputed barricade, on some scarred slope of battered hill, or at midnight in some flaming town.
4. The tone of "Over There" is boisterous, rousing, and patriotic. The tone of the poem seems matter of fact, almost resigned. The line "It may be I shall pass him still" interrupts with a brief note of hope, and the lines discussing the soldier's "rendezvous" with his sweetheart are wistful.

READING SKILLS ACTIVITY 7

Practicing the Skill

Focus Question: How was Congress convinced to authorize the construction of a navy?

Focus Question: Why did the United States need a navy?

Cause: Business leaders wanted new markets overseas

Cause: Americans thought they were destined to dominate the world

Cause: Europe was threatening America's security

Cause: Captain Alfred Mahan thought the U.S. needed a navy to protect its merchant ships

Culminating effect: Congress authorized construction of a modern American navy.

Answer Key



Applying the Skill

Answers will vary but should follow the format of the cause and effect structure demonstrated above.

HISTORICAL ANALYSIS SKILLS ACTIVITY 7

Practicing the Skill

1. Roosevelt is shown wading in the Caribbean Sea. He is pulling a string of boats behind him.
2. Places shown in the cartoon include the Caribbean Sea, Mexico, Cuba, Panama, and Santo Domingo. These places are significant because they are all part of the sphere of influence that Roosevelt established with the Roosevelt Corollary to the Monroe Doctrine.
3. Answers may vary. Roosevelt's size could be intended to show the dominance of the United States over its smaller neighbors. It could also be referring to Roosevelt's famously "larger than life" personality.

Applying the Skill

Students' chosen political cartoons should represent an opinion on a current issue with reasonable clarity. Students should be able to explain in writing what the various elements of their cartoons represent.

DIFFERENTIATED INSTRUCTION ACTIVITY 7

1. Answers will vary. Possible answer: Diplomacy in the current administration is based on business. This is humanitarian, it makes good policy sense, and it's good for business because it will increase American trade. Already this has resulted in an increase in export trade. Of course, some disagree with commercial diplomacy, so let's look at the results to see how wrong they are.

2. Answers will vary. Possible answer: Taft says that his new diplomacy will help the United States by helping to keep the area of the Panama Canal safe for American trade and by increasing trade from Central America and the Caribbean to the Southern and Gulf ports. He says his new diplomacy will help other countries by removing them from danger or disorder and helping them with their debt, as well as by helping them to profit from their own "great natural wealth." He ends by saying we need to take a modern view of diplomacy for a new era.

ENGLISH LEARNER ACTIVITY 7

A. Pre-Reading Activity

1. Supporters of annexation argued that the islands would give the United States a place to put a Pacific naval base as well as a large market for American goods. They also believed that the United States had a duty to "civilize" other peoples. Those who opposed annexation believed that it violated American principles, was morally wrong, and would drive down American wages, and was too costly.
2. Answers will vary. Some benefits may include increased economic and military strength in other parts of the world. Drawbacks may include opposition at home and abroad to interference in other nations' affairs.

Answer Key



C. Word Building Activity

1. B
2. A
3. C
4. A

D. Language Study Activity

Base Verb	Past Tense	Base Verb	Past Tense
educate	educated	civilize	civilized
begin	began	expand	expanded
uplift	uplifted	put	put
find	found	intervene	intervened
go	went	take	took

CONTENT VOCABULARY ACTIVITY 7

1. G
2. D
3. A
4. H
5. B
6. C
7. F
8. E
9. Yellow journalism is the sensational, biased, and often false reporting that is written to attract readers. William Randolph Hearst, owner of the *New York Journal*, and Joseph Pulitzer, owner of the *New York World*, both printed sensational and often false stories in their newspapers about Spanish atrocities against the Cubans. Their reports influenced many Americans to support Cuba's uprising.

ACADEMIC VOCABULARY ACTIVITY 7

A. Word Meaning Activity

1. expansion
2. conference
3. intervene
4. tension
5. volunteers
6. access

Test Your Knowledge

1. increase
2. offered
3. get involved in
4. resented
5. forced to accept
6. greater
7. bring together
8. economic

REINFORCING SKILLS ACTIVITY 7

Practicing the Skill

1. U.S. deaths during the Spanish American War; in the title of the graph
2. deaths by food poisoning and disease; it indicates that tropical disease and unsanitary conditions weakened soldiers leading to many deaths
3. deaths in battle; it means more people died from epidemics than died in battles from weapons fire

Applying the Skill

Student circle graphs may vary depending on the source of their data. The fraction should equal 100, the angles should add up to 360°, and graphs should include a title and a key to help interpret the data.

Answer Key



CRITICAL THINKING SKILLS ACTIVITY 7

1. Hay is saying that the United States hopes to (a) rescue the Americans who are in danger in China, (b) prevent the spread of the rebellion to other parts of China, (c) restore peace to China, (d) maintain the integrity of China's borders, and (e) protect the rights of other countries in regard to China, particularly the opportunity to trade with China.
2. Answers will vary but could include questions such as the following: Who are the "other powers" the United States proposes to act in concert with to resolve the crisis in China? How does the United States government intend to rescue the Americans who are in danger? What constitutes "American interests" in China? What methods are being considered by the United States government to "prevent a spread of the disorders" to other parts of China? Is military action being considered? Why is the United States interested in preserving existing Chinese borders? Does the United States really want China to govern itself (i.e., "preserve administrative entity")? Why is trade with China so important to the United States government?
3. Answers may vary but should focus on the desire of the United States government to put down the rebellion and maintain the status quo in China.

