



All American History

Volume II

Celeste W. Rakes

AAH Jr.

Lesson Plans

Stacey Lane & Celeste Rakes

Brought to you by





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Bright Ideas Press
Dover, Delaware
www.BrightIdeasPress.com
877.492.4081

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All American History Jr., Volume II
Introduction to the Lesson Plans
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Introduction

- These lesson plans are designed for a four-day weekly schedule and are specific about which day to include each component of the curriculum. There is a logic to this order. However, feel free to make changes if doing so works better for your schedule.
- *Selected* sections of the *Student Reader* have been assigned to provide a big picture of each lesson. *All the information needed to complete the notebooking pages and folderbooks can be found by reading these selections.* It will also be helpful to focus on the details listed immediately after the reading assignments in the lesson plans.
- Don't miss the explanations of terms found in the beginning of some lesson plans. These will make understanding the reading assignment easier.
- Be sure to look at all of the photographs and illustrations for each lesson found in the *Student Reader*. These were selected to be both appealing and helpful, especially for visual learners.
- Not all of the components of this curriculum (listed below) have to be used. You are free to choose what works for your family! For example, if you complete the notebooking pages, you may not want to work on the folderbooks—or vice versa.

Components

Challenge Cards

A set of challenge cards (in a flash card format) has been designed for each quarter. One or more questions from each lesson have been included to help students review important information.

Coloring Pages

One coloring page has been created for each lesson. Each page depicts significant people, events, or developments covered in that lesson's reading.

Folderbooks

Directions for creating one or more folderbooks for each quarter have been included.

Map Pack

Two sets of maps are available:

- The **blank outline maps** are to be labeled and/or colored by older students according to the directions provided in the lesson plans.

- The **answer maps** provide a way of checking older students' work. You may also show them to younger students and explain the appropriate information.

Notebooking Pages

The notebooking pages are a simpler version of the *All American History Student Activity Book*. Older students will probably be able to fill in these pages easily. Younger students may dictate their answers.

Puzzle Pack

Several crossword puzzles and word searches have been created for each quarter.

Timeline

Timeline figures have been designed for each quarter. Directions for how to assemble the timeline have also been included.

U.S. Government Mini-Lesson

A three-day introduction to the national government of the United States has been included to lay a foundation for understanding some of the people and events studied in *All American History, Volume II*. This study is optional but highly recommended. The best time to complete this mini-lesson is during the first three weeks of the first semester. You can accomplish this by using the "fifth" (unscheduled) days of those weeks to work on it.

All American History Jr., Volume II
Quarter 2 Lesson Plans
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Lesson 9: Presidents of the Gilded Age

Day 1

- If you made the Government Folderbook, spend some time reviewing it.
 - What are the three branches of our nation's government?
 - How are the U.S. Senate and the U.S. House of Representatives different?
 - What role does the Electoral College play in electing the president?
 - Explain what a veto is.
- Discuss the following terms before doing today's reading in the *Student Reader*.
 - **civil rights:** the rights of personal liberty guaranteed to U.S. citizens by the Constitution and acts of Congress (Examples include freedom of religion, freedom of speech, freedom of the press, and the rights to due process of law and equal protection under the law.)
 - **fraud:** deception intended to result in personal or financial gain; a person or thing intended to deceive others
 - **spoils system:** The practice of giving government jobs to loyal members of the political party in power, as opposed to making appointments on the basis of merit (independent of political activity). The name supposedly came from a speech in which U.S. Senator William March proclaimed "to the victor belong the spoils" after Jackson's presidential victory. The spoils system led to corruption and inefficiency in the U.S. national government, and eventually Congress established a merit system for many government jobs.
- Read pages 123–127 in the *Student Reader*.
 - In the **Atmosphere section (pages 123 through the middle of page 125)**, read "The Disputed Election of 1876."
 - Instead of reading all of the details in "The Compromise of 1877," note that:
 - The Democrats and Republicans reached a compromise that settled the disputed presidential election of 1876. As part of the Compromise of 1877, Republicans agreed to withdraw the last federal troops from the South if the voting rights and civil rights of freed slaves would be protected.

