## ERA 7: THE EMERGENCE OF MODERN AMERICA, 1890-1930

### Introduction

The process of industrialization described earlier in Era 6 created a virtual revolution in the lives, work, play, and thought of most Americans. Those who went off to war for the Union or the Confederacy in many ways were pre-modern Americans who lived mostly on farms and in small towns; used human and animal labor to produce food and make articles for the home; read by candlelight; enjoyed recreation and entertainment at harvest festivals, church socials and singings; and lived lives that were simple, sometimes hard, and often short.[1] The lives of their own sons and daughters, however, were vastly different in many ways.

To begin with, an increasing number of Americans born after the Civil War worked off the farm, many in jobs that did not even exist prior to the Civil War. As a rule, they ate better, were healthier, engaged less in physically hard labor, and generally lived longer. Moreover, new inventions profoundly altered people's lives. In 1876 Alexander Graham Bell gave the first public demonstration of a telephone, and by 1900 there were 1.5 million telephones that revolutionized business practices, vastly decreased rural isolation, and in general sped communications. Three years later in 1879 in his laboratory in Menlo Park, New Jersey, inventor Thomas Alva Edison produced the first incandescent lamp, in which the light bulb burned for over thirteen hours. In Hamilton County, Tennessee, by 1926 there were almost 35,000 electric customers, and even in nearby McMinn County there were around 1,400. The assembly line produced automobiles to meet a mushrooming demand (22,000 in 1929 in Knox County alone and almost 3,000 in Bradley County).

For entertainment, an increasing number of Americans turned to the new invention of the radio. KDKA was the nation's first radio station, in 1920, in Pittsburgh, Pennsylvania, and by 1923 there were almost 600 radio stations sending their programs to the 600,000 purchased radios and a countless number of homemade ones. It is not clear which radio station was the first one to broadcast in Tennessee, but many believe it was WNOX which first went on the air in November 1921. On clear winter nights, it was claimed, WNOX's signal could be heard as far away as New York City. Nashville's WSM ultimately became more popular, especially when program director George Dewey Hay announced that after the station's broadcast of a classical grand opera that there would be a broadcast of country music that he called the "Grand Ole Opry." And for those who didn't want to stay at home, there were the new "movie palaces." By March 1927, over half of the total American population was going to the "picture shows at least once a week. Knoxville's first and most famous movie theater was the Tennessee Theatre that opened on October 1, 1928 with Clara Bow's film "The Fleet's In." The Tennessee held around 2,000.

To be sure, the benefits of modernity were not spread evenly across the population. Poor rural regions, especially in the South, often were left behind. For example, while Knox County in 1926 had around 23,000 electric customers, nearby Fentress, Grainger, Hancock, and Union Counties had no electric customers at all, and some areas of East Tennessee did not get electricity until after the Second World War. Poor urban immigrants, African Americans, and Native Americans also were left behind.

Not only did the process of industrialization revolutionize the lives of an increasing number of Americans, but it also brought them face-to-face with the growing desire to reform

[1] In Sevier County in 1881-1882 there were 22 deaths of individuals older than ten years old. Their average age at death was 41.5 years. When infant and child mortality are factored in (28% of all deaths were infants under one year old), the average is considerably lower. See Smoky Mountain Historical Society, *The Gentle Winds of Change: A History of Sevier County, Tennessee, 1900-1930* (Sevierville: Smoky Mountain Historical Society, 1986), pp. 204-206.

some of the worst by-products of industrialism and the comparatively sudden realization that their newly-gained industrial power had thrust them into the increasingly competitive and dangerous world of international rivalries, imperialism, and war.

As noted above, the general process of industrialization has been covered in Era 6, although some of those same course expectations overlap into Era 7. For our purposes here, however, we will concentrate our attention on the two themes of reform and expansion, and conclude by returning to the industrial process to assess the causes of the Great Depression of the 1930s.