TIME LINE ACTIVITY 7

1. 1889—North Dakota, South Dakota, Montana, Washington
2. Spain. Cuba became an independent country. The United States acquired Puerto and Guam and paid \$20 million for the Philippines.
3. 1907—Oklahoma; 1912—Arizona and New Mexico

4. 1900
5. Colorado
6. Panama Canal; 1903

LINKING PAST AND PRESENT ACTIVITY 7

1. European, American, Asian, and other immigrants brought their own ways of life to the islands, influencing the ways of the inhabitants. They brought livestock and plants, such as pineapples and sugar cane, which helped the economy grow. Missionaries converted the people to Christianity and started schools. They introduced a system for writing the Hawaiian language. The outsiders also brought diseases, decimating the Hawaiian population. The intermarriage among the immigrants and original Hawaiians greatly decreased the number of pure Hawaiians. Domination by Americans eventually led to statehood for Hawaii. Today the influences of all the immigrants have resulted in a very culturally diverse Hawaii.
2. Since the arrival of James Cook, the original Hawaiians have lost their traditional religion, land, language, ethnic identity, form of government, and independence. Yet ethnic cooperation is strong in Hawaii, resulting in state-sponsored support for the study of native Hawaiian traditions, history, and language.
3. Today Hawaii's economy depends on tourism and the military personnel stationed on the islands. Many Hawaiians make their living from these visitors to their state. However, the large influx of visitors also creates problems. Hotels threaten to clutter scenic areas and increased traffic causes congestion and pollutes the air.

Answer Key



PRIMARY SOURCE READING 7-1

1. Imperialism undermines freedom and leads toward militarism.
2. It is compared to the Civil War because, like that war, the real issue of the expansionist militarism is its effect on America.
3. It proposes to vote out of office politicians who support imperialism.
4. The League says that we should admire their courage even though they are serving in an unjust war.

PRIMARY SOURCE READING 7-2

1. Strong says that God is training the Anglo-Saxon race to spread over the earth in order to civilize and Christianize the other races.
2. He says that the Anglo-Saxon race represents “the largest liberty, the purest Christianity, the highest civilization.”
3. Strong supports evolution when he refers to the survival of the fittest and when he quotes Darwin on civilized nations taking over barbarous nations.
4. It will cause the next phase of world history—the competition of the races.
5. Answers will vary. Students should defend their position with examples and facts. Most students will disagree with Strong’s position that one race is superior to another.

AMERICAN ART AND MUSIC ACTIVITY 7

1. At the age of 13, Sousa joined the United States Marine Band. He played in the orchestra at the Centennial Exposition in Philadelphia. Then in 1880, Sousa rejoined the Marine Band as conductor.

2. Three of the marches composed by Sousa were the “Washington Post March” (1889), “The Liberty Bell March” (1893), and, his most famous march, “The Stars and Stripes Forever” (1896–1897).
3. Sousa composed 10 comic operas and 70 songs. He also wrote 132 articles and seven books, including his autobiography.
4. Answers will vary but might include his accomplishments as a conductor or as a composer of marches and operas.
5. He wrote over 100 marches and in the process helped to give America a musical identity. The title was well earned both in the quality and the quantity of Sousa’s musical work.

INTERPRETING POLITICAL CARTOONS ACTIVITY 7

1. The paper under Roosevelt’s arm refers to the Venezuela crisis, in which Roosevelt set up negotiations to arbitrate the dispute between Venezuela and Italy, Britain, and Germany.
2. The New Diplomacy was Roosevelt’s decision to pursue a more active role in foreign policy for the United States.
3. The building under Roosevelt’s right arm is the United States Capitol. Its presence could show that the United States is the only important government involved, or it could suggest, by its tiny size in relation to Roosevelt, that he could proceed without interference from Congress.
4. “Speak softly and carry a big stick” is implied by the cartoon. Roosevelt carries the big stick in his hand in the form of a police nightstick.

Answer Key



5. Answers will vary, but many nationalities are stereotyped, including Latin Americans shown with sombreros and peasant clothes. Also stereotyped are Britain, Russia, China, Japan, Germany, and Turkey.
6. Europe, Latin America, and the United States are shown close together. The United States is in the center, and Europe and Latin America are on the fringes.
7. It supports Roosevelt, showing him as stern but beneficent.

RETEACHING ACTIVITY 7

- A. 5, 11
 - B. 7, 12
 - C. 10
 - D. 4
 - E. 2
 - F. 9, 13
 - G. 3
 - H. 6, 8
 - I. 1
14. Answers will vary, depending on whether the student favors isolationism or more aggressive protection of our national interests. Students should clearly express their opinions and provide reasons for their responses.

ENRICHMENT ACTIVITY 7

1. The two men in the cartoon represent the countries of the United States and Spain.
2. The two men are discussing the sinking of the *Maine*. The gentleman representing Spain appears to be submissive and polite, but he is holding a bloody knife behind his back suggesting his guilt.

3. The very dramatic headlines are in large, bold print. The more sensational details are listed first and are in larger print.
4. Students' answers will vary. Students should have a headline, some type of illustration, and one or two paragraphs about their chosen event. The information should be presented to sensationalize the event.

