DISCOVERING OUR PAST
A HISTORY OF THE
UNITED STATES
Dear Student,

Most of us are curious, and we have questions about many things. We have the more personal questions, such as, “Will my favorite book be made into a movie?” or “Why does my former best friend not want to hang out with me anymore?” to questions of a larger nature about the world around us. These might include questions such as the following: What does being treated like an adult mean? Why can’t people share? Why do we have to go to war? How do I understand what I see or read about in history or online or in the news? Why is the peace process so difficult?

Asking good questions helps us take charge of our own learning. Learning to ask good questions is a process, as “yes” and “no” types of questions don’t get us very far in discovering why events happened or why people feel as they do. Once we master this process, however, we become better thinkers and researchers and can find out more about subjects that interest us. Asking good questions is also important if we want to understand and affect the world around us.

In this book, as in other parts of this program, there will be “Essential Questions” that you will research. These types of questions concern all people – those who have lived, those who are living now, and those who will live in the future. Examples of these questions include: “How do new ideas change the way people live?” and “What makes a culture unique?” and “What characteristics make a good leader?” and “Why does conflict develop?” You will choose some of your own supporting questions to help you answer the Essential Question.

As you move through the study of history, you will be reading primary and secondary sources about a specific time period. Primary sources – whether they are diaries, poetry, letters, or artwork – were created by people who saw or experienced the event they are describing. Secondary sources — whether they are biographies, or history books, or your student text — are created after an event, by people who were not part of the original event.

Once you have completed the readings and the text notes, there is a “Report Your Findings” project in which you answer the Essential Question. You will work on some parts of the project by yourself, and you will work on other parts of the project with your classmates. You will be given many opportunities to take informed action. This means that you will use what you have learned and apply it to a current issue in a way that interests you. You will share this information with other students or with people outside of the classroom.
The Reconstruction Era

ESSENTIAL QUESTION

How do new ideas change the way people live?

Think about how this question would relate to people emerging from a civil war.

TALK ABOUT IT

Discuss with a partner what type of information you would need in order to understand the changes brought by new ideas after the Civil War. How did the changes affect the way ordinary people lived their lives?

DIRECTIONS: Now write down three additional questions that will help you explain how new ideas emerged during Reconstruction and changed the way Americans lived their lives. For example, you might ask “What were some new ideas that people were forced to deal with?

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:
Planning Reconstruction

**ESSENTIAL QUESTION**
*How do new ideas change the way people live?*

As you gather evidence to answer the Essential Question, think about:
- how government leaders implement new ideas.
- what happens when government leaders disagree about how a country should change.
- why people sometimes want to change or improve the way they live.

**EXPLAINING**  What were the various plans for Reconstruction after the Civil War?

**DRAWING CONCLUSIONS**  What were the advantages and the drawbacks of Lincoln’s plan?

**INFERRING**  What does Johnson’s plan, in comparison to Lincoln’s, tell you about the social and political climate of the country during Reconstruction?

**IDENTIFYING PROBLEMS AND SOLUTIONS**  What problems did Congress face after the Civil War? How did they go about trying to solve those problems?

**IT MATTERS BECAUSE**
Plans for Reconstruction after the Civil War proved difficult and divisive. The Reconstruction Debate

**GUIDING QUESTION**
Why did leaders disagree about the South rejoining the Union?

The Confederate states tried and failed to break away from the United States. Now, they had to rejoin that Union. In addition, the war left the South's economy and society in ruins. It would take much effort to restore the states that had experienced so much destruction during the war.

The task of rebuilding the former Confederate states and readmitting them to the Union was called Reconstruction (ree • kuhn • STRUHK • shuhn). The president and members of Congress had different ideas about how to achieve these goals. The debate over Reconstruction led to bitter conflict in the years following the Civil War.

**Lincoln’s Ten Percent Plan**
President Lincoln offered the first plan for bringing Southern states back into the Union. In December 1863, while the Civil War still raged, Lincoln presented his ideas. Lincoln’s plan required voters in each Southern state to take an oath of loyalty to the Union. When 10 percent of the voters in a state had taken the oath, the state could form a new state government. The state would also be required to adopt a new constitution that banned...
Taking Notes: Summarizing

Using a graphic organizer like the one shown here, write short summaries of the Reconstruction plans proposed by Abraham Lincoln, the Radical Republicans, and Andrew Johnson.

Reconstruction

Radicals

Lincoln

Johnson

Content Vocabulary

• Reconstruction
• amnesty

IT MATTERS BECAUSE

Plans for Reconstruction after the Civil War proved difficult and divisive.

The Reconstruction Debate

GUIDING QUESTION

Why did leaders disagree about the South rejoining the Union?

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Lincoln's Ten Percent Plan

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“When Lilacs Last in the Dooryard Bloom’d”

**DIRECTIONS:** Use the excerpt from the poem to answer the questions.

**EXPLORE THE CONTEXT:** Walt Whitman (1819–1892) was an American poet often referred to as “the father of free verse.” In most of his poetry he broke with traditional poetic structures of rhyme and meter and wrote in longer, fluid sentences. This new idea about how to express oneself poetically changed poetry forever. In the following poem, Whitman is writing about witnessing the funeral train of President Abraham Lincoln carrying his body from Washington, D.C., to Springfield, Illinois. This train, draped in black fabric, stopped at cities along the way, where citizens gathered to pay tribute to their fallen president.

**PRIMARY SOURCE: POEM**

```
1 When lilacs last in the dooryard bloom’d,
And the great star early droop’d in the western sky in the night,
I mourn’d, and yet shall mourn with ever-returning spring.
Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love.

2 O powerful western fallen star!
O shades of night—O moody, tearful night!
O great star disappear’d—O the black murk that hides the star!
O cruel hands that hold me powerless—O helpless soul of me!
O harsh surrounding cloud that will not free my soul.

3 In the dooryard fronting an old farm-house near the
white-wash’d palings,
Stands the lilac-bush tall-growing with heart-shaped
leaves of rich green,
With many a pointed blossom rising delicate,
with the perfume strong I love,
With every leaf a miracle—and from this bush in the dooryard,
With delicate-color’d blossoms and heart-shaped leaves of
rich green,
A sprig with its flower I break.
```
When lilacs last in the dooryard bloom'd,  
And the great star early droop'd in the western sky in the night,  
I mourn'd, and yet shall mourn with ever-returning spring.  
Ever-returning spring, trinity sure to me you bring,  
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O harsh surrounding cloud that will not free my soul.

In the dooryard fronting an old farm-house near the white-wash'd palings,  
Stands the lilac-bush tall-growing with heart-shaped leaves of rich green,  
With many a pointed blossom rising delicate, with the perfume strong I love,  
With every leaf a miracle—and from this bush in the dooryard,  
With delicate-color'd blossoms and heart-shaped leaves of rich green,  
A sprig with its flower I break.

In the swamp in secluded recesses,  
A shy and hidden bird is warbling a song.  
Solitary the thrush,  
The hermit withdrawn to himself, avoiding the settlements,  
Sings by himself a song.  
Song of the bleeding throat,  
Death's outlet song of life, (for well dear brother I know,  
If thou wast not granted to sing thou would'st surely die.)

