

All American History

Volume II

Uniting America's Story, Piece by Piece

The Civil War to the 21st Century Student Reader



A full year's curriculum in 32 weekly lessons

CELESTE W. RAKES

*All American History, Volume II: Uniting America's Story, Piece by Piece;
The Civil War to the 21st Century — Student Reader*
by Celeste W. Rakes
Vol. II of the All American History series

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INTRODUCTION

In developing the curriculum that became *All American History*, I had several specific goals in mind. First of all, I knew that I wanted to structure the material both chronologically and thematically. After I had completed my research, I found that I had enough information for eight distinct themes or units (Volume 1 — Explorers, Colonies, American Revolution, and Period of Establishment, and Volume 2 — Civil War, Gilded Age, World Wars, and Cold War). Once I had finished writing those unit studies, I found that I had produced eight lessons for each unit — enough for a two-year program! By organizing my curriculum around these thematic units, I hoped to create a simple and memorable framework for my students to “plug in” the historical information that they learned.

My second goal was to provide my students with the basic factual information that I felt they should learn for each unit. Many history curricula provide a wealth of suggestions for projects and activities but require the teacher or student to gather the information necessary to do them. Although my program offers many opportunities for further exploration, it can still be used effectively without spending countless hours looking for information at the public library or buying a large number of history books to have on hand at home. Those students who want to tackle the research projects in each lesson can easily do so using a computer with Internet access.

In addition to establishing a helpful learning structure and supplying the essential historical information, I also hoped to create a variety of educational experiences for my students to enhance their study and understanding of American history. Too often the study of history means reading a boring textbook, regurgitating the facts from that textbook on a test, and possibly writing the answers to a few homework questions and a report or two. That is not what I wanted history to mean to my children

and to my co-op students! I wanted them to experience and believe that history is not boring — that it is the story of real people through the ages.

In order to provide a diversity of educational experiences, I attempted to incorporate into my curriculum many study options beyond the mastering of basic historical information. These included:

- reading opportunities (biographies and historical fiction for each unit)
- writing projects (creative writing, as well as the compilation of fact sheets into notebooks on several topics)
- artistic and other hands-on work (original art projects, as well as flags to color, pictures of historical figures to associate with important events, maps to label, timelines to produce)

I also made a special effort to emphasize the social and cultural aspects of American history, much more so than most history curricula do. My belief is that history comes alive for students when they learn how people in past periods of history lived — what kind of clothes they wore, the houses they lived in, the foods they ate, the games they played, the schools they attended, and so forth. In developing this curriculum, I spent much time researching this aspect of history and trying to make it accessible to the students.

My final goal in creating this history program was to provide opportunities for my students to cement in their minds the important information from each unit. Again, I wanted to develop a variety of methods to accomplish this. The factual information that the students read and discuss includes impact bullets at the end of each lesson, summarizing the main points. Each lesson also has simple review questions that highlight the significant details. Finally, there are several hands-on activities and games for each unit that serve the purpose of review.

UNIT TWO

THE GILDED

AGE

Lessons 9 – 16

Historians have used a variety of names to refer to the period in American history from the end of Reconstruction until the early years of the twentieth century. Some of these include:

- The Age of Enterprise
- The Age of Optimism
- The Victorian Age

Those who called this era the Age of Enterprise sought to emphasize the fact that during these years the United States was undergoing a second industrial and business revolution. Others, who chose the phrase Age of Optimism, wanted to stress the hopefulness that Americans in this period felt concerning the future of their country.

The name *Victorian Age* has been used by historians to describe the period in Western history from 1837 until 1901 — the years of the reign of Queen Victoria of Great Britain. Queen Victoria's influence was far reaching, not only in her own country but throughout the Western world. These years, especially the last quarter of the nineteenth century, marked a time of great change in the industrial nations

of England, France, Germany, and the United States. By the turn of the century, the United States had been transformed from a predominantly agricultural nation, known for its sectionalism, into a more urban, industrialized, and centralized society.

The Gilded Age was the name of a satirical novel, written by Mark Twain and Charles Dudley Warner and published in 1873. Over time, this phrase began to be used to describe the last quarter of the nineteenth century in the United States. An object that is “gilded” has been covered with a thin veneer of gold to give a deceptively attractive appearance. Thus, the name Gilded Age was used to convey a dual image — America’s great material progress and the widespread corruption that lay hidden underneath it. Although the United States appeared to be a land of limitless possibilities, it was also a place where many political and economic leaders were known for their greed and corruption. Tremendous wealth existed side by side with desperate poverty.

From the end of Reconstruction until the turn of the century, Americans saw wave after wave of new developments — the taming of the western frontier, the end of the Indian Wars, the excitement of the cattle drives and then their demise, the influx of immigrants from Europe, and the organizing of labor. An American victory in the Spanish-American War established the United States as an imperial power in the world, and new technology radically transformed American society at home. Despite the inequities and uncertainties of American life, most of its citizens looked to the future with high expectations and confidence. As the twentieth century began, a Progressive movement emerged from the optimism and energy of the Gilded Age, a movement that served as a bridge between the nineteenth century and the Great War (1914 – 1919).

LESSON 9

Presidents of the Gilded Age 1876 — 1901 A.D.

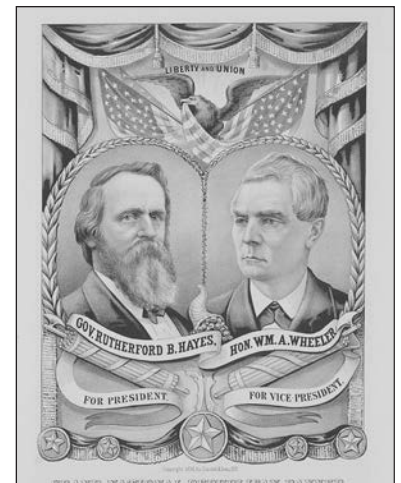
ATMOSPHERE

THE DISPUTED ELECTION OF 1876

The presidential election of 1876 was dominated by the themes of Republican corruption and economic hard times. The scandals that had been uncovered during Grant's administration had hurt the Republican Party, and many in the country had grown dissatisfied with Republican Reconstruction policies. The Panic of 1873 had led to an economic depression, which was showing no signs of lessening.

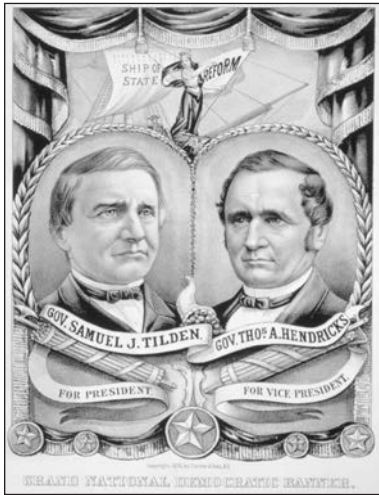
The Republicans chose Rutherford B. Hayes as their presidential candidate. Hayes, a dark horse nominee, was an Ohio native with a Harvard law degree. A major general in the Union army, he had served in the U.S. House of Representatives and as governor of Ohio after the war, with a record free from scandal. The Democrats nominated Samuel Tilden, a brilliant railroad lawyer and the former governor of New York. Tilden had become nationally known for breaking up the infamous Tweed gang, which had defrauded New York City of millions of dollars.

All signs pointed to a victory for the Democratic candidate in 1876. Even Hayes himself did not believe that he could win. However, this presidential contest evolved into one of the most extraordinary in



**Election banner for
Hayes / Wheeler**

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**Election banner for
Tilden / Hendricks**

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The Compromise of 1877

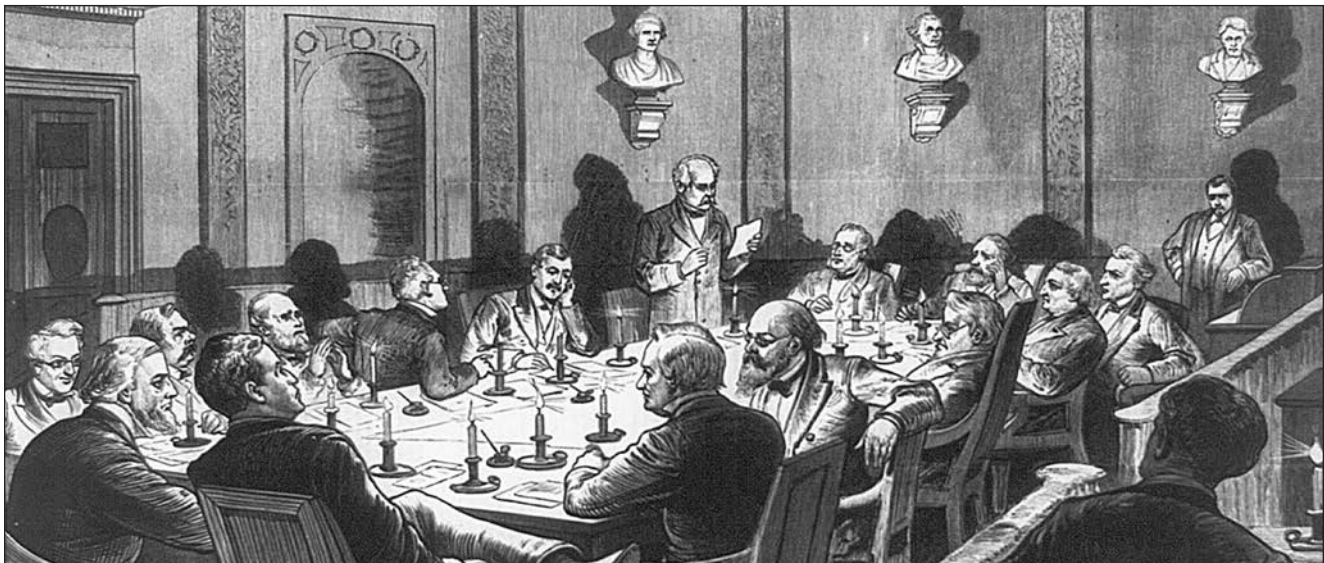
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American history. On election day, Tilden received the larger number of popular votes. However, the electoral votes of three southern states (Florida, Louisiana, and South Carolina) were claimed by both parties. This left Tilden with 184 electoral votes, one short of the 185 that he needed to win the presidency. Hayes had 165 electoral votes, and 20 electoral votes were in question.

In order to deal with these disputed electoral votes, Congress set up a fifteen-member commission (five from the Supreme Court, five from the U.S. Senate, and five from the U.S. House of Representatives) to decide which candidate would receive the votes. This commission, voting along strict party lines (8 – 7), gave all the disputed votes to Hayes, thus assuring his election as president. The final electoral vote tally was 185 for Hayes and 184 for Tilden.

THE COMPROMISE OF 1877

When presented with the commission's decision, southern Democrats threatened a filibuster to hold up completion of the electoral vote count in Congress. A long series of conferences followed, in which the Democrats and the supporters of Hayes hammered out what has become known as the Compromise of 1877. As a result of these



negotiations, southern Democrats were promised a cabinet seat, subsidies for railroad construction, and a voice in the distribution of federal jobs in the South. Republicans also agreed to withdraw the last federal troops from the South (in South Carolina and Louisiana) if the constitutional voting and civil rights of freed slaves would be protected. After being promised these concessions, the Democrats agreed not to dispute the commission's decision.

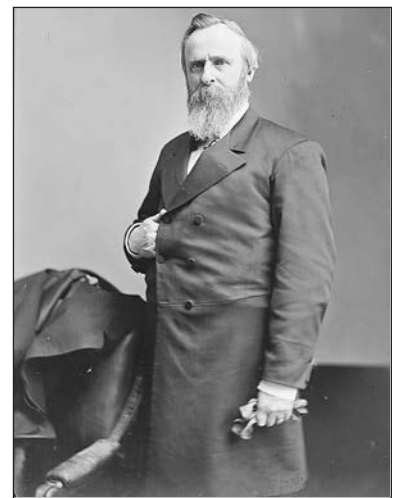
Almost all the presidential elections following Reconstruction until the turn of the century were hotly contested. Therefore, most of the presidents during this period came into office with very narrow victories and lacked a strong popular mandate for their policies. Compared to the great industrial and business magnates of the period, most presidents during the Gilded Age were not known as strong, charismatic leaders.

EVENT

RUTHERFORD B. HAYES (1877 – 1881)

During Hayes's first months as president, he was referred to as "His Fraudulency" and "Rutherfraud" B. Hayes in many newspapers. However, Hayes was a hard-working leader, who wanted to restore dignity and honesty to the office of the presidency. At the beginning of his administration, he announced that he would serve only one term in office. Hayes also moved quickly to order federal troops out of South Carolina and Louisiana, as had been promised in the Compromise of 1877.

Although Hayes had committed to protecting the rights of freed slaves, he also wanted to build a new Republican Party that southern businessmen and conservatives would support. During the first years of his presidency, the nation's economic depression continued. Hayes, however, resisted pressure from farmers and labor to increase the amount of paper money and silver coins in circulation and resumed the payment of gold for government bonds issued to finance the Civil War. These actions helped to restore the nation's financial stability.



Rutherford B. Hayes

*Library of Congress, Prints and
Photographs Division [LC-DIG-cwpbh-05116]*

Although many southern leaders approved of the president's conservative economic policies, they did not believe they could survive politically if they joined the Republican Party, known in the South as the party of Reconstruction.

During his term in office, Hayes also worked to weaken the spoils system, the use of appointments to public office as a reward for political party loyalty. When Hayes became president, he removed fewer federal employees than any president since John Quincy Adams, which angered his fellow Republicans. He insisted that appointments be made on the basis of merit and not on mere political considerations. President Hayes also used his veto power thirteen times to put down attempts by Congress to pass legislation curbing presidential powers.



James A. Garfield

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JAMES A. GARFIELD (1881)

Known as the “last of the log cabin presidents,” James Garfield was another dark horse nominee of the Republican Party. This Ohio native had served in the Union army, eventually being appointed a major general. After the war, he had been elected to the U.S. House of Representatives, and he received the nomination for president after being elected to his first term in the U.S. Senate. In the 1880 election, Garfield defeated the Democratic nominee, General Winfield Scott Hancock, by only ten thousand popular votes.

Garfield became president during a period when there was a great need for reform in politics. During his short time in office, he strengthened federal authority over the New York Customs House, which had been controlled by New York Senator Roscoe Conkling. Conkling was a leader of the Stalwart faction of the Republican Party, as was Garfield's vice president, Chester A. Arthur. Garfield, on the other hand belonged to the Half-Breed faction of the Republican Party. Stalwarts had received only minor posts in Garfield's administration, whereas Half-Breeds had been given the more important government jobs.

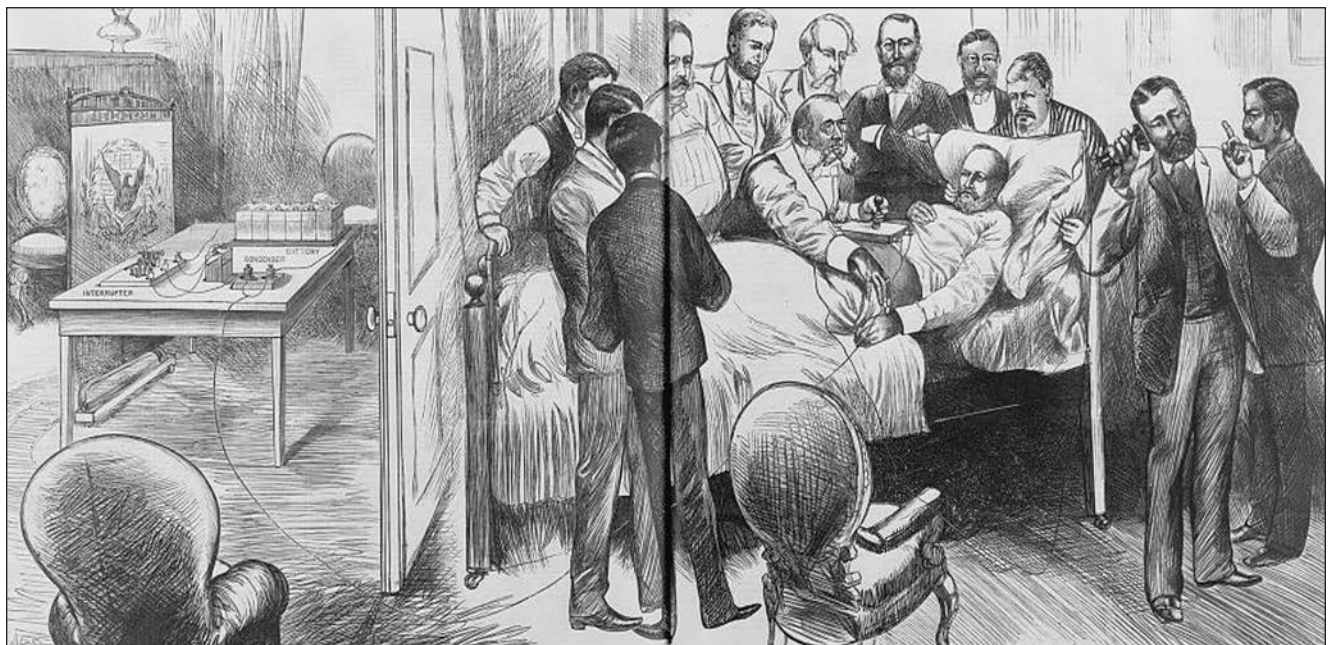
On July 2, 1881, just a few months after taking office, President Garfield was shot at a Washington, D.C., railroad station by an attorney

named Charles Guiteau. Obviously mentally unbalanced, Guiteau was angry with Garfield because he had not been given a diplomatic appointment in the new administration. He had been stalking the president for almost a month, believing that he had been chosen by God to kill Garfield so that Vice President Arthur could become president. Guiteau was found guilty of murder and hanged June 30, 1882, in a jail in Washington, D.C.

James Garfield spent less than two hundred days as president, and nearly half of that time he lay on his deathbed. Alexander Graham Bell was called to the president's bedside and asked to use his induction-balance electrical device in an attempt to locate the bullet still lodged in Garfield's body. Bell's efforts were not successful. Following Garfield's death, an autopsy of his body revealed that the president's doctors had misjudged the bullet's path and that none of his major organs had been damaged. However, their failure to use sterile instruments and to maintain germ-free conditions caused Garfield to develop an infection that led to an internal hemorrhage. On September 19, 1881, he became the fourth president to die in office.

**President James Garfield
on his deathbed as
Alexander Graham Bell
uses his listening device in an
attempt to locate the bullet**

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Chester A. Arthur
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CHESTER A. ARTHUR (1881 – 1885)

Chester Arthur was a courteous, handsome, wealthy gentleman, whom many Americans believed to be unfit to assume the presidency. Born in Vermont, Arthur had worked as a lawyer and as an administrator for the Union army. He had never been elected to a single public office before becoming vice president. However, he had worked faithfully for the Republican Party and had received important political appointments from powerful friends as a reward for helping them get elected. Thus, Arthur was strongly associated with the spoils system.

However, Chester Arthur surprised his critics by conscientiously fulfilling his presidential duties and by refusing to provide his fellow Stalwarts with special favors. In fact, his presidency became best known for civil service reform, spurred on by the circumstances of Garfield's assassination. In 1883, Congress passed the Pendleton Act, which established an independent Civil Service Commission and a merit system for many government jobs. These government positions could be obtained only through competitive written exams, and employees holding these positions were protected against removal for political reasons.

During his presidency, Arthur dealt with a very divided Congress. Both Democrats and Republicans were split into hostile factions, and questions about reforming tariffs (the tax charged on imported and exported items) highlighted these divisions. Because the federal government had been accumulating yearly surpluses, President Arthur appointed a commission to revise the tariff system. The commission called for a general tariff reduction of 20 to 25 percent. However, Congress ignored the commission's recommendations and passed a compromise measure that satisfied no one. Although duties were lowered on a few items, they were actually increased on most manufactured goods. Many amendments were also added to the bill to protect the interests of the constituents of various congressmen, which led to the tariff's being referred to as the Mongrel Tariff. By the time of the 1884 election, a divided Republican Party decided not to renominate Arthur as its candidate for president.



**Editorial depiction of
 the Mongrel Tariff**
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 Photographs Division [LC-USZ62-50177]

GROVER CLEVELAND (1885 – 1889)

Cleveland was the first Democrat to be elected president after the Civil War and the only U.S. president to serve two nonconsecutive terms. Born in New Jersey, Cleveland was raised in upstate New York as one of nine children in a pastor's family. As an adult, he worked as a lawyer and served as the mayor of Buffalo and governor of New York. He won the presidency in 1884 with the combined support of the Democrats and the Mugwumps — a group of reform Republicans who considered his opponent, Senator James Blaine, to be corrupt. Cleveland was a bachelor when he began his administration but became the first president to be married in the White House when he wed Frances Folsom a year later.

A large, outspoken individual, Grover Cleveland was a conscientious leader who was determined to do what was just and right. As president, he vetoed over 300 bills and also had over 100 pocket vetoes (compared to a total of 132 bills vetoed by the previous twenty-one presidents). The following was Cleveland's description of his philosophy of leadership: "I shall make whatever decisions I must with as much wisdom as I possess. No outcry from those around me will cause me to alter my course. No newspaper editorials or election will tell me whether I have decided correctly. For that, I shall listen to my Maker when he chooses to call me home."⁹

During his first term in office, Cleveland especially angered the railroads by forcing them to return eighty-one million acres that they held by government grant and by signing the Interstate Commerce Act. The first law placing railroads under federal regulation, the Interstate Commerce Act, required railroad rates to be fair and reasonable, forbade unfair discrimination, and gave the public the right to inspect railroad rates and schedules. An independent regulatory agency known as the Interstate Commerce Commission was established to investigate and stop abuses by railroad companies.

As Cleveland prepared to run for re-election in 1888, he decided to make the central issue of his campaign the failure of Congress to pass a tariff reduction. In December of 1877, the president devoted his entire annual message to Congress to the issue of a lower tariff — a



Grover Cleveland

*Library of Congress, Prints and
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position very popular in the South. Although Cleveland succeeded in winning the popular vote by a small margin in 1888, he lost in the Electoral College to the Republican candidate.



Benjamin Harrison
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BENJAMIN HARRISON (1889 – 1893)

The Republican candidate in 1888 was Benjamin Harrison, grandson of President William Henry Harrison. Born at his grandfather's house in Ohio, Harrison was a lawyer, Civil War hero, and U.S. senator from Indiana. The election of 1888 took place during a time of growing economic and social unrest in the United States. Small companies were finding it hard to compete with large corporations that had joined together to form trusts. Farmers were also disgruntled. Although Harrison received one hundred thousand fewer popular votes than Cleveland, he carried the Electoral College by sixty-five votes. A quiet and withdrawn man, Harrison did not possess a charismatic personality. However, he was highly intelligent, hard-working, and honest, with exceptional administrative gifts. Because of his perceived coldness and independent spirit, Harrison was never really popular with the American public.

As president, Benjamin Harrison signed substantial appropriation bills that expanded the U.S. Navy and the merchant marine. He also hoped to annex Hawaii, but his term of office ended before the Senate acted on the treaty of annexation. One of the most significant bills passed during Harrison's term in office was the Sherman Antitrust Act, which expanded the power of Congress to control business monopolies or trusts. However, the Sherman Antitrust Act had loopholes that made it difficult to enforce. It was weakened further by the Supreme Court, which used the Fourteenth Amendment to provide protection for corporations or trusts.

The most difficult issue faced by Harrison was the ongoing tariff controversy. High tariffs were still creating a surplus in the federal treasury, and supporters of low tariffs argued that this was hurting American business. Republican leaders in Congress, however, claimed that lowering duties would just flood American markets with cheap foreign goods and eventually drive down wages for

American workers. Eventually, the Republicans succeeded in gaining passage of the McKinley Tariff, which called for the highest peacetime tariff rates to date.

The Sherman Silver Purchase Act, also passed during Harrison's term in office, required the U.S. Treasury to buy 4.5 million dollars of silver each month, which was almost the total output of American silver mines. This silver was purchased with paper money that could be cashed in for gold. Very quickly, these silver purchases depleted the U.S. Treasury's reserve gold supply, which backed up the value of all U.S. currency. More money was placed in circulation, which decreased the purchasing power of the dollar. Midwest farmers, who were in deep financial trouble, were strong supporters of the silver purchase act. They believed that having more money in circulation would enable them to avoid bankruptcy.

GROVER CLEVELAND (1893 – 1897)

The 1892 presidential election was a rematch between Cleveland and Harrison. This time Cleveland won, and the Democrats also gained control of both houses of Congress. Many Americans were unhappy with the high prices brought on by the McKinley Tariff and were not convinced that President Harrison had a solid plan to keep the economy steady. When Harrison's wife of forty years died of tuberculosis two weeks before the election, he was overwhelmed with grief and no longer interested in winning re-election. He commented that "after the heavy blow that the death of my wife dealt me, I do not think I could stand the strain a re-election would have brought."¹⁰

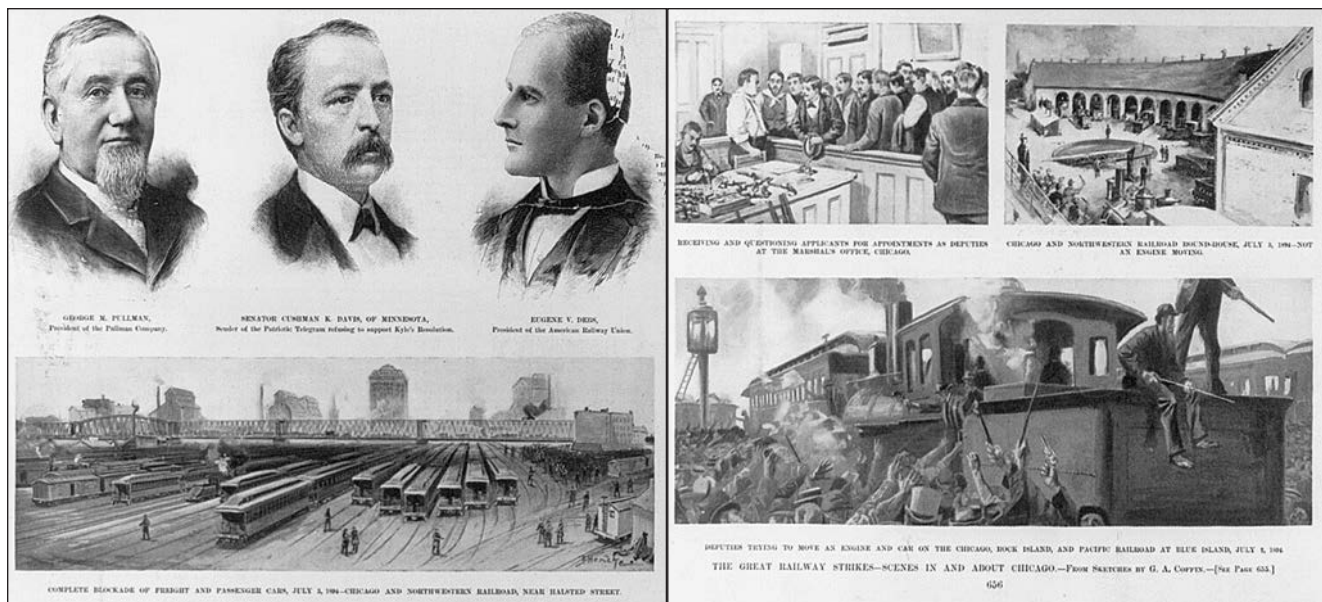
Within three months of assuming office for the second time, Cleveland was faced with the Panic of 1893, which was followed by four years of the worst depression yet in American history. In May, the stock market collapsed, and several large American companies declared bankruptcy. These financial hard times were brought on by fears concerning the depletion of the country's gold reserves, financial troubles abroad, industrial overexpansion, and agricultural difficulties. Cleveland decided to handle the nation's financial troubles by dealing directly with the treasury crisis. He maintained

the gold reserve with the help of Wall Street and obtained repeal of the Sherman Silver Purchase act. This approach was not popular with most Americans, who wanted him to offer government help to unemployed workers, businesses that had failed, and farmers forced to default on their mortgages.

During the 1894 Pullman Strike of railroad workers in Chicago, President Cleveland sent federal troops to enforce an injunction that the railroad workers had violated. He insisted that mail delivery should not be affected by the strike. Many Americans approved of Cleveland's dealings with the railroad strikers. Most of the American people also supported Cleveland's warning to the British not to intervene in a boundary dispute in Venezuela. Calling such action a violation of the Monroe Doctrine, Cleveland persuaded the British to agree to arbitration of the controversy. However, despite their support of Cleveland on some issues, many Americans continued to criticize his defense of the gold standard. In 1896, the Democratic Party reflected this popular discontent by nominating William Jennings Bryan, a strong supporter of free silver, as its presidential candidate.

The Pullman Strike in Chicago

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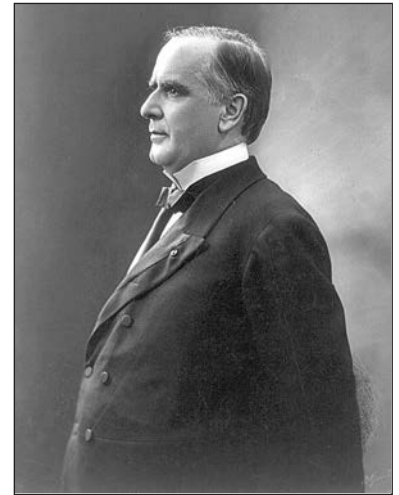


WILLIAM MCKINLEY (1897 – 1901)

In the 1896 presidential campaign, Ohio native William McKinley ran as the Republican nominee. A Civil War veteran and lawyer, McKinley had served several terms in the U.S. House of Representatives and as governor of Ohio. As a Republican, he favored a high tariff (the McKinley Tariff was named for him) and a single gold standard. McKinley conducted a front-porch campaign from his home in Canton, Ohio. This type of campaign, in which a candidate stayed at home and received visitors on the front porch, was the norm during this period of American history. McKinley often gave speeches to the party loyalists who came to visit him in Canton, and afterward, his wife, Ida, would serve them lemonade. His speeches were then published in special election newspapers and sent by train across the country.

The Democratic nominee, William Jennings Bryan, became the first presidential candidate known for conducting a whistle-stop campaign. This type of campaign, in which a candidate travels across the country meeting voters and giving speeches, is more familiar to us today. A “whistle stop” refers to a town or railroad station at which a train stops only if signaled by a whistle to do so. During his campaign for the presidency, Bryan crossed the United States by train, giving twenty to thirty speeches a day from the back of a train. The Democratic Party had become the refuge of American farmers and workers, and Bryan pleaded their cause for the purchase of silver. “You shall not press upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.”¹¹

By the time McKinley became president, the depression had almost run its course. Employment rates had risen, and trade had improved. Therefore, McKinley decided that he would call Congress into special session to enact the highest tariff yet, the Dingley Tariff. During his time in office, McKinley worked well with Congress and gave the press greater access to the White House. He also traveled widely and became very popular with the American people. He was known for his impressive physical presence, as well as his genuine kindness and compassion.



William McKinley

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**William Jennings Bryan
on his whistle-stop campaign**

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Photographs Division [LC-USZ62-50422]*

The most significant event during McKinley's first term in office was the Spanish-American War in 1898. After the war was over, the United States took more interest in the Far East because of its acquisition of the Philippines. At the turn of the century, the imperial powers of the world were all seeking spheres of influence in China, a country in political and economic disarray.

The United States took the initiative and proclaimed that an "open door" policy was needed in China. This policy would maintain Chinese territorial integrity and grant all foreign nations equal trade access there. In 1899, McKinley's secretary of state, John Hay, traveled to China and circulated a written statement of this Open Door Policy among the major powers. Although no nation formally agreed to the policy, Hay simply announced that an agreement had been reached. A year later, McKinley sent U.S. troops to China to join forces with other nations in putting down the Boxer Rebellion. Their mission was to rescue the foreign diplomats and missionaries being captured and brutalized by a group of Chinese known as the Boxers.

In 1900, McKinley once again campaigned against William Jennings Bryan and won a second term with a large majority of the popular vote. Only a few months after his second inauguration, McKinley was shot twice by Leon Czolgosz, a mentally unstable anarchist, at the Pan-American Exposition in Buffalo, New York. He died on September 14, 1901, eight days after the shooting. The American people were grief stricken at the death of this popular president.



**McKinley's assassin,
Leon Czolgosz**

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IMPACT

- New states that were added to the Union during this time: North Dakota (1889), South Dakota (1889), Montana (1889), Washington (1889), Idaho (1890), Wyoming (1890), and Utah (1896).
- The presidential election of 1876 ended with disputed electoral votes in three southern states. An electoral commission,

appointed to settle the dispute, voted along partisan lines and gave all the disputed votes to the Republican nominee, Rutherford B. Hayes.

- In order to gain southern Democratic support for Hayes's presidency, Republicans agreed to withdraw the last federal troops from the South, as well as to give the Democrats a cabinet seat and a voice in the distribution of federal jobs in the South.
- During his term in office, Rutherford Hayes worked to weaken the spoils system. He also resisted pressure from farmers and labor to increase the amount of paper money and silver coins in circulation.
- The "last of the log cabin presidents," James Garfield was shot by a disappointed office-seeker after just a few months in office and died from an infection several months later.
- When Chester Arthur became president, he surprised his critics by spearheading civil service reform. The Pendleton Act, passed during his administration, established a merit system for many government jobs. The Mongrel Tariff failed to resolve the nation's ongoing tariff controversy.
- 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. As president, he vetoed over three hundred bills. The most significant legislation passed during his first term in office was the Interstate Commerce Act.
- In the election of 1888, Cleveland was defeated by the grandson of William Henry Harrison, Benjamin Harrison. During Harrison's term, the Sherman Antitrust Act and the Sherman Silver Purchase Act were passed. The McKinley Tariff brought the highest peacetime tariff rates to date.