**Student Content Goals**

A. Reform
   1. Identify Progressive reform efforts and their leaders, both nationally (Robert LaFollette, Theodore Roosevelt, Woodrow Wilson, Jane Addams, etc.) and in Tennessee (Austin Peay, Charles W. Dabney, Philander Claxton, etc.).
   2. Identify the leaders of the women's suffrage movement in Tennessee (Lide Meriwether, Anne Dallas Dudley, Harry Burn, etc.).
   3. Recognize the rights that workers fought for in the late 1800s and early 1900s. How did workers in Tennessee oppose convict labor?
   4. Understand the competing philosophies of Booker T. Washington, W.E.B. DuBois, Ida B. Wells, and Marcus Garvey.

B. Imperialism and World War I
   1. Identify the causes of American imperialism and its consequences.
   2. List and explain the causes of World War I and the United States' involvement in that war.
   3. Recognize the contributions of Tennesseans such as Alvin York, Lawrence Tyson, etc. in World War I.
   4. Explain the causes and results of the Spanish-American War of 1898.

C. The 1920s and the Great Depression
   1. Describe American life in the 1920s, including the impact of Amendments 16 (ratified 1913), 17 (1913), 18 (1919; repealed 1933 by the 21st Amendment), and 19 (1920).
   2. Describe the Scopes Trial of 1925 and its significance in Tennessee and the United States.
   3. List the features and impact on popular culture of the following: radio, phonograph, automobile, sports, organized crime, prohibition, birth control.
   4. List and explain the causes of the Great Depression. Describe the impact of the Depression on Tennessee.

**Student Skills Goals**

1. Create and explain a timeline that depicts major historical events in the United States and in Tennessee from 1890 to 1930.
2. Read and interpret a primary source reading sample from the period 1890-1930.
3. Interpret a non-written primary source from the period (map, photograph, cartoon, work of art, statistical chart or graph, music lyrics, advertisement in newspaper or magazine, etc.).

**Teacher Development Goals**

1. **Historical Content**. Teacher is able to demonstrate to students how to establish historical causation (Progressive Movement, Spanish-American War, World War I, Women's Suffrage, Great Depression.) Era 7 deals primarily with historical causation.
2. **Use of Primary Sources.** Teacher is able to demonstrate to students how various primary sources can be used to establish historical causation (letters, memoirs and diaries, newspaper and magazine stories, cartoons, photography, laws and court cases, etc.).
3. **Historical Thinking**. Teacher is able to develop and/or use strategies that will encourage students to go beyond the facts presented in their textbooks in order to develop a historical argument (esp. on causation).
4. **Integration of Technology**. Teacher is able to encourage students to assess the various Internet sources they use in developing a historical argument. What criteria can students be taught to assess the accuracy and/or quality of an Internet site?

**Timeline**

| | |
|---|---|
| 1889 | Oklahoma Territory opened for settlements |
| 1890 | Massacre of Teton Sioux at Wounded Knee, South Dakota |
| 1891 | Basketball invented at Springfield College, Massachusetts |
| 1892 | John Muir organizes Sierra Club |
| 1892 | Ellis Island Immigration Center opened |
| 1892 | General Federation of Women's Clubs organized |
| 1893 | Panic of 1893; depression of 1893-1897 begins |
| 1895 | Coney Island amusement parks open in Brooklyn, New York |
| 1895 | Supreme Court declares federal income tax unconstitutional |
| 1896 | William McKinley elected president |
| 1898 | Acquisition of Hawaii |
| 1898 | Spanish-American War |
| 1898-1902 | Guerrilla uprising in Philippines |
| 1899 | First U.S. Open Door note seeking access to China market; Boxer Rebellion erupts in China |
| 1900 | Second U.S. Open Door note |
| 1900 | Currency Act officially places United States on gold standard |
| 1900 | International Ladies' Garment Workers' Union (ILGWU) founded |
| 1900 | Socialist Party of America organized |
| 1900 | Carrie Chapman Catt becomes president of the National American Women's Suffrage Association (NAWSA) |
| 1900 | National American Woman Suffrage Association (NAWSA) |
| 1900 | National Association of Colored Women's Clubs organized |
| 1901 | Assassination of President William McKinley; Theodore Roosevelt becomes president |
| 1901 | Platt Amendment retain U.S. role in Cuba |
| 1901 | J.P. Morgan forms United States Steel Company |
| 1902 | Jane Addams, *Democracy and Social Ethics* |
| 1903 | W.E.B. DuBois, *The Souls of Black Folks* |
| 1903 | Wright brothers' flight |
| 1904 | President Theodore Roosevelt elected president in his own right |
| 1904 | President Roosevelt proclaims "Roosevelt Corollary" to Monroe Doctrine |
| 1906 | Upton Sinclair, *The Jungle* |
| 1906 | Panama Canal construction begins |
| 1908 | William Howard Taft elected president |
| 1908 | Henry Ford introduces the Model T |