Coffin that passes through lanes and streets,  
Through day and night with the great cloud darkening the land,  
With the pomp of the inloop'd flags with the cities draped in black,  
With the show of the States themselves as of crape-veil'd women standing,  
With processions long and winding and the flambeaus of the night,  
With the countless torches lit, with the silent sea of faces and the unbared heads,  
With the waiting depot, the arriving coffin, and the sombre faces,  
With dirges through the night, with the thousand voices rising strong and solemn,  
With all the mournful voices of the dirges pour'd around the coffin,  
The dim-lit churches and the shuddering organs—where amid these you journey,  
With the tolling tolling bells' perpetual clang,  
Here, coffin that slowly passes,  
I give you my sprig of lilac..."

—Walt Whitman, from "When Lilacs Last in the Dooryard Bloom'd," 1865
ESSENTIAL QUESTION
How do new ideas change the way people live?

EXPLORE THE CONTEXT: William H. Seward (1801–1872) was secretary of state during Lincoln's presidency. Lewis Powell, part of the plot to kill Lincoln, seriously wounded Seward in his home on the day of Lincoln's assassination. At the same time, Confederate generals, including Robert E. Lee, had surrendered. The Civil War was coming to an end. However, communication of the news was sometimes faulty, as seen in the excerpt below.

PRIMARY SOURCE: NEWSPAPER ARTICLE

“GLORIOUS NEWS.
Lincoln and Seward Assassinated!
LEE DEFEATS GRANT.
Andy Johnson Inaugurated President.

We have been favored with the following private dispatch, which we hasten to lay before our readers, with the hope that it may prove true:

Demopolis, April 18, 1865—To Col. Garner:—Sir—The operator at Meridian has just telegraphed me that Memphis papers state, over the signature of Secretary [of War Edwin] Stanton, that Lincoln and Seward were both assassinated the same night at Washington City. Lincoln was shot through the head in the theatre; Seward slain while sick in bed.

Andy Johnson was inaugurated as President of the United States on the 15th.
This is said to be true without a doubt.

I inquired particularly from the operator as to whether there was anything more in regard to Lee’s capitulation, and he said nothing at all from Northern papers.

A gentleman just in from Selma says it is believed in Selma that Lee and [General Joseph] Johnston had effected a junction and whipped Grant soundly. Passengers, wounded soldiers and officers can confirm this.

This is given on the authority of the operator at Meridian.

JOHN W. HENLEY, Operator.”

—from the Demopolis, Alabama Herald, April 18, 1865

VOCABULARY

dispatch: official communication sent by messenger
capitulation: surrender
junction: a coordinated effort, a joining together
GLORIOUS NEWS.
Lincoln and Seward Assassinated!
Lee Defeats Grant.
Andy Johnson Inaugurated President.

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JOHN W. HENLEY, Operator.
The Radicals Take Control

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1 IDENTIFYING CAUSE AND EFFECT What was the effect of Congress's disagreement with President Johnson?

2 INFERRING What made Radical Reconstruction and the Radical Republicans so “radical”?

3 IDENTIFYING PROBLEM AND SOLUTION How did the black codes and the rising racial tensions in the South affect Congress? How did Congress decide to approach that problem?

4 EVALUATING Do you think the Fifteenth Amendment was an effective solution to racial problems in the South? Why or why not?
IDENTIFYING CAUSE AND EFFECT Fill in the chart with steps in the impeachment of President Andrew Johnson.

1. The impeachment process begins.
2. The House of Representatives votes to impeach Andrew Johnson.
3. The Senate holds a trial to determine the future of Andrew Johnson.
4. The Senate votes to acquit Andrew Johnson.
ESSENTIAL QUESTION
How do new ideas change the way people live?

Two New Amendments

DIRECTIONS: Use the documents below to answer the questions.

EXPLORE THE CONTEXT: The Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution are called the Civil War Amendments. They are called this because they were ratified in the aftermath of, and because of, the Civil War. The amendments are of great historical importance: these actions expressed new ideas that dramatically changed the way millions of people live. Below are excerpts from the Thirteenth and the Fifteenth Amendments that show their most important points.

PRIMARY SOURCE: U.S. CONSTITUTION

“THIRTEENTH AMENDMENT

Section 1
Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2
Congress shall have power to enforce this article by appropriate legislation.

Passed by Congress January 31, 1865. Ratified December 6, 1865.”

“FIFTEENTH AMENDMENT

Section 1
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2
The Congress shall have the power to enforce this article by appropriate legislation.

Passed by Congress February 26, 1869. Ratified February 3, 1870.”

— The Constitution of the United States of America

VOCABULARY

involuntary servitude: being forced to work for another person

duly: appropriately

jurisdiction: area of control

ratified: officially approved

abridged: lessened
1A IDENTIFYING CENTRAL IDEAS  What is the basic purpose of the Thirteenth Amendment?

1B Was this considered a new idea at the time? Explain your answer.

2A ANALYZING SOURCES  What is the basic purpose of the Fifteenth Amendment?

2B DETERMINING MEANING  What does “previous condition of servitude” mean?

2C IDENTIFYING PERSPECTIVES  Was the goal of this amendment considered a new idea at the time? Explain your answer.

3 IDENTIFYING  Whose lives were changed by the passage of these amendments?
ESSENTIAL QUESTION
How do new ideas change the way people live?

An Interview with a Formerly Enslaved Person

DIRECTIONS: Use the excerpt from the interview to answer the questions.

EXPLORE THE CONTEXT: In the 1930s, the federal government launched a program to record the memories of formerly enslaved African Americans. Their recollections are a fascinating glimpse of life during and after slavery. Here, A. J. Mitchell recalls voting. Mitchell was 78 at the time of the interview. He was born at about the time the Civil War began.

PRIMARY SOURCE: INTERVIEW

“I’ve cast a many a vote. Not a bit of trouble in the world. Hope elect most all the old officers here in town.... Well of course, Miss, I don’t think it’s right when they disfranchised the colored people. I tell you, Miss, I read the Bible and the Bible says every man has his rights — the poor and the free and the bound. I got good sense from the time I leaped in this world. I ’member well I used to go and cast my vote just that quick but they got so they wouldn’t let you vote unless you could read.

I’ve had ’em to offer me money to vote the Democrat ticket. I told him, no. I didn’t think that was principle. The colored man ain’t got no representive now. Colored men used to be elected to the legislature and they’d go and sell out. Some of ’em used to vote the Democrat ticket. God wants every man to have his birthright.”

—from an interview with A.J. Mitchell, a formerly enslaved man, in the late 1930s
EXPLAINING  Who are the “bound” that Mitchell refers to along with the free and the poor?

ANALYZING TEXT  What words does Mitchell use to state that he has a right to vote?

INTERPRETING  What is Mitchell complaining about in the second paragraph?

