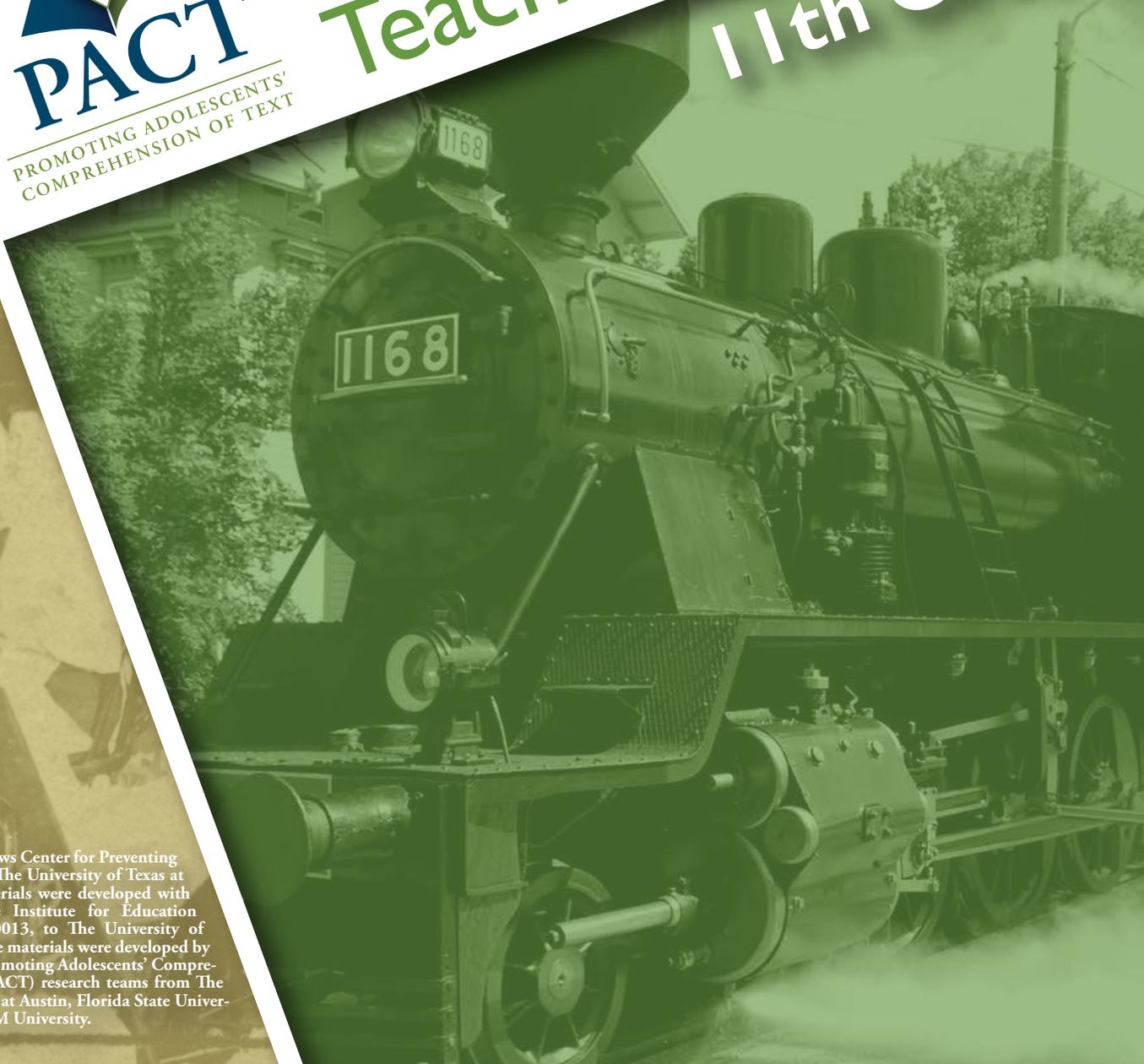




# U.S. History

## Teacher Lessons

### 11th Grade



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescents' Comprehension of Text (PACT) research teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescents' Comprehension of Text (PACT) research teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

These materials are copyrighted © by and are the property of the The Meadows Center for Preventing Educational Risk at The University of Texas at Austin and may not be reproduced or distributed without its written permission, except by Texas public school educators under the following conditions:

- 1 Any portion reproduced or distributed must be used exclusively for nonprofit educational purposes in Texas.
- 2 No monetary charge may be made for the reproduced materials, any document containing them, or any activity at which they are distributed; however, a reasonable charge to cover only the cost of reproduction and distribution may be made.
- 3 No modifications or changes may be made to the materials by anyone without the express written permission of The Meadows Center.

To obtain a license to reprint large quantities, contact [licensing@texasreading.org](mailto:licensing@texasreading.org).



# U.S. History

## Teacher Lessons

### 11th Grade

## Table of Contents

Acknowledgments.....	iii
10-Day Lesson Cycle.....	iv
Materials .....	vi
<b>Unit 1: The Gilded Age, 1865–1900 .....</b>	<b>1</b>
Lesson 1.....	3
Lesson 2.....	7
Lesson 3.....	9
Lesson 4.....	17
Lesson 5.....	21
Lesson 6.....	27
Lesson 7.....	29
Lesson 8.....	35
Lessons 9 & 10.....	39
<b>Unit 2: Imperialism and World War I, 1890–1920 .....</b>	<b>47</b>
Lesson 1.....	49
Lesson 2.....	53
Lesson 3.....	55
Lesson 4.....	61

Lesson 5.....	65
Lesson 6.....	73
Lesson 7.....	75
Lesson 8.....	81
Lessons 9 & 10.....	85
<b>Unit 3: Twenties, 1920–1929.....</b>	<b>93</b>
Lesson 1.....	95
Lesson 2.....	99
Lesson 3.....	101
Lesson 4.....	107
Lesson 5.....	111
Lesson 6.....	117
Lesson 7.....	119
Lesson 8.....	125
Lessons 9 & 10.....	129

# Acknowledgments

This work was supported by a grant to The Meadows Center for Preventing Educational Risk, The University of Texas at Austin, from the Institute of Education Sciences, U.S. Department of Education, Reading for Understanding Research Initiative, R305F100013.

## **The Meadows Center for Preventing Educational Risk**

Sharon Vaughn, *Executive Director*

Greg Roberts, *Associate Director*

## **Promoting Adolescent Comprehension of Text Research Team**

Sharon Vaughn, *Principal Investigator*

Jeanne Wanzek, *Principal Investigator*

Elizabeth Swanson, *Principal Investigator*

Martha Haynes, *Project Director*

Michael Solis, *Project Director*

**Florida State University**

**The University of Texas at Austin**

## **Lesson Development**

Colby Hall

Jason Heriford

Anita Harbor

David Osman

Lisa McCulley

Gwen Watson

Michael Solis

**Round Rock Independent School District**

Stephanie Stillman

Martha Haynes

Elizabeth Swanson

Sandy Jay

Sharon Vaughn

Jeanne Wanzek

**The University of Texas at Austin**

**Florida State University**

## **Design and Editing**

Matthew Slater

Carlos Treviño

**The University of Texas at Austin**

# 10-Day Lesson Cycle

minutes	Day 1	Day 2	Day 3	Day 4	Day 5
5	Comprehension Canopy Routine	Warm-Up (Video)	Warm-Up	Warm-Up (Video)	Warm-Up
10		Critical Reading of History Text		Critical Reading of History Text	
15	Essential Words Introductory Routine		Critical Reading of History Text		
20					
25					
30					
35				TBL Comprehension Check #1	
40					
45					

**Key:**

■ Comprehension Canopy

■ Essential Words

■ Critical Reading of History Text

■ Team-Based Learning Comprehension Check

minutes	Day 6	Day 7	Day 8	Day 9	Day 10
5	Warm-Up	Warm-Up (Video)	Warm-Up	TBL Knowledge Application	End of Unit Test
10		Critical Reading of History Text			
15					
20					
25					
30		TBL Comprehension Check #2			
35					
40					
45					

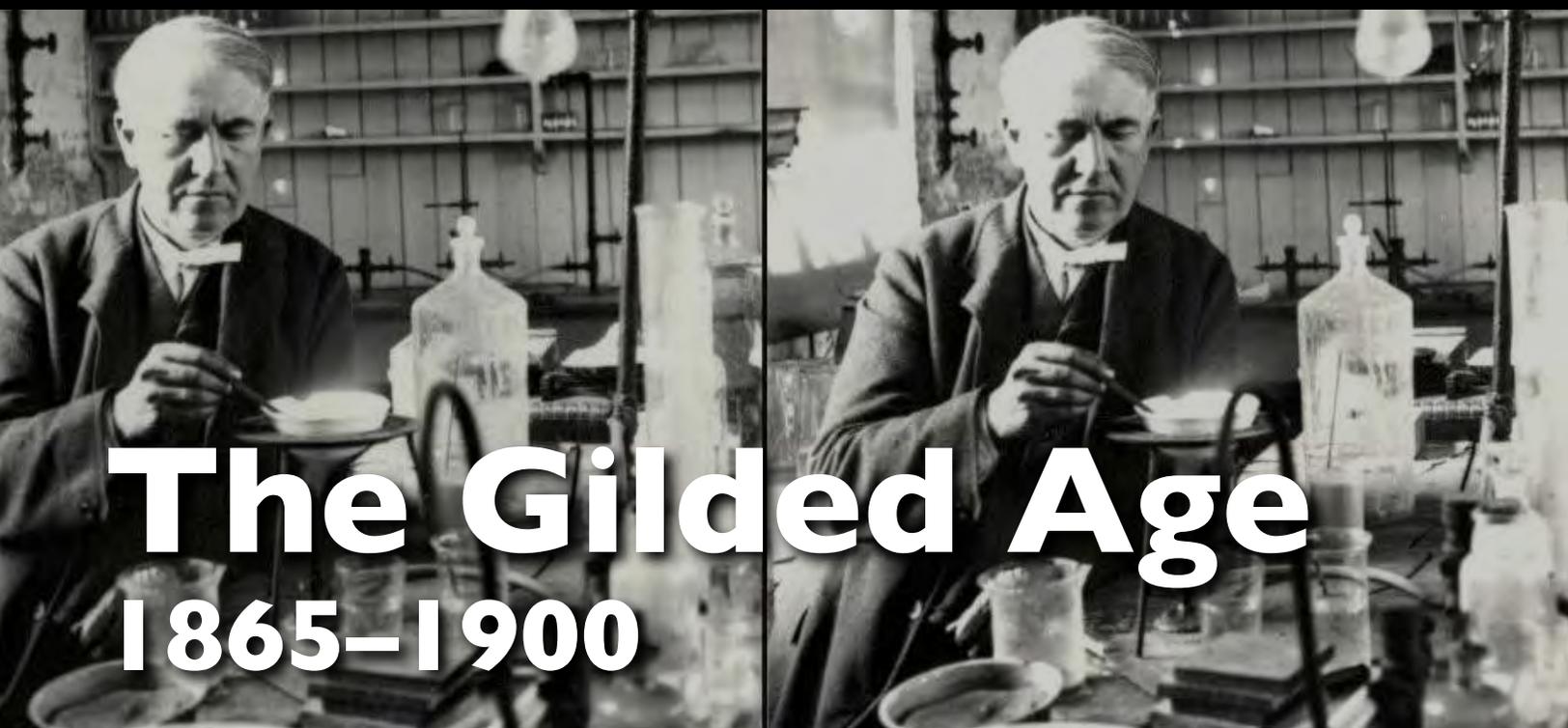
 Team-Based Learning Knowledge Application

 End of Unit Test

# Materials

Materials you will use throughout these lessons are provided in four places:

1. The **Teacher Materials** book is provided for you to display materials to your class, using a projection system. Contents include the following:
  - a. Essential words documents
  - b. Essential words logs
  - c. Warm-ups
  - d. History texts
  - e. Copies of Team-Based Learning (TBL) Knowledge Application pages
2. The **Student Materials** book contains the following items for students to use during the lessons:
  - a. Essential words logs
  - b. Warm-ups
  - c. History texts
3. The **CD** included in the back pocket of this Teacher Lessons book contains the following:
  - a. Digital copies of every document in your Teacher Materials book
  - b. Videos used in the Comprehension Canopy Routines
  - c. Handouts not included in the Student Materials book:
    - TBL Comprehension Checks and answer keys
    - TBL Knowledge Application pages
    - End of Unit Tests and answer keys
4. TBL Comprehension Check **scratch-offs** are packaged and provided separately.





# The Gilded Age

## 1865–1900

## Lesson 1

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

- Connect prior knowledge to introduction of the Gilded Age
- Learn the meanings of the essential words: *industrialization*, *gilded*, *urbanization*, *free enterprise*, *nativism*

#### Materials

- Video: “Godfather Immigration” (3:43; on CD)
- Gilded Age essential words documents
- Student Materials book

#### Upcoming Comprehension Check Objectives

- Identify causes for rapid industrialization in the Gilded Age
- Identify changes unions made during the Gilded Age
- Define *social Darwinism* and *laissez-faire capitalism* and identify the people that these theories tended to support
- Explain why this time period is referred to as the Gilded Age
- Explain common concerns about unions during the Gilded Age
- Describe ways that industrialization changed the economic landscape of the country during the Gilded Age and explain the benefits and drawbacks of these changes

# Comprehension Canopy Routine 7–10 minutes

## Materials

Video: “Godfather Immigration”

## Introduce the Unit/Access Prior Knowledge

- *What was life in America like prior to the industrial revolution?*
- *What did people do for work?*
- *What was their social world like? Did more people live in cities or in rural areas?*
- *During the next couple of weeks, we will learn about the period between 1865 and 1900, known as the Gilded Age.*

## Springboard

- Introduce the video, “Godfather Immigration.”

*This video is about the arrival of an immigrant at Ellis Island. It will prepare you to learn more about immigration in the Gilded Age.*

- Provide a purpose for viewing the video.

*As you watch the video, write two reasons why a person might immigrate to America.*

- Show “Godfather Immigration.”
- Prompt students to begin a “turn and talk” activity.

*Who in your family was the first to come to America? Why did they choose to leave their native land to move here?*

- Provide an alternate turn and talk (if your students cannot answer the above question).

*Imagine you were the first in your family to come to America. Why might you choose to leave your native land to move here?*

## Present the Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

*During the Gilded Age, how did the economic, political, and social landscape of America change?*

# Essential Words Introductory Routine

15–20 minutes

## Materials

- Gilded Age essential words documents: *industrialization*, *gilded*, *urbanization*, *free enterprise*, *nativism*
- Student Materials book

## Procedure

- Use the essential words documents to introduce each essential word.
- Have students discuss the turn and talk questions in pairs or with the whole group.
- Have students turn to the Essential Word Log in their Student Materials books.

The Gilded Age

### industrialization

The large-scale growth of manufacturing and industry



**Related Words:** *industrial development*

**Example Usage:**  
In an **industrialized** society, many men and women work in factories, often on assembly lines, using machines and other new technologies to mass-produce products.

**Example:** *The warehouse district of many major cities*  
**Nonexample:** *Yellowstone National Park*

**Turn and Talk:**  
**Industrialization** depended upon new inventions to make manufacturing more efficient. These inventions changed not only economies, but also the way people communicated. What is an invention that has changed the world?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

The Gilded Age

### gilded

Covered by a thin layer of gold



**Related Words:** *gold-plated, overlaid with gold*  
*(figurative: whitewashed, sugarcoated)*

**Example Usage:**  
Mark Twain described late 19th century in America as a “**gilded** age,” instead of a “golden age”; he was suggesting that the era’s tremendous industrial growth and wealth generation (and beautiful mansions and big parties) were only superficial, covering terrible greed and political corruption underneath.

**Example:** *\$5 “diamond” ring*  
**Nonexample:** *14-carat gold ring*

**Turn and Talk:**  
Would you classify the era we live in today as **gilded** or golden? Why?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## urbanization

The physical growth of cities and the movement of people from rural to urban areas



**Related Words:** urban expansion, development

**Example Usage:**

The United Nations forecasts that the pace of global **urbanization** will continue to quicken and that 60% of the world's population will live in cities by 2030. (That is amazing, considering that only 13% of the world's population lived in cities in 1900.)

**Example:** New York City

**Nonexample:** A small town in the Midwest

**Turn and Talk:**

Choose a position: small town or big city. Tell your partner two benefits to living in a small town or big city.



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## free enterprise

An economic system in which private businesses operate competitively for profit, with minimal government regulation



Photo from thinkpanama at flickr.com

**Related Words:** capitalism, free market, laissez-faire economy

**Example Usage:**

Some historians say that the “robber barons” of the Gilded Age operated within a pure **free enterprise** system, with little government intervention. However, others argue that the robber barons paid bribes to senators and judges to stifle competition—the opposite of **free enterprise**!

**Example:** Barnes and Noble bookstore

**Nonexample:** Yellowstone National Park

**Turn and Talk:**

Should businesses have the right to do anything to be profitable? If not, what limits should be set?



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## nativism

A policy of favoring native-born citizens over immigrants



**Related Words:** anti-immigration, nativist

**Example Usage:**

**Nativism** in the early 1800s increased with the arrival of nearly 5 million immigrants, mostly from Ireland and Germany. Many Americans felt that these newcomers threatened the American way of life with their strange customs, foreign tongues, and willingness to work for low wages.

**Example:** A policy that states that immigrants cannot hold public office

**Nonexample:** An employer who hires immigrants at equal pay of citizens

**Turn and Talk:**

Some historians say that **nativism** increases during times of economic hardship. Discuss with your partner whether you agree with this theory.



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## free enterprise

An economic system in which private businesses operate competitively for profit, with minimal government regulation

**Related words:** capitalism, free market, laissez-faire economy

## gilded

Covered by a thin layer of gold

**Related words:** gold-plated, covered with gold, glistening, whitewashed or repainted

## Essential Word Log

As you go through the unit, note the people, events, ideas, and places that connect to these five concepts:



## industrialization

The rapid growth of manufacturing and industry

**Related words:** industrial revolution

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# The Gilded Age

## 1865–1900

## Lesson 2

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objective

Demonstrate understanding of the word *industrialization*

#### Materials

- Warm-up: *industrialization*
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

The Gilded Age

Warm-Up

## industrialization

Consider the chart below describing Chinese sweatshop conditions in 1998. Then read the quote that follows about Apple in 2012.

