The Age of the Railroads

Section 2 Objectives
1. Identify the role of the railroads in unifying the country.
2. List positive and negative effects of railroads on the nation’s economy.
3. Summarize reasons for and outcomes of the demand for railroad reform.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 236

Instruct
- Read the section
  PE, pp. 236–240
  Unit 2 In-Depth Resources: Guided Reading, p. 21
  Building Vocabulary, p. 23
- Discuss key questions
  TE, pp. 236–238,
  One American’s Story: Richard T. Ely
  PE, p. 236
  Historical Spotlight: Chinese Immigrants and the Railroads
  PE, p. 237
- Another Perspective: On the Wrong Track
  PE, p. 238
- Tracing Themes: New Technology
  TE, p. 238
- Map: Major Railroad Lines, 1870–1890
  PE, p. 239
- Connections Across Time: Railroads
  TE, p. 239
- Analyzing Political Cartoons
  PE, p. 240
- More About: Railroad Time
  TE, p. 237

Cross-Curricular Links
- Literature: from The Bride Comes to Yellow Sky
  Unit 2 In-Depth Resources, pp. 34–36
Lesson Plan for The Age of the Railroads continued

Differentiating Instruction
___ Less Proficient Readers: Using a Problem Solving Process
   TE, p. 237
   Reading Study Guide, pp. 67–68
___ Gifted and Talented Students: Exploring the Railroad Lines
   TE, p. 239
___ Students Acquiring English/ESL
   Access for Students Acquiring English, p. 87
   Spanish Reading Study Guide, pp. 67–68

Integrate Technology
___ Electronic Teacher Tools
___ Test Generator
   Section 2 Quiz
___ Electronic Library of Primary Sources
   Jennie Curtiss, How Women Are Treated by the Pullman Company, 1894
___ America’s Music CD
___ Using the Internet
classzone.com

Assess & Reteach
___ Section 2 Assessment
   PE, p. 240
___ Section 2 Quiz
   Formal Assessment, p. 119
___ Reteaching Activity
   TE, p. 240
   Unit 2 In-Depth Resources, p. 26

Block Scheduling Options
___ Cooperative Learning: Debating Company Towns
   TE, p. 238
   Integrated Assessment Book

Homework Assignments

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Other Teaching Materials

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Section 3 Objectives

1. Identify management and business strategies that contributed to the success of business tycoons such as Andrew Carnegie.
2. Explain Social Darwinism and its effects on society.
3. Summarize the emergence and growth of unions.
4. Explain the violent reactions of industry and government to union strikes.

Focus & Motivate

Discuss Main Idea and Terms & Names
PE, p. 241

Instruct

Read the section
PE, pp. 241–249
Unit 2 In-Depth Resources: Guided Reading, p. 22
Building Vocabulary, p. 23
Discuss key questions
TE, pp. 241–242, 244, 247
One American’s Story: Andrew Carnegie
PE, p. 241
Unit 2 In-Depth Resources: American Lives: Andrew Carnegie, p. 37
Infographic: Vertical and Horizontal Integration
PE, p. 242
Key Player: John D. Rockefeller
PE, p. 243
Unit 2 In-Depth Resources: Primary Source: The History of Standard Oil Company, p. 32
Tracing Themes
TE, pp. 243, 248
Historical Spotlight: African Americans and the Labor Movement
PE, p. 245
More About: Andrew Carnegie; Women and Children at Work; Samuel Gompers; The Knights of Labor; The Sugar Beet and Farm Laborers’ Union of Oxnard; The Haymarket Affair; The Triangle Fire
TE, pp. 242, 245–247, 249
Cooperative Learning: Reporting on Union Goals
TE, p. 247
Integrated Assessment Book
Key Players: Eugene V. Debs and Mother Jones
PE, p. 248
Unit 2 In-Depth Resources: American Lives: Mother Jones, p. 38
Critical Thinking: Horizontal Consolidation and Vertical Integration
Critical Thinking Transparency CT48
The Bosses of the Senate
Humanities Transparency HT35
Lesson Plan for Big Business and Labor continued

Cross-Curricular Links
__ Mathematics: Graph: The Growth of Union Membership, 1876–1904
    PE, p. 247
__ Geography: The Changing Labor Force
    Unit 2 In-Depth Resources, pp. 28–29

Differentiating Instruction
__ Gifted and Talented Students: Researching Working Conditions; Joe Hill and the Wobblies
    TE, pp. 244, 246
__ Students Acquiring English/ESL
    Access for Students Acquiring English, pp. 88–91
    Spanish Reading Study Guide, pp. 69–70

Integrate Technology
__ Electronic Teacher Tools
__ Test Generator
    Section 3 Quiz
    Chapter Test
__ Electronic Library of Primary Sources
    Samuel Gompers, On the Goals of Trade Unions, 1883
    New York Times, from 141 Die in Factory Fire, 1911
__ America’s Music CD
__ Using the Internet
    classzone.com

Assess & Reteach
__ Section 3 Assessment
    PE, p. 249
__ Section 3 Quiz
    Formal Assessment, p. 120
__ Reteaching Activity
    TE, p. 249
    Unit 2 In-Depth Resources, p. 27
__ Chapter 6 Assessment
    PE, pp. 250–251
__ Chapter Test, Forms A, B, and C
    Formal Assessment, pp. 121–132

Block Scheduling Options
__ Skillbuilder Lesson: Creating Oral Presentations
    TE, p. 243
    Unit 2 In-Depth Resources: Skillbuilder Practice, p. 24

Homework Assignments

Other Teaching Materials

54 CHAPTER 6, SECTION 3
The New Immigrants

Section 1 Objectives
1. Identify immigrants’ countries of origin.
2. Describe the journey immigrants endured and their experiences at United States immigration stations.
3. Examine the causes and effects of the nativists’ anti-immigrant sentiments.

Introduce the Chapter
- Interpreting the Photograph: New York City’s lower east side
  TE, pp. 252–253
- Chapter Time Line
  PE, pp. 252–253
  TE, p. 252 Time Line Discussion
- Interact with History
  PE, p. 253

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 254

Instruct
- Read the section
  PE, pp. 254–261
  Unit 2 In-Depth Resources: Guided Reading, p. 39
  Building Vocabulary, p. 42
- Discuss key questions
  TE, pp. 254, 256, 258, 261
- One American’s Story: Lisa See
  PE, p. 254
- Map: U.S. Immigration Patterns, as of 1900
  PE, p. 255
- Tracing Themes: Diversity and the National Identity
  PE, pp. 260–261
- Tracing Themes
  TE, pp. 256, 257
- More About: Chinese Railroad Labor; The Transatlantic Journey; Ellis Island; The Generation Gap;
  Discrimination Against Japanese; The Statue of Liberty; 21st Century Diversity
  TE, pp. 255–261
- Skillbuilder Lesson: Audio Multimedia Sources
  TE, p. 255
  Unit 2 In-Depth Resources: Skillbuilder Practice, p. 43
- Primary Source: Artifacts from Ellis Island
  Unit 2 In-Depth Resources, p. 52
- Literature: Call It Sleep
  Unit 2 In-Depth Resources, pp. 56–58
Lesson Plan for The New Immigrants continued

Cross-Curricular Links
  __ Language Arts: Writing Letters or Poems About Immigrant Experiences
    TE, p. 257
    Integrated Assessment Book

Differentiating Instruction
  __ Less Proficient Readers: Clarifying Ideas; Using the Narrative
    TE, pp. 256, 258
    Reading Study Guide, pp. 73–74
  __ Students Acquiring English/ESL
    Access for Students Acquiring English, pp. 94, 97
    Spanish Reading Study Guide, pp. 73–74

Integrate Technology
  __ Electronic Teacher Tools
  __ Test Generator
    Section 1 Quiz
  __ Electronic Library of Primary Sources
    U.S. Government, from Chinese Exclusion Act of 1882
  __ America’s Music CD
    Track 14, “Collar de Perlas,” ca.1900
  __ American Stories Video
    Videocassette Volume 1 & 2
  __ Using the Internet
    classzone.com

Assess & Reteach
  __ Section 1 Assessment
    PE, p. 259
  __ Section 1 Quiz
    Formal Assessment, p. 133
  __ Reteaching Activity
    TE, p. 259
    Unit 2 In-Depth Resources, p. 45

Block Scheduling Options
  __ Geography: Where Foreign-Born Lived, 1900
    Geography Transparency GT15

Homework Assignments

Other Teaching Materials

56 CHAPTER 7, SECTION 1
The Challenges of Urbanization

Section 2 Objectives
1. Describe the movement of immigrants to cities and the opportunities they found there.
2. Explain how cities dealt with housing, transportation, sanitation, and safety issues.
3. Describe some of the organizations and people who offered help to urban immigrants.