MAKING CONNECTIONS  How might Mitchell’s voting have changed his life?
The South During Reconstruction

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1. EXPLAINING What did Frederick Douglass mean when he said, "It is not the race and color of the vote" that Southerners feared?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. CITING TEXT EVIDENCE Were African Americans included in the new governments set up after the war?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. DETERMINING MEANING Who were “scalawags” and “carpetbaggers”?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

ESSENTIAL QUESTION
How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about
- how government leaders implement new ideas.
- what happens when government leaders disagree about how a country should change.
- why people sometimes want to change or improve the way they live.

My Notes

______________________________________________________________
______________________________________________________________
______________________________________________________________
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452 It's All Online!
4 EXPLAINING  What were some of the ways white Southerners resisted Reconstruction?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5 IDENTIFYING EFFECTS  Fill in the boxes with disadvantages of the sharecropping system.

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It's All Online!
A Ku Klux Klan Threat

**DIRECTIONS:** Use the excerpt from the letter below to answer the questions that follow.

**EXPLORE THE CONTEXT:** The African American man who received this letter, Davie Jeems, had been elected to the Sheriff’s Office of the County of Lincoln, Georgia. Similar threats to other Republican officials prevented them from assuming their positions.

**PRIMARY SOURCE: LETTER**

**NOTICE**

To Jeems, Davie. you. must. be, a good boy. and. Quit. hunting on Sunday and shooting your gun in the night. you keep people from sleeping, I live in a big rock above the Ford of the f Creek. I went from Lincoln County during the War I was Killed at Manassus in 1861 I am here now as a Locust in the day Time and. at night I am a Ku Klux sent here to look after you and all the rest of the radicals and make you know your place. I have got my eye on you every day, I am at the Ford of the creek every evening. From Sundown till dark I want to meet you there next Saturday tell platt Madison we have, a Box. For him and you. We nail all, radicals up in Boxes and send them away to KKK - there is. 200 000 ded men retured to this country to make you and all the rest of the radicals good Democrats and vote right with the white people you have got it to do or leave this country. . . . Take heed and govern yourself accordingly and give all your Friends timely warning.

Ku, Ku, Klux, Klan’’

—from a letter by a member of the Ku Klux Klan, c. 1868

**VOCABULARY**

*Manassus*: the first Battle of Manassas; also called the First Battle of Bull Run
*ford*: shallow part of creek where people and animals cross
*200 000 ded men*: 200,000 dead Confederate soldiers

**QUESTIONS**

1A. **DETERMINING MEANING**
What does the letter writer mean by “I was Killed at Manassus in 1861” and “I am here now as a Locust”?

1B. **INFERRING**
Why does he do this?

1C. **INTERPRETING**
What does the writer threaten Jeems with?

1D. **EXPLAINING**
What does the letter writer want Jeems to do?

2. **INFERRING**
What can you infer about the person who wrote this letter?

3. **MAKING CONNECTIONS**
What does this letter tell you about how people sometimes react to new ideas?
A Ku Klux Klan Threat

EXPLORE THE CONTEXT:
The African American man who received this letter, Davie Jeems, had been elected to the Sheriff’s Office of the County of Lincoln, Georgia. Similar threats to other Republican officials prevented them from assuming their positions.

PRIMARY SOURCE: LETTER

“NOTICE
To Jeems, Davie. you. must. be. a. good. boy. and. Quit. hunting
on. Sunday. and. shooting. your. gun. in. the. night. you. keep. people
from. sleeping. I. live. in. a. big. rock. above. the. Ford. of. the. Creek. I
went. from. Lincoln. Country. during. the. War. I. was. Killed. at
Manassus. in. 1861. I. am. here. now. as. a. Locust. in. the. day. Time. and.
at. night. I. am. a. Ku. Klux. sent. here. to. look. after. you. and. all. the. rest
of. the. radicals. and. make. you. know. your. place. I. have. got. my. eye
on. you. every. day. I. am. at. the. Ford. of. the. creek. every. evening.
From. Sundown. till. dark. I. want. to. meet. you. there. next. Saturday
tell. platt. Madison. we. have. a. Box. For. him. and. you. We. nail. all,
radicals. up. in. Boxes. and. send. them. away. to. KKK. there. is.
200 000. ded. men. retured. to. this. country. to. make. you. and. all. the. rest
of. the. radicals. good. Democrats. and. vote. right. with. the. white.
people. you. have. got. it. to. do. or. leave. this. country. . . . Take. heed
and. govern. yourself. accordingly. and. give. all. your. Friends. timely
warning.
Ku. Klux. Klan

— from a letter by a member of the Ku Klux Klan, c. 1868

1A DETERMINING MEANING What does the letter writer mean by “I was Killed at Manassus in 1861” and “I am here now as a Locust”?

1B INFERRING Why does he do this?

1C INTERPRETING What does the writer threaten Jeems with?

1D EXPLAINING What does the letter writer want Jeems to do?

2 INFERRING What can you infer about the person who wrote this letter?

3 MAKING CONNECTIONS What does this letter tell you about how people sometimes react to new ideas?
Remembering the Ku Klux Klan

DIRECTIONS: Use the excerpt from the interview below to answer the questions that follow.

EXPLORE THE CONTEXT: The Ku Klux Klan arose during Reconstruction. Klansmen terrorized African Americans to prevent them from exercising their new rights as free people. Waters McIntosh was born in Sumter County, South Carolina, in 1862. After Reconstruction, he moved to Arkansas and attended college, becoming a minister. Later, he also studied and practiced law. Below is an excerpt from an interview with McIntosh, who had witnessed Klan activities firsthand as a young boy.

PRIMARY SOURCE: INTERVIEW

“Whenever there was a man of influence, [Klansmen] terrorized him. They were at their height about the time of [President Grant’s election in 1868]. Many a time my mother and I have watched them pass our door. They wore gowns and some kind of helmet. They would be going to catch some leading Negro and whip him. There was scarcely a night they couldn’t take a leading Negro out and whip him if they would catch him alone. On that account, the Negro men did not stay at home in Sumter County, South Carolina at night. They left home and stayed together. The Ku Klux very seldom interfered with a woman or a child. ...

They often scared colored people by drinking large quantities of water. They had something that held a lot of water, and when they would raise the bucket to their mouths to drink, they would slip the water into it.”

—Waters McIntosh, a formerly enslaved man, in the late 1930s
ANALYZE THE SOURCE

PRIMARY SOURCE: INTERVIEW

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ESSENTIAL QUESTION

How do new ideas change the way people live?

Remembering the Ku Klux Klan

DIRECTIONS:

Use the excerpt from the interview below to answer the questions that follow.

EXPLORE THE CONTEXT:

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1A ANALYZING TEXT  Where did the events McIntosh describes take place?

1B When did the events McIntosh describes take place?

2 EXPLAINING  In what ways did Klansmen terrorize the people they targeted?

3 MAKING CONNECTIONS  What were the new ideas that entered the lives of the Klansmen and African Americans that led to the sort of violence McIntosh witnessed?
The Post-Reconstruction Era

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1 IDENTIFYING EFFECTS  How did President Grant’s lack of experience affect the Republican Party?