- Almost all of the presidential elections following Reconstruction until the turn of the century were hotly contested. Therefore, most of the presidents elected during this period did not have strong popular support for their policies. Most of them were also weak, non-charismatic leaders.
- In this part of the **Event section (pages 125–127)**, read the personal information about Presidents Rutherford B. Hayes and James A. Garfield—where they were born, what jobs they held before becoming president, and what their personalities were like. The paragraphs containing these details can be easily found by skimming through the material.
- For **Hayes’s presidency**, focus on the following:
 - Because of the disputed election of 1876, President Hayes was referred to as “Rutherfraud” B. Hayes and “His Fraudulency.” However, Hayes announced at the beginning of his time in office that he would serve only one term and worked hard to restore honesty and dignity to the office of president.
 - This Republican president moved quickly to remove federal troops from South Carolina and Louisiana, as promised in the Compromise of 1877.
 - Hayes worked to weaken the spoils system by insisting that appointments be made on the basis of merit, not politics. He also used his veto power thirteen times to put down Congress’s attempts to pass laws to weaken the powers of the president.
- For **Garfield’s presidency**, focus on the following:
 - Known as the “last of the log cabin presidents,” this Republican became president during a period when there was a great need for reform in politics. At this time the Republican party was split into factions: Garfield belonged to the Half-Breed faction; his vice president, Chester A. Arthur, belonged to the Stalwart faction.
 - Just a few months after taking office, President Garfield was shot at a Washington, D.C., railroad station by a man who was angry with Garfield for not giving him a diplomatic appointment. He became the fourth president to die in office.
- Complete the Lesson 9 Notebooking Page “Presidents of the Gilded Age: Rutherford B. Hayes and James A. Garfield.”

Day 2

- Discuss the following terms before doing today’s reading in the *Student Reader*.
 - **nonconsecutive:** When one thing does not follow directly after another. Grover Cleveland served two nonconsecutive terms as president, which means that his second term did not immediately follow his first term.
 - **monopoly:** a company or group that has exclusive control of a product or service

- **bankruptcy:** the legal process in which a person or company declares inability to pay debts
- **anarchist:** someone who believes the state (government) is unnecessary and harmful and instead promotes a stateless society (anarchy)
- Read pages 128–134 in the *Student Reader*, stopping at “Impact.”
 - In this part of the **Event section**, look over the presidencies of Chester A. Arthur, Grover Cleveland, Benjamin Harrison, and William McKinley. Read their personal information. The paragraphs containing these details can be found fairly easily by skimming through the material.
 - For **Arthur’s presidency**, focus on the following:
 - Chester A. Arthur had never been elected to a single public office before becoming vice president. However, this faithful member of the Republican party had received a number of important political appointments from powerful friends as a reward for his help in getting them elected. Thus, Arthur was strongly associated with the spoils system.
 - Arthur surprised everyone by refusing to give his fellow Stalwarts special political favors. The Pendleton Act, which set up a merit system for many federal government jobs, was passed during his time in office.
 - While Arthur was president, Congress also passed what became known as the Mongrel Tariff. Congress lowered tariffs on a few items but increased them on most manufactured goods. This compromise satisfied no one.
 - For **Cleveland’s presidency**, focus on the following:
 - Grover Cleveland was the first Democrat to be elected president after the Civil War and the only U.S. president to serve two nonconsecutive terms. He also was the first president to be married in the White House.
 - As president, Cleveland vetoed over 300 bills and also had over 100 pocket vetoes.
 - The first law placing railroads under federal regulation, the Interstate Commerce Act, was passed while Cleveland was president. This act required railroad rates to be fair and reasonable, forbade discrimination, and gave the public the right to inspect railroad rates and schedules.
 - Within three months of assuming office for the second time, Cleveland was faced with the Panic of 1893. This panic was followed by four years of the worst depression to date in American history.