GUIDED READING ACTIVITY 7-1

1. They were focused on reconstructing the South, building up the nation's industries, and settling the West.
2. the economic and political domination of a strong nation over weaker ones
3. They reduced trade between industrial countries, forcing companies to look for other markets overseas.
4. accept advice from the Europeans on how to govern
5. They argued that nations competed with each other, and that only the strongest would survive.
6. Many Americans believed that just as it had been the nation's destiny to expand west, it was now their destiny to expand overseas and spread civilization.
7. by linking missionary work to Anglo-Saxonism
8. build a large modern navy
9. Japan's rulers believed that excessive contact with the West would destroy Japanese culture.
10. Japanese leaders began modernizing their country by adopting Western technology and industrializing.
11. The planters wanted the United States to annex Hawaii.

Answer Key



- 12. Europe
- 13. A customs union would require all of the American nations to reduce their tariffs against each other and to treat each other equally in trade.

GUIDED READING ACTIVITY 7-2

- 1. Cuba exported sugar to the United States, and Americans had invested in Cuba's mines, railroads, and sugar plantations.
- 2. José Martí
- 3. stories of Spanish atrocities reported in the *New York Journal* and the *New York World*
- 4. He sent it in the event that American citizens might need to be evacuated.
- 5. in the harbor in Havana, Cuba
- 6. Many Americans regarded the Spanish as tyrants.
- 7. Commodore George Dewey
- 8. Tropical diseases weakened Spanish forces and left Spain unprepared to fight.
- 9. at sea
- 10. If the United States could defeat Spain's fleet, the Spanish would not be able to get supplies to its troops in Cuba and would have to surrender.
- 11. Far more Americans died in the training camps than in battle.
- 12. a volunteer cavalry unit from the American West made up of cowboys, miners, and law officers
- 13. Colonel Leonard Wood and Theodore Roosevelt
- 14. Annexation would provide a large market for American goods.

- 15. It provided for a civil government and an elected legislature. It also called for a governor and an executive counsel, to be appointed by the president.

- 16. the Philippines

GUIDED READING ACTIVITY 7-3

- 1. industries
- 2. Korea
- 3. Russia
- 4. Open Door
- 5. Central America
- 6. Panama
- 7. Latin American or Western Hemisphere
- 8. the Dominican Republic
- 9. Mexico
- 10. arrested
- 11. Pancho Villa
- 12. Nicaragua

READING SKILLS ACTIVITY 8

Practicing the Skill

Answers will vary. Possible answers include:

Previous knowledge: urban areas suffered from overcrowding, crime, disease, poverty, and corrupt political machines. The passage says the Progressives are not satisfied that an unregulated market can solve these problems.

Inference: These reformers are likely to support political reforms, social welfare programs, and greater regulation of big business.

Applying the Skill

Answers will vary. Check students' work to make sure their inferences are based on facts and are plausible.

Answer Key



HISTORICAL ANALYSIS SKILLS ACTIVITY 8

Practicing the Skill

1. Roosevelt refers to the muckrakers, the group of writers and activists of the Progressive movement who sought reforms in politics, business practices and social welfare.
2. Roosevelt advises the muckrakers to always be truthful in their attacks, because it will make their arguments stronger.
3. In this speech, Roosevelt declares his sympathy toward the muckrakers' goals with phrases like "indispensable to the well-being of society," "There should be relentless exposure of and attack upon every evil practice, whether in politics, in business, or in social life."

Applying the Skill

Answers will vary depending on the source chosen. Ask students to include a copy of the primary source document used for the essay. Make sure that student interpretations are based on facts and are plausible.

DIFFERENTIATED INSTRUCTION ACTIVITY 8

1. Answers will vary. Possible answer: She may be suggesting that foreign-born voters do not exercise as good judgment as native-born voters, or that foreign-born voters do not have the best interests of their state or nation at heart.
2. Answers will vary. Possible answer: Both items 11 and 12 suggest stereotypes about women. Item 11 suggests that, without the vote, women are narrow-minded. Item 12 implies or suggests that women may care more about "respectable character" than issues.

ENGLISH LEARNER ACTIVITY 8

A. Pre-Reading Activity

1. Answers will vary. Possible answer: If government officials appoint their friends to important government positions, they are probably not choosing people that are most qualified for the job.
2. Answers will vary. Possible answer: Identifying people who are experts in fields such as sanitation or parks and recreation and appointing them to manage and supervise workers in that area.

C. Reading Comprehension Activity

1. La Follette said that machine control was based on "misrepresentation and ignorance."
2. Answers will vary. Possibly "Boss" Tweed of New York and the corrupt Tammany Hall politicians he is associated with.
3. by keeping the people completely informed
4. knowledge
5. learning about the local government and the actions of public officials
6. Answers will vary. Possible answers: read newspaper articles, watch debates on TV, or regular daily news broadcasts

D. Word Building Activity

Synonyms

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

Answer Key



Word Forms Chart

1. n.: information; v.: inform
2. n.: misrepresentation; adj.: misrepresentative
3. v.: ignore; adj.: ignorant
4. n.: government; adj.: governmental

CONTENT VOCABULARY ACTIVITY 8

1. true
2. true
3. false; insubordination
4. true
5. false; Prohibition
6. true
7. true
8. false; Arbitration
9. Progressives who believed that society needed more democracy were instrumental in making changes in the state election process. They introduced the direct primary, a party election where all party members could vote for a candidate to run in the general election. Other electoral changes they introduced were the initiative, which allowed a group of citizens to place an issue before the voters or legislatures for approval; the referendum, which let voters accept or reject measures proposed by the legislature; and the recall, which gave voters the right to remove elected officials from office before their terms had expired.