2 DRAWING CONCLUSIONS  What implications did the Republican Party losing the majority in Congress have for African Americans?

3 SUMMARIZING  In the election of 1876, what concession did Republicans make in order to have President Hayes take office?

4 IDENTIFYING  What changes characterized the “New South”?

ESSENTIAL QUESTION
How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about:
• how government leaders implement new ideas.
• what happens when government leaders disagree about how a country should change.
• why people sometimes want to change or improve the way they live.

My Notes

It's All Online!

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Fill in the chart with obstacles to voting that African Americans faced in the South.

<table>
<thead>
<tr>
<th>Obstacles to Voting Facing Southern African Americans</th>
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</table>

**IDENTIFYING PROBLEMS AND SOLUTIONS** What problems did African Americans face after Reconstruction? How did they seek to solve those problems?

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ANALYZE THE SOURCE

ESSENTIAL QUESTION

How do new ideas change the way people live?

CHAPTER 18 • LESSON 4

Buffalo Soldier

DIRECTIONS: Use the photograph to answer the following questions.

EXPLORE THE CONTEXT: “Buffalo soldiers” was the name Native Americans gave to the African American soldiers of the U.S. 10th Cavalry. Eventually, all African American regiments were known as Buffalo Soldiers. The Buffalo Soldier regiments were created in 1866 and served in many capacities. Some fought in the Indian Wars, and some were responsible for protecting travelers in stagecoaches and on trains. Others helped build roads and military installations.

PRIMARY SOURCE: PHOTOGRAPH

Buffalo Soldier, 25th Infantry, Company J, c. 1884–1890

DESCRIBING

What is your first impression of this photograph?

DRAWING CONCLUSIONS

What conclusions might you draw about this man from the expression on his face, his clothing, and his body language?

Looking back at this lesson in your textbook, what aspects of this photograph confirm what the text says about the Buffalo Soldiers?

MAKING CONNECTIONS

How is becoming a Buffalo Soldier evidence of how new ideas change the way people live?
1 DESCRIBING  What is your first impression of this photograph?

2 DRAWING CONCLUSIONS  What conclusions might you draw about this man from the expression on his face, his clothing, and his body language?

3 HISTORY  Looking back at this lesson in your textbook, what aspects of this photograph confirm what the text says about the Buffalo Soldiers?

4 MAKING CONNECTIONS  How is becoming a Buffalo Soldier evidence of how new ideas change the way people live?
The “Jim Crow” Car

DIRECTIONS: Use the poem below to answer the questions.

EXPLORE THE CONTEXT: “Jim Crow” was the system of laws and practices that segregated, or separated, whites and African Americans from the 1880s to the 1960s. During this time, African Americans and whites went to separate schools, sat in different sections of theaters, and even had to use separate restrooms. The Jim Crow car was a separate train car for African Americans. The name “Jim Crow” comes from a character in a song that was popular before the Civil War.

Reverend Walter Henderson Brooks (1851–1945) was an ordained Baptist minister and an accomplished poet, orator, and reformer. He was also an African American. In this poem, he describes his experience on a train in the South during the Jim Crow era.

PRIMARY SOURCE: POEM

“This too is done to crush me,
But naught can keep us back;
‘My place.’ forsooth, a section.
‘Twixt smoker, front and back,
While others ride in coaches
Full large and filled with light,
And this our Southern Christians
Insist is just and right.

There Yellow man from China,
And Red man from the plain,
Are seated with the White man,
But I could not remain.
However clean my person,
My linen and my life,
They snarl: “Your k-yar ahead, Jim,
Go thar and take your wife.”
We’re singled out from others,
A mark for shafts of scorn,
ANALYZE THE SOURCE

VOCABULARY

naught: nothing

forsooth: indeed

'twixt: between

smoker: train car where smoking was allowed

k-yar: another way to pronounce "car"

thar: there

shafts: arrows

gird: put on in preparation

...continued

Here huddled, like tamed cattle,
From early night til morn;
The golden rule’s rejected,
Who cares for such a thing?
Do they whose prejudice o’er race
Inflict this bitter sting?

This insult almost kills me—
God, help me bear the wrong,
Well, mine’s the story of the weak
Who falls before the strong;
Who fall—to rise in triumph,
When God his sword shall gird.
And the proudest evil doer
Shall tremble at His word."

—Reverend Walter Henderson Brooks, a poem in The Richmond Planet, Richmond, Virginia, September 15, 1900

1 INFERRING How does the experience of Asian Americans and Native Americans compare to that of African Americans in this poem?

2 EXPLAINING What gives comfort to the writer of this poem?

3 ANALYZING TEXT Do you think the writer has any “new ideas” about Jim Crow?
ESSENTIAL QUESTION
How do new ideas change the way people live?

1 Think About It

Review the supporting questions that you developed at the beginning of the chapter. Review the evidence that you gathered in this chapter. Were you able to answer each supporting question? If there was not enough evidence to answer your supporting questions, what additional evidence do you think you need to include?

2 Organize Your Evidence

Use the graphic organizer below to list what you have learned about how new ideas change the way people live.

<table>
<thead>
<tr>
<th>Source</th>
<th>Effects of New Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When Lilacs Last in the Dooryard Bloom’d”</td>
<td></td>
</tr>
<tr>
<td>Glorious News!</td>
<td></td>
</tr>
<tr>
<td>Fifteenth Amendment</td>
<td></td>
</tr>
<tr>
<td>Interview with a Formerly Enslaved Person</td>
<td></td>
</tr>
<tr>
<td>Ku Klux Klan letter</td>
<td></td>
</tr>
<tr>
<td>Remembering the Klan</td>
<td></td>
</tr>
<tr>
<td>Photograph of a Buffalo Soldier</td>
<td></td>
</tr>
<tr>
<td>The “Jim Crow” Car</td>
<td></td>
</tr>
</tbody>
</table>

3 Talk About It

4 Write About It

5 Connect to the Essential Question

It’s All Online!
3 Talk About It

Work in a small group. Discuss the effects of new ideas you included in the graphic organizer you completed for step 2. Did everyone jot down the same basic ideas, or were your classmates’ responses different from your own? Discuss any differences in what you wrote down. Take notes so that you can create a new graphic organizer that includes the best ideas of your group.

4 Write About It

Write about a way that conflict led you to have a new idea. Consider the evidence you and your group organized in steps 2 and 3 and see if you can apply what you have learned to your own experience.

5 Connect to the Essential Question

Using your work from step 2, work with your group to create a skit that connects what you have learned to the ESSENTIAL QUESTION: How do new ideas change the way people live? Be sure you provide multiple answers to the Essential Question, bringing them to life for your classmates in a classroom performance.
After the Civil War, the Southern states had to rejoin the Union. For a period of time, citizens in the former Confederacy did not enjoy the same rights of citizenship as the areas that were in the Union. You might be surprised to learn that there are still places that are part of the United States but which do not enjoy all the rights and privileges of full citizenship that other regions do.