Company	Factory in China	Product	Wages Per Hour	Hours Worked	Conditions
Wal-Mart	Liang Shi Handbag Factory	Handbags	\$0.13 to \$0.23	60 to 70 hours per week 10-hour shifts 6 to 7 days per week	No factory fire exits No benefits No legal work contract
Nike	Wellco Factory	Athletic shoes	\$0.16	77 to 84 hours per week 11- to 12-hour shifts 6 to 7 days per week	Workers fined for refusing to work overtime No overtime pay Humiliation, screaming, some corporal punishment Fining of pregnant women and women older than 25 Fines for talking

Adapted from Peled, M. (Director). (1998). *Store wars*. San Francisco, CA: Teddy Bear Films.

“Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk. Under-age workers have helped build Apple’s products, and the company’s suppliers have improperly disposed of hazardous waste and falsified records...”

Adapted from Duhigg, C., & Barboza, D. (2012, January 25). *The New York Times*. Retrieved from <http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html>

Write two reasons why labor conditions such as those described above can occur in an **industrialized** society.

- 1.
- 2.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# The Gilded Age

## 1865–1900

## Lesson 3

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

- Critically read history text
- Analyze social issues that affected women, children, and immigrants during the Gilded Age
- Learn about the roots of labor unions and labor unrest

#### Materials

- Text: “Letter to Michael and Hugh”
- Student Materials book

## Materials

- Text: “Letter to Michael and Hugh”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Think about the working conditions of a job that you or someone you know has had. Were the hours long? Was the supervisor fair? Was the environment safe? This reading is about the experiences of a young factory worker during the Gilded Age.*

*As we read, we'll stop at the boxes to answer questions and take notes about what we've read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## Letter to Michael and Hugh

(1)

### About the Author

*Pauline Newman was born in Lithuania around 1890 and moved to the United States in 1901. As a young teenager, she became employed at the Triangle Factory. She was no longer employed there by the time of the fire, but she wrote the following description of working conditions at the factory and why workers endured the indignities. Factories like these were not uncommon during this time of industrialization. The letter is to her nephews.*

(2)

Dear Boys:

It is the month of May, 1951 ... I am beginning to realize that time is passing swiftly and that ... I shall not be with you much longer ... I am therefore, going to try and tell you a story—my own story ...

(3)

[A] relative of mine who was employed by the now infamous Triangle Shirt Waist Co. ... got me a job with that firm ... Since the day's work began at seven thirty it meant that I had to leave home at six forty ... The day's work was supposed to end at six in the afternoon. But, during most of the year we youngsters worked overtime until 9 p.m. every night except Fridays and Saturdays. No, we did not get additional pay for overtime. At this point it is worth recording the generosity (sic) of the Triangle Waist Co. by giving us a piece of apple pie for supper instead of additional pay! Working men and women of today who receive time and one half [or] double time for overtime will find it difficult to understand ... that the workers of those days were evidently willing to accept such conditions of labor without protest. However, the answer is quite simple—we were not organized and we knew that individual protest amounted to the loss of one's job. No one in those days could afford the luxury (sic) of changing jobs ... Therefore, we were, due to our ignorance and poverty, helpless against the power of the exploiters ... I will never forget the sign which on Saturday afternoons was posted on the wall near the elevator stating—"if you don't come in on Sunday you need not come in on Monday"! ...

**What's going on?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

(4)

My job, like that of the other kids was not strenuous (sic). It consisted of trimming off the threads left on the shirt waists by the operators ... Hundreds of dozens of shirtwaists were carried from the machines to the “children’s corner” and put into huge cases ... These cases were used for another purpose which served the employers very well indeed ... [These] cases were high enough and deep enough for us kids to hide in, so that when a factory inspector came to inspect the factory he found no violation of the child labor law, because he did not see any children at work—we were all hidden in the cases and covered with shirt waists! Clever of them, was it not? Somehow the employers seemed to have known when the inspector would come and had time enough to arrange for our hiding place.

(5)

[T]here were conditions of work which in our ignorance we so patiently tolerated such as deductions from your meager wages if and when you were five minutes late—so often due to transportation delays ... there was the constant watching you lest you pause for a moment from your work ... You were watched when you went to the lavatory and if you ... stayed a minute or two longer than ... you should have you were threatened with being fired ... The deductions for being late was strictly (sic) enforced because deductions even for a few minutes from several hundred people must have meant quite a sum of money. And since it was money the Triangle Waist Co. employers were after this was an easy way to get it. That these deductions meant less food for the worker’s children bothered the employers not at all ...

(6)

As I look back to those years of actual slavery I am quite certain that the conditions under which we worked ... were the acme of exploitation perpetrated by humans upon defenceless (sic) men women and children—a sort of punishment for being poor and docile. Despite these inhuman working conditions the workers—including myself—continued to work for this firm. What good would it do to change jobs since similar conditions existed in all garment factories of that era? There were other reasons why we did not change jobs ... One gets to know the people you work with ... You have a feeling of belonging which helps to make life in a factory a bit easier to endure ...

**What’s going on?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## The Gilded Age

## “Letter to Michael and Hugh” • 3 of 4

**How does this relate to what you have read already?**

(7)

One evening I was walking home from a long day's work ... The sights were familiar, the usual sighns (sic) of poverty and all the resulting misery ... As I saw the little children playing in the gutter, the men and women looking tired and drab, the dark and filthy tenements I thought—dear God, will this ever be different? When I got home I sat down and wrote:

*While at work I am thinking only of my own drab existence. I get discouraged and a bit low in my mind—every day the same foreman, the same forelady, the same shirt waists, shirt waists and more shirt waists. The same machines, the same surroundings. The day is long and the task tiresome. In despair I ask—“dear God will it ever be different?” And on my way home from work I see again those lonely men and women with hopeless faces, tired eyes; harrassed (sic) by want and worry—I again ask “will it ever be different?” ...*

(8)

[When] it was done I decided to send it to the Forward. Of course I did not expect it to be accepted or published ... But, I did want to express my feelings and get them down on paper. There was satisfaction in doing just that. I posted the article and did not give it another thought.

(9)

A few days later ... as I was approaching the Triangle factory I noticed a number of my fellow workers holding the Forward and pointing to something, and when they saw me they all shouted congratulation ... for my piece was published! I could hardly believe it! But there it was, my name and all. This I believe was one of the highlights in my life ... Encouraged by the success of my first attempt to give expression to my thoughts and feelings I tried again and again and each time my articles and stories were ... published ... In a small way I became the voice of the less articulate young men and women with whom I worked and with whom later I was to join in the fight for improved working conditions and a better life for us all ...

(10)

*Newman became an activist and organizer for the union, serving in several public offices. She led a long, productive life working to provide a positive answer to her question, “Will it ever be different?”*

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

**What’s going on?**

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

2 minutes

## Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

## Turn and Talk

What were some of the economic issues facing workers during the Gilded Age?



# The Gilded Age

## 1865–1900

## Lesson 4

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

- Demonstrate understanding of the word *gilded*
- Identify causes for rapid industrialization in the Gilded Age
- Identify changes made by unions during the Gilded Age
- Define social Darwinism and laissez-faire capitalism. Identify the people that these theories tended to support.
- Explain why this time period is referred to as the Gilded Age
- Explain common concerns about unions during the Gilded Age
- Describe ways that industrialization changed the economic landscape of the country during the Gilded Age and explain the benefits and drawbacks of these changes

#### Materials

- Warm-up: *gilded*
- Team-based learning (TBL) Comprehension Check, Gilded Age #1 (on CD)
- TBL Comprehension Check, Gilded Age #1 scratch-offs (provided separately)
- Student Materials book

**Procedure**

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

The Gilded Age

Warm-Up

**gilded**

Read the excerpt below.

---

There are some roomy and cheerful shops in the city. But there are hundreds that are not roomy and cheerful. The worst of these are owned and conducted by women. Look into this establishment, where Madame Fripperie, the fashionable dressmaker, holds her court. It is a handsome building ... Hour after hour, throughout the day, the carriages of Fifth-avenue ladies drive up before her door ... to consult with her about silk ...

While the question is being discussed, let us slip down these stairs into the basement. This is the workroom ... how it smells! There is no attempt at ventilation. The room is crowded with girls and women, most of whom are pale ... and are being robbed of life slowly and surely. The rose which should bloom in their cheeks has vanished long ago. The sparkle has gone out of their eyes. They bend over their work with aching backs and throbbing brows; sharp pains dart through their eyeballs; they breathe an atmosphere of death.

Madame pays her girls four dollars a week. She herself lives in as fine a style as the richest lady she serves.

Adapted from Sikes, W. (1868). Among the poor girls. *Putnam's Monthly*, 1 (4), 432-434.

---

Write two or three sentences that explain how the above excerpt is an example of the word **gilded**.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Materials

- TBL Comprehension Check, Gilded Age #1 (on CD)
  - Multiple Choice (print 1 per student)
  - Bonus Question (print 1 per group; **optional**)
- TBL Comprehension Check, Gilded Age #1 scratch-offs (provided separately)
- Answer Key (on CD)
- Student Materials book

## Procedure

Explain the purpose of the TBL Comprehension Check:

- To make sure that students understand the key ideas and essential words
- To prepare for discussion later in the unit

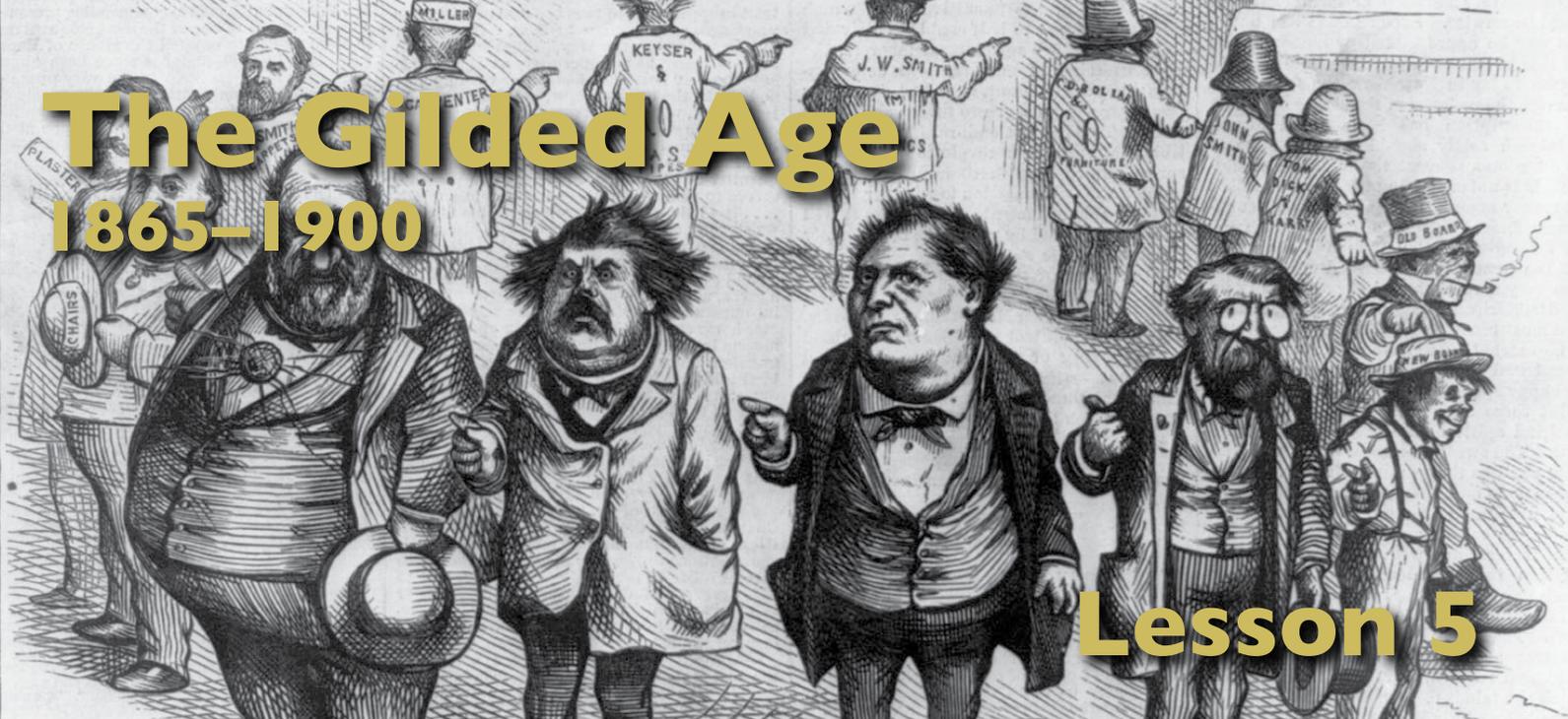
Have students do the following:

1. Complete the Comprehension Check individually
2. Turn in the Comprehension Check
3. Take their Student Materials books and move into teams
4. Complete the Comprehension Check again as a group, using scratch-off cards. For each question, have students do the following:
  - a. Suggest an answer
  - b. Cite evidence from previously read text(s) in this unit
  - c. Agree on the correct answer
  - d. Scratch off the answer; if incorrect, repeat the process
5. **Optional:** Complete the bonus question as a team



# The Gilded Age

## 1865–1900



## Lesson 5

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

- Critically read history text
- Learn about the growth of political machines

#### Materials

- Text: “Political Machines”
- Student Materials book

#### Upcoming Comprehension Check Objectives

- Identify the causes of rapid urbanization during the Gilded Age
- Explain why political machines became influential during the Gilded Age
- Describe the spoils system
- Explain the effects of nativism
- Explain the threat monopolies posed to the free-enterprise system during the Gilded Age
- Describe the changes in the labor work force that occurred with the influx of immigrant workers

## Materials

- Text: “Political Machines”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Consider how politicians gain, and keep, loyal supporters. This reading describes the relationship between urbanization and politics in the Gilded Age.*

*As we read, we'll stop at the boxes to answer questions and take notes about what we've read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## Political Machines

(1)

Between 1865 and 1900, cities grew rapidly with the arrival of a large number of immigrants. At the same time, the middle and upper classes were moving to the suburbs, resulting in a changing urban and political landscape. Politicians and city officials were faced with responding to the pressures of **urbanization** by providing improved services in the areas of electricity, sewage disposal, police and fire protection, and transportation. Many cities grew to be supported—and often manipulated—by political machines, which were unofficial organizations associated with a particular political party. The political machine had control over party nominations, money and votes. Secret ballots weren't widely used in elections, so machine leaders possessed enormous influence over elected officials, leading to tremendous opportunities for the abuse of power.

(2)

Perhaps the most well known example of machine politics was Tammany Hall, headquarters of the Democratic Party in New York City. The head of Tammany Hall in the 1860s and 1870s, William “Boss” Tweed, exemplified the corruption of machine politics by using graft, bribery, and rigged elections to defraud the city of hundreds of millions of dollars. Although some of this money was used to create public jobs that helped people and supported the local economy, most went into construction projects that were based on greatly inflated expenses. Construction contractors and most others doing business in the city were forced to give kickbacks to Boss Tweed in order to stay in business. Boss Tweed, like many political bosses, amassed a huge fortune as a result of such kickbacks and bribes. Political machines also wielded power by controlling government patronage jobs that were used to reward loyal party workers.

**What's going on?**

(3)

Some would argue that machine politicians were corrupt, while others would say that they provided a needed service by helping new immigrants with jobs, housing, and naturalization. Urban immigrants, who were likely to be poorly educated and unfamiliar with the political process, tended to support these politicians in elections because they provided such vital services. The following excerpt from an 1889 talk given by one of Tweed's politicians illustrates how followers were recruited:

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

*What tells in holdin' your grip on your district is to go right down among the poor families and help them in the different ways they need help. I've got a regular system for this. If there's a fire in Ninth or Tenth or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire-engines. If a family is burned out I don't ask them if they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide if they are worthy of help about the time they are dead from starvation. I just get [housing] for them, buy clothes for them if their clothes were all burned up, and fix them up until they get things runnin' again. It's philanthropy, but it's politics too—mighty good politics. Who can tell me how many votes one of those fires brings me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs ...*

*Another thing, I can always get a job for a deservin' man. I make it a point to keep on the track of jobs, and it seldom happens that I don't have a few up my sleeve ready for use. I know every big employer in the district and in the whole city, for that matter, and they ain't in the habit of sayin' no to me when I ask them for a job.*

Riordan, W. (1905). *Plunkitt of Tammany Hall*. New York, NY: McClure, Phillips.

**What's going on?**

**How does this relate to what you have read already?**

(4)

While many blamed the rise of corrupt political machines on the influx of urban immigrants, muckraking journalist Lincoln Steffens made the argument that businessmen kept political machines functioning. It was their greed and hunger for government contracts and special privileges, he believed, that corrupted urban politics:

*He is a self-righteous fraud, this big business man. He is the chief source of corruption, and it would be a boon if he would neglect politics ... The business man has failed in politics as he has in citizenship. Why? Because politics is business ... The commercial spirit is the spirit of profit, not*

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## The Gilded Age

“Political Machines” • 3 of 3

*patriotism; of credit, not honor; of individual gain, not national prosperity; of trade and [bargaining], not principle.*

Steffens, L. (1948). *The shame of the cities*. New York, NY: P. Smith. (Original work published 1904.)

(5)

Tweed's corruption was exposed by articles in *The New York Times*, *Harper's Weekly* magazine, and most memorably by Thomas Nast's editorial cartoons. Tweed was convicted for stealing between \$25 million and \$45 million from New York City taxpayers and eventually died in prison.

**What's going on?**

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

2 minutes

## Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

## Turn and Talk

How did **urbanization** create a need for political machines?

# The Gilded Age

## 1865–1900

## Lesson 6

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

Demonstrate understanding of the word *urbanization*

#### Materials

- Warm-up: *urbanization*
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

The Gilded Age

Warm-Up

## urbanization

Consider the photograph below.