| | |
|---|---|
| 1909 | National Association for the Advancement of Colored People (NAACP) founded |
| 1911 | Triangle Shirtwaist Company fire |
| 1912 | Republican Party split; Progressive (Bull Moose) Party founded |
| 1912 | Woodrow Wilson elected president |
| 1913 | Sixteenth Amendment (Congress empowered to tax incomes) ratified |
| 1913 | Seventeenth Amendment (direct election of U.S. senators) ratified |
| 1914 | U.S. troops occupy Veracruz, Mexico |
| 1914 | Panama Canal opens |
| 1914 | World War I begins; President Woodrow Wilson proclaims American neutrality |
| 1915 | British liner *Lusitania* sunk by German U-boat |
| 1915 | D.W. Griffith, *Birth of a Nation* |
| 1916 | President Wilson reelected |
| 1916 | U.S. punitive expedition invades Mexico, seeking Pancho Villa |
| 1916 | Margaret Sanger opens nation's first birth-control clinic in Brooklyn, New York |
| 1916 | National Park Service created |
| 1917 | U.S. troops withdraw from Mexico |
| 1917 | Germany resumes unrestricted U-boat warfare; United States declares war |
| 1917 | Selective Service Act sets up national draft |
| 1918 | Armistice signed (World War ends November 11) |
| 1918 | President Wilson outlines Fourteen Points |
| 1918 | Global Spanish Flu pandemic takes heavy toll in United States |
| 1919 | Peace Treaty, including League of Nations covenant, signed at Versailles |
| 1919 | Versailles treaty, with League covenant, rejected by U.S. Senate |
| 1919 | U.S. Supreme Court upholds silencing of war critics in *Schenck* v. *United States* |
| 1919 | Eighteenth Amendment (national prohibition) ratified |
| 1919 | Upsurge of lynchings |
| 1920 | "Red raids" organized by U.S. Justice Department |
| 1920 | Nineteenth Amendment (woman suffrage) ratified |
| 1920 | Warren G. Harding elected president |
| 1920-1921 | Postwar recession |
| 1921 | Economic boom begins; agriculture remains depressed |
| 1922 | U.S. Supreme Court declares child-labor law unconstitutional |
| 1922 | Herbert Hoover, *American Individualism* |
| 1923 | President Harding dies; Calvin Coolidge becomes president |
| 1924 | Teapot Domes scandals investigated |
| 1924 | National Origins Act (immigration restriction) passed |
| 1924 | President Calvin Coolidge elected president in his own right |
| 1925 | Scopes Trial, Dayton, Tennessee |
| 1925 | F.Scott Fitzgerald, *The Great Gatsby* |
| 1926 | National Broadcasting Company founded |
| 1926 | Book-of-the-Month Club founded |
| 1927 | Execution of Sacco and Vanzetti |
| 1927 | Charles A. Lindbergh's transatlantic flight |
| 1927 | Henry Ford introduces the Model A |
| 1928 | Herbert Hoover elected president |
| 1929 | Federal Farm Board created |
| 1929 | Ernest Hemmingway, *A Farewell to Arms* |

**Major Themes, Issues, Documents, People, Events**

**1. Themes/Issues**

On April 30, 1904, in the East Room of the White House, President Theodore Roosevelt tapped a special gold telegraph key that officially opened the centennial celebration of the Louisiana Purchase.[2] Over 750 miles away, on the exposition's site in St. Louis, a ticker tape machine printed Roosevelt's message, and exposition president David Francis proclaimed, "Open ye gates! Swing wide ye portals! Enter herein ye sons of men!"

