

# United States

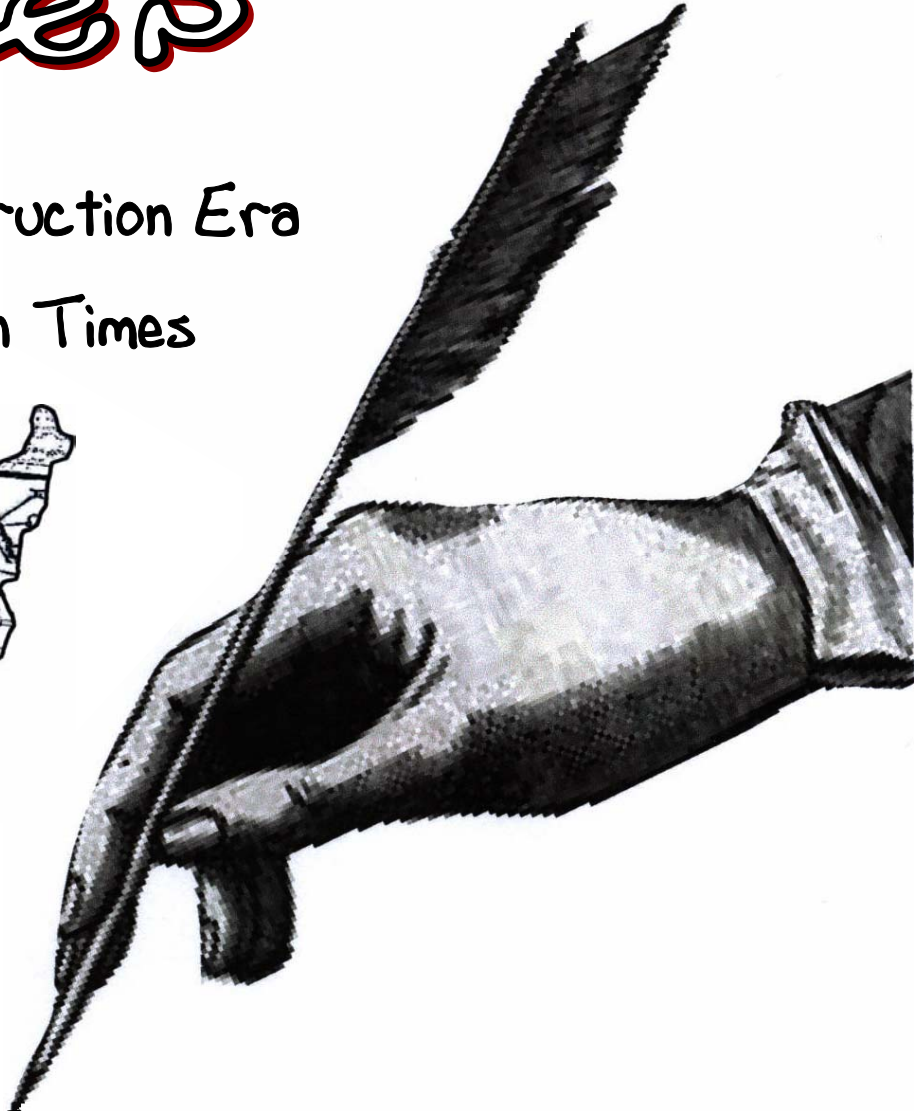
The Reconstruction Era  
to Modern Times

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Your very own...

# Primary Documents Workbook



# United States

## Reconstruction Era to Modern Times

### Primary Documents Workbook

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#### **A note on sources:**

The origin of each primary resource that appears in this workbook is documented in detail on the page in which it appears. The majority of the included primary resources were discovered by sorting through microfilm collections of original newspapers and other documents. We would like to extend our gratitude to the South Carolina public library system, which goes to great lengths to gather, organize, and preserve these important microfilm collections.

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**United States — Primary Documents Workbook**  
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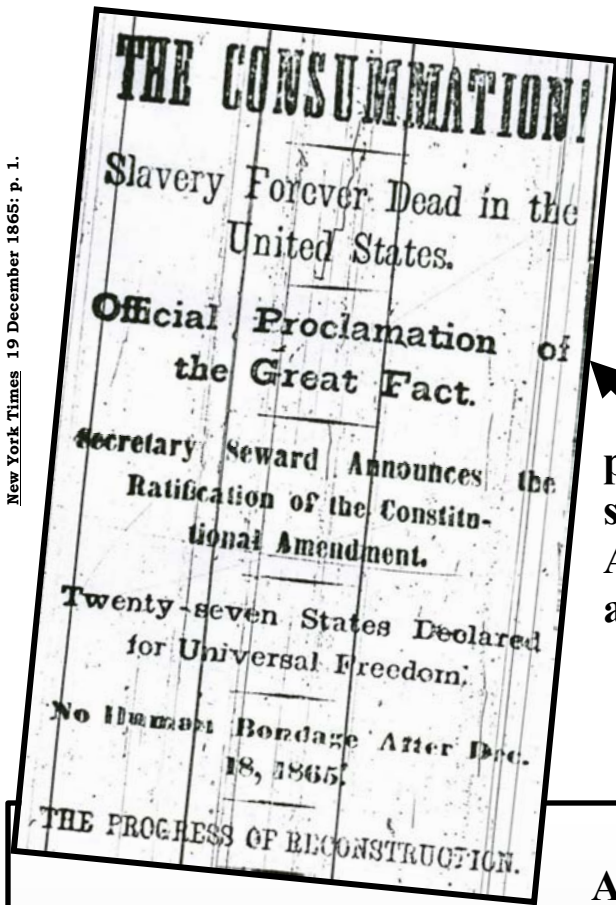
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# Reconstruction

New York Times 19 December 1865: p. 1.



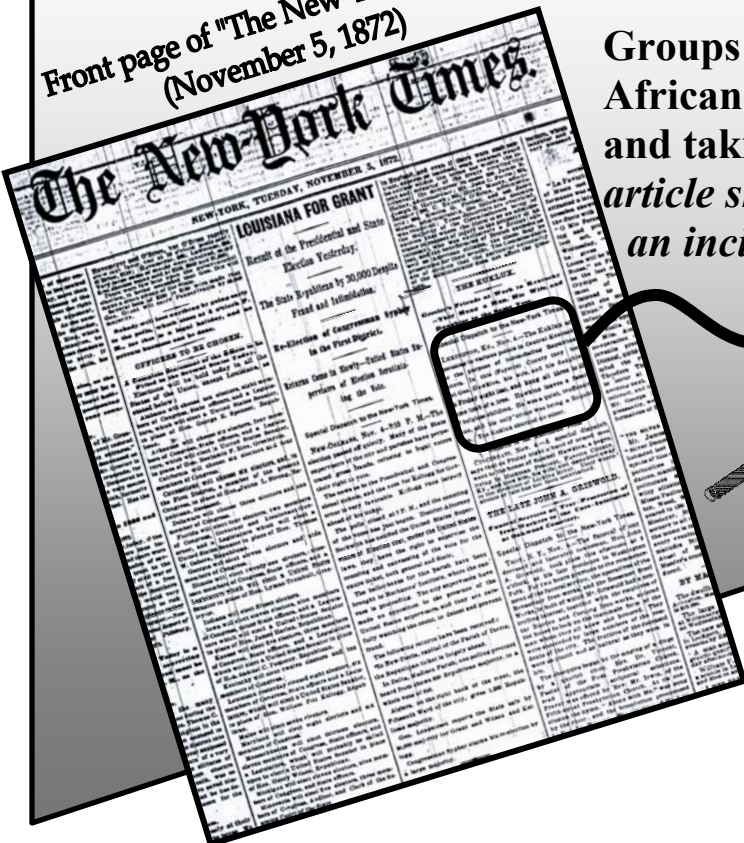
In the decade following the Civil War, several amendments to the Constitution were created to protect the rights of African Americans. The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments are often referred to as “Reconstruction Amendments.”

The headline shown here is announcing the passing of the 13<sup>th</sup> amendment (1865), which ended slavery. The 14<sup>th</sup> amendment (1868) defined African Americans as citizens, and the 15<sup>th</sup> amendment (1870) gave them the right to vote.

As African Americans gained more rights during Reconstruction, they also faced more hostility. Racial tensions started to rise, especially in the South.

Groups like the Ku Klux Klan tried to scare African Americans to keep them from voting and taking part in the democratic process (*the article shown here is from 1872 and describes such an incident*).

Front page of "The New York Times"  
(November 5, 1872)



"The Ku-Klux." The New York Times, 5 Nov. 1872: p. 1.

# ACTIVITIES

## Activity 1: Amendments

The top of the left-hand page features a headline that appeared in the *New York Times* the day after slavery officially ended in the United States. The end of slavery came as a result of the 13<sup>th</sup> amendment to the Constitution.

The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the Constitution were all created during the Reconstruction Era to protect the rights of African Americans and other citizens. Below is a brief summary of each amendment:

- **13<sup>th</sup> amendment (1865)**—ended slavery in the United States
- **14<sup>th</sup> amendment (1868)**—defined “citizens” of the United States, and insured them equal protection of the law
- **15<sup>th</sup> amendment (1870)**—extended the right to vote to citizens of all races

Review the three **Reconstruction Amendments** listed above. Circle one of the amendments, and on the lines below write what you think the United States would be like if that amendment to the Constitution did not

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## Activity 2: Racial Tensions

On the bottom of the left-hand page is an article from 1872 about the Ku Klux Klan (KKK). The KKK was a group that formed during Reconstruction to scare those African-Americans who had recently been freed from slavery.

Tensions between the white population and African-Americans were a big problem during Reconstruction, especially in the South. On the lines below, write why you think that tensions rose as African-Americans were able to vote, compete for jobs, and have the other freedoms of American citizens.

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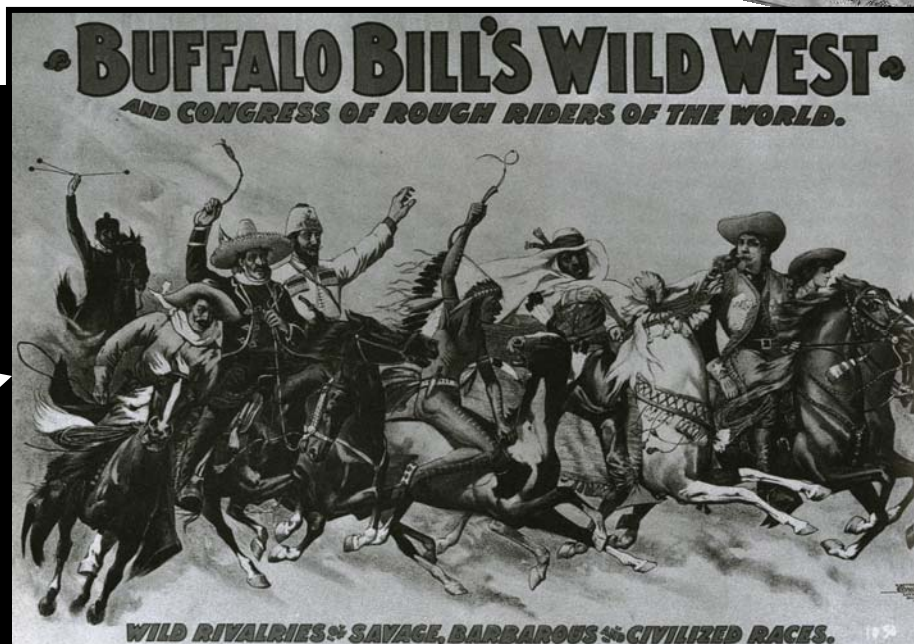
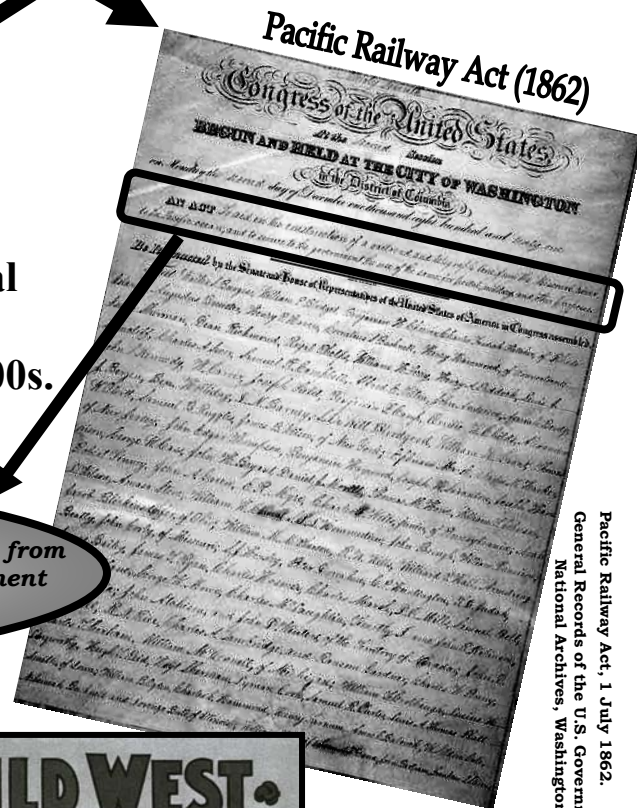
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# Taming the West

In 1862, the Pacific Railway Act (*shown here*) established a route and set the guidelines for the Transcontinental Railroad.