Focus & Motivate
_ Discuss Main Idea and Terms & Names
PE, p. 262

Instruct
_ Read the section
PE, pp. 262–266
Unit 2 In-Depth Resources: Guided Reading, p. 40
Building Vocabulary, p. 42
_ Discuss key questions
TE, pp. 262, 264, 266
_ Map: New York City, 1910
PE, p. 263
_ Infographic: Fire: Enemy of the City
PE, p. 265
_ Key Player: Jane Addams
PE, p. 266
_ More About: Transportation,
TE, p. 264
_ Tracing Themes
TE, pp. 263, 265
_ Skillbuilder Lesson: Creating Maps
TE, p. 263
Unit 2 In-Depth Resources: Skillbuilder Practice, p. 44
_ Connections Across Time
TE, p. 264
_ Primary Sources: How the Other Half Lives; from Twenty Years at Hull House
Unit 2 In-Depth Resources, pp. 53–54
_ American Lives: Jane Addams
Unit 2 In-Depth Resources, p. 59
_ Critical Thinking: Urban Growth; From Country to City, 1870–1920
Critical Thinking Transparencies CT15, CT49
Lesson Plan for The Challenges of Urbanization  *continued*

**Cross-Curricular Links**
- Geography Application
  - Unit 2 In-Depth Resources, pp. 48–49
- Art: Cliff Dwellers
  - Humanities Transparency HT15

**Differentiating Instruction**
- Less Proficient Readers: Clarifying Ideas
  - TE, p. 264
  - Reading Study Guide, pp. 75–76
- Students Acquiring English/ESL
  - Access for Students Acquiring English, pp. 95, 98–99, 100–101
  - Spanish Reading Study Guide, pp. 75–76

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
  - Section 2 Quiz
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet
classzone.com

**Assess & Reteach**
- Section 2 Assessment
  - PE, p. 266
- Section 2 Quiz
  - Formal Assessment, p. 134
- Reteaching Activity
  - TE, p. 266
  - Unit 2 In-Depth Resources, p. 46

**Block Scheduling Options**
- Cooperative Learning: Researching Catastrophes
  - TE, p. 265

### Homework Assignments

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### Other Teaching Materials

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58  **CHAPTER 7, SECTION 2**
Politics in the Gilded Age

Section 3 Objectives
1. Explain the role of political machines and political bosses.
2. Describe how some politicians’ greed and fraud cost taxpayers millions of dollars.
3. Describe the measures taken by Presidents Hayes, Garfield, and Arthur to reform the spoils system.
4. Explain the positions taken by presidents Cleveland, Harrison, and McKinley on the tariff issue.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 267

Instruct
- Read the section
  PE, pp. 267–271
  Unit 2 In-Depth Resources: Guided Reading, p. 41
  Building Vocabulary, p. 42
  Discuss key questions
  TE, pp. 267, 269–271
- One American’s Story: Mark Twain and Charles Dudley Warner
  PE, p. 267
- Analyzing Political Cartoons
  PE, p. 269
- More About: Political Machines; The Pendergast Family; Boss Tweed; Chester A. Arthur; Tariffs
  TE, pp. 268, 269–271
- Primary Source: The Shame of American Cities
  Unit 2 In-Depth Resources, p. 55
- American Lives: William Marcy Tweed
  Unit 2 In-Depth Resources, p. 59
- Critical Thinking: Urban Growth
  Critical Thinking Transparency CT15

Differentiating Instruction
- Less Proficient Readers: Clarifying
  TE, p. 270
  Reading Study Guide, pp. 77–78
- Gifted and Talented Students: Writing a Biography
  TE, p. 268
- Students Acquiring English/ESL
  Access for Students Acquiring English, p. 96
  Spanish Reading Study Guide, pp. 77–78
Lesson Plan for Politics in the Gilded Age continued

Integrate Technology
— Electronic Teacher Tools
— Test Generator
  Section 3 Quiz
  Chapter Test
— America’s Music CD
— Using the Internet
classzone.com

Assess & Reteach
— Section 3 Assessment
  PE, p. 271
— Section 3 Quiz
  Formal Assessment, p. 135
— Reteaching Activity
  TE, p. 271
  Unit 2 In-Depth Resources, p. 47
— Chapter 7 Assessment
  PE, pp. 272–273
— Chapter Test, Forms A, B, and C
  Formal Assessment, pp. 136–147

Block Scheduling Options
— Cooperative Learning: Creating Political Cartoons
  TE, p. 269
  Integrated Assessment Book

Homework Assignments


Other Teaching Materials


60 CHAPTER 7, SECTION 3
**Section 1 Objectives**

1. Describe the impact of technological advances on turn of the century urban planning.
2. Summarize turn of the century communication innovations.

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**Introduce the Chapter**

- Interpreting the Painting: World Columbian Exposition
  PE, pp. 274–275
- Chapter Time Line
  PE, pp. 274–275
  TE, p. 274 Time Line Discussion
- Interact with History
  PE, p. 275

**Focus & Motivate**

- Discuss Main Idea and Terms & Names
  PE, p. 276

**Instruct**

- Read the section
  PE, pp. 276–281
  Unit 2 In-Depth Resources: Guided Reading, p. 61
  Building Vocabulary, p. 65
- Discuss key questions
  TE, pp. 276, 279
- History Through Architecture: The Chicago Plan
  PE, p. 278
- World Stage: The Garden City
  PE, p. 279
- Science & Technology: Aviation Pioneers
  PE, p. 280
- Key Player: George Eastman
  PE, p. 281
- Tracing Themes
  PE, p. 277
- More About: The Brooklyn Bridge; Central Park; The Columbian Exposition; The Wright Brothers; Air Travel
  TE, pp. 277–280
- Geography: Telephone Long Distance Lines, 1890 and 1917
  Geography Transparency GT16
- Primary Sources: from Orville Wright’s Diary; Advertisement
  Unit 2 In-Depth Resources, pp. 73–74
Lesson Plan for Science and Urban Life  continued

Cross-Curricular Links
  __ Science: The Wright Brothers’ Flight
    TE, p. 280
    Integrated Assessment Book
  __ Geography: New York’s Central Park
    Unit 2 In-Depth Resources, pp. 71–72

Differentiating Instruction
  __ Less Proficient Readers: Visual Learners
    TE, p. 279
    Reading Study Guide, pp. 81–82
  __ Gifted and Talented Students: Writing a Biography
    TE, p. 277
  __ Students Acquiring English/ESL
    Access for Students Acquiring English, p. 104
    Spanish Reading Study Guide, pp. 81–82

Integrate Technology
  __ Electronic Teacher Tools
  __ Test Generator
  __ Section 1 Quiz
  __ Electronic Library of Primary Sources
    Frederick Dwight, from Automobiles: The Other Side of the Shield, 1908
  __ America’s Music CD
  __ Using the Internet
    classzone.com

Assess & Reteach
  __ Section 1 Assessment
    PE, p. 281
  __ Section 1 Quiz
    Formal Assessment, p. 148
  __ Reteaching Activity
    TE, p. 281
    Unit 2 In-Depth Resources, p. 67

Block Scheduling Options
  __ Cooperative Learning: Planning Ideal Cities
    TE, p. 278
    Integrated Assessment Book

Homework Assignments

Other Teaching Materials

62  Chapter 8, Section 1
Expanding Public Education

Section 2 Objectives
1. Analyze the expansion of public education at the turn of the century.
2. Describe the growth of higher education.