- In their 1892 rematch, Grover Cleveland defeated Benjamin Harrison. When the Panic of 1893 sent the nation into a depression, Cleveland worked for repeal of the Sherman Silver Purchase Act. He also sent troops to end the Pullman Strike and dealt with the British threat of intervention in Venezuela.
- William McKinley defeated William Jennings Bryan in the race for the presidency in both 1896 and 1900. The most significant event during McKinley's first term in office was the Spanish-American War. McKinley also called Congress into special session to enact the highest tariff yet, the Dingley Tariff. When William McKinley was assassinated in 1901, the American people were grief stricken at the death of this popular president.

LESSON 10

*The Spanish-American War and
Its Aftermath* 1898 — 1902 A.D.

ATMOSPHERE

CUBAN REVOLT AGAINST SPANISH RULE

By 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. Those subjected to Spanish rule in Cuba suffered from very harsh and oppressive living conditions. They were forced to pay high taxes and had been stripped of many of their political and religious liberties. For decades, Cuban revolutionaries had attempted to overthrow Spanish rule, and Spanish leaders had carried out many executions of suspected rebels. A growing number of Cubans had moved to the United States, where they joined other exiled Cubans to form the Cuban Revolutionary Party. This group raised money for weapons and worked on plans for a revolution to free Cuba from Spanish rule once and for all.

In 1895, Cuban revolutionaries once again attempted a wide-scale revolt against Spanish rule on the island. Both the Cuban rebels and the Spanish troops burned or destroyed railroad depots, sugar plantations, tools, livestock, and anything else that might help the enemy. Spanish leaders also established a *recontrado* (reconcentration) camp system, gathering poor farmers and villagers into camps and burn-



Cuban sugar plantation

*Library of Congress, Prints and
Photographs Division [LC-USZ62-109781]*

ing their farms and villages to keep them from supplying the rebels with food and supplies. Many Americans were very concerned about what was happening in Cuba because of its proximity to the United States and because of the millions of dollars that U.S. businessmen had invested in the island's sugar industry.

For more than three years, violence and chaos continued in Cuba. The Spanish confiscated property of U.S. citizens on the island and imprisoned and even killed U.S. citizens there. Trade between the United States and Cuba was affected. In May of 1897, President McKinley asked Congress to appropriate fifty thousand dollars of relief for Americans living in Cuba. More and more, Americans sympathized with the cause of the Cuban rebels.

**The mast of the sunken
USS Maine**

*Library of Congress, Prints and Photographs
Division [LC-USZ62-92666]*



SINKING OF THE USS MAINE

On January 24, 1898, the USS *Maine* was sent to Havana harbor to protect American interests and citizens in Cuba. Less than one month later, on February 15, the *Maine* was mysteriously sunk in Havana harbor. Nearly three-fourths of the ship's crew, about 260 men, died as a result of the explosion. The cause of this tragedy was undetermined. The Spanish blamed an accidental fire for the explosion, but the American public blamed Spain and continued to sympathize with the Cuban rebels.

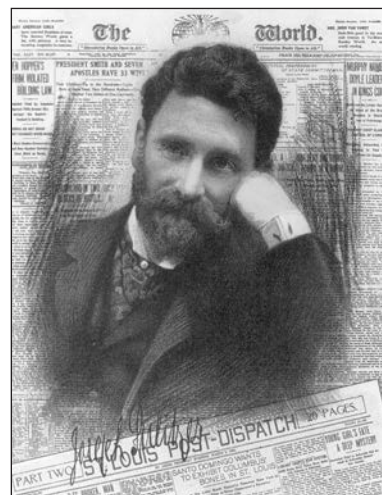
American war sentiment was aroused, and "Remember the *Maine*!" became the cry of many Americans. President McKinley, however, still hoped for a peaceful settlement through diplomacy, not war. He urged the American public to withhold judgment concerning the cause of the *Maine*'s explosion until the naval board of inquiry had completed its investigation.

YELLOW JOURNALISM

War might have been avoided if American newspaper journalists had shown restraint. Instead, they engaged in yellow journalism, sensational reporting that manipulated and exaggerated the situation to increase newspaper sales. Joseph Pulitzer's *New York World* and William Randolph Hearst's *New York Journal* engaged in an intense competition for dramatic headlines and bloody illustrations concerning the Cuban situation. They often misrepresented the facts and even deliberately invented stories designed to excite the American public.

On February 9, 1898, Hearst's *New York Journal* published a stolen letter that had been written by Enrique Dupuy de Lome, the Spanish minister to the United States, to a friend. In this personal letter, de Lome expressed contempt for President McKinley's weak leadership. "McKinley is weak and catering to the rabble, and, besides, a low politician, who desires to leave a door open to me and to stand well with the jingoes of his party."¹²

The assistant secretary of the navy, Theodore Roosevelt, also criticized McKinley for trying to maintain an American position of neu-



Joseph Pulitzer

Library of Congress, Prints and
Photographs Division [LC-USZ62-49254]



William Randolph Hearst

Library of Congress, Prints and
Photographs Division [LC-USZ62-68945]



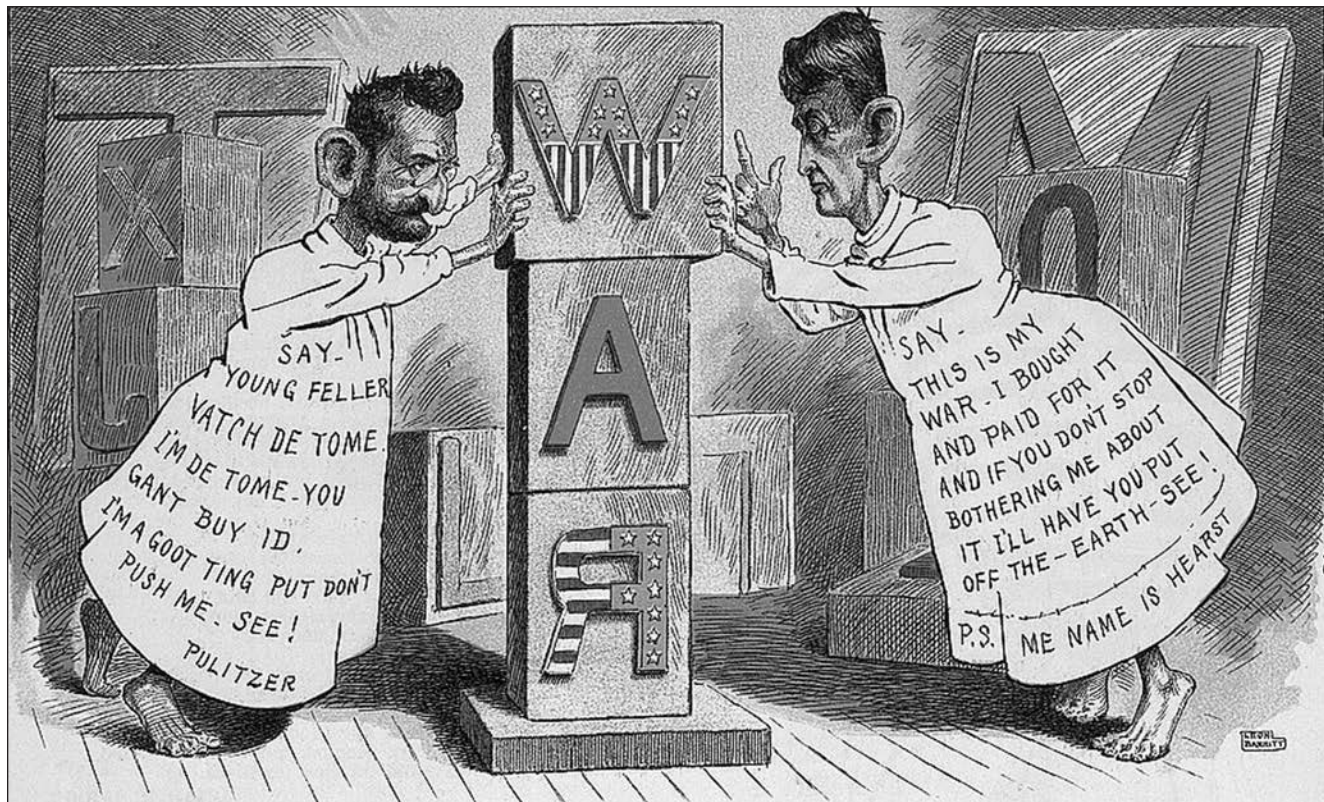
Enrique de Lome
Public Domain

Yellow journalism

Library of Congress, Prints and Photographs
Division [LC-USZC4-3800]

trality. Roosevelt had been influenced by Social Darwinism, which maintained that a nation must be competitive with other nations and build a world empire or face inevitable decline. According to Roosevelt, Cuba was too strategic for the United States to leave in Spanish hands. At the end of February, Roosevelt cabled Commodore George Dewey in the Pacific to be ready if war with Spain were to break out.

With the American press, bankers, manufacturers, and government officials clamoring for war, President McKinley received the report from the American naval board of inquiry on March 25. This report stated that the *Maine* had been lost to a mine. A day later, McKinley sent a note to the Spanish, demanding that they agree to a cease-fire with the Cuban rebels and negotiate a permanent settlement with them.



EVENT

DECLARATION OF WAR

On March 28, the report from the Spanish board of inquiry into the *Maine* incident was received in Washington, D.C. It stated that the ship's explosion was the result of an internal accident. Two days later, the U.S. minister to Spain requested that Cuba be given its independence, a request that was quickly denied. On April 10, McKinley was informed that the queen of Spain had ordered all hostilities suspended. However, the president barely referred to that fact when he addressed the U.S. Congress the following day and asked for authority to intervene in Cuba.

Congress responded to McKinley's speech with resolutions demanding Spanish withdrawal from Cuba. On April 16, the U.S. Army began mobilizing for war, and on April 22, the U.S. Navy commenced a blockade of Cuba. President McKinley issued a call for 125,000 volunteers on April 23, and Spain declared war on the United States the same day. On April 25, the United States declared war on Spain, making the declaration retroactive to April 22.

AMERICAN PREPAREDNESS FOR WAR

After the Civil War, the United States had drastically reduced its army. Most of America's troops had been stationed on the western frontier to deal with continued Native American resistance. Within a month after McKinley's call for volunteers, almost 125,000 men had responded. However, most of the volunteer units were poorly equipped and inadequately trained. Some individuals actually organized and outfitted their own regiments. Teddy Roosevelt resigned his position as assistant secretary of the navy to organize the First U.S. Volunteer Cavalry, which became known as the Rough Riders. Four African American regiments took part in the fighting in Cuba.

Major General Nelson Miles was named commander of the U.S. armed forces in Cuba by President McKinley. The main staging area for American troops headed to Cuba was Tampa, Florida. Troops arrived there by train and waited to be transported by ship to Cuba.



Assistant Secretary of the Navy Teddy Roosevelt
Courtesy of Harvard

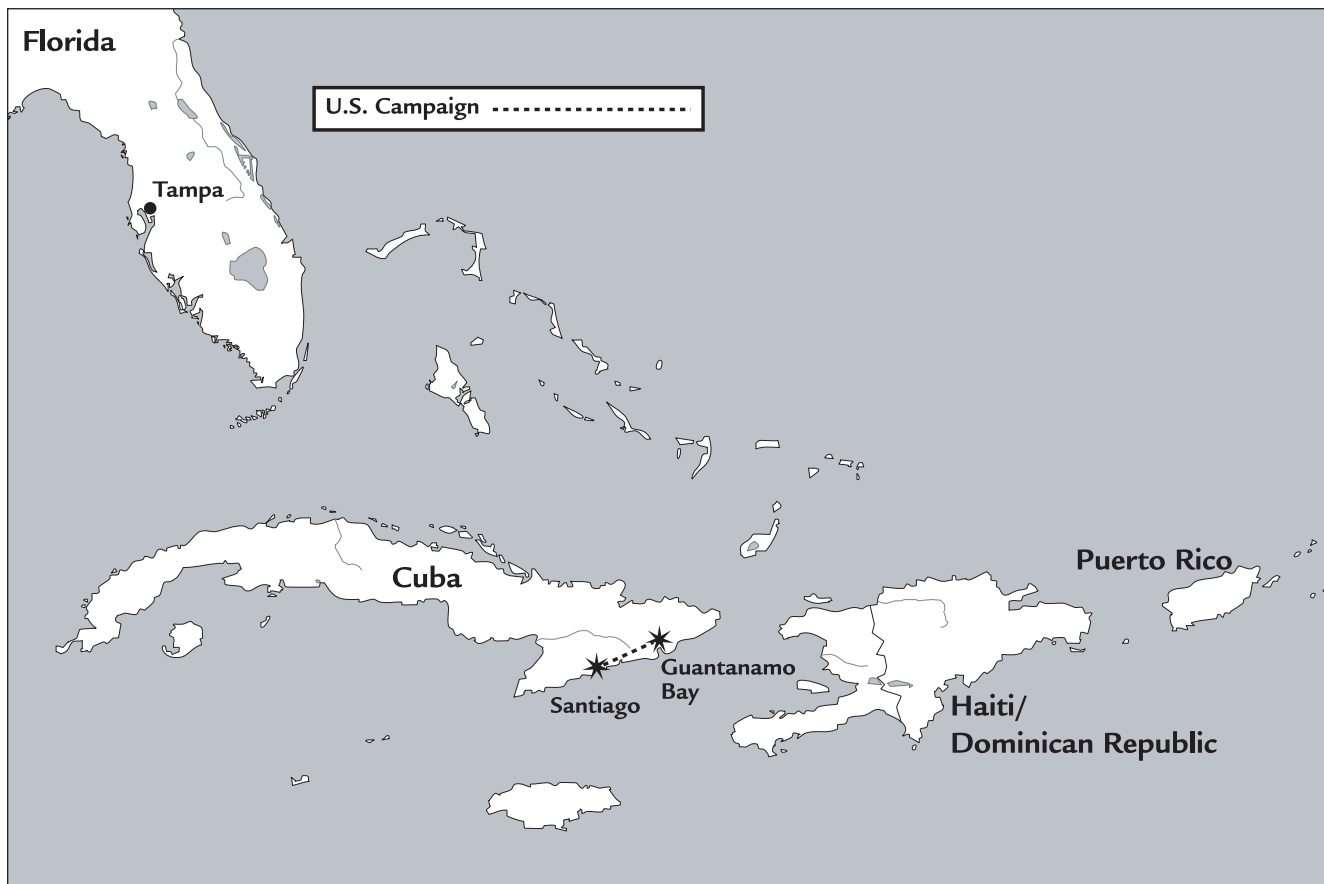


Staging of U.S. troops for Cuba
Library of Congress, Prints and Photographs Division [LC-USZC2-6217]

Miles had hoped to delay sending the men into combat on the island until fall. This would have provided an opportunity for some training and would have kept Americans out of Cuba during the months when malaria, typhoid fever, and diphtheria were rampant.

Unfortunately, the order came for U.S. troops to start shipping out of Tampa on June 7. As a result, large numbers of American soldiers sent to fight died from disease, not battle. Also, the summer temperatures in the Cuban jungle were stifling to American soldiers in their wool uniforms. Many mistakes were made by the inexperienced supply staff organizing the men and equipment. American military leaders were not well informed about the enemy that their

Cuban battle sites in the Spanish-American War



men would be facing, and Spanish forces were equipped with more advanced weapons than were the U.S. troops.

The U.S. Navy, on the other hand, was ready for the conflict with Spain. During the 1880s and 1890s, the United States had begun to build a modern steel navy and to establish naval stations at home and around the world. The U.S. Navy had four battleships to every one owned by the Spanish. Within a short period of time, American naval victories in the Pacific and the Caribbean would lead to the end of the war.

BATTLE OF MANILA BAY (MAY 1, 1898)

The first major action of the Spanish-American War was not in Cuba but in the Pacific. American Commodore George Dewey was commanded to lead his six-ship squadron from Hong Kong to Manila Bay in the Philippines, which was still under Spanish rule. In Manila harbor on May 1, U.S. naval forces destroyed the larger but outgunned Spanish fleet, pounding all ten ships to pieces. This prevented the Spanish fleet at Manila from sailing to Cuba, and George Dewey became an instant national hero.

LANDINGS AT GUANTANAMO BAY AND DAIQUIRI (JUNE 10 AND 22, 1898)

The first fighting for American troops in Cuba occurred when U.S. Marines captured Guantanamo Bay in southeast Cuba, on June 10, 1898. Twelve days later, U.S. soldiers landed at Daiquiri, about eighteen miles east of Santiago. In order to win the Spanish-American War, the Americans had to capture the city of Santiago. To accomplish this, U.S. forces would have to make their way through a dense jungle, cross the San Juan River, and get past the fortified city of El Caney. Upon landing at Daiquiri, American troops immediately began the march to Santiago.

BATTLE OF LAS GUASIMAS (JUNE 24, 1898)

Two days later, U.S. troops took control of Las Guasimas, located six miles from Santiago. Although the Spanish engaged the Americans in skirmishes as they moved toward Santiago, they did not plan to



Commodore (Admiral)

George Dewey

*Library of Congress, Prints and
Photographs Division [LC-USZ62-105269]*

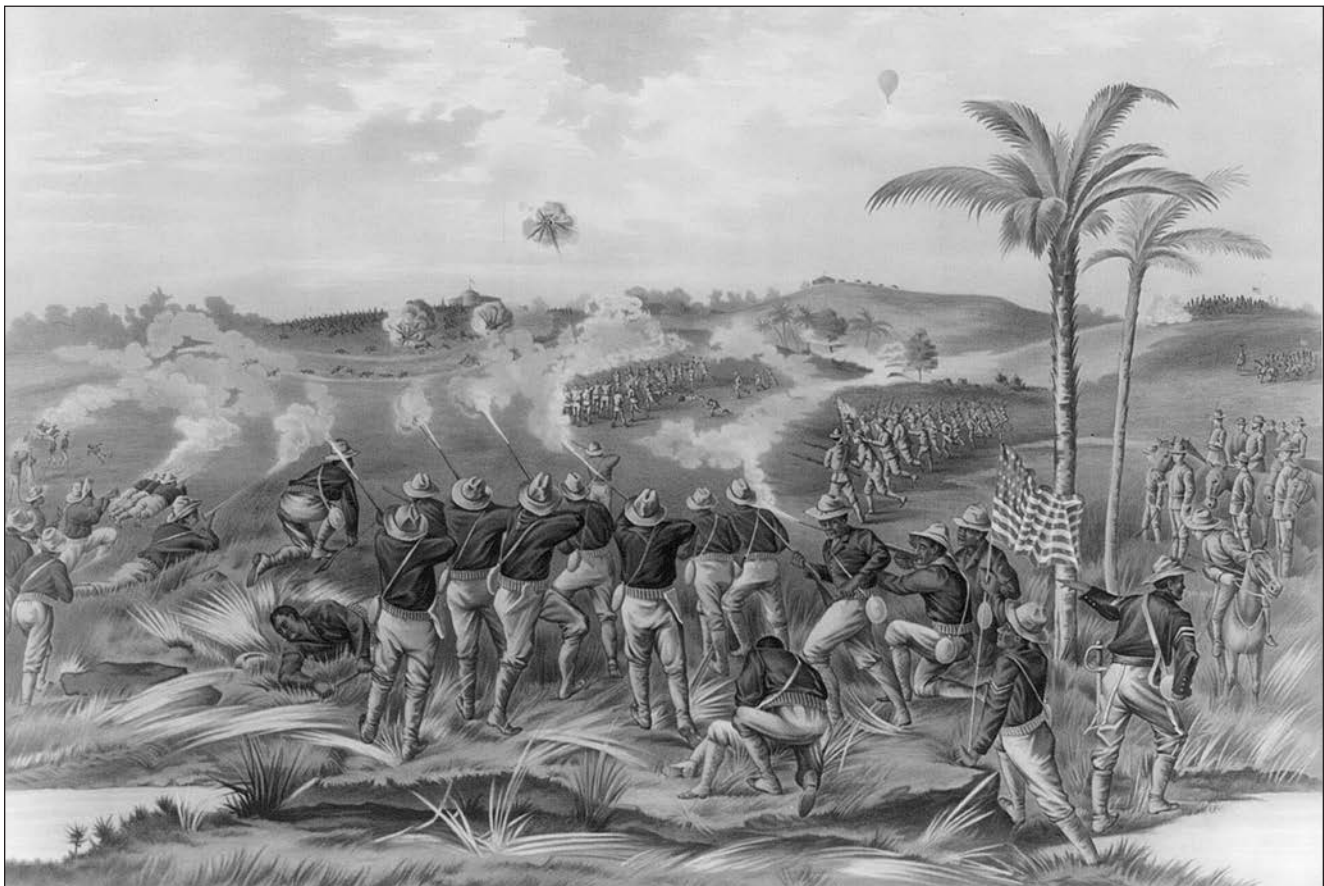
make a determined stand until the Americans reached the outer defenses of Santiago. The most important of these defenses were the village of El Caney to the north of Santiago and a series of ridges known as San Juan Hill and Kettle Hill.

BATTLES OF EL CANEY, KETTLE HILL, AND SAN JUAN HILL (JULY 1, 1898)

The Americans decided to attack the village of El Caney first. On July 1, the most vicious fighting of the war occurred, but U.S. forces succeeded in taking El Caney, as well as Kettle Hill and San Juan Hill. The Rough Riders participated in the capture of Kettle Hill and then charged across a valley to assist in the seizure of the highest point of San Juan Hill.

Battle of San Juan Hill

*Library of Congress, Prints and
Photographs Division [LC-USZ62-17689]*



There were heavy casualties on both sides. The Spanish ran out of ammunition and began to retreat. By the time San Juan Hill had been taken by the United States, some 205 Americans lay dead and 1180 were wounded. The Spanish had 215 dead and about 375 wounded. On July 2, American forces controlled all the territory around Santiago.

BATTLE OF SANTIAGO (JULY 3 – 17, 1898)

When the Spanish governor of Cuba received America's demand for surrender, he responded by ordering the Spanish fleet to attack the U.S. ships blockading Santiago harbor. Admiral Pascual Cervera obeyed these orders, although it meant attacking a force four times the size of his own. On July 3, the Americans destroyed every Spanish ship, ending all hope of Spanish victory. By July 17, the Spanish general in charge of Santiago had also surrendered to the Americans.

INVASION OF PUERTO RICO (JULY 25, 1898)

By the end of July, the U.S. Army had invaded and occupied Puerto Rico, another Spanish colony. The Spanish leaders there offered little resistance.

FALL OF MANILA (AUGUST 13, 1898)

The victory at Manila Bay cleared the way for the arrival of a U.S. expeditionary force from San Francisco on August 13. The goal of its mission was the capture of the city of Manila. Total U.S. losses during hostilities in the Philippines were 18 killed and 109 wounded. On June 21, Guam, one of the Mariana Islands in the Pacific, had also surrendered to the Americans. The Spanish commander on Guam had not even heard about the outbreak of the Spanish-American War and had no supply of ammunition on the island.

PARIS PEACE TREATY AND CONTINUED CONFLICT IN THE PHILIPPINES

After 113 days of fighting, the United States had lost only 379 troops in combat but over 5,000 to disease. This short war cost about 250 million dollars. An armistice ending the Spanish-American War was



Rough Rider Teddy Roosevelt
*Library of Congress, Prints and
Photographs Division [LC-USZ62-94051]*



Admiral Pascual Cervera
*Library of Congress, Prints and
Photographs Division [LC-DIG-ggbain-0689]*

signed on August 12, 1898. Commissioners from Spain and the United States met in Paris on October 1, 1898, to draw up a peace treaty that would bring an end to the war.

The major issue in the peace negotiations concerned the Philippines. Admiral Dewey's victory there had come as a great surprise, and Spain did not want to give the United States a foothold in the Pacific. Ultimately, the Spanish had no choice and gave the Philippines to the United States for twenty million dollars. Puerto

**Pacific region of the
Spanish-American War**



Rico and Guam were also placed under American control. Spain gave Cuba its independence and assumed its debt.

The Paris Peace Treaty was signed on December 10, 1898, and was ratified by the U.S. Congress in early February of 1899. An American military government ruled Cuba until May 20, 1902, when a republic was established there. However, Cuba was required to sell or lease land to the United States for use as naval stations and coaling bases.

In the years following the Spanish-American War, the United States paid a heavy price to subdue the nationalist guerillas in the Philippines and bring that country under American rule. More than 126,000 American soldiers were sent to the Philippines to fight in the conflict against the Filipino nationalists led by Emilio Aguinaldo, and as many as forty-two hundred Americans and eighteen thousand Filipinos were killed before the hostilities ended.

AMERICAN IMPERIALISM

The Spanish-American War was significant in American history for several reasons. The brief four-month conflict, which became known as a “splendid little war,” was popular with many Americans. Fighting and winning this war led to a new sense of national unity, which had been shattered by the Civil War. It provoked widespread feelings of American nationalism, giving northerners and southerners a common enemy to fight.

Blue and grey are one.

Hurrah for the East and the West!

The nation is one, individual and free,

And all of its sons are the best.

— William Lightfoot Visscher¹³

The United States emerged from the Spanish-American War as an imperial power equal to any in Europe. As a result of the Spanish-American War, the United States acquired the Philippines, Puerto Rico, and Guam. Many Americans believed that the manifest destiny of the United States was to spread its civilization around the world.



Filipino nationalist Emilio Aguinaldo

Library of Congress, Prints and Photographs Division [LC-USZ62-93263]



Jane Addams
*Library of Congress, Prints and
Photographs Division [LC-USZ61-144]*

They were encouraged by Social Darwinists to justify expansionism as merely survival of the fittest. However, acquiring the Philippines as an American colony was a direct violation of the Monroe Doctrine. Its acquisition proved irresistible because it provided the United States with a base in the Pacific and access to new markets, enhancing the nation's position as a new world power.

Others in the United States were deeply troubled by the nation's involvement in the Spanish-American War and its emergence as an imperial power. They believed that the country was compromising the very principles upon which it had been founded — the ideals of independence and self-determination. In 1898, the Anti-Imperialist League was founded in Boston, with membership soon growing to as many as twenty-five thousand. Well-known anti-imperialists included Mark Twain, Grover Cleveland, Jane Addams, and Andrew Carnegie.

IMPACT

- By the end of the nineteenth century, Cuba and Puerto Rico were all that remained of Spain's empire in the New World. For decades, Cuban revolutionaries had been trying to overthrow harsh Spanish rule. In 1895, they once again attempted a wide-scale revolt against Spain.
- Many Americans were concerned about the Cuban revolution because of the island's proximity to Florida and U.S. business investments there. As the revolt continued, American trade with Cuba was affected, and American sympathy for the Cuban rebels was intensified.
- On February 15, 1898, an American battleship, the USS *Maine*, was mysteriously sunk in Havana harbor. Nearly three-fourths of its crew died as a result of the explosion. American war sen-

timent against the Spanish was aroused, and “Remember the *Maine*” became the rallying cry of many Americans.

- War might have been avoided if American journalists, such as William Randolph Hearst and Joseph Pulitzer, had not engaged in yellow journalism. Hearst’s *New York Journal* published a stolen letter in which the Spanish minister to the United States expressed contempt for McKinley’s leadership.
- By late April of 1898, war had been declared between the United States and Spain. The size of the American army had been drastically reduced after the Civil War, but almost 125,000 Americans answered the president’s call for volunteers. Major General Nelson Miles was named commander of the U.S. troops in Cuba.
- The U.S. Navy was well prepared for war. During the 1880s and 1890s, the United States had begun building a modern steel navy and establishing naval stations at home and around the world.
- The first major action of the Spanish-American War took place in the Philippines. On May 1, 1898, Commodore George Dewey destroyed the Spanish fleet in Manila Bay. In mid-August, a U.S. expeditionary force arrived and captured the city of Manila.
- On June 10, 1898, U.S. Marines captured Guantanamo Bay. Less than two weeks later, U.S. soldiers had landed at Daiquiri. Victories at the battles of Las Guasimas, El Caney, Kettle Hill, and San Juan Hill in late June and early July led to the fall of Santiago. Puerto Rico was occupied by U.S. forces on July 25.
- The Paris Peace Treaty placed Puerto Rico and Guam under American control. Spain was forced to give the Philippines

to the United States for twenty million dollars and to assent to the independence of Cuba. The United States sent troops to the Philippines to put down an insurrection led by Emilio Aguinaldo.

- The Spanish-American War led to a new sense of national unity among Americans, who had been divided by the Civil War. It also made the United States an imperial power, equal to any in Europe. Some Americans, troubled by this development, established the Anti-Imperialist League.

LESSON II

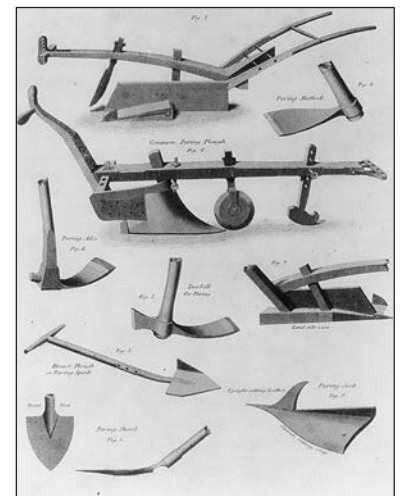
The Last Western Frontier 1859 — 1900 A.D.

ATMOSPHERE

THE GREAT AMERICAN DESERT

By the end of the Civil War, inexpensive land of good quality was scarce in the East. However, as much as one-third of the United States was still considered frontier. The American central plains, stretching from Texas north to Canada and from Kansas and Iowa west to the Rockies, had not been settled by earlier pioneers because they believed that it would not be suitable for farming. They considered its sod too hard to plow and its climate too harsh for cultivating crops. In fact, they called the region the “Great American Desert.”

However, by the Gilded Age, even the Great Plains looked appealing to those Americans who dreamed of owning their own land. This group included freed slaves ready to leave the South, newly arrived immigrants fleeing starvation in Europe, and eastern farmers needing to start over. Ironically, the Great Plains would actually end up becoming one of the best agricultural regions in the world due to the richness of much of its soil. New steel plows that could cut through the sod were now available, and new types of wheat that could survive the harsh winters had been developed. Because of its large



Common farming tools
*Library of Congress, Prints and
Photographs Division [LC-USZ62-55168]*

production of wheat, the Great Plains would eventually be called the “bread basket” of the nation.

Between 1870 and 1900, large groups of pioneers would rapidly settle this last western frontier. In addition to farmers, miners continued searching the Rockies for silver and gold. Cowboys spent months each year herding thousands of longhorns north from Texas to midwestern cow towns. By the time these cattle drives ended in 1885, large permanent ranches had been established in Texas, and great profits continued to be made from beef. During this period the lives of Native Americans living in the Great Plains were changed forever. The influx of large numbers of white settlers led to the virtual extinction of the buffalo and eventually to the relocation of nearly all tribes to reservations.



**Joining of the Central Pacific
and the Union Pacific rail lines
at Promontory Point, Utah**

*Library of Congress, Prints and
Photographs Division [LC-USZ62-116354]*

TRANSCONTINENTAL RAILROADS

The burst of railroad building in the American West during the 1860s and 1870s and the completion of the first transcontinental railroad helped to promote migration to the Great Plains. On May 10, 1869, at Promontory Point, Utah, the Central Pacific and Union Pacific railroads met, making it possible for Americans to travel coast to coast in ten days. The federal government had given the two companies subsidies for each mile of track they laid, creating a competition between them. No one knew exactly when and where the two railroads would eventually meet. Those who worked to build these railroads often risked their lives to do so. They faced parched deserts, harsh winters, Indian attacks, and avalanches as they raced to finish as many miles of track as possible.

With the completion of the transcontinental railroad, pioneers heading west could travel on special railroad cars for about forty dollars. These coaches had hard wooden seats and stopped for meals at railroad stations along the way. Americans who were well-to-do could travel in Pullman Palace cars for about eighty dollars a night. Pullman Palace cars had seats that converted into beds, mirrors, reading lamps, wooden paneling, carpeting, and good food served

by attendants. However, even those traveling first class faced danger from rain, floods, blizzards, tornadoes, and bandits like Jesse James.