When it was completed in 1869, this railroad transformed a trip across the country from several weeks—or months—to just a few days. It is often considered the greatest engineering feat of the 1800s.

**An Act** to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean, and to secure to the Government the Use of the same for Postal, Military, and Other Purposes.



“Cowboys and Indians.” The British Museum Encyclopedia of Native North America. British Museum Press, London: 1999, p. 46.

By the end of the 19<sup>th</sup> century, the Western part of the country was no longer a wild frontier. Law and order had been established in most small towns across the region. Still, people had fond memories of the “Wild West.”

Above is a poster for a “Cowboys and Indians” show from 1890. A countless number of similar performances have been given over the past century to keep the excitement of the Old West alive.

# ACTIVITIES

## Activity 1: Traveling West

On the top of the left-hand page is a copy of the Pacific Railway Act (1862) that paved the way for the Transcontinental Railroad (*completed in 1869*).

The **Transcontinental Railroad** transformed a trip across the country from several weeks—or months—to just a few days. Imagine a person who decided to settle in the West prior to the construction of the railroad. On the lines below, write three reasons why a man might be willing to travel over rough terrain for several *months* just to live in the Western frontier.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

Next, write down several things that a man might encounter as he journeys across the country during the early 1800s (*consider people, terrain, animals, bodies of water, weather, etc.*).

\_\_\_\_\_  
\_\_\_\_\_

## Activity 2: The Wild West

By the end of the 19<sup>th</sup> century, the Western frontier of the United States had been largely settled—the days of the Wild West were over. Nonetheless, people still remembered the days of the Western frontier, and popular acts like “Buffalo Bill’s Wild West” show (*see the poster on the bottom of the left-hand page*) portrayed a positive image of the Old West.

A certain image of the Western frontier still remains today. Look at the words below, and circle words that are often associated with the “Wild West.”

Rugged	Boring	Civilized	Exciting	Calm	Cowboys & Indians
Rowdy	Horses	Gold	Predictable	Elegant	Wide-Open Spaces
Tidy	Outlaws	Tame	Sheriffs	Gun fights	Peaceful

# Native Americans

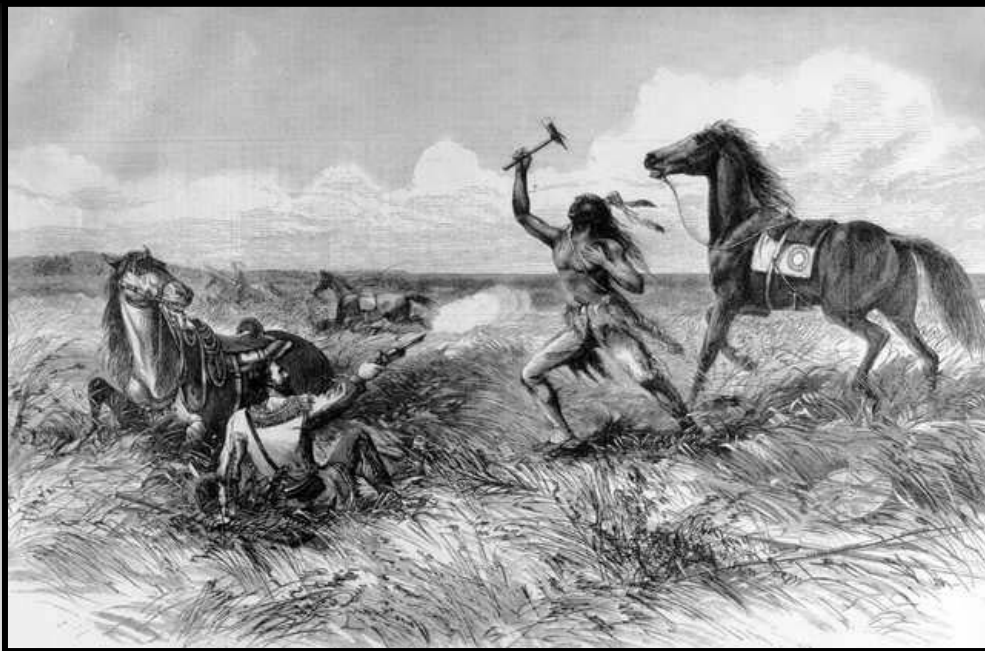
Harper's Weekly, 22 April 1871, p. 361.



During the late 1800s, the American public was hesitant to give rights to Native Americans. This can be seen by this 1871 political cartoon, in which a Native is being turned away at the ballot box.

**“Move on!”**

Has the native American no rights that the naturalized American is bound to respect?



Harper's Weekly, 14 Sept 1867, p. 584.

Native Americans grew frustrated as they were forced to give up their homelands, yet were still shunned from white society. As a result, hundreds of “Indian Wars” and violent skirmishes took place during the late 1800s between the Native Americans and the white population. The sketch above was drawn in 1867 and shows a typical battle scene.

# ACTIVITIES

## Activity 1: Different Perspectives

The political cartoon on the top of the left-hand page shows a Native American being told to “*move on*” from the ballot box on election day. The white population of the late 1800s had a certain view of the Natives, and they did not feel that they could trust them to vote. Likewise, the Native Americans did not trust the white people.

Look at the words below. On the left-hand side, circle words that a white person living in the 19<sup>th</sup> century might use to describe Native Americans. On the right-hand side, circle words that a Native American of the time might use to describe a white man.

Circle words that a White Man might have used to describe a Native American			Circle words that a Native American might have used to describe a White Man		
savage	intelligent	uncivilized	arrogant	understanding	sympathetic
violent	primitive	thoughtful	cruel	violent	helpful
kind	aggressive	advanced	considerate	boastful	ambitious
courteous	sophisticated	child-like	careless	thankful	selfish

## Activity 2: Continuing Violence

The picture on the bottom of the left-hand page reveals a common scene in the late 1800s. Violence between Native Americans and white settlers in the West was widespread. The continuous fighting led to dozens of “Indian Wars” and skirmishes between the white population and local tribes.

The ongoing violence between the Native Americans and the white settlers kept both groups from achieving their goals. On the lines below, write why violence between the Natives and the whites was so frustrating.

***Why continuing violence was frustrating for...***

**The Native Americans...**

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**The White Settlers...**

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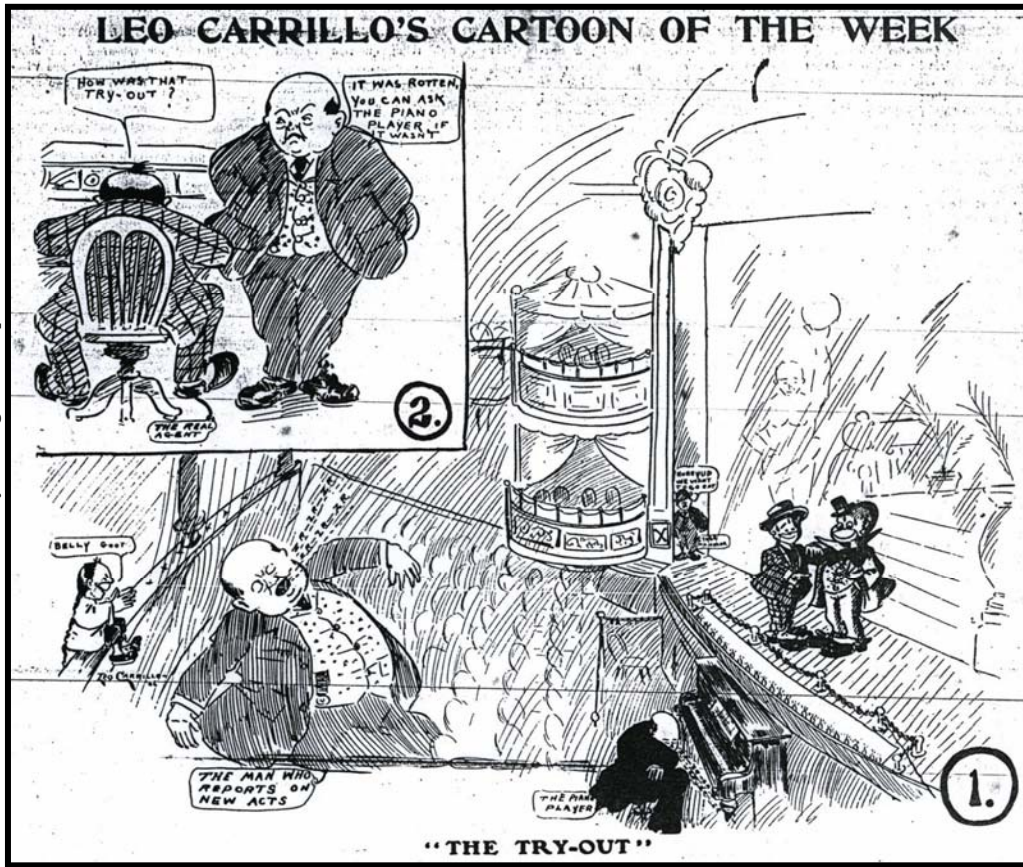
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# Fun in the Late 1800s

Variety. 25 August 1906: p. 5.



Instead of going to the movies, people in the late 1800s often went to the theater to catch a show.

Of course, some shows were good and some were bad (*just like movies are today*). This cartoon, from the early 20<sup>th</sup> century, illustrates a rehearsal that didn't go too well.

One of the most popular forms of entertainment during the late 19<sup>th</sup> century was the traveling circus. P.T. Barnum started this trend by forming the "Greatest Show on Earth." His show started as a single museum (*see the advertisement to the right*), but soon traveled to towns across the nation thanks to a growing railroad system.

The most famous member of P.T. Barnum's circus was General Tom Thumb. He was only 25 inches tall, but soon became a huge star.



Charles "Tom Thumb" Stratton & his wife, Lavinia Warren

**BARNUM'S  
American Museum.**

P. T. BARNUM, . . . . . PROPRIETOR  
J. GREENWOOD, JR., . . . . . MANAGER.

**THE WONDER OF AMERICA,**  
and unquestionably from its position, character and popularity the special place of

**FAMILY AMUSEMENT IN THE U. S.**

Perhaps there never was before in the world, such an instance of extraordinary success as this Museum presents. In a few short years it has boldly leaped, by a succession of brilliant speculative achievements, from obscurity to favor, and made its very name "familiar as household words," in every language from "Indus to the Pole." A few years ago this establishment, although valuable, was unknown; though interesting was unnoticed. Now look at it. It is literally

**"The People's Favorite,"**

and its immense saloons are crowded with delighted citizens and strangers, even at seasons when all other places of public resort stand desolate, solitary and alone.

**The Elegant Saloon Performances**

take place in the prettiest and most comfortable "Lecture Room" in the world.

**EVERY AFTERNOON AND EVENING,**  
Sundays excepted, and comprise almost everything that is attractive, amusing, touching and effective.  
The saloons embody 850,000 curiosities.

**OPEN DAY AND EVENING,**  
and comprise Birds, Beasts, Fishes, Insects, Minerals, Coins, Pictures and Portrait Gallery, Wax Figures, Relics of the Revolution, Rare articles from Pompeii, Specimens from Egypt, Bludoo, Hottoots, Esquimaux and Arctic Sea curiosities. The Grand Aquarium, the original and only real Ocean and River Garden in America. Living Learned Seal, Huge Living Grizzly Bear, "Sampson," weighing 2000 pounds, Living Sea Lion, Giants, Dwarfs, &c.

Admission to the entire museum, all the curiosities, as well as to the Grand Saloon Performances, 25 cents—  
Children under 10 years 15 cents.

Advertisement on P.T. Barnum's stationery. This appeared on a letter he wrote to Abraham Lincoln on August 30, 1861. Library of Congress, Manuscript Division, Abraham Lincoln Papers.

# ACTIVITIES

**Activity 1: Modern Entertainment**

Going to the movies is a popular form of entertainment in today’s world. Movies weren’t around in the late 1800s, but people still enjoyed going to the theater or watching Vaudeville acts (*Vaudeville Theater included things like music, comedy, acrobatics, and magic*). At the top of the left-hand page is a cartoon that shows the difficulties of putting together a good stage-act.

Think of the things that you like to do for fun (*like going to the movies, playing computer games, riding bikes, etc.*). List a few of them on the lines below, and then check whether or not this form of entertainment was available in the late 1800s. If not, write the reason why in the space given.

What you like to do for fun	Available in the late 1800s?		If NOT, write the reason why
	YES	NO	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Activity 2: The Circus**

The traveling circus was one of the most popular forms of entertainment in the late 1800s. The reason for this was partly because of the success of P.T. Barnum’s circus (*which he called the “Greatest Show on Earth”*), and the construction of new railroads across the country (*which the circus traveled on*).