Get together with a partner and use the Internet to research Puerto Rico or Washington, D.C. Both of these places are part of the United States, but citizens living in those places do not have equal rights with other Americans.

How many of these places does the United States control? What rights do they have, and what rights do they lack? Do people in those places tend to like it that way, or do they fight against it? Choose Washington, D.C., Puerto Rico, or another territory of the United States and find out more about the rights of American citizens who live there.

What can you do to educate others in your community about these “less equal” parts of the United States? Working with your partner, decide what message you want to spread. Do you think it is a good thing that the United States controls parts of the world without granting those areas the full benefits of citizenship? What advantages does the United States gain from this arrangement? Do these areas gain advantages from this relationship?

Take action to educate other students and people in your community about these places that are part of the United States. Choose just one “big message” to tell people. Then choose a method of telling them: making a website, posting on social media, executing a poster campaign, designing a slogan for a T-shirt, writing an article for the newspaper, recording a podcast, or anything else you can think of. It’s your choice how you tell people about this issue, but be sure that you have a message and get it out there!
The Industrial Age

ESSENTIAL QUESTION

How does technology change the way people live and work?

Think about how this question relates to the dramatic changes of the Industrial Age.

**TALK ABOUT IT**

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: How did industry change the lives of workers?

**DIRECTIONS:** Now write down three additional questions that you need to answer to be able to explain how technology changes the way people live and work.

**MY RESEARCH QUESTIONS**

Supporting Question 1:


Supporting Question 2:


Supporting Question 3:


Railroads Lead the Way

ESSENTIAL QUESTION
How does technology change the way people live and work?

As you gather evidence to answer the Essential Question, think about
• how railroads grew during the last half of the 1800s.
• how railroads affected the economy.
• how railroads affected American life.

My Notes

1A CITING TEXT EVIDENCE  How many miles of railroad track were there in the United States in 1900?

about 193,000 miles

1B CITING TEXT EVIDENCE  How many miles of railroad track were there in the United States in 1860?

about 30,000 miles

1C DRAWING CONCLUSIONS  What might you conclude from these two facts alone?

Answers will vary. That railroads were wanted or demanded, that people were very good at building them, that railroads were worth the effort, that railroad building techniques improved, and so on.

2 EXPLAINING  Why was standard gauge an important technological advance?

Standard gauge enabled rail cars to use different railways without unloading and reloading goods. This drove down shipping times and shipping costs.

It's All Online!


3 **DESCRIBING** Fill in the table to show how railroads helped other industries.

<table>
<thead>
<tr>
<th>Industry</th>
<th>How Railroads Helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>iron</td>
<td>transported ore, used for tracks and locomotives</td>
</tr>
<tr>
<td>coal</td>
<td>transported coal, used for fuel</td>
</tr>
<tr>
<td>timber</td>
<td>transported timber, used for ties</td>
</tr>
<tr>
<td>manufacturers</td>
<td>transported goods to markets</td>
</tr>
<tr>
<td>farmers</td>
<td>transported crops</td>
</tr>
<tr>
<td>steel</td>
<td>transported steel, used for tracks</td>
</tr>
</tbody>
</table>

4 **CITING TEXT EVIDENCE** Complete the table of inventors by describing their inventions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Westinghouse</td>
<td>air brakes</td>
</tr>
<tr>
<td>Eli H. Janney</td>
<td>Janney car couplers</td>
</tr>
<tr>
<td>Gustavus Swift</td>
<td>refrigerated railroad cars</td>
</tr>
<tr>
<td>George Pullman</td>
<td>Pullman sleeping car</td>
</tr>
</tbody>
</table>

5 **IDENTIFYING EFFECTS** How did railroads change where people lived and worked?

American industry moved west, all kinds of workers moved west, and people moved from rural areas to urban areas.
ANALYZE THE SOURCE

ESSENTIAL QUESTION
How does technology change the way people live and work?

DIRECTIONS: Read the lyrics, the words to the song. Then respond to the questions that follow.

EXPLORE THE CONTEXT: John Henry was a real person. He worked on the railroad in West Virginia in the 1870s. His job was to use a large hammer to pound a steel rod into rock. The rod was then removed, leaving a long narrow hole. Workers put explosives in the hole to blast holes in the rock to make a railroad tunnel. An inventor brought a steam-powered drill to the building site. He claimed it could make the holes much faster than men could. John Henry raced the machine and won. He died shortly thereafter, probably from a cave-in.

VOCABULARY

- captain: boss
- hammer: a very large, long-handled hammer like a sledgehammer

1A DETERMINING CENTRAL IDEAS
What makes Henry a “steel driving man”?

He drives steel spikes into the rock with his hammer.

1B Who or what does he compete against?

a steam-powered drill

PRIMARY SOURCE: SONG LYRICS

“JOHN HENRY, STEEL DRIVING MAN

John Henry was a railroad man,
He worked from six till five,
‘Raise ’em up bullies and let ’em drop down,
I’ll beat you to the bottom or die.’

John Henry said to his captain:
‘You are nothing but a common man,
Before that steam drill shall beat me down,
I’ll die with my hammer in my hand.’

John Henry said to the Shakers:
‘You must listen to my call,
Before that steam drill shall beat me down,
I’ll jar these mountains till they fall.’

John Henry’s captain said to him:
‘I believe these mountains are caving in.’

John Henry said to his captain: ‘Oh, Lord!
‘That’s my hammer you hear in the wind.’

John Henry he said to his captain:
‘Your money is getting mighty slim,
When I hammer through this old mountain,
Oh Captain will you walk in?’

John Henry’s captain came to him
With fifty dollars in his hand,
He laid his hand on his shoulder and said:
‘This belongs to a steel driving man.’
John Henry was hammering on the right side,
The big steam drill on the left,
Before that steam drill could beat him down,
He hammered his fool self to death.

... John Henry was lying on his death bed,
He turned over on his side,
And these were the last words John Henry said
‘Bring me a cool drink of water before I die.’

John Henry had a little woman,
Her name was Pollie Ann,
He hugged and kissed her just before he died,
Saying, ‘Pollie, do the very best you can.’

John Henry’s woman heard he was dead,
She could not rest on her bed,
She got up at midnight, caught that No. 4 train,
‘I am going where John Henry fell dead.’

They carried John Henry to that new burying ground
His wife all dressed in blue,
She laid her hand on John Henry’s cold face,
‘John Henry I’ve been true to you.’

—“John Henry, Steel Driving Man,”
traditional folk song
ESSENTIAL QUESTION
How does technology change the way people live and work?

DIRECTIONS: Read the excerpt from the letter. Then respond to the questions that follow.

EXPLORE THE CONTEXT: This letter was written by General William Tecumseh Sherman to General David. D. Colton. Colton held the rank of general in the California militia. His many investments made him extremely wealthy. This letter was written when he was serving as a vice president of the Southern Pacific Railroad.