EVENT

HOMESTEADERS

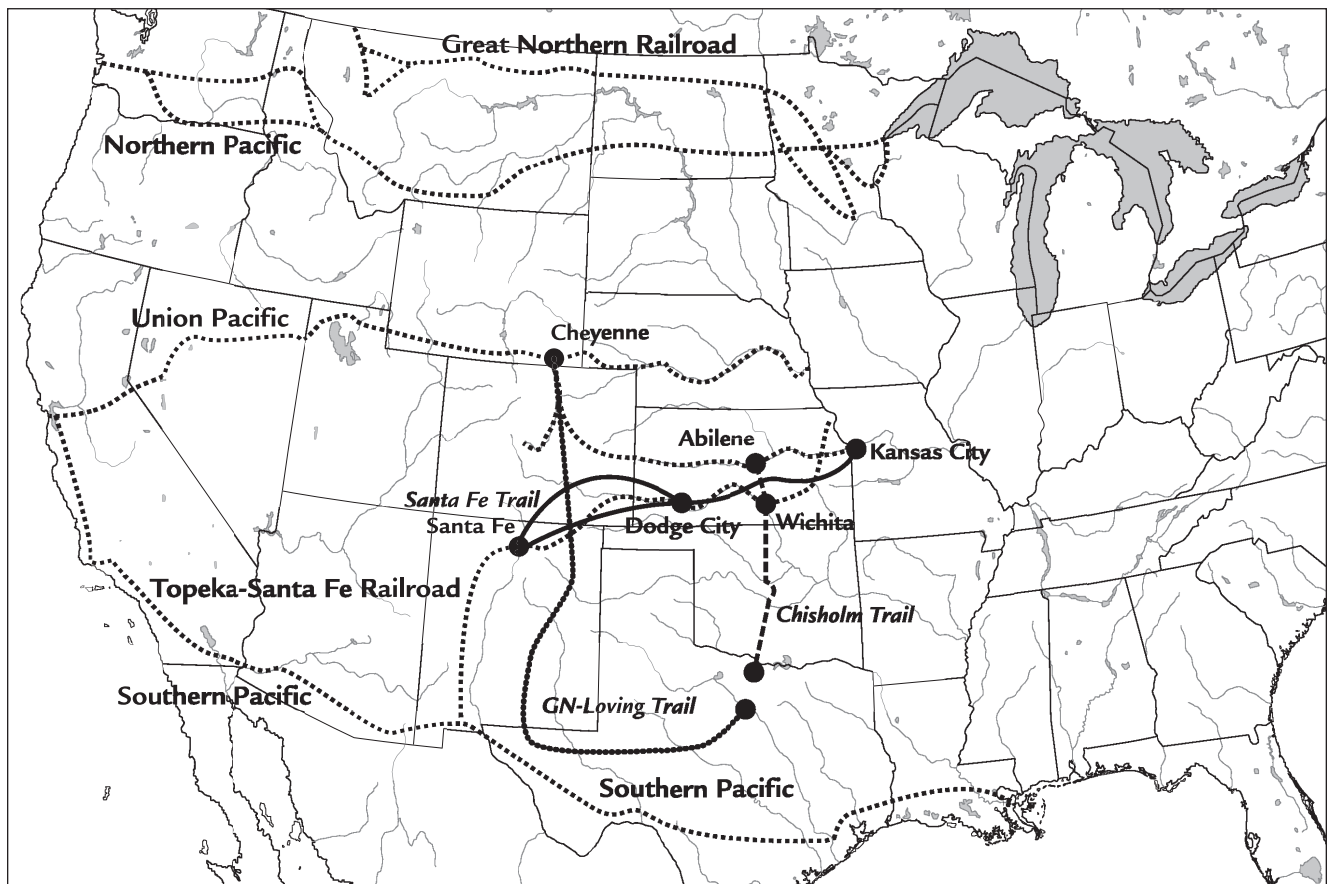
The Homestead Act of 1862 permitted settlers to claim 160 acres of public land in the West by living on it for five years, cultivating it, and paying a small fee of about ten dollars. Land could also be purchased for \$1.25 an acre after living on it for six months. These conditions applied to any U.S. citizen (and anyone declaring his



Conestoga wagon

Library of Congress, Prints and Photographs Division [LC-USZ62-71818]

Railroads and major cow trails



intention to become a citizen) who was the head of a household or an unmarried adult. Railroads were also eager to sell the large tracts of land they owned, given to them by the federal government as bonuses for construction.

American settlers who moved westward migrated as families in groups or trains of Conestoga wagons. These wagons were also referred to as prairie schooners because their white canvas tops gave the appearance of sailing ships as they traveled through the prairie grass. During their travels these pioneer families faced the possibility of being attacked by hostile Native Americans or bandits, as well as having to endure extremes of weather and other hardships along the way.

**Pioneer family in front
of a soddie**

*Library of Congress, Prints and Photographs
Division [LC-DIG-ppmsca-0837]*



Usually choosing to locate along the rivers of the West, they often settled among other families who came from the same areas of the East or who shared similar customs and religion. There was a strong sense of cooperation and community among these pioneer families. They enjoyed helping each other with barn raisings and haying and corn-husking parties. There was also a sense of rivalry between these pioneers and Americans living in the East. Easterners often considered those living in the West to be crude and uncivilized, whereas westerners criticized easterners for having a soft and luxurious lifestyle.

As pioneer families began to settle into their new homes, they faced a number of obstacles. There were few trees in the Great Plains, which meant that many families first had to live in dugouts or sod houses (called soddies) until they could afford to purchase lumber to build homes. Those having large steel plows, called grasshopper plows, were able to cut the tough prairie ground in order to plant their crops. However, after planting their fields, they often encountered locust and grasshopper invasions, droughts, blights, and weather extremes. At least at the beginning, many of these pioneer families also had to face isolation and loneliness. Some of them were unprepared for the roller-coaster economic conditions of the frontier, and about one-third of them eventually turned around and went back East.

One of the best sources of information about the lives of these homesteaders is the *Little House on the Prairie* series, written by Laura Ingalls Wilder. Born in Wisconsin, Laura headed west with her family during the 1870s and 1880s. The Ingalls lived in Independence, Kansas; Walnut Grove, Minnesota; and De Smet in the Dakota Territory. In 1932, Laura began writing *Little House in the Big Woods*, and by 1943, she had completed the eight-volume series about her growing-up years on the midwestern frontier. Her books provide a detailed and delightful picture of pioneer life during the Gilded Age. According to Laura, “I wanted the children now to understand more about the beginning of things, to know what is behind the things they see — what it is that made America as they know it.”¹⁴



Laura Ingalls Wilder and husband, Almanzo

Courtesy of Laura Ingalls Wilder Home Association Mansfield, MO

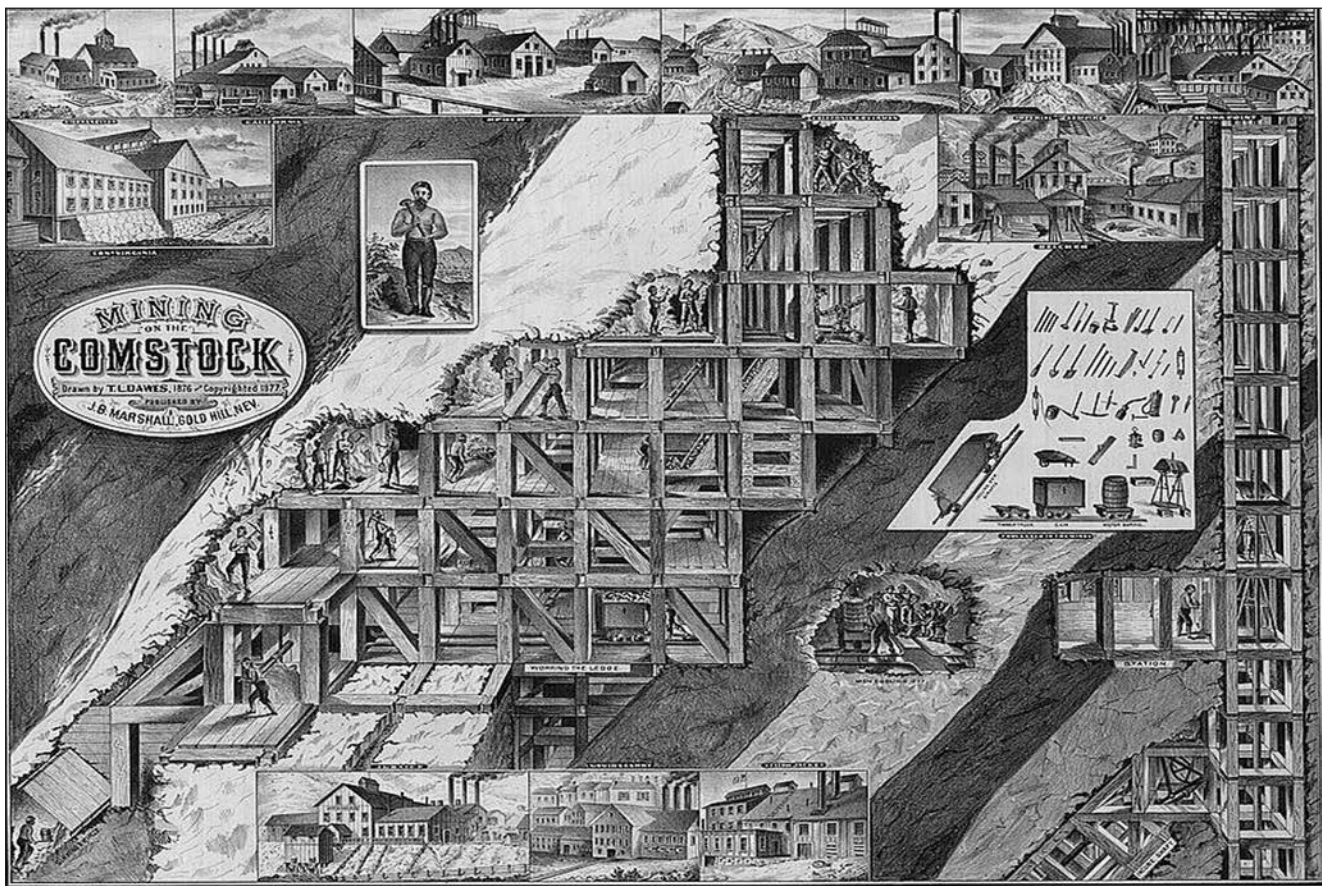
MINERS

During the Gilded Age, there were still restless, independent miners roaming the American West and Central Plains. Mining fever had begun with the discovery of gold in the mountains of California in 1848 and reached its peak during the Civil War. From 1849 until the mid-1850s, thousands of prospectors traveled to California in search of gold — a phenomenon that became known as the California gold rush. Many of these prospectors, nicknamed the “Forty-Niners,” did not discover any gold but stayed in the area and started businesses or farms.

The Comstock Lode

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Division [LC-USZC4-2343]

The discovery of gold near Pikes Peak in 1858 drew thousands of prospectors to what is now the state of Colorado and led to the



creation of the cities of Denver and Boulder. A year later, the richest known deposit of silver ore in the United States was discovered at the Comstock Lode, under what is now Virginia City, Nevada. Over a period of three decades, a number of additional big mining strikes occurred in Colorado, Nevada, Wyoming, Montana, Idaho, and Washington, yielding more than two billion dollars. The last great gold rush of this period was the Alaska gold rush in 1898.

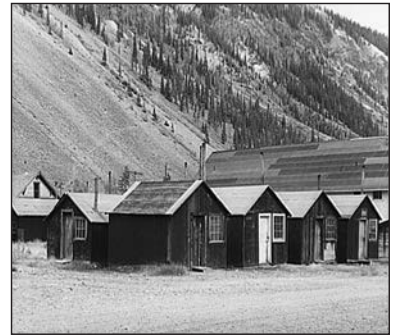
Boomtowns sprang up whenever there were mineral discoveries that promised sudden wealth. These rambunctious frontier mining settlements attracted not only prospectors but also cowboys, professional gamblers, and desperadoes. During the time these towns flourished, they made legends of men like Wyatt Earp, Bat Masterson, and Wild Bill Hickok. Eventually, many of these boomtowns became ghost towns as miners moved on to other potential mining sites.

COWBOYS

In the twenty years following the end of the Civil War, the immense territory between the Rocky Mountains and the Missouri River became feeding grounds for millions of longhorn cattle. Wealthy ranchers hired cowboys to take care of their cattle and then round them up and move them north for sale. From 1865 until 1885, during the era of the long cattle drive, huge herds of Texas cattle were gathered each year and driven north.

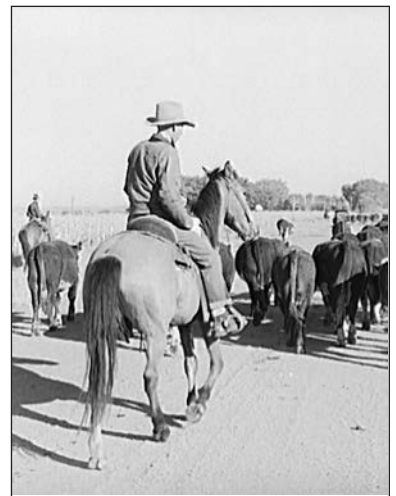
Three of the most important cow trails used for these drives were the Chisholm Trail, the Santa Fe Trail, and the Goodnight-Loving Trail. (See the map on page 157.) Popular destinations included Abilene, Dodge City, Kansas City, and Wichita. Once the cows came to the end of the trail, they were fattened, shipped by railroad to packing houses to be slaughtered, and then sent east in “refrigerator” cars for sale. (These well-insulated railroad cars had an ice compartment at the top that produced a flow of chilled air to keep the meat from spoiling.) The cattle ranchers controlled this entire operation and quickly accumulated huge fortunes from it.

Herds of two to three thousand cattle were moved along the trail by just a dozen or so cowboys. These cowboys, the “knights of the



Mining town

*Library of Congress, Prints and
Photographs Division [LC-USF34-037671-D]*



Cowboy on the cattle trail

*Library of Congress, Prints and
Photographs Division [LC-USF34-008805-D]*



Cowboy and chuck wagon

*Library of Congress, Prints and
Photographs Division [LC-DIG-ppmsca-0734]*



Joseph Glidden's barbed wire

*Library of Congress, Prints and
Photographs Division [LC-USF34-062431-D]*

prairie," became American folk heroes. White, black, and Mexican cowboys worked long hours (sixteen per day) under difficult conditions for little pay (typically, ninety dollars per drive). Chuck wagons accompanied cowboys on the trail to provide them with food, and trail bosses kept order, while scouts looked out for cattle rustlers and hostile Indians. In the evenings everyone spent time around the campfire, telling tall tales and singing songs like "Git Along, Little Dogies" and "Bury Me Not on the Lonesome Prairie." Cowboys generally spent up to four months on the trail. Once they reached their destination and received their pay, they often bought new clothes, threw away their old ones, and spent time gambling and drinking in the town's saloons.

As I went a-walkin' one mornin' for pleasure;
I spied a cowpuncher come ridin' along;
His hat was thrown back, and his spurs was a-jinglin'
And as he approached, he was singin' this song.
It's early in spring that we round up the dogies,
And mark 'em and brand 'em and bob off their tails;
We round up our horses and load the chuck wagon,
And then throw them dogies out onto the trail.
Chorus: Whoopee ti yi yo, git along, little dogies,
It's your misfortune, and none of my own;
Whoopee ti yi yo, git along, little dogies,
You know that Wyoming will be your new home.
— excerpted lyrics of "Git Along, Little Dogies"

The days of the cowboy and open range did not last long. With the expansion of western railroads, long drives were no longer necessary. Also, the invention of barbed-wire fencing by Joseph Glidden made it possible for farmers to enclose their property to protect it from free-ranging cattle. Fences were built across the cow trails, and streams that had been used by cattle for watering were dammed up for irrigation. Permanent ranches began to be established in large numbers in Texas and in the Great Plains, and ranching became a big business.

NATIVE AMERICANS

In 1865, there were approximately 225,000 Great Plains Indians in the United States, including tribes such as the Apache, Arapaho, Blackfoot, Cheyenne, Crow, Hopi, Navajo, and Sioux. These Native Americans lived as their ancestors had lived for hundreds of years, as nomadic horsemen always on the move. The Great Plains teemed with deer, elk, antelope, bear, and most importantly, buffalo. Buffalo fed, clothed, and warmed these Indians and provided them with fuel, tools, and weapons. Within two decades, however, almost all the buffalo on the Great Plains had been slaughtered by white men, and almost all the Great Plains Indians had been forced onto reservations.

During the 1870s and 1880s, the land promised to Native Americans on the Great Plains by U.S. government treaties had been taken over by homesteaders, ranchers, and miners. As many as 250,000 federal troops were stationed in the region to protect white settlers facing resistance from angry Native Americans. These soldiers were housed in small garrisons and given machine guns and cannon to fight the Indians. They were commanded by a number of former Civil War generals, including Philip Sheridan.

In 1873, the discovery of gold in the Black Hills led to a rush of white miners to the Dakota Territory. Only five years before, the U.S. government had signed a treaty promising that the Black Hills, sacred to the Lakota and many other tribes, would remain off-limits to the white man. When government efforts to purchase the Black Hills from the Indians failed, the 1868 treaty was set aside. The commissioner of Indian affairs decreed that all Lakota not settled on reservations by the end of January 1876, would be considered hostile. Sitting Bull, leader of the Lakota, formed an alliance with the Cheyenne in an attempt to prevent these white men from stealing their land.

On June 25, 1876, army troops of the 7th Cavalry, led by Lieutenant Colonel George Armstrong Custer, were massacred by Sitting Bull and his allies near the Little Big Horn River in Montana. Custer, a Civil War hero known for his reckless bravery, had been warned by his officers that the Indian camp was too strong to attack without more troops. Despite this warning, Custer led a force of over two



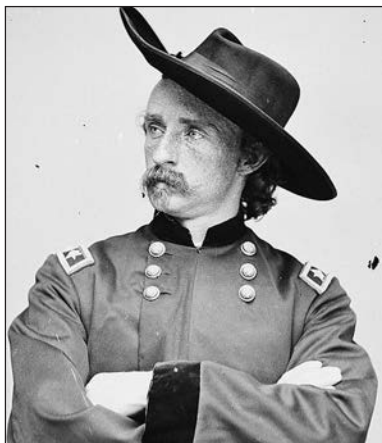
Buffalo on the Great Plains

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Chief Sitting Bull

*Library of Congress, Prints and
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**Lieutenant Colonel George
Armstrong Custer**

*Library of Congress, Prints and
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**Buffalo Bill (far left)
and captains at Wounded Knee**

*Library of Congress, Prints and
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hundred men into an ambush of waiting native warriors commanded by Sitting Bull. These crafty fighters killed Custer and all his soldiers in a day of fighting that has become known as “Custer’s Last Stand.”

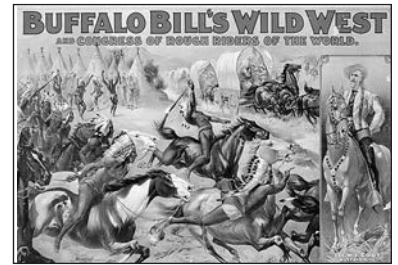
The American public was outraged over this military disaster, and thousands more cavalymen were sent to the area. During the following year, these soldiers relentlessly pursued the Lakota and forced chief after chief to surrender. Sitting Bull, who by now had become a household name in much of the nation, remained defiant. However, in May of 1877, Sitting Bull decided to lead his people across the border into Canada, out of reach of the U.S. army.

For four years, Sitting Bull remained in Canada, but he found it increasingly difficult to feed, clothe, and shelter his people. Finally, he made the decision to bring his people back to the United States, and he surrendered to government authorities. Sitting Bull was taken first to Standing Rock Reservation but was soon sent to Fort Randall, where he was held for nearly two years as a prisoner of war. Finally, in May of 1883, Sitting Bull rejoined his tribe at Standing Rock, and in 1885, he was allowed to leave the reservation to join Buffalo Bill’s Wild West Show.



In the fall of 1890, the authorities at Standing Rock became fearful that Sitting Bull would lend his support to the Ghost Dance movement, a movement that emphasized the resurrection of past Native American customs and rejection of the white man's culture. More than forty Lakota policemen were sent to bring Sitting Bull in. When the chief's followers gathered to protect him, a gunfight erupted. Sitting Bull was shot and killed by one of the Lakota policemen. Two weeks later, the Sioux chief, Big Foot, and over three hundred of his followers were massacred by U.S. troops at their encampment on the banks of Wounded Knee Creek in South Dakota. The Ghost Dance movement, as well as the long years of the Indian Wars, were brought to an end with this massacre.

In 1887, the U.S. Congress passed the Dawes Act, which gave the president authority to break up reservation land, held in common by the members of a tribe, and divide it into 160-acre individual plots. These allotments of land would be distributed among individual Indians, who would acquire American citizenship with their land grants. Unfortunately, much of the land given to these Native Americans was of very poor quality — land that white men did not want.



Buffalo Bill's Wild West Show

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IMPACT

- The last western frontier in the United States was the Great Plains. This area had not been settled by earlier pioneers because they believed that its land was not suitable for farming. However, the Great Plains would become one of the best agricultural regions in the world.
- The burst of railroad building in the American West during the 1860s and 1870s and the completion of the first transcontinental railroad in 1869 helped to promote migration to the Great Plains.

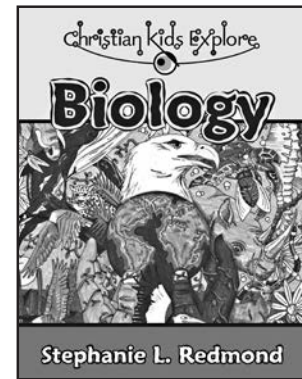
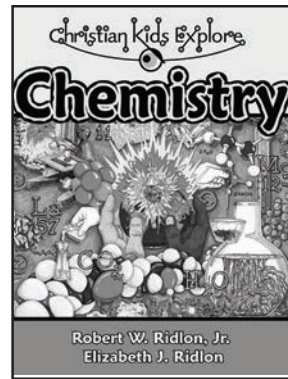
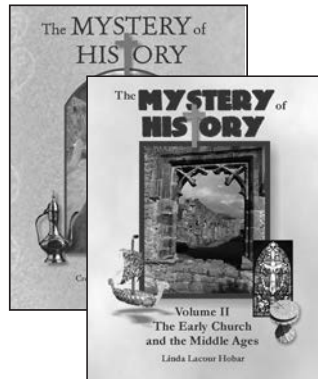
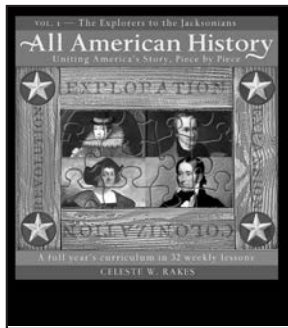
- The Homestead Act of 1862 permitted settlers to claim 160 acres of public land in the West by living on it for five years and paying a small fee. Pioneer families, migrating westward in trains of Conestoga wagons, faced many hardships.
- During the Gilded Age, there were still restless, independent miners roaming the American West. Boomtowns sprang up wherever there were mineral discoveries. Eventually, miners moved on to other potential mining sites, and most of these towns turned into ghost towns.
- The period from 1865 to 1885 became known as the era of the long cattle drive. Cowboys herded thousands of longhorns from Texas to midwestern towns, where they were fattened, slaughtered, and sent east for sale. The expansion of railroads in the Great Plains soon eliminated the need for these cattle drives, and Glidden's invention of barbed wire led to the enclosure of much of the open range.
- In the years after the Civil War, thousands of Great Plains Indians lived as they had for hundreds of years. They hunted buffalo and other wild animals that roamed the plains. Twenty years later, nearly all the buffalo had been slaughtered by white men, and almost all the Native Americans had been forced onto reservations.
- U.S. troops were sent to protect white Americans in the Great Plains from Native Americans. In 1876, Sitting Bull and his allies massacred Lieutenant Colonel George Custer and his men near the Little Big Horn River. Eventually, Sitting Bull surrendered to federal authorities. Upon his release from prison, he was allowed to travel with Buffalo Bill's Wild West Show.
- Federal authorities feared that Sitting Bull would join the Ghost Dance movement, which was seen as a threat to white

settlers living in the Great Plains. The chief was killed during an attempt to place him in custody. Two weeks later, U.S. troops massacred several hundred Sioux at Wounded Knee Creek in South Dakota. These events marked the end of the Indian Wars.

- The Dawes Act of 1887 gave the president authority to break up reservation land, held in common by members of a tribe, and divide it into 160-acre plots to be given to individual Indians.



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- Geography skills (such as reading maps and navigating)
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- Human geography (social structures, culture and heritage, and how people interact with the environment)

In addition to the *Student Reader*, the *Companion Guide* (digital copy included) contains:

- Hands-on activities and projects
- Map work, memorization, and geographic research questions (with answers!)
- Quizzes, a final exam, answer keys, and a convenient grading rubric
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All American History

Companion Guide

DIGITAL EDITION INSTRUCTIONS

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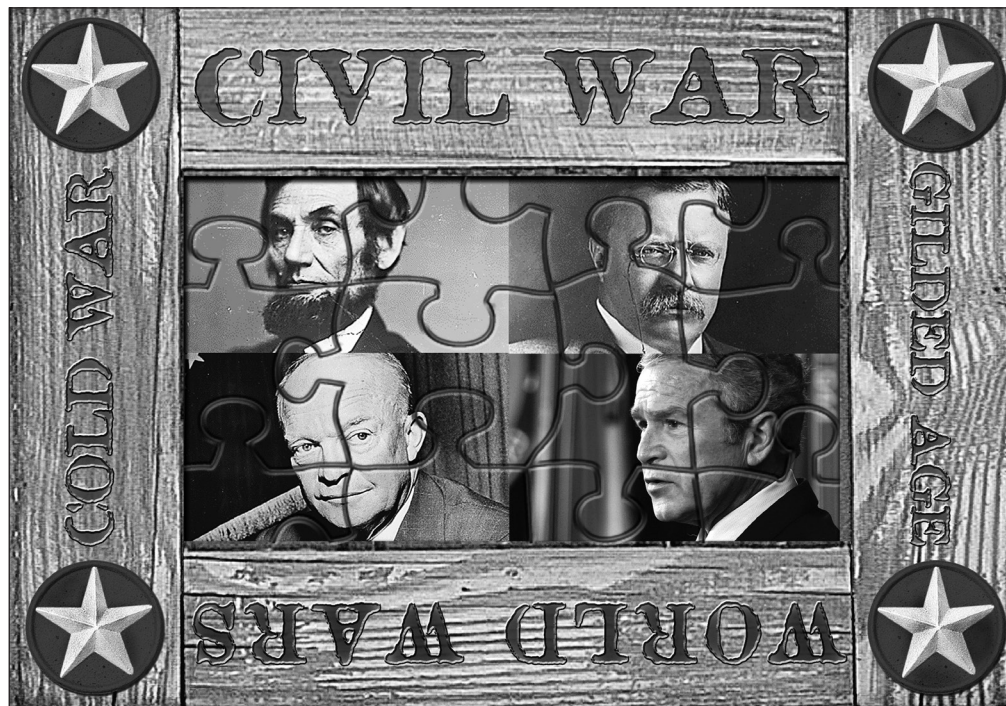
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All American History

Volume II

Uniting America's Story, Piece by Piece

The Civil War to the 21st Century Companion Guide



A full year's curriculum in 32 weekly lessons

CELESTE W. RAKES

*All American History, Volume II: Uniting America's Story, Piece by Piece;
The Civil War to the 21st Century — Companion Guide*
by Celeste W. Rakes
Vol. II of the All American History series

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INTRODUCTION

How Do I Get the Most from This Curriculum?

INTRODUCTION

All American History Volume II is organized into thirty-two lessons, each of which is designed to provide a week's worth of instruction. However, the lessons on World War I and World War II are longer than the other thirty lessons; you may want to spend an extra week on one or both of those lessons or set aside more time for history during the week that you are working on those lessons. An additional four weeks (one at the end of each unit) can be devoted to unit reviews, field trips, and/or completion of special projects. *All American History's* unique features include:

- ☐ Adaptability for both younger students and high school students
- ☐ Both hands-on activities and strong, challenging content
- ☐ Emphasis on social *and* cultural history
- ☐ Interactive forms to be used while reading and teaching the lessons
- ☐ Context provided for each lesson in the Atmosphere section of each lesson
- ☐ Weekly summation of the important points of each lesson

HOW DO I USE THE STUDENT READER?



The *Student Reader* is designed to be used in tandem with the *Companion Guide*. Whether the student reads the lesson in the reader independently or has the material taught or explained to him by a teacher, he should be encouraged to work on that lesson's corresponding *Forms* in the *Companion Guide* as he processes the information in the reader. Completing these forms while being introduced to the material in the *Student Reader* provides practice in “note-taking” and helps the student analyze and retain the material better. In the section “How Do I Use This Curriculum with My Co-op?” below, you will find more details concerning how to present the lessons in the reader to students with auditory and kinesthetic learning styles. A strong reader should not struggle with mastering the information in the *Student Reader* and the accompanying pages in the *Companion Guide*.

How Do I Use THE COMPANION GUIDE?



This *Companion Guide* is a tremendous resource, and the wealth of ideas that make this curriculum complete, memorable, and fun can ONLY be found in this *Companion Guide*. It includes the following components, which will be discussed in greater detail below under the "Detailed Instructions" heading:

- | | |
|--|--|
| ☐ For Review Forms | ☐ Project Possibilities |
| ☐ Unit Checklists | ☐ Family Activity Ideas |
| ☐ Mapwork | ☐ Book List |
| ☐ Further Study Questions (And Answers) | ☐ Review Forms |
| ☐ Review Games | ☐ Test Packets |
| ☐ Timeline | ☐ Reproducibles |

How Do I Use THIS CURRICULUM WITH MY FAMILY?



The first day or two of each lesson should be spent digesting the information found on the week's topic in the *Student Reader*. Older students will probably be able to read and understand the information and complete the corresponding forms in the *Companion Guide* on their own. These forms were intended to be used as the student is reading/hearing the information from the *Student Reader*. (If younger children in the family are included in the unit study, the parent should read carefully the upcoming section on how to use this curriculum with younger students.)

Following the completion of the lesson's required forms, the student can check to see how well he has mastered the material by tackling the lesson's For Review questions. You will probably also want to add the Timeline Dates (which can be found for each unit in a dedicated section of the *Companion Guide*) to your family timeline.

If your state requires a portfolio, a notebook containing the required forms as well as any additional maps, timelines, and your student's Native American and African American notebooks would make excellent portfolio additions.

The remainder of the week should be devoted to other projects chosen by the student and/or parent. Each of the thirty-two lessons in the *Companion Guide* contains four For Further Study questions related to that week's topic. Choose which projects you wish to pursue each week. Providing your junior high student with an opportunity to try his hand at some historical research would be of great benefit to him. If you have younger students, you may choose to use the adaptations of the For Further Study questions created just for them. A high school student should usually do all four of the For Further Study questions every week. To make your job easier, the information that should be gained from working on these questions is included in the For Further Study answers section. If time does not allow for completion of all four of the For Further Study questions, your student would certainly profit from hearing or reading the brief account of the historical details contained in these For Further Study answers.

If you have children who love to read, supply them with a stack of biographies or historical fiction for each time period from the included Book List. My daughter, who is a voracious reader, read biographies of all the presidents and many other important American historical figures. You might also pick a family read-aloud book for each of

the units. Even if your child is not a big reader, try to get him to read at least several books for each eight-week unit. He doesn't have to pick large volumes; I have learned many fascinating historical facts from short biographies and works of nonfiction, and the illustrations and photographs in such books are usually wonderful.

The Companion Guide also contains Project Possibilities that span the entire eight weeks of each unit. If you have younger children or children who enjoy hands-on learning, look specifically at Lessons 15, 16, 31, and 32 and plan opportunities for them to do some cooking, to listen to music, or to look at paintings. There are also a number of hands-on activities scattered throughout the For Further Study questions in each unit. Don't be afraid to let them write a play or record a news report or come up with some other creative way to use the information that they are learning. Some of our most precious homeschooling memories as a family resulted from such attempts.

At the end of each eight-week unit you may choose to insert a bonus week before beginning the next unit's lessons. This ninth week could be used for field trips, watching related movies, and finishing projects or adding to notebooks. Planning for this bonus week is a wonderful stress reducer and provides catch-up time if there has been any sickness or other reasons why your student might be behind.

HOW DO I USE THIS CURRICULUM WITH SIXTH — EIGHTH GRADE STUDENTS?



This curriculum was created to be used with middle school/junior high students (sixth–eighth graders). However, students in these grades possess a wide range of abilities and a variety of learning styles. The older and more capable the student, the more you should expect in terms of comprehension and retention of the information in the *Student Reader*, degree of completion of the *Companion Guide* pages, and tackling of the For Further Study questions. Many students in this grade range have become excellent independent readers, but others still struggle with reading on their own and become easily discouraged without verbal interaction and/or hands-on activities. *All American History* was developed to offer learning opportunities to visual, auditory, and kinesthetic learners. Please remember that this is also a high school level course; therefore, be discerning in how much you assign to your fifth–eighth grade student.

HOW DO I USE THIS CURRICULUM WITH HIGH SCHOOL STUDENTS?



All American History, Volume II, is a rich, in-depth course for high school students. For your student to earn an American History high school credit, my recommendation would be to:

- ☐ Assign the majority of the For Further Study questions in the *Companion Guide*
- ☐ Accomplish some of the Project Possibilities listed in the *Companion Guide*
- ☐ Require the use of some of the optional forms in the *Companion Guide*
- ☐ Make use of the High School Test Packet in the *Companion Guide*

The High School Test Packet includes 8 Tests, each covering four lessons (weeks). The tests consist of multiple-choice, true/false, matching, and map work questions. (An answer key is included.)

HOW DO I USE THIS CURRICULUM WITH YOUNGER STUDENTS?



Bright Ideas Press has developed a special package to help parents adapt this curriculum for younger students – *All American History Jr.* These materials include simplified lesson plans, notebooking pages, folderbooks, challenge cards, puzzles, coloring pages, and maps. AAH Jr. replaces several portions of the *All American History Companion Guide* for younger students. You can learn more about these resources at BrightIdeasPress.com.

If you decide not to purchase *All American Jr.*, you should still be able to find many activities and projects for younger students in the *Companion Guide*, as well as fun learning experiences for the entire family. It is important for you to realize that the *Student Reader* was not designed to be read word-for-word to younger children (unless they are gifted and working above grade level). However, much of the information in the reader lessons will be very interesting to them if shared in a simple storytelling fashion. The teacher or an older child can re-tell or narrate the lesson to younger students, concentrating on the important people and events and showing them the pictures in the *Student Reader* for that lesson.

