Step Away From The Textbook!

Late 19th & Early 20th Centuries

Activities, Parodies, Games, Jokes, Review Sheets, "3-D Templates", Cold Reading Passages, and much more!

- Immigration
- Big Business
- Technology & Inventions
- Progressive Era
- Women's Suffrage
- Rise of Mass Media

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Step Away From The Textbook!

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*Okay, now that you've got all of the disclaimers out of the way—**go have fun!!!***

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Additional contributions made by **Nancy Rechtman** and **Audrey Cook**.

Cover illustration by **Zach Franzen**.

Table of Contents

"A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."

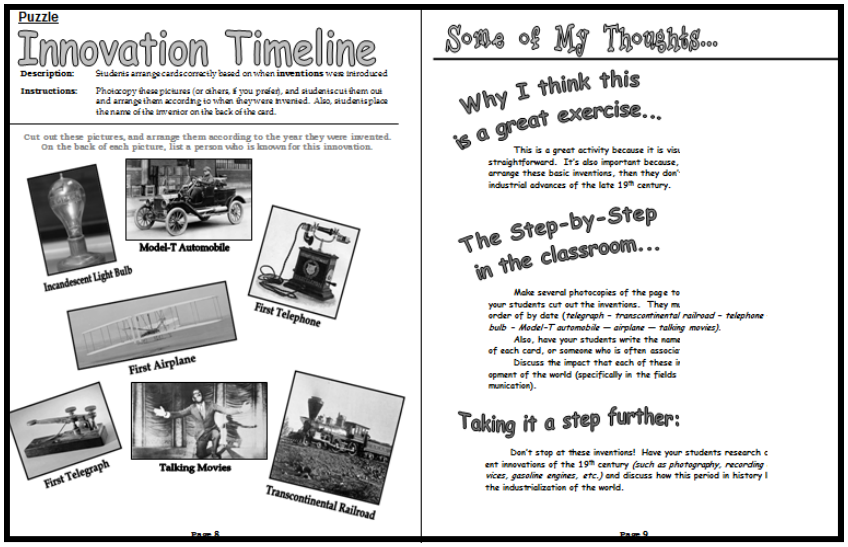
—Horace Mann (1796-1859)
"The Father of American Public Education"

Section 1

Over the next few pages I will share some of my personal classroom secrets that are sure to engage and excite your students!

Here's how it works:

The left-hand page includes the song parody, activity, poem, game, etc. for you to share with your students.


Puzzle

Innovation Timeline

Description: Students arrange cards correctly based on when **inventions** were introduced

Instructions: Photocopy these pictures (or others, if you prefer), and students cut them out and arrange them according to when they were invented. Also, students place the name of the inventor on the back of the card.

Cut out these pictures, and arrange them according to the year they were invented. On the back of each picture, list a person who is known for this innovation.

Incandescent Light Bulb

Model-T Automobile

First Telephone

First Airplane

First Telegraph

Talking Movies

Transcontinental Railroad

Page 8

Some of My Thoughts...

Why I think this is a great exercise...

This is a great activity because it is visu straightforward. It's also important because, arrange these basic inventions, then they don' industrial advances of the late 19th century.

The Step-by-Step in the classroom...

Make several photocopies of the page to your students cut out the inventions. They m order of by date (*telegraph – transcontinental railroad – telephone bulb – Model-T automobile — airplane — talking movies).*

Also, have your students write the name of each card, or someone who is often associa

Discuss the impact that each of these i opment of the world (specifically in the fields munication).

Taking it a step further:

Don't stop at these inventions! Have your students research o ent innovations of the 19th century *(such as photography, recording vices, gasoline engines, etc.)* and discuss how this period in history l the industrialization of the world.

Page 9

The right-hand page includes my personal commentary, including the reasons I've had success with this exercise, any key directions, and other tid-bits that might be helpful.

******The exercises on the next few pages are great to use for this topic area, but you can easily modify them to use for other topics and even subject areas. The simple format and extra notes that are provided will really help with this!***

Call & Response

19th Century Regions

Description: An interactive cheer about different **regions of the country during the late 1800s**

Instructions: The teacher shouts out the question lines and students call the cheer.

Part 1

Where could most of the nation's "Big Cities" be found?
The Northeast, Brr Brr, The Northeast
Where were most of the nation's industrial factories?
The Northeast, Brr Brr, The Northeast
Where did most European immigrants settle down?
The Northeast, Brr Brr, The Northeast
Where were New York, Boston, and Philadelphia?
The Northeast, Brr Brr, The Northeast
Where did African Americans move to find a new start?
The Northeast, Brr Brr, The Northeast

Part 2

Where could the "Big Plantations" still be found?
The South, Moo Moo, The South
Where was agriculture the only game in town?
The South, Moo Moo, The South
Where did sharecropping replace slavery?
The South, Moo Moo, The South
Where were Charleston, Atlanta, and Savannah?
The South, Moo Moo, The South
Where was Jim Crow the law of the land?
The South, Moo Moo, The South

Part 3

Where were there bustling towns with very little government?
The West, Yee Haw, The West
Where were ranching and prospecting the way to make a living?
The West, Yee Haw, The West
Where did people rush to find land and gold?
The West, Yee Haw, The West
Where were San Francisco, Sacramento, and Salt Lake City?
The West, Yee Haw, The West
Where did the Oregon, Mormon, California, and Santa Fe Trails lead?
The West, Yee Haw, The West

Some of My Thoughts...

Why I think this is a great exercise...

This is an interactive and engaging cheer. Students have a chance to get up and get some energy out while reviewing what they have learned about America during the late 1800s. I can't tell you how important it is to have exercises that you know will "jumpstart" a tired class in the middle of the week!

The Step-by-Step in the classroom...

To introduce, I put this cheer on an overhead and reveal one line at a time and discuss it. This gives you the flexibility to provide any additional information or place close attention to what you think it is necessary.

After going over each line slowly, we begin the cheer. Students come up with motions for each region of the country, which is always a strong mnemonic technique.

Helpful Hint:

As a follow up, I have students create their own call and response cheer.

Also—repetition, repetition, repetition! This can be implemented as a "Start the Day" cheer, as a transition time cheer, a lining-up cheer, an end-of-the-day packing-up cheer… You get the picture.

Puzzle

Innovation Timeline

Description: Students arrange cards correctly based on when **inventions** were introduced

Instructions: Photocopy these pictures (or others, if you prefer), and students cut them out and arrange them according to when they were invented. Also, students place the name of the inventor—or someone associated with the invention—on the back of the card.

Cut out these pictures and arrange them according to the year they were invented. On the back of each picture, list a person who is known for this innovation.