Write one challenge that **urbanization** might cause in each of the following areas:

Environment:

Public health:

Housing:

Transportation:

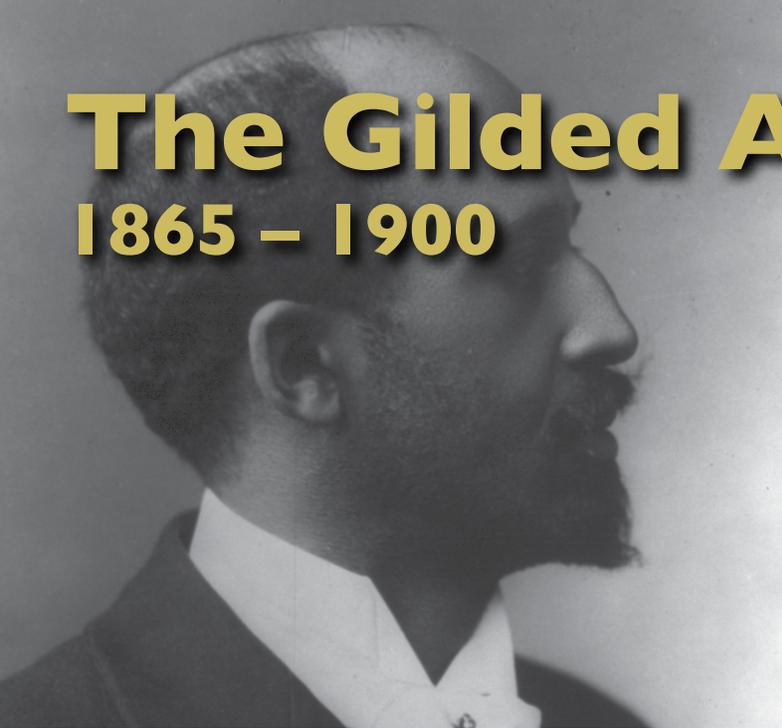
Employment:

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# The Gilded Age

## 1865 – 1900



## Lesson 7

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

- Critically read history text
- Learn about the concept of nativism
- Analyze one person's perspective about the need for restricting immigration

#### Materials

- Text: "Restriction of Immigration"
- Student Materials book

#### Knowledge Needed for Upcoming Knowledge Application Activity

- Specific problems and benefits associated with changing urban demographics
- Immigration policy during the Gilded Age, especially the Chinese Exclusion Act
- The reaction to new and old immigrants during the Gilded Age
- The role of immigrants in the expansion of big business during the Gilded Age

## Materials

- Text: “Restriction of Immigration”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Think about the possible reasons for immigrating to the United States. Also consider how Americans might react to these new immigrants. This reading reveals one person’s perspective on immigration in the late 1800s.*

*As we read, we’ll stop at the boxes to answer questions and take notes about what we’ve read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## Restriction of Immigration

(1)

### About the Author

Francis Amasa Walker, born in 1840, lived only 56 years. In this short span, he was a Civil War general, economist, advocate of the **free-enterprise** system and statistician. During the 1880s, Walker “grew more conservative” as he reacted to changes that threatened the position of old-line Americans, specifically outbreaks of labor unrest and the arrival of large numbers of eastern and southern Europeans.

Published in 1896, the article below focuses on a theory Walker developed during his later years. This theory showed feelings of racial **nativism**.

(2)

From the beginning, it has been the policy of the United States ... to tolerate, to welcome, and to encourage immigration ... For generations, it was the settled opinion of our people, which found no challenge anywhere, that immigration was a source of both strength and wealth ... It is, therefore, natural to ask, Is it possible that our fathers and our grandfathers were so far wrong in this matter? ... Does it not sometimes happen, in the course of national development, that great and permanent changes in condition require corresponding changes of opinion and of policy? ...

(3)

Foreign immigration prior to 1860 was necessary in order to supply the country with a laboring class which should be able and willing to perform the lowest kind of work required in the building up of our industrial and social structure, especially the making of railroads and canals ... But when the country was flooded with ignorant and unskilled foreigners, who could do nothing but the lowest kind of labor, Americans instinctively shrank from the contact and the competition thus offered to them. So long as manual labor, in whatever field, was to be done by all, each in his place, there was no revolt at it; but when working on railroads and canals became the sign of a want of education and of a low social condition, our own people gave it up, and left it to those who were able to do that, and nothing better ...

### What's going on?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

(4)

Fifty, even thirty years ago, there was a rightful presumption regarding the average immigrant that he was among the most enterprising, thrifty, alert, adventurous, and courageous of the community from which he came ... Today the presumption is completely reversed. So thoroughly has the continent of Europe been crossed by railways, so effectively has the business of emigration there been exploited, so much have the rates of railroad fares and ocean passage been reduced, that it is now among the least thrifty and prosperous members of any European community that the emigration agent finds his best recruiting-ground ...

(5)

Their habits of life, again, are of the most revolting kind. Read the description ... of the police driving from the garbage dumps the miserable beings who try to burrow in those depths of unutterable filth and slime in order that they may eat and sleep there! ... What effects must be produced upon our social standards, and upon the ambitions and aspirations of our people, by a contact so foul and loathsome? The influence upon the American rate of wages ... cannot fail to be ... disastrous ...

**What's going on?**

**How does this relate to what you have read already?**

(6)

Charity begins at home; and while the people of the United States have gladly offered an asylum to millions upon millions of the distressed and unfortunate of other lands and climes, they have no right to carry their hospitality one step beyond the line where American institutions, the American rate of wages, the American standard of living, are brought into serious peril ... For one, I believe it is time that we should take a rest, and give our social, political, and industrial system some chance to recuperate. The problems which so sternly confront us to-day are serious

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

The Gilded Age

“Restriction of Immigration” • 3 of 3

enough without being complicated and aggravated by the addition of some millions of Hungarians, Bohemians, Poles, south Italians, and Russian Jews.

Adapted from Walker, F.A. (1896). Restriction of immigration. *The Atlantic Monthly*, 77(464), 822–829.

**What’s going on?**

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

2 minutes

## Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

## Turn and Talk

In what ways did Walker seem to feel that immigrants were once important to the American economy?

# The Gilded Age

## 1865–1900

### Lesson 8

## Overview

### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

### Student Objectives

- Demonstrate understanding of the term *free enterprise*
- Identify the causes of rapid urbanization during the Gilded Age
- Explain why political machines became influential during the Gilded Age
- Describe the spoils system
- Explain the effects of nativism
- Explain the threat posed by monopolies to the free-enterprise system during the Gilded Age
- Describe the changes in the labor work force that occurred with the influx of immigrant workers

### Materials

- Warm-up: *free enterprise*
- TBL Comprehension Check, Gilded Age #2 (on CD)
- TBL Comprehension Check, Gilded Age #2 scratch-offs (provided separately)
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

The Gilded Age

Warm-Up

## free enterprise

Consider the illustration and quote below.



“There is no alternative way, so far discovered, of improving the lot of the ordinary people that can hold a candle to the productive activities that are unleashed by a **free enterprise** system.” — Milton Friedman

In writing, explain how the picture above is an example of the **free enterprise** system.

The quote by Friedman states that **free enterprise** increases productivity. Write one reason why this might be the case.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Materials

- TBL Comprehension Check, Gilded Age #2 (on CD)
  - Multiple Choice (print 1 per student)
  - Bonus Question (print 1 per group; **optional**)
- TBL Comprehension Check, Gilded Age #2 scratch-offs (provided separately)
- Answer Key (on CD)
- Student Materials book

## Procedure

Explain the purpose of the TBL Comprehension Check:

- To make sure that students understand the key ideas and essential words
- To prepare for discussion later in the unit

Have students do the following:

1. Complete the Comprehension Check individually
2. Turn in the Comprehension Check
3. Take their Student Materials books and move into teams
4. Complete the Comprehension Check again as a group, using scratch-off cards. For each question, have students do the following:
  - a. Suggest an answer
  - b. Cite evidence from previously read text(s) in this unit
  - c. Agree on the correct answer
  - d. Scratch off the answer; if incorrect, repeat the process
5. **Optional:** Complete the bonus question as a team



# The Gilded Age

1865–1900

## Lessons 9 & 10

### Overview

#### Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

#### Student Objectives

- Apply knowledge gained from the unit in a team-based discussion of the comprehension question
- Make knowledge claims and question others' claims
- Analyze arguments and frame an original argument, providing supporting text evidence
- Improve understanding of the content and extend thinking in a team setting
- Improve memory of the content through multiple opportunities for learning

#### Materials

- Three activity texts: “Restriction of Immigration” (Lesson 7), “The Unwanted Immigrants,” and “A Mother Protests”
- TBL Knowledge Application pages (on CD)
- End of Unit Test (on CD)
- Student Materials book

#### Knowledge Needed for TBL Knowledge Application Activity

- Specific problems and benefits associated with changing urban demographics
- Immigration policy during the Gilded Age, especially the Chinese Exclusion Act
- The reaction to new and old immigrants during the Gilded Age
- The role of immigrants in the expansion of big business during the Gilded Age

## Materials

- Three activity texts: “Restriction of Immigration” (Lesson 7), “The Unwanted Immigrants,” and “A Mother Protests”
- TBL Knowledge Application pages
- Student Materials book

## Before Students Work

- Facilitate student movement into teams.
- Refer students to passages needed for activity.
- Hand out one set of the TBL Knowledge Application pages to each team.
- Review directions for the activity with students.
- Have students read within their TBL discussion team.
- Remind students that every team will be accountable for filling out the TBL Knowledge Application pages and turning them in.

## While Teams Work

- Check in with teams and provide feedback.
- Direct students back to the text for evidence to support their contributions.
- Provide corrective feedback if groups stray off topic or misunderstand the material. Refer them back to the text.
- Pause the activity and highlight with the whole class contributions that demonstrate good use of text evidence and/or critical thinking.
- Use only the allotted time. Provide updates on time remaining. Do not allow the activity to continue indefinitely.

## After Teams Finish

- Ask teams to summarize and present their cumulative activity.
- Highlight high-quality use of text to support ideas and ask for text evidence when it is lacking.
- Make connections between the activity and the comprehension question that has guided the unit.

## Extension Activity

Organize a debate or presentation, based on teams’ arguments.

Materials Books, Lesson 7

<p>The Gilded Age <span style="float: right;">1 of 3</span></p> <p style="text-align: center;"><b>Restriction of Immigration</b></p> <p>(1)</p> <p><b>About the Author</b></p> <p><i>Francis Amasa Walker, born in 1840, lived only 56 years. In this short span, he was a Civil War general, economist, advocate of the free-enterprise system and statistician. During the 1880s, Walker "grew more conservative" as he reacted to changes that threatened the position of old-line Americans, specifically outbreaks of labor unrest and the arrival of large numbers of eastern and southern Europeans.</i></p> <p><i>Published in 1896, the article below focuses on a theory Walker developed during his later years. This theory showed feelings of racial nativism.</i></p> <p>(2)</p> <p>From the beginning, it has been the policy of the United States ... to tolerate, to welcome, and to encourage immigration ... For generations, it was the settled opinion of our people, which found no challenge anywhere, that immigration was a source of both strength and wealth ... It is, therefore, natural to ask, Is it possible that our fathers and our grandfathers were so far wrong in this matter? ... Does it not sometimes happen, in the course of national development, that great and permanent changes in condition require corresponding changes of opinion and of policy? ...</p> <p>(3)</p> <p>Foreign immigration prior to 1860 was necessary in order to supply the country with a laboring class which should be able and willing to perform the lowest kind of work required in the building up of our industrial and social structure, especially the making of railroads and canals ... But when the country was flooded with ignorant and unskilled foreigners, who could do nothing but the lowest kind of labor, Americans instinctively shrank from the contact and the competition thus offered to them. So long as manual labor, in whatever field, was to be done by all, each in his place, there was no revolt at it; but when working on railroads and canals became the sign of a want of education and of a low social condition, our own people gave it up, and left it to those who were able to do that, and nothing better ...</p> <p><b>What's going on?</b></p> <p style="text-align: right;"><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&amp;M University.</small></p>	<p style="text-align: center;">"Restriction of Immigration" • 2 of 3</p> <p>rightful presumption regarding the average immigrant that worthy, alert, adventurous, and courageous of the commu- presumption is completely reversed. So thoroughly has by railroads, so effectively has the business of emigration rates of railroad fares and ocean passage been reduced, d prosperous members of any European community that luting-ground ...</p> <p>st revolting kind. Read the description ... of the police miserable beings who try to burrow in those depths of ; they may eat and sleep there! ... What effects must be d upon the ambitions and aspirations of our people, by a ence upon the American rate of wages ... cannot fail to</p> <p><b>Have read already?</b></p> <p><b>Message?</b></p> <p>people of the United States have gladly offered an asylum ed and unfortunate of other lands and climes, they have step beyond the line where American institutions, the standard of living, are brought into serious peril ... For ke a rest, and give our social, political, and industrial sys- toms which so sternly confront us to-day are serious</p> <p style="text-align: right;"><small>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>	<p style="text-align: center;">"Restriction of Immigration" • 3 of 3</p> <p>aggravated by the addition of some millions of Hungar- d Russian Jews. <i>The Atlantic Monthly, 77(464), 822-829.</i></p> <p><b>Have read already?</b></p> <p><b>Message?</b></p> <p style="text-align: right;"><small>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>
--	--	--

Materials Books, Additional Texts

<p>The Gilded Age <span style="float: right;">1 of 3</span></p> <p style="text-align: center;"><b>The Unwanted Immigrants: The Chinese (1878)</b></p> <p>(1)</p> <p><i>Many Chinese immigrants went to California during the Gold Rush and then built the western railroads, making millionaires of railroad barons. Many of these immigrants were willing to work long hours for little pay and became known as "coolies." When the railroad industry declined, they became manual laborers. White workers began to resent these immigrants due to their hard work ethic, different customs, and lifestyles. This situation is but one example of why Mark Twain referred to the time period as "gilded."</i></p> <p><i>The document below is an extract from the California legislature report on the perceived "evils" of the Chinese and the racism toward them. Four years later, in 1882, Congress passed the Chinese Exclusion Act, which suspended Chinese immigration for 10 years.</i></p> <p>(2)</p> <p>The Chinese have now lived among us, in considerable numbers, for a quarter of a century, and yet they remain separate, distinct from, and antagonistic to our people in thinking, mode of life, in tastes and principles, and are as far from assimilation as when they first arrived. They fail to comprehend our system of government; they perform no duties of citizenship; they are not available as jurymen; cannot be called upon as <i>passé camitatus</i> (sheriff's deputies) to preserve order, nor be relied upon as soldiers. They do not comprehend or appreciate our social ideas, and they contribute but little to support of any of our institutions, public or private.</p> <p><b>What's going on?</b></p> <p>(3)</p> <p>They bring no children with them, and there is, therefore, no possibility of influencing them through our ordinary educational appliances. There is, indeed, no point of contact between the Chinese and our people through which we can Americanize them. The rigidity, which characterizes these people, forbids the hope of essential change in their relations to our people or our government.</p> <p>(4)</p> <p>We respectfully submit the admitted proposition that no nation, much less a republic, can safely permit the presence of a large and increasing element among its people which cannot be as-</p> <p style="text-align: right;"><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>	<p style="text-align: center;">The Unwanted Immigrants: The Chinese (1878)" • 2 of 3</p> <p>responsibilities of citizenship. They do not recognize the mprehend the crime of perjury. Bribery, intimidation, and n are considered by them as perfectly legitimate. It is an of justice among the Chinese is almost impossible ...</p> <p><b>Have read already?</b></p> <p><b>Message?</b></p> <p>stion more revolting still. We would shrink from the dis- mand that they be presented. Their lewd women induce, ds of boys and young men to enter their dens, very many laises of the worst type. Boys of eight and ten years of nd some of our physicians treat a half dozen cases daily. rigin chiefly among the Chinese is well established ...</p> <p>pt, whether in city or village, until they transform the re they live packed together, a hundred living in a space American family. Their place of domicile is filthy in the is impossible except for the absolute destruction of the house is found a room devoted to opium smoking, and nd women, so that the deadly opium habit is being intro-</p> <p>hich have been considered by us as necessary to mental re only rice, dried fish, tea, and a few simple vegetables. four-fold greater than that of the Chinese and the wages</p> <p style="text-align: right;"><small>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>	<p style="text-align: center;">The Unwanted Immigrants: The Chinese (1878)" • 3 of 3</p> <p>er than the wages required by the Chinese. The Chinese ites in every kind of labor. They can be hired in masses; e unthinking slaves.</p> <p><i>From people of the United States upon the evils of Chinese immigration. Excerpted from documents of U.S. history (Vol. 2, 4th ed.). Boston, MA: Thomson Learning.</i></p> <p><b>Have read already?</b></p> <p><b>Message?</b></p> <p style="text-align: right;"><small>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>
--	---	--

## Materials Books, Additional Texts

<p>The Gilded Age 1 of 2</p> <p><b>A Mother Protests Against the Denial of Equal Education for Her Daughter</b></p> <p>(1)</p> <p><i>In 1884, the 8-year-old daughter of immigrants Joseph and Mary Tape was denied admission to the Spring Valley Primary School in San Francisco because of her Chinese ancestry. Her parents sued the school board and won the case. As a result, the San Francisco School Board lobbied for a segregated school system for Chinese children. In 1885, a law was passed giving the board the authority to establish separate schools and stating that "when such separate schools are established Chinese children must not be admitted into any other schools."</i></p> <p><i>In the following excerpt, Mary Tape protests the refusal of San Francisco to admit her daughter Mamie to a school nearer her home.</i></p> <p><b>What's going on!</b></p> <p>(2)</p> <p>To the Board of Education—</p> <p>Dear Sirs: I see that you are going to make all sorts of excuses to keep my child out off the Public schools. Dear sirs, Will you please to tell me! Is it a disgrace to be Born a Chinese? Didn't God make us all!!! What right have you to bar my children out of the schools because she is a Chinese Descend ... Do you call that a Christian act to compel my little children to go so far to a school that is made in purpose for them. My children don't dress like the other Chinese ... Her playmates is all Caucasians ever since she could toddle around. If she is good enough to play with them! Then is she not good enough to be in the same room and study with them? ... It seems no matter how a Chinese may live and dress so long as you know they Chinese. Then they are hated as one. There is not any right or justice for them.</p> <p>Alta, April 16, 1885</p> <p><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>	<p>"A Mother Protests..." • 2 of 2</p> <p>Have read already?</p> <p>Message?</p> <p><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>
---	--

**TBL Knowledge Application Pages (on CD)**

The Gilded Age

## TBL Knowledge Application

DATE \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

**TEAM MEMBERS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step One**

Find the following readings in your materials book:

- Page 15: "Restriction of Immigration"
- Page 20: "The Unwanted Immigrants: The Chinese (1878)"
- Page 23: "A Mother Protests Against the Denial of Equal Education for Her Daughter"

For the additional texts, read and respond to questions in the boxes, as you have done with previous readings.

Next, using your notes, analyze each text's arguments about immigration and the treatment of immigrants.

With your team, discuss the different perspectives provided in these readings. Fill out the charts with your team's ideas.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

**"Restriction of Immigration"**

Perspective	Audience	General Argument	Supporting Evidence
Author's occupation or social position	Who it's		

**"The Unwanted Immigrants: The Chinese (1878)"**

Perspective	Audience	General Argument	Supporting Evidence
Author's occupation or social position	Who it's written		

**"A Mother Protests..."**

Perspective	Audience	General Argument	Supporting Evidence
Author's occupation or social position	Who it's written for	The author's message	Rephrase and cite paragraph number

## Step Two

Imagine you serve on an advisory committee to a Gilded Age president. As a team, make a recommendation regarding whether the United States should limit immigration. Provide at least two economic, two political, and two social reasons in support of your recommendation.