You may decide, however, not to narrate the *Student Reader* to your younger students. Rather, you may choose to have them read books related to the topics in the *Student Reader*, while their older sibling(s) are studying the *Student Reader*. You will find annotated reading lists for younger, middle, and high school students. If your younger child enjoys reading or being read to, you should easily be able to locate more than enough books from the library to keep him and/or you busy for the eight weeks of each unit. Don't worry about covering all the people and events found in the *Student Reader* and don't worry about whether your reading is perfectly chronological. Just concentrate on making learning history enjoyable; awaken your younger student's appetite for further study of American history in the years ahead.

If a younger child likes to write or do things with his hands, he may enjoy cutting out the images and flags in the *Companion Guide* and placing them on the correct forms while an older sibling completes the forms. (The Reproducibles section of this *Companion Guide* has all the images for the forms, so you could easily copy some for a younger student.) The younger child doesn't have to fill in all the blanks on the form — just a few of the more important ones. Many younger children would enjoy using colored pencils to draw on the maps found on the back of many of the forms or using a children's atlas to find major places mentioned in the lessons.

The *Companion Guide* also has lesson-by-lesson suggestions on how to adapt the For Further Study questions for use with younger children. Your older students may enjoy sharing with their younger siblings some of the information that they are learning in these projects. Each lesson also has at least one suggested Family Activity. All of these were designed particularly with the younger members of the family in mind.

How Do I Use This Curriculum With My Co-op?



The co-op class for which I developed this curriculum met once a week for an hour. During that time period, I shared with the students most of the information found in the *Student Reader* for that week's lesson. I did not read it to them word-for-word. Rather, I attempted to share it with them in a story-telling fashion. Although I didn't memorize the facts of the lesson, I was familiar enough with them that I could tell the story in my own words.

I also tried to make my presentation interactive. Instead of doing all the talking, I came up with questions to get the students involved in discovering some of the information on their own and in forming opinions about what they were learning. I also had them working on their *Companion Guide* forms in class.

As I talked about a president, students were cutting and pasting his picture to his form and filling in the information about him. I discovered that I didn't need to be afraid to let my students do something with their hands while I was telling the story. This multi-sensory approach really seemed to solidify their understanding of the information that I was sharing. Years later, my son can remember almost everything he learned using this hands-on approach.

During our class time, I also brought in many pictures and photographs to make what we were discussing more real to my students. If I had been teaching just my own child at home, I might not have gone to the trouble of doing that. However, for a classroom of students, I made the effort — and it was well worth it. Looking at the visual depictions of the material that we were studying always raised further questions or provoked other insights, and I ended up learning from my student's reactions to the images. We also did map and timeline work in class.

In some of my co-op classes, we did the For Review questions in the *Companion Guide* together as a class. One group in particular loved doing this. With other groups, I assigned the For Review questions for them to do at home, and then we went over them as a review at the beginning of the next class period. I have also used the unit Review Games found in the *Companion Guide* — sometimes with teams, depending on the size of the group, and sometimes with the opportunity to earn little treats. This is always a big hit!

During the four days that my co-op students were at home, they were encouraged to choose at least a couple of related projects to work on (either from the lesson's For Further Study questions or from the Project Possibilities listed for the unit in the *Companion Guide*). In the co-op situation in which I taught, the responsibility for monitoring the students' progress in their work at home was left with their parents. However, I always encouraged my students to bring to class any of their projects that they would like to show me, and I occasionally offered some kind of reward for them to do so. I also planned a special co-op field trip or activity for each of the units.

How Do I Use This Curriculum With My Classroom?



Most of what I shared concerning the co-op classes that I taught would apply in this context as well. The major difference is that you (the classroom teacher) will be supervising the projects that your students work on, rather than their parents at home. You will also have to come up with a means of grading their work. The following are some of the decisions that you will have to make.

- ☐ Will you require your students to do any reading other than that from the *Student Reader*? If so, will you require biographies, historical fiction, nonfiction, or a combination? How much reading will you require

them to do, and how much choice will you give them in what they pick to read? How will you hold them accountable for what they read — will you have them write a report, give an oral presentation, do a poster, or create some sort of art project?

- ☐ Will you require your students to construct any of the suggested notebooks — Native American or African American? If so, which ones? Will you assign any creative writing projects? Will they work on these individually or in groups?
- ☐ Will you require your students to do any of the For Further Study questions? If so, how many? Will it be the same number for each lesson?
- ☐ Will you assign the same project(s) to the entire class or will you allow the students to individually choose which of the Project Possibilities they would like to do?
- ☐ Will you plan review games for the class, or does your schedule allow for field trips or special historical days — complete with food and other hands-on activities?
- ☐ Will you give tests on the material? If you desire to do so or are required to do so, the review activities in the *Companion Guide* would provide a rich resource for test questions, or you can use the High School Test packet for older students.

There are dozens of possible combinations of projects and activities that you could choose for your classes. As their teacher, you'll be the best one to determine which activities are chosen and in what order they are accomplished. That said, here are two possible schedules:

OPTION ONE

(for classes that meet five days a week)

- ☐ Monday — Students read to themselves from the *Student Reader* and/or participate in teacher-led discussion of the information contained in the *Student Reader* along with work on the corresponding forms (including maps) in the *Companion Guide*
- ☐ Tuesday — Timeline Dates and the For Review questions
- ☐ Wednesday — Reading day (allowing them time to read supplemental books relating to the time period for that unit or lesson)
- ☐ Thursday — For Further Study questions and Review Games
- ☐ Friday — Testing day (if you are required to test) and/or more supplemental reading time

OPTION TWO

(for classes that meet three days a week)

- ☐ Monday — Students read to themselves from the *Student Reader* and/or participate in teacher-led discussion of the information contained in the *Student Reader* along with work on the corresponding forms (including maps) in the *Companion Guide* and adding Timeline Dates
- ☐ Wednesday — For Review questions, additional reading, begin For Further Study questions
- ☐ Friday — Finish For Further Study questions, additional reading, and/or Review Games, testing day (if required)

Detailed Instructions

FOR REVIEW FORMS

This curriculum was developed with the intention of having the students complete the forms in the *Companion Guide* while reading/hearing and studying the lessons in the *Student Reader*. If younger children in the family are included in the unit study, the parent should read carefully the previous section on how to use this curriculum with younger students.

The Forms are intended to be used as multi-sensory reinforcement of the information from the lessons. They are great practice for note-taking. Filling out the forms designed for each lesson will not only improve the student's understanding and retention of the material he has read (or been taught), but it will also provide him with additional information not found in the *Student Reader*.

All the information that I have requested from the students for these forms is included in the lessons of the *Student Reader*. If the information is not included in the *Student Reader* or is not specific in the text of the *Student Reader*, then that space on the form is filled in for the student.

The images and flags to be glued onto these forms are all included in the reproducibles section of the *Companion Guide*. These images are in the exact order that they will be used. The flags should be colored in, using the appropriate colors for each country. Please note that I have chosen to use current flags to represent the countries that were involved in wars and not historical flags of those countries, unless no current flag exists. This was done solely for ease of visual identification.

These forms are NOT intended to be used as quizzes or tests. For that purpose, there are For Review Questions for each lesson (found after the forms) that were carefully crafted to ensure that the student has mastered the important information for that lesson; high school students may instead use the high school test packet.

FOR FURTHER STUDY QUESTIONS

There are four For Further Study questions for each of the thirty-two lessons. Plan on assigning some or all of these questions as independent research projects depending on the age of your student. Even if you do not assign these projects to your student, plan on reading the information the For Further Study Answers — a wealth of interesting historical details is contained in this section, much of which you could share quickly and easily with your child if he is not attempting to research the For Further Study Questions on his own.

REPRODUCIBLES AND OPTIONAL FORMS



There are eleven additional forms that may be photocopied repeatedly. Filling in the Notebook Timeline form is one option for your student to use in creating a timeline. The other forms can guide your student in doing additional research and/or creating notebooks. The Optional Forms include:

- ☐ Notebook Timeline
- ☐ Native American Tribe
- ☐ Native American
- ☐ African American
- ☐ United States President
- ☐ Civil War Battle
- ☐ World War I Battle
- ☐ World War II European Battle
- ☐ World War II Pacific Battle
- ☐ Korean War Battle
- ☐ Vietnam War Battle

MAPS



There is a map on the back of most of the required *Companion Guide* forms. Almost all of these maps are to be completed to match the corresponding maps in the *Student Reader*. Directions for completing the maps can be found on the maps themselves, with additional information in the Map Work section of this *Companion Guide*. Maps on the back of the president forms are to be used to show the states, if any, that entered the Union during each president's term(s) in office. This information is found in the Impact bullets of each lesson in the *Student Reader*. The student will need to compare the date of the state's entry with the dates of the president's term(s) in office. The names of the states may be written on the map or just their entry numbers. For example, on Andrew Johnson's map, Nebraska or the number 37 may be entered.

Some of these maps will be blank, as some presidents had no states enter the Union during their presidency. Please refer to the Answer Key section if you have questions about this.

A legend box has been included on each of the maps so that your student can choose colors and/or patterns to express information as desired. Additional blank maps might be helpful for reviewing the location of cities and countries, states and capitals practice, and illustrations for optional For Further Study questions. Blank maps are also handy for younger students who enjoy coloring, for kinesthetic or visual learners, and for students desiring to do more hands-on practice.

For the optional map review, have on hand a good atlas containing a world map and a U.S. map. Be sure to use it to locate each country, colony/state, city, body of water, and battle site mentioned in the *Student Reader* as you read through the lessons.

TIMELINES



In this *Companion Guide*, Timeline Dates are listed, by unit, in the Teaching Resources section. The Reproducibles section contains many images that are perfect for timelines, as well as for the optional Notebook Timeline form.

Timelines are especially useful for:

- ☐ Seeing the events of history in a graphically organized fashion
- ☐ Seeing the events of history at a glance
- ☐ Seeing relationships between people, places, and events
- ☐ Making an abstract concept concrete
- ☐ Visual learners
- ☐ Kinesthetic learners as they construct their timeline
- ☐ Reinforcing the information being studied

There are a number of methods for recording timelines. Here are a few examples:

- ☐ On strips of paper along a wall
- ☐ On poster board or science project boards
- ☐ On a laminated Timeline of World History
- ☐ On index cards

Another option (especially appealing to older students) is to have the student create a notebook-style timeline. To that end, we have included in this *Companion Guide* a notebook-style timeline form. An extremely useful website for seeing photos of a variety of timeline styles is www.HomeschoolInTheWoods.com by Amy Pak, whose illustrations are used in *All American History, Volumes I and II*.

BOOK LISTS



Books can really make history come to life for students of all ages! We have done the work for you in finding a plethora of books. These extensive, annotated book lists are found in Section Three, listed by unit and then by primary, middle, and secondary grade levels. Enjoy yourself — read aloud with your students as much as reasonably possible. Make a point of finding attractive, well-illustrated books for your visual learners. Find books-on-tape for auditory ones. While none of these books are required, they will add depth to your studies.

ADDITIONAL RESOURCES: ATLASES, MAPS, AND TIMELINES



All of the following atlases and map resources are recommended by Bright Ideas Press.

ATLASES

Choose the ones that are right for your students. Both a world and USA atlas are necessary.

- ☐ Rand McNally *Atlas of World Geography* (Grades 6–12)
- ☐ Rand McNally *Atlas of the United States*
- ☐ Rand McNally *Atlas of American History* (highly recommended for grades 7 and up)

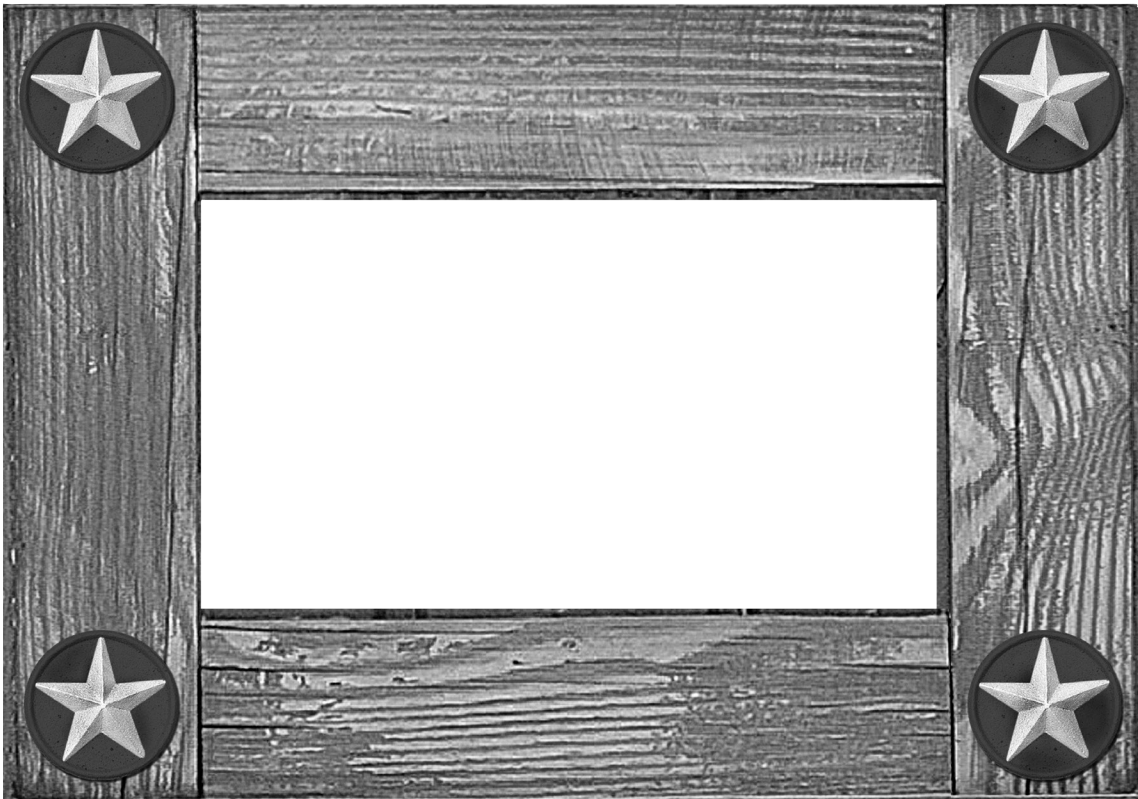
MAPS

- ☐ *WonderMaps* (Bright Ideas Press)
- ☐ Blank, laminated oversized USA outline map
- ☐ Blank, laminated oversized world outline map

TIMELINE RESOURCES

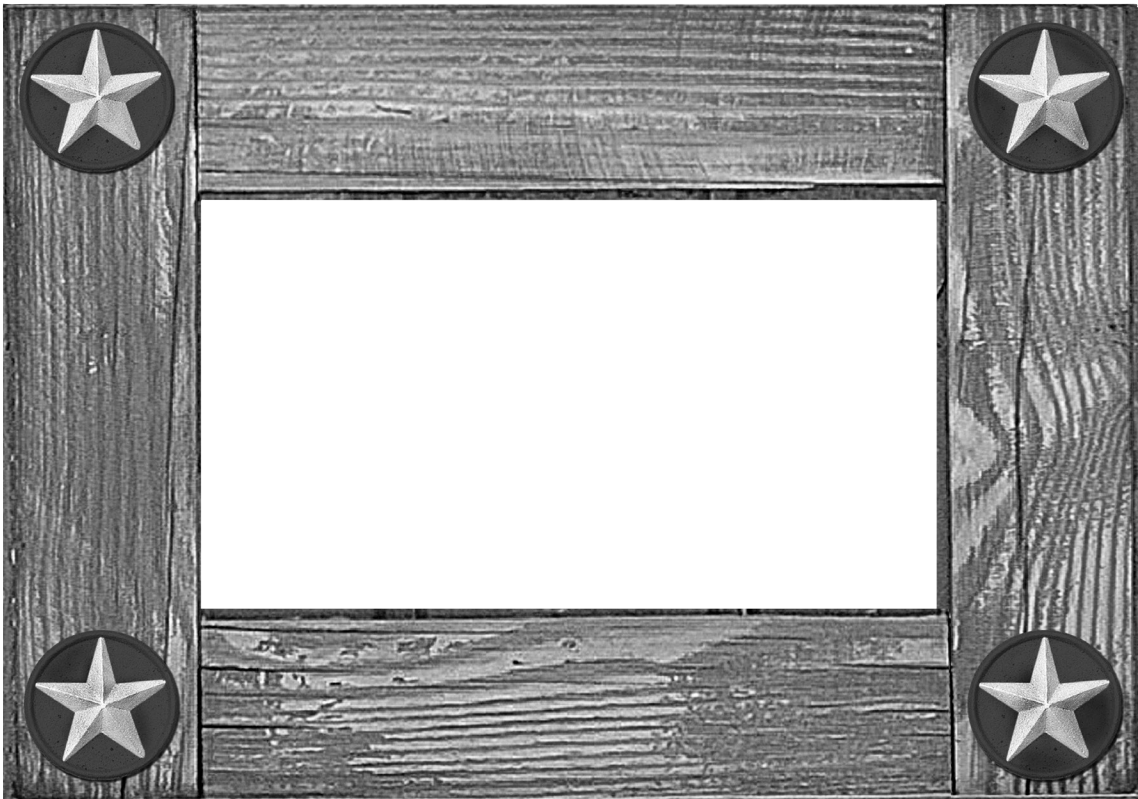
- ☐ *History through the Ages: America's History* timeline figures by Amy Pak — available in both a cardstock version and a CD-Rom version
- ☐ Laminated Timeline of World History

SECTION ONE: TEACHING RESOURCES



TEACHING RESOURCES:

RESOURCES BY UNIT



Unit Two Resources

PROJECT POSSIBILITIES

1. Have your student(s) choose a biography of one or more of these key figures from the Gilded Age.

- ☐ Alexander Graham Bell
- ☐ William Jennings Bryan
- ☐ Teddy Roosevelt
- ☐ “Wild Bill” Hickok
- ☐ Sitting Bull
- ☐ George Armstrong Custer
- ☐ Buffalo Bill Cody
- ☐ John D. Rockefeller
- ☐ Andrew Carnegie
- ☐ Cornelius Vanderbilt
- ☐ William Howard Taft
- ☐ Woodrow Wilson
- ☐ Elizabeth Cady Stanton
- ☐ Susan B. Anthony
- ☐ Jane Addams
- ☐ Booker T. Washington
- ☐ W. E. B. Du Bois
- ☐ Dwight L. Moody
- ☐ Fanny Crosby
- ☐ Phineas T. Barnum
- ☐ Thomas Edison
- ☐ John Philip Sousa
- ☐ Scott Joplin
- ☐ Mark Twain

Your student(s) should decide how the key figure’s childhood and life experiences prepared that individual for the contributions that he or she made during the Gilded Age.

2. Have your student(s) pick one or more works of historical fiction to read from the Unit Two Book List.

3. Have your student(s) select one or more creative writing projects related to the information you learn concerning the Gilded Age. Projects may include writing a poem about life on the western

frontier, a journal entry from a day in the life of a cowboy on the trail, a newspaper article or a script for a TV news report describing an important event in a president’s administration or a battle during the Spanish-American War, or a drama depicting another significant event that occurred during this period.

The drama could be performed for an audience or the TV news report could be performed and videotaped.

Your student(s) can also illustrate the writing project or make a mural depicting the battles of the Spanish-American War or one of the presidents’ administrations.

4. If your student(s) began a Native American notebook when studying Volume I, add a page when you study Sitting Bull and the Lakota in Lesson 11.

5. If your student(s) began an African American notebook when studying Volume I (or would like to start one now), add pages to the notebook when you study Booker T. Washington and W. E. B. Du Bois in Lesson 15.



BOOK LIST REMINDER

See the annotated bibliography in Section Three.



TIMELINE DATES

As you study each important event in the Gilded Age, record the dates on your timeline.

- ☐ 1877–1881: Rutherford B. Hayes (Lesson 9)
- ☐ 1881: James A. Garfield (Lesson 9)
- ☐ 1881–1885: Chester A. Arthur (Lesson 9)
- ☐ 1885–1889: Grover Cleveland (Lesson 9)
- ☐ 1889–1893: Benjamin Harrison (Lesson 9)
- ☐ 1893–1897: Grover Cleveland (Lesson 9)
- ☐ 1897–1901: William McKinley (Lesson 9)
- ☐ 1898: Spanish-American War (Lesson 10)

- ☐ 1865–1885: Era of the Long Cattle Drive (Lesson 11)
- ☐ 1876: Custer’s Last Stand (Lesson 11)
- ☐ 1887: Dawes Act (Lesson 11)
- ☐ 1890: End of the Indian Wars (Lesson 11)
- ☐ 1881: Founding of the AFL (Lesson 12)
- ☐ 1892: Establishment of Ellis Island Immigration Station (Lesson 12)
- ☐ 1901–1909: Teddy Roosevelt (Lesson 13)
- ☐ 1909–1913: William Howard Taft (Lesson 13)
- ☐ 1913–1921: Woodrow Wilson (Lesson 13)
- ☐ 1913: Ratification of the Sixteenth and Seventeenth Amendments (Lesson 13)
- ☐ 1919: Ratification of the Eighteenth Amendment (Lesson 13)
- ☐ 1920: Ratification of the Nineteenth Amendment (Lesson 13)
- ☐ 1876: Philadelphia Centennial Exposition (Lesson 16)
- ☐ 1893: World’s Columbian Exposition (Lesson 16)



MAPMAKING REMINDER

Directions for completing the map forms can be found in the introduction to the *Student Activity Book*.



REVIEW GAMES

For long-term usage and durability, you may wish to either photocopy the images onto cardstock or glue them to a piece of poster board before cutting them out.

1. Continue working on learning the presidents in order. Add cards for the presidents studied in Unit Two—Rutherford B. Hayes, James Garfield, Chester Arthur, Grover Cleveland, Benjamin Harrison, William McKinley, Teddy Roosevelt, William Howard Taft, and Woodrow Wilson. See if your student(s) can lay out the presidents, one by one, in the order

that they served. Then practice saying them in order without using the cards. By the end of Volume II, the student should be able to recite all the U.S. presidents in order.

2. Review all the states and their capitals that your student(s) has learned thus far. Have him use an unlabeled map of the United States to practice identifying the location of each state and its capital. By the end of Volume II, the student should be able to locate all fifty states on an unlabeled map and identify the capital of each state.



FAMILY ACTIVITY IDEAS

LESSON 9

- ☐ A 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 together. Notice the clothing, houses, and other cultural aspects of the Gilded Age depicted.

LESSON 10

- ☐ 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 their bodies strong? Be inspired by Roosevelt’s example; encourage one another and hold each other accountable!

LESSON 11

- ☐ Watch the Peanuts movie *The Building of the Transcontinental Railroad* (part of the This Is America series).
- ☐ Find the words to “Home on the Range” and sing it. Dress like a cowboy.
- ☐ Explore the life of the Wilder family (unit studies and activities related to this family are easy to find online) and try recipes from *The Little House*

Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories.

LESSON 12

- ❑ During the Gilded Age, American railroads and bicycles began to achieve a special place in the nation's music. Sing "I've Been Workin' on the Railroad" and "Daisy Bell" (also known as "Daisy, Daisy" and "A Bicycle Built for Two"), and read the story of Casey Jones. Compare your bicycle to pictures of bicycles from the Gilded Age.

LESSON 13

- ❑ Locate all the teddy bears owned by your family. Find out how the teddy bear got its name. Look for pictures of teddy bears from the early years of the twentieth century.

LESSON 14

- ❑ Make paper dolls dressed in Gilded Age fashions.
- ❑ Try cooking an entire meal from Fanny Farmer's *Boston Cooking-School Cook Book* (see the information in the fourth For Further Study question for this lesson in the *Student Activity Book*).

LESSON 15

- ❑ Have a Fanny Crosby sing-a-thon. Decide how her songs are different from praise choruses sung today.
- ❑ Enjoy some of the recreational activities that were popular or that originated in the Gilded Age — basketball, baseball, croquet, and bicycling — or order a deck of Authors cards and learn to play that game. Take a field trip to the circus the next time that it comes near your home.

LESSON 16

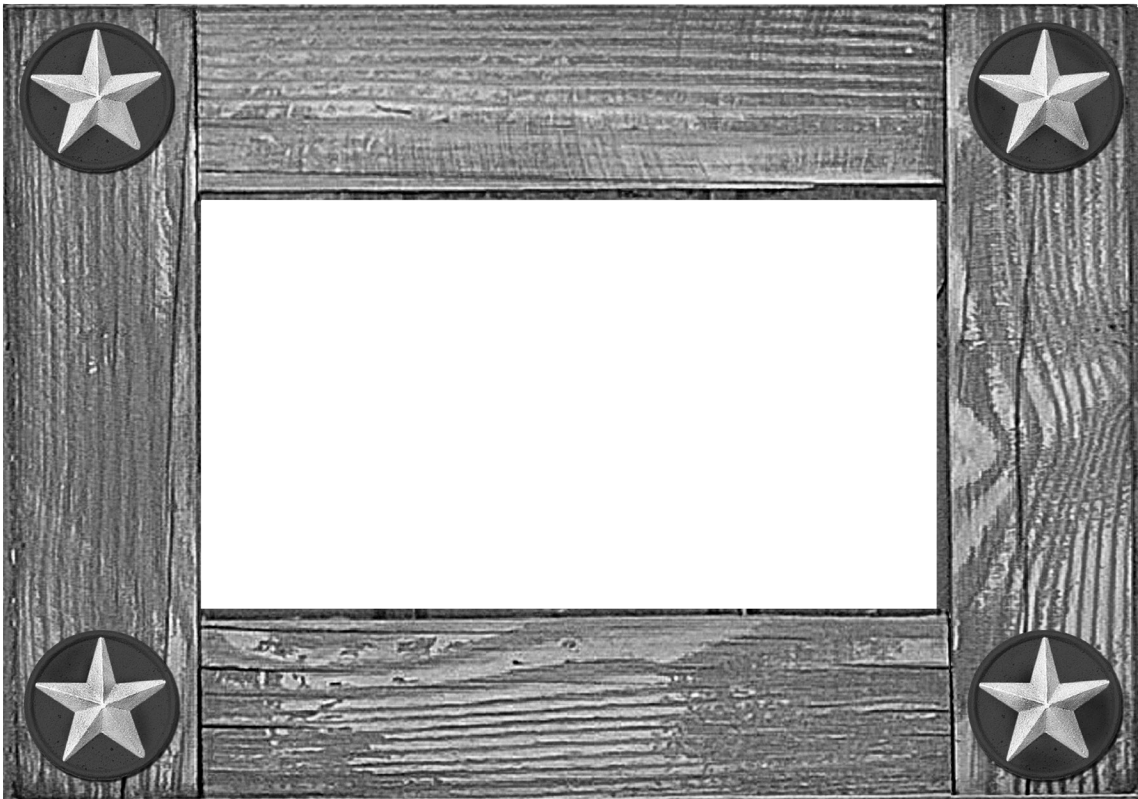
- ❑ Ride around your town and see if you can find any houses or other buildings built during the Gilded Age. Can you find "Victorian Gothic" features in these structures? If you live near a man-

sion built during the Gilded Age, take a field trip to see it.

- ❑ Organize a vaudeville show using family members and/or friends.

TEACHING RESOURCES:

FAMILY ACTIVITY IDEAS





cookies. Bake some molasses cookies and eat some peaches, and remember the soldiers who fought so many years ago.

LESSON 7

- ❑ Many of the popular songs sung in the Civil War and Reconstruction period are still familiar today. Each side freely adapted the other's music and altered the lyrics. Favorite Union songs were "Tenting Tonight," "Marching through Georgia," and "When Johnny Comes Marching Home Again." Favorite songs of the Confederacy were "Cheer, Boys, Cheer," "The Bonnie Blue Flag," and "The Yellow Rose of Texas." See if you can find words and recordings for several of the songs and listen to them.

LESSON 8

- ❑ See if there is an African Methodist Episcopal (AME) church in your community. Find out how an AME church is different from your family's church. Discuss whether you think there should be separate white churches and separate African American churches.

Unit 2

LESSON 9

- ❑ A 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 together. Notice the clothing, houses, and other cultural aspects of the Gilded Age depicted.

LESSON 10

- ❑ 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 their bodies strong? Be inspired by Roosevelt's example; encourage one another and hold each other accountable!

LESSON 11

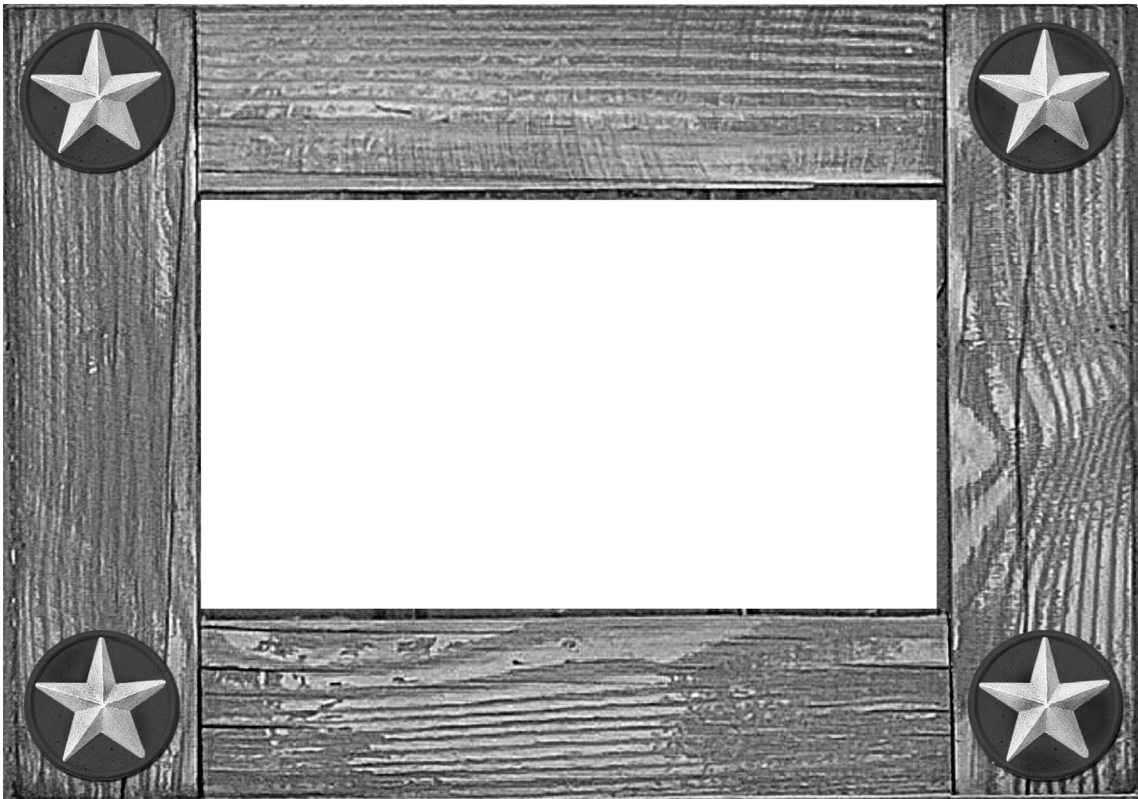
- ❑ Watch the Peanuts movie *The Building of the Transcontinental Railroad* (part of the This Is America series).
- ❑ Find the words to "Home on the Range" and sing it. Dress like a cowboy.
- ❑ Explore the life of the Wilder family (unit studies and activities related to this family are easy to find online) and try recipes from *The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories*.

LESSON 12

- ❑ During the Gilded Age, American railroads and bicycles began to achieve a special place in the nation's music. Sing "I've Been Workin' on the Railroad" and "Daisy Bell" (also known as "Daisy,

TEACHING RESOURCES:

PROJECT POSSIBILITIES





Unit 2

1. Have your student(s) choose a biography of one or more of these key figures from the Gilded Age.

- | | | |
|--|---|--|
| ☐ Alexander Graham Bell | ☐ Andrew Carnegie | ☐ W. E. B. Du Bois |
| ☐ William Jennings Bryan | ☐ Cornelius Vanderbilt | ☐ Dwight L. Moody |
| ☐ Teddy Roosevelt | ☐ William Howard Taft | ☐ Fanny Crosby |
| ☐ “Wild Bill” Hickok | ☐ Woodrow Wilson | ☐ Phineas T. Barnum |
| ☐ Sitting Bull | ☐ Elizabeth Cady Stanton | ☐ Thomas Edison |
| ☐ George Armstrong Custer | ☐ Susan B. Anthony | ☐ John Philip Sousa |
| ☐ Buffalo Bill Cody | ☐ Jane Addams | ☐ Scott Joplin |
| ☐ John D. Rockefeller | ☐ Booker T. Washington | ☐ Mark Twain |

Your student(s) should decide how the key figure’s childhood and life experiences prepared that individual for the contributions that he or she made during the Gilded Age.

2. Have your student(s) pick one or more works of historical fiction to read from the Unit Two Book List.

3. Have your student(s) select one or more creative writing projects related to the information you learn concerning the Gilded Age. Projects may include writing a poem about life on the western frontier, a journal entry from a day in the life of a cowboy on the trail, a newspaper article or a script for a TV news report describing an important event in a president’s administration or a battle during the Spanish-American War, or a drama depicting another significant event that occurred during this period.

The drama could be performed for an audience or the TV news report could be performed and video-taped.

Your student(s) can also illustrate the writing project or make a mural depicting the battles of the Spanish-American War or one of the presidents’ administrations.