Incandescent Light Bulb

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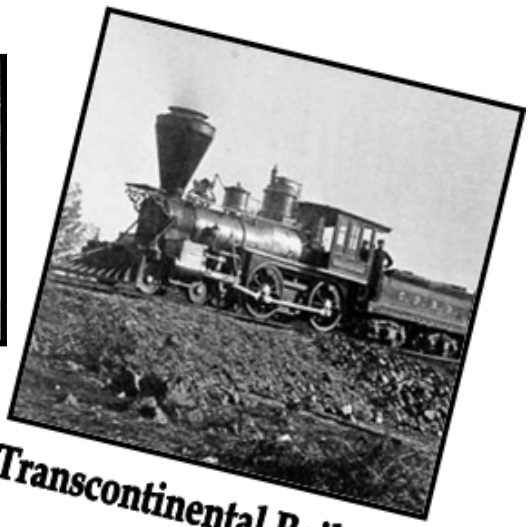

Transcontinental Railroad

Some of My Thoughts...

Why I think this is a great exercise...

This is a great activity because it is visual, hands-on, and extremely straightforward. It's also important because, if students can't correctly arrange these basic inventions, then they don't really have a grasp on the industrial advances of the late 19th century.

The Step-by-Step in the classroom...

Make several photocopies of the page to the left, and then have your students cut out the inventions. They must then place them in order by date (*telegraph – transcontinental railroad – telephone – light bulb - Model-T automobile — airplane — talking movies)*.

Also, have your students write the name of the inventor on the back of each card, or someone who is often associated with the innovation.

Discuss the impact that each of these inventions had on the development of the world (specifically in the fields of transportation and communication).

Taking it a step further:

Don't stop at these inventions! Have your students research different innovations of the 19th century *(such as photography, recording devices, gasoline engines, etc.)* and discuss how this period in history led to the industrialization of the world.

Creative Writing

Progressive Era

Description: A pretend diary that students create from the point-of-view of a **child worker in the early 1900s**

Instructions: Use as a makeshift assessment to see if students understand what they've been taught about the time period

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Give your students the following scenario:

You are an 11-year-old child working in a factory in the early 1900s. Write a couple of journal entries about "A Day in My Life". This requires some research to answer certain questions. A few of the questions you need to consider are:

- **What is your daily life like?**
- **Where do you live?**
- **What kind of factory do you work in?**
- **How many hours a day do you work?**
- **What kind of money do you earn?**
- **Do you get to keep the money?**
- **What are the conditions like in the factory?**
- **Do you like being there?**
- **Do you feel a sense of pride because you can help out your family?**
- **How are you treated in the factory?**
- **What kind of clothing do you have?**
- **Do you go to school?**
- **Do you have free time to play and spend with friends?**
- **What do the rest of the members in your family do?**
- **What do you think will happen to you in the future?**
- **Do you plan to find a better job one day? How?**
- **Are you upset that you have to work at such a young age?**

Some of My Thoughts...

Why I think this is a great exercise...

This is a straightforward way to integrate SS and ELA, and it helps your students ask the important question: *"What was it really like back then?"*

Your students will enjoy it because it allows them to "step outside the box" and tap into their creative side *(they might not realize that they are also applying what they have learned!)*.

The Step-by-Step in the classroom...

In this exercise, you want to give your students specific questions to answer in their diaries (like any assessment, make sure you know what feedback you are trying to obtain), but you also want them to feel free to add a little of their own creativity. That's why I usually have them write multiple diary entries covering different days, thus creating an on-going narrative.

You might also want to consider having each student write "Day 1" for his or her character, and then trading the diaries and letting another student write "Day 2," and so on.

Helpful Hint:

Before writing the diaries, I suggest going through a little "mental exercise" with your students. Have them really try to put themselves into character *(i.e. What would it <u>really</u> be like to be a child worker in the early 1900s?)* If they make a connection, it shows in the diaries, and also gives them a better understanding of the time period.

Classroom Activity

Immigration

Description: Students learn about **immigration** by researching their past and contributing to the class's "Melting Pot"

Instructions: Each member of the class contributes items to a physical "Melting Pot." These items represent the student's family history and heritage.

The Melting Pot

Your students must first interview their families about their ancestry. Based on the country (or countries) from which they have ties, your students should take several 3"x5" note cards and draw various items that represent those countries *(i.e. symbols, flags, important landmarks, traditional clothing, etc.)*. For bonus points, students can even bring in physical artifacts that represent their country.

Next, students take turns coming to the front of the room, explaining what they've brought, and adding it into the "Melting Pot." The melting pot is stirred, and you lead a discussion about how different cultures have combined to enhance American culture.

Bring in a real pot, or make one out of poster board

Some of My Thoughts...

Why I think this is a great exercise...

With every classroom activity, I always ask myself, "Will my students remember this in 20 years?" This is one of those that I think has the potential of making a lasting impression. It's important for students to learn about their own backgrounds, and it's an eye-opener for them to think of their own classroom as a "melting pot."

The Step-by-Step in the classroom...

I recommend bringing in an actual "pot," just to help with the visual. Of course, a poster board cut-out, or even an empty trash can, will also do the job.

You may want to give your students some direction on what they are going to contribute (for example, maybe each student has to draw the flag of their family's country of origin), but you also want to allow them to be creative. Encourage them to take pride in their family's background, and they will in turn take pride in whatever they add to the "melting pot."

Give each student a moment to show and explain the contributions they are making to the "melting pot." At the end, make sure you talk about the broad cultural impact of immigration, and how it has shaped our nation.

Taking it a step further:

Discuss how immigration is still adding to the "melting pot" today. Ask your students to compare the attitudes about immigrants today with attitudes towards immigrants a century or more ago. You can even put them into small groups to debate the pros and cons of immigration.

Section 2

"Information Overload"

Primary Source

Review Sheets

The next few pages feature a wide assortment of Primary Sources from this particular time period. These resources will help engage your students and help them understand the "story behind history".

Feel free to make copies of these "Primary Source" review sheets to give to your students.

What is a Primary Resource?

Primary resources are documents or other materials that give a researcher a firsthand account of a historical event or time period. These sources reflect the experiences, viewpoints, and observations of individuals who actually lived through certain events.

Examples of Primary Resources

- **Letters**
- **Diaries and Journals**
- **Historic Speeches**
- **Census Data**
- **Audio / Visual Recordings**
- **Public Records**
- **Firsthand News Reports**
- **Political Cartoons**
- **Original Artwork**
- **Physical Artifacts**

Primary resources often give a more accurate view of history than secondary resources. *Secondary resources are materials that review an event after it has taken place. An example of a secondary resource is an encyclopedia, or even your textbook.*

The next few pages contain a variety of primary resources. Each document has been carefully chosen to help explore a unique part of United States history. We hope you enjoy the materials--& remember…

Have Fun!!!

Advertisements of the late 19th century

The Circus is coming to town!

To the right is a full page ad that appeared on the front page of a Kentucky newspaper in 1872. It is for a traveling circus, a form of entertainment that became immensely popular in the late 19th century.

When railroad lines became commonplace across America in the late 1800s, it was possible for large-scale traveling shows to easily perform in towns across the nation. Showmen such as P.T. Barnum took advantage of this. He started his traveling circus – known as the "Greatest Show on Earth" – in 1871, and several competitors followed suit.

The large circuses brought everything they needed with them – the performers, the animals, and the "Big Tent." In return, the small towns always provided an eager audience.


The Courier-Journal.

VOL. XXIII. LOUISVILLE, MONDAY, APRIL 1, 1872. NEW SERIES, NO. 1,304.

