

# American History

Grade 11

Textbook: Glencoe The American Vision Modern Times

**Time for Completion: 11 class periods**

## Unit 2 – Progressivism, Industrialism, Imperialism

Chapt. 5,6,7,8

State Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

### Indicator:

CG1.1.2 ▲ (A) analyzes how the *rule of law* can be used to protect the *rights* of individuals and to promote the *common good* (e.g., *eminent domain*, martial law during disasters, health and safety issues).

E2.4.4 ▲ (A) evaluates the *costs* and *benefits* of governmental economic and social policies on *society* (e.g., minimum *wage* laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects).

E2.5.3 (A) – (\$) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and *wage* rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).

H(K)4.1.1 (A) analyzes the ways the People’s Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation.

H(K)4.1.2 (A) analyzes the text of William Allen White’s essay “What’s the Matter with Kansas” to understand his opposition to Populism.

SS.HS.2.2.4K explains the factors that could change supply of or demand for a product (e.g., societal values; prohibition of alcohol; scarcity of resources: war; technology: assembly line production).

H(K)4.1.3 (A) explains the significance of the Girard newspaper *Appeal to Reason* to the Socialist movement in the United States.

H(K)4.1.4 (K) discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917).

H(US)4.1.1 (A) examines topics in the transformation of American *society* in the rise of big business, heavy industry, and mechanized farming in the late 19<sup>th</sup> century (e.g., *Social Darwinism*, Gospel of Wealth, “Robber Barons”, “Captains of Industry”, Sherman Anti-Trust Act, muckrakers).

H(US)4.1.2 (A) explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes).

H(US)4.1.3 (A) analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, *government* ownership of railroads, graduated *income* tax, direct election of senators, election reform).

H(US)4.1.4 ▲ (A) examines the emergence of the United States in international affairs at the turn of the 20<sup>th</sup> century (e.g., debate over *imperialism*, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door policy, Roosevelt Corollary, Dollar Diplomacy).

H(US)4.1.5 (K) explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson).

H(US)4.1.8 (K) retraces the progress of the women’s suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting *rights* 19<sup>th</sup> Amendment).

H(US)4.5.3 ▲ (A) uses primary and *secondary sources* about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion).

## Purpose of Unit:

Tested on State Assessment	debate over <i>imperialism</i> Spanish-American War Philippine Insurrection Panama Canal Open Door policy Roosevelt Corollary Dollar Diplomacy Using Primary Source
Academic Skills	Reading a Map (pgs. GH8-13) (suggested map: State's Voting Rights) Review of note taking and reading a text (MAX teaching) Main Idea (pg. R2) Generalizations (pg. R4)
GCHS Dept. Purpose	Students understand the start of America's current role in the world
Overlying Concept/Idea	Imperialism vs. Isolationism

## Unit 2 – Progressivism, Industrialism, Imperialism

### Historical Concepts/Vocabulary:

#### Industrialism

Robber Barons  
Consolidation  
Labor Unions  
Pullman Strike  
Haymarket Riot  
Collective Bargaining  
Steel Industry  
Bessemer Process  
Monopolies  
Division of Labor  
Capitalism  
Gospel of Wealth  
Child Labor Laws  
Sherman Anti-Trust Act  
Upton Sinclair/The Jungle  
Populism  
William Allen White/"What's the Matter with Kansas"

#### Progressivism

Socialism  
Social Darwinism  
Muckrakers  
Theodore Roosevelt  
Woodrow Wilson  
Government Regulation of Private Business  
William Jennings Bryan  
Income Tax  
Election Reform  
Direct Election of Senators  
Coinage of Silver  
Government Ownership of Railroad  
Boss Tweed  
Woman's Suffrage  
Susan B. Anthony  
Elizabeth Cady Stanton  
Alice Paul  
19<sup>th</sup> Amendment  
States granting voting rights  
American Labor Movement  
Samuel Gompers  
Mother Jones  
Eugene Debs  
Industrial Workers of the World