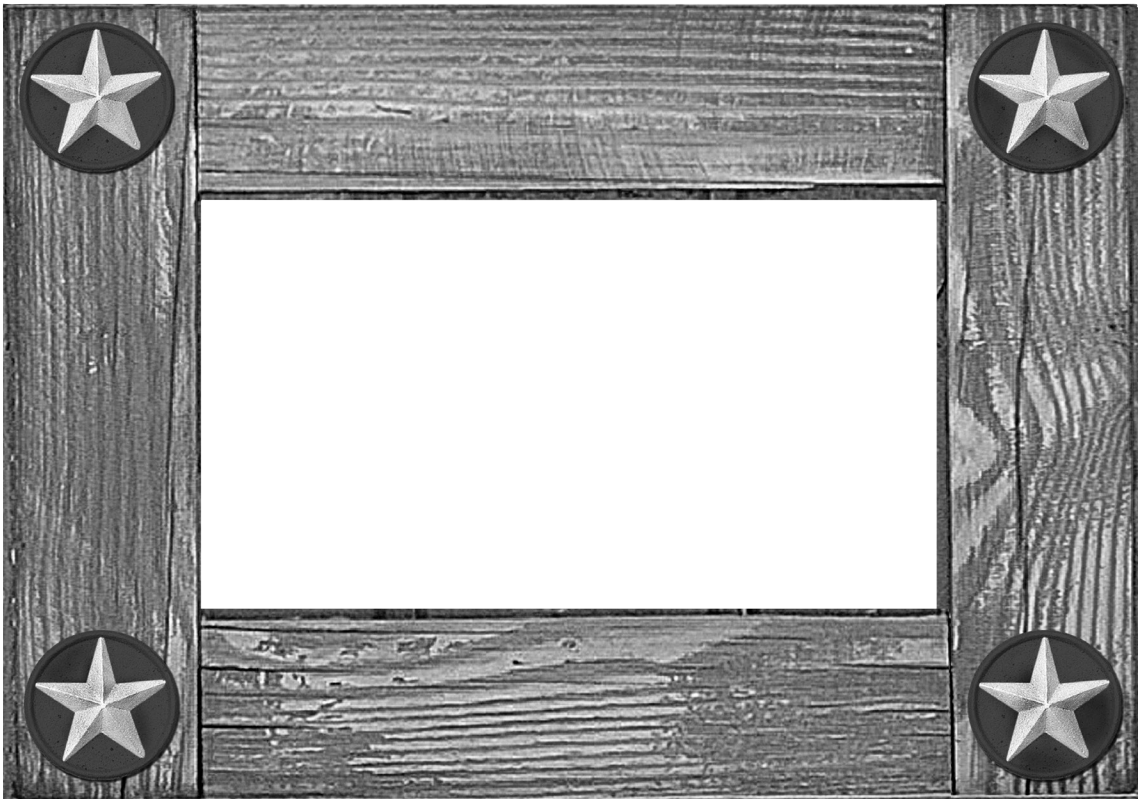
4. If your student(s) began a Native American notebook when studying Volume I, add a page when you study Sitting Bull and the Lakota in Lesson 11.

5. If your student(s) began an African American notebook when studying Volume I (or would like to start one now), add pages to the notebook when you study Booker T. Washington and W. E. B. Du Bois in Lesson 15.



TEACHING RESOURCES:

REVIEW GAMES





For long-term usage and durability, you may wish to either photocopy the images onto cardstock or glue them to a piece of poster board before cutting them out. All of the images, icons, and flags from the *Student Activity Book* have been included in this book for your use.

Unit 1

1. Begin working on learning the U.S. presidents in order. If you have a copy of *All American History, Volume I*, cut out the pictures of the first eleven presidents — George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, Andrew Jackson, Martin Van Buren, William Henry Harrison, John Tyler, and James Polk. If not, just write their names on individual cards. Cut out the pictures of Zachary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan, Abraham Lincoln, Andrew Johnson, and Ulysses S. Grant. See if your student(s) can lay out the presidents, one by one, in the order that they served. Then practice saying them in order without their pictures.

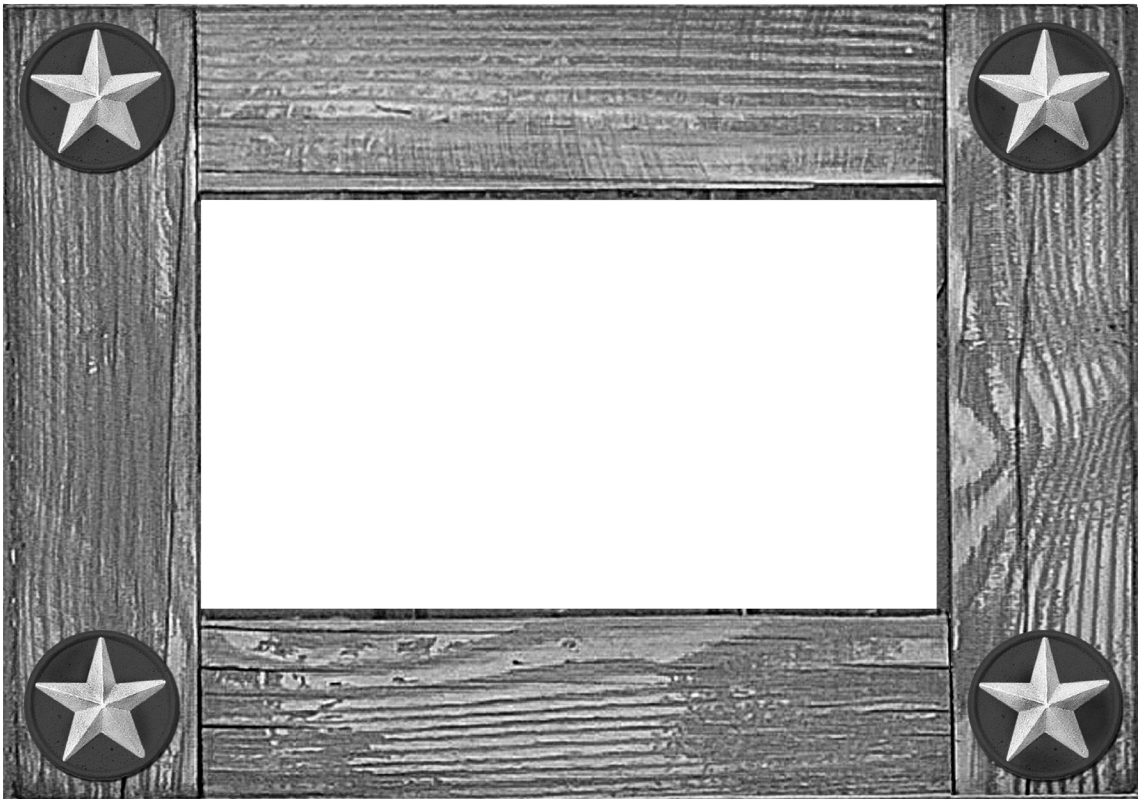
2. Locate the descriptions of individuals from the Civil War Hall of Fame in the Unit One Final Review. Make a copy of the descriptions. Cut out the pictures from the Hall of Fame that match the descriptions. Glue the description to one side of an index card. Write the person's name and glue his picture to the other side, and use them as flash cards for review. This review can be done beginning with Lesson 2 of Unit One. Just keep adding pictures of individuals and descriptions to your collection of flash cards as you study them each week.

Unit 2

1. Continue working on learning the presidents in order. Add cards for the presidents studied in Unit Two—Rutherford B. Hayes, James Garfield, Chester Arthur, Grover Cleveland, Benjamin Harrison, William McKinley, Teddy Roosevelt, William Howard Taft, and Woodrow Wilson. See if your student(s) can lay out the presidents, one by one, in the order that they served. Then practice saying them in order without using the cards. By the end of Volume II, the student should be able to recite all the U.S. presidents in order.

2. Review all the states and their capitals that your student(s) has learned thus far. Have him use an unlabeled map of the United States to practice identifying the location of each state and its capital. By the end of Volume II, the student should be able to locate all fifty states on an unlabeled map and identify the capital of each state.

TEACHING RESOURCES:
BOOK LIST





Sound the Jubilee by Sandra Forrester. A slave and her family find refuge on Roanoke Island, North Carolina, during the Civil War. Based on a true story. 183 pp.

To Be a Slave by Julius Lester. (See Middle.)

† *Uncle Tom's Cabin* by Harriet Beecher Stowe. Classic work written in 1852. Mentioned extensively in the *Student Reader*. 544 pp.

Underground Man by Milton Meltzer. (See Middle.)

Unit Two



PRIMARY (K–4)

The Adventures of Young Buffalo Bill by E. Cody Kimmel. A series of four books that take the reader through Buffalo Bill's exciting youth. Written by a woman who grew up believing she was related to this famous cowboy. Books range from 144 to 192 pp.

The Big Balloon Race by Eleanor Coerr. A fun easy reader about the famous Myers family. Carlotta was a famous aeronaut in the 1880s, and her husband made balloons for her. 62 pp.

Bill Pickett: Rodeo-Ridin' Cowboy by Andrea Davis Pinkney. About the first African American to be inducted into the National Cowboy Hall of Fame. 32 pp.

Black Cowboy, Wild Horses by Julius Lester. Based on a true story in the life of Bob Lemmons, a cowboy and former slave. 32 pp.

Brothers by Yin. This sweet story about a developing friendship between an Irish immigrant boy and a Chinese immigrant boy gives insight into the development of San Francisco's Chinatown. 32 pp.

Buffalo Bill by Ingri and Edgar d'Aulaire. Typical of d'Aulaire quality, this is another lovely biography with exquisite illustrations. 41 pp.

Buffalo Bill and the Pony Express by Eleanor Coerr. Easy reader that relates the adventures of a young Buffalo Bill when he goes to work for the Pony Express. 64 pp.

By the Great Horn Spoon! by Sid Fleischman. Set during the California gold rush, this book is fast-paced and enjoyable. Likeable characters and lots of period information make this a fun way to learn about the gold rush. 193 pp.

Chocolate by Hershey: A Story About Milton S. Hershey by Betty Burford. This biography of a fascinating American entrepreneur tells about his successes and failures and his big heart for orphans. 64 pp.

Cowboys and Cowgirls: YippeeYay! by Gail Gibbons. Informative book about cowboys in the Old West; talks about cattle drives, roundups, and cowboy clothing. 32 pp.



Helen Keller by Margaret Davidson. Inspiring telling of Helen Keller's life story. 96 pp.

Hitty: Her First Hundred Years by Rachel Field. 1930 Newbery Medal Winner. Follow the adventures of a doll as she experiences the nineteenth and early twentieth centuries. First published in 1929, this book is a jewel! 256 pp.

Little House Books by Laura Ingalls Wilder. This well-known series of books is the tale of the author's childhood, from the time her family moved out west, through her marriage and the birth of her first baby. A wonderful read, full of details of life on the prairie. Five books in this series are Newbery Honor books: *On the Banks of Plum Creek*, 1938; *By the Shores of Silver Lake*, 1940; *The Long Winter*, 1941; *Little Town on the Prairie*, 1942; and *These Happy Golden Years*, 1944.

Mr. Blue Jeans: A Story About Levi Strauss by Maryann Weidt. This is a fascinating story about a Jewish immigrant who founded a famous jeans company. 64 pp.

Mudball by Matt Tavares. In 1903, Andy Oyler hit the only home run of his entire career, but it's the subject of a much-loved baseball legend. 32 pp.

Sitting Bull by Lucille Recht Penner. Easy reader biography of this famous Native American. 48 pp.

Train to Somewhere by Eve Bunting. Also about the Orphan Trains, this is a beautiful picture book for younger readers. 32 pp.

Zayda Was a Cowboy by June Levitt Nislick. The story of a Jewish immigrant from Russia who enters the United States, is sent out west, and becomes a cowboy! An epilogue fills in the historic background. 74 pp.

The Dear America books chronicle the stories of fictional American girls through their diaries. They span a wide range of experiences, places, and time periods, and many are written by well-known, award-winning authors. Published by Scholastic. Titles for this time period:

A Coal Miner's Bride: The Diary of Anetka Kaminska, Lattimer, Pennsylvania, 1896 (Dear America) by Susan Campbell Bartoletti. 221 pp.

Dreams in the Golden Country: The Diary of Zipporah Feldman, A Jewish Immigrant Girl, New York City, 1903 (Dear America) by Kathryn Lasky. 192 pp.

Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker, New York City, 1909 (Dear America) by Deborah Hopkinson. 190 pp.

My Face to the Wind: The Diary of Sarah Jane Price, a Prairie Teacher, Broken Bow, Nebraska, 1881 (Dear America) by Jim Murphy. 188 pp.

My Heart Is on the Ground: The Diary of Nannie Little Rose, a Sioux Girl, Carlisle Indian School, Pennsylvania, 1880 (Dear America) by Ann Rinaldi. 206 pp.

West to a Land of Plenty: The Diary of Teresa Angelino Viscardi, New York to Idaho Territory, 1883 (Dear America) by Jim Murphy. 208 pp.



The If You... series is full of factual information and is written in a way that enables students to put themselves in different time periods or historical situations. Title for this time period:

If Your Name Was Changed at Ellis Island by Ellen Levine. This book uses a question-and-answer style to explain to readers what it was like to immigrate to the United States through Ellis Island. 85 pp.

The My America books are journals of fictitious young Americans. Instead of just one journal per character, they tend to be written in trilogies, so the reader can follow the character through different periods of his or her life within a historical setting. Published by Scholastic. Titles for this time period:

An American Spring: Sofia's Immigrant Diary, Book Three, 1903 (My America) by Kathryn Lasky. 112 pp.

Home at Last: Sofia's Immigrant Diary, Book Two, 1903 (My America) by Kathryn Lasky. 112 pp.

Hope in My Heart: Sofia's Immigrant Diary, Book One, 1903 (My America) by Kathryn Lasky. 112 pp.

The My Name Is America series is similar to the Dear America series, except that the title characters are boys, rather than girls. Follow their stories to better understand the trials faced by those who made our country great. Published by Scholastic. Titles for this time period:

The Journal of Finn Reardon, a Newsie, New York City, 1899 (My Name Is America) by Susan Campbell Bartoletti. 160 pp.

The Journal of Otto Peltonen, a Finnish Immigrant, Hibbing, Minnesota, 1905 (My Name Is America) by William Durbin. 208 pp.



MIDDLE (5–8)

The Adventures of Tom Sawyer by Mark Twain. This classic American novel draws the reader into the life of endearing Tom, a regular country boy, growing up on the Mississippi River. 256 pp.

The Adventures of Young Buffalo Bill by E. Cody Kimmel. (See Primary.)

Behave Yourself, Bethany Brant by Patricia Beatty. Bethany's insatiable curiosity and penchant for getting into trouble follow her to Texas when she and her brother go to live with relatives. 172 pp.

Billy the Kid by Theodore Taylor. Fun historical fiction with good insight into the "wild west." The story takes place in 1881 when Billy the Kid is nineteen years old. 224 pp.

The Bite of the Gold Bug: A Story of the Alaskan Gold Rush by Barthe DeClements. In 1898, Bucky and his father must overcome extreme conditions on their one thousand mile trek to prospect for gold in Alaska. 56 pp.

The Bone Wars by Kathryn Lasky. Thaddeus, an American frontier boy, and Julian, son of an English paleontologist, become friends and share a mutual love of hunting dinosaur fossils in the west of the 1870s. 378 pp.

By the Great Horn Spoon! by Sid Fleischman. (See Primary.)



Caddie Woodlawn by Carol Ryrie Brink. 1936 Newbery Medal Winner. Based on the true experiences of the author's grandmother in the Wisconsin wilderness, this is an exciting story about pioneer days. 288 pp.

The Call of the Wild by Jack London. This story, as seen through the eyes of a dog, gives insight into human nature, as well as being based on London's experiences as a gold prospector in the Yukon. 160 pp.

Children of the Fire by Harriette Robinet. In Chicago, a young black girl named Hallelujah lives through the Great Fire of October 8, 1871, and learns courage and resourcefulness. 134 pp.

Chocolate by Hershey: A Story About Milton S. Hershey by Betty Burford. (See Primary.)

Cowboys of the Wild West by Russell Freedman. Full of pictures and carefully researched, this is an excellent read to get a feel for the lives of the cowboys. 112 pp.

The Earth Dragon Awakes: The San Francisco Earthquake of 1906 by Laurence Yep. The author carefully includes the most significant ramifications of this event, seen through the eyes of two young boys, one Chinese, one not. The boys learn what it really means to be a hero. 128 pp.

Five Little Peppers and How They Grew by Margaret Sidney. Originally a serial in an 1880 children's magazine, this story was so popular it was published as a book and eleven more followed! This family survives with love and dignity in the face of poverty and adversity. 352 pp.

Gone-Away Lake by Elizabeth Enright. 1958 Newbery Honor Book. Turn-of-the-century tale about a magical summer spent visiting cousins in the country. 272 pp.

The Great Wheel by Robert Lawson. 1958 Newbery Honor Book. Tells the story of the building of the first Ferris wheel, built for the Chicago World's Fair in 1893. Well told. 192 pp.

The Hebrew Kid and the Apache Maiden by Robert J. Avrech. Well-told story encompassing issues of Jewish immigration and westward expansion. Reader will become familiar with Jewish culture in an 1870s Old West setting. 220 pp.

Helen Keller by Margaret Davidson. (See Primary.)

Hitty: Her First Hundred Years by Rachel Field. (See Primary.)

Jenny of the Tetons by Kristiana Gregory. Carrie hates the Indians for killing her parents and stealing her brothers. But when she is taken in by an Englishman named Beaver Dick to help with his children, Carrie quickly grows to love his Indian wife and their family. Gregory's story is dotted with excerpts from the journal of the real Beaver Dick. 192 pp.

Jim Ugly by Sid Fleischman. In 1894, Jake forms an uneasy alliance with Jim Ugly, his father's devoted half-wolf dog, when Jake's father mysteriously disappears. 130 pp.

Little House Books by Laura Ingalls Wilder. (See Primary.)

Mr. Blue Jeans: A Story About Levi Strauss by Maryann Weidt. (See Primary.)



Orphan Train Rider: One Boy's True Story by Andrea Warren. Between 1854 and 1930, more than two hundred thousand orphaned and abandoned children from the cities of the eastern seaboard were “placed out” to new homes and families in the midwestern and western states. 80 pp.

Our Only May Amelia by Jennifer L. Holm. 2000 Newbery Honor Book. As the only girl in a Finnish American family of seven brothers, May Amelia Jackson resents being expected to act like a lady while growing up in Washington state in 1899. 253 pp.

Roller Skates by Ruth Sawyer. 1937 Newbery Medal Winner. A tale of the adventures of ten-year-old Lucinda, who spends an exciting year exploring New York City in the 1890s. 192 pp.

Shoes for Everyone: A Story About Jan Matzeliger by Barbara Mitchell. A story about the Dutch immigrant who revolutionizes the shoe industry. 63 pp.

Silver Dollar Girl by Katherine Ayres. In 1885, unhappy living with her aunt and uncle in Pittsburgh, Valentine Harper disguises herself as a boy and runs away to Colorado, determined to find her father who has gone there in search of gold. 208 pp.

The Spanish-American War: Imperial Ambitions by Alden R. Carter. Details the ten-week war in 1898 between the United States and Spain over the liberation of Cuba. Maps and photos. 64 pp.

The Story of the Rough Riders (Cornerstones of Freedom) by Zachary Kent. Tells the story of how Teddy Roosevelt formed the Rough Riders at the beginning of the Spanish-American War and led them into battle at San Juan Hill. Many photos. 31 pp.

The Traitor by Laurence Yep. Award-winning author portrays the prejudice between Chinese and American miners in Wyoming Territory in 1885 during one of the worst race riots in history. 320 pp.

The Yearling by Marjorie Kinnan Rawlings. A classic story that takes place in backwoods Florida at the end of the nineteenth century. Beautifully written; a must-read. 416 pp.

Zayda Was a Cowboy by June Levitt Nislick. (See Primary.)



SECONDARY (9 AND UP)

The Adventures of Tom Sawyer by Mark Twain. (See Middle.)

The Call of the Wild by Jack London. (See Middle.)

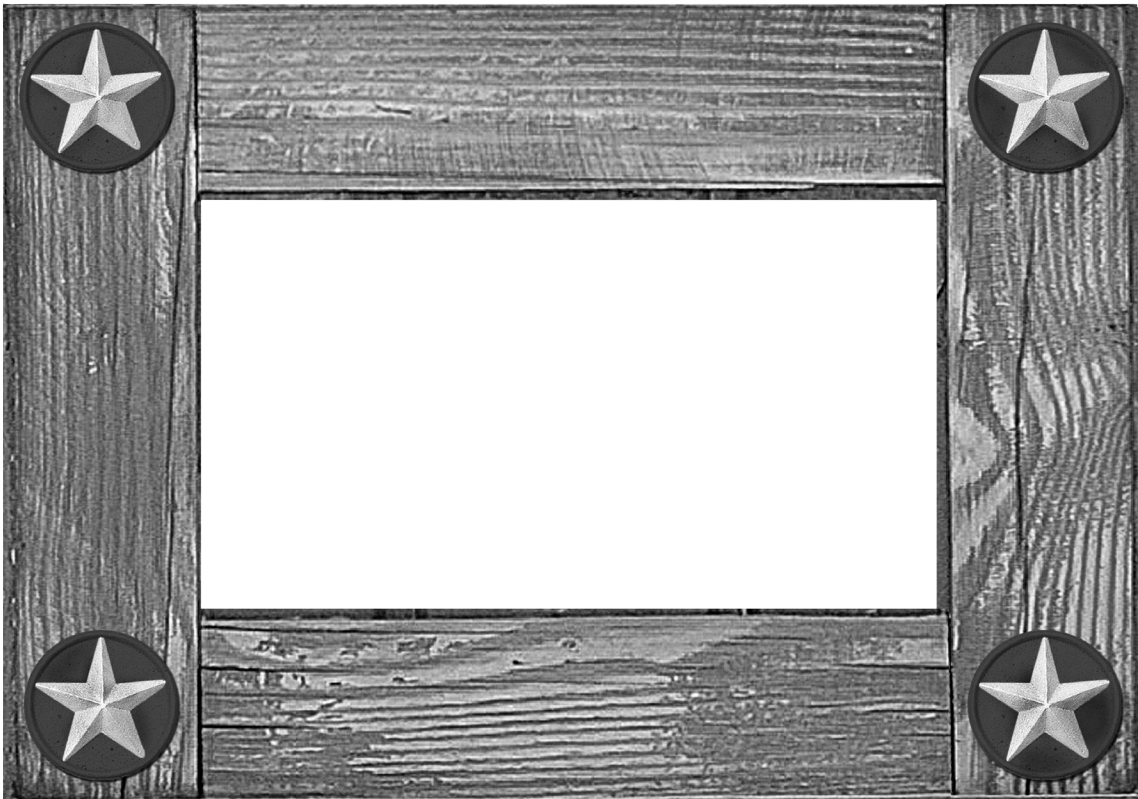
The Colonel and Little Missie: Buffalo Bill, Annie Oakley, and the Beginnings of Superstardom in America by Larry McMurtry. An easily read biography of two strongholds of the Old West. 256 pp.

The Country of the Pointed Firs and Other Stories by Sarah Orne Jewett. Vivid descriptions of Maine fishing villages and local lifestyles take the reader to the Maine coast in the 1890s. 256 pp.

Cowboys of the Wild West by Russell Freedman. (See Middle.)

Five Little Peppers and How They Grew by Margaret Sidney. (See Middle.)

TEACHING RESOURCES:
MAP WORK





SPECIAL MAP CONSIDERATIONS

It is a good idea to have on hand a good atlas containing a world map and a U.S. map. Use it to locate each country, colony, state, city, and body of water mentioned in each unit as you read through the lessons. We recommend WonderMaps, available at www.BrightIdeasPress.com

Unless specified below, the map portions of the *Student Activity Book* are to be completed to match the maps in the *Student Reader* and to show the paths of the explorers. I have included a legend box on each of the maps so that your students can choose colors and line patterns for multiple paths.

LESSON 1 — FRANKLIN PIERCE FORM

This map should show the states added to the Union during Franklin Pierce's administration, if any, plus show the land area of the Gadsden Purchase.

LESSON 2 — UNION AND CONFEDERATE STATES FORM

The student should show which states were Union and which were Confederate by coloring the Union states blue and the Confederate states gray.

LESSONS 11, 15, 20, 26, AND 29

During these lessons, the student will pick up learning the location of states and their capitals where *All American History, Volume I*, left off. This volume will add the 31st to 50th states (in the order in which they entered the Union) and their capitals using the forms on pages 85, 113, 155, 207, and 233. These forms are designed in such a way that the student can quiz himself on the state capitals by covering the "Capital City" column and checking state-by-state to see how many capitals he can remember. He should use a U.S. map to find the location of the states and the names of their capitals.

On the map side of these forms, the student should place a number within the outline of each state corresponding to its order of entry. (For example, the number 31 should be placed in California, 35 in West Virginia, and so on.) The intention is not for the student to memorize the order in which the states entered the Union; numbers are used instead of the actual state names so the student will learn to recognize each state by its location. For example, when the student sees #31 on the map, he should be able to recognize it as California (not memorize the fact that California was the 31st state to enter the Union).

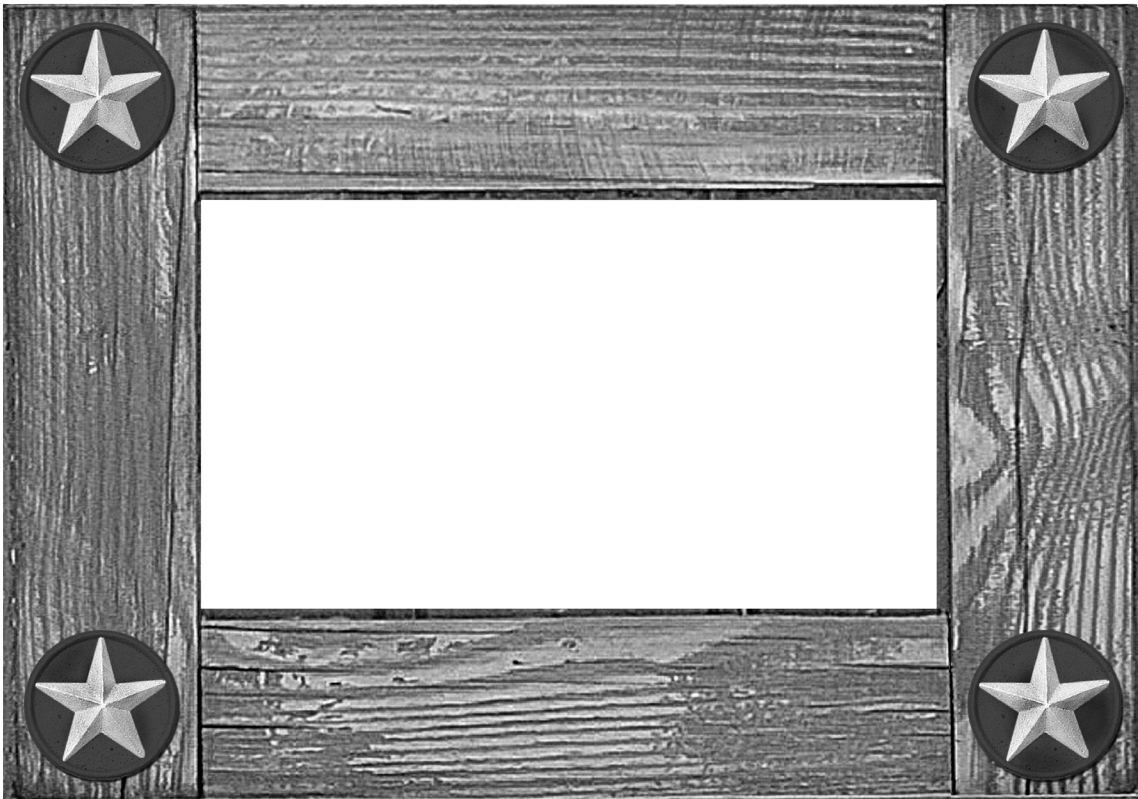
Lessons 26 and 29 review all 50 states and capitals. You may wish to reuse your completed map instead of making a new one.

LESSONS 14, 19, 22, 27, AND 30

The forms for these lessons are not specifically related to the content of the lesson in the *Student Reader*, but they are, instead, a review of the order of the presidents.

TEACHING RESOURCES:

TIMELINE DATES



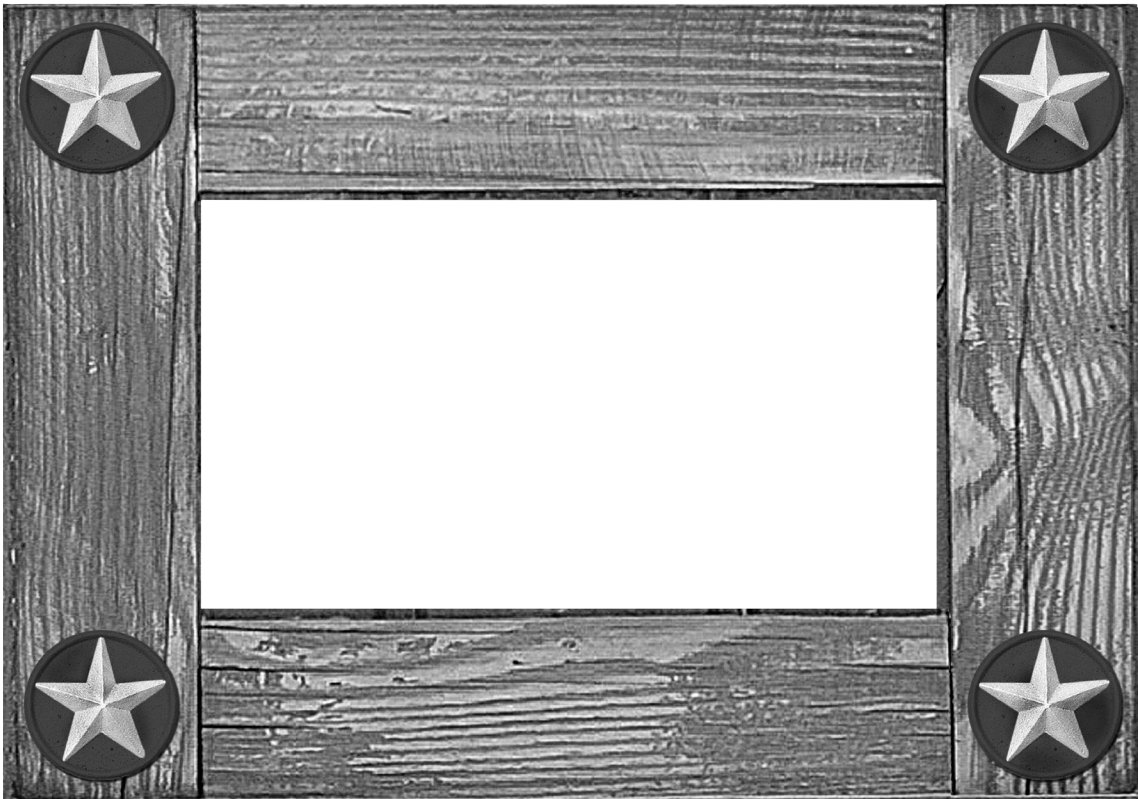


Unit 2

As you study each important event in the Gilded Age, record the dates on your timeline.