THE ONLY REALLY GREAT ZOOLOGICAL TRIUMPH

Four Immense Pavilions

TWELVE SHOWS IN ONE

GRANDEST CIRCUS on EARTH

Startling Array of Talent

Largest Menagerie on Earth!

The Elephant Bismarck

GREAT EASTERN MENAGERIE MUSEUM, AVIARY, CIRCUS,

Balloon Show

FRIDAY & SATURDAY,

MATINEE Each Afternoon.

COLOSSAL EXHIBITION

A DROVE OF BACTRIAN CAMELS.

TWO LIONESSES AND LITTERS OF CUBS.

A Beautiful Sable Antelope.

SPECIMEN CHIKAIE.

Half a Million Dollars

The Monarch MASTODON

ROAD,

HERR ELIJAH LENGEL.

World of Monkeys.

Mr. GEORGE M. KELLY

FOUR GREAT CLOWNS.

THALEB, ALEXIE, LONE STAR

MUSEUM

W. W. DURAND, Gen'l Ag't.

A GREAT DEAL

Wouldn't you like to buy a suit for only $5.00? That's the kind of deal that Hecht's Department Store was offering in 1898 (see advertisement below).

The Hecht Company opened its first department store in Washington, DC in 1896 – there are now over 80 such stores in the United States, mainly in the eastern states. As you can see by the advertisements below, the Hecht Company has changed its marketing strategy over the past 100 years, and its pricing! In the recent ad, the sale price on a pair of slacks is $24.99. That's a great deal in the 21st century, but it doesn't compare to the low prices of 1898.

Advertisment for Hechts Department Store as seen on web-site: **www.hechts.com/salebook**

(2005)

Advertisments for Hechts Dep. Store *(107 years removed)*

(1898)


A whole week of unprecedented

price-slaughtering.

A most strenuous effort will be made during this week. Beginning to-morrow morning, prices will be sacrificed to the utmost limit—and values will be far greater than they've ever before been. Splendid, desirable merchandise—everything of a heavy character—will go down before the reduction knife like wheat before a mower. It will be six days of the greatest selling Hechts have ever known, and it will dispose of the balance of the surplus stock, and the loss such selling means will be justifiable.

Notwithstanding the extreme reductions, the privilege of easy payments is offered you, and you've nothing extra to pay.

THE GREATEST SPREAD OF MONSTER VALUES EVER SET BEFORE YOU.

Men's suits . . . $5.00

Any boy's suit $3.00

Long pants suits $5.50

$4.00 pants . . . $1.95

Boys' 75c pants . . . 49c

Boys' 25c waists . . . 12½c

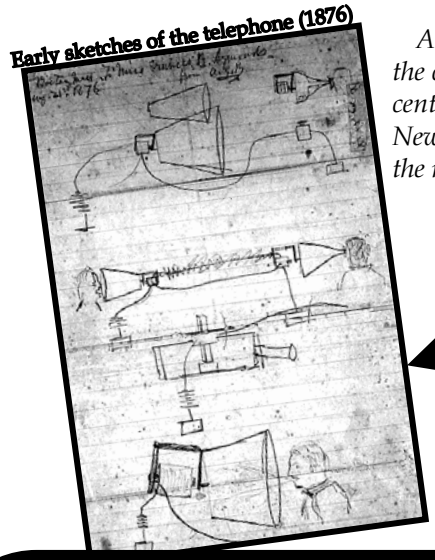
Hecht & Company 515 7th street.

Washington Post, 13 February 1898

Innovation & Reform

During the late 1800s, a number of new inventions helped move the world into a modern age. The telephone and the electric light bulb are a couple of those inventions, and they can be seen here in their early stages.

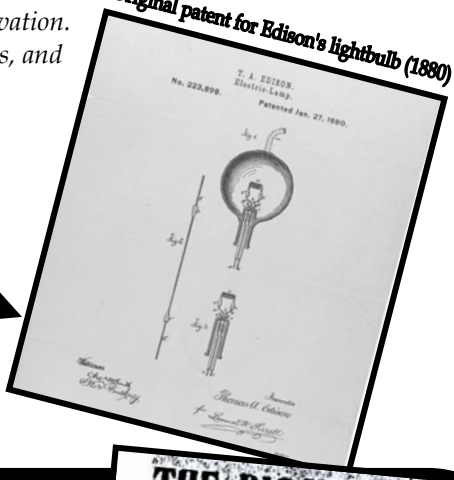
Early sketches of the telephone (1876)



Alexander Graham Bell's design sketch of the telephone, ca. 1876. Alexander Graham Bell Family Papers. Library of Congress, Manuscript Division. Reproduction No.: A8 (color slide; front); LC-MSS-51268-6 (B&W negative)

Alexander Graham Bell and Thomas Edison led the charge, and their contributions in the late 19th century created a "snowball effect" of innovation. New inventions led to other new inventions, and the nation quickly entered into a new era.

Original patent for Edison's lightbulb (1880)



Thomas Edison's Patent Drawing for the "Electric Lamp." 27 January 1880. Records of the Patent and Trademark Office (Record Group 241). National Archives, Washington DC.

Near the turn of the 20th 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!

San Francisco Chronicle. 1 January 1900: p. 4.

THE BIGGEST OFFICE BUILDING

A GREAT STRUCTURE IN NEW YORK CITY.

IT WILL BE TWENTY STORIES HIGH AND WILL COST FOUR MILLIONS.

LABOR REFORM

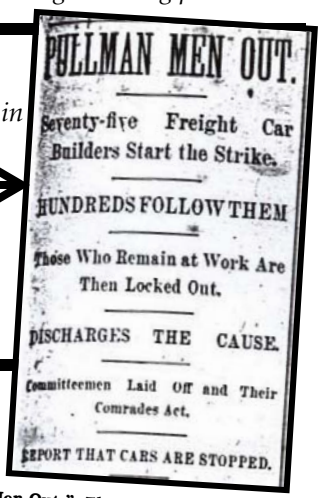
The first major protest pushing for labor reform in America was known as "Coxey's Army." In 1894, Jacob Coxey and several hundred unemployed American workers marched into Washington, DC.

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 to talk to high-ranking politicians.

The Chicago Sunday Tribune. 6 May 1894: p. 1.

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 20th century.



PULLMAN MEN OUT.

Seventy-five Freight Car Builders Start the Strike.

HUNDREDS FOLLOW THEM

Those Who Remain at Work Are Then Locked Out.

DISCHARGES THE CAUSE.

Committeemen Laid Off and Their Comrades Act.

REPORT THAT CARS ARE STOPPED.

"Pullman Men Out." The Chicago Daily Tribune. 12 May 1894: p. 1.