Your team must come to consensus in making this recommendation. You will be asked, both individually and as a team, to defend your argument.

### Your Recommendation (Argument)

---

---

---

---

### Your Support

#### Economic

- 1.
- 2.

#### Political

- 1.
- 2.

#### Social

- 1.
- 2.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&M University.

## Comprehension Question

During the Gilded Age, how did the economic, political, and social landscape of America change?

## Turn and Talk

Ask students the following.

*Taking into account everything we have learned, read, and discussed during this unit, answer the following questions:*

- *What was one economic change that occurred during the Gilded Age?*
- *What was one political change?*
- *What was one social change?*

## Materials

- End of Unit Test (on CD)
- Answer Key (on CD)

## Procedure

- Administer the End of Unit Test to students.
- Score tests and provide feedback to students.



# Imperialism and World War I 1890–1920



# Imperialism and World War I

## 1890–1920

# Lesson I

## Overview

### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

### Student Objectives

- Connect prior knowledge to introduction of American imperialism and World War I
- Learn the meanings of the essential words: *isolationism*, *imperialism*, *nationalism*, *diplomacy*, *globalization*

### Materials

- Video: “The Spanish-American War” (2:41; on CD)
- Lyrics to “The Spanish-American War”
- Imperialism and World War I essential words documents
- Student Materials book

### Upcoming Comprehension Check Objectives

- Identify the central message in Roosevelt’s Corollary
- Describe the role of the U.S.S. Maine in the Spanish-American War
- Identify outcomes of the Spanish-American War
- Identify the primary reason for the creation of the open door policy
- Explain the basis of Taft’s dollar diplomacy
- Explain events and decisions in the shift in American diplomacy from isolationism to expansionism

# Comprehension Canopy Routine 7–10 minutes

## Materials

- Video: “The Spanish-American War”
- Lyrics to “The Spanish-American War”

## Introduce the Unit/Access Prior Knowledge

- *What was the economic and political climate in the United States in the late 1800s?*
- *What was the United States’ relationship with foreign countries? What was the United States’ relationship with immigrants?*
- *During the next couple of weeks, we will learn about the period between 1890 and 1920, when America emerged on the world stage.*

## Springboard

- Introduce the video, “The Spanish-American War.”

*This video is about the conflict in 1898 between Spain and the United States, which ended Spanish colonial rule in the Americas.*

- Provide a purpose for viewing the video.

*This video will prepare you to learn more about why the United States entered the Spanish-American War. As you watch the video, write two factors that moved America toward war with Spain.*

- Direct students to the text: “Lyrics to ‘The Spanish-American War.’”

Imperialism and World War I | 1 of 1

**Lyrics to “The Spanish-American War”**

Turn of the century  
America’s foreign **diplomacy**  
Turned its gaze south  
Where they saw opportunities abound  
Spain ruled Cuba  
One of our closest of neighbors  
For hundreds of years  
But a Cuban rebellion Spain feared  
This unrest concerned us  
We had Cuban investments, which earned us  
Many millions of dollars  
So for war some Americans hollered  
Channeling war fever  
Were many American newspapers  
With biased sensationalism  
And the untruths of yellow journalism  
South of our borders—possibilities for us  
Cuba, Puerto Rico in the Caribbean  
And in the Pacific, the Philippines and Guam  
In 1898  
The United States sent the battleship Maine  
To the shores of Havana  
To protect all interests American  
It sunk in an explosion  
That was most likely an accident  
But the papers claimed the “Maine  
Was done in by an enemy called Spain  
South of our borders—possibilities for us  
Cuba, Puerto Rico in the Caribbean  
And in the Pacific, the Philippines and Guam  
“Remember the Maine!”  
Newspapers vehemently exclaimed  
And Americans demanded blood  
So the Spanish-American War was begun  
South of our borders—possibilities for us  
Cuba, Puerto Rico in the Caribbean  
And in the Pacific, the Philippines and Guam... Remember the Maine!  
Adapted from Gilmanster & Gilmanster (2010), *The Spanish-American War*. Retrieved from <http://www.historytimes.com/The%20Spanish%20Ameri-can%20War.php>

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

- Show “The Spanish-American War.”
- Prompt students to begin a “turn and talk” activity.

*What did the images and lyrics tell you about America’s changing role in the world?*

## Present the Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

*What were the global and domestic consequences of the United States’ emergence on the world stage?*

# Essential Words Introductory Routine

15–20 minutes

## Materials

- Imperialism and World War I essential words documents: *isolationism*, *imperialism*, *nationalism*, *diplomacy*, *globalization*
- Student Materials book

## Procedure

- Use the essential words documents to introduce each essential word.
- Have students discuss the turn and talk questions in pairs or with the whole group.
- Have students turn to the Essential Word Log in their Student Materials books.

Imperialism and World War I

### isolationism

Foreign policy of refusing to enter alliances or trade commitments with other countries



**Related Words:** *separation, detachment, disinterest*

**Example Usage:**  
The United States' participation in World War I was a major departure from **isolationist** policy.

**Example:** *The Monroe Doctrine, which stated that the United States would neither interfere with existing European colonies nor meddle in the internal concerns of European countries*

**Nonexamples:** *The founding of the League of Nations in 1919, the founding of the United Nations in 1945*

**Turn and Talk:**  
Is it possible for a country to practice **isolationism** in a globally connected world? Why or why not?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Imperialism and World War I

### imperialism

A stronger nation dominating a weaker nation politically, economically, militarily, or culturally



**Related Word:** *expansion*

**Example Usage:**  
As a result of Great Britain's **imperialism**, the country gained a tremendous amount of territory across the globe.

**Example:** *The United States invading Puerto Rico to seize control from Spain*

**Nonexample:** *World leaders signing a treaty to share resources*

**Turn and Talk:** Choose one of the following:

1. Does **imperialism** still exist today? If no, why not? If yes, what are some examples?
2. Discuss with your partner two reasons why a nation would pursue a policy of **imperialism**.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## nationalism

Loyalty and devotion to one's nation or group above loyalty to other groups or to individual interests



**Related Word:** *allegiance*

**Example Sentences:**

**Nationalistic** leaders often believe their country's ideals and goals to be superior to other countries'.

**Example:** *Opposing all foreign aid*

**Nonexample:** *The desire to go to war on behalf of people who are not part of your country or your ethnic background*

**Turn and Talk:**

A nation does not have to be a country. Rather, a nation is a group of people who have similarities and connections to one another and who feel allegiance to the group. Within one country, there could be many nations. What nations do you belong to? In what ways are you **nationalistic**?



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## diplomacy

The practice of conducting relationships between groups, nations, or states for gain without conflict



**Related Words:** *negotiation, compromise, bargaining*

**Example Usage:**

The goal of **diplomacy** is to further the state's interests without using force and preferably without causing resentment.

**Example:** *The leaders of rival gangs working out a plan in which they agree to stop violence*

**Nonexamples:** *War, threatening your brother if he doesn't do what you tell him to do*

**Turn and Talk:**

Mark Twain said, "The principle of give and take is the principle of **diplomacy**: give 1 and take 10." Can **diplomacy** succeed if one side comes out a clear "winner"? Think of a time when you negotiated with someone. Were both of you were satisfied with the outcome?



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## globalization

The process of people in different nations being increasingly connected and dependent on one another; the process of increasing worldwide interconnection and interdependence



Printed with permission from Andrew Oudshoorn under the Creative Commons Attribution-Share Alike 2.0 Generic license.

**Related Words:** *relationships between nations*

**Example Usage:**

Christopher Columbus' journey to the American continents in the late 1400s is considered an important step toward **globalization**.

**Examples:** *The expansion of McDonald's restaurants throughout the world, the expansion of study abroad and foreign exchange student programs*

**Nonexamples:** *The push to buy only American-made goods, localization*

**Turn and Talk:**

What effect does technology have on **globalization**?



© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

**diplomacy**  
The practice of conducting relationships between groups, nations, or states for gain without conflict  
**Related words:** negotiation, compromise, bargaining

**imperialism**  
A stronger nation dominating a weaker nation politically, economically, militarily, or culturally  
**Related word:** expansion

### Essential Word Log

As you go through the unit, note the people, events, ideas, and places that connect to these five concepts:



**isolationism**

Foreign policy of relating to other countries or people independently with other countries  
**Related words:** separate, disinterested, distant

Blank space for notes.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Imperialism and World War I 1890–1920

## Lesson 2

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objective

Demonstrate understanding of the word *isolationism*

#### Materials

- Warm-up: *isolationism*
- Student Materials book

## Procedure

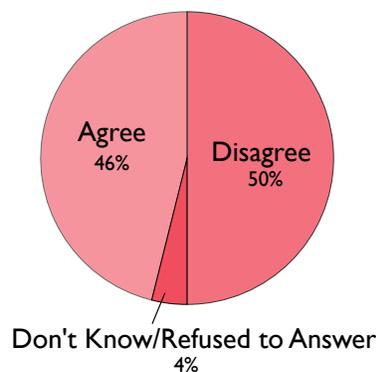
- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Imperialism and World War I

Warm-Up

## isolationism

Consider the pie chart below, which shows the results of a question from a May 2011 poll about America's place in the world. Respondents were asked whether they agree that the U.S. should "mind its own business internationally and let other countries get along the best they can on their own." Then read the quote that follows from George Washington.



Adapted from Pew Research Center. (2011). *Pew Research Center for the people and the press poll Q.04D*. Retrieved from <http://www.people-press.org/question-search/?qid=1787448&pid=51&ccid=51>

"I am for free commerce with all nations, political connection with none, and little or no **dip-lomatic** establishment." — George Washington

The chart and the quote reflect views on **isolationism** from two points in history. Given Washington's quote, how do you think he would respond to the poll question? Why?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Imperialism and World War I 1890–1920

## Lesson 3

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

- Critically read history text
- Analyze arguments that serve as the basis for the United States' expansion into world markets
- Learn about the roots of military and political interests beyond the U.S. borders

#### Materials

- Text: "The United States Looking Outward"
- Student Materials book

## Materials

- Text: “The United States Looking Outward”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Toward the end of the 1800s, the world was becoming increasingly globalized, as more nations were connected and dependent on one another. This reading is one person’s point of view about the expansion of the United States’ influence in the world.*

*As we read, we’ll stop at the boxes to answer questions and take notes about what we’ve read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## The United States Looking Outward

(1)

### About the Author

Alfred Thayer Mahan was a U.S. Navy officer and author of “The Influence of Sea Power Upon History, 1660–1783.” This article was first published in “The Atlantic Monthly” in 1890, about 14 years before the Panama Canal was completed. In it, Mahan presents his view on the importance of **globalization**.

(2)

For the past 25 years, the predominant idea has been to preserve the home market for the home industries. The employer and the workman regard with hostility anything that favors a foreign producer in the home market. Although the abundant resources of our country have maintained exports at a high rate, this is due more to the bounty of nature than to the demand of other nations. Within our borders the home market is secured, but outside our borders there are markets of the world that can be entered and controlled only by a vigorous contest. To affirm the importance of distant markets and of our own powers of production, we must recognize the shipping trade as the link that joins products and markets.

### What’s going on?

(3)

It is evident that the Panama Canal, by modifying the direction of trade routes, will produce a great increase of commercial and shipping activity throughout the Caribbean Sea. This now deserted nook of the ocean will become a great thoroughfare of shipping and attract the interest and ambition of maritime nations. Every position in that sea will have enhanced commercial and military value, and the canal itself will become a strategic center of vital importance.

(4)

Our self-imposed **isolation** in the matter of markets has coincided with a remoteness from the life of the rest of the world. When the canal is built this **isolation** will pass away, and with it the indifference of foreign nations. From wherever they come and wherever they go, all ships that use the canal will pass through the Caribbean. Large commercial and political interests will center around this focus of trade.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

**What’s going on?**

**How does this relate to what you have read already?**

(5)

Along with the signs of change in commercial activity, there is a restlessness in the world which is deeply significant. Unsettled political conditions exist in Haiti, Central America, and many of the Pacific islands, especially Hawaii. It is wise for us to be prepared for great military or commercial changes in those regions.

(6)

Americans must now begin to look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it. The position of the United States, between the two Old Worlds and the two great oceans, makes the same claim, which will soon be strengthened by the creation of the new canal joining the Atlantic and Pacific.

Adapted from Mahan, A. T. (1898). *The interest of America in sea power present and future*. London, UK: Sampson Low, Marston.

**What’s going on?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Imperialism and World War I

“The United States Looking Outward” • 3 of 3

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

2 minutes

## Comprehension Question

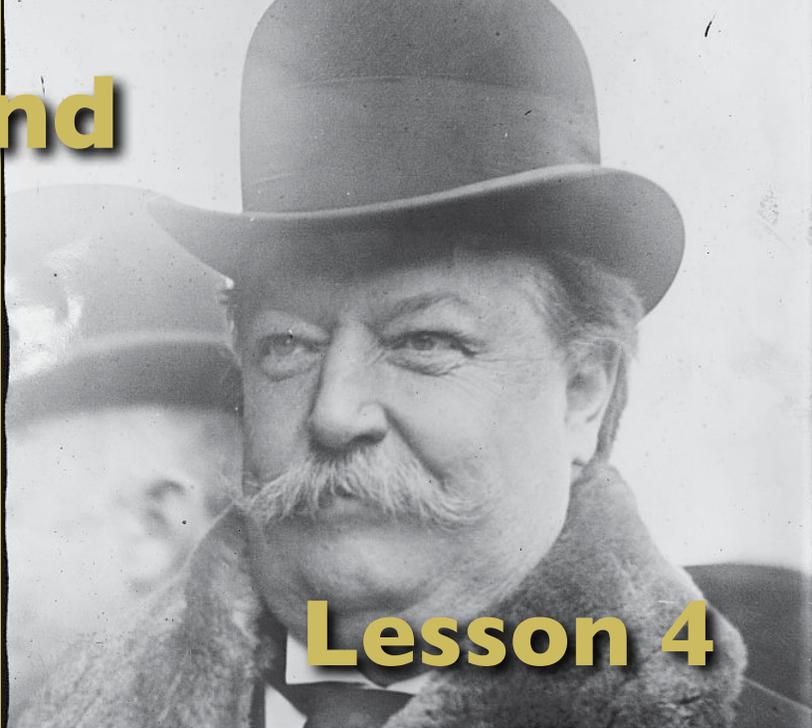
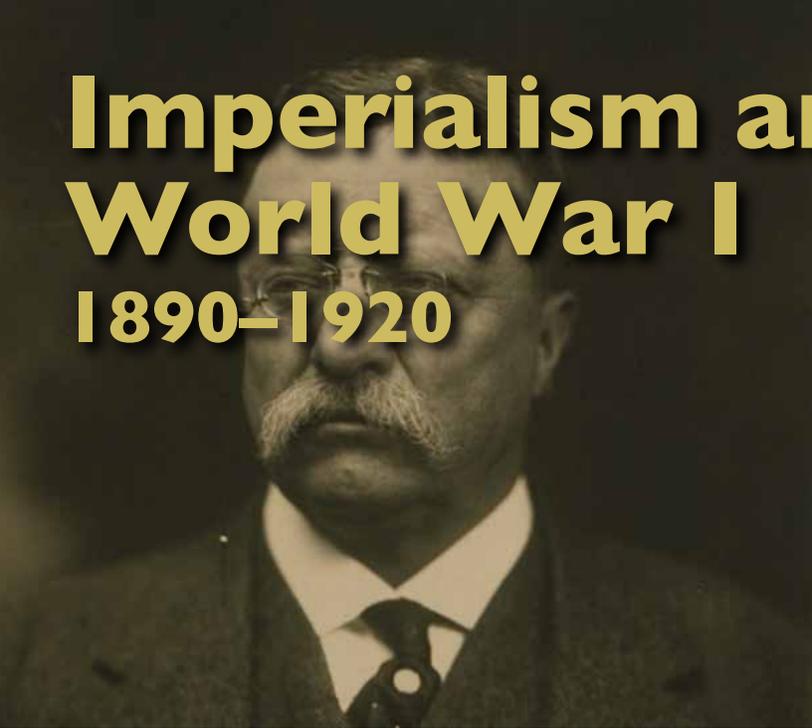
What were the global and domestic consequences of the United States' emergence on the world stage?

## Turn and Talk

What arguments does Mahan make for ending U.S. isolationism and expanding its influence in the world?

# Imperialism and World War I

## 1890–1920



## Lesson 4

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

- Demonstrate understanding of the term *imperialism*
- Identify the central message in Roosevelt's Corollary
- Describe the role of the U.S.S. Maine in the Spanish-American War
- Identify outcomes of the Spanish-American War
- Identify the primary reason for the creation of the open door policy
- Explain the basis of Taft's dollar diplomacy
- Explain events and decisions in the shift in American diplomacy from isolationism to expansionism

#### Materials

- Warm-up: *imperialism*
- TBL Comprehension Check, Imperialism and World War I #1 (on CD)
- TBL Comprehension Check, Imperialism and World War I #1 scratch-offs (in pack)
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Imperialism and World War I

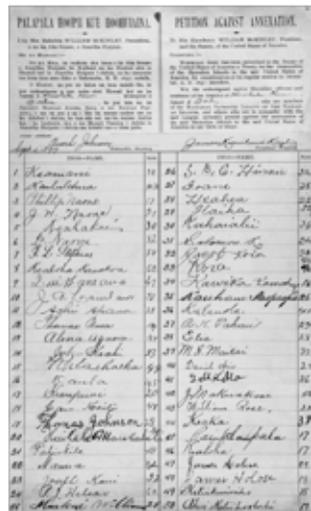
Warm-Up

# imperialism

Consider the following items, which represent views on the annexation, or addition, of Hawaii to the United States in the late 1890s.

“We need Hawaii just as much and a good deal more than we did California. It is Manifest Destiny.”  
—William McKinley

## Petition Against Annexation



To His Excellency WILLIAM McKINLEY, President, and the Senate, of the United States of America

Greeting: --

Whereas there has been submitted to the Senate of the United States of America a Treaty for the Annexation of the Hawaiian Islands to the said United States of America for consideration at its regular session in December, A.D., 1897; therefore,

We, the undersigned, native Hawaiian citizens and residents of the District of Honolulu, Kona, Island of Oahu, who are members of the Hawaiian Patriotic League of the Hawaiian Islands, and others who are in sympathy with the said League, earnestly protest against the annexation of the said Hawaiian Islands to the said United States of America in any form or shape.

About 21,000 signatures were collected.