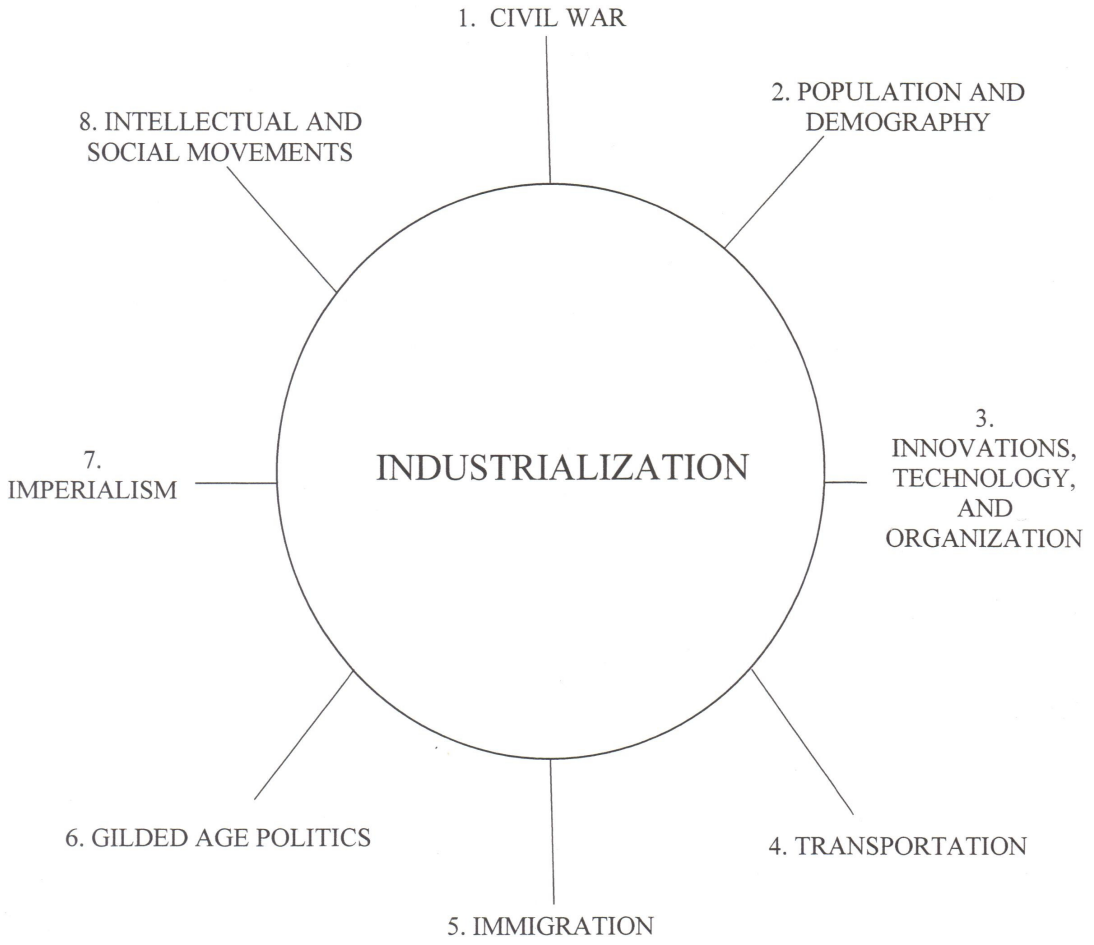
The St. Louis Exposition was the largest "world's fair" ever held—on a 1,270 acre site and playing host to around nineteen million visitors.[3]Those visitors saw, often for the first time, automobiles, airships, motion pictures, Kodak portable cameras, solar energy, ice cream cones, wireless telegraphy, total electric cooking, and roughly 70,000 other exhibits. After visiting the exposition, one writer for *Harper's Magazine* commented that it "fills a visitor full of pictures that keep coming up in his mind for years afterwards."