Look on the left-hand page at the ad of P.T. Barnum’s museum in 1861. It lists a number of strange exhibits that Barnum later included in his circus. Below is a list of some of his more popular attractions (*obviously, not all of them were real*). In the space to the right, list things that are common to see in a circus today.

**Attractions in P.T. Barnum’s Circus**

- A 161 year-old woman
- The three-legged boy
- A Bearded Lady
- An Albino Elephant
- Trick-performing Seals

- The Thin Man
- A Mermaid
- Siamese Twins
- A 25” tall Man
- The Armless Wonder

**Attractions in a Modern Circus**

\_\_\_\_\_

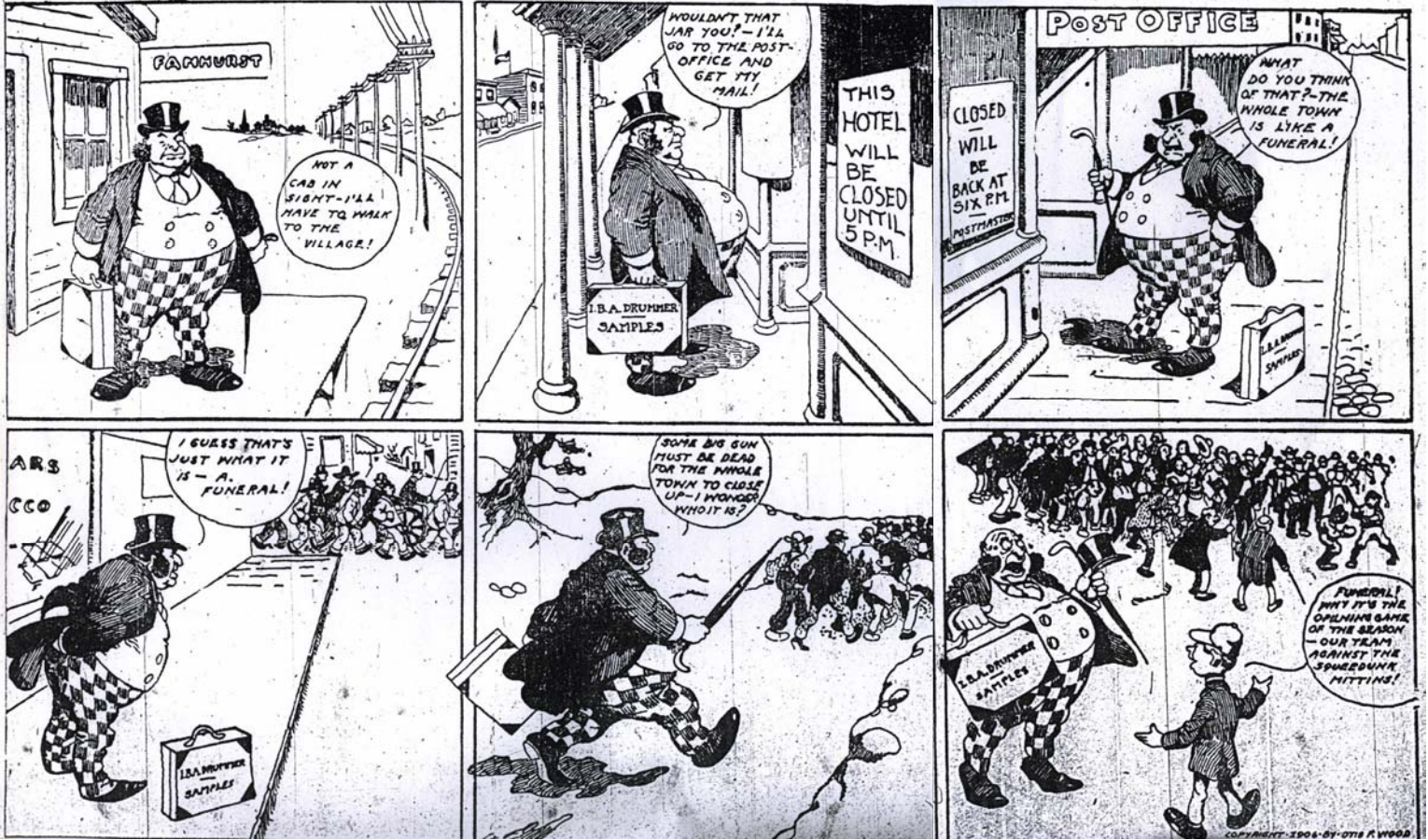
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\_\_\_\_\_

# The Rise of Sports

Sporting events became very popular in the late 1800s, especially baseball. This comic strip (from 1906) shows how a small town dropped everything for the big game.

## THE OPENING OF THE SEASON



San Francisco Chronicle. 1 April 1906: p. 15.

In 1892, Dr. James Naismith set out to invent a game that could be played inside during the winter. He wrote down 13 rules to his new sport (shown here). Today, his invention is known simply as “basketball.”

### The 13 original rules of basketball

1. The ball may be thrown in any direction with one or both hands.
2. The ball may be batted in any direction with one or both hands (never with the fist).
3. A player cannot run with the ball. The player must throw it from the spot on which he catches it, allowance to be made for a man who catches the ball when running at a good speed if he tries to stop.
4. The ball must be held in or between the hands; the arms or body must not be used for holding it.
5. No shouldering, holding, pushing, tripping, or striking in any way the person of an opponent shall be allowed; the first infringement of this rule by any player shall count as a foul, the second shall disqualify him until the next goal is made, or, if there was evident intent to injure the person, for the whole of the game, no substitute allowed.
6. A foul is striking at the ball with the fist, violation of Rules 3, 4, and such as described in Rule 5.
7. If either side makes three consecutive fouls, it shall count a goal for the opponents (consecutive means without the opponents in the mean time making a foul).

8. A goal shall be made when the ball is thrown or batted from the grounds into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edges, and the opponent moves the basket, it shall count as a goal.
9. When the ball goes out of bounds, it shall be thrown into the field of play by the person first touching it. In case of a dispute, the umpire shall throw it straight into the field. The thrower-in is allowed five seconds; if he holds it longer, it shall go to the opponent. If any side persists in delaying the game, the umpire shall call a foul on that side.
10. The umpire shall be judge of the men and shall note the fouls and notify the referee when three consecutive fouls have been made. He shall have power to disqualify men according to Rule 5.
11. The referee shall be judge of the ball and shall decide when the ball is in play, in bounds, to which side it belongs, and shall keep the time. He shall decide when a goal has been made, and keep account of the goals with any other duties that are usually performed by a referee.
12. The time shall be two 15-minute halves, with five minutes' rest between.
13. The side making the most goals in that time shall be declared the winner. In case of a draw, the game may, by agreement of the captains, be continued until another goal is made.

# ACTIVITIES

## Activity 1: The Rise of Sports

On the top of the left-hand page is a comic strip that first appeared nearly 100 years ago. The comic is joking about how a small town drops everything on the day of a big baseball game.

Baseball became very popular in America following the Civil War. Other sports—like basketball, boxing, and football—also gained popularity in the late 1800s. On the lines below, write why you think athletic events became so common in America during the late 19<sup>th</sup> century (*things to consider: ‘improvements in communication and transportation’, ‘Was America at war or peace?’, ‘the rise of urban areas’, and ‘an improved economy after the Civil War’*).

### Factors that led to the Rise of Sporting Events

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## Activity 2: Rules to Sports

On the bottom of the left-hand page are the original thirteen rules to **basketball**. They were written by Dr. James Naismith in 1892. He was trying to invent a game that could be played inside during the winter.

Think of another sport or game (*such as soccer, baseball, hockey, dodgeball, football, etc.*). On the lines below, write **5** of the basic rules to that sport. Afterwards, research to find the origin of the sport and when it was first played.

### Five Basic Rules to \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



# ACTIVITIES

## Activity 1: Modern Conveniences

At the top of the left-hand page you can see early sketches of the telephone and the electric light-bulb. Both of these were invented in the late 1800s. In fact, many of the modern conveniences that you see every day were invented after the Civil War.

On the lines below, list several common inventions that did not exist prior to the late 19<sup>th</sup> century. After your list is complete, see if you can find out the exact year that the item was first invented.

### Modern Inventions

<u>Invention</u>	<u>Year</u>	<u>Invention</u>	<u>Year</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Activity 2: Modern Advertising

New innovations like the telephone, electricity, railroads, and the automobile helped introduce a new modern age to America in the late-1800s. Many companies that thrived during that period still exist today.

At the bottom of the left-hand page are two advertisements for Hecht's Department Store. The ad on the left is from the year 1898; the one on the right is from 2005.

While the store has remained popular for over 100 years, it's obvious that its ads have changed a little. On the lines below, describe differences between the two advertisements (*consider things like print quality, pictures, cost, style, etc.*).

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# Immigration

Erected in 1886, the Statue of Liberty sits in the harbor of New York City and has welcomed millions of new immigrants into the United States. It was originally a gift from France, but has become a symbol of American freedom (*this can be seen by the various inscriptions shown below*).



**JULY IV MDCCLXXVI**

*Writing on the tablet held by the Statue of Liberty.*

*The date, written in Roman Numerals, represents the completion of the Declaration of Independence.*

## **The New Colossus**

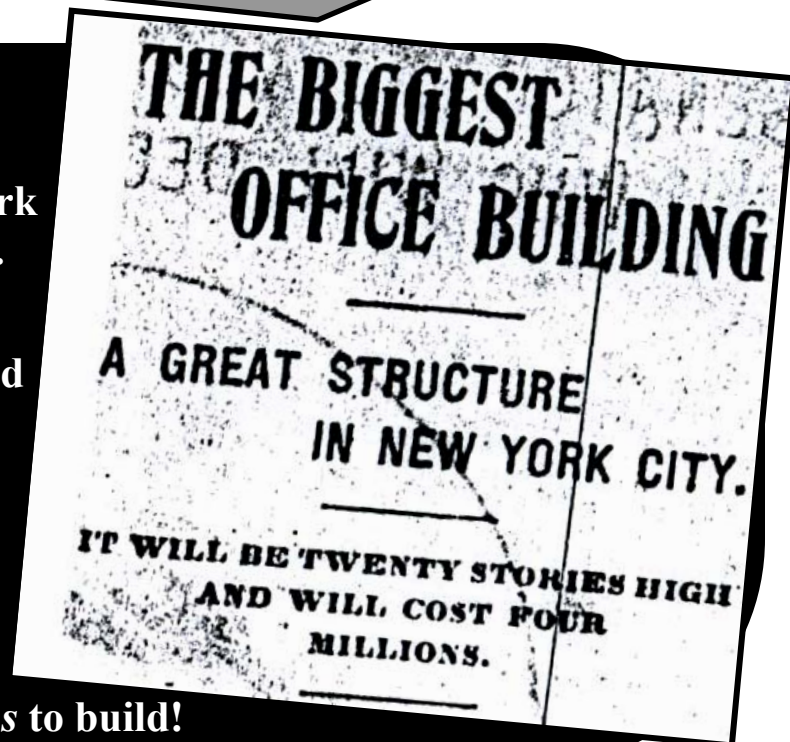
by Emma Lazarus

*(poem written about the Statue of Liberty in 1883,  
currently displayed on a plaque inside the base of the statue)*

Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door.

Near the turn of the 20<sup>th</sup> century, millions of immigrants flocked to the United States with hopes of finding work in the big cities (*New York, Chicago, etc*).

These major cities grew rapidly during this time, both in population and design. To the right is a headline from 1900 advertising a “Great Structure in New York City.” Notice that the building “*will be twenty stories high and cost four millions.*” Today, some buildings reach five times that height and cost *hundreds of millions* to build!



# ACTIVITIES

## Activity 1: Immigration

Since 1886, the **Statue of Liberty** (*seen on the left-hand page*) has welcomed millions of immigrants who are entering the United States. The poem, “The New Colossus,” was written about the Statue of Liberty, and it tells other nations to **“Give me your tired, your poor, your huddled masses...”**

It’s true that thousands of poor and struggling citizens from other countries came to America around the turn of the 20<sup>th</sup> century. The arrival of these immigrants helped make our cities extremely diverse. Of course, there were many people who felt that too many immigrants was not good for the American people.

On the lines below, try to understand both points of view. List two reasons why mass immigration was good for America, as well as two reasons why people were opposed to immigration.

### Reasons why Americans liked the arrival of new immigrants

- 1) \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_

### Reasons why Americans did NOT like the arrival of new immigrants

- 1) \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_

## Activity 2: A New Immigrant

Imagine that you were an immigrant coming to America around the turn of the 20<sup>th</sup> century. You are arriving to the “big city” (*i.e. New York, Chicago, Philadelphia, etc.*), where you hope to find a job. Upon landing in America, you must first go through Ellis Island (*the immigrant checkpoint*) where you stand in long lines, hear strange languages, and get examined to make sure that you have no diseases.