Write two or three sentences that explain how the above sources represent the word **imperialism**.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Materials

- TBL Comprehension Check, Imperialism and World War I #1 (on CD)
  - Multiple Choice (print 1 per student)
  - Bonus Question (print 1 per group; **optional**)
- TBL Comprehension Check, Imperialism and World War I #1 scratch-offs (provided separately)
- Answer Key (on CD)
- Student Materials book

## Procedure

Explain the purpose of the TBL Comprehension Check:

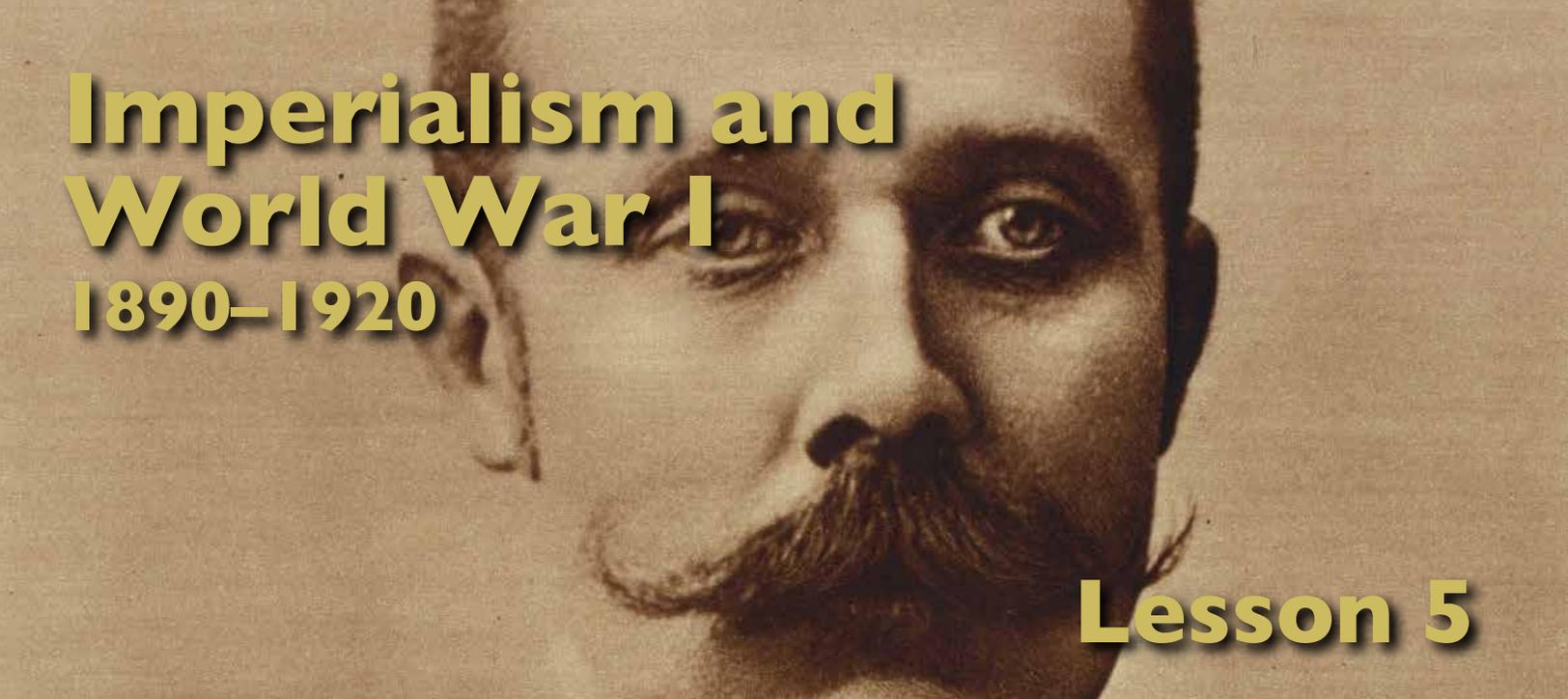
- To make sure that students understand the key ideas and essential words
- To prepare for discussion later in the unit

Have students do the following:

1. Complete the Comprehension Check individually
2. Turn in the Comprehension Check
3. Take their Student Materials books and move into teams
4. Complete the Comprehension Check again as a group, using scratch-off cards. For each question, have students do the following:
  - a. Suggest an answer
  - b. Cite evidence from previously read text(s) in this unit
  - c. Agree on the correct answer
  - d. Scratch off the answer; if incorrect, repeat the process
5. **Optional:** Complete the bonus question as a team



# Imperialism and World War I 1890–1920

A sepia-toned portrait of Theodore Roosevelt, showing his face from the chest up. He has a prominent mustache and is looking slightly to the right of the camera.

## Lesson 5

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

- Critically read history text
- Learn about Theodore Roosevelt's position toward U.S. involvement on the world stage
- Learn about the growth of American imperialism that resulted from the Spanish-American War

#### Materials

- Text: "The Strenuous Life"
- Student Materials book

#### Upcoming Comprehension Check Objectives

- Explain the difference of opinion among Americans regarding U.S. alliances in World War I
- Describe the role of nationalism in the outbreak and outcome of World War I
- Explain President Wilson's response to German U-boat aggression
- Analyze reaction to the Espionage Act and Sedition Acts
- Identify how the Selective Service Act altered the formation of the U.S. military

## Materials

- Text: “The Strenuous Life”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Consider whether there are circumstances in which a country has the right to take over a smaller or weaker country. In this excerpt from one of his speeches, President Theodore Roosevelt reveals his perspective on this issue of imperialism.*

*As we read, we'll stop at the boxes to answer questions and take notes about what we've read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## The Strenuous Life

(1)

Teddy Roosevelt fought in the Spanish-American War of 1898 and became a leading advocate of American **imperialism**. He delivered this speech a couple of months after the Senate had ratified the treaty with Spain that established the Philippines as a colony of the United States.

(2)

In speaking to you, I wish to preach the doctrine of the strenuous life, the life of effort, of labor and strife. I wish to preach the form of success that comes not to the man who desires easy peace, but to the man who does not shrink from danger or hardship. To such a man comes the splendid ultimate triumph.

(3)

We of this generation have our tasks, and woe to us if we fail to perform them! We cannot be content to take no interest in what goes on beyond our borders until suddenly we find that we, the nation that has trained itself to a career of unwarlike and isolated ease is to fall before other nations which have not lost the manly and adventurous qualities. If we are to be a really great people, we must strive in good faith to play a great part in the world. We cannot avoid meeting great issues. In 1898 we could not help being brought face to face with the problem of war with Spain. All we could decide was whether we should shrink like cowards from the war, or enter into it as a brave people; and once in, whether failure or success should crown our banners.

**What's going on?**

(4)

So it is now. We have a given problem to solve. We cannot avoid the responsibilities that confront us in Hawaii, Cuba, Puerto Rico, and the Philippines. All we can decide is whether we shall meet them in a way that will reflect well on our nation. To refuse to deal with them at all merely amounts to dealing with them badly. We cannot sit huddled within our own borders and declare ourselves a group who cares nothing for what happens beyond. Such a policy would defeat its own end. As nations grow to have wider and wider interests, and are brought into closer and closer contact, if we are to hold our own in the struggle for naval and commercial supremacy, we must build up our power beyond our own borders. We must build the isthmian (Panama) canal,

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

and we must grasp the advantage that will enable us to have our say in deciding the destiny of the oceans of the East and the West.

**What’s going on?**

**How does this relate to what you have read already?**

(5)

From the standpoint of international honor the argument is even stronger. The guns that thundered off Manila and Santiago left us echoes of glory, but they also left us a legacy of duty. The army and the navy are the sword and the shield that this nation must carry if she is to do her duty among the nations of the earth. Our proper conduct toward the tropic islands we have wrested from Spain is our duty at the moment. In the West Indies and the Philippines alike we are confronted by most difficult problems. It is cowardly to shrink from solving them in the proper way. Personally, I am far too firm a believer in the greatness of my country and the power of my countrymen to admit for one moment that we shall ever be driven to the dishonorable alternative.

(6)

The problems are different for the different islands. Puerto Rico is not large enough to stand alone. We must govern it wisely and well, primarily in the interest of its own people. Cuba is, in my judgment, entitled ultimately to settle for itself whether it shall be an independent state or an essential part of the mightiest of republics. But until order and liberty are secured, we must remain on the island to protect all, showing proper respect to the men who have fought for Cuban liberty.

(7)

The Philippines offer a yet graver problem. Their population includes half-caste and native Christians, warlike Moslems, and wild pagans. Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision. I have scant patience with those who fear

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Imperialism and World War I

“The Strenuous Life” • 3 of 4

to undertake the task of governing the Philippines, with **anti-imperialists** who make a pretense of humanitarianism to hide and cover their timidity, and who carry on about “liberty” and the “consent of the governed,” in order to excuse themselves for their unwillingness to play the part of men.

**What’s going on?**

**How does this relate to what you have read already?**

(8)

The twentieth century looms before us, along with the fate of many nations. If we shrink from the hard contests where men must risk their lives and risk all they hold dear, then the bolder and stronger peoples will win for themselves the domination of the world. Let us shrink from no strife, moral or physical, within or without the nation, provided we are certain that the strife is justified. It is only through strife, through hard and dangerous endeavor, that we shall ultimately win the goal of true national greatness.

Adapted from Roosevelt, T. (1900). *The strenuous life: Essays and addresses*. New York, NY: Century.

**What’s going on?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

**How does this relate to what you have read already?**



**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

2 minutes

## Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

## Turn and Talk

In what ways does Roosevelt's view of the United States' role in the world after the Spanish-American War demonstrate imperialism?



# Imperialism and World War I 1890–1920

## Lesson 6

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

Demonstrate understanding of the word *nationalism*

#### Materials

- Warm-up: *nationalism*
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Imperialism and World War I

Warm-Up

## nationalism

During World War I, the U.S. government created a series of advertisements, such as the poster below.



Analyze the poster and describe two or three of its elements that promote **nationalism**.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Imperialism and World War I 1890–1920



## Lesson 7

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

- Critically read history text
- Learn about the justification for America's entry into the Great War
- Analyze President Wilson's movement from a policy of neutrality to war

#### Materials

- Text: "Declaration of War"
- Student Materials book

#### Knowledge Needed for Upcoming TBL Knowledge Application Activity

- Events that influenced U.S. neutrality at the beginning of World War I
- Changes on the global stage that led President Wilson to declare war
- The response of combatants to armistice
- President Wilson's approach to achieving peace
- The German reaction to the Treaty of Versailles

## Materials

- Text: “Declaration of War”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Imagine living in the United States during World War I. What would your feelings have been regarding whether the U.S. should enter the war? This reading is an excerpt from President Wilson’s address to Congress about the United States’ entry into the war.*

*As we read, we’ll stop at the boxes to answer questions and take notes about what we’ve read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## Declaration of War

(1)

*On February 3, 1917, President Wilson addressed Congress to announce that **diplomatic** relations with Germany were severed. In a special session of Congress held on April 2, 1917, President Wilson delivered this message. Four days later, Congress overwhelmingly passed the War Resolution, which brought the United States into the Great War.*

(2)

Gentlemen of the Congress,

I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made. On the 3rd of February I officially laid before you the extraordinary announcement of the **Imperial** German Government that it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach Great Britain or the western coasts of Europe. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board.

(3)

I was for a little while unable to believe that such things would be done by any government that had hitherto subscribed to the humane practices of civilized nations. I am not now thinking of the loss of property involved, immense and serious as that is, but only of the destruction of the lives of noncombatants, men, women, and children. Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is warfare against mankind. It is a war against all nations. American ships have been sunk, American lives taken. Our motive will not be revenge or the victorious assertion of the strength of the nation, but only the vindication of right.

**What's going on?**

(4)

I had thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, and our right to keep our people safe against unlawful violence.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Armed neutrality, it now appears, is impractical. It is likely only to produce what it was meant to prevent: It is practically certain to draw us into the war without the rights or effectiveness of the aggressors. There is one choice we cannot make: We will not choose the path of submission and allow our nation and our people to be ignored or violated. I advise that Congress declare the recent course of the **Imperial** German Government to be in fact nothing less than war against the government and people of the United States and that the Congress exerts all its power and resources to bring the government of the German Empire to terms and end the war.

**What’s going on?**

**How does this relate to what you have read already?**

(5)

There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But right is more precious than peace, and we shall fight for that which we have always carried nearest our hearts—for democracy. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

Adapted from Wilson, W. (1917, April 2). President Wilson's declaration of war message to Congress. Records of the U.S. Senate (Record group 46). National Archives, Washington, DC.

**What’s going on?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Imperialism and World War I

“Declaration of War” • 3 of 3

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

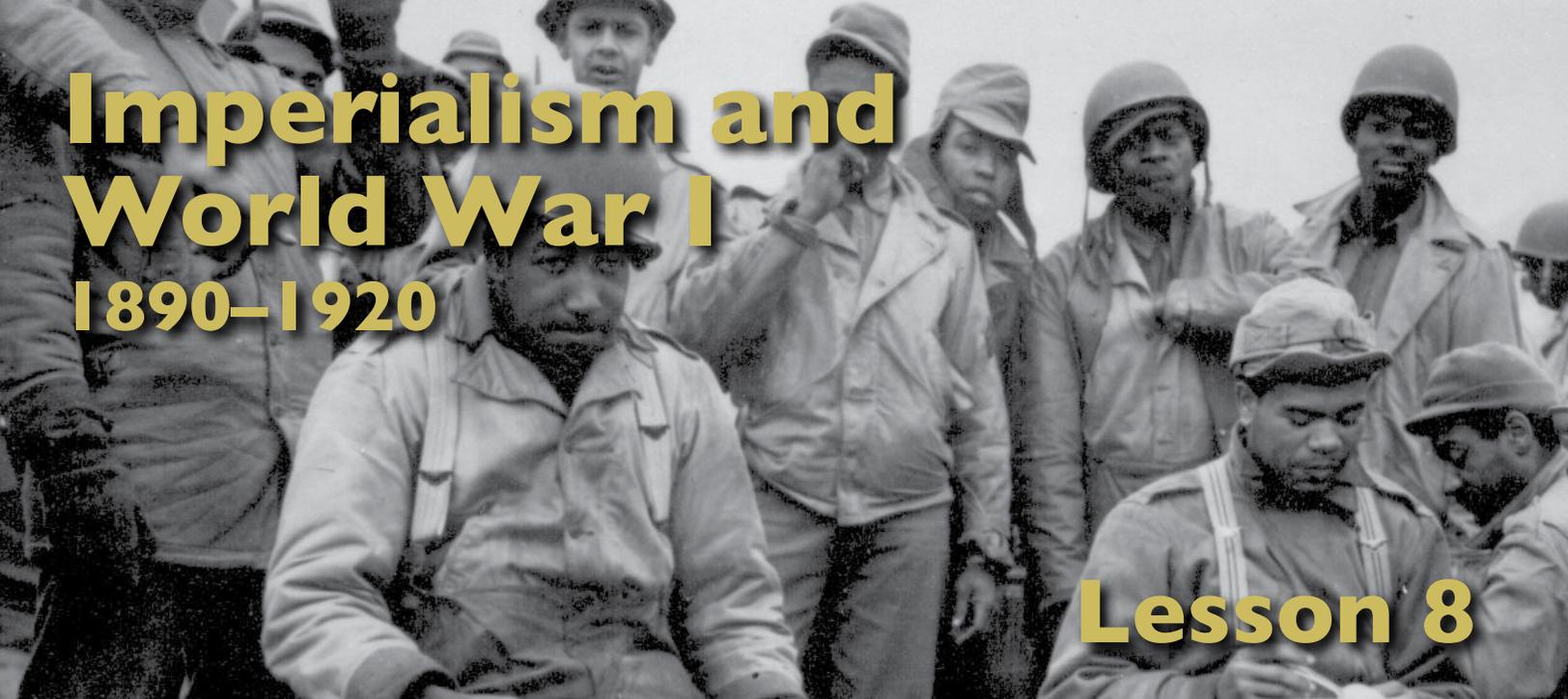
2 minutes

## Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

## Turn and Talk

Explain two of the factors that influenced Wilson's decision to ask Congress to pass the War Resolution.



# Imperialism and World War I 1890–1920

## Lesson 8

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

- Explain the basis for the difference of opinion among Americans regarding U.S. alliances in World War I
- Identify Gavrilo Princip's motivation in assassinating Archduke Ferdinand
- Explain President Wilson's response to German U-boat aggression
- Analyze reaction to the Espionage Act and Sedition Acts
- Identify how the Selective Service Act altered the formation of the U.S. military
- Describe the role of nationalism in the outbreak and outcome of World War I

#### Materials

- Warm-up: *diplomacy*
- TBL Comprehension Check, Imperialism and World War I #2 (on CD)
- TBL Comprehension Check, Imperialism and World War I #2 scratch-offs (in pack)
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Imperialism and World War I

Warm-Up

# diplomacy

Read the quotations and definitions below. Write one point about each quotation, explaining its connection with **diplomacy**.

## Thoughts on Ending a War

“It must be a peace without victory ... Victory would mean peace forced upon the loser, a victor’s terms imposed upon **the vanquished**. It would be accepted in humiliation, under **duress**, at an intolerable sacrifice, and would leave a ... resentment, a bitter memory upon which terms of peace would rest, not permanently, but upon quicksand. Only a peace between equals can last.”

— Woodrow Wilson, January 1917

**the vanquished:** *the side that was defeated*

**duress:** *pressure, demand*

“The deeper we penetrated into the spirit of this treaty, the more we became convinced of its **impracticability**. The demands raised go beyond the power of the German Nation ... We know the impact of the hate we are encountering here, and we have heard the demand of the victors, who require us, the defeated, to pay the bill and plan to punish us as the guilty party. We are asked to confess ourselves the sole culprits; in my view, such a confession would be a lie ...”