ACADEMIC VOCABULARY ACTIVITY 8

A. Word Meaning Activity

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

B. Word Usage Activity

Answers will vary. Example: Progressives campaigned for many reforms and new legislation that regulated big business and advocated environmental conservation.

Test Your Knowledge

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

REINFORCING SKILLS ACTIVITY 8

Practicing the Skill

Student's notes on the section will vary. In evaluating students' work use the following sample answers about "Child Labor" from this section as a guide.

Thesis: The work performed by children in mines and factories was more dangerous than that done on farms or in the home and needed regulation.

Answer Key



Arguments: (1) John Spargo's book *The Bitter Cry of the Children* presented evidence about child labor conditions. (2) This convinced states to pass laws limiting child labor and compulsory education laws.

Reactions: The argument is well-constructed and seems to support the thesis that regulation was necessary. The tone was objective and convincing.

Applying the Skill

Answers will vary depending on the topic chosen for the exercise. Ask students to supply a copy of the secondary source evaluated. Check to make sure students have accurately summarized the author's thesis and arguments and included their reactions to the author's arguments in their notes.

CRITICAL THINKING SKILLS ACTIVITY 8

Answers will vary but might include such things as legislation designed to help the poor, increased school funding, education reforms to increase the number of children attending schools, greater involvement in charitable organizations, wider interest in socialism as a way to fix societal problems, etc.

TIME LINE ACTIVITY 8

1. 1874
2. Woman Suffrage Amendment
3. National American Woman Suffrage Association
4. Bull Moose
5. 1914
6. Jeanette Rankin
7. 1919
8. Tennessee

LINKING PAST AND PRESENT ACTIVITY 8

1. The introduction of machines and power-driven tools made industrialization possible. However, it also enabled people to make a much greater impact on their environment. Loggers could cut trees with power saws in much greater quantities in less time than could the early settlers with their hand tools. Also, wood-products factories began to turn out all kinds of wood products, from furniture to paper. Consumers wanted these products, and the factories needed a steady stream of raw materials (cut trees) to satisfy the demand. Before the government established conservation policies, the logging companies cut wastefully and usually did not replace the trees. The result was a significant depletion of the forest resources.
2. The early goal of wise use meant to avoid waste. It did not emphasize replacement to ensure a continuing supply of the timber resource, as the goal of sustained yield does today. Also, "wise use" considered human use only. It did not consider the role of forests as part of their interdependent ecosystems.
3. The realization that the environment is made up of ecosystems means that management policies must consider the impact of different uses of forests on the other living things within it and the environment around it. For example, forest managers consider whether cutting large numbers of trees in an area would result in significant soil erosion or severely limit the habitat of a certain species of plant or animal. The Office of Environmental Policy was established to coordinate the conservation efforts for entire ecosystems, so that plans would consider everything within the ecosystem rather than individual species or impacts separately.

Answer Key



PRIMARY SOURCE READING 8-1

1. His duty is to provide for his family.
2. It was probably caused by diseased pork that had been determined too unhealthy for export but which the poor had to buy.
3. He refers to the fertilizer plant as a shadow, a savage beast, and hell, where there is no hope.
4. Answers may vary. Students should note that Kristoferas and the daughter of a wealthy man had the same handicap. The wealthy man was able to hire a surgeon to cure her, but even though the surgeon was willing to work on some poor people, the family had no way to get to the surgeon; they had no carfare nor could they take time off work.

PRIMARY SOURCE READING 8-2

1. The true woman is small and pretty.
2. Gilman expresses this idea when she says that Mollie was raised in a world in which home covered the known map.
3. The chief source of pride and power is economic independence.
4. The doctor points out the limitations of the female anatomy to support the position that women have a natural sphere more limited than that of men.
5. Answers may vary. Women today are expected to be able to be economically independent. They also have freedom of movement, and they have the social space to act on their impulses.

AMERICAN ART AND MUSIC ACTIVITY 8

1. Tanner's early paintings drew on themes from his African American heritage and drew attention to how African Americans were represented in art, and he challenged the stereotypical, caricatured imagery that was common at the time by showing the humanity and dignity of African American people.
2. Lack of support from fellow artists and friends in the United States resulted in Tanner moving to Paris in 1891. In Paris he found acceptance of and appreciation for his work.
3. It is the painting for which Tanner is best remembered. The painting is the end product of the artist's studies, his journeys, and his love for the city of Paris.
4. He does this in his choice of subjects, such as religious scenes and his depiction of African Americans.
5. He felt this way because in Philadelphia there was still bias against his race. He also chose controversial subjects for his paintings.

INTERPRETING POLITICAL CARTOONS ACTIVITY 8

1. The long goatee helps identify the male figure as Uncle Sam as does the letters "U.S." on his collar.
2. The object behind Uncle Sam is a rifle, and the U.S. insignia on his collar signifies the military. These symbols and the time period of the suffrage movement tell us that Uncle Sam is off to fight in World War I.