VOCABULARY
Great Desert: now called the Chihuahuan and Sonoran deserts, located in modern-day Arizona, New Mexico, Texas, California, and Mexico
Arizona: a misspelling of Arizona
garrison: are assigned to defend
great civilizer: something that advances a group of people

DETERMINING POINT OF VIEW  What is Sherman’s opinion of Colton’s railroad?
very positive

What is the purpose of this letter?
Answers will vary slightly. To thank Colton and congratulate him on the railroad.

PRIMARY SOURCE: LETTER

“[From]
Palace Hotel San Francisco Cal.
September 26th 1878.

[To]
General David. D. Colton
Vice President, Southern Pacific R.R.

My dear Sir:
Having just arrived from the East ... I cannot honestly neglect the opportunity to thank you and your associates personally and officially for having built a first class Steel Rail Road across the Great Desert, to the Colorado River. The public convenience is so great Especially to the troops who garrison the Arizonia posts, that I as their head venture to offer you thanks....

I take it for granted that you have made full investigation of the natural resources of Arizonia, and that you are well advised of the progress of the two Rail Roads approaching New Mexico from the East, one, or both of which seems destined to meet you in your progress Eastward, making another TransContinental Railway.

To the Military Authorities it makes little difference with which of these two roads you ultimately make connection, but meantime Every mile of rail road you build Eastward, is of great importance to

With Great respect & c
W. T. Sherman
General.

—General William Tecumseh Sherman, from a letter to General David D. Colton, September 26, 1878
“A First Class Steel Rail Road”

DETERMINING POINT OF VIEW

What is Sherman’s opinion of Colton’s railroad?

DIRECTIONS:

Read the excerpt from the letter. Then respond to the questions that follow.

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It’s All Online!

Answers will vary slightly. To thank Colton and congratulate him on the railroad.

very positive

us; saves the costly and difficult transportation of stones by wagons, and the infinitely more tedious and painful marching of men over dusty roads, at long intervals without water and with scanty food.

A Railroad East and West through Arizona, apart from its importance as a Commercial Route from the Pacific to the Atlantic, is a “great civilizer” and will Enable the Military Authorities to maintain peace and order among Indians, as well as the Equally dangerous class of Robbers who of late have so much increased in members and boldness.…. With Great respect & c

W. T. Sherman
General.”

—General William Tecumseh Sherman, from a letter to General David D. Colton, September 26, 1878

IDENTIFYING EFFECTS

How does Sherman say the railroad will affect the army?

Sherman says it will save the army “the costly and difficult transportation” of stones using wagons, as well as spare the troops difficult marches across the desert.

DEFINING

What does Sherman mean by calling the railroad a “great civilizer”?

Answers will vary slightly. By bringing troops in, the railroad will enable them to keep peace among the Native Americans and also to avoid robberies.

INFERRING

According to General Sherman, which groups of people will have their lives affected by the railroad?

Military troops, those in business, Native Americans, and even robbers.
Inventions Change Society

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1A EXPLAINING What technology did Samuel Morse develop?

1B What “language” was used with this device?

1C What was a telegram?

2 DESCRIBING What did Cyrus Field accomplish?

3 Who invented the telephone?

4A SUMMARIZING Complete the table.

<table>
<thead>
<tr>
<th>Great Inventions</th>
<th>Inventor</th>
<th>Invention</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christopher Sholes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>William Burroughs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>George Eastman</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Thurman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ESSENTIAL QUESTION

How does technology change the way people live and work?

As you gather evidence to answer the Essential Question, think about

• how technology changed communications in the late 1800s.
• the many inventions of this time period.
• how technology changed American society.

My Notes
4B Complete the table.

<table>
<thead>
<tr>
<th>A Great Inventor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Edison Invented the...</td>
</tr>
</tbody>
</table>

4C Who invented the transformer, and what was it used for?

4E What was Henry Ford’s vision for the Model T?
ANALYZE THE SOURCE

ESSENTIAL QUESTION

How does technology change the way people live and work?

“A Free Land of Promise”

DIRECTIONS: Read the excerpt from the interview. Then answer the questions that follow.

EXPLORE THE CONTEXT: Historians often say that Samuel F. B. Morse “developed” the telegraph instead of “invented” the telegraph. Morse worked with others in creating it. Later in life, Morse faced legal disputes about who owned the patent to the telegraph. In this source, a prominent Philadelphia resident recalls a ship voyage with Morse during which Morse discussed the idea of the telegraph.

PRIMARY SOURCE: INTERVIEW

“...In the fall of the year 1832 I returned from Europe as a passenger with Mr. Morse, in the ship Sully...; during the voyage the subject of an electric telegraph was one of frequent conversation.

Mr. Morse was most constant in pursuing it, and alone the one who seemed disposed to [put] it to a practical test; and I recollect that for this purpose he devised a system of signs for letters, to be indicated and marked by a quick succession of strokes, or shocks of the [electric] current; and I am sure of the fact that it was deemed by Mr. Morse perfectly competent...;

I did not suppose that any other person on board the ship claimed any merit in the invention, or was in fact interested to pursue it to maturity, as Mr. Morse then seemed to be; nor have I been able since that time to recall any fact or circumstance to justify the claim of any person other than Mr. Morse to the invention.”

—from an interview with J. Francis Fisher, Esq., quoted in The Life of Samuel F.B. Morse

VOCABULARY

disposed: wanting

deemed: judged

competent: workable
1 DETERMINING CENTRAL IDEAS  What is the main idea that Fisher is expressing?

2A ANALYZING TEXT  What does Fisher mean when he says, “Mr. Morse was most constant in pursuing” the development of the telegraph?

2B DRAWING CONCLUSIONS  Morse was granted a patent for the telegraph in 1840. The excerpt discusses a sea voyage in 1832. What might you conclude about technology from these two dates?

3 DRAWING CONCLUSIONS  “[H]e devised a system of signs for letters, to be indicated and marked by a quick succession of strokes, or shocks of the [electric] current.” What was this system later called?

4 ANALYZING SOURCES  Why do you think this letter was important to Morse’s claim that he alone invented the telegraph?
ESSENTIAL QUESTION
How does technology change the way people live and work?

"The Real McCoy"

DIRECTIONS: Read the excerpt below. Then answer the questions that follow.

EXPLORE THE CONTEXT: Have you ever heard the expression “the real McCoy”? It means “the real thing,” or the original invention. The expression has been around for more than a century. It may have come from a man named Elijah McCoy (1844–1929). McCoy was born in Canada, the son of a couple who had escaped slavery. He worked as an oilman on the railroads. An oilman lubricated (oiled) the moving parts on a train. The train had to be stopped to do this. But then McCoy invented the lubricator cup. This device lubricated moving parts in a machine as the machine operated. The machine no longer had to be stopped to lubricate it. Below is an excerpt from McCoy’s application for a patent on his invention that he submitted to the U.S. Patent Office.

PRIMARY SOURCE: PATENT APPLICATION

“LUBRICATOR.

SPECIFICATION forming part of Letters Patent No. 470,163, dated March 1, 1892.

Application filed August 15, 1890. Serial No. 362,064. (No model.)