Finally, you are able to enter New York City. As you walk around New York, you see huge skyscrapers (*like the one advertised on the bottom of the left-hand page*). At this point, you are probably feeling a number of different emotions. Look at the emotions listed below, and beside each one write why you might feel that way.

**Excitement** \_\_\_\_\_

**Fear** \_\_\_\_\_

**Loneliness** \_\_\_\_\_

**Confusion** \_\_\_\_\_

# Labor Reform

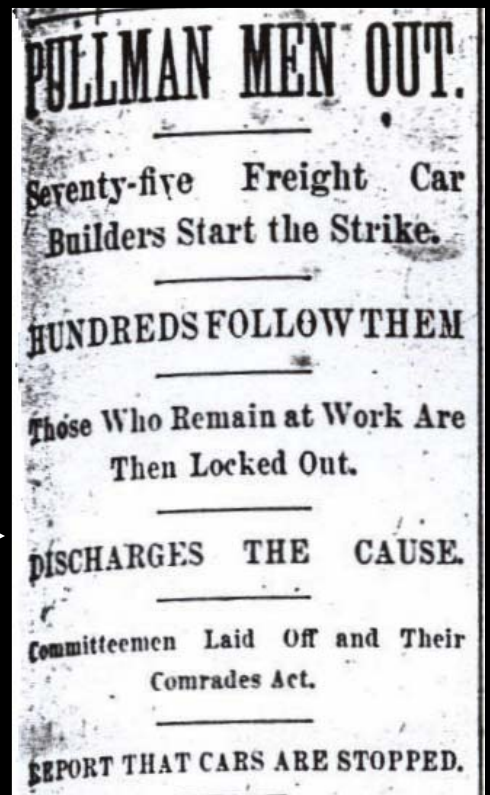
The first major protest pushing for labor reform in America was known as “Coxey’s Army.” In 1894, Jacob Coxey and several hundred unemployed American workers marched into Washington, DC.

As can be seen in the political cartoon shown here, Coxey and his followers did not have much success. The police did not let them enter the Capitol Building and talk to high-ranking politicians.



Soon after the protest of “Coxey’s Army,” over 3,000 workers for the Pullman railroad car company went on strike in May 1894. This headline appeared in the *Chicago Tribune* the day after the strike.

The strike continued for several months and ended in a riot. Thousands of U.S. soldiers were needed to restore order. The Pullman strike showed that there was a need for labor reform heading into the 20<sup>th</sup> century.



“Pullman Men Out.” *The Chicago Daily Tribune*, 12 May 1894; p. 1.

By the turn of the century, several newspapers like the *National Labor Tribune* (shown here in 1897) boldly pushed for better working conditions.



# ACTIVITIES

## Activity 1: Big Business

The left-hand page features several examples of workers protesting or going on strike around the turn of the 20<sup>th</sup> century. During this time, “big business” began to thrive in America. This brought a number of mixed reactions. On one hand, large companies distributed goods to more people and created new jobs. On the other hand, these huge companies could abuse employees and put others out of business.

The above factors created tension in the United States during that time, and eventually led to a change in labor laws. Look at the items below. Circle **five** items that you think are unfair to workers and would probably result in a protest or strike.

- Employees have no minimum wage, and get paid very little
- Employees required to have certain skills for certain jobs
- Employees must call ahead if they can not make it to work
- Employees are faced with dangerous and poor working conditions
- Employees must go through a training program before starting
- Employees not allowed to make personal calls at work
- Employees forced to work 60 or more hours per week
- Employees must wear identification badges at work
- Employees must be reviewed each year by their boss
- Employees can be 10 years-old or even younger

## Activity 2: The Right to Protest

The left-hand page shows several samples of major protests in American history. The freedom to protest is one of the most fundamental rights in the United States. When citizens disapprove of certain actions or policies, they can express their opinions in a number of ways. Listed below are several forms of protest:

### Forms of Protest

- *Boycotts (refusal to buy or sell products)*
- *Demonstration (a large public display revealing certain views)*
- *Rally (gathering of a large group of people)*
- *Strike (refusal to work or perform a certain duty)*
- *Sit-in (refusal to move from a certain area)*
- *Publicity stunt (an outrageous maneuver to get public attention)*

Over the years, there have been thousands of protests in America over a number of different issues. On the lines below, see if you can list a few of the political issues or topics that you know have resulted in protests.

_____	_____
_____	_____
_____	_____

# World War I



Advertisement. The Broad Ax. 5 October 1918; p. 3.

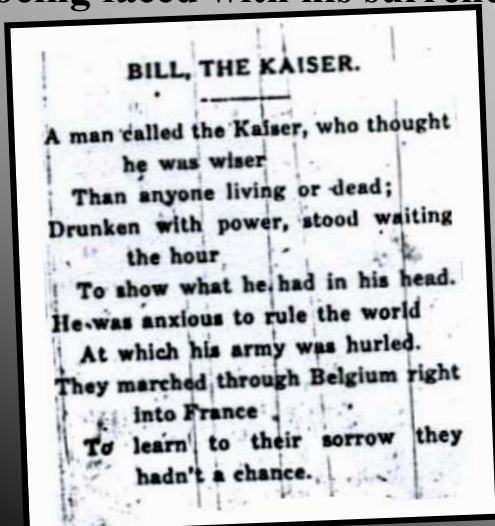
When the United States entered World War I in 1917, it was known simply as the “Great War.” It was the widest-scale conflict that America had ever been involved in.

Millions of soldiers went off to fight in Europe, but those who remained in America had to support the war effort as well. The public was encouraged to buy “war bonds,” which helped pay for weapons and troops. Shown here is a poster from 1918 that encourages people to buy bonds.

In 1918, the United States and its allies forced Germany to an “Unconditional Surrender” (meaning that Germany had to accept whatever terms the Allied troops offered). The cartoon to the right shows Kaiser Wilhelm II being faced with his surrender.



San Francisco Chronicle. 18 Oct. 1918; p. 16.



“Bill the Kaiser.” The Broad Ax. 16 Nov. 1918; p. 8.

This poem was written about German military leader Wilhelm II (referred to as “Bill, the Kaiser”) just days after the cease fire was announced.

# ACTIVITIES

## Activity 1: Entering the War

At the top of the left-hand page is a poster encouraging American citizens to purchase “liberty bonds.” These bonds were used to pay for troops and weapons, and the American people bought them to show their support for the war.

After the United States entered World War I in 1917, the American people quickly rallied behind the war effort. Prior to that time, however, there were many citizens who did not want to fight in the “European war.” There were endless debates about whether or not America should join the Allied troops.

Imagine that you are living in 1916. At that time, the **Great War** was raging in Europe, but America was not involved yet. Like every other American during that period, you would be considering the reasons TO and the reasons NOT TO go to war. In the space below, list two reasons for each scenario.

### Reasons why the United States SHOULD enter World War I

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

### Reasons why the United States SHOULD NOT enter World War I

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

## Activity 2: Victory

After years of heavy fighting in World War I, the United States and the Allied forces finally forced Germany to surrender in 1918. The bottom of the left-hand page shows a political cartoon about Germany’s surrender, as well as a victory poem.

Imagine that you are living in 1918, and open the newspaper to see these items about Germany’s surrender. On the lines below, write what you think your reaction would be upon hearing the good news. Why would you react that way?

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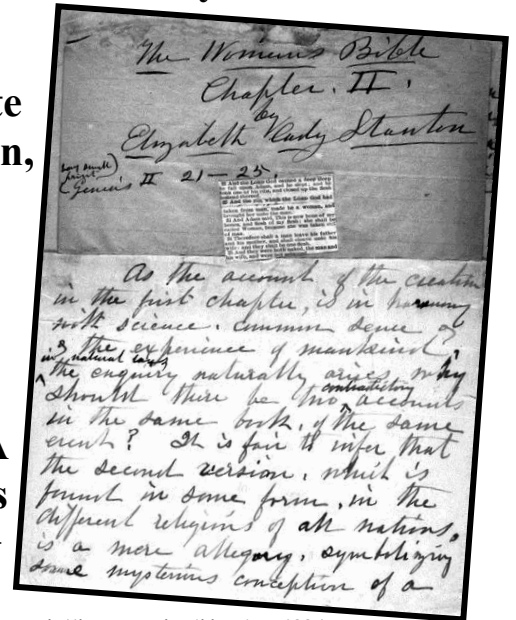
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# Women's Suffrage

A movement to increase the rights of women began in the late 1800s, and was led by pioneers such as Susan B. Anthony and Elizabeth Cady Stanton (shown here).



Susan B. Anthony cast a vote in the 1872 Presidential election, even though it was illegal for women to vote at the time. In 1895, Elizabeth Cady Stanton wrote, *The Women's Bible*, which highlighted the role of women in the religious text. A draft of Stanton's work is shown here.



Draft of Elizabeth Cady Stanton's *The Woman's Bible*, circa 1895. Elizabeth Cady Stanton Papers, Library of Congress Manuscript Division. Reproduction No.: A114 (color slide; chapter 2; page 3)

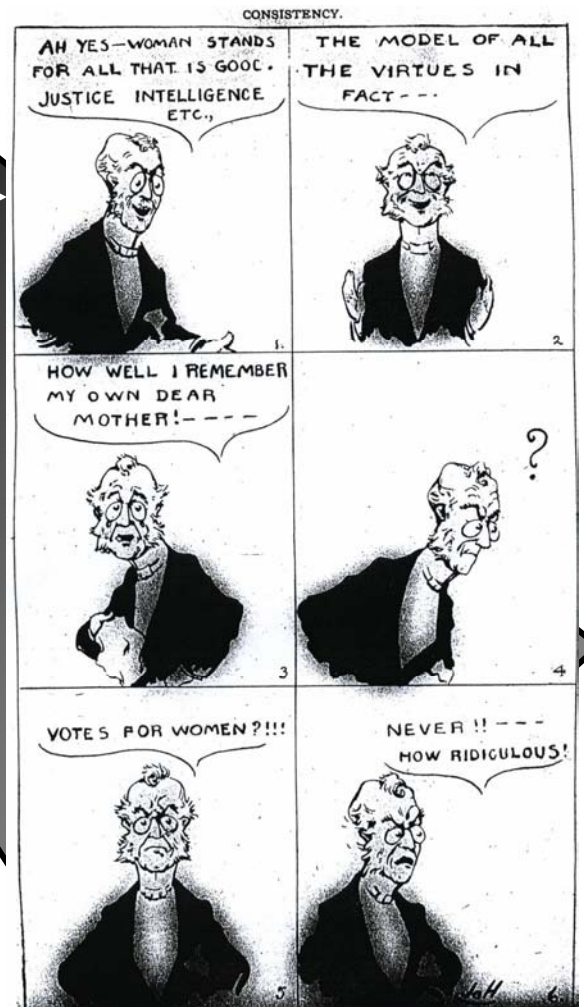
Despite their important roles in society, women weren't allowed to vote until 1920. The comic strip seen here shows the typical thinking of many men during that time period.

Of course, once the 19<sup>th</sup> amendment gave women the right to vote, they became critical to the democratic process. This political cartoon shows how both political parties tried to win the women's vote.

The Suffragist. 6 September 1919; p. 1.



"Two's Company"



The Woman Voter. 4 Aug. 1916.

# ACTIVITIES

## Activity 1: The Right to Vote

At the top of the left-hand page you can see Elizabeth Cady Stanton and Susan B. Anthony. In the late 1800s, these two women argued that all women should be given the right to vote. Unfortunately, it took a long time for them to achieve their goal. Men were skeptical about giving women the right to vote, as can be seen in the comic strip on the bottom of the left-hand page (*the comic shows a man talking to himself*).