Answer Key

-
- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
3. Mrs. Sam appears as a respectable, middle-class woman, not as a radical rabble-rouser. The graphic evidence is her age (between 40 and 60 years old), her hair-style, and her dress (the modest high collar). This image supported the mainstream-suffragist argument that women voters would promote virtue and combat vice.
 4. The hat is a crown, which refers to the monarchy. The message on it refers to the supposed “divine right” of men to rule over women. Divine right was a basic justification that European monarchs gave to legitimize their power and that colonial revolutionaries like Thomas Paine criticized. Both the crown and the words on it refer to the American Revolution’s purpose of replacing monarchy with democracy.
 5. The worry of Mrs. Sam about the humiliation of wearing an outdated hat makes the United States government (and the men-only ruling of it) appear not to be modern.
 6. Answers may vary. Uncle Sam appears to hear Mrs. Sam, but he has a skeptical, slightly amused expression on his face, rather like John Adams’s response to his wife’s famous admonition to “Remember the ladies.” By these responses, Rogers criticizes the country’s response to the demands of the suffrage movement.
 7. Answers will vary, but some possibilities follow. Why do you think being a woman makes me unable to do this job? What would you say to your daughter if she wanted to be a political cartoonist? Why do you think women do not need to make their own money? Why do you think only men should have full independence?

RETEACHING ACTIVITY 8

2. **A.** President Taft; **B.** children, businesses; **C.** investigated and publicized child labor problems.
3. **A.** President Roosevelt; **B.** meatpackers; consumers; **C.** Meat sold through interstate commerce could be inspected; enforced cleaner conditions in meatpacking plants.
4. **A.** President Wilson; **B.** women; **C.** Guaranteed women the right to vote
5. **A.** President Wilson; **B.** businesses; **C.** Gave government the power to investigate companies and issue “cease and desist” orders against companies engaging in unfair trade practices.
6. **A.** President Wilson; **B.** banking industry, general public; **C.** Protected banks and depositors from economic downturns by requiring a portion of deposits be kept in reserve; provided central bank for controlling interest rates and the amount of money in circulation.
7. Answers will vary. Muckrakers uncover corruption through investigative reporting, often bringing to public attention social conditions and political corruption that need to be addressed and corrected. By shedding light on social injustice, they can inspire change. Yellow journalists exaggerate, distort, or create stories in order to attract readers and increase sales. Answers will vary concerning the media’s role in events. Students may consider news selection, slant, timing, and placement or prioritization of news reports.

Answer Key



ENRICHMENT ACTIVITY 8

1. The number of both males and females in the labor force grew rapidly, females at a faster rate than males. Women in the labor force increased from 17 percent in 1890 to 20 percent in 1920, while males declined from 83 percent to about 80 percent during the period.
2. Children in the labor force increased from 4,064,000 to 4,487,000, but in terms of percentage of total workers, this was a decline from 14.8 percent to 11.4 percent.
3. The Progressive movement affected the number of children but not the number of women. More women worked in 1920 than in 1890, but progressives were more interested in protecting women workers (limiting hours, and so on) than in preventing them from working. Although the number of children in the workforce increased slightly, it was a much smaller increase than among adult workers and, as a percentage of workers, the use of children declined.
4. Most students will conclude that wages were generally kept low because of the large numbers of women and children in the workforce.
5. Students may conclude that business owners would probably have wanted to continue to employ women and children in order to keep their production costs low. Businesses would, therefore, oppose Progressive reforms aimed at keeping children out of the workforce and limiting the hours of women and children.

GUIDED READING ACTIVITY 8-1

I. The Rise of Progressivism

- A. industrialism and urbanization
- B. crusading journalists called the muck-rakers
- C. corporations; government and political machine politics; social problems such as poverty, disease, and crime

II. Reforming Government

- A. a commission plan; council-manager system; in both experts played a greater role in running city services
- B. to make elected officials more responsive and accountable to the voters
- C. to require each party to hold a direct primary
- D. the direct election of senators by all state voters

III. Suffrage

- A. many supporters were also abolitionists who concentrated on that issue first
- B. women decided they needed the vote to promote social reforms and labor laws; they began taking political action
- C. the Nineteenth Amendment

IV. Reforming Society

- A. child labor laws and compulsory education
- B. workers' compensation laws; zoning laws; building codes
- C. breaking up trusts; creating government agencies to regulate business abuses

GUIDED READING ACTIVITY 8-2

1. Social Darwinist
2. efficient society
3. Hepburn Act
4. arbitration
5. Pure Food and Drug Act
6. conserve
7. public land sales
8. the nation's forests
9. high tariffs
10. Payne-Aldrich Tariff
11. public lands and mineral reserves
12. Children's Bureau
13. national forests

Answer Key



GUIDED READING ACTIVITY 8-3

1. He left the party to campaign as an independent.
2. introduced direct primaries; set up utility regulatory boards; and allowed cities to change to the commissioner form of government
3. laws to protect women and child laborers; workers' compensation
4. the New Nationalism
5. monopolies should be destroyed; it gave the federal government too much power over economy but did not restore competition
6. the pressure of foreign competition
7. It reduced the average tariff on imported goods.
8. provided for direct income tax on earnings
9. Banks keep a portion of their deposits in a regional reserve bank to provide a financial cushion against unanticipated losses.
10. It sets interest rates the reserve banks charge other banks, indirectly controlling interest rates and the amount of money in circulation.
11. to investigate companies and issue "cease and desist" orders against companies engaging in unfair trade practices
12. agreements that required retailers who bought from one company to stop selling a competitor's products; price discrimination
13. Since child labor was not interstate commerce, only the states could regulate it.
14. federal government plays more active role in regulating economy and solving social problems
15. voting rights

READING SKILLS ACTIVITY 9

Practicing the Skill

1. the government, and the people who are affected by things that are said which cause "clear and present danger"
2. The war. The war effort is affected by what people say.
3. The war effort might fail.
4. the Supreme Court
5. to limit free speech when it presented a "clear and present danger" during war time
6. Many people got in trouble for supposed disloyalty to the United States. Suspicions were raised about innocent people. The government took more control over people's actions.

