

Correlation

**CALIFORNIA FRAMEWORKS AND STANDARDS FOR GRADE EIGHT—
UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT
AND
EXPLORE THE UNITED STATES**

Explore the United States is a comprehensive social studies program
that tells the story of the United States from 1783 to 1918.



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Correlation between the California Frameworks and Standards for Grade Eight—United States History and Geography: Growth and Conflict & *Explore the United States*¹

Grade Eight—United States History and Geography: Growth and Conflict	Explore the United States
<p>Connecting with Past Learnings: Our Colonial Heritage</p> <p>This unit begins with an in-depth examination of the major events and ideas leading to the American War for Independence. Readings from the Declaration of Independence should be used to discuss these questions: What are “natural rights” and “natural law”? What did Jefferson mean when he wrote that “all men are created equal” and “endowed by their Creator with certain unalienable rights”? What were the “Laws of Nature” and “Nature’s God” to which Jefferson appealed? Close attention should be paid to the moral and political ideas of the Great Awakening and its effect on the development of revolutionary fervor. By reading excerpts from original documents such as sermons of the Great Awakening and Thomas Paine’s <i>Common Sense</i>, students should be able to understand the revolutionary and moral thinking of the times. Students should become familiar with the debates between Whigs and Tories, the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, and other leaders of the new nation. Students should understand the significance that the American Revolution had for other nations, especially France.</p> <p>Standard 8.1: Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <ol style="list-style-type: none"> 1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. 2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”). 3. Analyze how the American Revolution affected other nations, especially France. 4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions. 	<p>Preface: Settling the English Colonies (1607-1783)</p> <p>Student Textbook – Chapters 1 & 2</p> <p>Teacher’s Edition – Chapters 1 & 2</p> <p>Resource Masters – 1, 2, 3, 4A, 4B, 5, 6, 7A, 7B, 8, 9, 10, 11A, 11B, 11C, 11D, 11E, 11F, 12, 16</p>

¹ The *Explore the United States* social studies program is closely aligned to the California Frameworks and Standards for Eighth Grade. For more information about the *Explore the United States* program, contact Ballard & Tighe, Publishers, 480 Atlas Street, Brea, CA 92821, (800) 321-4332, or www.ballard-tighe.com 1/02

The Constitution of the United States

In this unit students concentrate on the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and the New England town meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) nor too weak (as the Articles of Confederation proved to be). Excerpts from the document written at the Constitutional Convention in Philadelphia should be read, discussed, and analyzed. Students should consider the issues that divided the Founding Fathers and examine the compromises they adopted. Although the Constitution never explicitly mentions slavery, several compromises preserved the institution; namely, the three-fifths rule of representation, the slave importation clause, and the fugitive slave clause. Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to black men and women and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that nine out of ten American slaves lived in the South. Students should discuss the status of women as reflected in the Constitution of 1787. They should recognize as well the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed—a rarity in history; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests and by providing a process of amendment to adapt the Constitution to the needs of a changing society.

Standard 8.2.

Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

Standard 8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

Unit 1: Establishing the New Nation (1783-1789)