— Count Brockdorff-Rantzau, German foreign secretary and leader of the delegation to Versailles, May 1919

**impracticability:** *difficulty, unworkability*

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Materials

- TBL Comprehension Check, Imperialism and World War I #2 (on CD)
  - Multiple Choice (print 1 per student)
  - Bonus Question (print 1 per group; **optional**)
- TBL Comprehension Check, Imperialism and World War I #2 scratch-offs (provided separately)
- Answer Key (on CD)
- Student Materials book

## Procedure

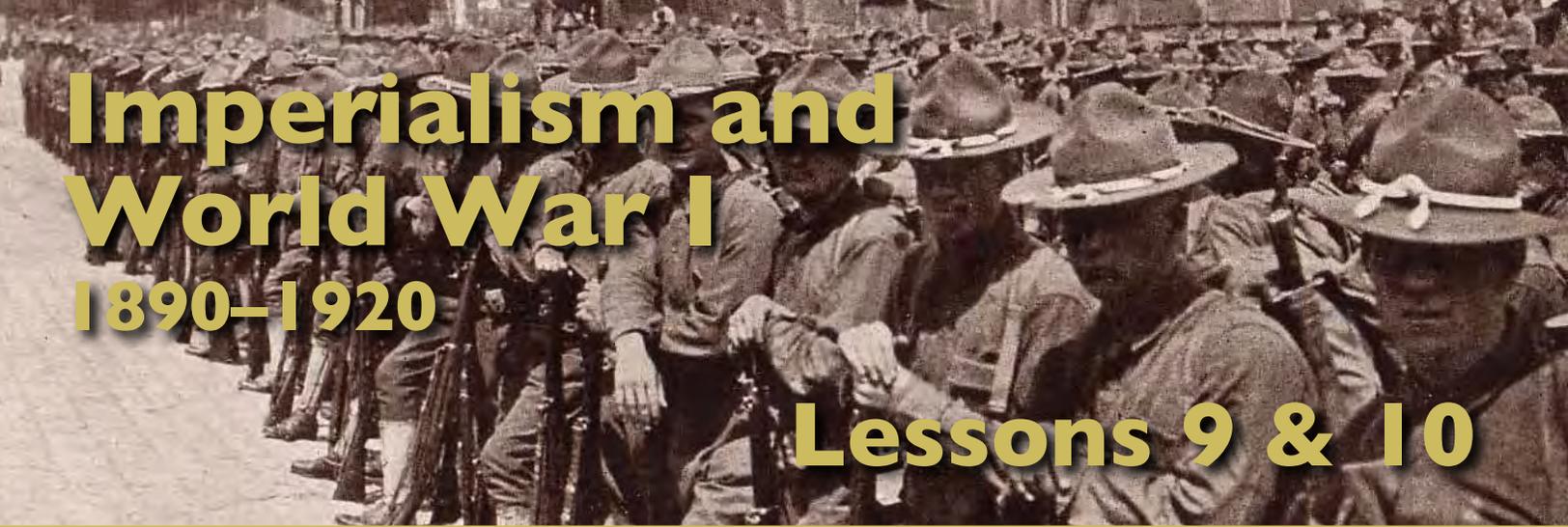
Explain the purpose of the TBL Comprehension Check:

- To make sure that students understand the key ideas and essential words
- To prepare for discussion later in the unit

Have students do the following:

1. Complete the Comprehension Check individually
2. Turn in the Comprehension Check
3. Take their Student Materials books and move into teams
4. Complete the Comprehension Check again as a group, using scratch-off cards. For each question, have students do the following:
  - a. Suggest an answer
  - b. Cite evidence from previously read text(s) in this unit
  - c. Agree on the correct answer
  - d. Scratch off the answer; if incorrect, repeat the process
5. **Optional:** Complete the bonus question as a team





# Imperialism and World War I 1890–1920

## Lessons 9 & 10

### Overview

#### Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

#### Student Objectives

- Apply knowledge gained from the unit in a team-based discussion of the comprehension question
- Make knowledge claims and question others' claims
- Analyze causes and consequences of pivotal historic events and articulate a new perspective, using supporting text evidence
- Improve understanding of the content and extend thinking in a team setting
- Improve memory of the content through multiple opportunities for learning

#### Materials

- Four activity texts: “Declaration of Neutrality,” “Declaration of War” (Lesson 7), “Armistice – The End of World War I,” and “Thoughts on Ending a War” (Lesson 8 warm-up)
- TBL Knowledge Application pages (on CD)
- End of Unit Test (on CD)
- Student Materials book

#### Knowledge Needed for TBL Knowledge Application Activity

- The events that influenced U.S. neutrality at the beginning of World War I
- Changes on the global stage that led President Wilson to declare war
- The response of combatants to armistice
- President Wilson's approach to achieving peace
- The German reaction to the Treaty of Versailles

## Materials

- Four activity texts: “Declaration of Neutrality,” “Declaration of War” (Lesson 7), “Armistice – The End of World War I,” and “Thoughts on Ending a War” (Lesson 8 warm-up)
- TBL Knowledge Application pages
- Student Materials book

## Before Students Work

- Facilitate student movement into teams.
- Refer students to passages needed for activity.
- Hand out one set of the TBL Knowledge Application pages to each team.
- Review directions for the activity with students.
- Have students read within their TBL discussion team.
- Remind students that every team will be accountable for filling out the TBL Knowledge Application pages and turning them in.

## While Teams Work

- Check in with teams and provide feedback.
- Direct students back to the text for evidence to support their contributions.
- Provide corrective feedback if groups stray off topic or misunderstand the material. Refer them back to the text.
- Pause the activity and highlight with the whole class contributions that demonstrate good use of text evidence and/or critical thinking.
- Use only the allotted time. Provide updates on time remaining. Do not allow the activity to continue indefinitely.

## After Teams Finish

- Ask teams to summarize and present their cumulative activity.
- Highlight high-quality use of text to support ideas and ask for text evidence when it is lacking.
- Make connections between the activity and the comprehension question that has guided the unit.

## Extension Activity

Organize a debate or presentation, based on teams’ arguments.

Materials Books, Additional Texts

<p>Imperialism and World War I <span style="float: right;">1 of 2</span></p> <p style="text-align: center;"><b>Declaration of Neutrality</b></p> <p>(1) After Britain's entry into the war on August 4, 1914, U.S. President Woodrow Wilson addressed Congress and made public the U.S. policy of neutrality. During his address, he made an appeal to American <b>nationalism</b> and warned U.S. citizens against taking sides in the war.</p> <p>(2) The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned.</p> <p>(3) The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them with regard to the issues and circumstances of the conflict. Some will wish one nation, others another, to succeed in the momentous struggle. It will be easy to excite passion and difficult to ease it. Americans may be divided in camps of hostile opinion, hot against each other, involved in the war itself in impulse and opinion, if not in action.</p> <p>(4) Such divisions amongst us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our duty as the one great nation at peace, the one people holding itself ready to play a part of impartial mediation and speak the counsels of peace and accommodation.</p> <p style="border: 1px dashed black; padding: 5px;">What's going on?</p> <p>(5) I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that breach of neutrality, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments, as well as upon every transaction that might be construed as a preference of one party to the struggle over another.</p> <p><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&amp;M University.</small></p>	<p style="text-align: center;">"Declaration of Neutrality" • 2 of 2</p> <p>country of ours should show herself to be a nation fit be- sturbed judgment and the dignity of self-control; a nation s nor is disturbed in her own counsels and which keeps and truly serviceable for the peace of the world.</p> <p>to Congress (63rd Cong., 2d Sess., Senate Doc. No. 566), Washington, DC.</p> <p style="border: 1px dashed black; padding: 5px;">Have read already?</p> <p style="border: 1px dashed black; padding: 5px;">Passage?</p> <p><small>© Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>
--	---

Materials Books, Lesson 7

<p>Imperialism and World War I <span style="float: right;">1 of 3</span></p> <p style="text-align: center;"><b>Declaration of War</b></p> <p>(1) On February 3, 1917, President Wilson addressed Congress to announce that <b>diplomatic</b> relations with Germany were severed. In a special session of Congress held on April 2, 1917, President Wilson delivered this message: Four days later, Congress overwhelmingly passed the War Resolution, which brought the United States into the Great War.</p> <p>(2) Gentlemen of the Congress, I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made. On the 3rd of February I officially laid before you the extraordinary announcement of the <b>imperial</b> German Government that it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach Great Britain or the western coasts of Europe. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board.</p> <p>(3) I was for a little while unable to believe that such things would be done by any government that had hitherto subscribed to the humane practices of civilized nations. I am not now thinking of the loss of property involved, immense and serious as that is, but only of the destruction of the lives of noncombatants, men, women, and children. Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is warfare against mankind. It is a war against all nations. American ships have been sunk, American lives taken. Our motive will not be revenge or the victorious assertion of the strength of the nation, but only the vindication of right.</p> <p style="border: 1px dashed black; padding: 5px;">What's going on?</p> <p>(4) I had thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, and our right to keep our people safe against unlawful violence.</p> <p><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&amp;M University.</small></p>	<p style="text-align: center;">"Declaration of War" • 2 of 3</p> <p>practical. It is likely only to produce what it was meant to us into the war without the rights or effectiveness of the ot make. We will not choose the path of submission and ignored or violated. I advise that Congress declare the n Government to be in fact nothing less than war against ed States and that the Congress exerts all its power and he German Empire to terms and end the war.</p> <p style="border: 1px dashed black; padding: 5px;">Have read already?</p> <p style="border: 1px dashed black; padding: 5px;">Passage?</p> <p style="border: 1px dashed black; padding: 5px;">Have read already?</p> <p style="border: 1px dashed black; padding: 5px;">Passage?</p> <p>ery trial and sacrifice ahead of us. It is a fearful thing to into the most terrible and disastrous of all wars, civiliza- But right is more precious than peace, and we shall fight arest our hearts—for democracy. To such a task we can rything that we are and everything that we have, with the as come when America is privileged to spend her blood her birth and happiness and the peace which she has to other.</p> <p>claration of war message to Congress. Records of the U.S. Senate (Record group 46).</p> <p><small>© Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>	<p style="text-align: center;">"Declaration of War" • 3 of 3</p> <p style="border: 1px dashed black; padding: 5px;">Have read already?</p> <p style="border: 1px dashed black; padding: 5px;">Passage?</p> <p><small>© Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>
---	--	--

## Materials Books, Additional Texts

<p>Imperialism and World War I <span style="float: right;">1 of 3</span></p> <p style="text-align: center;"><b>Armistice – The End of World War I, 1918</b></p> <p>(1)</p> <p><i>The terms of the agreement called for the cessation of fighting along the entire Western Front to begin at precisely 11 a.m. that morning. After more than 4 years of bloody conflict, the Great War was at an end. Colonel Thomas Gowenlock served as an intelligence officer in the American 1st Division. He was on the front line that November morning and wrote of his experience a few years later.</i></p> <p>(2)</p> <p>On the morning of November 11, I sat in my dugout, which was our division headquarters, talking to our Chief of Staff, Colonel John Greely, and Lieutenant Colonel Paul Peabody. A signal corps officer entered and handed us the following message:</p> <p><i>Official Radio from Paris - 6:01 A.M., Nov. 11, 1918. Marshal Foch to the Commander-in-Chief.</i></p> <p><i>1. Hostilities will be stopped on the entire front beginning at 11 o'clock, November 11th (French hour).</i></p> <p><i>2. The Allied troops will not go beyond the line reached at that hour on that date until further orders.</i></p> <p><i>[signed] MARSHAL FOCH 5:45 A.M.</i></p> <p>(3)</p> <p>My watch said nine o'clock. With only two hours to go, I drove over to the bank of the Meuse River to see the finish. The shelling was heavy and as I walked down the road, it grew steadily worse. It seemed to me that every battery in the world was trying to burn up its guns. At last eleven o'clock came—but the firing continued. The men on both sides had decided to give each other all they had—their farewell to arms. It was a very natural impulse after their years of war, but unfortunately many fell after eleven o'clock that day.</p> <p><b>What's going on?</b></p> <div style="border: 1px dashed black; height: 40px; width: 100%;"></div> <p style="font-size: small; text-align: center;">© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>	<p style="text-align: center;">"Armistice - The End of World War I, 1918" • 2 of 3</p> <p>18, people were celebrating, dancing in the streets, drink- it meant the end of the war. But at the front there was the Armistice was only a temporary measure and that the the quietness, unearthly in its penetration, began to eat fires, the first they had ever had at the front. They were were no enemies spying on them from the next hill and to blast them out of existence. They talked in low tones.</p> <p>of keying themselves up to the daily mortal danger, of the enemy, the abrupt release from it all was physical and stal nervous collapse. Some, of a steadier temperament, turn to home and the embrace of loved ones. Some could it marked the graves of their comrades. Some fell into an y the sudden meaninglessness of their existence as sol- not know—and hardly cared. Their minds were numbed ned their whole consciousness. The present did not ex-</p> <p>ew York, NY: Doubleday, Doran. Retrieved from <a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a></p> <div style="border: 1px dashed black; height: 100px; width: 100%;"></div> <p><b>Have read already?</b></p> <p style="font-size: small; text-align: center;">© Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>	<p style="text-align: center;">"Armistice - The End of World War I, 1918" • 3 of 3</p> <p><b>message?</b></p> <p style="font-size: small; text-align: center;">© Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>
--	---	--

## Materials Books, Lesson 8

Imperialism and World War I Warm-Up

### diplomacy

Read the quotations and definitions below. Write one point about each quotation, explaining its connection with **diplomacy**.

---

**Thoughts on Ending a War**

"It must be a peace without victory ... Victory would mean peace forced upon the loser; a victor's terms imposed upon **the vanquished**. It would be accepted in humiliation, under **duress**, at an intolerable sacrifice, and would leave a ... resentment, a bitter memory upon which terms of peace would rest, not permanently, but upon quicksand. Only a peace between equals can last."

—Woodrow Wilson, January 1917

**the vanquished:** the side that was defeated  
**duress:** pressure, demand

---

"The deeper we penetrated into the spirit of this treaty, the more we became convinced of its **impracticability**. The demands raised go beyond the power of the German Nation ... We know the impact of the hate we are encountering here, and we have heard the demand of the victors, who require us, the defeated, to pay the bill and plan to punish us as the guilty party. We are asked to confess ourselves the sole culprits; in my view, such a confession would be a lie ..."

— Count Brockdorff-Rantzau, German foreign secretary and leader of the delegation to Versailles, May 1919

**impracticability:** difficulty, unworkability

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&M University.

**TBL Knowledge Application Pages (on CD)**

Imperialism and World War I

## TBL Knowledge Application

DATE \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

**TEAM MEMBERS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step One**

Find the following readings in your materials book:

- page 45: "Declaration of Neutrality"
- page 40: "Declaration of War"
- page 47: "Armistice – The End of World War I"
- page 43: "Thoughts on Ending a War"

For the additional texts, read and respond to questions in the boxes, as you have done with previous readings.

Next, using your notes for each text, analyze the pivotal points in World War I.

With your team, discuss the different perspectives provided in these readings. Fill out the charts with your team's ideas.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&M University.

**"Declaration of Neutrality"**

**Causes of the event**

**"Declaration of War"**

**Causes of the event**

**"Armistice – The End of World War I, 1918"**

**Causes of the event**

**"Thoughts on Ending a War"**

Causes	Consequences	Supporting Evidence
Causes of the events referred to in this text	Global and domestic consequences of events referred to in this text	Rephrase and cite paragraph number

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&M University.



## Comprehension Question

What were the global and domestic consequences of the United States' emergence on the world stage?

## Turn and Talk

Ask students the following.

*Taking into account everything we have learned, read, and discussed during this unit, answer the following questions:*

- *What were two global consequences of America's emergence on the world stage?*
- *What was one domestic consequence?*

## Materials

- End of Unit Test (on CD)
- Answer Key (on CD)

## Procedure

- Administer the End of Unit Test to students.
- Score tests and provide feedback to students.



# Twenties

## 1920–1929



# Twenties

## 1920–1929

# Lesson 1

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Connect prior knowledge to introduction of the twenties
- Learn the meanings of the essential words: *consumer economy*, *prosperity*, *mass media*, *demographics*, *social revolution*

### Materials

- Video: “The 1920s, Roaring 20s, History, Fashion, Costumes” (0:56; on CD)
- Twenties essential words documents
- Student Materials book

### Upcoming Comprehension Check Objectives

- Explain why President Harding’s message of a return to “normalcy” appealed to Americans in the 1920 election
- Understand how the policies of Republicans in the 1920s encouraged economic and social stability
- Examine the role of businesses and consumers in a consumer economy
- Analyze the impact of production efficiencies on the economic growth of the 1920s
- Describe Henry Ford’s contributions to the economy and culture
- Explain why the economic boom benefited some people and bypassed others

# Comprehension Canopy Routine 7–10 minutes

## Materials

Video: “The 1920s, Roaring 20s, History, Fashion, Costumes”

## Introduce the Unit/Access Prior Knowledge

- *What was life in America like during World War I—for example, the economy and social and cultural norms?*
- *Values and lifestyles can change significantly. What values of your generation are different from those of your grandparents’ generation? For example, would your grandparents have worn shorts to school? Would they have spent hours playing video games? You do a lot of things differently from your grandparents. Just like you, a lot of people in the twenties adopted new lifestyles and values.*
- *During the next couple of weeks, we will learn about the changes in America during the 1920s that had an impact on the lives of all Americans.*

## Springboard

- Introduce the video, “The 1920s, Roaring 20s, History, Fashion, Costumes.”

*This video is about the events and attitudes that characterized the 1920s. It will prepare you to learn more about the changes in the 1920s.*

- Provide a purpose for viewing the video.

*As you watch the video, write one change that might have caused conflict in society during this time.*

- Prompt students to begin a “turn and talk” activity.

*Tell your partner why the change you wrote could cause conflict.*

## Present the Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

*In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?*

# Essential Words Introductory Routine

15–20 minutes

## Materials

- Twenties essential words documents: *consumer economy*, *prosperity*, *mass media*, *demographics*, *social revolution*
- Student Materials book

## Procedure

- Use the essential words documents to introduce each essential word.
- Have students discuss the turn and talk questions in pairs or with the whole group.
- Have students turn to the Essential Word Log in their Student Materials books.

Twenties

### consumer economy

An economy that depends on a large amount of spending by individuals



**Related Words:** purchaser-driven economic system

**Example Usage:**  
In today's **consumer economy**, credit card companies frequently target high school and college students because they have the potential to spend a lot of money.  
Electric power, advertising, and buying on credit fueled the **consumer economy** of the 1920s.

**Examples:** Online shopping, standing in line to buy the latest smart phone, purchasing lunch in the cafeteria  
**Nonexamples:** Trading your jacket for your best friend's old cell phone, eating dinner at your grandmother's home

**Turn and Talk:** Choose one of the following:

1. We live in a **consumer economy**. Describe an advertisement that has influenced you as a buyer.
2. What are some products whose advertising targets teenagers in our **consumer economy**?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Twenties

### prosperity

Financial success or wealth



**Related Words:** richness, fortune, affluence

**Example Usage:**  
The Bureau of Labor Statistics reports that attending college is a key to future **prosperity**.  
An editorial in the January 1, 1929, edition of *The New York Times* stated: "It has been twelve months of unprecedented advance, of wonderful **prosperity**." It was the end of a 10-year period that had the greatest increase in national income ever.