Focus & Motivate
_ Discuss Main Idea and Terms & Names
PE, p. 282

Instruct
_ Read the section
PE, pp. 282–285
Unit 2 In-Depth Resources: Guided Reading, p. 62
Building Vocabulary, p. 65
_ Discuss key questions
TE, pp. 282, 284
_ One American’s Story: William Torrey Harris
PE, p. 282
_ Graph: Expanding Education/Increasing Literacy
PE, p. 283
_ Now & Then: Technology and Schools
PE, p. 284
_ More About: W. E. B. Du Bois
TE, p. 285
_ Connections Across Time
TE, p. 283
_ Tracing Themes
TE, p. 284
_ Primary Source: “The Talented Tenth”
Unit 2 In-Depth Resources, p. 75
_ American Lives: W. E. B. Du Bois
Unit 2 In-Depth Resources, p. 80
_ Critical Thinking: Expanding Education; Increasing School Enrollment, 1870–1920
Critical Thinking Transparencies CT16, CT50

Differentiating Instruction
_ Less Proficient Readers: Guided Reading
TE, p. 283
Reading Study Guide, pp. 83–84
_ Students Acquiring English/ESL
Access for Students Acquiring English, p. 105
Spanish Reading Study Guide, pp. 83–84
Lesson Plan for Expanding Public Education  continued

Integrate Technology
- Electronic Teacher Tools
- Test Generator
  - Section 2 Quiz
- America’s Music CD
- Using the Internet
classzone.com

Assess & Reteach
- Section 2 Assessment
  - PE, p. 285
- Section 2 Quiz
  - Formal Assessment, p. 149
- Reteaching Activity
  - TE, p. 285
  - Unit 3 In-Depth Resources, p. 68

Block Scheduling Options
- Cooperative Learning: Reforming Public Education
  - TE, p. 284
  - Integrated Assessment Book

Homework Assignments

Other Teaching Materials

64  CHAPTER 8, SECTION 2
Section 3 Objectives
1. Trace the historical underpinnings of legalized segregation and the African-American struggle against racism in the United States.
2. Summarize turn-of-the-20th century race relations in the North and the South.
3. Identify discrimination against minorities in the American West.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 286

Instruct
- Read the section
  PE, pp. 286–291
  Unit 2 In-Depth Resources: Guided Reading, p. 63
  Building Vocabulary, p. 65
- Discuss key questions
  TE, pp. 286–288, 291
- One American’s Story: Ida B. Wells
  PE, p. 286
- Historical Spotlight: Washington vs. Du Bois
  PE, p. 288
- Tracing Themes
  PE, p. 287
- Skillbuilder Lesson: Creating Visual Presentations
  TE, p. 287
  Unit 2 In-Depth Resources: Skillbuilder Practice, p. 66
- More About: Jim Crow; Segregated Neighborhoods; Chinese Exclusion; Justice John Marshall Harlan;
  Rosa Parks
  TE, pp. 287–291
- Historic Decisions of the Supreme Court: Plessy v. Ferguson (1896)
  PE, pp. 290–291
- Primary Source: “Lynching and the Excuse for It”
  Unit 2 In-Depth Resources, p. 76

Differentiating Instruction
- Less Proficient Readers
  Reading Study Guide, pp. 85–86
- Students Acquiring English/ESL
  Access for Students Acquiring English, pp. 106, 108
  Spanish Reading Study Guide, pp. 85–86
Lesson Plan for Segregation and Discrimination  continued

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
  - Section 3 Quiz
- Electronic Library of Primary Sources
- America’s Music CD
  - Track 15, “Hello! Ma Baby!,” 1889
- Using the Internet
classzone.com

**Assess & Reteach**
- Section 3 Assessment
  - PE, p. 291
- Section 3 Quiz
  - Formal Assessment, p. 150
- Reteaching Activity
  - TE, p. 291
  - Unit 2 In-Depth Resources, p. 69

**Block Scheduling Options**
- Cooperative Learning: Debating Discrimination
  - TE, p. 288

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**Homework Assignments**

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**Other Teaching Materials**

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66  CHAPTER 8, SECTION 3
Dawn of Mass Culture

Section 4 Objectives
1. Give examples of turn-of-the-20th century leisure activities and popular sports.
2. Analyze the spread of mass culture in the United States at the turn-of-the-20th century.
3. Describe turn-of-the-20th century innovations in marketing and advertising.

Focus & Motivate
__ Discuss Main Idea and Terms & Names
PE, p. 292

Instruct
__ Read the section
PE, pp. 292–299
Unit 2 In-Depth Resources: Guided Reading, p. 64
Building Vocabulary, p. 65
__ Discuss key questions
TE, pp. 292, 294, 296, 299
__ One American's Story: Bruce Blen
PE, p. 292
__ History Through Art: The Champion Single Sculls (Max Schmitt in a Single Scull)
PE, p. 295
__ Now & Then: Catalog Shopping
PE, p. 297
__ Daily Life: Going to the Show
PE, pp. 298–299
__ More About: Bicycling; Women and Bicycling; Boxing; William Randolph Hearst; Mark Twain; Minstrel Shows; Scott Joplin
TE, pp. 293–296, 298, 299
__ Primary Source: Advertisement
Unit 2 In-Depth Resources, p. 74
__ Humanities: Washington Square North, New York City
Humanities Transparency HT16

Cross-Curricular Links
__ Journalism: Writing Sports History
TE, p. 294
Integrated Assessment Book
Differentiating Instruction

- Less Proficient Readers: Clarifying; Outlining
  TE, pp. 293, 296
  Reading Study Guide, pp. 87–88
- Students Acquiring English/ESL: Finding Main Ideas
  TE, p. 295
  Access for Students Acquiring English, p. 107
  Spanish Reading Study Guide, pp. 87–88

Integrate Technology

- Electronic Teacher Tools
- Test Generator
  Section 4 Quiz
  Chapter Test
- Electronic Library of Primary Sources
  Harper's Weekly, from The Base-Ball Season, 1886
  Lillian Gish, from The Movies, Mr. Griffith, and Me, 1914
- America's Music CD
  Track 16, “Give My Regards to Broadway,” 1904
- Using the Internet
classzone.com

Assess & Reteach

- Section 4 Assessment
  PE, p. 297
- Section 4 Quiz
  Formal Assessment, p. 151
- Reteaching Activity
  TE, p. 297
  Unit 2 In-Depth Resources, p. 70
- Chapter 8 Assessment
  PE, pp. 300–301
- Chapter Test, Forms A, B, and C
  Formal Assessment, pp. 152–169
The Origins of Progressivism

Section 1 Objectives
1. Explain the four goals of progressivism.
2. Summarize progressive efforts to clean up government.
3. Identify progressive efforts to reform state government, protect workers, and reform elections.