- For **Harrison's presidency**, focus on the following:
 - This Republican president carried the Electoral College by sixty-five votes but received one hundred thousand fewer popular votes than his opponent, Grover Cleveland.
 - One of the most significant laws passed during Harrison's term in office was the Sherman Antitrust Act, which expanded the power of Congress to control business monopolies.
 - The McKinley Tariff, which called for the highest peacetime tariff rates to date, was passed during Harrison's time as president.
 - The Sherman Silver Purchase Act, also passed while Harrison was president, required the U.S. Treasury to buy 4.5 million dollars of silver each month. This led to more money being placed in circulation and a decrease in the purchasing power of the dollar. Midwest farmers, who were struggling financially, were strong supporters of this act because they believed more money in circulation would help them to avoid bankruptcy.
- For **McKinley's presidency**, focus on the following:
 - The most significant event during this Republican president's first term in office was the Spanish-American War.
 - Only a few months after his second inauguration, McKinley was shot by a mentally unstable anarchist at the Pan-American exposition in Buffalo, New York. He died eight days after the shooting.
- Complete the Lesson 9 Notebooking Pages "Presidents of the Gilded Age: Chester A. Arthur and Grover Cleveland" and "Presidents of the Gilded Age: Benjamin Harrison and William McKinley."

Day 3

- Complete the Lesson 9 Folderbook assignment.
- Add the Lesson 9 Timeline Figures to your timeline. Write the following dates on the appropriate figures: Rutherford B. Hayes: **1877–1881**, James A. Garfield: **1881**, Chester A. Arthur: **1881–1885**, Grover Cleveland: **1885–1889** and **1893–1897**, Benjamin Harrison: **1889–1893**, and William McKinley: **1897–1901**.
- Label **North Dakota, South Dakota, Montana, Washington, Idaho, Wyoming**, and **Utah** on Outline Map 8, "States Added to the Union: 1878–1901."

Day 4

- Review the Lesson 9 Challenge Cards.
- Color the Lesson 9 Coloring Page.

- If it is an election year, create an election banner for your favorite politician.
- The Disney movie *The One and Only Genuine Original Family Band* takes place during the time of Benjamin Harrison and Grover Cleveland. See if you can find a copy of the movie and watch it. Notice the clothing, houses, and other cultural aspects of the Gilded Age it depicts.

Lesson 10: The Spanish-American War and Its Aftermath

Day 1

- Discuss the following terms before doing today's reading in the *Student Reader*.
 - **diplomacy:** The art of managing negotiations between two or more countries, in order to maintain political, economic, and social relationships. President McKinley tried to use diplomacy to keep the United States from going to war with Spain over Cuba.
 - **yellow journalism:** sensational reporting that manipulated and exaggerated a situation to increase newspaper sales
 - **neutrality:** refusal to take part in a war between two or more other countries
- Read pages 139–142 in the *Student Reader*.
 - In the **Atmosphere section (pages 139–142)**, focus on the following:
 - At the end of the nineteenth century, the islands of Cuba and Puerto Rico were all that remained of Spain's empire in the New World. Because Spanish rule in Cuba was harsh and oppressive, Cuban revolutionaries kept attempting to free the island from Spanish control.
 - American businessmen were concerned about the continued upheaval in Cuba because of this island's close proximity to the United States (just ninety miles south of Florida) and because of the millions of dollars that U.S. businessmen had invested in the Cuban sugar industry.
 - On January 24, 1898, the *USS Maine* was sent to Cuba to protect U.S. interests and citizens there. Less than a month later, the *Maine* was mysteriously sunk in Havana harbor. Although the cause of the explosion was undetermined, Americans blamed Spain and continued to sympathize with the Cuban rebels.
 - American newspaper journalists fanned the flames of war by engaging in yellow journalism. They often misrepresented the facts of the Cuban situation and even deliberately invented stories that excited the American public.
 - President McKinley tried to maintain an American position of neutrality. Theodore Roosevelt (assistant secretary of the navy) and many others (bankers, manufacturers,

and other government officials) criticized McKinley for not exercising strong leadership in the Cuban crisis.

- Complete the Lesson 10 Notebooking Page “The Spanish-American War: Steps to War.”