**Examples:** Apple Inc., Oprah Winfrey  
**Nonexamples:** Someone who can't afford to pay rent, filing for bankruptcy

**Turn and Talk:**  
What is one thing you would do for your family if you had greater **prosperity**?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## mass media

Types of communication that reach large numbers of people in a short time, such as television, radio, movies, newspapers, and the internet



Photo from Daniel R. Blume at flickr.com

**Related Words:** *broadcasting, electronic media, information technology*

**Example Usage:**

**Mass media** is a powerful tool to shape opinions and attitudes because it reaches a large audience in a short period of time.

**Examples:** *Cable news networks, satellite radio stations*

**Nonexamples:** *The school newspaper, a local rock band, a "lost dog" flyer*

**Turn and Talk:** Choose one of the following:

1. How does **mass media** create celebrities?
2. In what ways does **mass media** have an impact on your life?

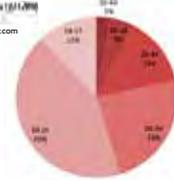
© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## demographics

The characteristics of a human population, including gender, age, race, income, geographic location, education level, and employment

US Population Pyramid by Age-Gender (2010)

Image from Beth Kanter at flickr.com



**Related Words:** *population statistics*

**Example Usage:**

The major **demographic** change of the 1920s was a movement of population from rural areas to urban areas.

**Demographics** data for Facebook.com show that approximately 80% of monthly active users are outside the United States and Canada (source: <http://newsroom.fb.com>).

**Examples:** *2010 Census results, the population of your school by age and gender*

**Nonexamples:** *A school election, a math problem*

**Turn and Talk:** Choose one of the following:

1. Why would the **demographics** of an area be important if you were thinking of opening a restaurant there?
2. If you were a door-to-door salesperson, how would **demographics** affect your choice of neighborhoods to target?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## social revolution

A change in the way a large number of members of a society live



**Related Words:** *upheaval of social norms, massive change*

**Example Usage:**

Flappers symbolized one of the **social revolutions** of the 1920s.

A growing list of universities and colleges now offer social media courses, responding to the **social revolution** caused by social media sites such as Twitter and Facebook.

**Examples:** *Social media, the civil rights movement, feminism*

**Nonexamples:** *"The Hunger Games" book series, skinny jeans*

**Turn and Talk:** Choose one of the following:

1. How has social media caused a **social revolution**?
2. How is a **social revolution** different from a political revolution (for example, the American Revolution)?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Twenties

**demographics**  
The characteristics of a human population, including gender, age, race, income, geographic location, education level, and employment  
**Related words:** *population statistics*

---

Twenties

**prosperity**  
Personal success or wealth  
**Related words:** *richness, affluence, affluence*

---

Twenties

**Essential Word Log**  
As you go through the unit, note the people, events, ideas, and places that connect to these five concepts:

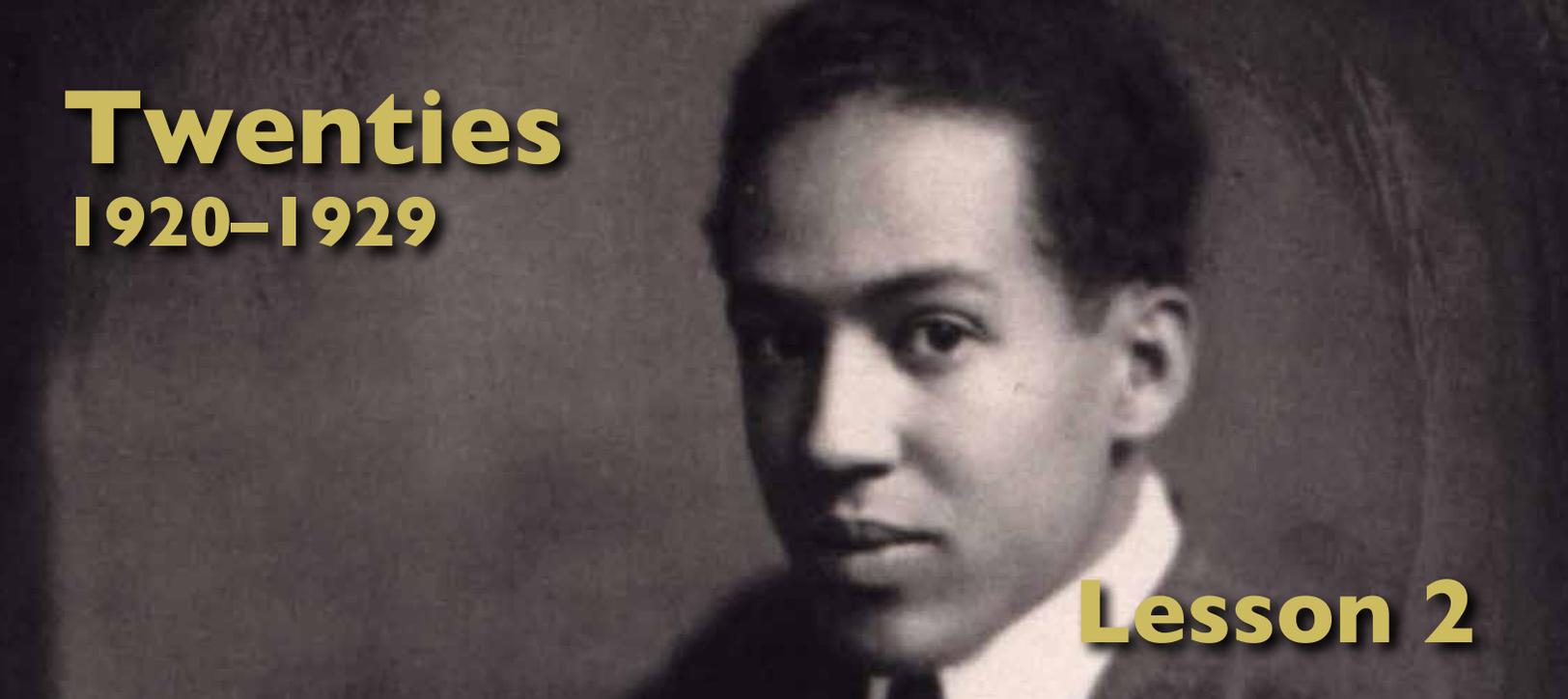
consumer economy	prosperity	mass media	demographics	social revolution
------------------	------------	------------	--------------	-------------------

**consumer economy**  
An economy that operates on a large amount of spending by individuals  
**Related words:** *production, demand, economic system*

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Twenties

## 1920–1929



## Lesson 2

### Overview

#### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

#### Student Objective

Demonstrate understanding of the term *consumer economy*

#### Materials

- Warm-up: *consumer economy*
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Twenties Warm-Up

## consumer economy

List the last three items that you purchased and whether each one was a “need” or a “want.”

Item	Need or want?

Why do you think that expanding a **consumer economy** depends on increasing consumers’ desire for “wants,” rather than “needs”?

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Twenties

## 1920–1929

# Lesson 3

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Critically read history text
- Consider the mood of the American public after World War I
- Analyze the reasons why President Harding proposed a “return to normalcy” after World War I
- Understand Harding’s view of the proper role of government in America

### Materials

- Text: “Return to Normalcy”
- Student Materials book

## Materials

- Text: “Return to Normalcy”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*The memory of World War I was fresh in 1920 during Warren G. Harding’s presidential campaign. This excerpt from one of Harding’s campaign speeches describes his goal for postwar America.*

*As we read, we’ll stop at the boxes to answer questions and take notes about what we’ve read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## Return to Normalcy

(1)

*During his presidential campaign, Warren Harding accurately sensed the mood of the American public and proposed a return to life as it was, leaving behind the war and all that went with it to go back to a time of “normal” life. Harding’s presidency, which saw unemployment in America reaching 12% in 1921, began one of the greatest periods of economic **prosperity** in U.S. history, with unemployment dropping to less than 3% by the time he died in 1923. He delivered the following speech on May 14, 1920.*

(2)

There isn’t anything the matter with world civilization, except that humanity is viewing it through a vision impaired in a horrible war. Poise has been disturbed, and nerves have been racked, and fever has rendered men irrational ... but the human procession still marches in the right direction.

(3)

America’s present need is not heroics, but healing ... not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; not ... internationality, but ... triumphant nationality.

(4)

It is one thing to battle successfully against world domination by military dictators, because the infinite God never intended such a program, but it is quite another thing to revise human nature and suspend the fundamental laws of life and all of life’s acquirements ...

**What’s going on?**

(5)

This republic has its ample tasks. If we put an end to false economics which lure humanity to utter chaos, ours will be the commanding example of world leadership today. If we can prove a representative popular government under which a citizenship seeks what it may do for the government rather than what the government may do for individuals, we shall do more to make democracy safe for the world than all armed conflict ever recorded.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

(6)

The world needs to be reminded that all human ills are not curable by legislation, and that quantity of laws and excess of government offer no substitute for quality of citizenship.

(7)

The problems of maintained civilization are not to be solved by a transfer of responsibility from citizenship to government, and no important page in history was ever drafted by the standards of mediocrity. More, no government is worthy of the name which is directed by influence on the one hand, or moved by intimidation on the other...

**What’s going on?**

**How does this relate to what you have read already?**

(8)

My best judgment of America’s needs is to steady down, to get squarely on our feet, to make sure of the right path. Let’s get out of the fevered delirium of war, with the delusion that all the money in the world is to be made in the madness of war and the wildness of its aftermath. Let us stop to consider that peace at home is more precious than peace abroad, and that both our good fortune and our eminence are dependent on the normal forward stride of all the American people ...

Adapted from Schortemeier, F. E. (Ed.). (1920). *Rededicating America: Life and recent speeches of Warren G. Harding*. Indianapolis, IA: Bobbs-Merrill.

**What’s going on?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Twenties

“Return to Normalcy” • 3 of 3

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Review Comprehension Question

2 minutes

## Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

## Turn and Talk

What is President Harding's hope for America in the aftermath of World War I? Why does he view this goal as important?

# Twenties

## 1920–1929

### Lesson 4

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Demonstrate understanding of the word *prosperity*
- Explain why President Harding's message of a return to "normalcy" appealed to Americans in the 1920 election
- Understand how the policies of Republicans in the 1920s encouraged economic and social stability
- Examine the role of businesses and consumers in a consumer economy
- Analyze the impact of production efficiencies on the economic growth of the 1920s
- Describe Henry Ford's contributions to the economy and culture
- Explain why the economic boom benefited some people and bypassed others

### Materials

- Warm-up: *prosperity*
- TBL Comprehension Check, Twenties #1 (on CD)
- TBL Comprehension Check, Twenties #1 scratch-offs (in pack)
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Twenties Warm-Up

## prosperity

Look at the examples below of things one can buy through **prosperity**.

---



Photo from jarapet at flickr.com



Photo from Mykl Roventine at flickr.com



Photo from Swamibu at flickr.com

---

Briefly explain three examples of what **prosperity** means to you.

- 1.
  
- 2.
  
- 3.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Materials

- TBL Comprehension Check, Twenties #1 (on CD)
  - Multiple Choice (print 1 per student)
  - Bonus Question (print 1 per group; **optional**)
- TBL Comprehension Check, Twenties #1 scratch-offs (provided separately)
- Answer Key (on CD)
- Student Materials book

## Procedure

Explain the purpose of the TBL Comprehension Check:

- To make sure that students understand the key ideas and essential words
- To prepare for discussion later in the unit

Have students do the following:

1. Complete the Comprehension Check individually
2. Turn in the Comprehension Check
3. Take their Student Materials books and move into teams
4. Complete the Comprehension Check again as a group, using scratch-off cards. For each question, have students do the following:
  - a. Suggest an answer
  - b. Cite evidence from previously read text(s) in this unit
  - c. Agree on the correct answer
  - d. Scratch off the answer; if incorrect, repeat the process
5. **Optional:** Complete the bonus question as a team



# Twenties

## 1920–1929

# Lesson 5

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Critically read history texts
- Identify participants in the economy who sought to benefit from installment plan financing
- Evaluate the impact of installment plans on economic production and sales
- Consider different points of view on the practice of installment selling
- Identify the danger signs for the economy in the late 1920s

### Materials

- Text: “Record Prosperity Predicted for 1928”
- Student Materials book

### Upcoming Comprehension Check Objectives

- Analyze the causes and effects of the changing role of women in American society
- Describe the effects of Prohibition on society
- Describe how characteristics of the 1920s were reflected in the Jazz Age
- Explain the importance of the Harlem Renaissance to African American culture
- Explain the reasons for Charles Lindbergh’s popularity with the American public
- Describe the result of masses of refugees immigrating to the United States after World War I
- Analyze the impact of the Great Migration of African Americans from the South to northern cities

## Materials

- Text: “Record Prosperity Predicted for 1928”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Consider the relationship between businesses and consumers in a consumer economy. This newspaper article from 1927 describes why business leaders predicted economic prosperity in the late 1920s.*

*As we read, we'll stop at the boxes to answer questions and take notes about what we've read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

Twenties

1 of 3

## Record Prosperity Predicted for 1928

(1)

The following article, which appeared in “The New York Times” on November 18, 1927, quotes the chairman of the General Motors Corporation and a Columbia University economist praising the power of “installment plan” selling and consumer credit as the leading forces in the **consumer economy** of the 1920s.

(2)

The greatest **prosperity** the nation has ever known will come in 1928, according to John J. Raskob, Chairman of the Finance Committee of General Motors Corporation. He spoke last night to more than 500 leaders in industry who attended a dinner to honor Professor Edwin R.A. Seligman of Columbia University, held in the Ritz-Carlton.

(3)

He estimated that production this year of automobiles, passenger cars and trucks, would total 3,500,000 in the United States and Canada, and then predicted that in the coming year, with the Ford Motor Company joining in, the production would reach 5,000,000 cars, a gain of about 40 per cent.

(4)

The remarks of Mr. Raskob led up to the introduction of the guest of the evening, Professor Seligman, who completed recently a study of installment selling which occupied him and a corps of twenty economists for fifteen months. Installment selling, he said, had been a potent force in American industrial progress. He said that its development had been one of the leading progressive manifestations in the last century of business.

**What’s going on?**

(5)

Professor Seligman said that his studies of the deferred payment plan had taken him down to the end of 1926. He disclosed that of the total of retail sales in 1926, which amounted to \$48,000,000,000, approximately 12 per cent, or about \$4,500,000,000, had been on the installment plan. He cited the figures as evidence of the big role being played by this form of purchase.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

(6)

Mr. Raskob said that “We in the industry estimate that say 60 per cent of all automobiles produced are sold on credit through installment payments. If this credit was not available we would have no motor industry as we know it in this country today. Today it is the greatest industry in the world and can be credited largely if not wholly with the **prosperity** our country and its people are enjoying.

(7)

“In 1926 the retail value of automobiles, trucks and parts produced is estimated at six billion dollars. If to this we add the cost of building and maintaining garages all over the country, the cost of new roads built and old roads maintained to meet automobile demands, we quickly reach a total of ten billion dollars of wealth created. By what? By the ability of our people through consumer’s credit to buy automobiles and thus satisfy their desire to go on wheels and go fast.

(8)

“This ten billion dollars of goods and services annually attributable to the automobile industry is wealth created almost entirely within the United States, practically the only material imported being rubber for automobile tires.

**What’s going on?**

**How does this relate to what you have read already?**

(9)

“The purpose of my remarks is not to sell the automobile industry, but to indicate what can be accomplished in industry generally through the proper development of a latent power existing in man known as credit. During the past hundred years we have developed thoroughly safe rules to govern the extension of credit to producers, and we now are evolving rules to govern the safe extension of credit to consumers.”

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Twenties

“Record Prosperity Predicted for 1928” • 3 of 3

(10)

“Installment selling has increased production, stabilized output, reduced production costs and increased purchasing power,” said Professor Seligman. “The installment plan induces the consumer to look ahead with greater care and to plan his economic program with a higher degree of intelligence. It not only tends to strengthen the motives which induce an individual to pay but also influences his capacity to do so.”

**What’s going on?**

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

## Turn and Talk

Discuss three ways that the huge expansion of the automobile industry in the 1920s, mostly based on the availability of consumer credit and the ability to purchase vehicles on the installment plan, changed the way Americans lived.

# Twenties

## 1920–1929

# Lesson 6

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

Demonstrate understanding of the terms *mass media* and *demographics*

### Materials

- Warm-up: *mass media, demographics*
- Student Materials book

## Procedure

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Twenties
Warm-Up

## mass media, demographics

Below are the results of a poll of 300 high school students, measuring their use of **mass media**.

---

The bar chart displays the number of hours per week spent on five different mass media activities, broken down by race/ethnicity. The y-axis represents 'Hours per week' from 0 to 30. The x-axis lists the activities: Reading newspapers or magazines, Watching television, Going to a movie, On Facebook, and On Twitter. The legend indicates four groups: White (blue), Black (red), Hispanic (green), and Other (purple).

Activity	White	Black	Hispanic	Other
Reading newspapers or magazines	4	2	2	5
Watching television	26	22	16	19
Going to a movie	3	4	3	4
On Facebook	10	8	12	12
On Twitter	6	8	9	5

---

Circle the section that displays the students' **demographics**.

List two conclusions you can draw from the graph regarding the students' use of **mass media**.

- 1.
- 2.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.  
 These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

# Twenties

## 1920–1929

# Lesson 7

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Critically read history text
- Identify how the social revolution of the 1920s affected both the younger and older generations
- Discuss some causes of the social revolution

### Materials

- Text: “A Flapper’s Appeal to Parents”
- Student Materials book

### Knowledge Needed for Upcoming TBL Knowledge Application Activity

- The policies of Republicans in the 1920s to encourage economic and social stability
- How the social revolution of the 1920s changed American society of the World War I era
- Ways the “new woman” exhibited social and economic independence
- The growth of prosperity and consumer culture in the political climate of the 1920s

## Materials

- Text: “A Flapper’s Appeal to Parents”
- Student Materials book

## Before Reading

- Determine grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

*Consider some social changes that have occurred in the last 10 years. Have some of these changes created tension between you and your parents? Social changes in the 1920s affected relationships between young people and older Americans. This article reveals the thoughts of a flapper toward adults in 1920s America.*

*As we read, we’ll stop at the boxes to answer questions and take notes about what we’ve read.*

## During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

## After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.
- Remember to proceed to the Review Comprehension Question page following the text.