It wasn't until the passing of the 19<sup>th</sup> amendment of the Constitution in 1920 that women were allowed to vote. This was a major milestone. On the lines below, write three reasons why the right to vote is so important for all citizens:

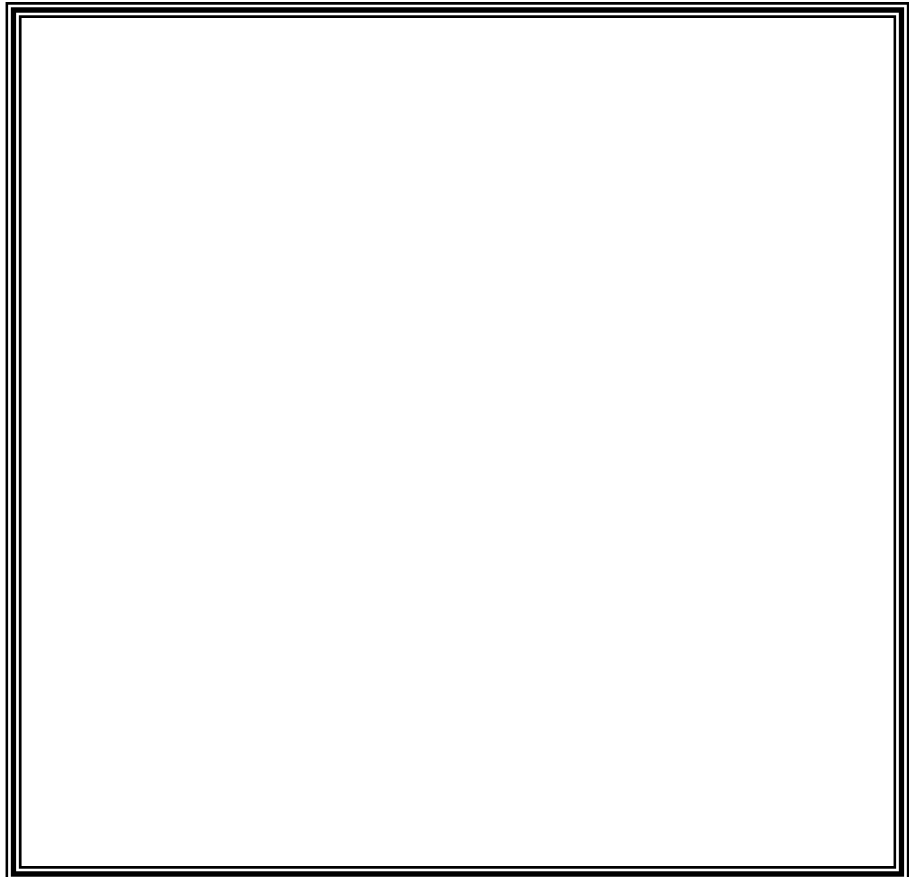
### Reasons why the right to vote is important

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## Activity 2: Catching Phrase

On the bottom of the left-hand page, you see two political cartoons from the early 1900s about a women's right to vote.

In the space to the right, draw your own political cartoon about women's suffrage as it might have appeared in the early 1900s. One suggestion is to show women chasing the right to vote while men of the time period try to prevent them from catching it. Or, you might want to show women celebrating after the passing of the 19<sup>th</sup> amendment.



# Prohibition

## Temperance Celebration.

A meeting will be held on the 4th of July, at 11 o'clock, in the Baptist Meeting-house. The presence of every patriot, of every age and sex, is respectfully and anxiously solicited. Several speeches are expected to be delivered.

The object in view is to enlist volunteers, and make arrangements for prosecuting a war of extermination against a foe, more numerous and formidable to American liberty, than the enemy of SEVENTY-SIX.

ALLEN MARTIN, Secretary  
of the Little Rock Temperance Society.

"Temperance Celebration." *The Arkansas Gazette*.  
27 June 1832: p. 3.

The beginnings of Prohibition (1920-1933) date back to the Temperance Movement a century earlier. Religious groups and socially conscience citizens hoped to outlaw alcoholic beverages. They felt that alcohol tempted people to behave in a dangerous manner.

The announcement shown here is for a Temperance meeting in 1832.

## OFFICIALS PROBE BOOZE DEALS IN GANG SHOOTING

### Inquest Today in Seven Deaths.

*Pictures on back page.*  
In the state's attorney's investigation last night of the "north side massacre" in which seven men were shot dead against a wall in a garage at 2122 North Clark street yesterday morning, a dovetailing of underworld rumors developed a double motive.

It is the police belief that the gangsters who were killed paid the penalty for being followers of George Moran, successor to Dean O'Banion. The historic antagonist, as history goes, the swift careers of gangsters, of the O'Banion-Moran crew, is Alphonse Capone, otherwise Al Brown.

The laws of Prohibition created all kinds of problems. For starters, most people ignored them. Also, they created opportunities for organized criminals who found ways to smuggle and sell illegal alcohol.

The rise of organized crime resulted in violence and scandal. News articles like the one to the left were common throughout the 1920s. The most infamous of all organized criminals was Al Capone. After making millions by selling illegal alcohol, Capone was finally captured and sentenced for his crimes in 1931.

This is a picture of Capone walking out of court after being found guilty. It appeared in the *Chicago Tribune* the following day.

Two Snapshots of Capone After Guilty Verdict



Gang chief musters a grin as he leaves court of Judge Wilkerson despite the bad news of his conviction by jury.

# ACTIVITIES

## Activity 1: An Unpopular Law

At the top of the left-hand page is an announcement for a “Temperance Celebration” in 1832. The **Temperance Movement** was a crusade to make it illegal to sell and drink alcohol. This movement lasted for decades and was led by religious groups and concerned citizens who felt that alcohol was a major problem in society.

The leaders of the Temperance Movement finally got their way in 1920 with the laws of **Prohibition**. This made it illegal to sell, transport, or consume alcohol.

The laws of Prohibition did not go over well. In fact, they were so unpopular that most people ignored them, and some even got rich by breaking them. On the lines below, write why you think the government decided to repeal (*or get rid of*) Prohibition in 1933 rather than arrest everyone who broke the laws.

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## Activity 2: Organized Crime

One of the biggest problems of Prohibition was organized crime. Because it was illegal to produce or sell alcohol, a large “black market” formed for alcoholic drinks. Many criminals found ways to produce and sell the drinks illegally, and they got rich. Meanwhile, people who tried to obey the law often struggled.

The most notorious of the organized criminals was Al Capone, who is pictured on the bottom of the left-hand page. Capone made millions of dollars by selling illegal alcohol. He was finally arrested for not paying income taxes.

Look at the picture of Al Capone. Circle the words below that you think describe him.

Honest

Smug

Corrupt

Decent

Arrogant

Sincere

Wealthy

Remorseful

Modest

Embarrassed

Poor

Boastful

# Roaring Twenties

Advertisement. Chicago Daily Tribune. 6 June 1920: part 2, p. 3.

**"The Finished Car"**

THOSE who know cars call the Scarrs-Borns "The Finished Car," because of its all round refinement of design and completeness of essential parts. For this and other good reasons it is the preferred car of the new owner and the admired car of those who possess automobiles much higher in price.

Specifications: Light car advantages with heavy weight riding ease. General Motors engine. Seven-inch frame. Standard equipment throughout. Ask for illustrated booklet giving details.

**TRIANGLE MOTORS INC.**  
2229 MICHIGAN AVENUE.

The economy thrived during the 1920s, which meant that people had more money to buy new things.

Of course, some of the top-selling items were automobiles (people were anxious to buy the "horseless wagons"). National newspapers and magazines carried advertisements like the one shown to the left.

Celebrities were also used to sell new products. In this ad, professional baseball players from the 1919 White Sox are praising a new sports cream that heals scrapes and bruises.

During the "Roaring Twenties," Americans had more money and leisure time than ever before. A common pastime was going to the movies. Prior to 1927, all films were silent (i.e. the actors did not talk).

The front-page shown here is announcing that sound is coming to the big screen. It is from an October 1927 issue of *Variety*, which is still a popular entertainment magazine today.

**STAGE BROADWAY SCREEN**

**VARIETY** PRICE 25 CENTS

VOL. LXXXVIII. No. 12 NEW YORK CITY, WEDNESDAY, OCTOBER 5, 1927 64 PAGES

**DIALOG IN FILM ON SCREEN**

APPEAL TO CONGRESS FOR RELIEF FROM "NUISANCE CASE" LAWYERS  
GEO. O'BRIEN MAY BE 1ST "TALKER"  
SCIENTIFIC FILMS EXPECTED TO KILL OFF INDECENT PICTURES

Exhibitors Acting With Other Industries—Stoppage of Contingent Fee Will Be Urged—Liability Pre-  
Movietone to Be Utilized by W. R. Sheehan in Next  
12 Medical Pictures Being Made Under Auspices of American College of Surgeons—Two Now Being

**What the White Sox Think of TURPO**

"Buck" Weaver says:  
May 20, 1919  
Gleason Company, Findlay, Ohio  
Gentlemen:  
Give me Turpo all the time. I prefer it to any ointment or ointment as far as cuts, sprains or bruises are concerned. I have used it and I know.  
Respectfully,  
Buck Weaver

"Eddie" Cicotte says:  
May 20, 1919  
Gleason Company, Findlay, Ohio  
Gentlemen:  
I want to recommend Turpo to all my friends. It's the greatest ointment I ever used for a sprain or a bruise.  
Yours very truly,  
Eddie Cicotte

"Joe" Jackson says:  
May 20, 1919  
Gleason Company, Findlay, Ohio  
Gentlemen:  
After shaving every morning, I rub Turpo vigorously into the skin, and believe me I certainly feel fine all day. It gives me a lot of pep for the day's game.  
Yours very truly,  
Joe Jackson

"Hap" Felsch says:  
May 20, 1919  
Gleason Company, Findlay, Ohio  
Gentlemen:  
When I get off the baseball field my feet are tired and sore from running bases. The minute I get home I soak my feet in warm water and after drying I rub Turpo into the skin, which makes me fit for another strenuous day's playing.  
Respectfully,  
Hap Felsch

These famous White Sox stars say that there's nothing like Turpo to banish the blisters and bruises of a hard game. You'll find it just as effective for the knocks of everyday life. Turpo is a clean, golden ointment of innumerable uses, made of soothing, healing turpentine, menthol and camphor. Get a jar from your druggist today—25c, 50c, and \$1.00 the jar.

**THE TURPENTINE OINTMENT TURPO**

Chicago Daily Tribune. 2 Oct. 1919: p. 23.

# ACTIVITIES

## Activity 1: Mass Media

The page to the left shows a number of advertisements and headlines from the 1920s. During the “Roaring Twenties,” companies used new media outlets to sell their products. They took advantage of national newspapers, magazines, movies, and the radio.

This “mass media” is still being used today. Think about where you get most of your news and information. Look at the list below, and rank the media outlets from 1 to 7 (*place the number ‘1’ beside the form of media that you use the most, while number ‘7’ should be written beside the one that you use the least*). As you are ranking your list, consider whether that form of media was available in the 1920s. How about the 1820s? Place a check mark if you think it was available.

<u>Media Outlet</u>	<u>Available in the 1920s?</u>	<u>Available in the 1820s?</u>
___ Newspapers / Pamphlets	___	___
___ Radio	___	___
___ Movies	___	___
___ Computers	___	___
___ Television	___	___
___ Theater / Live Shows	___	___
___ Magazines	___	___

## Activity 2: Roaring Twenties

The decade of the 1920s—often known as the “Roaring Twenties”—was one of the most prosperous decades in American history. The decade featured a number of huge milestones, including the first talking movies (*see the front-page of “Variety” on the bottom of the left-hand page*).

Below are a number of different areas that changed during the Roaring Twenties. Read the words in each group, and then circle the one item from that category that is most commonly associated with the 1920s.

### **Music**

rock music

jazz music

classical music

rap music

### **Money**

booming stock market

careful spending

shortages

poverty

### **Transportation**

commercial airlines

horse-drawn buggies

automobiles

space shuttles

### **Communication**

television

cell phones

Internet

radio

# Great Depression

During the Great Depression, millions of Americans did not have jobs and others struggled to get by.

This political cartoon (from 1933) shows how the cost of everything at the time seemed to be going up, but worker's wages were staying the same.



Greenville News, 2 July 1933, p. 4.



Work Projects Administration Poster Collection (Library of Congress).  
Reference: Posters of the WPA / Christopher DeNoon. Los Angeles:  
Wheatly Press, c1987, no. 154

In order to bring the nation out of the Great Depression, President Franklin D. Roosevelt announced his "New Deal." He created a number of federal projects to provide jobs and jumpstart the economy.

One of the New Deal programs was the Civilian Conservation Corps (CCC), which built national forests and parks across the country. Shown here is a recruitment poster for the CCC that was used during the Great Depression.

# ACTIVITIES

## Activity 1: Great Depression

The cartoon on the top of the left-hand page demonstrates one of the major problems during the Great Depression. It shows that the cost of everything was rising (*i.e. cost of living, cost of stocks, cost of crops, etc.*), but wages remained the same. This caused the economy to struggle.

The early 1930s were a lowpoint for the American people as the nation entered into a “**Great Depression.**” In your own words, write down what that term means:

**Great Depression —**

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## Activity 2: The New Deal

When Franklin D. Roosevelt became president, he promised a **New Deal** to bring the nation out of the Great Depression. The New Deal consisted of several federal projects which were designed to create jobs and jumpstart the economy.

For example, the Civilian Conservation Corps (CCC) was a New Deal program that established national parks and forests around the country. You can see a recruitment poster for the CCC on the bottom of the left-hand page.

There were a number of other New Deal programs as well. Look at the columns below. Draw a line matching the New Deal program on the left with its description on the right. Both columns are in random order (*i.e. the New Deal program and its description are NOT side by side*).

**Rural Electrification Act (REA)**

**Public Works Administration**

**Federal Writer’s Project**

**Works Progress Administration**

**Social Security Act**

Built public libraries, government offices, and community offices

Created disability and retirement benefits for employees

Helped bring electricity to farmers living in the country

Employed people to write guides & transcribe historical documents

Created construction projects throughout the nation

# World War II

On December 7, 1941, the nation of Japan launched a surprise attack on the American military base at Pearl Harbor, Hawaii. This prompted the United States to enter into World War II.