While Era 6 dealt primarily with the development of the industrial United States, the major themes, issues, people, and events of Era 7 center on the ways in which industrialization changed the lives of virtually everyone living in the United States. Indeed, in many ways Americans living during the Civil War were closer economically, socially, politically, technologically, etc. to the Founders of the American Revolutionary era than they were to their own children. For those children, industrialization changed the ways in which they lived, thought, participated in the political process, and nearly every other aspect of their lives. Most of those children embraced that new industrial America, while at the same time those changes made them insecure and afraid.

[2] The Louisiana Purchase was negotiated and approved in 1803, but the exposition took place one year late. Interestingly, the 1893 Columbian Exposition in Chicago to celebrate the 400th anniversary of Columbus's "discovery" of America in 1492 also took place one year late.

[3] The St. Louis Exposition was the largest such event (in terms of size) ever held. By contrast, the 1982 World's Fair in Knoxville, Tennessee was held on roughly 66 acres, approximately one-nineteenth the size of the 1904 St. Louis Exposition.

The diagram below shows vividly precisely *how* industrialization changed the lives of nearly all Americans. As you begin at number one (Civil War), use your historical imagination to determine the effects of industrialization on each numbered theme or event.




**1. <u>Civil War—Stimulus to Industrialization</u>**

a. United States contained 22 million people to the Confederacy's 5.5 million free people
b. U.S. had nine times the Confederacy's industrial capacity (97% of total nation's firearms, 71% of railroad mileage, 94% of cloth production, 90% of shoemaking)
c. By early 1862 U.S. had 700,000 men in the Union Army. In 1863 U.S. began accepting and recruiting African Americans (10%) of Union Army) and also had large populations of Irish and German immigrants.
d. War caused boom in northern industries, benefiting from government war contracts of over $1 billion ($38.51 billion in 1991 dollars). By 1873, U.S. industrial production was 75% greater than that of 1865.

**Connection: Stimulus to industrialization**

**2. <u>Population and Demography</u>**

a. U.S. population
1860 – 31 million

1900 – 76 million
1920 – 106 million

b. Urbanization
--1860 – 1900 urban population grew at twice the rate of the national average
--1900 – 10% of U.S. population lived in cities of over one million
--NYC 1880-1900 population grew from 1.2 million to 3.4 million
--Chicago 1880-1900 population grew from 0.5 million to 1.7 million

c. West – States admitted to the Union

1864 Nevada
1867 Nebraska
1876 Colorado
1889 North & South Dakota, Montana, Washington
1890 Idaho & Wyoming
1896 Utah
1907 Oklahoma
1912 Arizona and New Mexico

Center of U. S. population
1800 18 miles west of Baltimore, MD
1920 20 miles east of Terre Haute, IN

1860 – 1880 Minnesota, the Dakotas, Nebraska, and Kansas grew from 300,000 to over 2 million (1870 – 1900 almost 2.2 million foreign born settled in trans-Mississippi West)

1921 – 2009 Of 15 Presidents, only 4 (FDR, JFK, Carter, and GHW Bush) had been born in the original 13 states

Native Americans
1874 – 1876 Sioux wars
1887 Dawes Severalty Act
1891 Ghost Dancers & Wounded Knee

**Connections: Railroad/Sears Roebuck catalog**
**Industry and markets**
**Politics – Populism & Farmers' Revolts**

**3. <u>Innovations, Technology, Factories, Organization</u>**

a. Some inventions
1876 telephone
1877 phonograph
1878 light bulb

At his death Thomas Edison held 1,093 patents for his inventions

Mega-factories—By 1905 the Singer Sewing Machine Co. had 8 factories that employed a total of 90,000 workers who produced 1.25 million sewing machines each year.

Assembly lines—by 1925 automobiles rolled off the Ford assembly lines at the rate of one every 10 seconds.

Captains of industry/trusts and mergers
New South—Grady/Atlanta/Knoxville
Department stores/chain stores (Wannamaker's, A&P Tea Co., Woolworth's, etc.)