## A Flapper's Appeal to Parents

(1)

*In the 1920s, young women known as flappers rebelled against traditional ways of thinking and acting. Many older Americans were shocked by the behavior of flappers. In the following selection, published in "The Outlook" in 1922, flapper Ellen Welles Page asks older Americans to try to understand the **social revolution** that the young people of the 1920s were experiencing.*

(2)

If one judges by appearances, I suppose I am a flapper. I am within the age limit. I wear bobbed hair, the badge of flapperhood. (And, oh, what a comfort it is!) I powder my nose. I wear fringed skirts and bright-colored sweaters, and scarfs, and waists with Peter Pan collars, and low-heeled shoes. I adore dancing. I spend a large amount of time in automobiles. I attend hops, and proms, and ball-games, and crew races, and other affairs at men's colleges. But some of the most thoroughbred superflappers might blush to claim sistership or even remote relationship with such as I. I don't use rouge, or lipstick, or pluck my eyebrows. I don't smoke (I've tried it, and don't like it), or drink.

(3)

I want to beg all you parents, and grandparents, and friends, and teachers, and preachers—who you constitute the "older generation"—to overlook our shortcomings, at least for the present, and to appreciate our virtues. I wonder if it ever occurred to any of you that it required brains to become and remain a successful flapper? Indeed it does! It requires an enormous amount of cleverness and energy to keep going at the proper pace. It requires self-knowledge and self-analysis. We must know our capabilities and limitations. We must be constantly on the alert. Attainment of flapperhood is a big and serious undertaking!

**What's going on?**

(4)

"Brains?" you repeat, skeptically. "Then why aren't they used to better advantage?" That is exactly it! "The war!" you cry. "It is the effect of the war!" And then you blame prohibition. But this is my point: Instead of helping us work out our problems with constructive, sympathetic thinking and acting, you have muddled them for us more hopelessly with destructive public condemnation.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

(5)

Think back to the time when you were struggling through the teens. Remember how spontaneous and deep were the joys, how serious and penetrating the sorrows. Most of us, under the present system of modern education, are further advanced and more thoroughly developed mentally, physically, and vocationally than were our parents at our age. We hold the infinite possibilities of new inventions within our grasp. We have learned to take for granted conveniences, and many luxuries, which not so many years ago were as yet undreamed of. We are in touch with the whole universe. We have a tremendous problem on our hands. You must help us. Give us confidence—not distrust. Give us practical aid and advice—not criticism. Praise us when praise is merited. Be patient and understanding when we make mistakes.

**What’s going on?**

**How does this relate to what you have read already?**

(6)

We are the Younger Generation. The war tore away our spiritual foundations and challenged our faith. The times have made us older and more experienced than you were at our age. It must be so with each succeeding generation if it is to keep pace with the rapidly advancing and mighty tide of civilization. Help us to put our knowledge to the best advantage. Work with us! That is the way! Outlets for this surplus knowledge and energy must be opened. Give us a helping hand.

(7)

Parents, study your children. Talk to them more intimately. Respect their right to a point of view. Remember that we are the parents of the future. Help us to be worthy of the sacred trust that will be ours. Make your lives such an inspiration to us that we in our turn will strive to become an inspiration to our children and to the ages! Is it too much to ask?

Adapted from Page, E. W. (1922). A flapper’s appeal to parents. *The Outlook*, 132, 607.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

Twenties

“A Flapper’s Appeal to Parents” • 3 of 3

**What’s going on?**

**How does this relate to what you have read already?**

**What is the overall message of the passage?**

**What questions do you have?**

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

## Turn and Talk

Ellen Wells Page writes that “the times have made us older and more experienced than you were at our age.” What cultural changes in the 1920s made the “younger generation” different from the “older generation”? Do you think Page is really that different from her parents at her age?

# Twenties

## 1920–1929

# Lesson 8

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Demonstrate understanding of the term *social revolution*
- Analyze the causes and effects of the changing role of women in American society
- Describe the effects of Prohibition on society
- Describe how characteristics of the 1920s were reflected in the Jazz Age
- Explain the importance of the Harlem Renaissance to African American culture
- Explain the reasons for Charles Lindbergh's popularity with the American public
- Describe the result of masses of refugees immigrating to the United States after World War I
- Analyze the impact of the Great Migration of African Americans from the South to northern cities

### Materials

- Warm-up: *social revolution*
- TBL Comprehension Check, Twenties #2 (on CD)
- TBL Comprehension Check, Twenties #2 scratch-offs (in pack)
- Student Materials book

**Procedure**

- Have warm-up document displayed as students enter class.
- Direct students to complete the warm-up activity in their Student Materials books.
- Have students share their responses for about 1 minute.

Twenties

Warm-Up

## social revolution

Originally from rural Florida, Zora Neale Hurston became one of the most successful and important black women writers of the Harlem Renaissance of the 1920s. The following excerpt is from her autobiography, *Dust Tracks on a Road*.

---

On account of a short story which I wrote for *The Stylus*, Charles S. Johnson, who was just then founding *Opportunity Magazine*, wrote to me for material. He explained that he was writing to all of the Negro colleges with the idea of introducing new writers and new material to the public.

Being out of school for lack of funds, and wanting to be in New York, I decided to go there and try to get back in school in that city. So the first week of January, 1925, found me in New York with \$1.50, no job, no friends, and a lot of hope ... I won a prize for a short story at the first Award dinner, May 1, 1925, and [I was offered a job and a scholarship]... to Barnard (an all-white college) ... graduating in 1928.

---

Based on the excerpt, list two ways that Hurston's life is an example of the **social revolution** of the 1920s.

1.

2.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University, and Texas A&M University.

## Materials

- TBL Comprehension Check, Twenties #2 (on CD)
  - Multiple Choice (print 1 per student)
  - Bonus Question (print 1 per group; **optional**)
- TBL Comprehension Check, Twenties #2 scratch-offs (provided separately)
- Answer Key (on CD)
- Student Materials book

## Procedure

Explain the purpose of the TBL Comprehension Check:

- To make sure that students understand the key ideas and essential words
- To prepare for discussion later in the unit

Have students do the following:

1. Complete the Comprehension Check individually
2. Turn in the Comprehension Check
3. Take their Student Materials books and move into teams
4. Complete the Comprehension Check again as a group, using scratch-off cards. For each question, have students do the following:
  - a. Suggest an answer
  - b. Cite evidence from previously read text(s) in this unit
  - c. Agree on the correct answer
  - d. Scratch off the answer; if incorrect, repeat the process
5. **Optional:** Complete the bonus question as a team



# Twenties

## 1920–1929

# Lessons 9 & 10

## Overview

### Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

### Student Objectives

- Apply knowledge gained from the unit in a team-based discussion of the comprehension question
- Make knowledge claims and question others' claims
- Analyze arguments and frame an original argument, providing supporting text evidence
- Improve understanding of text and extend thinking in a team setting
- Improve memory of content through multiple opportunities for learning

### Materials

- Three activity texts: “Address Before the Chamber of Commerce of the State of New York,” “A Flapper’s Appeal to Parents” (Lesson 7), and “Record Prosperity Predicted for 1928” (Lesson 5)
- TBL Knowledge Application pages (on CD)
- End of Unit Test (on CD)
- Student Materials book

### Knowledge Needed for TBL Knowledge Application Activity

- The policies of Republicans in the 1920s to encourage economic and social stability
- How the social revolution of the 1920s changed American society of the World War I era
- Ways the “new woman” exhibited social and economic independence
- The growth of prosperity and consumer culture in the political climate of the 1920s

## Materials

- Three activity texts: “Address Before the Chamber of Commerce of the State of New York,” “Record Prosperity Predicted for 1928” (Lesson 5), and “A Flapper’s Appeal to Parents” (Lesson 7)
- TBL Knowledge Application pages
- Student Materials book

## Before Students Work

- Facilitate student movement into teams.
- Refer students to passages needed for activity.
- Hand out one set of the TBL Knowledge Application pages to each team.
- Review directions for the activity with students.
- Have students read within their TBL discussion team.
- Remind students that every team will be accountable for filling out the TBL Knowledge Application pages and turning them in.

## While Teams Work

- Check in with teams and provide feedback.
- Direct students back to the text for evidence to support their contributions.
- Provide corrective feedback if groups stray off topic or misunderstand the material. Refer them back to the text.
- Pause the activity and highlight with the whole class contributions that demonstrate good use of text evidence and/or critical thinking.
- Use only the allotted time. Provide updates on time remaining. Do not allow the activity to continue indefinitely.

## After Teams Finish

- Ask teams to summarize and present their cumulative activity.
- Highlight high-quality use of text to support ideas and ask for text evidence when it is lacking.
- Make connections between the activity and the comprehension question that has guided the unit.

## Extension Activity

Design a cover for the January 1929 edition of the monthly magazine in which the three essays and each team’s introductory paragraph will appear. Emphasize political, economic, and cultural change in the cover’s design and graphics. Have the students share the covers and comment on how each one captures the spirit of the decade.

## Materials Books, Additional Text

<p>Twenties   of 2</p> <p style="text-align: center;"><b>Address Before the Chamber of Commerce of the State of New York</b></p> <p>(1) Calvin Coolidge became the 30th president of the United States after the death in office of Warren G. Harding in 1923. Elected in his own right in 1924, Coolidge gained a reputation as a small-government conservative who said very little, earning him the nickname "Silent Cal." He delivered the following address on November 19, 1925.</p> <p>(2) This time and place naturally suggest some consideration of commerce in its relation to government and society. We are finishing a year which can justly be said to surpass all others in the overwhelming success of general business. We are meeting not only in the greatest American metropolis, but in the greatest center of population and business that the world has ever known.</p> <p>(3) The foundation of this enormous development rests upon commerce. New York is an imperial city, but it is not a seat of government. The empire over which it rules is not political, but commercial ... Political life and industrial life flow on side by side, but practically separated from each other.</p> <p><b>What's going on?</b></p> <p>(4) I should put an even stronger emphasis on the desirability of the largest possible independence between government and business. Each ought to be sovereign in its own sphere. When government comes unduly under the influence of business, the tendency is to develop an administration which closes the door of opportunity, becomes narrow and selfish in its outlook, and results in an oligarchy. When government enters the field of business with its great resources, it has a tendency to extravagance and inefficiency, but, having the power to crush all competitors, likewise closes the door of opportunity and results in monopoly ... The general results in our country, our freedom and <b>prosperity</b>, warrant the assertion that our system of institutions has been advancing in the right direction in the attempt to solve these problems. We have order, opportunity, wealth, and progress.</p> <p><small>Adapted from Coolidge, C. (1925, November 19). Address before the Chamber of Commerce of the State of New York. Retrieved from <a href="http://www.greencyclopedia.com/doc/1p1d479">http://www.greencyclopedia.com/doc/1p1d479</a></small></p> <p><small>© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>	<p>Chamber of Commerce of the State of New York" • 2 of 2</p> <p>Have read already?</p> <p>Message?</p> <p><small>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</small></p>
--	---

## Materials Books, Lesson 5

<p>Twenties <span style="float: right;">1 of 3</span></p> <p style="text-align: center;"><b>Record Prosperity Predicted for 1928</b></p> <p>(1) The following article, which appeared in "The New York Times" on November 18, 1927, quotes the chairman of the General Motors Corporation and a Columbia University economist praising the power of "installment plan" selling and consumer credit as the leading forces in the <b>consumer economy</b> of the 1920s.</p> <p>(2) The greatest <b>prosperity</b> the nation has ever known will come in 1928, according to John J. Raskob, Chairman of the Finance Committee of General Motors Corporation. He spoke last night to more than 500 leaders in industry who attended a dinner to honor Professor Edwin R.A. Seligman of Columbia University, held in the Ritz-Carlton.</p> <p>(3) He estimated that production this year of automobiles, passenger cars and trucks, would total 3,500,000 in the United States and Canada, and then predicted that in the coming year, with the Ford Motor Company joining in, the production would reach 5,000,000 cars, a gain of about 40 per cent.</p> <p>(4) The remarks of Mr. Raskob led up to the introduction of the guest of the evening, Professor Seligman, who completed recently a study of installment selling which occupied him and a corps of twenty economists for fifteen months. Installment selling, he said, had been a potent force in American industrial progress. He said that its development had been one of the leading progressive manifestations in the last century of business.</p> <p style="border: 1px dashed blue; padding: 5px;">What's going on?</p> <p>(5) Professor Seligman said that his studies of the deferred payment plan had taken him down to the end of 1926. He disclosed that of the total of retail sales in 1926, which amounted to \$48,000,000,000, approximately 12 per cent, or about \$4,500,000,000, had been on the installment plan. He cited the figures as evidence of the big role being played by this form of purchase.</p> <p style="font-size: small;">© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>	<p style="text-align: center;">"Record Prosperity Predicted for 1928" • 2 of 3</p> <p>ry estimate that say 60 per cent of all automobiles pro- ment payments. If this credit was not available we would in this country today. Today it is the greatest industry in f not wholly with the <b>prosperity</b> our country and its</p> <p>trucks and parts produced is estimated at six billion dol- g and maintaining garages all over the country, the cost of d to meet automobile demands, we quickly reach a total y what? By the ability of our people through consumer's fy their desire to go on wheels and go fast.</p> <p>ervices annually attributable to the automobile industry the United States, practically the only material imported</p> <p style="border: 1px dashed blue; padding: 5px;">ave read already?</p> <p>essage?</p> <p>sell the automobile industry, but to indicate what can be igh the proper development of a latent power existing in ndred years we have developed thoroughly safe rules to ucers, and we now are evolving rules to govern the safe</p> <p style="font-size: small;">Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>	<p style="text-align: center;">"Record Prosperity Predicted for 1928" • 3 of 3</p> <p>uction, stabilized output, reduced production costs and essor Seligman. "The installment plan induces the con- and to plan his economic program with a higher degree gthen the motives which induce an individual to pay but</p> <p style="border: 1px dashed blue; padding: 5px;">ave read already?</p> <p>essage?</p> <p>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>
--	--	--

## Materials Books, Lesson 7

<p>Twenties <span style="float: right;">1 of 3</span></p> <p style="text-align: center;"><b>A Flapper's Appeal to Parents</b></p> <p>(1) In the 1920s, young women known as flappers rebelled against traditional ways of thinking and acting. Many older Americans were shocked by the behavior of flappers. In the following selection, published in "The Outlook" in 1922, flapper Ellen Welles Page asks older Americans to try to understand the <b>social revolution</b> that the young people of the 1920s were experiencing.</p> <p>(2) If one judges by appearances, I suppose I am a flapper. I am within the age limit. I wear bobbed hair, the badge of flapperhood. (And, oh, what a comfort it is!) I powder my nose. I wear fringed skirts and bright-colored sweaters, and scarfs, and waists with Peter Pan collars, and low-heeled shoes. I adore dancing. I spend a large amount of time in automobiles. I attend hops, and proms, and ball-games, and crew races, and other affairs at men's colleges. But some of the most thoroughbred superflappers might blush to claim sistership or even remote relationship with such as I. I don't use rouge, or lipstick, or pluck my eyebrows. I don't smoke (I've tried it, and don't like it), or drink.</p> <p>(3) I want to beg all you parents, and grandparents, and friends, and teachers, and preachers—who you constitute the "older generation"—to overlook our shortcomings, at least for the present, and to appreciate our virtues. I wonder if it ever occurred to any of you that it required brains to become and remain a successful flapper? Indeed it does! It requires an enormous amount of cleverness and energy to keep going at the proper pace. It requires self-knowledge and self-analysis. We must know our capabilities and limitations. We must be constantly on the alert. Attainment of flapperhood is a big and serious undertaking!</p> <p style="border: 1px dashed blue; padding: 5px;">What's going on?</p> <p>(4) "Brains?" you repeat, skeptically. "Then why aren't they used to better advantage?" That is exactly it. "The war!" you cry. "It is the effect of the war!" And then you blame prohibition. But this is my point: Instead of helping us work out our problems with constructive, sympathetic thinking and acting, you have muddled them for us more hopelessly with destructive public condemnation.</p> <p style="font-size: small;">© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>	<p style="text-align: center;">"A Flapper's Appeal to Parents" • 2 of 3</p> <p>struggling through the teens. Remember how spontane- ous and penetrating the sorrows. Most of us, under the are further advanced and more thoroughly developed n were our parents at our age. We hold the infinite pos- rasp. We have learned to take for granted conveniences, ears ago were as yet undreamed of. We are in touch with dous problem on our hands. You must help us. Give us ical aid and advice—not criticism. Praise us when praise g when we make mistakes.</p> <p style="border: 1px dashed blue; padding: 5px;">ave read already?</p> <p>essage?</p> <p>r tore away our spiritual foundations and challenged our more experienced than you were at our age. It must be t is to keep pace with the rapidly advancing and mighty knowledge to the best advantage. Work with us! That is edge and energy must be opened. Give us a helping hand.</p> <p>m more intimately. Respect their right to a point of view. he future. Help us to be worthy of the sacred trust that spiration to us that we in our turn will strive to become e ages! Is it too much to ask?</p> <p style="font-size: small;">The Outlook, 132, 607.</p> <p style="font-size: small;">Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>	<p style="text-align: center;">"A Flapper's Appeal to Parents" • 3 of 3</p> <p style="border: 1px dashed blue; padding: 5px;">ave read already?</p> <p>essage?</p> <p>Preventing Educational Risk, The University of Texas at Austin. Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by Research Teams from The University of Texas at Austin, Florida State University and Texas A&amp;M University.</p>
--	--	---

## TBL Knowledge Application Pages (on CD)

Twenties

### TBL Knowledge Application

DATE \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

**TEAM MEMBERS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step One**

Find the following readings in your materials book:

- Page 68: "Address Before the Chamber of Commerce of New York"
- Page 59: "Record Prosperity Predicted for 1928"
- Page 63: "A Flapper's Appeal to Parents"

For the additional text, read and respond to questions in the boxes, as you have done with previous readings.

Next, using your notes, analyze each text's perspective on the changes in politics, the economy, and culture that occurred in the 1920s.

With your team, discuss the different perspectives provided in these readings. Fill out the charts with your team's ideas.

© 2012 The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

**"Address Before the Chamber of Commerce of New York"**

Perspective	General Argument	Supporting Evidence
Author's occupation or social position		

**"Record Prosperity Predicted for 1928"**

Perspective	General Argument	Supporting Evidence
Author's occupation or social position		

**"A Flapper's Appeal to Parents"**

Perspective	General Argument	Supporting Evidence
Author's occupation or social position	What was important to this author about the 1920s	Rephrase and cite paragraph number



## Comprehension Question

In the aftermath of World War I, how did changes in the politics, economy, and culture of America affect life for American citizens in the 1920s?

## Turn and Talk

Ask students the following.

*Taking into account everything we have learned, read, and discussed during this unit, answer the following questions:*

- *What is one political change that contributed to the boom of the 1920s?*
- *What is one economic change that contributed to the boom of the 1920s?*
- *What are two cultural changes that contributed to the boom of the 1920s?*

## Materials

- End of Unit Test (on CD)
- Answer Key (on CD)

## Procedure

- Administer the End of Unit Test to students.
- Score tests and provide feedback to students.