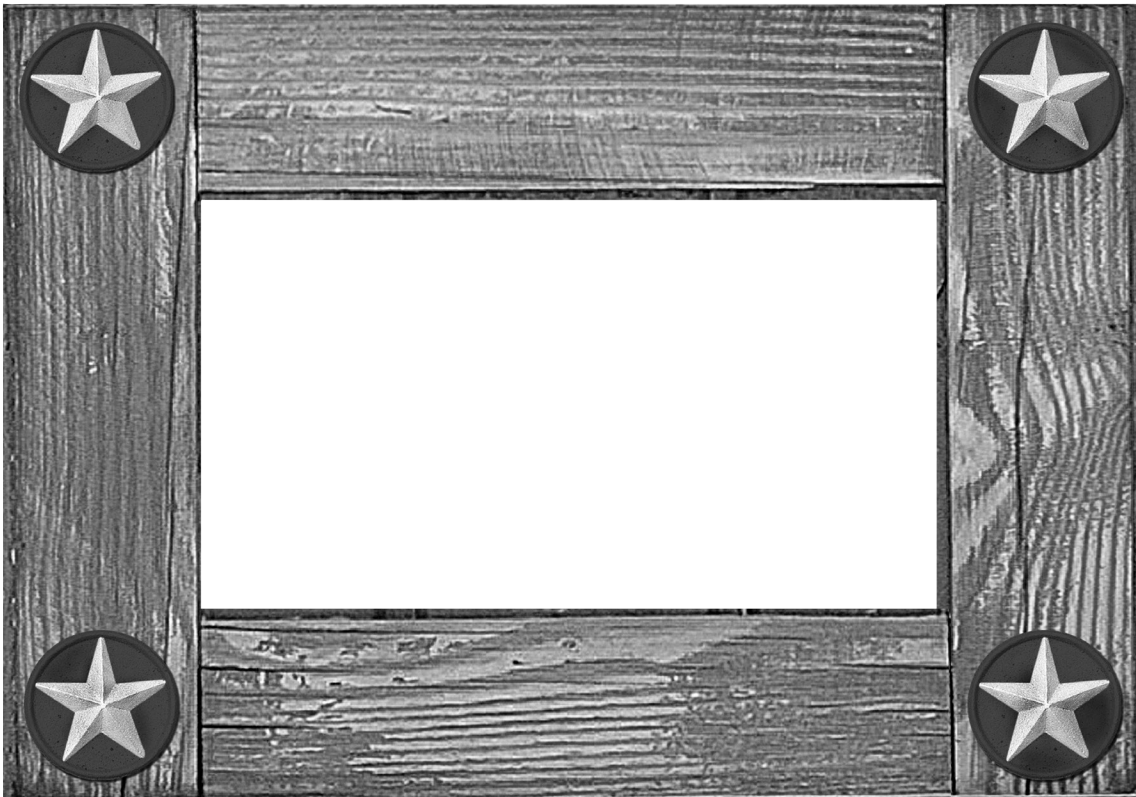
- ☐ 1877–1881: Rutherford B. Hayes (Lesson 9)
- ☐ 1881: James A. Garfield (Lesson 9)
- ☐ 1881–1885: Chester A. Arthur (Lesson 9)
- ☐ 1885–1889: Grover Cleveland (Lesson 9)
- ☐ 1889–1893: Benjamin Harrison (Lesson 9)
- ☐ 1893–1897: Grover Cleveland (Lesson 9)
- ☐ 1897–1901: William McKinley (Lesson 9)
- ☐ 1898: Spanish-American War (Lesson 10)
- ☐ 1865–1885: Era of the Long Cattle Drive (Lesson 11)
- ☐ 1876: Custer’s Last Stand (Lesson 11)
- ☐ 1887: Dawes Act (Lesson 11)
- ☐ 1890: End of the Indian Wars (Lesson 11)
- ☐ 1881: Founding of the AFL (Lesson 12)
- ☐ 1892: Establishment of Ellis Island Immigration Station (Lesson 12)
- ☐ 1901–1909: Teddy Roosevelt (Lesson 13)
- ☐ 1909–1913: William Howard Taft (Lesson 13)
- ☐ 1913–1921: Woodrow Wilson (Lesson 13)
- ☐ 1913: Ratification of the Sixteenth and Seventeenth Amendments (Lesson 13)
- ☐ 1919: Ratification of the Eighteenth Amendment (Lesson 13)
- ☐ 1920: Ratification of the Nineteenth Amendment (Lesson 13)
- ☐ 1876: Philadelphia Centennial Exposition (Lesson 16)
- ☐ 1893: World’s Columbian Exposition (Lesson 16)

SECTION TWO: STUDENT RESOURCES



STUDENT FORMS & REVIEWS

Note-taking pages and mapwork

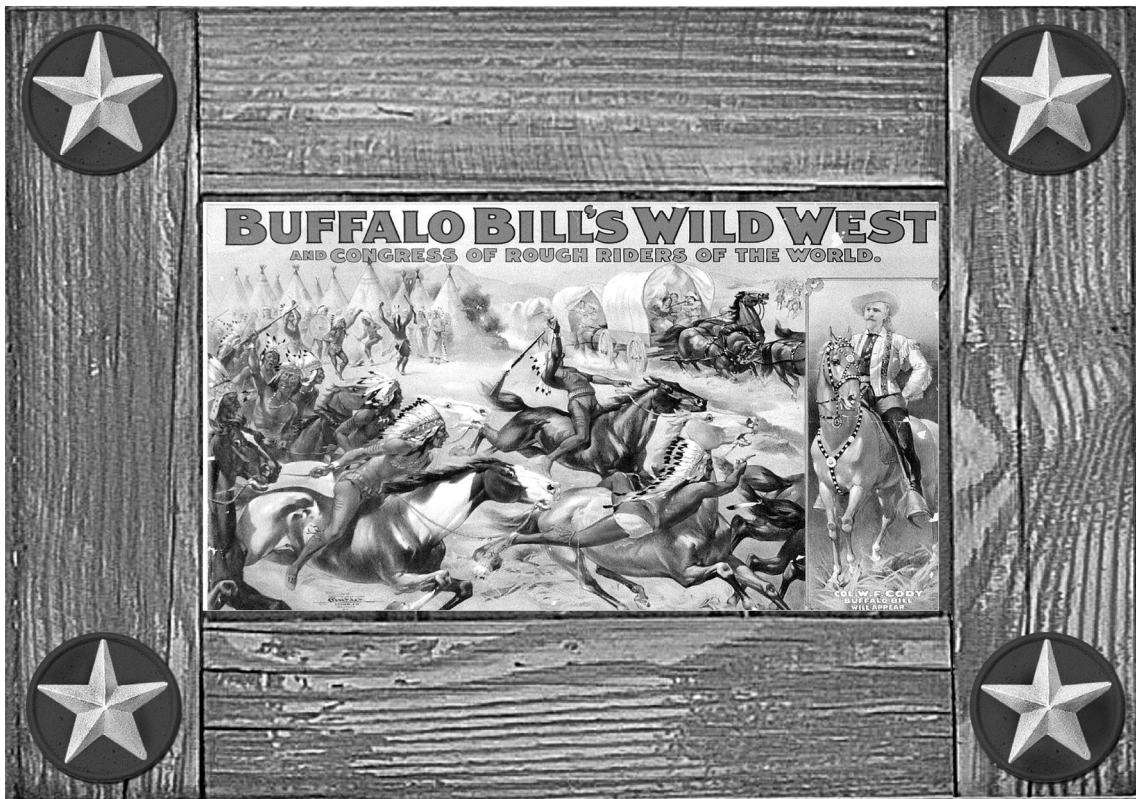


UNIT TWO

THE GILDED

AGE

Lessons 9 — 16



Name _____ Date _____

LESSON 9: RUTHERFORD B. HAYES

Year born _____ 1822 _____

Year died _____ 1893 _____

In which state was he born? _____



Picture of the
president

What jobs did he hold before becoming president? _____

With what political party was this president affiliated? _____

Vice President: William A. Wheeler _____

What were the years of his presidency? _____

List some significant developments during his administration. _____



STATES ADDED TO THE UNION DURING RUTHERFORD B. HAYES'S TERM Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: JAMES A. GARFIELD

Year born _____ 1831 _____

Year died _____ 1881 _____

In which state was he born? _____



Picture of the
president

What jobs did he hold before becoming president? _____

With what political party was this president affiliated? _____

Vice President: Chester A. Arthur _____

What were the years of his presidency? _____

List some significant developments during his administration. _____



STATES ADDED TO THE UNION DURING JAMES A. GARFIELD'S TERM Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: CHESTER A. ARTHUR

Year born _____ 1829 _____

Year died _____ 1886 _____

In which state was he born? _____



Picture of the
president

What jobs did he hold before becoming president? _____

With what political party was this president affiliated? _____

Vice President: None _____

What were the years of his presidency? _____

List some significant developments during his administration. _____



STATES ADDED TO THE UNION DURING CHESTER A. ARTHUR'S TERM Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: GROVER CLEVELAND—BOTH TERMS

Year born _____ 1837 _____

Year died _____ 1908 _____

In which state was he born? _____



Picture of the
president

What jobs did he hold before becoming president? _____

With what political party was this president affiliated? _____

Vice President: Thomas A. Hendricks, Adlai E. Stevenson

What were the years of the two (nonconsecutive) terms of his presidency? _____

List some significant developments during each of his administrations. _____

TERM 1	TERM 2



STATES ADDED TO THE UNION DURING GROVER CLEVELAND'S TERM Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: BENJAMIN HARRISON

Year born _____ 1833 _____

Year died _____ 1901 _____

In which state was he born? _____



Picture of the
president

What jobs did he hold before becoming president? _____

With what political party was this president affiliated? _____

Vice President: Levi P. Morton _____

What were the years of his presidency? _____

List some significant developments during his administration. _____



STATES ADDED TO THE UNION DURING BENJAMIN HARRISON'S TERM Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: WILLIAM McKINLEY

Year born _____ 1843 _____

Year died _____ 1901 _____

In which state was he born? _____



Picture of the
president

What jobs did he hold before becoming president? _____

With what political party was this president affiliated? _____

Vice President: Garret A. Hobart, Theodore Roosevelt

What were the years of his presidency? _____

List some significant developments during his administration. _____



STATES ADDED TO THE UNION DURING WILLIAM MCKINLEY'S TERM Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

LESSON 9: FOR REVIEW

Write T for True and F for False in the space provided.

- _____ 1. The disputed presidential election of 1876 was dominated by the themes of Democratic corruption and economic prosperity.
- _____ 2. The electoral commission appointed by Congress gave the disputed electoral votes to the Democratic candidate, Samuel Tilden.
- _____ 3. The Compromise of 1877 was necessary to gain Republican support for the result of the 1876 presidential election.
- _____ 4. Most of the presidents during the Gilded Age won election by large majorities and had a reputation for strong, effective leadership.
- _____ 5. Hayes hoped that that he would be able to build a new Republican Party that southern businessmen and other conservatives would be willing to support.
- _____ 6. During his term in office, Hayes worked hard to strengthen the spoils system.
- _____ 7. Both Garfield and Arthur were Half-Breeds, united in their contempt for the Stalwart faction of the Republican Party.
- _____ 8. President Arthur was a Half-Breed Republican who provided his friends with special favors.
- _____ 9. The tariff passed during Arthur's term in office became known as the Mongrel Tariff.
- _____ 10. Grover Cleveland was the first Democrat to be elected president after the Civil War.
- _____ 11. Cleveland was criticized for giving special favors to different economic groups and for refusing to use his veto powers.
- _____ 12. The Interstate Commerce Act was the first law attempting to place railroads under federal regulation.
- _____ 13. Benjamin Harrison became president in 1889, even though he received one hundred thousand fewer popular votes than Cleveland.
- _____ 14. The Sherman Antitrust Act, which expanded the power of Congress to regulate business, was easily enforced.
- _____ 15. The Sherman Silver Purchase Act made the purchase of silver by the U.S. Treasury illegal.

- _____ 16. Cleveland's handling of the depression was unpopular, but the public supported his dealings with striking railroad workers in the Pullman Strike.
- _____ 17. William Jennings Bryan campaigned from his front porch, whereas William McKinley traveled across the nation on a whistle-stop campaign.
- _____ 18. The most significant event of McKinley's administration was the Spanish-American War.

Write the corresponding letter of the correct answer in the space provided.

- | | |
|------------------------|----------------------|
| A. Rutherford B. Hayes | D. Grover Cleveland |
| B. James A. Garfield | E. Benjamin Harrison |
| C. Chester A. Arthur | F. William McKinley |

- _____ 1. Became the only U.S. president to serve two nonconsecutive terms
- _____ 2. Ordered the last federal troops out of the South
- _____ 3. Assassinated by an embittered government office-seeker
- _____ 4. Signed into law the Interstate Commerce Act
- _____ 5. Assumed the presidency just as the country plunged into a four-year depression
- _____ 6. Assassinated by a mentally unstable anarchist at the Pan-American Exposition
- _____ 7. Supported the Pendleton Act that provided civil service reform
- _____ 8. Signed into law the Sherman Antitrust Act and supported the McKinley Tariff
- _____ 9. Took the initiative in establishing an open door policy in China
- _____ 10. Hoped to keep the United States out of war with Spain in 1898

LESSON 10: SPANISH-AMERICAN WAR

What event provoked U.S. involvement in the Spanish-American War?

What became the American battle cry as a result? _____

Flags of the countries involved in the Spanish-American War

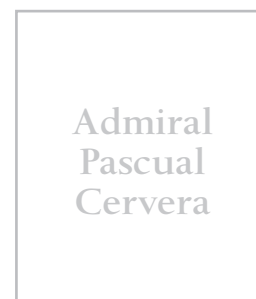
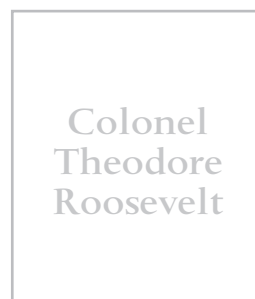
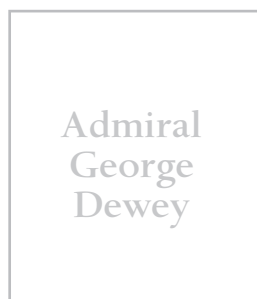


MAJOR BATTLES OF THE SPANISH-AMERICAN WAR

Color the square red if the battle was a Spanish victory. Color the square blue if the battle was an American victory, or write a *D* in the square if the battle was a draw.

- | | |
|---|--|
| ☐ Battle of Manila Bay | ☐ Battle of Kettle Hill |
| ☐ Battles of Guantanamo Bay and Daiquiri | ☐ Battle of San Juan Hill |
| ☐ Battle of Las Guasimas | ☐ Battle of Santiago |
| ☐ Battle of El Caney | ☐ Invasion of Puerto Rico |
| | ☐ Battle for Guam |

Pictures of some of the key individuals in the Spanish-American War





CUBAN BATTLE SITES AND PACIFIC REGION OF THE SPANISH-AMERICAN WAR Label the major battle sites of the Spanish-American War.
 [Student Reader, page 144 and page 148]

LESSON 10: FOR REVIEW

Write the letter of the correct answer in the space provided.

- _____ 1. By the time that the Spanish-American War began,
- A. Cuba had been granted its independence by Spain
 - B. all that remained of Spain's New World empire was Puerto Rico and Cuba
 - C. the Spanish had restored many of the Cubans' political and religious liberties
 - D. American businessmen had few investments in Cuba
- _____ 2. In February of 1898, the USS *Maine*
- A. was sent to Manila to become a part of Admiral Dewey's fleet
 - B. returned to the United States from duty in Cuba
 - C. was mysteriously sunk in Havana harbor
 - D. lost many of its crew members to a mysterious disease
- _____ 3. By the spring of 1898,
- A. most of the American public had lost interest in the plight of the Cuban revolutionaries
 - B. the American press was calling for an end to America's war with Spain
 - C. most American government officials were dead set against the United States going to war
 - D. the American press, bankers, and manufacturers were clamoring for the United States to become involved in Cuba against imperialist Spain
- _____ 4. During the months leading up to the Spanish-American War,
- A. Hearst's newspaper published a stolen letter written by the Spanish minister criticizing McKinley
 - B. most newspapers supported McKinley's desire to maintain an American position of neutrality
 - C. Theodore Roosevelt denounced Social Darwinism and called upon McKinley to avoid war at all costs
 - D. the Spanish board of inquiry admitted that the explosion on the *Maine* had been caused by a mine
- _____ 5. When the Spanish-American War began,
- A. the U.S. Navy had been recently rebuilt as a modern steel navy
 - B. the U.S. Army was well trained and equipped for conflict
 - C. the United States did not have any naval stations at home or abroad
 - D. most U.S. troops were stationed in Florida

- _____ 6. Which of the following was NOT true of the U.S. military during the Spanish-American War?
- A. U.S. troops going to Cuba shipped out of Tampa, Florida
 - B. few mistakes were made by the supply staff organizing the soldiers and their equipment
 - C. American military leaders had very little information on the enemy that their troops would be facing in Cuba
 - D. Spanish soldiers in Cuba were equipped with more advanced weapons than were the U.S. soldiers
- _____ 7. U.S. soldiers in Cuba
- A. did not arrive on the island until September
 - B. suffered from the heat in their wool uniforms
 - C. were defeated at San Juan Hill
 - D. were not bothered by diseases like malaria
- _____ 8. The first major action of the Spanish-American War took place in
- A. Santiago, Cuba
 - B. Manila Bay, the Philippines
 - C. Honolulu, Hawaii
 - D. San Juan, Puerto Rico
- _____ 9. American Commodore George Dewey
- A. destroyed the Spanish fleet in Manila Bay
 - B. led the charge up San Juan Hill
 - C. defeated the Spanish at El Caney
 - D. was killed at the Battle of Kettle Hill
- _____ 10. Which of the following was an American victory in the Spanish-American War?
- A. Guasimas
 - B. El Caney
 - C. Kettle Hill and San Juan Hill
 - D. all of the above
- _____ 11. During the Spanish-American War, Puerto Ricans
- A. forced all Americans off their island
 - B. suffered devastating losses from a hurricane
 - C. never experienced an attack by American forces
 - D. offered little resistance to invading American troops
- _____ 12. After the fighting in Cuba ended,
- A. Spain refused to sign an armistice with the United States
 - B. peace negotiations took place in London
 - C. the major issue in the peace negotiations concerned the Philippines
 - D. Puerto Rico and Guam both were granted independence

- _____ 13. In the years immediately following the end of the Spanish-American War, the Philippines
- A. became an independent nation
 - B. quickly submitted to American rule
 - C. saw much bloodshed because of guerilla resistance to American control
 - D. remained under Spanish rule
- _____ 14. The Spanish-American War
- A. lasted for approximately four months
 - B. was a very unpopular war in the United States
 - C. caused greater disunity between northerners and southerners
 - D. ended forever the possibility of the United States becoming an imperialist power
- _____ 15. At the turn of the century,
- A. the Anti-Imperialist League had just been founded in the United States
 - B. Social Darwinists discouraged American expansionism
 - C. few Americans believed that the “manifest destiny” of the United States was to become a world power
 - D. the United States had refused to take over the Philippines, because doing so would be a violation of the Monroe Doctrine

LESSON II: STATES AND CAPITALS

(LESSONS 1–10)

Fill in the blanks with the names of the state capitals.

#	State	Capital City
31.	California:	
32.	Minnesota:	
33.	Oregon:	
34.	Kansas:	
35.	West Virginia:	
36.	Nevada:	
37.	Nebraska:	
38.	Colorado:	
39.	North Dakota:	
40.	South Dakota:	
41.	Montana:	
42.	Washington:	
43.	Idaho:	
44.	Wyoming:	
45.	Utah:	

States 1–30 and their capitals were taught in *All American History*, Volume I. You will have the opportunity to learn (or review) these states and their capitals in Lessons 15, 20, 26, and 29. States 46, 47, and 48 are taught in Lesson 15. States 49 and 50 are taught in Lesson 26.



STATES AND CAPITALS Locate each of the states in the legend and write its number on the map.

LESSON II: FOR REVIEW

Write the missing word or words in the spaces provided.

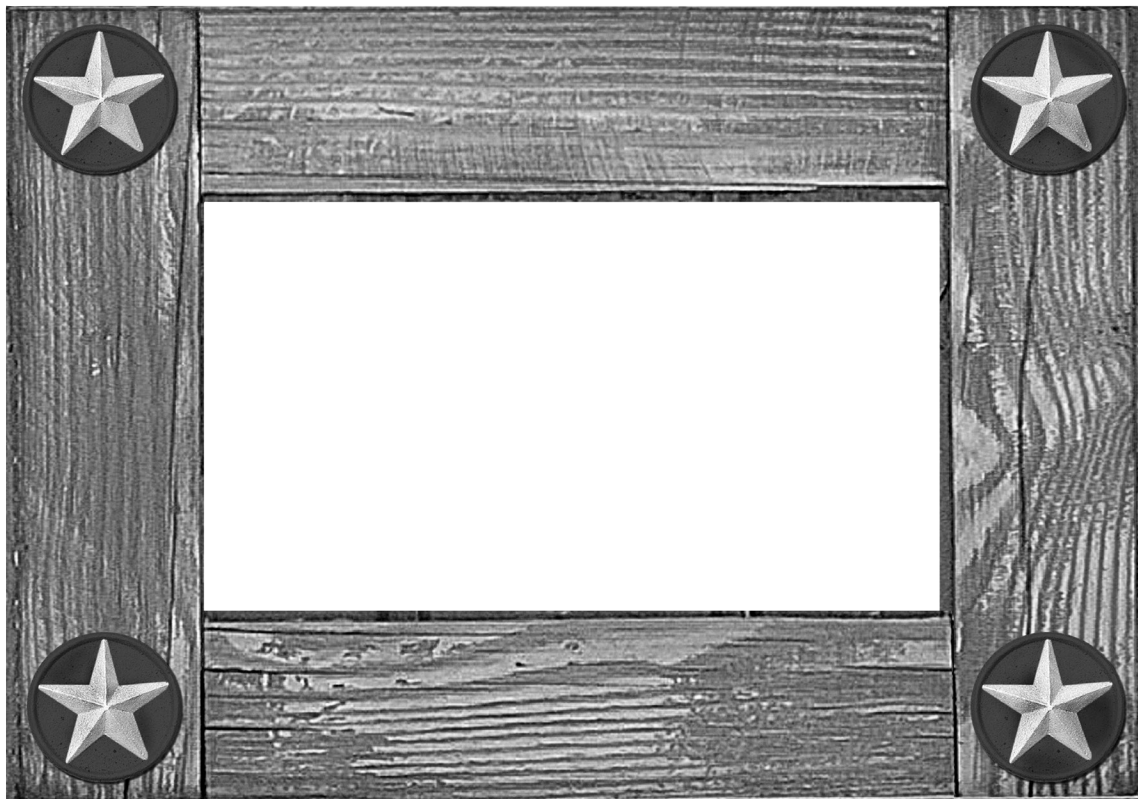
1. The Great Plains became known as the _____ because early settlers believed that its sod was too hard to plow and its climate too harsh for cultivating crops.
2. On May 10, 1869, at Promontory Point, Utah, the Central Pacific and Union Pacific railroads joined to form the first _____ railroad in the United States.
3. The _____ Act of 1862 promised American settlers 160 acres of public land in the West if they would live on it for five years, cultivate it, and pay a small fee.
4. In 1869, silver was discovered at _____, in what is now the state of Nevada.
5. With the expansion of the railroads and the invention of _____ by Joseph Glidden, the long American cattle drives began to come to an end.
6. The most important animal to the Native American tribes of the Great Plains was the _____.
7. The U.S. 7th Cavalry, under the leadership of _____, was massacred by native warriors under Sitting Bull near the Little Big Horn River in Montana.
8. Sitting Bull eventually was allowed to join his tribe at the Standing Rock Reservation and to leave periodically to travel with _____.
9. The Sioux chief Big Foot and over three hundred of his warriors were massacred by three hundred U.S. troops on the banks of _____ in South Dakota.
10. The _____ Act of 1887 broke up tribal lands into 160-acre plots, which were distributed among individual Indians who could acquire U.S. citizenship with the land grant.

Write T for True and F for False in the space provided.

- _____ 1. At the end of the Civil War, as much as one-third of the United States was still considered frontier.
- _____ 2. Even to this day, the Great Plains area of the United States is not a very productive agricultural region.
- _____ 3. During the Gilded Age, the Great Plains looked appealing to newly freed slaves and newly arrived European immigrants.
- _____ 4. The federal government was not involved in any way in the building of the first U.S. trans-continental railroad.
- _____ 5. American pioneers usually migrated westward in trains of Conestoga wagons and often settled with other families who hailed from the same area back East.
- _____ 6. There was a competitive and unfriendly spirit among most of the American pioneers of the Gilded Age.
- _____ 7. Grasshopper plows enabled Great Plains farmers to cut the tough prairie ground to plant their crops.
- _____ 8. Mining fever began with the California gold rush in 1849, reached its peak in the Civil War, and ended with the Alaska gold rush in 1898.
- _____ 9. Mining boomtowns were boisterous places that made legends of men like Bat Masterson and “Wild Bill” Hickok.
- _____ 10. There was only one principal cow trail after the end of the Civil War — the Chisholm Trail.
- _____ 11. By the 1890s, almost all the Great Plains Indians had been forced onto reservations.
- _____ 12. The Native American Ghost Dance movement called for tribes to submit to the dictates of the U.S. federal government.

FOR FURTHER STUDY QUESTIONS

& YOUNGER STUDENT ADAPTATIONS



2. Many Americans do not really understand what the term impeachment means. Explain to your younger students that impeachment is like an indictment in a criminal trial (you will probably need to explain that word, also). If a president is impeached (or an individual indicted), then he must undergo a court trial (in the president's case, the court is the Senate and the chief justice of the Supreme Court presides). At the end of the trial he is either acquitted or convicted. Decide what details you want to share with them concerning the trials of President Johnson and President Clinton.

3. Instead of discussing Liberal Republicans with your younger students, focus on a review of the following terms: carpetbaggers, scalawags, and redeemers. See if you can find photographs and/or political cartoons related to these groups of people. Also find appropriate photographs to show them regarding the activities of the Ku Klux Klan. Help them see how turbulent life in the South was after the war ended.

4. Look for a book that offers a simple explanation of a financial panic, a depression, a recession, and inflation, as well as of the stock market. Find a way to help them become comfortable with these terms. Explain what happened in the 1870s in the United States, and let them know that the country faced other panics and depressions in the years ahead.

LESSON 9

1. The title “First Lady” was first widely used in 1877 to refer to Lucy Hayes, popular wife of President Rutherford B. Hayes. The press also gave her a nickname. Find out what it was and why they gave it to her. What event for children at the White House was started by this couple? Can you find any other ways that Lucy Hayes was unique?

2. Read more about the Stalwart and Half-Breed factions in the Republican Party. Look into the background of Charles Guiteau, President Garfield's assassin.

3. Research the Greenback-Labor Party and the Populist Party. What were their goals?

4. Find a copy of William Jennings Bryan's “Cross of Gold” speech and read it. You can listen to an audio excerpt of Bryan giving this speech twenty-five years after he first delivered it. He repeated this speech many times on the Chautauqua lecture circuit.

YOUNGER STUDENT ADAPTATIONS

1. Share with your younger students the information about Lucy Hayes. See if you can find photographs of a White House Easter Egg Roll to show them.

2. Have them read (or read to them) a short biography of James Garfield or chapter(s) in the biography that discuss his assassination.

3. Continue your discussion with them about third parties in American politics. Explain the reason for the formation of the Greenback-Labor and Populist parties. Look for a book in the children's section of the library that gives a simple explanation of political parties and campaigns.

4. Let them listen to the audio excerpt of Bryan's “Cross of Gold” speech or have them read (or read to them) a short biography of William Jennings Bryan.

LESSON 10

1. Read about the life of Alfred T. Mahan. Where did he work and what influential books did he write? How did his views affect American policies during the Gilded Age?

2. Research what role the Rough Riders played in the Spanish-American War. Who led them? How were they portrayed in the American press? Find out how the Buffalo Soldiers were involved in the Spanish-American War. Who gave them their name?
3. Who was Walter Reed? What problem faced by American soldiers during the Spanish-American War was Reed asked to address?
4. Why were some Americans referred to as “jingoos” during the Spanish-American War? What does that word mean? How did it originate?

YOUNGER STUDENT ADAPTATIONS

1. Share with them who Alfred T. Mahan was and what he believed. Look for a book that offers a simple explanation of the U.S. Navy.
2. Have them read (or read to them) a short biography of Teddy Roosevelt and pay special attention to the chapter(s) that discuss his role in the Spanish-American War.
3. Explain how mosquitoes can cause diseases, such as yellow fever and today’s West Nile virus. Share the story of Walter Reed and his discovery of the cause of yellow fever following the Spanish-American War.
4. Discuss with your younger students the meaning of the terms nationalism, chauvinism, and jingoism.

LESSON II

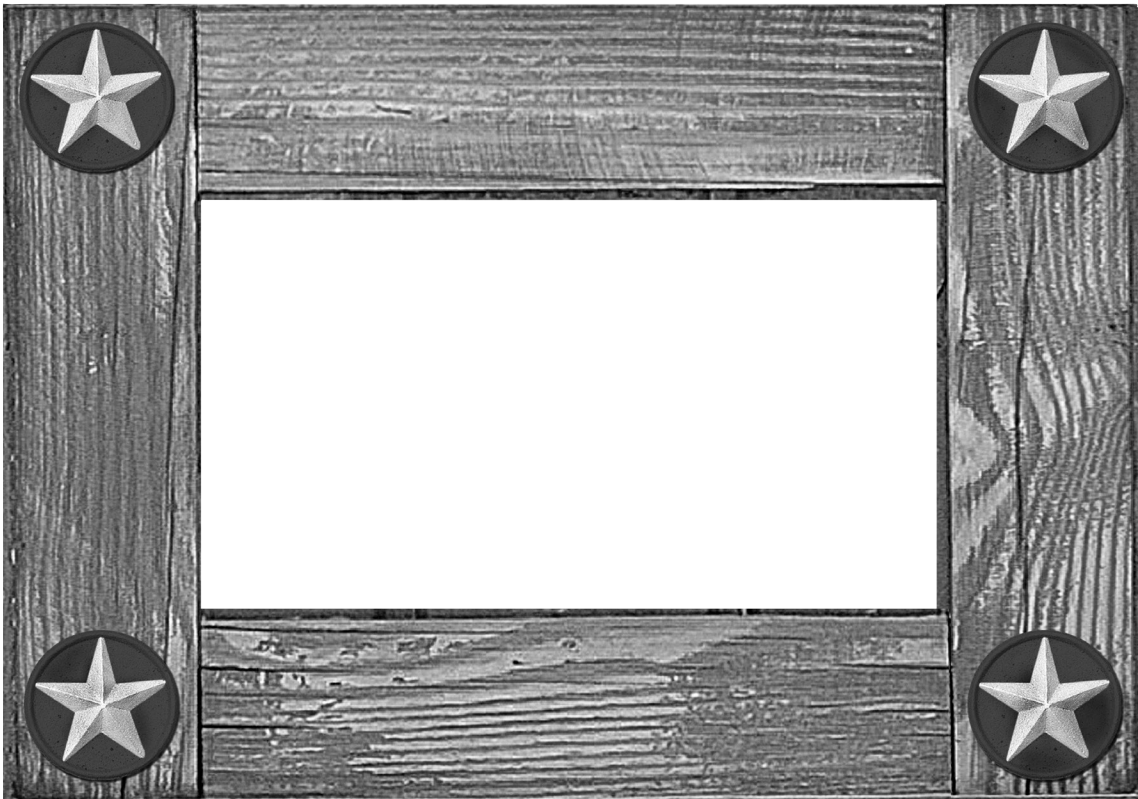
1. Discover who Frederick Jackson Turner was and how his ideas influenced the study of American history at the turn of the century. What was the name of his famous thesis? What pronouncement did the U.S. government make three years before Turner announced his thesis?

2. Find out how the pioneers constructed sod-dies. What were the advantages and disadvantages of this type of home? Pioneer women were known for their patchwork quilts. How were they made? What were some popular designs? Look for pictures of American patchwork quilts.
3. Read about American cowboys. What different articles of clothing did they wear and what was the purpose of each? What dangers did these cowboys face on the range? Who were Gustavus Swift and Philip Armour? Look for paintings of cowboys by Frederic Remington.
4. Research the lives of one or more of the following people significant in the Wild West of the Gilded Age — Buffalo Bill, Wild Bill Hickok, Calamity Jane, Bat Masterson, and Frank and Jesse James. Find out more about the Native American Ghost Dance movement. Record information about the Lakota and Sitting Bull on a Native American Tribe form.

YOUNGER STUDENT ADAPTATIONS

1. Have your students read (or read to them) a book about frontier life during the Gilded Age.
2. Show your younger students pictures of quilt designs from this period in history. Encourage them to sketch and color designs of their own. If you own a quilt of your own or know someone who quilts, give them an opportunity to examine how a quilt is made.
3. Have them read (or read to them) a book about American cowboys during the years following the Civil War. Hands-on activities related to cowboys are easy to find.
4. Have them read (or read to them) a book about one of the following — Buffalo Bill, Wild Bill Hickok, Calamity Jane, Bat Masterson, Frank and Jesse James, and Sitting Bull. There have been a number of movies and television shows made about these Wild West figures. Some are more

HIGH SCHOOL TEST PACKET



Directions for All American History II Tests

PURPOSE AND STRUCTURE OF THE TESTS

The primary purpose of these tests is not to accumulate grades for your students, although you may feel the need for grades if your student is college-bound. Rather, the principal reason is to provide the opportunity for your student to solidify his knowledge of the subject material – to see what he knows and understands. With that goal in mind, these tests were purposefully designed as “learning opportunities” for the student.

The structure for these 8 tests is –

- ☐ 1 or 2 sections of matching (important people and events of the time period)
- ☐ 1 section of true/false
- ☐ 1 section of multiple choice*
- ☐ 1 section of map identification (included within the body of the test for Tests 1 and 2; an optional section for Tests 3-8, explained further below)

*If your student is college-bound, he or she should receive an additional benefit in learning to “conquer” the type of multiple choice questions found in this section. The SAT, ACT, and many college courses require a proficiency in this type of test question.

PREPARING YOUR STUDENT FOR THE TESTS

Almost all of the questions for these tests were developed using the “For Review” sections of the Student Activity Book. Some of the questions were lifted almost word-for-word (although the order of the possible responses was probably changed). However, sometime a true/false question was converted into a multiple choice question; and all of the fill-in-the-blank questions were changed to either true/false or multiple choice.

On some of the tests, a few of the matching questions were taken from the “Final Review” at the end of the unit. To prepare your student for Tests 1, 3, 5, and 7 (the tests that come halfway through the unit), you should plan on having him complete the matching questions in the “Final Review” that cover the first half of the unit.

The map questions in Test 1 were taken from maps on pages 26 and 32 in the Student Activity Book. Test 2 map questions came from SAB maps on pages 38 and 42. You should feel free to tell your student which maps to study.

A map identification section is not included within the body of the test for Tests 3-8. However, you may copy the form for identifying states and capitals from the *Student Activity Book* (pages 207–208 or 233–234) to use for a final section for any of these tests. You will just need to change the number of points on the test before computing your student's final score (see below).

COMPUTING A TEST SCORE FOR YOUR STUDENT

These tests were designed with as few as 65 questions and as many as 100, depending on the subject matter being covered. You will find the number of questions for each test on page 1 of the test in the top right hand corner.

In order to compute your child's score for the test, divide the number of questions that he answered correctly by the number of questions on the test.

For example,

- ☐ 45 questions answered correctly out of a total of 50 questions yields a score of 90.
- ☐ 62 questions out of a total of 70 questions yields a score of 89.
- ☐ 90 questions out of a total of 105 questions yields a score of 86.



All American History II
Test 3 (Lessons 9–12)

Date _____
Score _____/65

Part I. Matching (Lesson 9)

Write the corresponding letter of the correct answer in the space provided.