Applying the Skill

Answers will vary. Problems on the home front that students should identify include drafting more men into the army, the military's shortage of clerical workers, the management of industry during the war, the reduction of civilian consumption of food and fuel, how to fund the massive war effort, how to prevent workers from striking, garnering public support for the war, and the balance between protecting civil liberties and protecting the country from espionage and sedition.

HISTORICAL ANALYSIS SKILLS ACTIVITY 9

Practicing the Skill

1. The American people at the home front are the intended audience of the poster.
2. The artist is attempting to convince the public that they can assist and contribute to the war effort against Germany by buying Liberty Bonds.

Answer Key



3. The poster's depiction of a menacing German soldier looming over a devastated Europe with a bloody bayonet in hand, poised to cross the ocean toward American shores, was designed to create a sense of danger and urgency among the public. His motive was to make the American people fear that even though the war was being fought on another continent across the ocean, if they did not help the war effort, such destruction and death could come here.
4. The poster exaggerates the German threat, making it propaganda. The features of the German soldier depicted are distorted, looming larger than life. The Germans are called "Huns," a term sometimes used to describe people who are deliberately destructive.
5. The fearsome image of the German soldier and the artist's strong graphic style are designed to reinforce the message imploring the audience to support the war effort by buying war bonds.

Applying the Skill

Answers will vary. Students should demonstrate an understanding of the premise stated by the Bush Administration for going to war: that they believed existence of weapons of mass destruction in Iraq posed a clear and present danger to American citizens.

Following the invasion, no such weapons were found. The decision to go to war, it has been argued, was based on faulty intelligence concerning Iraq's weapons programs. Students may conclude that those who favored the war knowingly used fallacious arguments to get Congress to authorize the invasion, or were themselves misled by incorrect information.

DIFFERENTIATED INSTRUCTION ACTIVITY 9

1. Answers will vary. Possible answer: Propaganda often involves some distortion of fact or misinformation, as well as emotional appeals (such as the image of one's homeland and the Statue of Liberty in flames) in order to reflect one specific interest or set of interests instead of a broad, balanced, or objective view. This poster distorts fact—it shows something that couldn't actually have happened at the time. Also the fire is so big that it seems as if the whole island of Manhattan and even the sea is burning, which also was not possible.
2. The color is very striking. The whole world seems to be in flames, or it seems as if it is the end of the world. The sense of wholesale destruction is very powerful. This poster is meant to create fear. On the home front, someone might wish to buy bonds to help keep such an awful event from actually happening.

ENGLISH LEARNER ACTIVITY 9

A. Pre-Reading Activity

1. Answers will vary.
2. Answers will vary.

C. Reading Comprehension Activity

1. congressman
2. had been going for four years
3. more important
4. democracy

Answer Key



D. Word Building Activity

1. authority
2. precious
3. voice
4. fearless
5. political

Student sentences will vary. Example: Having the ability to accomplish your goals is not the same as having the **authority** to do so.

CONTENT VOCABULARY ACTIVITY 9

1. self-determination
2. contraband
3. reparations
4. nationalism
5. victory gardens
6. propaganda
7. deported
8. espionage
9. convoys
10. armistice
11. general strike
12. cost of living
13. Sentences will vary. Example: The alliance system encouraged militarism or the buildup of armed forces to threaten other nations.
14. Answers will vary. Example: Increases in the cost of living led shipyard workers in Seattle to demand higher wages. When employers refused this demand — along with workers' request for hours — the shipyard workers went on strike. Eventually many types of workers joined the shipyard workers, making it a general strike.

ACADEMIC VOCABULARY ACTIVITY 9

A. Word Meaning Activity

1. focus on
2. worn down
3. settled
4. system
5. work out
6. common
7. government
8. capable

B. Word Usage Activity

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

Test Your Knowledge

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

REINFORCING SKILLS ACTIVITY 9

Practicing the Skill

1. Sponsors are the White House and the University of Virginia's Miller Center of Public Affairs. The authorship in both cases is highly credible, so the sites can be considered reliable.
2. The American President site includes links to various encyclopedias, a presidential gallery, election results,

Answer Key



presidential links, and quizzes. The White House site includes links to biographies of all the presidents. All the links are helpful and related to the topic, but the American President site offers a broader range of information on the topic of the presidency.

3. Student opinions will vary. Both sites are well designed and easily navigated. The White House design features more graphics and is, therefore, more visually interesting.
4. Student answers will vary. Reliability should be less of an issue since authorship of both sites is highly credible. Students should weigh the breadth of information provided, the quality of the design, and the focus of the sites in their answers.

Applying the Skill

Web site evaluations will vary but should show an ability to analyze the following elements: documentation of information, site authorship, currency and appropriateness of links, usefulness of information and links, ease of access, and design.

CRITICAL THINKING SKILLS ACTIVITY 9

1. The facts in Norris's speech include the following: (a) The United States had a right to cease to be neutral at any time. (b) The United States had a technical right to respect the English war zone and to disregard the German war zone. (c) The United States loaned many hundreds of millions of dollars to the allies. (d) Such loans were legal. These facts can be verified by examining the laws and treaties in force at the time of World War I, and by consulting reliable sources such as encyclopedias or histories of the war.
2. Norris's opinions include the following: (a) The United States ought to have maintained strict neutrality from the beginning

of the conflict. (b) If the U.S. had maintained neutrality, the country would not be on the verge of war. (c) Selfish motives and hopes of gain moved many people who were in favor of the war. (d) Many honest, patriotic citizens truly believe in the cause of war. (e) People who favor the war err in judgment. (f) The large amount of money loaned to the allies has been the biggest influence on public sentiment in favor of the war. Norris signals his opinions with such phrases as "to my mind," "I do not believe," "I have no doubt," "what I believe," "I think," and "there is no doubt in my mind."