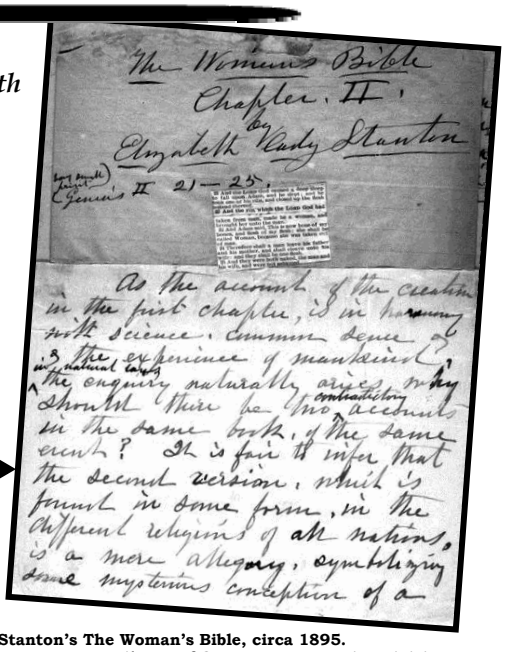
By the turn of the century, several newspapers like the National Labor Tribune *(shown here in 1897) boldly pushed for better working conditions.*

Women's Movement

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

Susan B. Anthony cast a vote in the 1872 Presidential election, even though it was illegal for women to vote at the time. She was arrested and given a hefty fine.

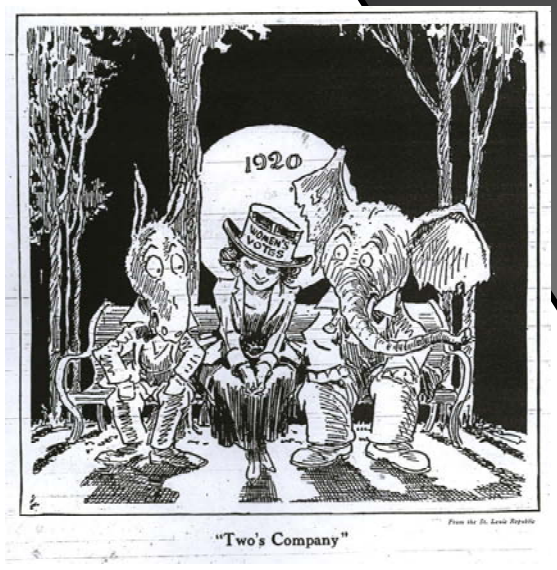
In 1895, Elizabeth Cady Stanton wrote **The Women's Bible**, *which highlighted the role of women in the religious text. A draft of Stanton's work is shown here.*


The Woman's Bible
Chapter II
by
Elizabeth Cady Stanton
Genesis II 21—25.
As the account of the creation in the first chapter, is in harmony with science, common sense & the experience of mankind, the enquiry naturally arises, why should there be two accounts in the same book, of the same event? It is fair to infer that the second version, which is found in some form, in the different religions of all nations, is a more allegory, symbolizing some mysterious conception of a

Draft of Elizabeth Cady Stanton's The Woman's Bible, circa 1895. Elizabeth Cady Stanton Papers, Library of Congress Manuscript Division.

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

Of course, once the 19th 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.

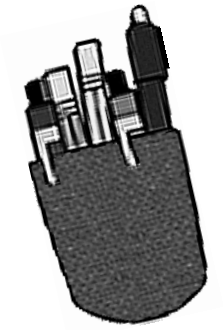


"Two's Company"

The Suffragist. 6 September 1919: p. 1.

The Woman Voter. 4 Aug. 1916.

Section 3



Pocket Activities

These are quick activities that can be used for class-openers, ice-breakers, attention-grabbers, and so on.

We've also added a few jokes to have in your pocket when you're really trying to keep students from staring out the window!

Activity - Immigration

During the second half of the 19th century, urban areas like New York City and Chicago became hot spots for new immigration. Thousands of Italians, Irish, Germans, Jews, Chinese, Greeks, and others flocked to the United States in search of work and a new life *(as well as to escape trouble back home)*. These new arrivals brought about mixed feelings. At Ellis Island, immigrants were examined to make sure they didn't carry disease and that they were fit to work. Unfortunately, some *(such as Typhoid Mary, who was a carrier of typhoid but did not suffer from the disease herself)* slipped through the cracks.

Have your students imagine that they are living and working in New York City in the late 1800s, and they have been there for several years. What are their feelings towards the increasing numbers of immigrants in the city? Tell them to list both the positive and negative aspects of the new immigration from their specific point of view:

Positive **Feelings about New Immigration**

- **Immigrants can be hard working and provide cheap labor.**
- **Immigrants are willing to perform certain jobs that Americans aren't.**
- **Immigrants add diversity to the city, and this prevents any one group from being persecuted.**
- **New immigration helps show that America is the land of opportunity.**
- **Immigration adds character to the city.**

Negative **Feelings about New Immigration**

- **Immigrants may carry disease into the United States.**
- **Immigrants increase competition, thus making it harder for Americans to obtain jobs.**
- **Immigrants not fit to work add to the homeless population, and create slums in the city.**
- **The addition of so many other languages and cultures detracts from American culture.**
- **The different nationalities living in such close quarters adds tension to the city.**

Discuss with your students how the immigration of the 19th century helped shape the culture and society in the United States today. Has it had a positive or negative effect?

The impact of immigrants arriving to the United States still remains an issue. What similar arguments both for and against immigration exist today as existed in the late 1800s? What new issues have arisen *(i.e. security issues, health care, public schooling, border controls, etc.)*?

Activity - Big Business

Industry greatly expanded during the late 1800s, making some men extremely wealthy. This rise of big business brought about mixed feelings. On one hand, large companies could distribute goods to a more people and create lots of jobs. However, the rise of big business also meant the downfall for many smaller companies who could not compete. Have your students list the **advantages** and **disadvantages** of big business in the 19th century. Here are some ideas:

***Advantages* of Big Business in 19th century**

- **Created more jobs**
- **Distributed goods to more people**
- **Mass distribution decreased prices**
- **Industrial research led to new innovations**

***Disadvantages* of Big Business in 19th century**

- **Forced small companies out of business**
- **Risked ending up as a monopoly *(where one company controls the entire market)***
- **No "personal touch"**
- **Easy for big businesses to abuse the rights of employees**

Have your students make a **political cartoon**. Create a drawing and a caption that depicts Big Business as a positive development, or as a negative development *(see the arguments listed above for both sides)*. Make sure that the cartoon expresses a clear political position, even if it is in a humorous way.

****For ideas, find political cartoons in newspapers or over the Internet. Discuss how these cartoons reveal the political feelings of the creator.*

Activity - Thomas Edison

Thomas Edison had an enormous career as an inventor, obtaining over 1,000 patents in his lifetime. Edison's approach to inventing accounted for much of his success. He led a team of researchers who exchanged ideas and constantly experimented with new developments. This organized research was a primary reason for the technological breakthroughs of the late 1800s.

Ask your students to try to name a couple of Thomas Edison's inventions. Here are a few of the main ones:

- **Light bulb**
- **Phonograph**
- **Microphone**
- **Storage Battery**
- **Kinetoscope *(motion picture camera)***

A Young Thomas Edison
(age 31)

******Play a Guessing Game***

Which of Thomas Edison's inventions is the inspiration behind the phrase: *"Put a sock in it!"?*

Hint: To test this invention, Edison recited the nursery rhyme, "Mary Had a Little Lamb."