Student Textbook –

Chapters 3, 4 & 5

Teacher's Edition –

Chapters 3, 4 & 5

Resource Masters – 13, 14,

15, 16, 17, 18, 19, 20, 21,

22, 23, 24; Overhead

Transparencies #1 & #2

<p>3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</p> <p>4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).</p> <p>6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p> <p>7. Understand the functions and responsibilities of a free press.</p>	
<p>Launching the Ship of State</p> <p>In this unit students consider the enormous tasks that faced the new nation and its leaders through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and the Adamses. The new nation had to demonstrate that its government would work, and in 1812 it had to fight a war to prove its sovereignty. Students should discuss the belief of the nation’s founders that the survival of a democratic society depends on an educated people. Students should analyze the connection between education and democracy symbolized in the Northwest Ordinance and in Jefferson’ dictum, “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” Attention should be paid to the types of education received in church schools, dame schools, and at home. Students also should examine the daily life of ordinary people in the new nation, including farmers, merchants, and traders; women; blacks, both slave and free; and American Indians. Reading excerpts from works by James Fenimore Cooper and Washington Irving will help bring this period alive.</p> <p>Standard 8.4: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).</p> <p>3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).</p> <p>4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p> <p>Standard 8.5: Students analyze U.S. foreign policy in the early Republic.</p> <p>1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p>	<p>Unit 2: The New Nation (1789-1830)</p> <p>Student Textbook – Chapters 6 & 7</p> <p>Teacher’s Edition – Chapters 6 & 7</p> <p>Resource Masters – 25, 26, 27, 28A, 28B, 29A, 29B, 29C, 29D, 30, 31, 32, 33, 34A, 34B, 34C, 34D</p>

The Divergent Paths of the American People: 1800–1850

This unit follows the nation’s regional development in the West, Northeast, and South. Throughout this study students should be encouraged to view historical events empathetically as though they were there, working in places such as mines, cotton fields, and mills. **The West.** The West should be studied for its deep influence on the politics, economy, mores, and culture of the nation. It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; and it provided a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image. The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was both a remarkable man and a symbol of his age. Jacksonian Democracy should be analyzed in terms of its supporters—farmers with small holdings, artisans, laborers, and middle-class businessmen. The democratizing effect of frontier life on the relations between men and women should be noted. Original documents will show the varied roles played by frontier women such as California’s Annie Bidwell, who promoted women’s rights and worked for social change. In studying Jackson’s presidency, students should debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. Alexis de Tocqueville’s nine-month visit to the United States at this time, during which he sought to identify the general principles of democracy in America, can provide students an opportunity to compare his description of national character in the 1830s with American life today. The story of the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850, should be reviewed. This was a period marked by a strong spirit of nationalism and “manifest destiny.” To deepen their understanding of the changing geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; map the explorations of trailblazers such as Zebulon Pike; discuss the searing accounts of the removal of Indians and the Cherokees’ “Trail of Tears”; and interpret maps and documents relating to the long sea voyages and overland treks that opened the West. Attention should be given to the role of the great rivers and the struggles over water rights in the development of the West. Students should study the northward movement of settlers from Mexico into the great Southwest, with emphasis on the location of Mexican settlements, their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established in these regions. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Special attention should be given to the Mexican-American War, its territorial settlements, and its aftermath in the lives of the Mexican families who first lived in the region. **The Northeast.** The industrial revolution in the Northeast had important repercussions throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled craftspersons were replaced by mechanized production in shops, mills, and factories, so well depicted by Charles Dickens in his *American Notes* and in the letters written by young women who left home to work in the mills of Lowell, Massachusetts. Immigrants flocked to the cities. Periods of boom and bust created both progress and poverty. An age of reform began that made life more bearable for the less fortunate and expanded opportunities for many. Students should imagine what life was like for young people in the 1830s in order to appreciate Horace Mann’s crusade for free public education for all. Students should read excerpts from original documents explaining the social and civic purposes of public education. Typical schoolbooks of the period should be used with attention to their elocution exercises, moral lessons, and orations (for example, *The Columbian Orator*). Role playing should enable students to imagine life in a mill or factory and a day in a Lancastrian school. Students should review the legal and economic status of women and learn about the major impetus given to the women’s rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton. They should read and discuss the Seneca Falls Declaration of Sentiment and compare it with the Declaration of Independence. Efforts by educators such as Emma Willard and Mary Lyon to establish schools and colleges for

Unit 3: The Growing Nation (1830-1850)