To all whom it may concern:

Be it known that I, ELIJAH MCCOY, a citizen of the United States, residing at Detroit, county of Wayne, State of Michigan, have invented a certain new and useful improvement in Lubricators, and declare the following to be a full, clear, and exact description of the invention, such as will enable others skilled in the art to which it appertains, to make and use the same, reference being had to the accompanying drawings, which form a part of this specification.

VOCABULARY

patent: a license issued by the government that gives someone the right to make, use, and sell an invention without others copying it
My invention has for its object certain new and useful improvements in lubricators, and is more particularly designed to provide a lubricator adapted to more efficiently feed heavy oils and for lubricating double and triple expansion engines. It consists of the combinations of devices and appliances hereinafter specified and claimed, and illustrated in the accompanying drawings...”

—Elijah McCoy, application for a patent for a steam engine lubricator, filed with the U.S. Patent Office, 1892

1 IDENTIFYING What did McCoy call his invention?

2 ANALYZING TEXT What does McCoy say is the purpose of his new invention?

3A IDENTIFYING EFFECTS McCoy’s lubricator made it unnecessary for trains to stop for lubrication. What would be the effects of this change?

3B PREDICTING What might the effects on oilmen be?

4 ANALYZING ISSUES How did McCoy’s invention change the way railroads were run?
An Age of Big Business

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1. Citing Text Evidence  How did the petroleum industry first start?

2. Summarizing  Complete the table by naming and describing the three factors of production.

<table>
<thead>
<tr>
<th>The Factors of Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

As you gather evidence to answer the Essential Question, think about:
• what the factors of production are.
• how corporations are organized.
• how the oil and steel industries grew.
3 SUMMARIZING Complete the table by filling in the definition for each term.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>stock</td>
<td></td>
</tr>
<tr>
<td>shareholders</td>
<td></td>
</tr>
<tr>
<td>dividends</td>
<td></td>
</tr>
</tbody>
</table>

Corporations Sell Shares to Raise Money (Capital) to Grow the Business

4 SUMMARIZING Complete the table to include accomplishments of these two men.

<table>
<thead>
<tr>
<th>Two Industrialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>John D. Rockefeller</td>
</tr>
<tr>
<td>industry</td>
</tr>
<tr>
<td>company</td>
</tr>
<tr>
<td>philanthropic activity</td>
</tr>
</tbody>
</table>
ANALYZE THE SOURCE

ESSENTIAL QUESTION
How does technology change the way people live and work?

“Wealth”

DIRECTIONS: Read the excerpt below. Then respond to the questions that follow.

EXPLORE THE CONTEXT: Andrew Carnegie was one of the richest people in U.S. history. In fact, he was worth so much money that it is hard to even picture it. In today’s dollars, Carnegie was worth about $100 billion. He made most of his money through iron and steel mills, providing these materials to people who built railroads, bridges, and buildings. Below, he lays out some of his ideas about wealth.

PRIMARY SOURCE: JOURNAL ARTICLE

“In The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship....

This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community....

[The] best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise—parks, and means of recreation, by which men are helped in body and minds; works of art, certain to give pleasure and improve the public taste; and public institutions of various kinds, which will improve the general condition of the people—in this manner returning their surplus wealth to the mass of their fellows in the forms best calculated to do them lasting good....

VOCABULARY

gospel: a set of principles
unostentatious: simple; not showy or fancy
surplus revenues: money left over after obligations are met

1A DETERMINING CENTRAL IDEAS What problem does Carnegie hope to solve with his “gospel”?

1B EXPLAINING How does he propose to solve the problem?

1C CITING TEXT EVIDENCE What are some specific things Carnegie suggests spending money on?

3 ANALYZING In Carnegie’s time, do you think technology helped or hindered the relationship between the rich and the poor? Give reasons for your answer.
Individualism will continue, but the millionaire will be but a
trustee for the poor; entrusted for a season with a great part of
the increased wealth of the community, but administering it for
the community far better than it could or would have done for
itself.…. Such, in my opinion, is the true Gospel concerning Wealth,
obedience to which is destined some day to solve the problem
of the Rich and the Poor, and to bring “Peace on earth, among
men Good-Will.”

—Andrew Carnegie, from a journal article “Wealth,” June 1889

1B EXPLAINING  How does he propose to solve the problem?

1C CITING TEXT EVIDENCE  What are some specific things Carnegie suggests
spending money on?

2 DETERMINING POINT OF VIEW  What is Carnegie’s view of “the Poor”?

3 ANALYZING  In Carnegie’s time, do you think technology helped or hindered the
relationship between the rich and the poor? Give reasons for your answer.

Chapter 4  101
A Generous Gift

DIRECTIONS: Read the letter below. Then respond to the questions that follow.

EXPLORE THE CONTEXT: Andrew Carnegie made his money in steel and railroads and was worth about $100 billion in today's dollars. John D. Rockefeller made his money in oil and was worth four times as much. He was the richest person in modern history. Rockefeller wrote the following letter to the Rockefeller Foundation, a charity he founded in 1913.

PRIMARY SOURCE: LETTER

"March 6, 1914
The Rockefeller Foundation
26 Broadway, New York City

Gentlemen:

I hereby give you, less the interest accrued and the dividends declared thereon to date, the securities shown in the accompanying statement, of a total value at the market price of March 1, 1914, of Sixty-five million, five hundred sixty-nine thousand, five hundred sixty-nine dollars, forty-six cents. ($69,569,569.46), making with the amounts heretofore given by me to the Rockefeller Foundation, One hundred million dollars. ($100,000,000).

Very truly,
John D. Rockefeller"

—John D. Rockefeller, letter to the Rockefeller Foundation, March 6, 1914

VOCABULARY
interest: a percentage of money borrowed that must be paid to the lender as a fee
accrued: accumulated; gathered
dividend: a share of profits
heretofore: up to this time
1 INFERRING  What could you infer about Rockefeller from the letter even if you didn’t know anything about him?

2 ANALYZING SOURCES  Rockefeller wrote this letter more than 100 years ago. Why would a person or business keep this letter for so long?

3 ANALYZING TEXT  Why do you suppose Rockefeller spelled out the dollar amount of his gifts but used numbers as well?

4 IDENTIFYING CENTRAL IDEAS  What is the central idea of this letter?
ENGAGE WITH THE TEXT

Workers in the Industrial Age

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1 DESCRIBING How did working conditions change during the Industrial Age?

2 IDENTIFYING CAUSES Complete the table.

Why Workers Organized Labor Unions

1.

2.

3 SUMMARIZING Fill in the table with information about two early unions.

Two Unions

<table>
<thead>
<tr>
<th>Union</th>
<th>Leader</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knights of Labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Federation of Labor</td>
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</tr>
</tbody>
</table>
4 IDENTIFYING EFFECTS What was one major effect of the tragic deaths in the Triangle Shirtwaist Company fire?


5 SUMMARIZING Complete the table to describe three major strikes of the period and whether or not they helped the cause of the striking workers.