Advertising—first ad agency 1869. By 1900 companies were spending $90 million/year on advertising ($1.26 billion in 1991 dollars)

**4. Transportation**

*Railroad Revolution 1870-1920

--1870—1920 RR expansion of over 250,000 miles of track (more than all the rest of the RR mileage in the world)

--1877 Cornelius Vanderbilt (a shipping and railroad tycoon) died, leaving his son and inheritance of $100 million ($3.6 billion in 1991 dollars)

--Sears Roebuck Co.—mail order catalogs and RR distribution

**Can Connect easily to all subthemes except #7**

**5. Immigration**

a. 1895—1924 = *17,636,08* immigrants
   1. Britain – 1.8 million of total 2.8 million came *prior to 1901*
   2. Ireland – 3.9 million of 4.6 million came prior to 1901
   3. Germany – 5.0 million of 6.2 million came prior to 1901
   4. Russia – 2.6 million of 3.3 million came *AFTER* 1900
   5. Italy – 3.7 million of 4.8 million came *AFTER* 1900

**[Shift from N & W Europe to S & E Europe}**

b. 1899 – 1924 3.9 million reported occupation as "laborers" and 5.1 million reported "no occupation" (51% of the total)

c. 1907 year of greatest immigration: 1,285,349 [1905-1914 – 6 of 10 years *over* 1 million]

d. 1990 – 2000 immigrants
   54.9% Latin Americans
   25.4% Asians
   11.4% Europeans
   9.3% "other"

e. 1914 – 60% of U.S. industrial labor force was foreign born

f. 1907 -- Of 14,359 common laborers in Pittsburgh's U.S. steel mills, 11,694 (81.4%) were eastern Europeans

g. 1907 – 1/3 of immigrant steelworkers were single

h. Ellis Island 1892 – 1954 for immigrants to East Coast (Angel Island for West Coast). 16 million people passed through Ellis Island, among them Irving Berlin, Bob Hope, Bela Lugosi, Claudette Colbert, John McCormack, Arthur Murray, Max Factor, Knute Rockne, and Chef Boyardee (Boiardi). Statue of Liberty 1886.

i. Chinese Exclusion 1882 (renewed 1894 & 1902)
Japanese Exclusion 1924 ("Humiliation Day" in Tokyo—national insult)
Literacy tests 1917 passed over Pres. Wilson's veto
First Quota Law 1921 – Immigration limited in any year to 3% of the number of each nationality according to 1910 census
1924 Restriction Act est. new quotas & 2% of census of 1890
1965 National origin quotas abolished in favor of those with needed skills or close relatives of U.S. citizens

j. Connection to other subthemes
1. Industrial labor (see above)
2. Politics – city bosses, etc.
3. Intellectual movements – immigration restriction, racism, etc.
4. Transportation – RR construction and Chinese, etc.
5. Civil War – probably over 15% of the total Union Army was Irish immigrants, many of whom served as substitutes. Casualties in the mostly Irish units were extremely high.

**Encourage students to keep asking questions and making connection.**

**6. <u>Politics</u>**

--Federal government gave cash counties and millions of acres to railroad companies
--Federal and state governments generally favorable to railroads, trusts, corporations and anti-labor
--Farmers' political revolts in the West and South, 1880s-1890s (watershed the presidential election of 1896)
--Government generally favorable to imperialism (Spanish-American War of 1898)

**7. <u>Imperialism</u>**

--Motives
--Resources and markets
--Spanish-American War 1898

**8. <u>Intellectual/Social Movements</u>**

a. Social Darwinism (Herbert Spencer)—used by many as justification of corporate growth, low wages to workers, opposition to government reforms, racism (blacks and Native Americans and immigration restriction)
b. Social Gospel
1. Washington Gladden, Walter Rauschenbusch, Charles Sheldon, Edward A. Ross, etc.
2. Advocacy of reforms based on religious principles
c. Feminism
1. Women's suffrage
2. Working women (Muller v. Oregon)
d. Populism--reforms
e. Progressivism—reform movement

**Connection: Attempts to improve the lives of Americans in industrial America**

**9. Industrialization and Southern Appalachia**

Although Southern Appalachia does not appear on the "industrialization" diagram above, industrialization had a major effect on the region, one that contained both positive and negative aspects.