Introduce the Chapter
- Interpreting the Photograph: Suffrage parade
  PE, pp. 304–305
- Chapter Time Line
  PE, pp. 304–305
  TE, p. 304 Time Line Discussion
- Interact with History
  PE, p. 305

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 306

Instruct
- Read the section
  PE, pp. 306–312
  Unit 3 In-Depth Resources: Guided Reading, p. 1
  Building Vocabulary, p. 6
- Discuss key questions
  TE, pp. 306, 309, 310
- Key Player: Florence Kelley
  PE, p. 307
- Historical Spotlight: Anti-Saloon League; James S. Hogg, Texas Governor
  PE, pp. 308, 310
- History Through Photojournalism: Images of Child Labor
  PE, p. 311
- More About: Eugene V. Debs; Henry Ford and the Automobile; Robert M. La Follette; Louis D. Brandeis; Reforming Elections
  TE, pp. 308–312
  Unit 3 In-Depth Resources: American Lives: Robert M. La Follette, p. 22
- Tracing Themes
  TE, p. 307
- Primary Sources: Declaration of the WCTU; Child Labor in the Coal Mines
  Unit 3 In-Depth Resources, pp. 15–16
- Critical Thinking: Child Labor, 1890–1930; The Progressive Movement
  Critical Thinking Transparencies CT17, CT51
Lesson Plan for The Origins of Progressivism  continued

Cross-Curricular Links
- Literature: Writers as Muckrakers
  TE, p. 308
- Economics: Stimulating Demand
  TE, p. 309
- Integrated Assessment Book
- Geography: Continental United States
  Geography Transparency GT17

Differentiating Instruction
- Less Proficient Readers: Differentiating Goals
  TE, p. 307
  Reading Study Guide, pp. 91–92
  Students Acquiring English/ESL
  Access for Students Acquiring English, pp. 113, 118
  Spanish Reading Study Guide, pp. 91–92

Integrate Technology
- American Stories video series: “A Child on Strike”
  Videocassette Volume 2
  Test Generator
- Section 1 Quiz
- Electronic Library of Primary Sources
  Florence Kelley, On the Need for Child Labor Laws, 1905
  Percy Andreae, On Prohibition and Liberty, 1914
- America’s Music CD
  Track 17, “Alexander’s Ragtime Band,” 1911
- Using the Internet
classzone.com

Assess & Reteach
- Section 1 Assessment
  PE, p. 312
- Section 1 Quiz
  PE, p. 312
- Reteaching Activity
  TE, p. 312
  Unit 3 In-Depth Resources, p. 8

Block Scheduling Options
- Skillbuilder Lesson: Formulating Historical Questions
  TE, p. 310
  Unit 3 In-Depth Resources: Skillbuilder Practice, p. 7

Homework Assignments

Other Teaching Materials

70  CHAPTER 9, SECTION 1
Women in Public Life

Section 2 Objectives

1. Describe the growing presence of women in the workforce at the turn of the 20th century.
2. Identify leaders of the woman suffrage movement.
3. Explain how woman suffrage was achieved.

Focus & Motivate

— Discuss Main Idea and Terms & Names
  PE, p. 313

Instruct

— Read the section
  PE, pp. 313–316
  Unit 3 In-Depth Resources: Guided Reading, p. 2
  Building Vocabulary, p. 6
— Discuss key questions
  TE, pp. 313, 314
— One American’s Story: Susette La Flesche
  PE, p. 313
— Now & Then: Telephone Operators
  PE, p. 314
— Key Player: Susan B. Anthony
  PE, p. 316
— Primary Sources: Political Poster; from “The Status of Woman” by Susan B. Anthony
  Unit 3 In-Depth Resources, pp. 17–18

Differentiating Instruction

— Less Proficient Readers: Charting Events
  TE, p. 314
  Reading Study Guide, pp. 93–94
— Students Acquiring English/ESL
  Access for Students Acquiring English, p. 114
  Spanish Reading Study Guide, pp. 93–94

Integrate Technology

— Electronic Teacher Tools
— Test Generator
  Section 2 Quiz
— Electronic Library of Primary Sources
— America’s Music CD
— Using the Internet
classzone.com
Lesson Plan for Women in Public Life continued

### Assess & Reteach
- Section 2 Assessment
  PE, p. 316
- Section 2 Quiz
  Formal Assessment, p. 171
- Reteaching Activity
  TE, p. 316
  Unit 3 In-Depth Resources, p. 9

### Block Scheduling Options
- Cooperative Learning: Creating Political Placards
  TE, p. 315
- Integrated Assessment Book

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Teddy Roosevelt’s Square Deal

Section 3 Objectives
1. Describe the events of Theodore Roosevelt’s presidency.
2. Explain how Roosevelt used the power of the presidency to regulate business.
3. Identify laws passed to protect public health and the environment.
4. Summarize Roosevelt’s stand on civil rights.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 317

Instruct
- Read the section
  PE, pp. 317–327
  Unit 3 In-Depth Resources: Guided Reading, p. 3
  Building Vocabulary, p. 6
- Discuss key questions
  TE, pp. 317, 319, 320, 324, 327
- Analyzing Political Cartoons
  PE, p. 319
- Now & Then: Meat Inspection
  PE, p. 320
- Infographic: Coal Mining in the Early 1900s
  PE, p. 321
  PE, p. 323
- Historical Spotlight: Yosemite National Park
  PE, p. 324
- Key Player: W. E. B. Du Bois
  PE, p. 325
- More About: The Rough Riders; Teddy Roosevelt; 1902 Coal Strike; Dangers of Coal Mining;
  Gifford Pinchot; Booker T. Washington; Ida M. Tarbell; Lincoln Steffens
  TE, pp. 318, 320, 321, 323, 324, 326, 327
- Tracing Themes
  TE, p. 319
- American Literature: The Muckrakers
  PE, pp. 326–327

Cross-Curricular Links
- Science: Health Hazards of Mining
  TE, p. 321

Integrated Assessment Book
Lesson Plan for Teddy Roosevelt’s Square Deal  continued

__ Health: Food and Drugs
   TE, p. 322
__ Literature: from The Jungle
   Unit 3 In-Depth Resources, pp. 19–21

Differentiating Instruction
__ Less Proficient Readers: Clarifying Ideas
   TE, p. 323
   Reading Study Guide, pp. 95–96
__ Gifted and Talented Students: Books and Public Policy; Judging the Past with Contemporary Values
   TE, pp. 320, 324
__ Students Acquiring English/ESL: Understanding Presidential Succession
   TE, p. 318
   Access for Students Acquiring English, p. 115
   Spanish Reading Study Guide, pp. 95–96

Integrate Technology
__ Electronic Teacher Tools
__ Test Generator
   Section 3 Quiz
__ Electronic Library of Primary Sources
   E. W. Scripps, from Whatever Is, Is Wrong, 1900s
__ America’s Music CD
   Track 18, “My Pony Boy,” 1909
__ Using the Internet
   classzone.com

Assess & Reteach
__ Section 3 Assessment
   PE, p. 325
__ Section 3 Quiz
   Formal Assessment, p. 172
__ Reteaching Activity
   TE, p. 325
   Unit 3 In-Depth Resources, p. 10

Block Scheduling Options
__ Cooperative Learning: Creating Political Cartoons
   TE, p. 319
Section 4 Objectives
1. Summarize the events of the Taft presidency.
2. Explain the division in the Republican Party.
3. Describe the election of 1912.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 328

Instruct
- Read the section
  PE, pp. 328–331
  Unit 3 In-Depth Resources: Guided Reading, p. 4
  Building Vocabulary, p. 6
- Discuss key questions
  TE, pp. 328–330
- One American’s Story: Gifford Pinchot
  PE, p. 328
- Difficult Decisions: Controlling Resources
  PE, p. 329
- Key Player: William Howard Taft
  PE, p. 330
- Map: Election of 1912
  PE, p. 331
- Art: “Goodness Gracious, I Must Have Been Dozing”
  Humanities Transparency HT36

Cross-Curricular Links
- Government: Researching Third Parties
  TE, p. 330
  Integrated Assessment Book

Differentiating Instruction
- Less Proficient Readers
  Reading Study Guide, pp. 97–98
- Students Acquiring English/ESL
  Access for Students Acquiring English, p. 116
  Spanish Reading Study Guide, pp. 97–98
Lesson Plan for Progressivism Under Taft *continued*