*****The answer is the *phonograph. (because there was no volume control, a sock was stuffed into a phonograph to muffle the sound)***

A Little Humor

Inventions & Technology

Q: Did you know that Thomas Edison invented the incandescent light bulb in the middle of the night?
A: Yes, he was a "light" sleeper

(a bad pun, but a nice way to introduce the major achievements of Thomas Edison)

Q: Why did so many people buy the Model T in the early 1900s?
A: Because it was so AfFORDable!

(hopefully your students will get this joke and connect the Model 'T' with Henry Ford)

Immigration

An immigrant came to United States and quickly got a job in a factory. He loved his new country, and told an American co-worker that he was anxious to become part of the culture and to learn how to speak English properly.

The American citizen agreed that it was important to speak English correctly, so he replied, "Well, ain't that be the goodest news that I ever did hear!"

(a good joke to discuss the impact of immigrants on culture, and what it means to be "American")

Big Business

Q: Andrew Carnegie, John D. Rockefeller, and William Vanderbilt all enjoyed playing the same game. Do you know what it was?
A: "Monopoly," of course.

(it's cheesy, but a great chance for you to discuss the impact of these industrial tycoons)

Man #1: J.P. Morgan's money is tainted!
Man #2: Why do you say that?
Man #1: Because 'taint yours and it 'taint mine.

(another silly joke, but it's true that J.P. Morgan was the center of finance in the late 19th century)

Section 4

Integrating across the Curriculum

Language Arts & Social Studies

...because there are only so many hours in the day.

The next few pages include passages that focus on this historical topic, but can also be used for practice with Reading Comprehension and other Language Arts skills. Please feel free to make copies.

A couple of great quotations...

"Everything that can be invented has been invented."
Charles Duell (1899)

Think again! This statement was allegedly made by the director of the United States Patent Office, Charles H. Duell, to President William McKinley in 1899. It is even reported that Duell asked McKinley to abolish the Patent Office entirely, as it would soon be of no use. Of course, whether the conversation ever took place remains a mystery. In actuality, there were several thousand more patents given in 1899 than there were in 1898.

While Duell may not have been convinced that all invention had ceased, he certainly couldn't have predicted the vast changes that would soon take place in the United States. Only a few years later, in 1903, the Wright Brothers successfully flew the world's first airplane. That same year, Henry Ford started Ford Motor Company and introduced the assembly line. This revolutionized mass production almost instantly.

In fact, the pace of technology and invention not only has continued to increase, it has created a "snowball effect"—inventions lead to more inventions. Today, in the midst of the computer age, it's nearly impossible to predict what advancements will be made in the upcoming decades.

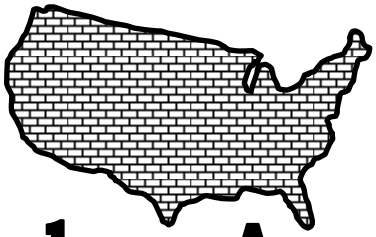
"But what have you done today?"
Andrew Carnegie (1881)

When future industrialist Charles Schwab began his career at the Carnegie Steel Company in 1881, he managed to quickly rise up through the ranks. As a superintendent in Pennsylvania, he proudly wired a telegram to steel tycoon Andrew Carnegie to tell him that they had passed several milestones the day before. His telegram said: "*All records broken yesterday.*" Carnegie responded by wiring back, "*But what have you done today?*"

This exchange shows just how Andrew Carnegie earned his success. His story—which began with his arrival from Scotland as a teenager only to work in a cotton mill for $1.20 per *week*—was the stereotype of the American dream. By the time he was in his mid-thirties, Carnegie was making over $50,000 per year. The money kept rolling in as his steel operations expanded, and Carnegie became more and more successful. As a result, he became one of the greatest philanthropists of his day, donating several hundred million dollars to charity.


Andrew Carnegie

The lesson of Carnegie's blunt telegram was not lost on Charles Schwab. He eventually rose up to become president of the Carnegie Steel Company in 1897. During his tenure, Schwab guided the company through several profitable mergers.



Building a Modern America

A few interesting facts about big city innovation...

Up, Up, and Away—*The Birth of the Skyscraper*

There's something awe-inspiring about a skyscraper. It is truly a testament to the power of mankind, and few things are more breathtaking than a 100-story building that rises over 1,000 feet into the air. And they just keep getting taller. In fact, prior to the later 19th century, there was no such thing as the skyscraper.

A few key items made the construction of the skyscraper practical and possible. The first was the development of steel columns and beams as building materials. Before steel, masonry bricks were the common structural elements, and they could eventually collapse on their weight. Taking a building higher than five stories was a risky move.

Increasing land value also played a role. As cities like Chicago and New York grew more populated, land prices skyrocketed. It was important for an investor to get absolutely the most use out of a small piece of ground. Obviously, when a building goes up instead of out, it takes up less space. In an area where land is relatively cheap *(like out in the countryside)*, a skyscraper isn't necessary or practical.

There was one more key event that needed to happen before skyscrapers were an option— the invention of a working elevator *(which happened in 1854)*. If you have to walk up the stairs, having a ten or twenty story building is more trouble than its worth.

In 1885, the "father of the skyscraper" was built. Designed by William Jenney, the Home Insurance Building in Chicago was an awesome ten-stories and 138 feet tall. Actually, it was small potatoes by modern standards *(today's tallest skyscraper is over ten times its height)*. Even at a meager ten stories, Jenney's project made it obvious that a new era in construction had begun.

An Extra Tid-Bit about Skyscrapers

Here is a list of the world's tallest skyscrapers in order of height:

Building	City	Year	Height
Burj Khalifa	Dubai	2010	2,716 feet
Taipei 101	Taipei	2004	1,671 feet
Shanghai World Financial	Shanghai	2008	1,614 feet
International Commerce Cen.	Hong Kong	2010	1,588 feet
Petronas Twin Towers	Kuala Lumpur	1996	1,476 feet
Tallest in the United States			
Willis Tower *(formerly known as the Sears Tower)*	Chicago	1974	1,454 feet

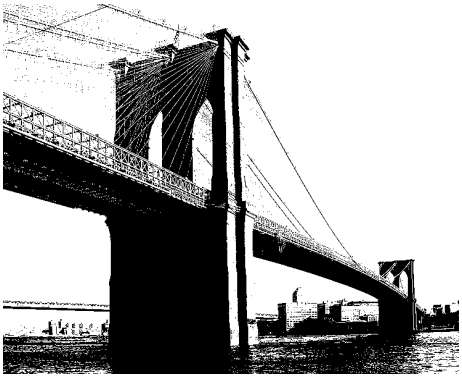
****The Twin Towers of the World Trade Center, which were destroyed in the September 11th terrorist attacks, would have just missed this list at 1,360 feet in height.*

Crossing the Bridge—*The construction of the legendary Brooklyn Bridge*

In the mid-1800s, the population of New York City skyrocketed. It was not only the most crowded city in the United States, but also the nation's busiest port. There was a dire need to build a bridge across the East River, thus connecting the fast growing boroughs of Manhattan and Brooklyn. Unfortunately, there was one small problem—the bridge would have to be over one mile long, making it an engineering and construction nightmare.