Student Textbook – Chapters 8, 9 & 10

Teacher’s Edition – Chapters 8, 9 & 10

Resource Masters – 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50; Overhead Transparencies #3, #4 & #5

women should be noted. Major campaigns to reform mental institutions and prisons should be explained by vividly portraying the conditions that evoked them. Students also should become familiar with the work of Dorothea Dix and the significance of Charles Finney as the leader of the second Great Awakening, inspiring religious zeal, moral commitment, and support for the abolitionist movement. Students should examine the relationship of these events to contemporary issues. **The South.** During these years, the South diverged dramatically from the Northeast and the West. Its aristocratic tradition and plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. Black slavery, the “peculiar institution” of the South, had marked effects on the region’s political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to share in the egalitarian surge of the Jacksonian era or in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation. The institution of slavery in the South should be studied in its historical context. Students should review their seventh-grade studies of West African civilizations before the coming of the Europeans and compare the American system of chattel slavery, which considered people as property, with slavery in other societies. Attention should be paid to the daily lives of slaves on the plantations, the inhuman practices of slave auctions, the illiteracy enforced on slaves by law, and the many laws that suppressed the efforts of slaves to win their freedom. Students should observe how these laws became increasingly severe following the 1831 slave revolts in South Carolina and Virginia. Particular attention should be paid to the more than 100,000 free blacks in the South and the laws that curbed their freedom and economic opportunity. Students should also compare the situations of free blacks in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality. The dramatic story of the abolitionist movement, led by people such as Theodore Weld and William Lloyd Garrison, should be told. Attention should be given to what blacks did themselves in working for their own freedom: their organizations, which mobilized legal action; their petitions to Congress for redress of the fugitive slave laws and for emancipation of the slaves; the activities of leading black abolitionists such as Frederick Douglass, Charles Remond, and Sojourner Truth; and the direct actions of free blacks such as Harriet Tubman and Robert Purvis in the underground movement to assist slaves to escape. Excerpts from Frederick Douglass’s *What the Black Man Wants*, David Walker’s *Appeal*, Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, and Fanny Kemble’s *Description of Life on a Southern Plantation*, as well as excerpts from slave narratives and abolitionist tracts of this period, will bring these people and events alive for students.

Standard 8.6: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.
6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

Standard 8.7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

Standard 8.8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Toward a More Perfect Union: 1850–1879

In this unit students concentrate on the causes and consequences of the Civil War. They should discover how the issue of slavery eventually became too divisive to ignore or tolerate. They should understand the significance of such events as the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students should understand the basic challenge to the Constitution and the Union posed by the secession of the southern states and the doctrine of nullification. The war itself should be studied closely, both the critical battle-field campaigns and the human meaning of the war in the lives of soldiers, free blacks, slaves, women, and others. Special attention should be paid to Abraham Lincoln's presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses. The Civil War should be treated as a watershed in American history. It resolved a challenge to the very existence of the nation, demolished (and mythologized) the antebellum way of life in the South, and created the proto-type of modern warfare. To understand the ordeal of Reconstruction, students should consider the economic and social changes that came with the end of slavery and how blacks attained political freedom and exercised power within a few years after the war. They should learn of the postwar struggle for control of the South and of the impeachment of President Andrew Johnson. A federal civil rights bill granting full equality to black Americans was followed by adoption of the thirteenth, fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Students should examine the Reconstruction governments in the South; observe the reaction of Southerners toward northern "carpetbaggers" and to the Freedman's Bureau, which sent northern teachers to educate the ex-slaves; and consider the consequences of the 1872 Amnesty Act and the fateful election of 1876, followed by the prompt withdrawal of federal troops from the South. Students should analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. They should learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of blacks, capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896 ("separate but equal"). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Students also should understand the connection between these amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the basis for all civil rights progress in the twentieth century.

Standard 8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Unit 4: The Divided Nation (1850-1879)

Student Textbook – Chapters 11, 12 & 13

Teacher's Edition – Chapters 11, 12 & 13

Resource Masters – 51, 52, 53, 54, 55, 56, 57, 58, 59, 60A, 60B, 60C, 60D, 60E, 60G, 61, 62, 63, 64, 65

Standard 8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Standard 8.11: Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