Day 2

- Discuss the following term before doing today’s reading in the *Student Reader*.
 - **nationalism:** Devotion to one’s country, usually provoked by a common enemy or experience. For example, feelings of nationalism were strong in the United States following the terrorist attacks on September 11, 2001. Fighting and winning the Spanish-American War gave northerners and southerners a common enemy to fight and brought about widespread feelings of American nationalism.
- Read pages 143–145 in the *Student Reader*, stopping at “Battle of Manila Bay.” Pick up your reading again on the bottom of page 147 (“Paris Peace Treaty and Continued Conflict in the Philippines”) and read to the middle of page 150, stopping at “Impact.” Pages 145–147 discuss different battles of the war. You may choose whether or not to read this section. This information will not show up in any of the supplemental activities.
 - In the first part of the **Event section (pages 143–145)**, focus on the following:
 - The United States declared war on Spain on April 25, 1898. The country had drastically reduced its army after the Civil War. Most American troops were stationed on the western frontier to deal with continued resistance by Native Americans.
 - McKinley issued a call for volunteers two days before the United States declared war on Spain. Within a month, almost 125,000 Americans had volunteered. However, most of the volunteer units were poorly equipped and inadequately trained.
 - McKinley named Major General Nelson Miles as commander of the U.S. armed forces in Cuba. Troops were brought to Tampa, Florida, and transported by ship to Cuba.
 - Teddy Roosevelt resigned his position as assistant secretary of the navy to help organize the First U.S. Volunteer Cavalry, which became known as the Rough Riders.
 - The United States had begun to build a modern steel navy in the 1880s and 1890s, and the U.S. Navy had four battleships for every one owned by the Spanish. American naval victories in the Pacific (the Philippines) and in the Caribbean (Cuba and Puerto Rico) within a short period of time led to a quick end to the Spanish-American War.
 - In the remainder of the **Event section (pages 147–150)**, focus on the following:
 - The Spanish-American War was a very short war. After 113 days of fighting, the United States lost only 379 troops in combat. However, over 5,000 Americans involved in the war died from disease.

- Commissioners from Spain and the United States met in Paris in October 1898 to draw up a peace treaty. The Paris Peace Treaty gave the United States the Philippines, Puerto Rico, and Guam. Spain also gave Cuba its independence.
- This “splendid little war” was popular with many Americans. Fighting and winning the Spanish-American War led to a new sense of nationalism, and the United States emerged from the war as a new world power.
- Complete the Lesson 10 Notebooking Page “The Spanish-American War: The War and Its Aftermath.”

Day 3

- Complete the Lesson 10 Folderbook assignment.
- Add the Lesson 10 Timeline Figure to your timeline. Write the date **1898** on this “Spanish-American War” figure.
- Label **Cuba, Santiago, Guantanamo Bay, Haiti, the Dominican Republic, and Puerto Rico** on Outline Map 9, “The Spanish-American War.” Use page 144 in the *Student Reader* as a reference.

Day 4

- Review the Challenge Cards for Lessons 9–10.
- Color the Lesson 10 Coloring Page.
- Look up the symptoms of malaria, typhoid fever, and diphtheria. What are your chances of getting these diseases?
 - <http://kidshealth.org/parent/infections/parasitic/malaria.html>
 - www.aboutkidshealth.ca/En/HealthAZ/ConditionsandDiseases/InfectiousDiseases/Pages/Typhoid-Fever.aspx
 - <http://kidshealth.org/parent/infections/lung/diphtheria.html>
- Teddy Roosevelt was an advocate of the “strenuous life.” He battled back to health from childhood illness by his vigorous approach to living. Does your family need to find more ways to get physical exercise and keep your bodies strong? Be inspired by Roosevelt’s example. Encourage one another and hold each other accountable!

Lesson 11: The Last Western Frontier

Day 1

- Discuss the following term before doing today's reading in the *Student Reader*.
 - **transcontinental:** extending across a continent
- Read pages 155–159 in the *Student Reader*.
 - In the **Atmosphere section (page 155 through the top of page 157)**, focus on the following:
 - Between 1870 and 1900, large groups of pioneers moved west to settle the Great Plains, the last American frontier.
 - Those who farmed the land were helped by new steel plows and new types of wheat that could survive harsh winters.
 - Miners searched the Rockies for silver and gold, and cowboys participated in long cattle drives.
 - A burst of railroad building in the American West and the completion of the first transcontinental railroad in 1869 helped to promote this westward expansion.
 - In this part of the **Event section (pages 157–159)**, focus on the following:
 - The Homestead Act of 1862 permitted settlers to claim 160 acres of public land in the West by living on it for five years, cultivating it, and paying a small fee.
 - American families moved westward in groups or trains of Conestoga wagons. During their travels, they faced the possibility of being attacked by hostile Native Americans or bandits. They also endured extremes of weather and other hardships along the way.
 - As pioneer families settled into their new homes, they encountered many obstacles: locust and grasshopper invasions, droughts, isolation, loneliness, and roller-coaster economic conditions.
- Complete the Lesson 11 Notebooking Page “Last Western Frontier: Homesteaders.”