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
  - Section 4 Quiz
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet
classzone.com

**Assess & Reteach**
- Section 4 Assessment
  - PE, p. 331
- Section 4 Quiz
  - Formal Assessment, p. 173
- Reteaching Activity
  - TE, p. 331
  - Unit 3 In-Depth Resources, p. 11

**Block Scheduling Options**
- Language Arts: Writing a Letter to the Editor
  - TE, p. 329
  - Integrated Assessment Book

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**Homework Assignments**

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**Other Teaching Materials**

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76 CHAPTER 9, SECTION 4
Wilson’s New Freedom

Section 5 Objectives
1. Describe Woodrow Wilson’s background and the progressive reforms of his presidency.
2. List the steps leading to woman suffrage.
3. Explain the limits of Wilson’s progressivism.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 332

Instruct
- Read the section
  PE, pp. 332–337
  Unit 3 In-Depth Resources: Guided Reading, p. 5
  Building Vocabulary, p. 6
- Discuss key questions
  TE, pp. 332, 334, 335
- One American’s Story: Carrie Chapman Catt
  PE, p. 332
- Now & Then: Deregulation
  PE, p. 333
- Graph: Revenue from Individual Federal Income Tax, 1915–1995
  PE, p. 334
- World Stage: Emmeline Pankhurst
  PE, p. 335
- History Through Architecture: From Splendor to Simplicity
  PE, p. 336
- More About: Carrie Chapman Catt; William Monroe Trotter
  TE, pp. 333, 337
- Geography: The Movement Toward Woman Suffrage
  Unit 3 In-Depth Resources, pp. 13–14
- American Lives: Carrie Chapman Catt
  Unit 3 In-Depth Resources, p. 23

Cross-Curricular Links
- Humanities: Creating a Biographical Sketch
  TE, p. 336
  Integrated Assessment Book
Lesson Plan for Wilson’s New Freedom  continued

**Differentiating Instruction**
- Less Proficient Readers: Clarifying Ideas
  TE, p. 333
  Reading Study Guide, pp. 99–100
- Gifted and Talented Students: Researching the Federal Reserve Board
  TE, p. 334
- Students Acquiring English/ESL
  Access for Students Acquiring English, pp. 117, 119
  Spanish Reading Study Guide, pp. 99–100

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
  Section 5 Quiz
  Chapter Test
- America’s Music CD
- Using the Internet
classzone.com

**Assess & Reteach**
- Section 5 Assessment
  PE, p. 337
- Section 5 Quiz
  Formal Assessment, p. 174
- Reteaching Activity
  TE, p. 337
  Unit 3 In-Depth Resources, p. 12
- Chapter 9 Assessment
  PE, pp. 338–339
- Chapter Test, Forms A, B, and C
  Formal Assessment, pp. 175–192

**Block Scheduling Options**
- Cooperative Learning: Creating an Op-Ed Page
  TE, p. 335

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**Homework Assignments**

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**Other Teaching Materials**

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Imperialism and America

Section 1 Objectives
1. Explain the economic and cultural factors that fueled the growth of American imperialism.
2. Describe how the United States acquired Alaska.
3. Summarize how the United States took over the Hawaiian Islands.

Introduce the Chapter
- Interpreting the Painting: Rough Riders
  PE, pp. 340–341
- Chapter Time Line
  PE, pp. 340–341
  TE, p. 340 Time Line Discussion
- Interact with History
  PE, p. 341

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 342

Instruct
- Read the section
  PE, pp. 342–345
  Unit 3 In-Depth Resources: Guided Reading, p. 24
  Building Vocabulary, p. 28
- Discuss key questions
  TE, pp. 342, 344
  One American's Story: Queen Liliuokalani
  PE, p. 342
- Key Player: Admiral Alfred T. Mahan
  PE, p. 343
- Graph: Hawai'i's Changing Population, 1853–1920
  PE, p. 344
- Map: Alaska, 1867, and Hawaii, 1898
  PE, p. 345
- Tracing Themes
  TE, p. 343
- Critical Thinking: U.S. Policies for Overseas Expansion
  Critical Thinking Transparency CT18

Cross-Curricular Links
- Literature: from Hawai'i
  Unit 3 In-Depth Resources, pp. 42–44

America Claims an Empire 79
### Differentiating Instruction
- Less Proficient Readers: Understanding Main Causes
  - TE, p. 343
  - Reading Study Guide, pp. 103–104
- Students Acquiring English/ESL
  - Access for Students Acquiring English, p. 123
  - Spanish Reading Study Guide, pp. 103–104

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Section 1 Quiz
- America’s Music CD
  - Track 20, “Over There,” 1917
- Using the Internet
  - classzone.com

### Assess & Reteach
- Section 1 Assessment
  - PE, p. 345
- Section 1 Quiz
  - Formal Assessment, p. 193
- Reteaching Activity
  - TE, p. 345
  - Unit 3 In-Depth Resources, p. 30

### Block Scheduling Options
- Cooperative Learning: Considering the Annexation of Hawaii
  - TE, p. 344
  - Integrated Assessment Book

### Homework Assignments

### Other Teaching Materials

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80 Chapter 10, Section 1
The Spanish-American War

Section 2 Objectives
1. Contrast American opinions regarding the Cuban revolt against Spain.
2. Identify events that escalated the conflict between the United States and Spain.
3. Trace the course of the Spanish-American War and its results.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 346

Instruct
- Read the section
  PE, pp. 346–351
  Unit 3 In-Depth Resources: Guided Reading, p. 25
  Building Vocabulary, p. 28
- Discuss key questions
  TE, pp. 346–348
- Key Players: José Martí
  PE, p. 347
- Maps: The Spanish-American War, 1898
  PE, p. 349
- Connections Across Time
  TE, p. 348
- More About: Yellow Journalism; Commodore George Dewey; Battle of San Juan Hill
  TE, pp. 347, 349, 350
- Skillbuilder Lesson: Analyzing Assumptions and Biases
  TE, p. 348
  Unit 3 In-Depth Resources: Skillbuilder Practice, p. 29
- Tracing Themes
  TE, p. 350
- Primary Sources: Newspaper Front Page; from The Rough Riders by Theodore Roosevelt;
  In Favor of Imperialism
  Unit 3 In-Depth Resources, pp. 38–40
- American Lives: José Martí; William Randolph Hearst
  Unit 3 In-Depth Resources, pp. 45–46

Cross-Curricular Links
- World History: Examining the History of the Philippines
  TE, p. 349
  Integrated Assessment Book
Lesson Plan for The Spanish-American War continued

Differentiating Instruction
- Less Proficient Readers: Analyzing the Increasing Hostility Toward Spain
  TE, p. 347
  Reading Study Guide, pp. 105–106
- Students Acquiring English/ESL
  Access for Students Acquiring English, pp. 124, 127
  Spanish Reading Study Guide, pp. 105–106

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Section 2 Quiz
- Electronic Library of Primary Sources
  Captain Charles D. Sigsbee, from The "Maine": An Account of Her Destruction, 1898
- America's Music CD
- Using the Internet
classzone.com

Assess & Reteach
- Section 2 Assessment
  PE, p. 351
- Section 2 Quiz
  Formal Assessment, p. 194
- Reteaching Activity
  TE, p. 351
  Unit 3 In-Depth Resources, p. 31

Block Scheduling Options
- Cooperative Learning: Covering the Rough Riders
  TE, p. 350
  Integrated Assessment Book

Homework Assignments

Other Teaching Materials

82 Chapter 10, Section 2
Acquiring New Lands

Section 3 Objectives
2. Identify causes and effects of the Philippine-American War.
3. Explain the purpose of the Open Door Policy in China.
4. Summarize the views regarding U.S. imperialism.