> ***Fast Fact!!!***
>
> *One week after the Brooklyn Bridge was opened, a rumor broke out that it was about to collapse. The result was a stampede on the bridge that crushed twelve people.*

The task was given John Augustus Roebling, a German engineer who specialized in suspension bridges. These bridges, which transferred the loads to steel cables, were a recent *(and relatively untested)* concept. Roebling had managed to design a few impressive suspension bridges in the United States, including one that stretched across the Niagara Falls. But the Brooklyn Bridge would easily be his masterpiece.



In 1869, after Roebling had finished designing the Brooklyn Bridge, he took a brief site walk during the early stages of construction. In a surprise accident, his foot was seriously injured. Roebling developed tetanus from the incident, and died a few days later. The enormous task of building the Brooklyn Bridge passed down to his son, Washington Roebling. For the next fourteen years, Washington oversaw the different phases of the construction. It wasn't easy. Many of the workers suffered from caisson disease *(commonly known as the "bends")* as a result of working in compressed air at the bottom of the caissons. Over 100 workers were victims of the ailment, including Washington himself. In all, nearly thirty people were killed during the construction of the bridge.

Despite the struggle, the Brooklyn Bridge was opened to the public in May 1883. Many bridges of that time period have long since been replaced, but the Brooklyn Bridge is still standing strong. With its success, the suspension bridge became a common choice of bridge design when trying to span long distances.

Taking the Subway—*A little about New York City's remarkable public transit system*

New York City is a city like no other. It has huge skyscrapers, flashing lights, endless taxicabs, and lots of people—*lots* and *lots* of people. Of course, the great city is also known for its enormous and efficient subway system. Without the subway, the population of over eight million certainly couldn't travel, commute, and function as easily as it does today.

By the mid-1800s, the streets of New York City were already becoming overcrowded with no sign of slowing down. The idea of an underground transportation system was proposed as early as 1868. Any time a brave soul took on the task, he was inevitably defeated by a slew of financial, legal, and logistical problems. After all, how do you build an entire network of tunnels and railways under a city without disturbing the day to day life of the citizens? The answer—it's not easy.

New York City Subway Statistics

• Average weekly riders	4.8 million
• Miles of track	685 miles
• Number of stations	490
• Number of subway cars	6,247

In 1900, with the streets growing more crowded everyday, the construction started on the underground tunnels. For four years, millions of man-hours were spent creating a cutting edge subway system for New York City.

The climax of the project came on October 27, 1904, when New York Mayor George B. McClellan took the first subway train ride in New York. In fact, McClellan even insisted on taking the controls for a few miles. There were just slightly over nine miles of track in the original subway system, but it quickly caught on and helped the city operate more smoothly. Today, there are nearly 500 subway stations operating on twenty-eight different lines throughout New York City.

The Cow Did It!

The story behind the Great Chicago Fire of 1871

Location, location, location. Like so many other bustling cities, the city of Chicago, Illinois, just happened to be in the right place at the right time. Nestled on the shore of Lake Michigan, Chicago had a network of rivers running through it, making it a convenient spot for explorers, traders, and missionaries to settle during the 1600s. When fur traders and other merchants discovered that Chicago's prime location and easy access equaled profit, the city grew rapidly. During the War of 1812, Fort Dearborn was built to protect the city and the Great Lakes.

Then came the railroads. In the mid-1800s, railroads quickly became the fastest and most efficient way for transporting goods. By 1860, all of the major hubs in the United States were connected to Chicago by rail, and the city abruptly earned the reputation as the main center for shipping for the midlands of the nation. Now connected with business districts throughout the country, Chicago's own business district had to keep up. Construction was rampant as buildings cluttered the downtown.

There was one problem, however. Everything was built out of wood—and wood can catch on fire. Of course, this isn't a thought that bothered the average citizen. The city had a great fire department, and the idea of the *entire* business district catching on fire seemed a little far-fetched.

This potential problem certainly wasn't on the minds of many people on the calm Sunday evening of October 8, 1871. Everything was business as usual, except at a small cow barn on the edge of the city.

At about 9:00 PM, a small fire broke out at Patrick O'Leary's barn on Chicago's West Side. Some later speculate that it began when a cow kicked over a lantern. Either way, the damage was done.

It's an understatement to say that this fire got out of control. While the fire department was informed in a reasonable time, they couldn't quite stop it before it jumped over the river's south branch. In short, the fire had entered into Chicago's business district.

By 1:30 AM, the vast arrangement of wooden buildings that comprised the famed industry of Chicago were up in flames. The fire burned into the day, destroying years and years of construction. By the time it finally flickered out, 300 people were dead, almost 100,000 were homeless, and $200 million dollars of property had been destroyed. The great city of Chicago that had existed one day earlier was no more.

There is an old proverb, however, that teaches that it is sometimes necessary to take a small step backwards in order to take a giant leap forwards. The people of Chicago must have heard it. Immediately after the city had been leveled by the fire, construction began to build it back—and better. Instead of wood, steel was introduced. With steel, buildings could be built stronger, taller, and with a wider variety of architectural features.

By 1875, there was little evidence that a great disaster had destroyed the city just a few years earlier. Instead, a more impressive business district existed. New industry arose, attracting a huge number of immigrants at the turn of the century.

With the success of steel construction after the fire, Chicago became a pioneer in the creation of the "skyscraper." Several top architects, such as Frank Lloyd Wright, used the city to showcase their masterpieces.

An aerial view of modern-day Chicago
(the city features over 1,000 buildings that rise above 12 stories!)

Front Page News

How William Randolph Hearst started the Spanish-American War

William Randolph Hearst needed a good a story. The newspaper tycoon published the popular *New York Journal*, along with over twenty other periodicals throughout the nation at the turn of the 20th century. With so much control over the media, Hearst certainly had the ability to sway public opinion.

Much to his dismay, however, William Randolph Hearst wasn't alone. While he controlled a large handful of newspapers, he didn't control them all. To offset this unfortunate fact, he had to be certain that his news was the most interesting to read—the truth sometimes had to take a back seat.

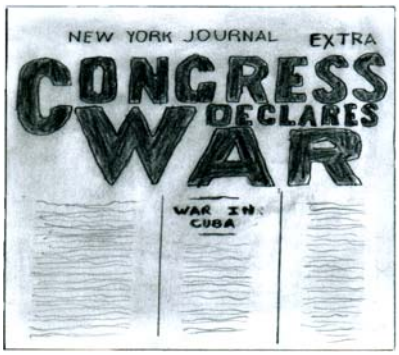
William Randolph Hearst

In the 1890s, Hearst found himself in a newspaper war with Joseph Pulitzer, publisher of the *New York World*. Both publishers publicly prided themselves on uncovering the injustices in the world, and their stories were enough to keep any reader occupied. Even in the rare instances when there was no exciting news to report, both Hearst and Pulitzer found a way to fill the front page.