Below is the front page of *The New York Times* the day after the surprise attack.



Soldiers fighting for the United States during World War II fought all over the world. Some went to Europe to fight against the Germans and Italians. Others went to the Pacific, where they faced off against Japan.



The cartoon shown here was drawn in 1945. It shows that, despite being scattered across the world, American soldiers were on the same team and had to work together.

# ACTIVITIES

## Activity 1: Pearl Harbor

On December 7, 1941, the nation of Japan launched a surprise attack on the American naval base at Pearl Harbor, Hawaii. This was front-page news across the country (*see the headline on the left-hand page*), and it prompted the United States to enter into World War II.

The day after Pearl Harbor was attacked, President Franklin D. Roosevelt declared, **“Yesterday, December 7, 1941—a date which will live in infamy...”** Based on the context of the quotation, use the lines below to write a definition for the word **“infamy.”**

Definition for the word **“infamy”**—

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## Activity 2: Joining the Fight

World War II remains the deadliest and most widespread war in the history of the world. The United States sent over one million soldiers to fight. The cartoon on the bottom of the left-hand page shows how American troops were fighting on two fronts—Europe and the Pacific—yet were still working as a team.

Because the war was so major, there were many Americans who were hesitant to join in the fight. Prior to Pearl Harbor, citizens debated whether or not it was necessary for the United States to get involved. There were many reasons to support sides of the argument.

Below are a number of issues that were brought up prior to the American entry into the war. Read each issue, and then circle whether it is a *“Reason to go to war”* or a *“Reason NOT to go to war.”*

- |  |                            |                                |
|--|----------------------------|--------------------------------|
| ➤ Without the help of America, Europe will fall into the hands of cruel leaders    | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |
| ➤ The U.S. has just pulled out of the Great Depression and is still recovering     | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |
| ➤ Wars cost money and human lives  | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |
| ➤ The United States military can bring the war to an end that is best for everyone | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |
| ➤ The United States has a duty to help its European allies                         | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |
| ➤ The war is not being fought in America, so there is no need to cause trouble     | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |
| ➤ If Germany & Japan conquer Europe & Asia, they will soon come after the U.S.     | <i>Reason to go to war</i> | <i>Reason NOT to go to war</i> |

# Civil Rights

During the Civil Rights Movement, the African American community decided that it was better to express their views with structured protests rather than random violence. They organized rallies, speeches, sit-ins, and a number of other events to deliver their message.

Below are some of the actual signs carried by protesters during the famous 1963 Civil Rights March on Washington, DC (led by Martin Luther King, Jr.).



...to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes...

One of the highlights of the Civil Rights Movement was the passing of the Civil Rights Act of 1964 (seen here). It abolished the “Jim Crow” laws of the time (Jim Crow Laws were those that enforced segregation), and made it illegal to discriminate in schools, housing, or employment.

## Page 1 of the Civil Rights Act of 1964

Eighty-eighth Congress of the United States of America  
AT THE SECOND SESSION  
Begun and held at the City of Washington on Tuesday, the seventh day of January,  
one thousand nine hundred and sixty-four

### An Act

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to extend the Commission on Civil Rights, to amend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the “Civil Rights Act of 1964”.

#### TITLE I—VOTING RIGHTS

Sec. 101. Section 2004 of the Revised Statutes (42 U.S.C. 1971), as amended by section 131 of the Civil Rights Act of 1957 (71 Stat. 637), and as further amended by section 601 of the Civil Rights Act of 1960 (74 Stat. 90), is further amended as follows:

(a) Insert “1” after “(a)” in subsection (a) and add at the end of subsection (a) the following new paragraph: (1) No person acting under color of law shall—

“(A) in determining whether any individual is qualified under State law or laws to vote in any Federal election, apply any standards, practice, or procedure different from the standards, individuals within the same county, parish, or other subdivision who have been found by State officials to be qualified to vote;

“(B) deny the right of any individual to vote in any Federal election because of an error or omission on any record or paper relating to any application, registration, or other act required to voting, if such error or omission is not material in determining whether such individual is qualified under State law to vote in such election; or

“(C) employ any literacy test as a qualification for voting in any Federal election, unless (1) such test is administered in certified copy of the test and of the answers given by the individual is furnished to him within twenty-five days of the submission of his request made within the period of time during which pursuant to title III of the Civil Rights Act of 1960 (42 U.S.C. 1974; 74 Stat. 88); Provided, however, That the Attorney General may enter into agreements with appropriate State or local authorities that preparation, conduct, and maintenance of such tests in accordance with the provisions of applicable State or local law, including such special provisions as are necessary in the preparation, conduct, and maintenance of such tests for persons who are blind or otherwise physically handicapped, meet the purposes of this subparagraph and constitute compliance therewith.

“(2) For purposes of this subsection—

“(A) the term ‘vote’ shall have the same meaning as in subsection (c) of this section;

“(B) the phrase ‘literacy test’ includes any test of the ability to read, write, understand, or interpret any matter.”

(b) Insert immediately following the period at the end of the first sentence of subsection (c) the following new sentence: “If in any such preceding literacy is a relevant fact there shall be a rebuttable

Civil Rights Act of 1964, July 2, 1964.

Enrolled Acts and Resolutions of Congress, 1789-Present.

General Records of the United States Government; Record Group 11; National Archives.

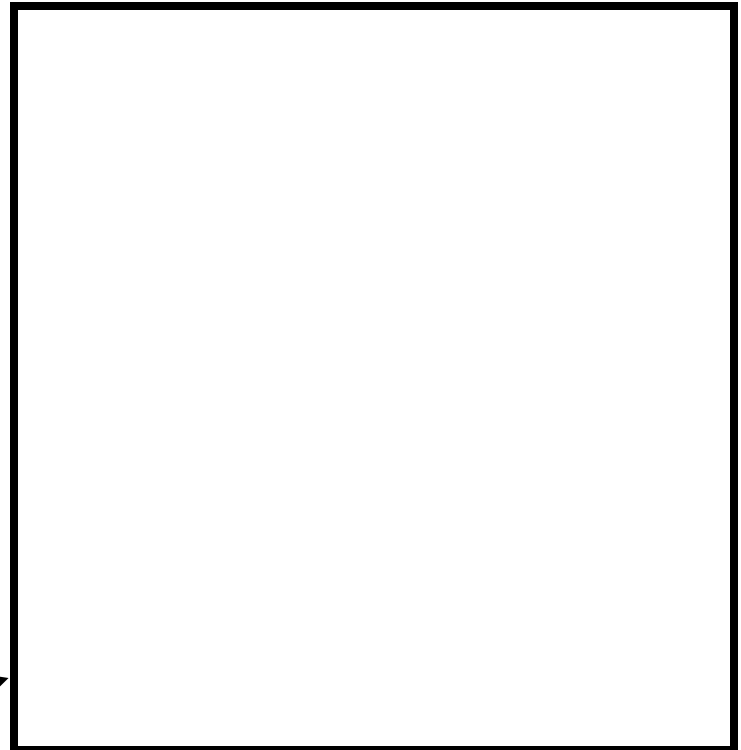
# ACTIVITIES

## Activity 1: Protest Signs

The Civil Rights Movement included a wide variety of protests, rallies, speeches, and organized events. The leaders of the African American community wanted to avoid resorting to violence.

At the top of the left hand page are a number of protest signs from the Civil Rights March on Washington, DC in 1963. Notice how these signs each express a goal that the African American community was trying to achieve.

In the space to the right, design your own protest sign for the Civil Rights Movement.



Your own protest sign

## Activity 2: Segregation

On the bottom of the left-hand page is a copy of the Civil Rights Act of 1964, which basically abolished all forms of segregation (*segregation occurs when two groups of people are prevented from coming in contact with one another*). In the early 1900s, African Americans had to attend different schools, use different bathrooms, and even drink from different water fountains.

The idea of segregation seems crazy in today's world. In the space below, write why you think that the legal segregation of the early 1900s was wrong. What kind of message did it send?

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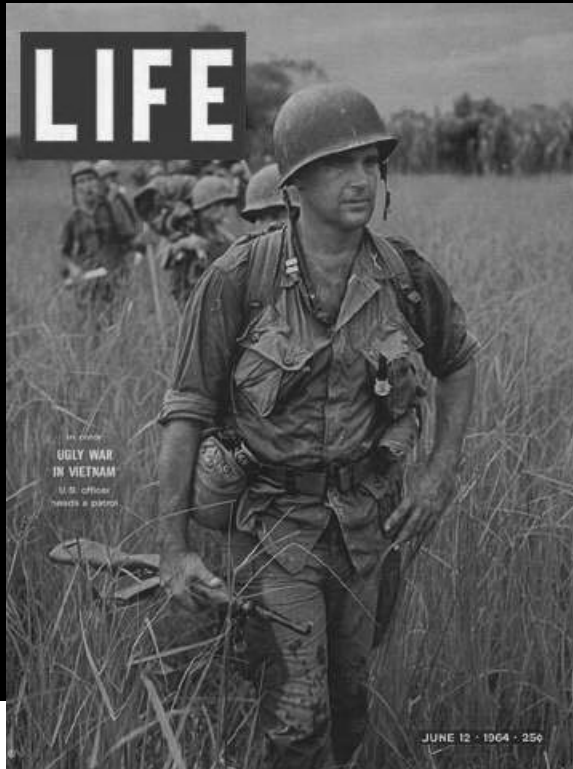


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# Vietnam & the 1960s



Cover, *Life Magazine*. 12 June 1964.

The United States became heavily involved in the Vietnam War during the 1960s. Thousands of soldiers joined the military—or were drafted—to fight in the Asian country.

Back home, Americans followed the Vietnam War closely. The front pages of newspapers and the covers of popular magazines (such as “*Life Magazine*”, seen here) often featured pictures and news from Vietnam.

While thousands of young Americans went off to fight in the Vietnam War, many stayed home and lived a very different life than that of a soldier. Many even protested the war.

The “Hippy Movement” of the 1960s focused on things like peace, love, and music. This was a stark contrast from the violence of the Vietnam War. This cover of *Time Magazine* →



Cover, *Time Magazine*. 7 July 1967.

# ACTIVITIES

## Activity 1: Different Cultures

The left-hand page contains two popular magazine covers from the 1960s. The cover of *Life* magazine (*on the top*) shows a soldier walking in the fields of Vietnam, where America was engaged in a long war at the time.

The cover of *Time* magazine (*on the bottom*) shows a rock-and-roll band that was part of the “Hippy Movement” of the 1960s. The hippies were young Americans who opposed the war in Vietnam and focused on things like peace, love, and music.

Compare the magazine covers. As you can see, there were two drastically different cultures living in America during the 1960s. On the lines below, write three words that describe the soldier pictured on the cover of the top magazine. Also, write three words that describe the band members featured on the bottom magazine.

### Words that describe the soldier

- 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 3) \_\_\_\_\_

### Words that describe the “hippies”

- 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 3) \_\_\_\_\_

## Activity 2: Guerrilla Warfare

Look at the soldier pictured on the magazine cover at the top of the left-hand page. As you can see, he is carrying a gun, wearing a helmet, and monitoring his surroundings carefully. Like any other American soldier, he seems very prepared.

However, the American soldiers found it very difficult to fight their enemies in Vietnam. The Vietnamese used **guerrilla tactics**, which included:

- Surprise attacks and ambushes
- Setting random traps in high traffic areas
- Destroying and sabotaging equipment
- Long range fighting (*such as snipers*)
- Fighting in difficult places, like jungles and swamps
- Launching several small attacks instead of one large battle

On the lines below, write a sentence or two explaining why this style of fighting might frustrate a large and powerful military like that of the United States.