- | | |
|------------------------|----------------------|
| A. Rutherford B. Hayes | D. Grover Cleveland |
| B. James A. Garfield | E. Benjamin Harrison |
| C. Chester A. Arthur | F. William McKinley |

- _____ 1. Hoped to keep the United States out of war with Spain in 1898
- _____ 2. Ordered the last federal troops out of the South
- _____ 3. Became the only US president to serve two nonconsecutive terms
- _____ 4. Signed into law the Interstate Commerce Act
- _____ 5. Supported the Pendleton Act that provided civil service reform
- _____ 6. Assassinated by an embittered government office-seeker
- _____ 7. Took the initiative in establishing an open door policy in China
- _____ 8. Signed into law the Sherman Antitrust Act and supported the McKinley Tariff
- _____ 9. Assassinated by a mentally unstable anarchist at the Pan-American Exposition
- _____ 10. Assumed the presidency just as the country plunged into a four-year depression

Part II. True/False (Lessons 9 and 11)

Write T for True and F for False in the space provided.

- _____ 1. The disputed presidential election of 1876 was dominated by the themes of Democratic corruption and economic prosperity.
- _____ 2. The electoral commission appointed by Congress gave the disputed electoral votes to the Democratic candidate, Samuel Tilden.
- _____ 3. Most of the presidents during the Gilded Age won election by large majorities and had the reputation for strong, effective leadership.
- _____ 4. Hayes hoped that he would be able to build a new Republican party that southern businessmen and other conservatives would be willing to support.

- _____ 5. During his term in office, Hayes worked hard to strengthen the spoils system.
- _____ 6. Both Garfield and Arthur were Half-Breeds, united in their contempt for the Stalwart faction of the Republican party.
- _____ 7. The tariff passed during Arthur's term in office became known as the Mongrel Tariff.
- _____ 8. Grover Cleveland was the first Democrat to be elected president after the Civil War.
- _____ 9. Cleveland was criticized for giving special favors to different economic groups and for refusing to use his veto powers.
- _____ 10. The Interstate Commerce Act was the first law attempting to place railroads under federal regulation.
- _____ 11. Benjamin Harrison became president in 1889, even though he received one hundred thousand fewer popular votes than Cleveland.
- _____ 12. The Sherman Antitrust Act, which expanded the power of Congress to regulate business, was easily enforced.
- _____ 13. The Sherman Silver Purchase Act made the purchase of silver by the U.S. Treasury illegal.
- _____ 14. Cleveland's handling of the depression was unpopular, but the public supported his dealings with striking railroad workers in the Pullman Strike.
- _____ 15. William Jennings Bryan campaigned from his front porch, whereas William McKinley traveled across the nation on a whistle-stop campaign.
- _____ 16. The Homestead Act of 1862 promised American settlers 160 acres of public land in the West if they would live on it for five years, cultivate it, and pay a small fee.
- _____ 17. The long American cattle drives came to an end because of the invention of barbed wire and the expansion of the railroads.
- _____ 18. The U.S. 7th Cavalry, under the leadership of Custer, was massacred by native warriors on the banks of Wounded Knee Creek in South Dakota.
- _____ 19. The Dawes Act of 1887 broke up tribal lands into 160-acre plots, which were distributed among individual Indians who could acquire U.S. citizenship with the land grant.
- _____ 20. At the end of the Civil War, as much as one-third of the United States was still considered frontier.
- _____ 21. Even to this day, the Great Plains area of the United States is not a very productive agricultural region.

- _____ 22. The federal government was not involved in any way in the building of the first U.S. transcontinental railroad.
- _____ 23. There was a competitive and unfriendly spirit among most of the American pioneers of the Gilded Age.
- _____ 24. Grasshopper plows enabled Great Plains farmers to cut the tough prairie ground to plant their crops.
- _____ 25. Mining fever began with the California gold rush in 1849, reached its peak in the Civil War, and ended with the Alaska gold rush in 1898.
- _____ 26. There was only one principal cow trail after the end of the Civil War – the Chisholm Trail.
- _____ 27. By the 1890s, almost all of the Great Plains Indians had been forced onto reservations.
- _____ 28. The Native American Ghost Dance movement called for tribes to submit to the dictates of the U.S. federal government.

Part III. Multiple Choice (Lessons 10 and 12)

Write the letter of the correct answer in the space provided.

- _____ 1. By the time the Spanish-American War began,
 - A. Cuba had been granted its independence by Spain
 - B. the Spanish had restored many of the Cubans' political and religious liberties
 - C. all that remained of Spain's New World empire was Puerto Rico and Cuba
 - D. American businessmen had few investments in Cuba
- _____ 2. In February of 1898, the USS *Maine*
 - A. was sent to Manila to become a part of Admiral Dewey's fleet
 - B. returned to the United States from duty in Cuba
 - C. lost many of its crew members to a mysterious disease
 - D. was mysteriously sunk in Havana harbor
- _____ 3. By the spring of 1898,
 - A. the American press was calling for an end to America's war with Spain
 - B. most of the American public had lost interest in the plight of the Cuban revolutionaries
 - C. most American government officials were dead set against the United States going to war
 - D. the American press, bankers, and manufacturers were clamoring for the United States to become involved in Cuba

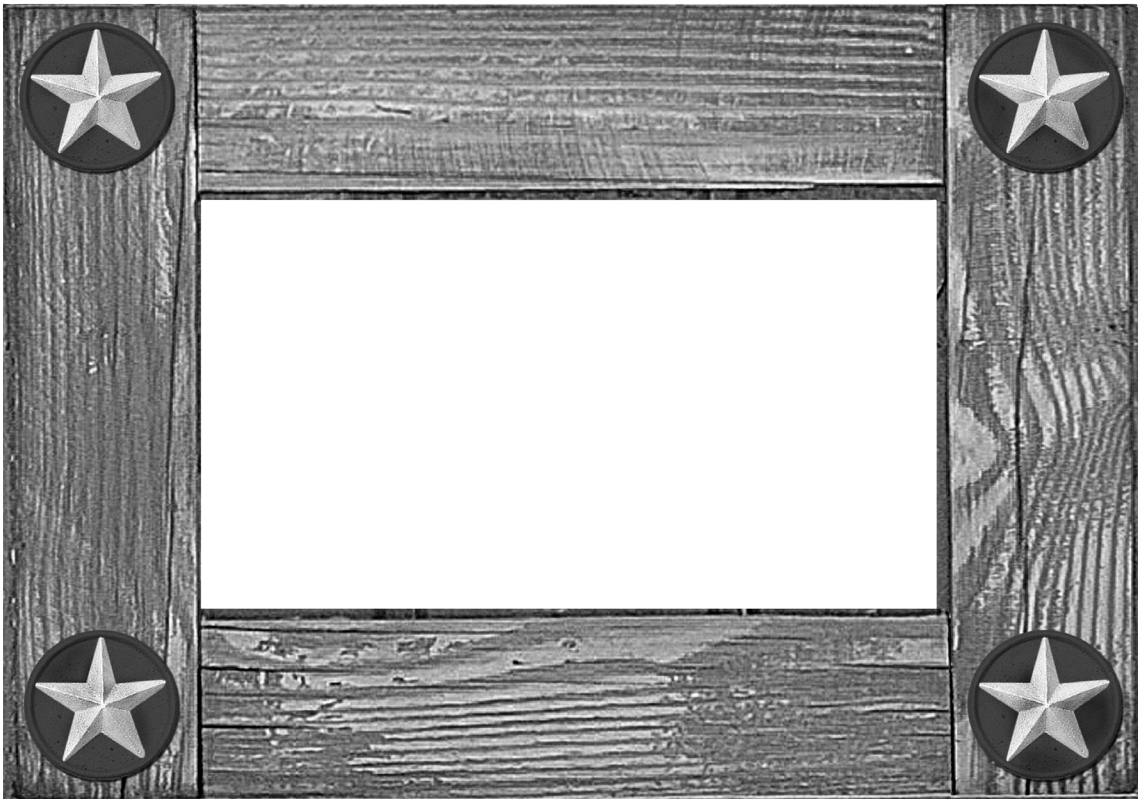
- _____4. During the months leading up to the Spanish American War,
- A. Hearst's newspaper published a stolen letter written by the Spanish minister criticizing McKinley
 - B. Theodore Roosevelt denounced Social Darwinism and called upon McKinley to avoid war at all costs
 - C. the Spanish board of inquiry admitted that the explosion on the *Maine* had been caused by a mine
 - D. most newspapers supported McKinley's desire to maintain an American position of neutrality
- _____5. When the Spanish American War began,
- A. the U.S. Navy had been recently rebuilt as a modern steel navy
 - B. the United States did not have any naval stations at home or abroad
 - C. the U.S. Army was well trained and equipped for conflict
 - D. most U.S. troops were stationed in Florida
- _____6. Which of the following was NOT true of the U.S. military during the Spanish-American War?
- A. U. S. troops going to Cuba shipped out of Tampa, Florida
 - B. few mistakes were made by the supply staff organizing the soldiers and other equipment
 - C. American military leaders had very little information on the enemy that their troops would be facing in Cuba
 - D. Spanish soldiers in Cuba were equipped with more advanced weapons than were the U.S. soldiers
- _____7. U.S. soldiers in Cuba
- A. did not arrive on the island until September
 - B. were not bothered by diseases like malaria
 - C. suffered from the heat in their wool uniforms
 - D. were defeated at San Juan Hill
- _____8. The first major action of the Spanish-American War took place in
- A. Santiago, Chile
 - B. Manila Bay, the Philippines
 - C. Honolulu, Hawaii
 - D. San Juan, Puerto Rico
- _____9. American Commodore George Dewey
- A. destroyed the Spanish fleet in Manila Bay
 - B. led the charge up San Juan Hill
 - C. defeated the Spanish at El Caney
 - D. was killed at the battle of Kettle Hill

- _____ 10. Which of the following was an American victory in the Spanish American War?
- A. Las Guasimas
 - B. El Caney
 - C. Kettle Hill and San Juan Hill
 - D. all of the above
- _____ 11. During the Spanish-American War, Puerto Ricans
- A. forced all Americans off their island
 - B. offered little resistance to invading American troops
 - C. never experienced an attack by American forces
 - D. suffered devastating losses from a hurricane
- _____ 12. After the fighting in Cuba ended,
- A. Spain refused to sign an armistice with the United States
 - B. peace negotiations took place in London
 - C. the major issue in the peace negotiations concerned the Philippines
 - D. Puerto Rico and Guam both were granted independence
- _____ 13. In the years immediately following the end of the Spanish-American War, the Philippines
- A. became an independent nation
 - B. remained under Spanish rule
 - C. saw much bloodshed because of guerilla resistance to U.S. control
 - D. quickly submitted to American rule
- _____ 14. The Spanish-American War
- A. lasted for approximately four months
 - B. caused greater disunity between northerners and southerners
 - C. was a very unpopular war in the United States
 - D. ended forever the possibility of the United States becoming an imperialist power
- _____ 15. Which of the following was NOT an important southern industry during the Gilded Age?
- A. lumber
 - B. textiles
 - C. cigarettes
 - D. steel
- _____ 16. In the last quarter of the nineteenth century,
- A. most immigrants settled on farms in the South
 - B. the United States became increasingly urbanized
 - C. American industries had tremendous difficulty finding workers
 - D. most factories were not located in major cities

- _____ 17. American cities during the Gilded Age
- A. were not interested in building mass transit systems
 - B. offered few cultural activities for the people living there
 - C. had significant sanitation and garbage problems
 - D. were not usually bothered by air and noise pollution
- _____ 18. Which of the following was NOT an American “captain of industry” during the Gilded Age?
- A. Cornelius Vanderbilt
 - B. Samuel Gompers
 - C. John D. Rockefeller
 - D. Andrew Carnegie
- _____ 19. The Noble Order of the Knights of Labor
- A. was founded by Oliver Kelley
 - B. did not want to unite unskilled and skilled workers in one union
 - C. continued to grow rapidly well into the twentieth century
 - D. reached the height of its influence under Terence Powderly
- _____ 20. The American Federation of Labor
- A. was composed of trade or craft unions representing skilled workers
 - B. declined in membership after 1890
 - C. had long-term political goals
 - D. opened its membership to all workers, regardless of race, gender, nationality, or skills
- _____ 21. During the 1880s,
- A. there were few labor strikes
 - B. the federal government did not recognize the right of workers to organize
 - C. violent labor strikes occurred every few years
 - D. state governments refused to send out militia to deal with labor unrest
- _____ 22. From 1880 until the turn of the century,
- A. most immigrants arrived in the United States at Miami
 - B. the number of immigrants arriving in the United States declined
 - C. Chinese immigrants were highly valued and welcomed by Americans
 - D. more and more immigrants began coming from southern and eastern Europe
- _____ 23. American farmers during the Gilded Age
- A. experienced a time of great prosperity
 - B. remained the self-sufficient Jeffersonian ideal that formed the backbone of the nation
 - C. struggled desperately due to falling cotton and wheat prices
 - D. were able to prevent American agriculture from becoming mechanized and specialized

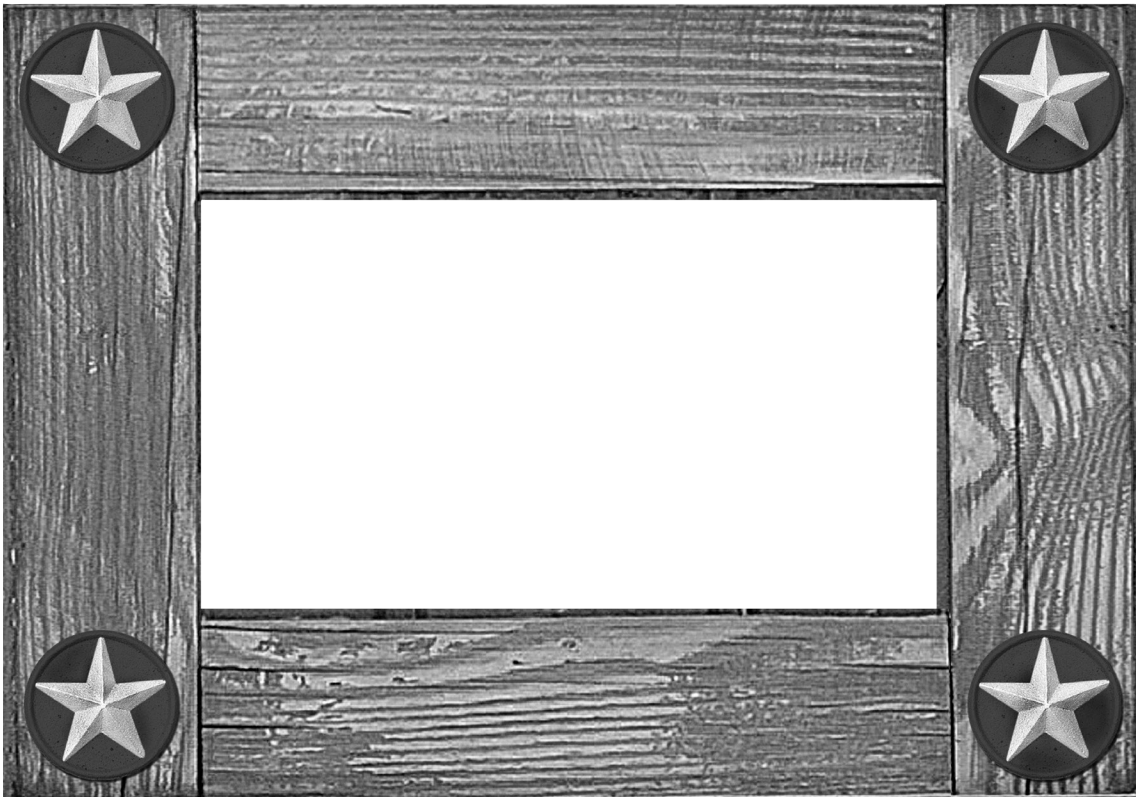
- _____ 24. The Grange
- A. grew most rapidly in New Hampshire and Maine
 - B. served only as a social organization for farmers
 - C. disapproved of cooperative stores and mills
 - D. helped to establish the federal government's right and responsibility to regulate railroads
- _____ 25. William Jennings Bryan
- A. was sympathetic to the plight of American farmers
 - B. believed that the gold standard was the only hope for American farmers economically
 - C. vehemently opposed the free coinage of silver
 - D. was elected president of the United States in 1896
- _____ 26. During the Gilded Age, U.S. railroads
- A. caused a decline in the importance of water transportation
 - B. paid their workers excellent wages
 - C. were able to avoid being subject to federal regulation
 - D. never worried about their workers going on strike
- _____ 27. Which of the following is NOT true of communication in the United States during the Gilded Age?
- A. magazines and newspapers benefited from technological advances
 - B. yellow journalism had not yet become a problem
 - C. over 650,000 telephones were in use
 - D. the telegraph had not yet been developed

SECTION FOUR: ANSWER KEYS



ANSWER KEY

TO THE FORMS, MAPS, AND FOR REVIEW QUESTIONS



Name _____ Date _____

LESSON 9: RUTHERFORD B. HAYES

Year born 1822 _____ Picture of the president



Year died 1893 _____

In which state was he born? _____ Ohio _____

What jobs did he hold before becoming president? _____ Lawyer, Major General _____

in Union army, U.S. Representative, Governor of Ohio _____

With what political party was this president affiliated? _____ Republican _____

Vice President: _____ William A. Wheeler _____

What were the years of his presidency? _____ 1877 - 1881 _____

List some significant developments during his administration _____ Removal of _____

remaining federal troops in the South _____

Resumption of payment of gold for government bonds issued to _____

finance the Civil War _____

Weakening of the spoils system _____

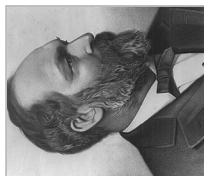


Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: JAMES A. GARFIELD

Picture of the president



Year born 1831 _____

Year died 1881 _____

In which state was he born? Ohio _____

What jobs did he hold before becoming president? Major General in Union army, _____

U.S. Representative, U.S. Senator _____

With what political party was this president affiliated? Republican _____

Vice President: Chester A. Arthur _____

What were the years of his presidency? 1881 _____

List some significant developments during his administration Strengthening of _____

federal authority over the N.Y. Customs House _____

Garfield's assassination _____



Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: CHESTER A. ARTHUR

Picture of the president



Year born 1830 _____

Year died 1886 _____

In which state was he born? Vermont _____

What jobs did he hold before becoming president? Lawyer, _____

administrator for the Union army _____

With what political party was this president affiliated? Republican _____

Vice President: None _____

What were the years of his presidency? 1881 - 1885 _____

List some significant developments during his administration Pendleton Act _____

(civil service reform) _____

Mongrel Tariff _____



Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.



Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: GROVER CLEVELAND—BOTH TERMS

Picture of the president



Year born 1837 _____

Year died 1908 _____

In which state was he born? _____ New Jersey _____

What jobs did he hold before becoming president? _____ Lawyer, _____

Mayor of Buffalo, Governor of New York _____

With what political party was this president affiliated? _____ Democratic _____

Vice President: _____ Thomas A. Hendricks, Adlai E. Stevenson _____

What were the years of the two (nonconsecutive) terms of his presidency? _____

1885 - 1889, 1893 - 1897 _____

List some significant developments during each of his administrations _____

TERM 1	TERM 2
Interstate Commerce Act	Panic of 1893
Forcing the railroads to return	Four-year depression
81 million acres that they held by government grant	Repeal of Sherman Silver Purchase Act
	Pullman Strike
	British threat of intervention in
	Venezuela (violation of Monroe
	Doctrine)

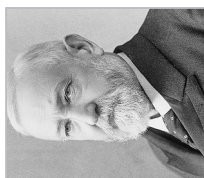


Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: BENJAMIN HARRISON

Picture of the president



Year born 1833 _____

Year died 1901 _____

In which state was he born? Ohio _____

What jobs did he hold before becoming president? Lawyer, _____

Civil War hero, U.S. Senator _____

With what political party was this president affiliated? Republican _____

Vice President: Levi P. Morton _____

What were the years of his presidency? 1889 - 1893 _____

List some significant developments during his administration Expansion of the _____

U.S. Navy and the merchant marine _____

Sherman Antitrust Act _____

McKinley Tariff _____

Sherman Silver Purchase Act _____

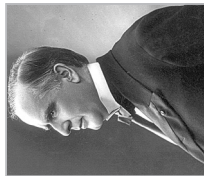


Identify the states, if any, added to the Union during this president's term(s). Label them by name and color them in.

Name _____ Date _____

LESSON 9: WILLIAM MCKINLEY

Picture of the president



Year born 1843 _____

Year died 1901 _____

In which state was he born? Ohio _____

What jobs did he hold before becoming president? Lawyer, _____

Civil War veteran, U.S. Representative, Governor of Ohio _____

With what political party was this president affiliated? Republican _____

Vice President: Garret A. Hobart, Theodore Roosevelt _____

What were the years of his presidency? 1897 - 1901 _____

List some significant developments during his administration Dingley Tariff _____

Spanish-American War _____

"Open Door" Policy in China; U.S. assistance in putting down the _____

Boxer Rebellion in China _____

McKinley's assassination at the Pan-American Exposition _____

LESSON 9: FOR REVIEW

Write T for True and F for False in the space provided.

- F ____ 1. The disputed presidential election of 1876 was dominated by the themes of Democratic corruption and economic prosperity.
- F ____ 2. The electoral commission appointed by Congress gave the disputed electoral votes to the Democratic candidate, Samuel Tilden.
- F ____ 3. The Compromise of 1877 was necessary to gain Republican support for the result of the 1876 presidential election.
- F ____ 4. Most of the presidents during the Gilded Age won election by large majorities and had a reputation for strong, effective leadership.
- T ____ 5. Hayes hoped that he would be able to build a new Republican Party that southern businessmen and other conservatives would be willing to support.
- F ____ 6. During his term in office, Hayes worked hard to strengthen the spoils system.
- F ____ 7. Both Garfield and Arthur were Half-Breeds, united in their contempt for the Stalwart faction of the Republican Party.
- F ____ 8. President Arthur was a Half-Breed Republican who provided his friends with special favors.
- T ____ 9. The tariff passed during Arthur's term in office became known as the Mongrel Tariff.
- T ____ 10. Grover Cleveland was the first Democrat to be elected president after the Civil War.
- F ____ 11. Cleveland was criticized for giving special favors to different economic groups and for refusing to use his veto powers.
- T ____ 12. The Interstate Commerce Act was the first law attempting to place railroads under federal regulation.
- T ____ 13. Benjamin Harrison became president in 1889, even though he received one hundred thousand fewer popular votes than Cleveland.

- F ____ 14. The Sherman Antitrust Act, which expanded the power of Congress to regulate business, was easily enforced.
- F ____ 15. The Sherman Silver Purchase Act made the purchase of silver by the U.S. Treasury illegal.
- T ____ 16. Cleveland's handling of the depression was unpopular, but the public supported his dealings with striking railroad workers in the Pullman Strike.
- F ____ 17. William Jennings Bryan campaigned from his front porch, whereas William McKinley traveled across the nation on a whistle-stop campaign.
- T ____ 18. The most significant event of McKinley's administration was the Spanish-American War.

Write the corresponding letter of the correct answer in the space provided.

- | | |
|------------------------|----------------------|
| A. Rutherford B. Hayes | D. Grover Cleveland |
| B. James A. Garfield | E. Benjamin Harrison |
| C. Chester A. Arthur | F. William McKinley |
- D ____ 1. Became the only U.S. president to serve two nonconsecutive terms
- A ____ 2. Ordered the last federal troops out of the South
- B ____ 3. Assassinated by an embittered government office-seeker
- D ____ 4. Signed into law the Interstate Commerce Act
- D ____ 5. Assumed the presidency just as the country plunged into a four-year depression
- F ____ 6. Assassinated by a mentally unstable anarchist at the Pan-American Exposition
- C ____ 7. Supported the Pendleton Act that provided civil service reform
- E ____ 8. Signed into law the Sherman Antitrust Act and supported the McKinley Tariff

F ____ 9. Took the initiative in establishing an open door policy in China

F ____ 10. Hoped to keep the United States out of war with Spain in 1898

LESSON 9: FOR FURTHER STUDY

For even more interesting information about this period of history, please refer to the For Further Study answers for this lesson in the Teacher's Guide.

1. The title "First Lady" was first widely used in 1877 to refer to Lucy Hayes, popular wife of President Rutherford B. Hayes. The press also gave her a nickname. Find out what it was and why they gave it to her. What event for children at the White House was started by this couple? Can you find any other ways that Lucy Hayes was unique?
2. Read more about the Stalwart and Half-Breed factions in the Republican Party. Look into the background of Charles Guiteau, President Garfield's assassin.
3. Research the Greenback-Labor Party and the Populist Party. What were their goals?
4. Find a copy of William Jennings Bryan's "Cross of Gold" speech and read it. You can listen to an audio excerpt of Bryan giving this speech twenty-five years after he first delivered it. He repeated this speech many times on the Chautauqua lecture circuit.



Name _____ Date _____

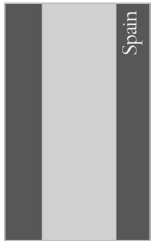
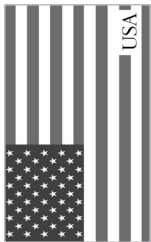
LESSON 10: SPANISH-AMERICAN WAR

What event provoked U.S. involvement in the Spanish-American War?

Sinking of the USS *Maine* in Havana harbor

What became the American battle cry as a result? “Remember the *Maine*!”

Flags of the countries involved in the Spanish-American War



MAJOR BATTLES OF THE SPANISH-AMERICAN WAR

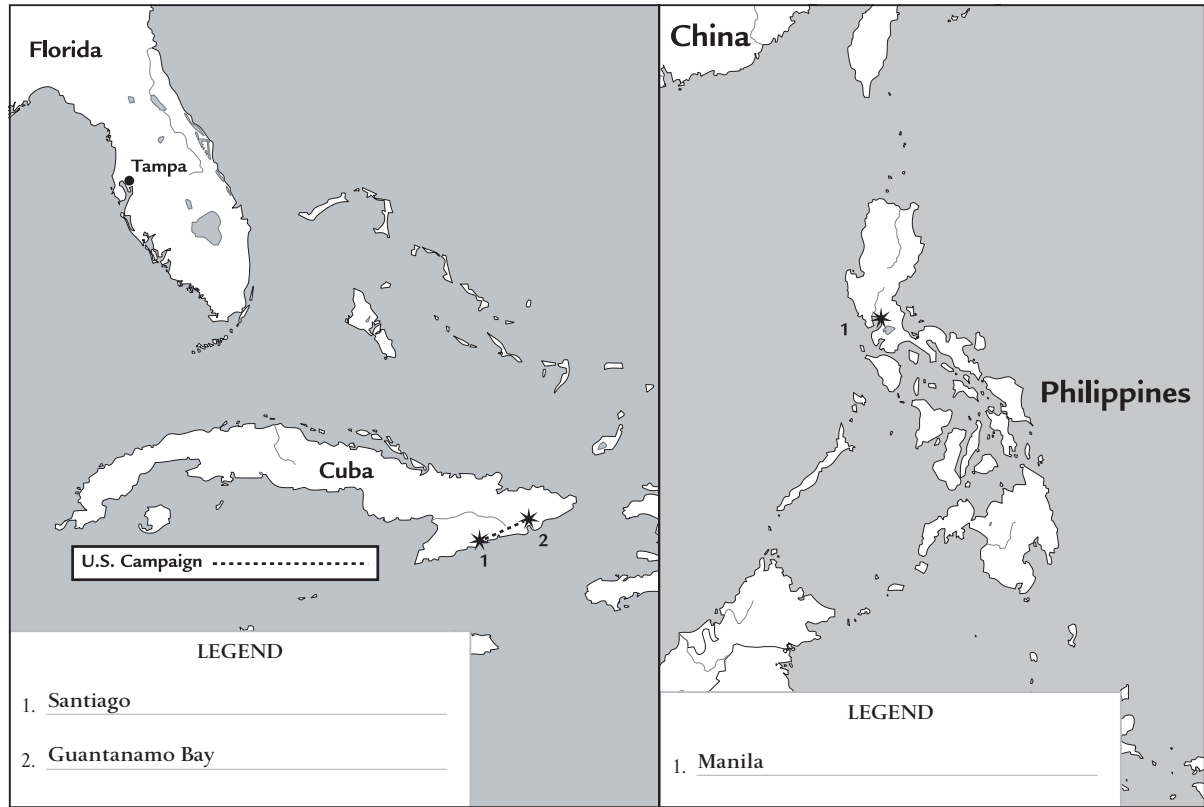
Color the square red if the battle was a Spanish victory. Color the square blue if the battle was an American victory, or write a *D* in the square if the battle was a draw.

☐ U.S.	Battle of Manila Bay	☐ U.S.	Battle of Kettle Hill
☐ U.S.	Battles of Guantanamo Bay and Daiquiri	☐ U.S.	Battle of San Juan Hill
☐ U.S.	Battle of Las Guasimas	☐ U.S.	Battle of Santiago
☐ U.S.	Battle of El Caney	☐ U.S.	Invasion of Puerto Rico
		☐ U.S.	Battle for Guam

Pictures of some of the key individuals in the Spanish-American War



Label the major battle sites of the Spanish-American War.



LESSON 10: FOR REVIEW

Write the letter of the correct answer in the space provided.

- B 1. By the time that the Spanish-American War began,
 A. Cuba had been granted its independence by Spain
 B. all that remained of Spain's New World empire was Puerto Rico and Cuba
 C. the Spanish had restored many of the Cubans' political and religious liberties
 D. American businessmen had few investments in Cuba
- C 2. In February of 1898, the USS *Maine*
 A. was sent to Manila to become a part of Admiral Dewey's fleet
 B. returned to the United States from duty in Cuba
 C. was mysteriously sunk in Havana harbor
 D. lost many of its crew members to a mysterious disease
- D 3. By the spring of 1898,
 A. most of the American public had lost interest in the plight of the Cuban revolutionaries
 B. the American press was calling for an end to America's war with Spain
 C. most American government officials were dead set against the United States going to war
 D. the American press, bankers, and manufacturers were clamoring for the United States to become involved in Cuba against imperialist Spain
- A 4. During the months leading up to the Spanish-American War,
 A. Hearst's newspaper published a stolen letter written by the Spanish minister criticizing McKinley
 B. most newspapers supported McKinley's desire to maintain an American position of neutrality
 C. Theodore Roosevelt denounced Social Darwinism and called upon McKinley to avoid war at all costs
 D. the Spanish board of inquiry admitted that the explosion on the *Maine* had been caused by a mine

- A 5. When the Spanish-American War began,
 A. the U.S. Navy had been recently rebuilt as a modern steel navy
 B. the U.S. Army was well trained and equipped for conflict
 C. the United States did not have any naval stations at home or abroad
 D. most U.S. troops were stationed in Florida
- B 6. Which of the following was NOT true of the U.S. military during the Spanish-American War?
 A. U.S. troops going to Cuba shipped out of Tampa, Florida
 B. few mistakes were made by the supply staff organizing the soldiers and their equipment
 C. American military leaders had very little information on the enemy that their troops would be facing in Cuba
 D. Spanish soldiers in Cuba were equipped with more advanced weapons than were the U.S. soldiers
- B 7. U.S. soldiers in Cuba
 A. did not arrive on the island until September
 B. suffered from the heat in their wool uniforms
 C. were defeated at San Juan Hill
 D. were not bothered by diseases like malaria
- B 8. The first major action of the Spanish-American War took place in
 A. Santiago, Cuba
 B. Manila Bay, the Philippines
 C. Honolulu, Hawaii
 D. San Juan, Puerto Rico
- A 9. American Commodore George Dewey
 A. destroyed the Spanish fleet in Manila Bay
 B. led the charge up San Juan Hill
 C. defeated the Spanish at El Caney
 D. was killed at the Battle of Kettle Hill

D ____ 10. Which of the following was an American victory in the Spanish-American War?

- A. Guasimas
- B. El Caney
- C. Kettle Hill and San Juan Hill
- D. all of the above

D ____ 11. During the Spanish-American War, Puerto Ricans

- A. forced all Americans off their island
- B. suffered devastating losses from a hurricane
- C. never experienced an attack by American forces
- D. offered little resistance to invading American troops

C ____ 12. After the fighting in Cuba ended,

- A. Spain refused to sign an armistice with the United States
- B. peace negotiations took place in London
- C. the major issue in the peace negotiations concerned the Philippines
- D. Puerto Rico and Guam both were granted independence

C ____ 13. In the years immediately following the end of the Spanish-American War, the Philippines

- A. became an independent nation
- B. quickly submitted to American rule
- C. saw much bloodshed because of guerilla resistance to American control
- D. remained under Spanish rule

A ____ 14. The Spanish-American War

- A. lasted for approximately four months
- B. was a very unpopular war in the United States
- C. caused greater disunity between northerners and southerners
- D. ended forever the possibility of the United States becoming an imperialist power

A ____ 15. At the turn of the century,

- A. the Anti-Imperialist League had just been founded in the United States
- B. Social Darwinists discouraged American expansionism
- C. few Americans believed that the "manifest destiny" of the United States was to become a world power
- D. the United States had refused to take over the Philippines, because doing so would be a violation of the Monroe Doctrine

LESSON 10: FOR FURTHER STUDY

For even more interesting information about this period of history, please refer to the For Further Study answers for this lesson in the Teacher's Guide.

1. Read about the life of Alfred T. Mahan. Where did he work and what influential books did he write? How did his views affect American policies during the Gilded Age?
2. Research what role the Rough Riders played in the Spanish-American War. Who led them? How were they portrayed in the American press? Find out how the Buffalo Soldiers were involved in the Spanish-American War. Who gave them their name?
3. Who was Walter Reed? What problem faced by American soldiers during the Spanish-American War was Reed asked to address?
4. Why were some Americans referred to as "jingoos" during the Spanish-American War? What does that word mean? How did it originate?