Focus & Motivate
__ Discuss Main Idea and Terms & Names
PE, p. 352

Instruct
__ Read the section
PE, pp. 352–358
Unit 3 In-Depth Resources: Guided Reading, p. 26
Building Vocabulary, p. 28
__ Discuss key questions
TE, pp. 352, 355, 356, 358
__ One American’s Story: Luis Muñoz Rivera
PE, p. 352
__ Now & Then: Puerto Rico
PE, p. 353
__ Analyzing Political Cartoons
PE, p. 354
__ Map: U.S. Imperialism, 1867–1906
PE, p. 356
__ On the World Stage: The Boxer Protocol
PE, p. 357
__ More About: The Platt Amendment; The Boxers
TE, pp. 354, 357
__ Tracing Themes
TE, pp. 353, 355
__ Humanities: Athletic Contest; Declined with Thanks
Humanities Transparencies HT17, HT37
Lesson Plan for Acquiring New Lands continued

**Differentiating Instruction**
- Less Proficient Readers: Analyzing the Platt Amendment
  - TE, p. 354
- Gifted and Talented Students: Researching the Insular Cases; Investigating the Life and Rule of Empress Cixi
  - TE, pp. 353, 357
  - Integrated Assessment Book
- Students Acquiring English/ESL: Vocabulary
  - TE, p. 355
  - Access for Students Acquiring English, p. 125
  - Spanish Reading Study Guide, pp. 107–108

**Integrate Technology**
- Electronic Teacher Tools
- Test Generator
- Section 3 Quiz
- Electronic Library of Primary Sources
  - Albert S. Beveridge, On the War in the Philippines, 1900
- America’s Music CD
  - Track 19, “Ragtime Cow Boy Joe,” 1912
- Using the Internet
classzone.com

**Assess & Reteach**
- Section 3 Assessment
  - PE, p. 358
- Section 3 Quiz
  - Formal Assessment, p. 195
- Reteaching Activity
  - TE, p. 358
  - Unit 3 In-Depth Resources, p. 32

**Block Scheduling Options**
- Cooperative Learning: Creating Posters for a Rally
  - TE, p. 356
  - Integrated Assessment Book

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**Homework Assignments**

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**Other Teaching Materials**

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84 CHAPTER 10, SECTION 3
America as a World Power

Section 4 Objectives
1. Explain how Theodore Roosevelt's foreign policy promoted American power around the world.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 359

Instruct
- Read the section
  PE, pp. 359–367
- Unit 3 In-Depth Resources: Guided Reading, p. 27
  Building Vocabulary, p. 28
- Discuss key questions
- TE, pp. 359, 363, 367
- Key Player: Theodore Roosevelt
  PE, p. 360
- Science & Technology: The Panama Canal
  PE, p. 361
- Analyzing Political Cartoons
  PE, p. 362
- Connections Across Time
  TE, pp. 361, 362, 364
- Another Perspective: Intervention in Mexico
  PE, p. 363
  Critical Thinking Transparency
  PE, p. 364
- More About: Roosevelt and the Canal; U.S. Intervention in Mexico; The Panama Canal
  TE, pp. 360, 365–366
- Critical Thinking: U.S. Trade with Central America
  Critical Thinking Transparency CT52
- Geography Spotlight: The Panama Canal: Funnel for Trade
  PE, pp. 366–367
  Unit 3 In-Depth Resources: Primary Source: Building the Panama Canal, p. 41

Cross-Curricular Links
- Geography: Examining the Canal Routes
  TE, p. 360
- Science: Tropical Diseases
  TE, p. 361
  Integrated Assessment Book
- Government/Civics: Intervention Abroad
  TE, p. 362
  Integrated Assessment Book
Lesson Plan for America as a World Power continued

**Differentiating Instruction**

- Less Proficient Readers: Creating a Time Line  
  TE, p. 364  
  Reading Study Guide, pp. 109–110
- Students Acquiring English/ESL  
  Access for Students Acquiring English, pp. 126, 128–131  
  Spanish Reading Study Guide, pp. 109–110

**Integrate Technology**

- Electronic Teacher Tools
- Test Generator
- Section 4 Quiz  
  Chapter Test
- Electronic Library of Primary Sources
- America’s Music CD
- Using the Internet  
  classzone.com

**Assess & Reteach**

- Section 4 Assessment  
  PE, p. 365
- Section 4 Quiz  
  Formal Assessment, p. 196
- Reteaching Activity  
  TE, p. 365  
  Unit 3 In-Depth Resources, p. 33
- Chapter 10 Assessment  
  PE, pp. 368–369
- Chapter Test, Forms A, B, and C  
  Formal Assessment, pp. 197–208

**Block Scheduling Options**

- Cooperative Learning: Debating Wilson’s Missionary Diplomacy  
  TE, p. 363
- Integrated Assessment Book
- Outline Map: America Becomes a World Power  
  Unit 3 In-Depth Resources, pp. 36–37

**Homework Assignments**

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**Other Teaching Materials**

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World War I Begins

Section 1 Objectives
1. Identify the long-term causes and the immediate circumstances that led to World War I.
2. Describe the first two years of the war.
3. Summarize U.S. public opinion about the war.
4. Explain why the United States entered the war.

Introduce the Chapter
- Interpreting the Photograph: World War I battle scene
  TE, pp. 370–371
- Chapter Time Line
  PE, pp. 370–371
  TE, p. 370 Time Line Discussion
- Interact with History
  PE, p. 371

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 372

Instruct
- Read the section
  PE, pp. 372–380
  Unit 3 In-Depth Resources: Guided Reading, p. 47
  Building Vocabulary, p. 51
  Discuss key questions
  TE, pp. 372, 374, 377, 379
- Now & Then: Crisis in the Balkans
  PE, p. 374
- Map: Europe at the Start of World War I
  PE, p. 375
- Infographic: Trench Warfare
  PE, p. 376
- Economic Background: Trade Alliances
  PE, p. 377
- World Stage: Revolution in Russia
  PE, p. 380
- More About: Jeannette Rankin; Life in the Trenches; Blockade vs. Submarines; Hughes and the 1916 Election
  TE, pp. 373, 376, 378–379
- Tracing Themes
  TE, p. 373
- Connections Across Time
  TE, p. 375
- Primary Source: The Zimmermann Note
  Unit 3 In-Depth Resources, p. 59
- American Lives: from A Son at the Front
  Unit 3 In-Depth Resources, pp. 63–64
- Critical Thinking: World War I
  Critical Thinking Transparency CT19
Lesson Plan for World War I Begins  continued

Cross-Curricular Links
  ___ Graph: U.S. Exports to Europe, 1912–1917  
    PE, p. 377
  ___ Geography: Interpreting Maps  
    TE, p. 375
  ___ Geography: Europe Goes to War  
    Geography Transparency GT19

Differentiating Instruction
  ___ Less Proficient Readers: Analyzing Causes of the War  
    TE, p. 373
    Reading Study Guide, pp. 113–114
  ___ Gifted and Talented Students: Researching Diplomacy and War; Analyzing Switzerland’s Neutrality  
    TE, pp. 374, 376
    Integrated Assessment Book
  ___ Students Acquiring English/ESL: Understanding Main Ideas  
    TE, p. 378
    Access for Students Acquiring English, pp. 134, 138
    Spanish Reading Study Guide, pp. 113–114

Integrate Technology
  ___ Electronic Teacher Tools
  ___ Test Generator
  ___ Electronic Library of Primary Sources  
    Woodrow Wilson, Request for a Declaration of War, 1917
  ___ America’s Music CD
  ___ Using the Internet  
    classzone.com

Assess & Reteach
  ___ Section 1 Assessment  
    PE, p. 380
  ___ Section 1 Quiz  
    Formal Assessment, p. 209
    Reteaching Activity  
    TE, p. 380
    Unit 3 In-Depth Resources, p. 53