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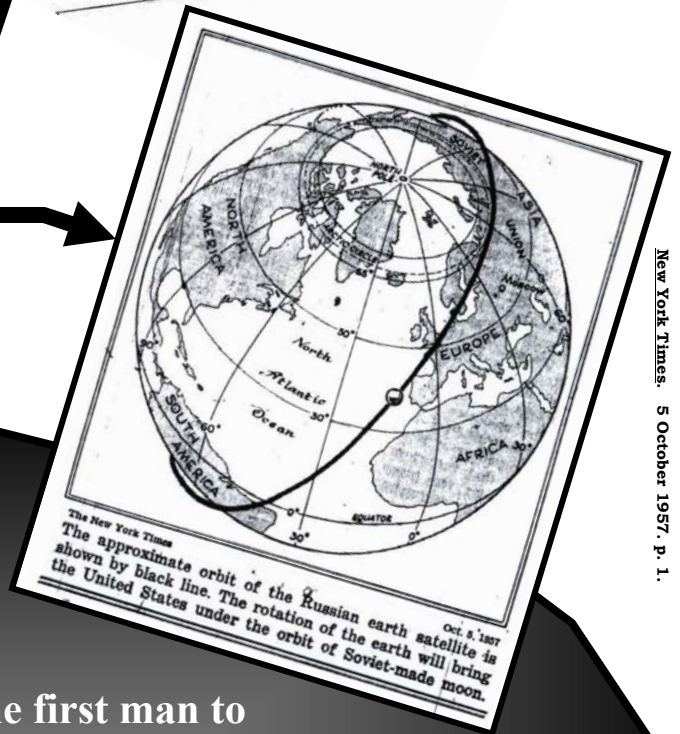
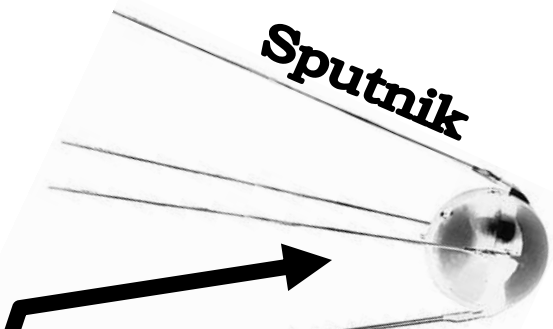
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# Space Race

As the second half of the 20<sup>th</sup> century began, the American people set their sights on a far-off goal—space. They wanted the United States to be the first nation to send a man-made object into space.

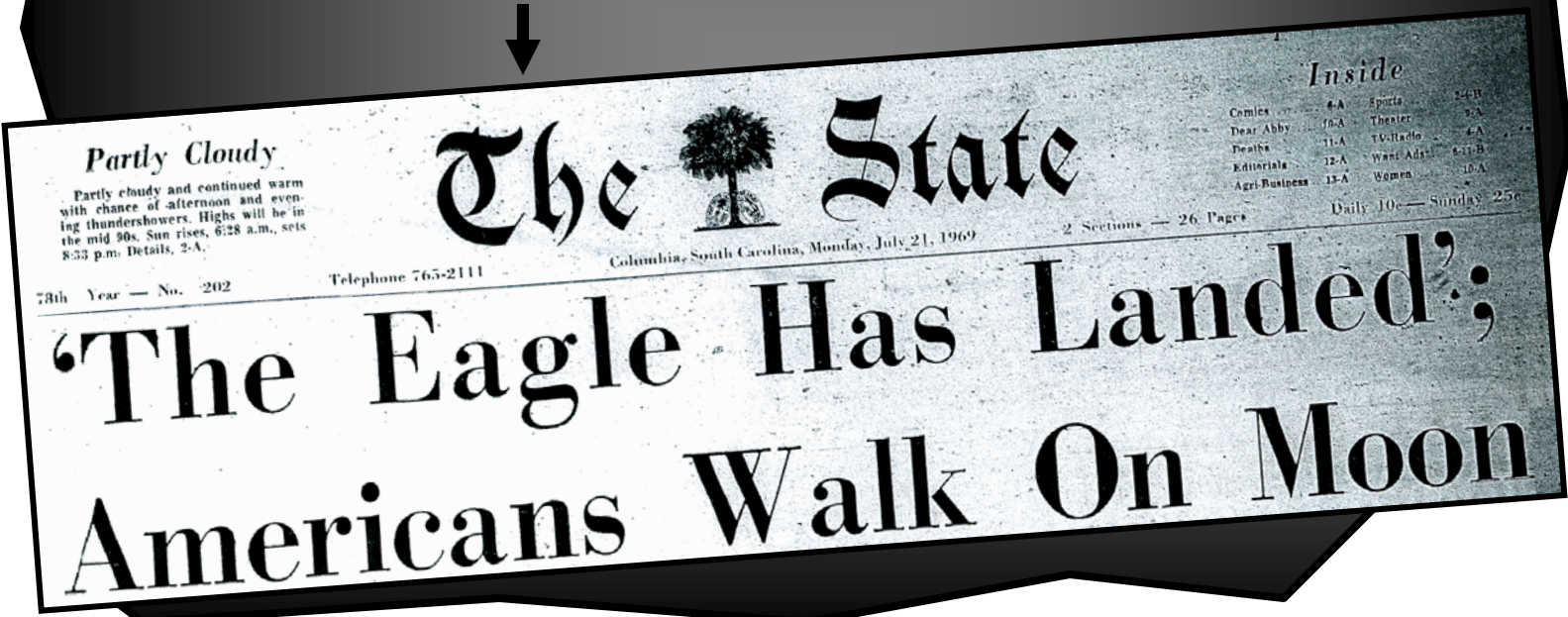
Unfortunately, that did not happen. On October 4, 1957, the Russians launched *Sputnik* (seen here) into space.

The small vessel circled the earth on a continuous path (shown in the diagram to the right) for three weeks. Shortly after, in January 1958, the United States launched its first satellite into space.



New York Times, 5 October 1957, p. 1.

Despite a slow start in the "Space Race," the United States was able to achieve an even more important goal. On July 20, 1969, American Neil Armstrong became the first man to walk on the moon. This event was witnessed by millions on live television, and (as seen here) was front-page news all around the world.



## Partly Cloudy

Partly cloudy and continued warm with chance of afternoon and evening thundershowers. Highs will be in the mid 90s. Sun rises, 6:28 a.m., sets 8:33 p.m. Details, 2-A.

# The State

Columbia, South Carolina, Monday, July 21, 1969

2 Sections — 26 Pages

## Inside

Comics	4-A	Sports	24-B
Dear Abby	10-A	Theater	2-A
Deaths	11-A	TV-Radio	4-A
Editorials	12-A	Want Ads	6-11-B
Agri-Business	13-A	Women	10-A

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# 'The Eagle Has Landed?; Americans Walk On Moon

# ACTIVITIES

## Activity 1: The Space Race

The top of the left-hand page shows a picture of *Sputnik*, the first ever man-made object launched into space. Unfortunately, it was not the United States that sent this vessel into space—it was Russia.

*Sputnik* was launched in 1957, a time when the Cold War was gaining momentum. The United States and the Soviet Union (*which included Russia*) were the world's two strongest superpowers, and they were engaged in a bitter rivalry.

On the lines below, write in your own words why the American people were so alarmed when they learned that the Russians had launched *Sputnik*.

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## Activity 2: Man on the Moon

One of the greatest achievements in history took place on July 20, 1969. On that day, Neil Armstrong became the first man to walk on the moon. It was front-page news all around the world (*see the bottom of the left-hand page*).

Sending a man to the moon was a great victory for the American people. Russia had been the first nation to launch an object into space (*they launched "Sputnik," which is at the top of the left-hand page*), send a man into space (1961), and the Russians were very close to sending a man to the moon. Fortunately for the United States, the Americans were able to achieve the task first.

Imagine that you were living in 1969, and are watching the live picture of Neil Armstrong walking on the moon on your black and white TV. On the lines below, describe what you are thinking as you witness the historic event.

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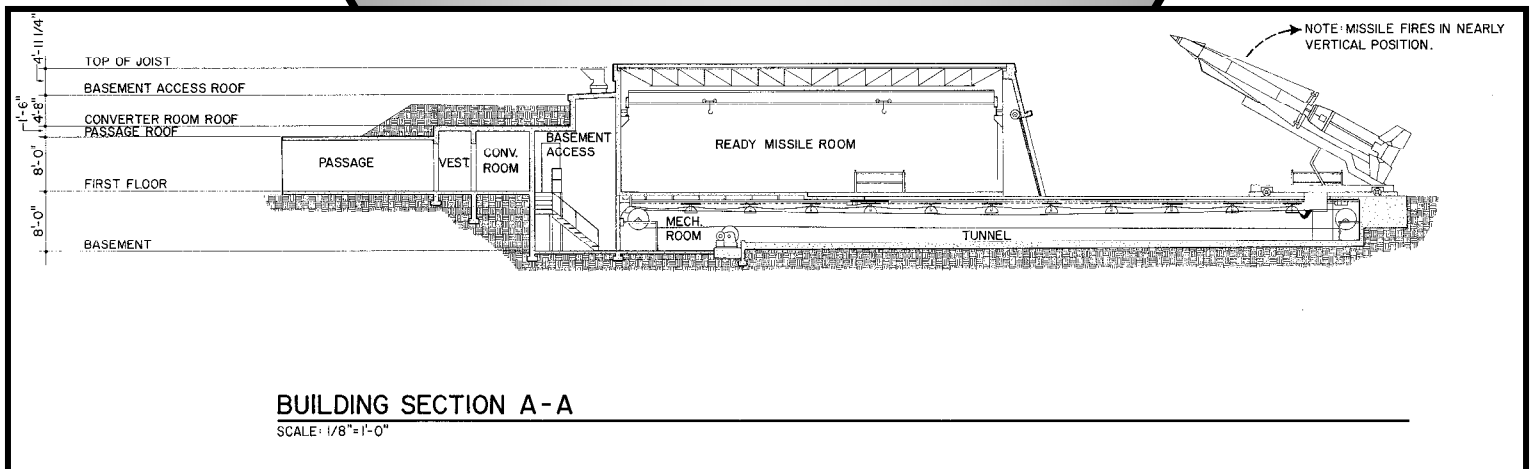


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# Cold War

During the Cold War, the United States and Russia were the two strongest nations in the world—and they didn't trust one another. As a result, the two world powers spent lots of money developing new weapons and large militaries.

Below are the blueprints for a missile launching site that the United States built in Alaska during the early 1960s. Both Russia and the United States constructed dozens of similar launching sites as Cold War tensions grew.



At the end of World War II, the nation of Germany was forced to surrender to the Allied forces. Its capital city, Berlin, was divided among several of the Allied Nations (*United States, Britain, Russia, and France*).

Soon after, the Cold War began, and tensions rose between Russia and the United States. Russia closed off its section of Berlin, and built a huge wall (*known as the "Berlin Wall"*) to keep anyone from getting in or out. The sign to the right is a warning to let people know that they are leaving the American portion of Berlin. Notice that it is written in several languages.

Nike Hercules Missile Battery Summit Site, Anchorage, AK  
Historic American Engineering Record, Library of Congress.  
Prints and Photograph Division, Washington, D.C.  
Digital ID: <http://hdl.loc.gov/loc.pnp/hhh.ak0441>



# ACTIVITIES

## Activity 1: MAD

The top of the left-hand page shows the blueprints for a missile launcher that was constructed in Alaska during the Cold War. During this period, the United States and the Soviet Union faced off in a bitter rivalry. The two world powers spent *billions* of dollars on weapons—including nuclear weapons—in an effort to become more powerful than the other.

The “arms race” got so out of hand that both countries had the ability to destroy the other several times over. Fortunately, no violent attack was ever launched. Many people feared that, if the United States and the Soviet Union ever did go to war, the result would be **Mutual Assured Destruction**, or **MAD**. On the lines below, describe in your own words what that term means.

The meaning of the term **Mutual Assured Destruction (MAD)** —

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## Activity 2: Eastern Bloc Nations

The left-hand page shows a sign posted near the Berlin Wall during the Cold War. This sign warned people that they were leaving the American controlled portion of the city (*they were not allowed to enter the Soviet side*).

The Soviet Union kept a tight leash on all of the nations that were under its control during the Cold War. This appalled many Americans, who wished that the people in the “Eastern Bloc” nations had more freedom.

In the space below, place a check to the left of the short descriptions if they describe an Eastern Bloc nation controlled by the Soviets during the Cold War. Place a check to the right if it describes a free nation, such as the United States.

### Eastern Bloc Country

### Free Nation

_____	Must get permission to travel away from your home city	_____
_____	Everything that is manufactured or produced is the property of the government	_____
_____	You can practice any religion that you choose	_____
_____	Workers are offered a minimum wage and safe working conditions	_____
_____	Lack of technology leads to shortages of food and medicine	_____
_____	It is acceptable to say and write whatever you want, even if it is unpopular	_____

# Environment

The 1960s brought about an increased awareness of the environment. People began to realize that the actions of humans can have an impact on the earth itself (*for example, humans can create pollution, smog, toxic waste, etc.*).

The political cartoon shown here (*from 1968*) points out that the affects of pollution could be worse than a nuclear bomb.



Newsweek. 8 Jan. 1968. p. 15.

A major victory for the Conservation Movement came in 1970, when President Richard Nixon formed the **Environmental Protection Agency (EPA)**.

For over thirty years, the EPA has regulated and monitored nearly everything that has an impact on the environment. The agency currently employs over 18,000 people, with dozens of offices and labs around the country.

Shown here is the logo for the EPA, along with its mission statement.

## EPA Logo



## EPA Mission Statement

To protect and improve the natural environment for present and future generations, taking into account the environmental, social and economic principles of sustainable development.

# ACTIVITIES

## Activity 1: National Parks

The cartoon on the top of the left-hand page is from 1968 and shows a worst-case scenario if pollution is not kept under control. In the drawing, the trees and forests have all been destroyed.