The *Journal* and the *World* began to report about the Cuban battle for independence from Spain in the late 1890s. This story seemed to get a reaction, so the newspapers continued to follow the Cuban plight. Hearst stirred up public sentiment by publishing anti-American letters from Spanish leaders, and sometimes exaggerating their heavy-handed rule over the Cubans.

To follow the story more closely, William Randolph Hearst sent a photographer, Frederic Remington, to take pictures of the Cuban uprising. Because of the dramatic articles featured in the newspaper, Remington expected to be in exciting territory. Instead, he arrived in Cuba to find that nothing was happening at all. Disappointed, he asked Hearst if he could return.

Upon hearing Remington's request to return due to a lack of action in Cuba, Hearst made a quick decision. He reassured Remington by saying, ***"You furnish the pictures, I'll furnish the war."***

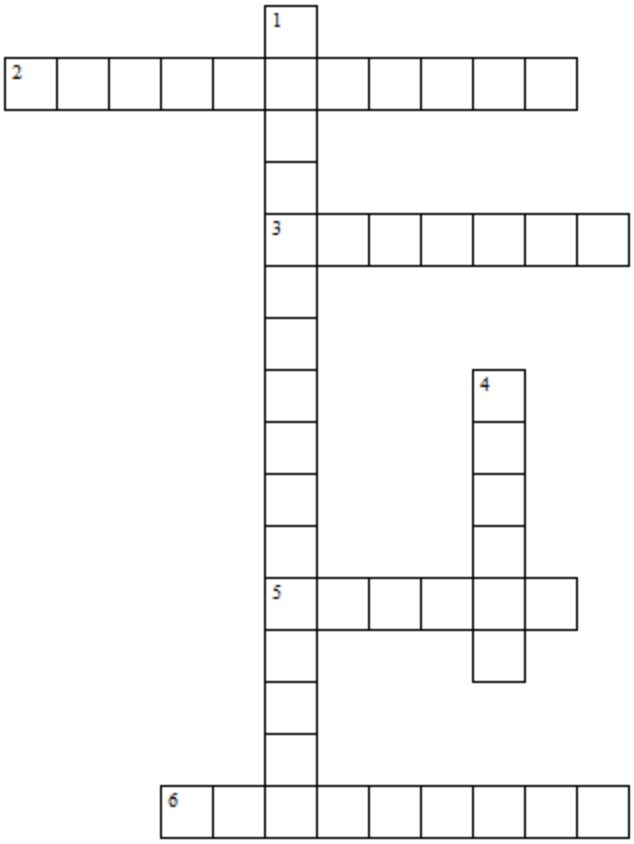


Hearst made good on his promise to Remington. On February 15, 1898, a mysterious explosion sank the U.S.S. MAINE, a battleship patrolling the coast of Cuba. It was just the break that William Randolph Hearst was looking for. Immediately, Hearst published the tragedy throughout his newspapers, and coverage on the Cuban uprising was constant. Competing papers, such as those owned by Pulitzer, got into the act as well. It soon seemed that each paper was trying to outdo the other, reporting more sensational news concerning the terrible acts of the Spaniards in Cuba.

Perhaps the American public didn't believe everything that they read in the papers. Still, if even half of it was true, then it was reason enough to declare war on Spain. President McKinley at first believed that a diplomatic course of action would be best, but the sentiment for war was growing quickly throughout the nation.

Finally, President McKinley acknowledged that the situation had to be dealt with—immediately. The Spanish-American War was under way. There were a few quick naval battles that ended in the destruction of the Spanish fleet, and nearly 20,000 American troops rushed in to capture Santiago. For the most part, however, the war was completely one-sided, and the Americans succeeded in liberating Cuba from Spain. More importantly, Hearst got his story.

Late 1800s



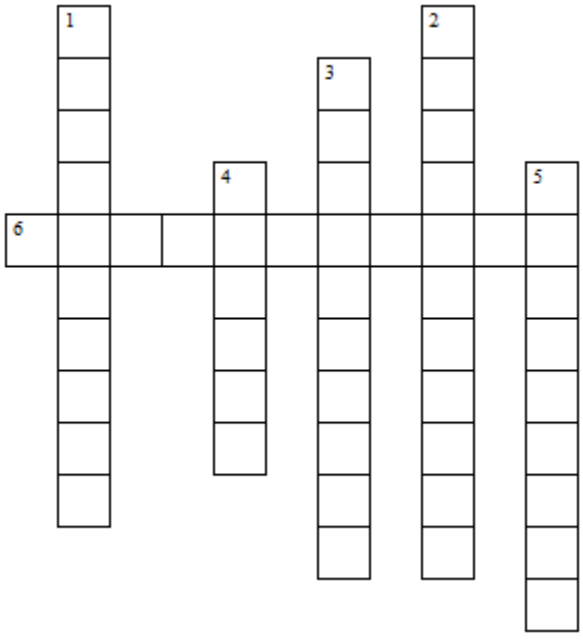
Across

2. The process of foreigners moving into the United States
3. The U.S. fought over Cuba in the _____-American War.
5. Invented the incandescent light bulb *(last name)*
6. This invention is a major step up from the telegraph.

Down

1. The _____ railroad connected the coasts of the United States.
4. _____ journalism used eye-catching headlines to sway the public.

Early 1900s



Across

6. This movement set out to improve society through legislation & government intervention

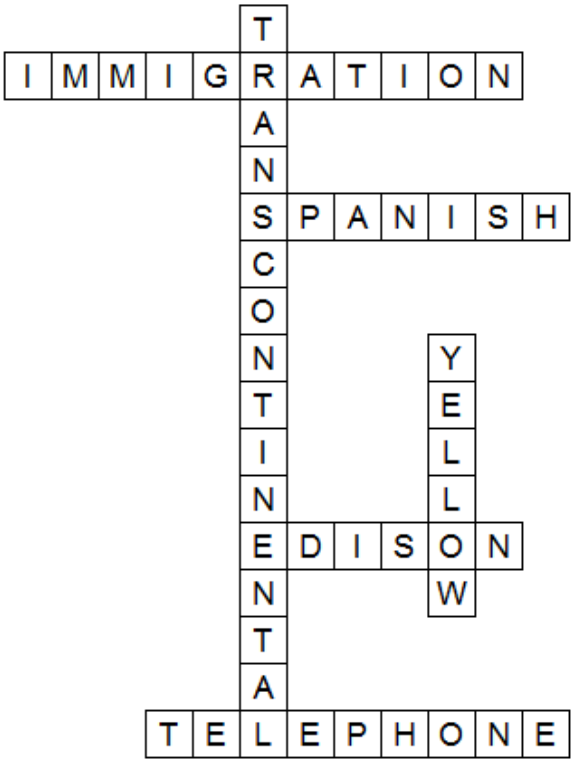
Down

1. This type of writing exposed corporations and unsafe work environments.
2. _____ outlawed the consumption and sale of alcohol.
3. A tall building
4. These brothers were the first to fly. *(last name)*
5. He was the first to use the assembly line. *(full name)*

Section 5

Feel free to make copies of the puzzles to distribute to your students for review