Locate each of the states in the legend and write its number on the map.

Name _____ Date _____

LESSON II: STATES AND CAPITALS

(LESSONS 1-10)

Fill in the blanks with the names of the state capitals.

#	State	Capital City
31.	California:	Sacramento
32.	Minnesota:	St. Paul
33.	Oregon:	Salem
34.	Kansas:	Topeka
35.	West Virginia:	Charleston
36.	Nevada:	Carson City
37.	Nebraska:	Lincoln
38.	Colorado:	Denver
39.	North Dakota:	Bismarck
40.	South Dakota:	Pierre
41.	Montana:	Helena
42.	Washington:	Olympia
43.	Idaho:	Boise
44.	Wyoming:	Cheyenne
45.	Utah:	Salt Lake City

States 1-30 and their capitals were taught in *All American History, Volume I*. You will have the opportunity to learn (or review) these states and their capitals in Lessons 15, 20, 26, and 29. States 46, 47, and 48 are taught in Lesson 15. States 49 and 50 are taught in Lesson 26.

LESSON II: FOR REVIEW

Write the missing word or words in the spaces provided.

1. The Great Plains became known as the Great American Desert because early settlers believed that its sod was too hard to plow and its climate too harsh for cultivating crops.
2. On May 10, 1869, at Promontory Point, Utah, the Central Pacific and Union Pacific railroads joined to form the first transcontinental railroad in the United States.
3. The Homestead Act of 1862 promised American settlers 160 acres of public land in the West if they would live on it for five years, cultivate it, and pay a small fee.
4. In 1869, silver was discovered at the Comstock Lode, in what is now the state of Nevada.
5. With the expansion of the railroads and the invention of barbed wire by Joseph Glidden, the long American cattle drives began to come to an end.
6. The most important animal to the Native American tribes of the Great Plains was the buffalo.

7. The U.S. 7th Cavalry, under the leadership of Lt. Col. George Armstrong Custer, was massacred by native warriors under Sitting Bull near the Little Big Horn River in Montana.

8. Sitting Bull eventually was allowed to join his tribe at the Standing Rock Reservation and to leave periodically to travel with Buffalo Bill's Wild West Show.

9. The Sioux chief Big Foot and over three hundred of his warriors were massacred by three hundred U.S. troops on the banks of Wounded Knee Creek in South Dakota.

10. The Dawes Act of 1887 broke up tribal lands into 160-acre plots, which were distributed among individual Indians who could acquire U.S. citizenship with the land grant.

Write T for True and F for False in the space provided.

T 1. At the end of the Civil War, as much as one-third of the United States was still considered frontier.

F 2. Even to this day, the Great Plains area of the United States is not a very productive agricultural region.

T 3. During the Gilded Age, the Great Plains looked appealing to newly freed slaves and newly arrived European immigrants.

F 4. The federal government was not involved in any way in the building of the first U.S. transcontinental railroad.

- T ___ 5. American pioneers usually migrated westward in trains of Conestoga wagons and often settled with other families who hailed from the same area back East.
- F ___ 6. There was a competitive and unfriendly spirit among most of the American pioneers of the Gilded Age.
- T ___ 7. Grasshopper plows enabled Great Plains farmers to cut the tough prairie ground to plant their crops.
- T ___ 8. Mining fever began with the California gold rush in 1849, reached its peak in the Civil War, and ended with the Alaska gold rush in 1898.
- T ___ 9. Mining boomtowns were boisterous places that made legends of men like Bat Masterson and “Wild Bill” Hickok.
- F ___ 10. There was only one principal cow trail after the end of the Civil War — the Chisholm Trail.
- T ___ 11. By the 1890s, almost all the Great Plains Indians had been forced onto reservations.
- F ___ 12. The Native American Ghost Dance movement called for tribes to submit to the dictates of the U.S. federal government.

LESSON II: FOR FURTHER STUDY

For even more interesting information about this period of history, please refer to the For Further Study answers for this lesson in the Teacher’s Guide.

1. Discover who Frederick Jackson Turner was and how his ideas influenced the study of American history at the turn of the century. What was the name of his famous thesis? What pronouncement did the U.S. government make three years before Turner announced his thesis?
2. Find out how the pioneers constructed soddies. What were the advantages and disadvantages of this type of home? Pioneer women were known for their patchwork quilts. How were they made? What were some popular designs? Look for pictures of American patchwork quilts.
3. Read about American cowboys. What different articles of clothing did they wear and what was the purpose of each? What dangers did these cowboys face on the

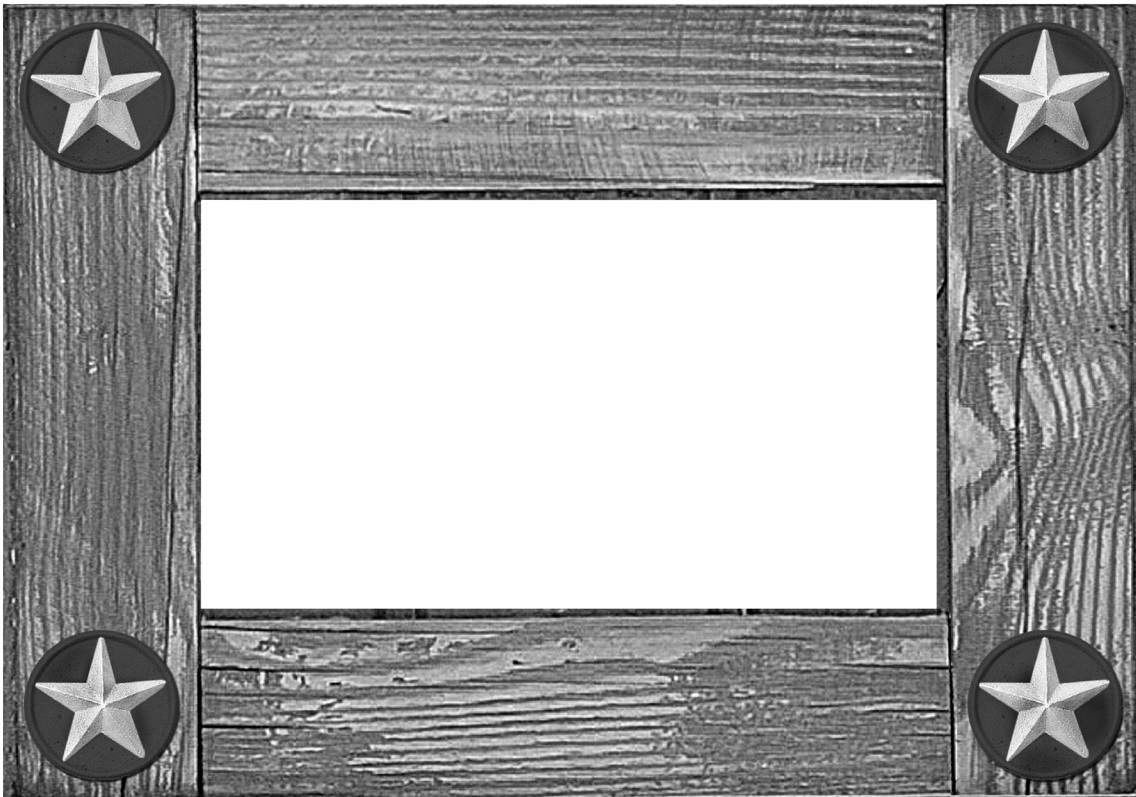
range? Who were Gustavus Swift and Philip Armour? Look for paintings of cowboys by Frederic Remington.

4. Research the lives of one or more of the following people significant in the Wild West of the Gilded Age — Buffalo Bill, Wild Bill Hickok, Calamity Jane, Bat Masterson, and Frank and Jesse James. Find out more about the Native American Ghost Dance movement. Record information about the Lakota and Sitting Bull on a Native American Tribe form.



ANSWER KEY

TO THE FOR FURTHER STUDY QUESTIONS



Republican movement vanished quickly. Most of its members returned to the Republican Party, but some switched to the Democratic Party.

4. Find out why the United States was enjoying economic prosperity in the late 1860s and early 1870s. Discover what led to the Panic of 1873 and the six-year depression that followed.

Answer: The Civil War had spurred the growth of heavy industry and agriculture in the United States. Business continued to prosper during the shift from wartime to peacetime. However, the nation's economic growth was unregulated, and the nation's railroad system in particular was overbuilt. The country also had too much paper money (greenbacks) in circulation, which pleased debtors but worried bankers and conservative economists. Eventually, the existence of so many greenbacks led to higher prices and inflation.

The Panic of 1873 was set off on September 18 when the Philadelphia banking firm of Jay Cooke and Company declared bankruptcy. This banking company had invested heavily in railroads and planned to provide the financing for a second transcontinental railroad. However, in September the firm realized that it had become overextended and declared bankruptcy, which touched off a series of devastating economic events that ended in a six-year depression.

The New York Stock Exchange closed for ten days. Almost 90 of the nation's 364 railroads went bankrupt, and as many as eighteen thousand American businesses failed between 1873 and 1875. Credit dried up, and factories shut down. By 1876, national unemployment was at 14 percent. During the depression the government pledged to begin redeeming over three hundred thousand dollars in greenbacks for their face value in gold. However, this did not alleviate the depression, which did not lift until the spring of 1879.

LESSON 9: FOR FURTHER STUDY ANSWERS

1. The title "First Lady" was first widely used in 1877 to refer to Lucy Hayes, popular wife of President Rutherford B. Hayes. The press also gave her a nickname. Find out what it was and why they gave it to her. What event for children at the White House was started by this couple? Can you find any other ways that Lucy Hayes was unique?

Answer: Lucy Hayes was given the name "Lemonade Lucy" by the press because of her refusal to serve alcohol at the White House. Apparently, this nickname came into use only after she had left the White House. However, despite the ban on alcoholic beverages, she and her husband were known for their elegant public receptions and state dinners. They also were the first presidential couple to hold the White House Easter Egg Roll and to use a telephone. In 1880, Lucy accompanied her husband on a train trip to the West Coast, the first transcontinental trip taken by an incumbent president.

The daughter of a physician, Lucy was the first presidential wife to graduate from college. At the age of eighteen, she received a degree from Wesleyan Female College in Cincinnati, Ohio. Although family inheritances made Lucy a very wealthy woman, she maintained a humble, frugal lifestyle. Her simplicity contrasted with the extravagance of the Grant administration. Lucy was also deeply religious and instituted times of morning worship in the White House.

2. Read more about the Stalwart and Half-Breed factions in the Republican Party. Look into the background of Charles Guiteau, President Garfield's assassin.

Answer: During the administration of Rutherford B. Hayes, the Republican Party was divided into three factions.

- ❑ The Stalwarts, who saw themselves as “stalwart” in their opposition to Hayes's efforts to reconcile with the South. They opposed civil service reform and backed the protective tariff. Senator Roscoe Conkling was the most prominent Stalwart leader.
- ❑ The Half-Breeds, who backed Hayes's lenient treatment of the South and supported civil service reform. Senator James G. Blaine was the leader of the Stalwarts. He sought the presidential nomination in 1876 and 1880 but failed to secure it either time.
- ❑ The Liberals, or Reform element, who supported civil service reform and a tariff for revenue purposes only.

As a young man, Charles Julius Guiteau (1841–1882), an Illinois native, joined a controversial religious group, the Oneida Community. However, he never felt accepted by the members of the community and left twice. Eventually, Guiteau filed lawsuits against the founder of the community, John Humphrey Noyes, who considered Guiteau to be insane. Following this chapter in his life, Guiteau used an inheritance to start a law firm in Chicago that was unsuccessful. He also published a volume of theology called *The Truth*, which was almost entirely plagiarized from the work of Noyes.

In 1880, Guiteau sent the Republican presidential candidate, James Garfield, an unsolicited and barely coherent campaign speech, which he believed was responsible for Garfield's victory. When Garfield took office, Guiteau began insisting that the president make him ambassador to France. However, Garfield and other cabinet members repeatedly ignored his requests. When, on May 14, Secretary of State Blaine finally told Guiteau never to return to the White House, Guiteau borrowed fifteen dollars and bought a British Bulldog revolver with a silver handle. Apparently, Guiteau chose the revolver that he thought would look best as a museum exhibit after the assassination. Ironically, the revolver was lost.

After Guiteau shot Garfield, he was closely followed by the media because of his bizarre behavior. He constantly criticized his defense team and composed his testimony in the form of long epic poems. During his trial, Guiteau solicited advice from spectators in the courtroom by means of passed notes. When he dictated his autobiography to the *New York Herald*, he ended with a personal ad for a nice Christian lady under thirty. Until his execution, Guiteau was making plans to start a lecture tour and run for president.

On the day of his execution in 1882, Guiteau recited a poem he had composed, entitled “I Am Going to the Lordy.” His request for an orchestra to play as he sang the poem had been denied. Although his lawyers had wanted to use an insanity defense, Guiteau insisted that he had been legally sane at the time of the shooting.

3. Research the Greenback-Labor Party and the Populist Party. What were their goals?

Answer: The Greenback-Labor Party, or Greenback Party, was an American political party active between 1874 and 1884. Its main support came from farmers, who had been financially hurt by the Panic of 1873 and continued to suffer from declining farm prices and high railroad rates. These farmers tended

to blame the depressed economy on eastern financial interests. Urban trade union groups also added their support to the Greenbacks.

This political party advocated issuing large amounts of paper money, or greenbacks. Its supporters believed this policy would help farmers by raising prices and making debts easier to pay. In 1878, fourteen members of the Greenback-Labor Party were elected to the U.S. Congress. In the 1880 presidential election, the Greenbacks nominated General James Weaver as their candidate on a platform designed to broaden the party's appeal. They called for an eight-hour workday, a graduated income tax, and opposition to railroad land grants. After the 1880 election, the Greenback-Labor Party merged with the Democrats in most states. However, Weaver was against this merger and helped to establish the Populist Party in 1891.

The Populist Party, or People's Party, was another short-lived American political party in the late nineteenth century. Established in 1891 by members of the Farmers' Alliance and the Knights of Labor, it promoted free and unlimited coinage of silver, the elimination of national banks, a graduated income tax, the direct election of U.S. Senators, an eight-hour workday, and civil service reform. In 1892, James Weaver ran as the Populist candidate for president and carried four states. In the 1894 mid-term elections, the Populists elected six U.S. Senators and seven Representatives.

In 1896, Populist leaders entered into talks with the proposed Democratic Party candidate, William Jennings Bryan. They gave their support to Bryan because they were led to believe that the Populist leader Tom Watson would be Bryan's running mate. When Bryan announced that he would support a different vice presidential candidate, one who had a record of hostility toward labor unions, a split occurred in the Populist Party. Some Populists campaigned for Bryan, and others refused to do so. When Bryan lost the election, the Populist Party ceased to be a factor in national politics. Although Tom Watson ran as a Populist presidential candidate in 1904 and 1908, he won few popular votes and no electoral votes.

4. Find a copy of William Jennings Bryan's "Cross of Gold" speech and read it. You can listen to an audio excerpt of Bryan giving this speech twenty-five years after he first delivered it. He repeated this speech many times on the Chautauqua lecture circuit.

Answer: Type the phrase "text of 'Cross of Gold' speech" into an Internet search engine.

LESSON 10: FOR FURTHER STUDY ANSWERS

1. Read about the life of Alfred T. Mahan. Where did he work and what influential books did he write? How did his views affect American policies during the Gilded Age?

Answer: Alfred Thayer Mahan (1840–1914) was a U.S. naval officer and historian. Born in West Point, New York, Mahan graduated from the Naval Academy at Annapolis in 1859. As the Civil War broke out, he was beginning a career that would span nearly forty years of naval service. Commissioned as a lieutenant in 1861, Mahan saw action in the war and served as an instructor at the Naval Academy. He progressed in rank until he was promoted to captain in 1885. The following year, Mahan was appointed president of the U.S. Naval War College. There, in 1887, he met a visiting lecturer named Theodore Roosevelt. From Mahan's lectures during this period came two important books — *The Influence of Sea Power upon History, 1660–1783* and *The Influence of Sea Power upon the French Revolution and Empire, 1793–1812*.

In his books, Mahan argued that naval power, along with a strong industrial economy, was the key to national greatness and success in international affairs. He believed that the nation that controlled the seas would dominate in modern warfare. In the last quarter of the nineteenth century, Mahan's ideas were radical. His books were translated into several languages and closely studied by political leaders in Germany and Great Britain. In the United States, Teddy Roosevelt and others who supported U.S. naval buildup and overseas expansion were greatly influenced by Mahan's writings. As a result, by the turn of the century, the United States had established a well-armed steel naval fleet. Although Mahan retired from active service in 1896, he continued to write. In 1906, Mahan became a Rear Admiral by an act of Congress that promoted all retired captains who served in the Civil War.

2. Research what role the Rough Riders played in the Spanish-American War. Who led them? How were they portrayed in the American press? Find out how the Buffalo Soldiers were involved in the Spanish-American War. Who gave them their name?

Answer: "Rough Riders" was the name given by the American press to the 1st U.S. Volunteer Cavalry Regiment during the Spanish-American War. Assistant Secretary of the Navy Theodore Roosevelt asked the Department of War for permission to raise a regiment once the war began. Since Roosevelt had no military experience, he suggested that command of the regiment be given to his close friend, Colonel Leonard Wood, an army doctor and Medal of Honor recipient. Roosevelt was made a lieutenant colonel and second in command of the regiment.

The 1st U.S. Volunteer Cavalry Regiment consisted of over 1,250 men from all over the United States. From over twenty-three thousand applicants, a group was chosen that included cowboys, Native Americans, miners, Texas rangers, Ivy League athletes, New York City policemen, and East Coast polo players. What these men had in common was that they could ride and shoot and thus be ready for war with little training.

The regiment was assembled at San Antonio, Texas, in May of 1898, and shipped from Tampa to Cuba on June 14, 1898. Because of logistical difficulties, almost half of the regiment's men and most of its horses had to be left behind. Upon their arrival on June 22, the Rough Riders, assigned to the Army's 5th Corps, immediately began marching toward Santiago. Two days later, they participated in the Battle of Las Guasimas.

The night of June 30, Colonel Leonard Wood was promoted to the rank of brigadier general and Roosevelt was made a colonel. The following day, Roosevelt led the Rough Riders and elements of the 9th and 10th Regiments up Kettle Hill. After the capture of Kettle Hill, Roosevelt led a second charge up San Juan Hill. After the capture of San Juan Hill, Santiago surrendered, and the Spanish-American War was virtually over. The exploits of the Rough Riders, widely reported in the U.S. press, led to Teddy Roosevelt's becoming a national hero.

As tropical diseases began to kill many of the American soldiers in Cuba, Roosevelt and others began calling for the troops to be brought back to the United States. The Rough Riders were shipped to Long Island and mustered out on September 16, 1898. As many as 37 percent of the regiment's soldiers who fought in Cuba were killed, wounded, or afflicted with a tropical disease.

More than ten thousand African Americans volunteered for military service in the Spanish-American War. Five of these were awarded the Medal of Honor. Among the first American troops mobilized in Cuba were the 9th and 10th Regular Cavalry Regiments. Known as the legendary Buffalo Soldiers, this group of African American soldiers had fought in the Indian Wars in the West for over thirty years. They were given their nickname by the Native Americans — first as a way of comparing their hair to that of the buffalo but later as a sign of respect for their prowess and bravery on the battlefield.

3. Who was Walter Reed? What problem faced by American soldiers during the Spanish-American War was Reed asked to address?

Answer: Walter Reed (1851–1902) was an American army surgeon, bacteriologist, and educator. During the Spanish-American War, yellow fever had been a problem for thousands of American soldiers fighting in Cuba. In May 1900, Reed was appointed president of a board to study infectious diseases in Cuba, particularly yellow fever. The board determined that yellow fever was transmitted by mosquitoes. Its research was done with human volunteers, including some medical personnel who agreed to be deliberately infected with the disease. Walter Reed General Hospital (eventually renamed Walter Reed Army Medical Center), which opened in Washington, D.C., in 1909, was named in Reed’s honor.

4. Why were some Americans referred to as “jingo” during the Spanish-American War? What does that word mean? How did it originate?

Answer: Those who vigorously supported American involvement in Cuba, such as Theodore Roosevelt, were called “jingo.” Apparently, the word was taken from a song that was popular during a war between Turkey and Russia in 1877–1878. The first two lines of the song were: “We don’t want to fight, but by Jingo if we do, we’ve got the ships, we’ve got the men, we’ve got the money too.” Since the Spanish-American War, the word jingo has been used to refer to a person who supports an aggressive or belligerent foreign policy or to a chauvinistic patriot.

LESSON II: FOR FURTHER STUDY ANSWERS

1. Discover who Frederick Jackson Turner was and how his ideas influenced the study of American history at the turn of the century. What was the name of his famous thesis? What pronouncement did the U.S. government make three years before Turner announced his thesis?

Answer: Frederick Jackson Turner (1861–1932) was a historian and professor at the University of Wisconsin and then Harvard. In 1893, he read a paper entitled “The Significance of the Frontier in American History” to a group of historians gathered in Chicago, which was then hosting the World’s Columbian Exposition. Three years before his presentation, the U.S. Census Bureau had announced the “closing of the frontier,” or the disappearance of a frontier line in the continental United States.

In his lecture Turner presented his “frontier thesis,” which maintained that the frontier past was the central story of American history. According to Turner, the American people and their institutions were uniquely shaped by the frontier experience, which had fostered American democracy, individualism, self-reliance, ingenuity, openness to new ideas, and tolerance. Turner’s lecture was almost completely ignored at the time, but his ideas eventually became very influential and shaped the writing of American

history for a generation. Although most historians today have discarded the frontier thesis, many still debate Turner's ideas and approach.

2. Find out how the pioneers constructed soddies. What were the advantages and disadvantages of this type of home? Pioneer women were known for their patchwork quilts. How were they made? What were some popular designs? Look for pictures of American patchwork quilts.

Answer: Lumber was expensive and not easily available on the prairie, which led many of the early settlers to build sod houses. Sod squares, cut from the soil, were stacked to build the walls and often the roofs of houses. Most of the early sod homes had dirt floors, but a few had rough or planed split logs for flooring. A small amount of lumber was also often used for a door and one or more windows. Settlers tended to live in their soddies for six or seven years. If the exteriors of their homes were covered with stucco or whitewash, their sod houses would last even longer.

Soddies were inexpensive to build. Because of the thickness of their walls, they were warm in the winter and cool in the summer. Sod houses were not a fire danger, but they leaked badly when it rained. Dirt was always falling down from the ceiling. Poor lighting, bugs, and snakes were additional problems.

Quilting is the process of placing a layer of cotton, wool, or stuffing between two pieces of fabric and stitching the layers together. The triple thickness of a quilt provides a very warm bed cover. Patchwork quilting, which is distinctively American, became very popular in the nineteenth century. It involves the arrangement of scraps of cloth in geometric designs and then quilting them together. Some popular designs included the Log Cabin, Schoolhouse, Bear's Paw, Sunburst, and Sawtooth.

3. Read about American cowboys. What different articles of clothing did they wear and what was the purpose of each? What dangers did these cowboys face on the range? Who were Gustavus Swift and Philip Armour? Look for paintings of cowboys by Frederic Remington.

Answer: An American cowboy typically wore or carried:

- ☐ long trousers, made of sturdy canvas, usually black, brown, or tan. Until belt loops were added, suspenders held up the pants.
- ☐ a long-sleeved shirt, made of cotton or wool and buttoned up to the neck.
- ☐ a vest, usually made of wool, to provide storage for a watch, tobacco, and money and to give additional warmth in winter.
- ☐ knee-high boots, made of leather with a narrow toe to fit through the stirrup and high heels to prevent the boot from sliding forward.
- ☐ a hat, with a wide brim and a tall crown (adapted from the Spanish sombrero), used for protection from the rain and sun, to gather food and water, to fan a fire, and to cover the face when sleeping.
- ☐ chaps, made of leather, to protect against rocks, cactus, and thorny bushes.
- ☐ gloves to protect the hands from ropes, reins, and hot irons.
- ☐ a bandana to protect from rain, wind, dust, and sun. Bandanas also served to chase the flies away, to wet and cool the neck, to tie on a hat in the wind, and to bandage wounds.
- ☐ a saddle (which often cost a year's wages).
- ☐ spurs, made of metal or silver, to control the horse.
- ☐ a quirt, made of braided leather, horsehair, or rawhide, to get the horse's attention.

- ☐ a lariat, made of rawhide or later, manila hemp, for roping cows.
- ☐ a canteen for water.
- ☐ a carbine or short rifle.
- ☐ a knife.
- ☐ a bedroll.
- ☐ a saddlebag, which stored food, extra clothing, tools, and other utensils.

The life of a cowboy was dirty, dull, and hard. He faced many dangers, such as unfriendly Native Americans, cattle rustlers, rattlesnakes, heat, hail, blizzards, quicksand, and thirst.

Gustavus Swift (1839–1903), the son of a Massachusetts farmer, first worked as a butcher’s apprentice and then as a cattle dealer. Arriving in Chicago when he was thirty-six, Swift founded a meatpacking empire in the Midwest during the last years of the nineteenth century. He was also responsible for developing the first practical refrigerated railroad car, which allowed the Swift company to ship dressed meat all over the country. In addition to this important development, Swift became known as a pioneer in the use of animal byproducts to produce fertilizer, glue, soap, and medical products. When he died in 1903, Swift’s company was valued at between twenty-five and thirty-five million dollars.

Philip Armour (1832–1901) was born in upstate New York. When he was nineteen, he left home and traveled west for the California gold rush. By the age of twenty-four, he had made eight thousand dollars, which he used to establish a successful meat market in California. Moving from California to Milwaukee, Armour opened a wholesale grocery business. Together with a brother, he built several meatpacking plants and started a grain business.

In 1867, the Armour brothers formed Armour and Company, a meatpacking enterprise headquartered in Chicago, which soon became the world’s largest food-processing business. Armour and Company pioneered an efficient new killing and cutting line and became the first to reduce waste by selling every part of the animal. Armour followed the lead of his rival Swift when he established the Armour Refrigerator Line in 1883. His refrigerator cars carried the message, “We Feed the World.”

The Chicago slaughterhouses became tourist attractions and made Armour and Swift world famous. Visitors to the World’s Columbian Exposition took day excursions to see the stockyards. In 1898–1899, Armour and Company’s reputation was tarnished when it was charged with selling tainted meat. Then in 1906, Upton Sinclair’s book *The Jungle*, exposed the squalid and dangerous working conditions that existed for those employed in the Chicago meatpacking industry.

Type the phrase “paintings by Frederic Remington” into an Internet search engine.

4. Research the lives of one or more of the following people significant in the Wild West of the Gilded Age — Buffalo Bill, Wild Bill Hickok, Calamity Jane, Bat Masterson, and Frank and Jesse James. Find out more about the Native American Ghost Dance movement. Record information about the Lakota and Sitting Bull on a Native American Tribe form.

Answer: Reading a biography about any of these individuals would be quite interesting.

William F. Cody (1846–1917), “Buffalo Bill,” grew up on the prairie and worked as a mounted messenger, prospector, and rider for the Pony Express. During the Civil War, he served as a Union scout and with the 7th Kansas Cavalry. In 1867, he took a job hunting buffalo to feed railroad construction crews and supposedly earned his nickname in a shooting match with a hunter named William Comstock. A year later, Cody returned to work as a scout for the U.S. Army and participated in sixteen battles. As he earned a reputation for bravery in real life, Cody was also becoming a national folk hero because of the exploits of his alter ego, “Buffalo Bill,” in Ned Buntline’s novels.

In 1872, Buntline asked Cody to assume the role of “Buffalo Bill” on stage in a play. A natural showman, Cody was well received by audiences. He remained an actor for eleven seasons but still regularly led western hunting expeditions between seasons. He was also called back into army service at least two more times. In 1883, Cody organized Buffalo Bill’s Wild West, an outdoor extravaganza that dramatized a Pony Express ride, an Indian attack, a buffalo hunt, and a tableau of Custer’s Last Stand. This enormously successful show toured the country and Europe for three decades.

James Butler Hickok (1837–1876), better known as “Wild Bill” Hickok, was a legendary gunfighter in the Wild West. In 1855, Hickok left his father’s farm in Illinois to become a stagecoach driver on the Oregon and Santa Fe trails. Two years later, he claimed a tract of land in Kansas, where he became a constable. By 1861, he had moved to Nebraska, where again he served as a town constable and single-handedly captured the McCanles gang at Rock Creek Station.

On July 21, 1865, Hickok killed Davis Tutt, Jr., in an incident caused by a dispute over a gambling debt. Some historians consider this shooting to have been the first Wild West gunfight. After the Civil War, Hickok became an army scout and served as a U.S. marshal. By 1873, he had joined Buffalo Bill Cody in a touring stage play that was the forerunner to Cody’s Wild West shows. There he befriended Calamity Jane, who later claimed that they shared a romantic relationship. However, Hickok was fired from the show due to drunkenness and was shot to death in 1876 while playing poker in a saloon.

Martha Jane Canary-Burke (1852?–1903), better known as “Calamity Jane,” was a frontierswoman known for her association with Bill Hickok. In 1879, she signed on as a scout with George Custer and took part in several campaigns against Native Americans. There are several conflicting stories concerning the origin of her nickname. In 1896, Jane began touring with Wild West shows and continued to do so until her death.

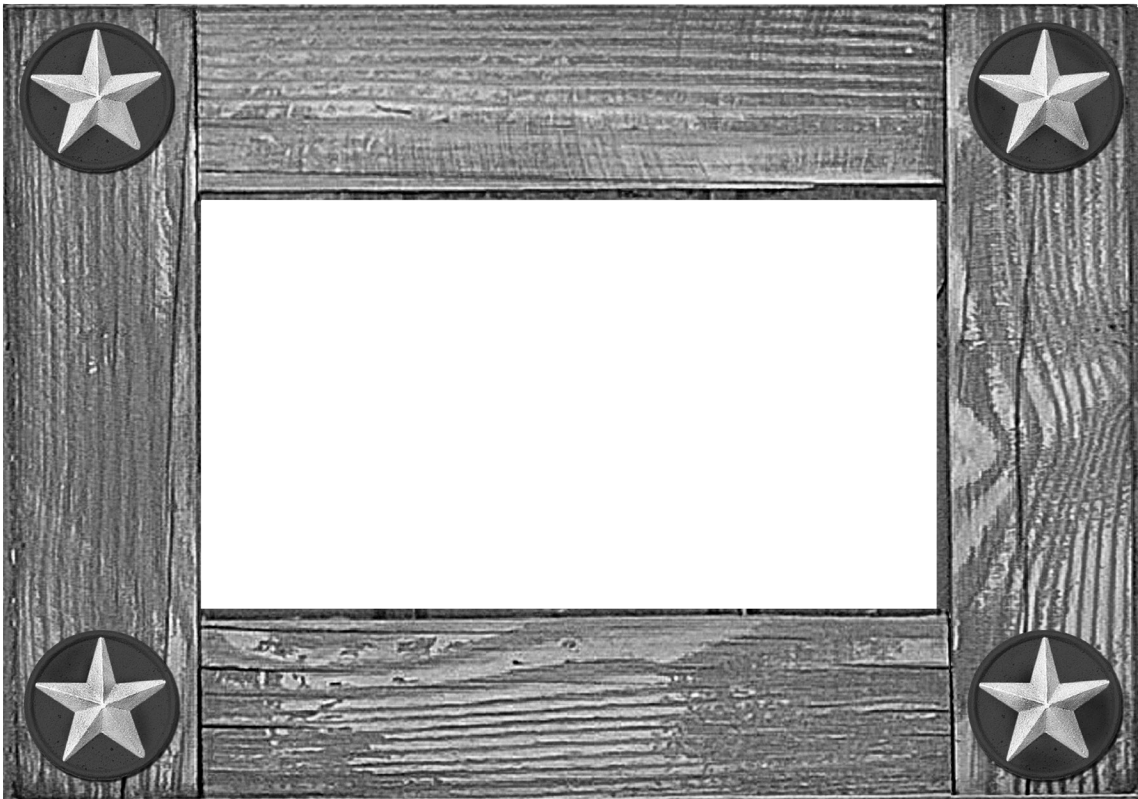
W. B. “Bat” Masterson (1853?–1921), another legendary figure of the American West, worked at a variety of occupations — as a buffalo hunter, army scout, professional gambler, lawman, U.S. marshal, and sports editor and columnist for a New York newspaper. There are several conflicting stories concerning the origin of his nickname.

Jesse James (1847–1882), along with his brother Frank, was a notorious outlaw in the years following the Civil War. The James brothers and their gang committed numerous bank robberies, train robberies, stagecoach robberies, and various other crimes in Missouri, Kansas, Iowa, Minnesota, Arkansas, Alabama, and West Virginia. Jesse was shot dead by a gang member who wanted to claim the large reward offered for his capture.

The Ghost Dance was a Native American messianic movement that expressed a deep longing for a restoration of the past, a time when tribal life was free of disease, hunger, bitter war, and subjugation by the

ANSWER KEY

TO THE HIGH SCHOOL TEST PACKET



Answer Key: Test 3 (Lessons 9–12)

Part I.

1. F
2. A
3. D
4. D
5. C
6. B
7. F
8. E
9. F
10. D

Part II.

1. F
2. F
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. T
11. T
12. F
13. F
14. T
15. F
16. T
17. T
18. F
19. T
20. T
21. F
22. F
23. F
24. T
25. T
26. F

27. T

28. F

Part III.

1. C
2. D
3. D
4. A
5. A
6. B
7. C
8. B
9. A
10. D
11. B
12. C
13. C
14. A
15. D
16. B
17. C
18. B
19. D
20. A
21. B
22. D
23. C
24. D
25. A
26. A
27. D