Block Scheduling Options
  ___ Cooperative Learning: Analyzing Points of View on the War  
    TE, p. 377
  ___ Skillbuilder Lesson: Evaluating Decisions and Courses of Action  
    TE, p. 379
    Unit 2 In-Depth Resources: Skillbuilder Practice, p. 52

Homework Assignments

Other Teaching Materials

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88 CHAPTER 11, SECTION 1
American Power Tips the Balance

Section 2 Objectives
1. Describe how the United States mobilized for war.
2. Summarize U.S. battlefield successes.
3. Identify the new weapons and the medical problems faced in World War I.
4. Describe U.S. offensives and the end of the war.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 381

Instruct
- Read the section
  PE, pp. 381–387
  Unit 3 In-Depth Resources: Guided Reading, p. 48
  Building Vocabulary, p. 51
- Discuss key questions
  TE, pp. 381, 383–384, 386
- Interpreting the Photograph: Draft Line, San Antonio, Texas
  TE, p. 382
- Infographic: World War I Convoy System
  PE, p. 383
- Key Player: General John J. Pershing
  PE, p. 384
- Science & Technology: Technology at War
  PE, pp. 384–385
- Map: Allied Victories, 1917–1918
  PE, p. 386
- More About: War Posters; Joseph D. Lawrence; Shell Shock; Conscientious Objectors
  TE, pp. 382–383, 385–386
- Connections Across Time
  TE, pp. 384
- Tracing Themes
  TE, pp. 385
- Primary Sources: Patriotic Song; Liberty Bond Poster
  Unit 3 In-Depth Resources, pp. 60–61
- Critical Thinking: The Human and Financial Costs of World War I
  Critical Thinking Transparency CT53
- Humanities: Oppy Wood by John Nash
  Humanities Transparency HT18
Lesson Plan for American Power Tips the Balance  continued

Cross-Curricular Links
- Economics: Creating a Plan for Mobilization
  TE, p. 382
  Integrated Assessment Book
- Language Arts: Letters from Conscientious Objectors and the Draft Board
  TE, p. 386
  Integrated Assessment
- Literature: from In Another Country
  Unit 3 In-Depth Resources, p. 65

Differentiating Instruction
- Less Proficient Readers: Summarizing the Effects of Technology
  TE, p. 384
  Reading Study Guide, pp. 115–116
- Gifted and Talented Students: Researching New Weapons
  TE, p. 385
- Students Acquiring English/ESL
  Access for Students Acquiring English, p. 135
  Spanish Reading Study Guide, pp. 115–116

Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Section 2 Quiz
- Electronic Library of Primary Sources
- America's Music CD
- Using the Internet
classzone.com

Assess & Reteach
- Section 2 Assessment
  PE, p. 387
- Section 2 Quiz
  Formal Assessment, p. 210
- Reteaching Activity
  TE, p. 387
  Unit 3 In-Depth Resources, p. 54

Block Scheduling Options
- Link to Geography: Interpreting a Map of the War at Sea
  TE, p. 383

Homework Assignments

Other Teaching Materials

90  CHAPTER 11, SECTION 2
Section 3 Objectives
1. Explain how business and government cooperated during the war.
2. Show how the government promoted the war.
3. Describe the attacks on civil liberties that occurred.
4. Summarize the social changes that affected African Americans and women.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 388

Instruct
- Read the section
  PE, pp. 388–397
  Unit 3 In-Depth Resources: Guided Reading, p. 49
  Building Vocabulary, p. 51
- Discuss key questions
  TE, pp. 388, 390–392, 397
- Graph: The War Economy, 1914–1920
  PE, p. 389
- Interpreting the Photograph: Victory Gardens
  TE, p. 390
- Analyzing Political Cartoons
  PE, p. 391
- History Through Art: The Migration of the Negro
  PE, p. 393
- Historical Spotlight: Race Riots
  PE, p. 394
- More About: Bernard Baruch; Wartime Propaganda; The Espionage and Sedition Acts; The End of the IWW; Women in the War; The Flu Epidemic; Oliver Wendell Holmes, Jr.; University Speech Codes
  TE, pp. 389–390, 392, 394–397
- Tracing Themes
  TE, p. 393
- Primary Source: “Returning Soldiers” by W.E.B. Du Bois
  Unit 3 In-Depth Resources, p. 62
- American Lives: Oliver Wendell Holmes
  Unit 3 In-Depth Resources, p. 67
- Critical Thinking: World War I
  Critical Thinking Transparency CT19

Cross-Curricular Links
- Economics: Researching Inflation
  TE, p. 389
- Integrated Assessment Book
- Language Arts: Writing a Journal
  TE, p. 394
Lesson Plan for The War at Home continued

Differentiating Instruction

Less Proficient Readers: Predicting Outcomes; Finding Main Ideas
   TE, pp. 391, 393
   Reading Study Guide, pp. 117–118
Gifted and Talented Students: Conducting a Trial
   TE, p. 392
Students Acquiring English/ESL
   Access for Students Acquiring English, p. 136
   Spanish Reading Study Guide, pp. 117–118

Integrate Technology

Electronic Teacher Tools
   Test Generator
   Section 3 Quiz
Electronic Library of Primary Sources
   Committee on Public Information, Four-Minute Speech, 1918
   Arthur Little, *From Harlem to the Rhine*, 1918
Gifted and Talented Students
   America’s Music CD
Using the Internet
   classzone.com

Assess & Reteach

Section 3 Assessment
   PE, p. 395
Section 3 Quiz
   Formal Assessment, p. 211
Reteaching Activity
   TE, p. 395
   Unit 3 In-Depth Resources, p. 55

Block Scheduling Options

Cooperative Learning: Creating a Wartime Ad Campaign
   TE, p. 390
Integrated Assessment Book

Homework Assignments

Other Teaching Materials

92 Chapter 11, Section 3
Wilson Fights for Peace

Section 4 Objectives
1. Summarize Wilson's Fourteen Points
2. Describe the Treaty of Versailles and international and domestic reaction to it.
3. Explain some of the consequences of the war.

Focus & Motivate
__ Discuss Main Idea and Terms & Names
PE, p. 398

Instruct
__ Read the section
PE, pp. 398–405
Unit 3 In-Depth Resources: Guided Reading, p. 50
Building Vocabulary, p. 51
__ Discuss key questions
TE, pp. 398, 400, 403, 405
__ Key Player: Woodrow Wilson
PE, p. 399
__ Maps: Europe and the Middle East, 1915 and 1919
PE, p. 400
__ Point/Counterpoint
PE, p. 401
__ History Through Film: Echoes of the Great War
PE, p. 402
__ Chart: Domestic Consequences of World War I
PE, p. 403
__ Tracing Themes: America in World Affairs
PE, pp. 399, 404–405
__ Cooperative Learning: Debating the League of Nations
TE, p. 402
__ More About: The Hall of Mirrors at Versailles; Henry Cabot Lodge; The Cold War
TE, pp. 400, 402, 405
__ Connections Across Time
TE, p. 401
__ Analyzing Political Cartoons
TE, p. 404
__ Geography Application: A New Look for Europe
Unit 3 In-Depth Resources, pp. 57–58

The First World War 93
Lesson Plan for Wilson Fights for Peace continued

Cross-Curricular Links
- Geography: Creating a Map
  TE, p. 400
- Mathematics: Graph: Military Casualties
  PE, p. 407

Differentiating Instruction
- Less Proficient Readers
  Reading Study Guide, pp. 119–120
  Students Acquiring English/ESL
  Access for Students Acquiring English, pp. 137, 139–140
  Spanish Reading Study Guide, pp. 119–120

Integrate Technology
- Electronic Teacher Tools
- Test Generator
  Section 4 Quiz
  Chapter Test
- Electronic Library of Primary Sources
  Woodrow Wilson, Why a League of Nations Is Necessary, 1919
  Henry Cabot Lodge, On the Terms of Peace, 1918
- America’s Music CD
- Using the Internet
classzone.com

Assess & Reteach
- Section 4 Assessment
  PE, p. 403
- Section 4 Quiz
  Formal Assessment, p. 212
- Reteaching Activity
  TE, p. 403
  Unit 3 In-Depth Resources, p. 56
- Chapter 11 Assessment
  PE, pp. 406–407
  Chapter Test, Forms A, B, and C
  Formal Assessment, pp. 213–230

Block Scheduling Options
- Cooperative Learning: Conducting a Model Peace Conference
  TE, p. 399

Homework Assignments

Other Teaching Materials

94  CHAPTER 11, SECTION 4
Americans Struggle with Postwar Issues

Section 1 Objectives
1. Summarize the reaction in the United States to the perceived threat of communism.
2. Analyze the causes and effects of the quota system in the United States.
3. Describe some of the postwar conflicts between labor and management.