Late 1800s



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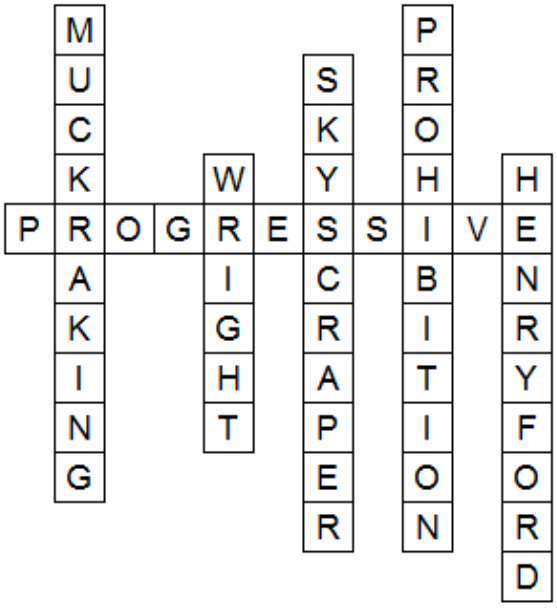

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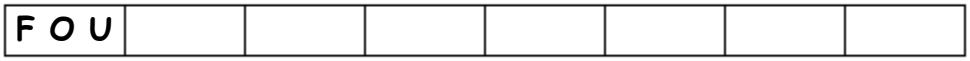
2. _____ outlawed the consumption and sale of alcohol.
3. A tall building
4. These brothers were the first to fly. *(last name)*
5. He was the first to use the assembly line. *(full name)*

Immigration

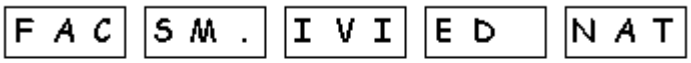
Late 1800's & Early 1900's

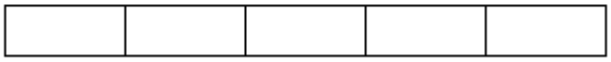
1.Unscramble the tiles to reveal a phrase.
2.Write a short explanation of the phrase on the lines below.

Immigrants:

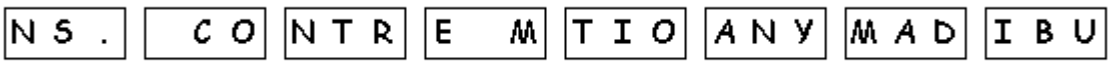


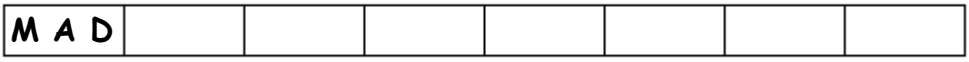
Immigrants:





Immigrants:





Immigration

Feel free to make copies of the puzzles to distribute to your students for review.

Immigrants:

POR	OP	ITI	FOU	ES.	TUN	ND	JOB

FOU	ND	JOB	OP	POR	TUN	ITI	ES.

Immigrants found jobs in the factories in the growing industrial cities.

Immigrants:

FAC	SM.	IVI	ED	NAT

FAC	ED	NAT	IVI	SM.

Some native-born Americans thought the immigrants were corrupt and inferior.

Immigrants:

NS.	CO	NTR	E M	TIO	ANY	MAD	IBU

MAD	E M	ANY	CO	NTR	IBU	TIO	NS.

Immigrants helped build railroads, assisted with new innovations, and worked in jobs that grew the United States industry.

Section 6 3-D TEMPLATES

Why 3-D Templates?

Our **3-D Templates** give students a hands-on way to interact with information. This kinesthetic technique engages the learner while the information is being presented, and also helps in the processing and cognitive organization of it. To put it another way:

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

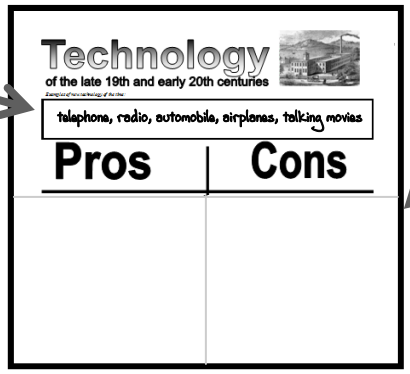
New Technology

This template is a great way to compare the "Pros" and "Cons" of new the new technology that defined the late 19th and early 20th centuries. This same template can be used to make any comparisons, such as measuring the "Pros" and "Cons" of Big Business, immigration, labor reform, or any other topic of study. Once completed, the 3-D Template will make a great review sheet!

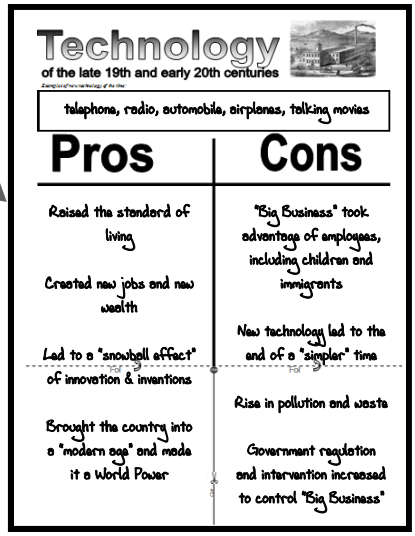
Watch as it "Unfolds"

Step 1: Students cut and fold the template as labeled on the printout.

In the box provided, they list new technology of the time period



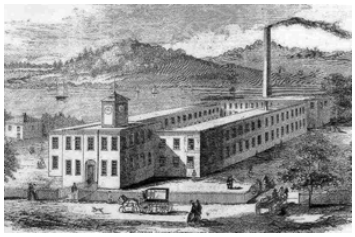
Step 2: Students unfold the template and use the space to compare the "Pros" and "Cons" of the new technology that defined the late 19th and early 20th centuries.



The template is provided on the next page.
Make copies to hand out to your students.

Technology

of the late 19th and early 20th centuries



Examples of new technology of the time:

Pros	Cons

Fold

Fold

Cut

Step Away From The Textbook!

Science

- **Ecosystems, Habitats, & the Environment**
  Number of copies = _____
- **Astronomy**
  Number of copies = _____
- **Plants**
  Number of copies = _____
- **Weather**
  Number of copies = _____
- **Animals**
  Number of copies = _____
- **Earth's Materials & Processes**
  Number of copies = _____
- **The Human Body & Heredity**
  Number of copies = _____
- **Earth's Biological History**
  Number of copies = _____
- **Cells & Living Things**
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- **Landforms & Oceans**
  Number of copies = _____
- **Heat & States of Matter**
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- **Chemistry & the Periodic Table**
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- **Energy & Electricity**
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- **Forces & Motion**
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- **Light & Sound**
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- **Exploration**
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- **Reconstruction Era**
  Number of copies = _____
- **Settlement**
  Number of copies = _____
- **Late 1800s & Early 1900s**
  Number of copies = _____
- **The American Revolution**
  Number of copies = _____
- **"Roaring Twenties" & Great Depression**
  Number of copies = _____
- **A New Nation**
  Number of copies = _____
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  Number of copies = _____
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- **Modern Times**
  Number of copies = _____
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