### Suggested Activities

- Assembly line activity (Adam) (Piecework/Division of Labor)
- Compare/contrast 3 concepts
- Read a political cartoon
- Video Clips – The Jungle  
The Simpsons – Last exit to Springfield (Todd)
- Compare the Robber Barons to business people of today. Discuss: What characteristics still hold true in today's society about socioeconomics which also existed at the turn of the century? What inequalities exist based on unequal distributions of wealth?
- Create a graphic organizer comparing each movement. List the *benefits* to each political movement and what groups of people were included and which groups of people were excluded from participation.
- Select two primary source documents, one being pro-imperialism and the other being anti-imperialism. Read both documents. Debate the issues presented in the primary sources. web resource:  
[www.boondocksnet.com//ai/index.html](http://www.boondocksnet.com//ai/index.html)
- Read the People's Party Platform of 1892, as well as the Republican and Democratic platforms. Compare and contrast the platforms. Write an editorial, with supporting arguments, endorsing one of the platforms.
- Review editorials or political cartoons from the Appeal to Reason to determine the Socialist point of view. Give a speech from the Socialist perspective.

Imperialism

Hawaii

Alaska

Spanish-American War

Guantanamo Bay

Philippine Insurrection

Panama Canal

Open Door Policy

Monroe Doctrine/Roosevelt Corollary

Dollar Diplomacy

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Other areas to include:		
Geography	Economics	Government
Cuba Guantanamo Bay Philippines Puerto Rico China Panama Canal	Supply and Demand	Civic Responsibilities (growth of voting rights – KidsVoting has activity for this) Martial Law (Pullman Strike) Expressed Powers (coin money, regulate commerce, raise army and declare war) Core Civic Values (right to assemble)

Document Based Questions	Performance Assessment
Immigration pg 220-221 Social Darwinism pg 237 Plessy v. Ferguson p 251 American Imperialism pg 263 Annexing the Phillipines pg 273 Northern Securities v. US pg 303 Preserving Resources pg 305 New Nationalism vs. New Freedom pg 309	Read William Allen White's "What's the Matter with Kansas" and in an essay explain why White wrote this given the historical context.

Accommodations: ESL/SPED	Enrichment
	Pg R70-R73 Chicago by Sandburg Farwell by Clemens Sanctuary by Dreiser

Internet Sources:	
For Information  <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a>	For Assignments:

## Unit 2 – Progressivism, Industrialism, Imperialism

### State Assessment Examples

The cartoon below of Uncle Sam was published by the Minneapolis Journal in 1898.

The most likely reason the cartoonist drew Uncle Sam with his coattails extending over Cuba, Puerto Rico, and the Philippine Islands was to indicate the places in which the United States had

- A) applied the Open Door Policy.
- B) enacted the Roosevelt Corollary.
- C) ended Spanish colonial occupation.
- D) created a North American free-trade zone.

### State Recommended Vocab.

*Benefit* - something that satisfies one's wants.

*Credit* - an arrangement for deferred payment for goods and services; money available for someone to borrow.

*Fundamentalism* - a movement or attitude stressing strict and literal adherence to a set of basic principles.

*Government* - institutions and procedures through which a territory and its people are ruled.

*Imperialism* - the policy of increasing a nation's authority by acquiring or controlling other nations.

*Migration* - the movement of people or other organisms from one region to another.

*Militarism* - a policy of aggressive military preparedness.

*Nationalism* - intense loyalty and devotion to one's country; desire for national independence.

*Primary source* - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

*Production* - the creation of value or wealth by producing goods or services.

*Rights* - those individual liberties granted to all persons through the U. S. Constitution.

*Social Darwinism* - a theory in sociology that individuals or groups achieve advantage over others as the result of genetic or biological superiority

*Society* - a group of people bound together by the same culture.

*Technology* - science applied to achieve practical purposes.