Introduce the Chapter
- Interpreting the Photograph: Tennessee mill workers’ riot
  TE, pp. 410–411
- Chapter Time Line
  PE, pp. 410–411
  TE, p. 410 Time Line Discussion
- Interact with History
  PE, p. 411

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 412

Instruct
- Read the section
  PE, pp. 411–418
  Unit 4 In-Depth Resources: Guided Reading, p. 1
  Building Vocabulary, p. 4
- Discuss key questions
  TE, pp. 412, 414, 417
- Economic Background: Roots of Communism
  PE, p. 413
- History Through Art: Sacco and Vanzetti
  PE, p. 414
  Humanities Transparency HT19
- Primary Source: Speech to the Jury
  PE, p. 416
- Critical Thinking: Isolationist Policy of the 1920s
  Critical Thinking Transparency CT20
- Key Player: John Llewellyn Lewis
  PE, p. 418
- More About: The Palmer Raids; Ben Shahn; The Ku Klux Klan; Quota System; The Boston Police Strike
  TE, pp. 413–417
- Primary Source: from Report on Steel Strike of 1919
  Unit 4 In-Depth Resources, p. 13
- American Lives: Ernesto Galarza
  Unit 4 In-Depth Resources, p. 18
- Cooperative Learning: Family Mobility
  TE, p. 416
- Tracing Themes
  TE, p. 417
Lesson Plan for Americans Struggle with Postwar Issues continued

### Cross-Curricular Links
- Mathematics: Graph: Immigration to the United States, 1921 and 1929
  - PE, p. 416
- Geography: European Immigration, 1820–1920
  - Geography Transparency GT20

### Differentiating Instruction
- Less Proficient Readers: Cause and Effect
  - TE, p. 417
  - Reading Study Guide, pp. 123–124
- Gifted and Talented Students: Researching the Roots of the Red Scare
  - TE, p. 413
- Students Acquiring English/ESL: Understanding Main Ideas and Details
  - TE, p. 415
  - Access for Students Acquiring English, p. 143
  - Spanish Reading Study Guide, pp. 123–124

### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- Section 1 Quiz
- Electronic Library of Primary Sources
  - U. S. Department of Justice, Instructions Regarding Conduct on Raids, 1920
  - Louis Marshall, from A Letter Regarding Immigration Restrictions, 1924
- America’s Music CD
- Using the Internet
classzone.com

### Assess & Reteach
- Section 1 Assessment
  - PE, p. 418
- Section 1 Quiz
  - Formal Assessment, p. 231
- Reteaching Activity
  - TE, p. 418
  - Unit 4 In-Depth Resources, p. 6

### Block Scheduling Options
- Cooperative Learning: Staging a Retrial for Sacco and Vanzetti
  - TE, p. 414
  - Integrated Assessment Book

### Homework Assignments

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### Other Teaching Materials

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Section 2 Objectives
1. Contrast Harding’s policy of “normalcy” with progressive era reforms.
2. Identify scandals that plagued the Harding administration.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 419

Instruct
- Read the section
  PE, pp. 419–421
  Unit 4 In-Depth Resources: Guided Reading, p. 2
  Building Vocabulary, p. 4
- Discuss key questions
  TE, pp. 419–420
- One American’s Story: Warren G. Harding
  PE, p. 419
- Political Cartoon
  PE, p. 421
- Tracing Themes
  PE, p. 420
- Skillbuilder Lesson: Clarifying; Summarizing
  TE, p. 420
- Unit 4 In-Depth Resources: Skillbuilder Practice, p. 5
- Interpreting the Photograph
  TE, p. 420
- Tracing Themes
  TE, p. 420

Differentiating Instruction
- Less Proficient Readers
  Reading Study Guide, pp. 125–126
- Students Acquiring English/ESL
  Access for Students Acquiring English, pp. 144, 146
  Spanish Reading Study Guide, pp. 125–126
Lesson Plan for The Harding Presidency continued

Integrate Technology
- Electronic Teacher Tools
- Test Generator
  - Section 2 Quiz
- Electronic Library of Primary Sources
  - Denver Post, Senate Demands Information on Teapot Dome, 1922
- America’s Music CD
- Using the Internet
classzone.com

Assess & Reteach
- Section 2 Assessment
  - PE, p. 421
- Section 2 Quiz
  - Formal Assessment, p. 232
- Reteaching Activity
  - TE, p. 421
  - Unit 4 In-Depth Resources, p. 7
The Business of America

Section 3 Objectives
1. Summarize the impact of the automobile and other consumer goods on American life.
2. Explain how prosperity affected different groups of Americans.
3. Explain in what ways the country’s prosperity was superficial.

Focus & Motivate
- Discuss Main Idea and Terms & Names
  PE, p. 422

Instruct
- Read the section
  PE, pp. 422–429
  Unit 4 In-Depth Resources: Guided Reading, p. 3
  Building Vocabulary, p. 4
- Discuss key questions
  TE, pp. 422, 425–426, 429
- Map: Route 66
  PE, p. 423
- Key Player: Calvin Coolidge
  PE, p. 424
- Chart: Goods and Prices, 1900 and 1928
  PE, p. 425
- Another Perspective: The Needy
  PE, p. 426
- More About: Impact of the Automobile; Easy Credit; Success and Failure; Internet Start-Ups and Downs
  TE, pp. 423, 427–429
- Analyzing Political Cartoons
  PE, p. 426
- Tracing Themes: Economic Opportunity
  PE, pp. 428–429
- American Lives: Henry Ford
  Unit 4 In-Depth Resources, p. 19
- Critical Thinking: Consumer Spending Power
  Critical Thinking Transparency CT54

Cross-Curricular Links
- Economics: Creating New Industries
  TE, p. 424
- Geography: The Automobile Industry
  Unit 4 In-Depth Resources: Geography Application, pp. 9–10
Lesson Plan for The Business of America  continued

Differentiating Instruction
  _ Less Proficient Readers: Identifying Supporting Details
    TE, p. 426
    Reading Study Guide, pp. 127–128
  _ Gifted and Talented Students: Early Car Companies
    TE, p. 423
  _ Students Acquiring English/ESL
    Access for Students Acquiring English, pp. 145, 147–148
    Spanish Reading Study Guide, pp. 127–128

Integrate Technology
  _ Electronic Teacher Tools
  _ Electronic Library of Primary Sources
    Section 3 Quiz
    Chapter Test
  _ America’s Music CD
  _ Using the Internet
    classzone.com

Assess & Reteach
  _ Section 3 Assessment
    PE, p. 427
  _ Section 3 Quiz
    Formal Assessment, p. 233
  _ Reteaching Activity
    TE, p. 427
    Unit 4 In-Depth Resources, p. 8
  _ Chapter 12 Assessment
    PE, pp. 430–431
  _ Chapter Test, Forms A, B, and C
    Formal Assessment, pp. 234–245

Block Scheduling Options
  _ Link to Popular Culture: Advertising Messages
    TE, p. 425
    Integrated Assessment Book

Homework Assignments

Other Teaching Materials

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