3. Norris hopes to keep the United States out of the war. He seeks to convince his audience that financial interests are the driving force toward American participation in the war.
4. Because Norris believes that the war is promoted largely from "selfish motives and hopes of gain," he may possibly overstate the financial aspect of America's involvement in the war and downplay other political and patriotic reasons.

TIME LINE ACTIVITY 9

1. In 1912 an armored British car called the Napier was produced. This car could have different carriages attached to the frame, enabling it to be several types of vehicles. In September 1915, the first tank was produced. The tank was called Little Willie and could carry three men while going 3 miles per hour.
2. The Germans used the Zeppelin airships; they had their first Zeppelin raid on London in 1915. In April 1915, Germans are the first to use chlorine gas in battle. The Germans first used flamethrowers, which could direct a stream of burning liquid, in July 1915.
3. Chlorine gas was first used in April 1915. By July 1915, soldiers were provided with efficient gas masks for protection.

Answer Key



4. The Big Bertha was a type of gun called a mobile howitzer that was first produced in 1914. The gun could fire a 2,200-lb. shell over 9 miles. The Browning machine gun was purchased by the U.S. Army beginning in 1917. Over the next 18 months, over 57,000 Brownings were produced for soldiers on the Western Front.
5. The Royal Flying Corps began using tracer ammunition. Every seventh bullet was a tracer so that the pilot could see his stream of fire and adjust his aim.

LINKING PAST AND PRESENT ACTIVITY 9

1. In war, it is critical to know where the enemy is and the strength of the force. Airplanes can scan large territories in a short time. Also, until ground forces had effective ways to find and shoot down enemy aircraft, the planes could observe with little risk, unlike ground-based observers.
2. Today's reconnaissance aircraft carry sophisticated cameras and electronic sensing equipment. They have radar that can track enemy aircraft and missiles and communications equipment to call in forces to counter the threat. Satellites can scan the entire earth for hostile activity. However, today's radar and more advanced weapons also help opposing forces find and shoot down aircraft. Technology is countering these advances as well. New aircraft like the stealth fighter can avoid radar detection.
3. The use of space for military purposes is an ongoing worldwide debate. Orbiting satellites offer the unique ability to observe the entire earth. Orbiting weapons could have the potential ability to strike anywhere on the earth. A buildup of weapons in space could pose a fearful threat to the world.

PRIMARY SOURCE READING 9-1

1. According to Holmes, the United States may constitutionally restrict speech that either causes or is intended to cause a clear and present danger of creating evil.
2. The power to restrict speech is greater during wartime because of increased danger.
3. No, there is nothing about dangers posed during wartime that warrants the courts treating them differently, according to Holmes.
4. Answers may vary. The defendants did not urge or intend to urge that people take forcible action against the United States, and they did not urge or intend to urge people to take any action against waging war against Germany. Their intent was to stop United States action against the revolutionary forces in Russia.

PRIMARY SOURCE READING 9-2

1. Peace with victory humiliates the loser and is not a peace between equals. He believes that only a peace between equals can last.
2. It can be stable only if at peace.
3. He believes the most pressing question is the amount of arms that countries have.
4. They must concede and sacrifice: they must consider arms reduction; they must treat each others as equals, not as greater and lesser; they must adopt the Monroe Doctrine; they must respect freedom of the seas; they must recognize that government authority comes from the consent of the governed.
5. These words are found in the Declaration of Independence.

AMERICAN ART AND MUSIC ACTIVITY 9

1. George M. Cohan grew up performing in vaudeville, which involved a variety of

Answer Key



popular entertainment. Songs, dance, and comedy were all presented on the same stage. His musical plays often combined a mixture of these elements.

2. In addition to composing more than 500 songs, Cohan wrote 40 plays and musicals and performed in and directed many of them.
3. "Over There" was patriotic in theme, as were many of Cohan's compositions. The song reflected the innocence of a time period when people marched eagerly off to war. It was very popular and was recorded many times. "Over There" was special in that it was honored with a congressional medal.
4. Answers may vary. Many students may justly conclude that George M. Cohan is best remembered for his remarkable songwriting ability, which was not only popular during his lifetime, but many of his compositions were incorporated in later musicals. Others may suggest Cohan is best remembered as a performer and popular entertainer.
5. Answers may vary. Cohan's music was popular because it was lively, patriotic, and used song and dance to tell stories. Cohan's work reflected the mood of the time period.

INTERPRETING POLITICAL CARTOONS ACTIVITY 9

1. It is a fire truck. The graphic evidence is its shape, the coats that the men on it are wearing, and water pipes sticking up.
2. The figure on the wheel is Uncle Sam. His hat and goatee identify him. He is mocking the League.
3. Most of the men around Uncle Sam have joined him in taunting and mocking the League of Nations.
4. The fire refers to the territorial, ethnic, and nationalistic disputes about Poland

that followed World War I. These disputes threatened peace in Europe.