The Rise of Industrial America: 1877–1914

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of organized labor, and increased American involvement in foreign affairs. The building of the transcontinental railroad, the destruction of the buffalo, the Indian wars, and the removal of American Indians to reservations are events to be studied and analyzed. Reading Chief Joseph's words of surrender to U.S. Army troops in 1877 will help students grasp the heroism and human tragedy that accompanied the conquest of this last frontier. By 1914 the frontier was closed, and the forty-eighth state had entered the Union. Progress was spurred by new technology in the farming, manufacturing, engineering, and producing of consumer goods. Mass production, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Yet, beneath the surface of the "Gilded Age," there was a dark side, seen in the activities of corrupt political bosses; in the ruthless practices of businesses; in the depths of poverty and unemployment experienced in the teeming cities; in the grinding labor of women and children in sweatshops, mills, and factories; in the prejudice displayed against blacks, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violence associated with labor unrest. Attention should be given to the developing West and Southwest during these years. The great mines and large-scale commercial farming of this region provided essential resources for the industrial development of the nation. Families from Mexico increasingly provided the labor force that developed this region. Students should understand the social, economic, and political handicaps encountered by these immigrants. Yet, Mexican-American communities survived and even thrived, strengthened by their rich cultural traditions and community life. Students should examine the importance of social Darwinism as a justification for child labor, unregulated working conditions, and laissez-faire policies toward big business. They should consider the political programs and activities of Populists, Progressives, settlement house workers, muckrakers, and other reformers. They should follow the rise of the labor movement and understand the changing role of government in ameliorating social and economic conditions. The consolidation of public education in the United States and the dramatic growth of public high school enrollments should be noted. By discussing what a typical day was like for their counterparts during these years and reading stories and poems from the *McGuffey Readers*, which were used by more than half the school-age population in the late nineteenth century, students gain a sense of what these schools were like. This period also was notable for the extension of the United States beyond its borders. Students can trace the major trends in our foreign policy, from George Washington's Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I. By discussing and debating the issues, students should be able to formulate appropriate questions about the American role in these wars. Literature should deepen students' understanding of the life of this period, including the immigrant experience, portrayed in Willa Cather's *My Antonia* and O. E. Rolvaag's *Giants in the Earth*; life in the slums, portrayed in Jacob Riis's books; and Mark Twain's *Huckleberry Finn*, unsurpassed as a sardonic commentary on the times.

Standard 8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

Unit 5: The Age of Industrialization (1879-1918)

Student Textbook – Chapters 14, 15 & 16

Teacher's Edition – Chapters 14, 15, & 16

Resource Masters – 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76; Overhead Transparencies #6 & #7

<p>3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.</p> <p>4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</p> <p>5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</p> <p>7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p> <p>8. Identify the characteristics and impact of Grangerism and Populism.</p> <p>9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).</p>	
<p>Linking Past to Present</p> <p>In this last unit students should examine the transformation of social conditions in the United States from 1914 to the present. They should assess major changes in the social and economic status of blacks, immigrants, women, religious minorities, children, and workers. Students should analyze the economic handicaps on the life chances of a person without an education then and now. They should understand how economic changes have eliminated certain kinds of jobs and created others. They should have a sense of the economic growth in twentieth-century America that has drawn most people into the middle class while leaving a significant minority behind. To understand the changes that have occurred in social conditions over time, students should analyze the role of the Constitution as a mechanism to guarantee the rights of individuals and to ban discrimination. Teachers should encourage discussion of the citizen's ethical obligation to oppose discrimination against individuals and groups and the converse obligation to work toward a society in which all people enjoy equal rights and a good life. In this unit students should ask themselves: How have things changed over time? Why did these changes occur? They should discuss how citizens in a democracy can influence events and, through participation, apply ethical standards to public life.</p>	<p>Epilogue: Modern America (1918-Present)</p> <p>Student Textbook – Chapters 17 & 18</p> <p>Teacher's Edition – Chapters 17 & 18</p> <p>Resource Masters – 77, 78, 79A, 79B, 80, 81A, 81B, 82, 83, 84, 85, 86; Overhead Transparency # 8</p>

Source: History–Social Science Framework for California Public Schools Kindergarten Through Grade Twelve 2001 Updated Edition with Content Standards; *Developed by the History–Social Science Curriculum Framework and Criteria Committee; Adopted by the California State Board of Education, October 11, 2000; Published by the California Department of Education.*