<table>
<thead>
<tr>
<th>Three Strikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strike</td>
</tr>
<tr>
<td>Haymarket Square</td>
</tr>
<tr>
<td>Homestead</td>
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<tr>
<td>Pullman</td>
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</tbody>
</table>
ANALYZE THE SOURCE

ESSENTIAL QUESTION
How does technology change the way people live and work?

“Too Much Blood Has Been Spilled”

DIRECTIONS: Read the excerpt from the speech below. Then respond to the questions that follow.

EXPLORE THE CONTEXT: The Triangle Shirtwaist Factory fire was one of the deadliest industrial disasters in U.S. history. Of the 146 people who lost their lives, 70 were teenagers. The youngest victims were 14. The average age was 21. Here, Rose Schneiderman speaks out in the aftermath of the tragedy. At the time, Schneiderman was vice president of the Women’s Trade Union League.

PRIMARY SOURCE: SPEECH

“...We have tried you good people of the public and found you wanting....

We have tried you, citizens! We are trying you now and you have a couple dollars for the sorrowing mothers and brothers and sisters.... But every time the workers come out [on strike]...to protest against conditions which are unbearable, the strong hand of the law is allowed to press down heavily upon us.

Public officials only have words of warning for us—warning us that we must be intensely orderly and must be intensely peaceable, and they have the workhouse just back of all their warnings. The strong hand of the law beats us back when we rise—back into the conditions that make life unbearable.

I can’t talk fellowship to you who are gathered here. Too much blood has been spilled. I know from experience that it is up to the working people to save themselves. And the only way to is through a strong working-class movement.”

—Rose Schneiderman, from a speech at the Metropolitan Opera House meeting, April 2, 1911

VOCABULARY

wanting: lacking, falling short
sorrowing: grieving
unbearable: agonizing, intolerable
workhouse: a prison in which inmates have to work
just back of: to back up
We have tried you good people of the public and found you wanting…. We have tried you, citizens! We are trying you now and you have a couple dollars for the sorrowing mothers and brothers and sisters…. But every time the workers come out [on strike]…to protest against conditions which are unbearable, the strong hand of the law is allowed to press down heavily upon us. Public officials only have words of warning for us—warning us that we must be intensely orderly and must be intensely peaceable, and they have the workhouse just back of all their warnings. The strong hand of the law beats us back when we rise—back into the conditions that make life unbearable. I can't talk fellowship to you who are gathered here. Too much blood has been spilled. I know from experience that it is up to the working people to save themselves. And the only way to is through a strong working-class movement.

—Rose Schneiderman, from a speech at the Metropolitan Opera House meeting, April 2, 1911
NEWussian Question
How does technology change the way people live and work?

DIRECTIONS: Read the passage below. Then respond to the questions that follow.

EXPLORE THE CONTEXT: Samuel Gompers (1850–1924) was the first president of the American Federation of Labor. From 1886 until his death in 1924, he continued to serve as president (except for one year). Gompers believed that workers should stand together to collectively bargain, but that they should stand independently of any government bodies. Below, Gompers was speaking at a meeting in Lynn, Massachusetts, in support of the 9-hour workday for machinists.

PRIMARY SOURCE: SPEECH

“This is an earnest and a serious movement. It is aggressive, but yet peaceful. ... Our members strive to secure better social and industrial conditions. When secured these conditions apply to every man, woman and child.

How can employees, in the face of combinations of capital, act as individuals? How can the employers ask them to do so? There is greater danger from industrial imperialism than from any other form of imperialism. All workers must unite for the industrial emancipation of the world. ...

Show me a country in which there are no strikes and I’ll show you that country in which there is no liberty. The State, when it has interfered with industrial affairs, has become the greatest tyrant in the world. The labor movement is not fantastic or visionary. The object of the movement is to help lift up the whole human family.”

—Samuel Gompers, from a speech to a meeting of machinists in Lynn, Massachusetts, April 15, 1901

1A INFERRING
What “movement” does Gompers refer to in the first line?

1B IDENTIFYING
When he refers to “members,” to whom is he referring?

2 EXPLAINING
How does the second paragraph relate to the idea of collective bargaining?

3 ANALYZING TEXT
What does Gompers mean when he says, “The object of the movement is to help lift up the whole human family?”

VOCABULARY
earnest: sincere
secure: get
imperialism: domination; taking over
emancipation: freeing
the State: government
fantastic: just a fantasy
collectively: involving all members of a group

It’s All Online!
INFERRING  What “movement” does Gompers refer to in the first line?

IDENTIFYING  When he refers to “members,” to whom is he referring?

EXPLAINING  How does the second paragraph relate to the idea of collective bargaining?

ANALYZING TEXT  What does Gompers mean when he says, “The object of the movement is to help lift up the whole human family”?
1 Think About It

Review the supporting questions that you developed at the beginning of the chapter. Review the evidence that you gathered in this chapter. Were you able to answer each supporting question? If there was not enough evidence to answer your supporting questions, what additional evidence do you think you need to include?

2 Organize Your Evidence

Change can be good or bad. Also, the same change can be good for some people and bad for others. Think about the many examples of the ways technology changed the way people lived and worked that you have been reading about. Were they mostly good changes? Bad? Or were they both, or neither? Use the graphic organizer below to organize what you have learned.

<table>
<thead>
<tr>
<th>Technology Leads to Change</th>
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<tr>
<td>Technology</td>
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</table>

Get together with a partner or small group and discuss your work in Step 2. What are some conclusions you can draw about technology and change?

Choose one example of a change that could be viewed as both good and bad. Write about it in an exploratory essay.
3 Talk About It

Get together with a partner or small group and discuss your work in Step 2. What are some conclusions you can draw about technology and change?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4 Connect to the Essential Question

Choose one example of a change that could be viewed as both good and bad. Write about it in an exploratory essay.
You read in your textbook that “the late 1800s saw a burst of inventiveness in the United States.” “Bursts of inventiveness” still happen today. Just think of all the new pieces of technology that have been developed in only the past few years, such as self-driving cars and virtual reality headsets. It is truly amazing.

You know that technology changes the way people live and work. You also know that the changes brought by technology can be good for some and bad for others.

**Think About It**

Today, more and more jobs are being automated. That means they are being taken over by machines. These machines can be robots, computers, mechanical crop pickers, and so on. The more jobs that are done by technology, the fewer jobs there are for humans to do.

**Talk About It**

Gather a group of other students and appropriate adults. Discuss what automation is doing to the workforce in the United States. Write your notes in the space provided below.

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**Express Your Opinion**

Do you think increasing automation is a good change or a bad change brought by technology? Express your opinion—and the reasons for it—in a blog post.
DISCOVERING OUR PAST
A HISTORY OF THE UNITED STATES

INQUIRY JOURNAL SAMPLER

DISCOVERING OUR PAST: A HISTORY OF THE UNITED STATES

**Chapter 18**  The Reconstruction Era

DISCOVERING OUR PAST: A HISTORY OF THE UNITED STATES

**Early Years**

**Chapter 18**  The Reconstruction Era

DISCOVERING OUR PAST: A HISTORY OF THE UNITED STATES

**Modern Times**

**Chapter 4**  The Industrial Age

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