5. The cartoonist is criticizing America not entering the League of Nations. The evidence is the mocking attitude of Uncle Sam and the crowd of American men, coupled with the fact that America is the cause of the League's ineffectiveness, as shown by Uncle Sam sitting on the missing wheel and the sign on the wheel. Because of this taunting, America comes off as childish.
6. The American non-participation has made the League of Nations ineffective.

RETEACHING ACTIVITY 9

Answers will vary but should contain some of the following ideas:

1. **A.** The Bosnian Serbs did not want to be under Austrian-Hungarian rule. When the Archduke visited Sarajevo in 1908, Bosnian Gavrilo Princip killed him to try to unite the Slavic peoples.; **B.** Austria-Hungary declared war on Serbia in July; the system of alliances brought other nations into the conflict.
2. **A.** Germany tried to defeat France in a lightning-quick campaign so it could concentrate on the Eastern Front; **B.** The swift attack failed and lengthy trench warfare ensued.
3. **A.** German U-boats tried to break the British blockade by sinking any ship in British waters; **B.** Americans called for war. President Wilson tried to negotiate safety for noncombatants. The Sussex Pledge followed the sinking of another passenger ship.
4. **A.** The government wanted to fight antiwar activities or enemies at home; **B.** Expanded the Espionage Act by making it illegal to publicly oppose the war. Many convictions followed. Loyalty Leagues encouraged people to report

Answer Key



even private criticisms. Many felt the act violated the First Amendment.

5. **A.** Czar Nicholas II abdicated in March. In November 1917, the Bolsheviks led by Lenin established a Communist government and withdrew from the war; **B.** Free to concentrate on the Western Front, Germany launched a major offensive in France.
6. **A.** Germany loses the war and signs an armistice; **B.** The other Allied nations rejected most of President Wilson's Fourteen Points, taking away Germany's colonies and requiring reparations and acknowledgement of guilt. The Senate refused to ratify the treaty as signed. The League of Nations formed without the United States.
7. Answers may vary. Students could describe problems such as job layoffs, decline in race relations, labor unions encouraging strikes, citizens' fear of communist ideas, the "Red Scare" and resulting arrests.

ENRICHMENT ACTIVITY 9

1. Students may suggest that it was negative, implying that Americans have no individuality of dress, speech, or thought.
2. Great Britain, France, Germany; because of United States ties with those nations due to immigration and cultural influences, and because of trade.
3. Great Britain wanted the United States to enter the war on the Allied side. They would have to overcome the feelings of any Americans who were identifying with Germany.
4. America's heritage as British colonies, language and cultural ties, similar governments
5. Most American immigrants at this time were from countries of western Europe, and their sympathies were with their former homelands.

6. Students may suggest that newspaper readers are more interested in articles about excitement and violence rather than about issues or principles.
7. They may cite the yellow press in Spanish-American War days or the muck-rakers of the Progressive Era.
8. Students' examples will vary. Students should note that many interest groups release information that support their cause or issue.

GUIDED READING ACTIVITY 9-1

1. Germany
2. They feared Germany intended to expand eastward into Russia.
3. It led to an arms race between Great Britain and Germany.
4. People who share a national identity should have their own country.
5. Ottoman Empire and Austro-Hungarian Empire ruled Balkans; national groups within these empires began to push for independence.
6. Russians belonged to a similar ethnic group as the Slavs and supported their independence from the Austria-Hungarian Empire.
7. Austria; Serbia; Russia; Germany; France
8. The alliance system brought Britain into the war.
9. Their homeland had endured centuries of British rule.
10. They used propaganda to influence public opinion.
11. American banks had heavily invested in an Allied victory.
12. They deployed submarines known as U-boats, and announced that they would sink without warning ships in the waters around Britain.

Answer Key



- 13. signed the Sussex Pledge to sink no merchant ships without warning
- 14. Mexico would regain the territory it had lost in the Southwest after the war.
- 15. Germany's resumption of unrestricted submarine warfare

GUIDED READING ACTIVITY 9-2

- 1. War Industries Board (WIB)
- 2. victory gardens
- 3. Liberty and Victory Bonds
- 4. National War Labor Board
- 5. Committee on Public Information
- 6. Sedition Act
- 7. selective service
- 8. volunteers
- 9. racially segregated
- 10. armed forces

GUIDED READING ACTIVITY 9-3

- I. **Combat in World War I**
 - A. by digging trenches with barbed wire and other obstacles
 - B. grenades, bayonets, pistols, and other hand weapons
 - C. New technology was needed to break through enemy lines.
 - D. poison gas
 - E. tanks and airplanes
- II. **The Americans Arrive**
 - A. Admiral William S. Sims
 - B. to pull Russia out of the war
 - C. 93rd Infantry Division, an African American unit
 - D. General Pershing
 - E. Sergeant Alvin York

III. A Flawed Peace

- A. The "Big Four" were Wilson of the United States, Britain's David Lloyd George, France's Clemenceau, and Italy's Vittorio Orlando.
- B. creation of a League of Nations to help preserve peace
- C. They wanted harsher punishments for Germany.
- D. Germany was stripped of its armed forces, and forced to pay reparations and accept guilt for the outbreak of World War I.

GUIDED READING ACTIVITY 9-4

- 1. rationed
- 2. inflation
- 3. strikes
- 4. general strike; Seattle
- 5. police force
- 6. race riots
- 7. NAACP
- 8. Communists
- 9. bombings
- 10. Federal Bureau of Investigation (FBI)
- 11. civil liberties
- 12. disillusionment