One of the major achievements of the Conservation Movement has been the creation of national parks and forests. These are areas where wildlife and plants can grow freely without being disturbed by humans.

There are a number of reasons to create these national parks and forests, many of which are listed below. Rank these reasons from 1 to 5, with ‘1’ being what you feel is the most important reason for establishing the park, and ‘5’ being the least important reason.

- \_\_\_ To protect plants and animals that are native to the area
- \_\_\_ To raise public awareness about the importance of the environment
- \_\_\_ To insure that the lands will be unharmed by future generations
- \_\_\_ To create a place where people can camp, hike, and enjoy the outdoors
- \_\_\_ To provide a place where scientists can study plants and animals in the wild

Look at the reason that you ranked number ‘1’ above. On the lines below, tell why you think that this reason was the most important.

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## Activity 2: Pollution

At the bottom for the left-hand page you can see that the mission statement for the **Environmental Protection Agency (EPA)** opens with the line, **“To protect and improve the environment for future generations...”**

One of the major goals of the EPA is to control pollution and dispose of it in a safe way. Pollution can come in a variety of different forms. Look at the two columns below. Draw a line from the type of pollution (*on the left*) with the sample that fits into that category (*on the right*). Both columns are listed in a random order (*i.e. the answers are not side by side*).

### Air Pollution

### Water Pollution

### Solid Waste Pollution

### Noise Pollution

Loud music is being played while students try to take a test

Soda cans are thrown onto the side of the road

Rubber tires are burned in an open fire

An oil ship in the Atlantic Ocean crashes and starts to spill oil

# Reagan Years



Reagan as football star George Gipper in "Knut Rockne-All American" (1940)

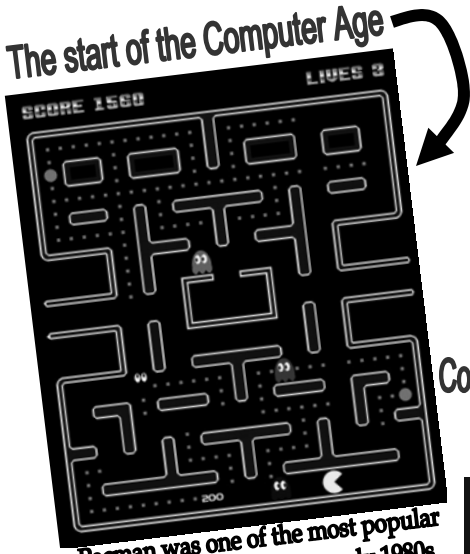
Ronald Reagan was famous long before he was elected president in 1980. During the 1940s and 1950s, he was a well-known Hollywood actor. In fact, Reagan appeared in over 50 movies!

Shown here are two of Ronald Reagan's most popular roles.

Reagan co-starring with a monkey in "Bedtime for Bonzo" (1951)

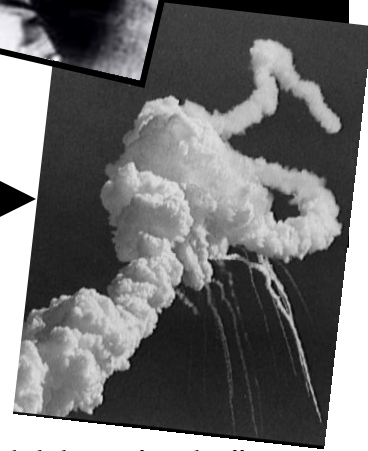
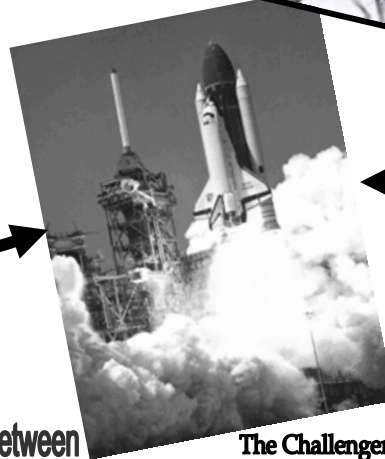


Ronald Reagan had a lot to deal with as President during the 1980s. A few of the most important issues of the decade were:



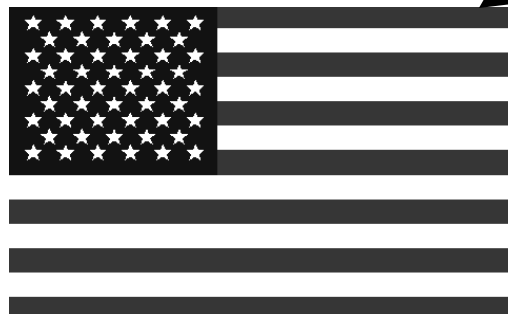
Pacman was one of the most popular computer games of the early 1980s

The Challenger Disaster



The Challenger exploded soon after takeoff killing all seven astronauts on board

Continued Cold War Tensions between the Soviet Union and the USA



The Flag of the United States



The Flag of the (former) Soviet Union

# ACTIVITIES

## Activity 1: From Actor to President

The top of the left-hand page shows two pictures of Ronald Reagan long before he was President of the United States (*Reagan served as president during the 1980s*). During the 1940s and 1950s, Ronald Reagan was a popular actor who appears in dozens of films. The pictures to the left are of Reagan in a couple of his starring roles.

It might seem strange to go from being an actor to being a politician. Many people, however, feel that Reagan's career as an actor and a celebrity helped prepare him for his role as president. On the lines below, write why you think this might be true (*consider the skills that are required to be a good actor, and the skills that are required to be a good politician*).

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## Activity 2: Taking Office

The bottom of the left-hand page shows a number of issues that Ronald Reagan had to deal with while he was president.

When Reagan was elected to office in 1980, he knew that he would be faced with many challenges. At that time, some of the key issues in America were:

- Cold War tensions between the United States and the Soviet Union were continuing to increase
- A record number of nuclear weapons existed throughout the world
- Crime and drug abuse were serious problems in America
- The Middle East, where the United States got much of its oil, was a dangerous area

Ronald Reagan knew about all of the problems listed above. Therefore, when he finally took office, he probably experienced a number of emotions. A few of the obvious ones are listed below. On the line beside each emotion, write why you think Ronald Reagan—or any president—might feel that way upon taking office.

**Excitement** \_\_\_\_\_

**Nervous** \_\_\_\_\_

**Hopeful** \_\_\_\_\_

**Overwhelmed** \_\_\_\_\_

# September 11th

1



2



3



On September 11, 2001, the United States suffered the worst terrorist attack in its history (*read the definition for "Terrorism" below*). The terrorists hi-jacked airplanes and flew them into the Twin Towers of the World Trade Center (*see above*). The Pentagon in Washington, DC, was also attacked, and another plane crashed in Pennsylvania. In the end, the terrorists murdered over 2,500 innocent people.

## Terrorism

**NOUN:** The unlawful use or threatened use of force or violence by a person or an organized group against people or property with the intention of intimidating or coercing societies or governments, often for ideological or political reasons.

The American Heritage® Dictionary of the English Language, Fourth Edition.

While the September 11<sup>th</sup> terrorist attacks were tragic, they also showed how heroic the American people could be. Hundreds of fire fighters, emergency workers, and regular citizens risked their lives to help people who were in trouble during the attacks.

These heroes have been honored in a number of ways. For example, the United States Postal Service issued a special stamp to highlight the heroes of the day. The "Heroes of 2001" stamp (*seen here*) was officially issued in March 2002. All of the profits made by the stamp went to the Federal Emergency Management Agency.

"Heroes of 2001" stamp



# ACTIVITIES

## Activity 1: Terrorism

The pictures on the top of the left-hand page walk through the September 11<sup>th</sup> terrorist attacks in 2001. On that day, the Twin Towers in New York were destroyed, and over 2,500 innocent people were murdered by terrorists.

Read the definition for terrorism (*also on the left-hand page*). You'll notice that the definition features words like **“unlawful”**, **“threatened”**, **“violence”**, and **“intimidating.”** Look at the list below, and circle other words that you associate with terrorism.

cowardly	honest	predictable	irrational	wicked
heroic	sneaky	reckless	brave	helpful
cruel	respectable	decent	crazy	extreme

Most people agree that terrorism is cruel and dishonest. However, threats of terrorism still exist all over the world. On the lines below, write a sentence or two explaining why you think this is the case.

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## Activity 2: Patriotism

The September 11<sup>th</sup> terrorist attacks were tragic, but they also brought out the best in the American people. Firefighters, rescue workers, and concerned citizens all risked their lives to help the victims of the attacks.

In the weeks following the attacks, the entire nation rallied together. Heroes were honored in a number of ways. For example, the bottom of the left-hand page shows a stamp that was issued to raise money for the families of victims.

Despite being shaken by the terrorist attacks, American patriotism was higher than ever. On the lines below, list three ways that an American citizen can show that he or she is patriotic.

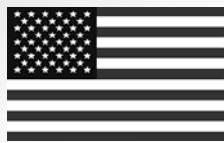
### Ways to show that you are Patriotic

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

# Middle East

The United States has struggled with the Middle East for decades, especially the nation of Iraq. In 1991, President George H. W. Bush declared war on Iraq. Twelve years later, his son—President George W. Bush—was forced to declare war on Iraq once again. Even today, American troops remain in Iraq and are helping to establish a new government in the area.

Because of the constant tension between the United States and Iraq, it is important to know how the two nations compare with one another. Below are a few key comparisons:



## United States



## Iraq

<b>Population</b>	293,027,571 people (3 <sup>rd</sup> most populated nation)	25,374,691 people (44 <sup>th</sup> most populated nation)
<b>Land Area</b>	3,537,437 sq. miles (3 <sup>rd</sup> largest nation)	166,859 sq. miles (57 <sup>th</sup> largest nation)
<b>Water Area</b>	181,272 sq. miles	1,895 sq. miles
<b>Capital</b>	Washington, DC	Baghdad
<b>Largest City</b>	New York City	Baghdad
<b>Principle Language</b>	English	Arabic, Kurdish
<b>Life Expectancy</b>	74.6 years (males) 80.4 years (females)	67.1 years (males) 69.5 years (females)
<b>Adult Literacy Rate</b>	97% of population can read	40.4% of population can read
<b>Per Capita Income</b>	\$37,000 per year	\$1,600 per year

Since declaring war on Iraq in 2003, the United States has successfully captured Iraqi leader Saddam Hussein and many other political enemies. However, the task of rebuilding a new government proved even more difficult.

After much debate and struggle, the Iraqi people finally took control of their own government in 2004, and just recently ratified a new constitution. Shown here is an excerpt from that constitution (*translated to English from Arabic*).

## Constitution of Iraq

*Excerpt of translated text (2005)*

We the people of Iraq, newly arisen from our disasters and looking with confidence to the future through a democratic, federal, republican system, are determined – men and women, old and young – to respect the rule of law, reject the policy of aggression, pay attention to women and their rights, the elderly and their cares, the children and their affairs, spread the culture of diversity and diffuse terrorism

# ACTIVITIES

## Activity 1: Comparisons

As you can see by the chart on the left-hand page, the United States and Iraq are two very different countries. The United States is larger (*both in population and size*), and has a higher standard of living. It might seem strange that America has been involved so closely with Iraq over the past couple of decades.

There are a number of reasons why the United States has declared war on Iraq twice in the past two decades (*the Gulf War in 1991 and the War in Iraq in 2004*). There are also reasons why Americans still remain in Iraq to help rebuild the nation. However, those reasons have created a great deal of debate in America.

American citizens were divided over whether or not to fight a war with Iraq. Below are a number of reasons that were brought up prior to the most recent war. Beside each reason, circle whether it was a “*reason to go to war*” or a “*reason NOT to go to war*.”

➤ Iraq has the ability to create weapons that will kill millions of people	<i>Reason to go to war</i>	<i>Reason NOT to go to war</i>
➤ Despite the rumors, no weapons of mass destruction have actually been found	<i>Reason to go to war</i>	<i>Reason NOT to go to war</i>
➤ Many believe that America wants to go to war just to take oil from Iraq	<i>Reason to go to war</i>	<i>Reason NOT to go to war</i>
➤ The Iraqi government protects terrorists who want to destroy America	<i>Reason to go to war</i>	<i>Reason NOT to go to war</i>
➤ The Iraqi government is dangerous, and poses a threat to all nations in the area	<i>Reason to go to war</i>	<i>Reason NOT to go to war</i>
➤ The United States should get approval from all countries before going to war	<i>Reason to go to war</i>	<i>Reason NOT to go to war</i>

## Activity 2: Roles of Government

Read the excerpt of the Iraqi Constitution on the left-hand page. It states that the new government has six goals, which are listed below:

- 1) **respect the rule of law**
- 2) **reject the policy of aggression**
- 3) **pay attention to women & their rights, the elderly & their cares, the children & their affairs**
- 4) **spread the culture of diversity**
- 5) **diffuse terrorism**

Choose one of the five functions of government listed above and circle it. On the lines below, describe in your own words the meaning of that particular responsibility.

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