Day 2

- Discuss the following term before doing today's reading in the *Student Reader*.
 - **massacre:** killing of a large number of people or animals. Often the killing is random and unprovoked.

- Read pages 160–165 in the *Student Reader*, stopping at “Impact.”
 - In this part of the **Event section**, focus on the following:
 - Mining fever in the American West started with the discovery of gold in the mountains of California in 1848. The prospectors who traveled to California during this gold rush became known as Forty-Niners.
 - Towns that sprang up wherever mineral deposits were discovered were called boomtowns. Eventually, most of these boomtowns became ghost towns when miners moved on to other potential mining sites.
 - Three of the most important cow trails used for the long cattle drives (1865–1886) were the Chisholm Trail, the Santa Fe Trail, and the Goodnight-Loving Trail.
 - The expansion of western railroads and the invention of barbed-wire fencing by Joseph Glidden brought the long cattle drives to an end.
 - The most important animal to the Native American tribes of the Great Plains was the buffalo. By the late 1880s, almost all of the buffalo on the Great Plains had been slaughtered by white Americans, and almost all of the Great Plains Indians had been forced onto reservations.
 - On June 25, 1878, army troops of the 7th Cavalry, led by Lieutenant Colonel George Custer, were massacred by Sitting Bull and his allies near the Little Big Horn River in Montana. The American public was outraged over this military disaster, and thousands of cavalymen were sent to the area to pursue the Great Plains Indians.
 - The long years of the Indian Wars were brought to an end by the massacre of the Sioux chief, Big Foot, and over three hundred of his followers at Wounded Knee Creek in South Dakota.
- Complete the Lesson 11 Notebooking Page “Last Western Frontier: Miners, Cowboys, and Native Americans.”

Day 3

- Complete the Lesson 11 Folderbook assignment.
- There are no Timeline Figures for Lesson 11.
- Label the **Great Northern, Northern Pacific, Union Pacific, Topeka-Santa Fe, and Southern Pacific Railroads** on Outline Map 10, “Major Western American Railroads: 1880.” This information can be found on page 157 in the *Student Reader*.

Day 4

- Review Challenge Cards for Lessons 9–11.
- Color the Lesson 11 Coloring Page.
- Read more about buffalo. Try these websites for more information:
 - <http://animal.discovery.com/guides/mammals/habitat/tempgrassland/ambison.html>
 - www.nps.gov/wica/naturescience/bison-buffalo-bison-bison.htm
- Sing “Home on the Range.” This website has the words: www.kididdles.com/lyrics/ho2o.html.
- Plan a field trip to your local hardware store to look at barbed-wire fencing. Review who invented this type of fencing and how its invention affected the open range in the western United States during the Gilded Age.
- Dress like a cowboy. If you don’t have the attire for a cowboy, you might take a trip to the local thrift store. Here is a list of things to look for: bandanas, boots, vest, cowboy hat, blue jeans or skirt, rope for a belt or lasso, and a sheriff’s badge (could be made using cardboard and aluminum foil).
- Watch one of the old western TV shows like *Gunsmoke* or *The Wild, Wild West*. Discuss how historically accurate you think the show is.
- If there is passenger train service near where you live, plan a field trip to the train station and take a ride on a train.
- Play one of the many railroad games, such as *Rail Baron* or *Ticket to Ride*.
- Watch the Peanuts movie *The Building of the Transcontinental Railroad* (part of the *This Is America* series).

Lesson 12: The Second Industrial Revolution

Day 1

- Read pages 169–174 in the *Student Reader*, stopping at “Immigration.”
 - In the **Atmosphere section (pages 169 through the top of page 171)**, focus on the following:
 - The period from the Civil War until 1890 is sometimes called the Second Great Industrial Revolution. During this time, American oil, steel, and railroad industries grew at an amazing pace.