In the mid-nineteenth century the Southern Appalachians had abundant natural resources (principally iron, coal, timber, and copper) and a hard-working potential labor force, but lacked the capital, transportation facilities, and markets to bring industrialization to the region. Those factors came as a result of the Civil War. Railroad lines were extended and northern investors recognized the money that could be made in the area. Hiram Chamberlain and John T. Wilder, both Ohioans, established a profitable iron industry in Chattanooga and Knoxville, while Perez Dickinson (Massachusetts), Edward Sanford (Connecticut), and William Chamberlain and A. J. Albers (both Ohioans) helped to make Knoxville a manufacturing and commercial giant—by 1896 the third largest wholesaling center in the entire South. Kingsport, Morristown, Cleveland, South Pittsburg, Etowah, Rockwood, Englewood, and Athens boasted thriving factories, to name but a few. In 1853 Coal Creek in Anderson County had one log home; by 1888 it had a mining population of around 3,000. The use of convict labor in the Coal Creek mines touched off a brief but violent "war." In Blount County, the new village of Townsend became a center of logging, as crews penetrated the Smoky Mountains to extract millions of board feet of lumber that was shipped by railroad north to Maryville, Knoxville, and points north.

And yet while industrialization brought some people cash money and a better standard of living, for countless others industrialization damaged the land and failed to improve the lives of many in the Southern Appalachians. For example, in 1925 of the 95 counties in Tennessee Sevier County ranked 84th, Grainger 85th, Hancock 93rd, and VanBuren 94th in standard of living.[4]

The twentieth century saw improvements. As low-wage manufacturing abandoned the Southern Appalachians for places that paid even lower wages (Mexico, Taiwan, Korea, etc.), newer manufacturing jobs that paid better were taking their places. In 1994, Tennessee had the same number of manufacturing jobs that it had in 1978, but the jobs themselves were different.

For years many cities in Southern Appalachia had been dependent on government jobs (federal, state, local). In Knoxville, for example, 25% of the workforce in the 1970s worked for the government at some level (TVA, Oak Ridge, UT, etc.). As those jobs began to decline, those towns and cities scrambled to find private companies that wanted to move to the area. But that did not significantly help the rural regions, where school drop-out rates made those areas less attractive to new industries.

In the 20th century, East Tennesseans began to use the region's greatest natural resource: its incredibly beautiful mountains. Visitors had been vacationing in the area since the Civil War, but the construction of interstate highways offered easy access to millions of Americans, as the Great Smoky Mountains National Park became the most visited national park in the United States. Tourist meccas such as Pigeon Forge and Gatlinburg in Sevier County, Tennessee and Cherokee in North Carolina offered more jobs than there were available workers, thus giving jobs to several people who lost manufacturing employment. To be sure, such widespread employment and prosperity had another side (that of unattractive tourist destinations and billboards, road-clogging traffic in peak visiting times, the selling off of family farms, etc.), but for several East Tennesseans the trade-off was worth it.

[4] William Bruce Wheeler and Michael J. McDonald, "The Communities of East Tennessee, 1850-1940: An Interpretive Overview," in East Tennessee Historical Society *Publications,* Nos. 58-59 (1986-1987), p. 27.

## 2. Documents

### United States Constitution

**Sixteenth Amendment (1913)**
Empowered Congress to levy an income tax without apportioning it among the states or basing it on Census results.

**Seventeenth Amendment (1913)**
Provided for the direct election of United States Senators by popular vote.

**Eighteenth Amendment (1919)**
Established prohibition in the United States, which forbade the manufacture, sale, and transportation of intoxicating alcohol.

**Nineteenth Amendment (1920)**
Prohibited the any state from denying any citizen of the United States from voting based on gender.

### Chinese Exclusion Act (1882)

In the spring of 1882, the Chinese Exclusion Act was passed by Congress and signed by President Chester A. Arthur. This act provided an absolute 10-year moratorium on Chinese labor immigration. For the first time, Federal law proscribed entry of an ethnic working group on the premise that it endangered the good order of certain localities. When the exclusion act expired in 1892, Congress extended it for 10 years in the form of the Geary Act. This extension, made permanent in 1902, added restrictions by requiring each Chinese resident to register and obtain a certificate of residence. Without a certificate, they faced deportation.

### Andrew Carnegie, "Gospel of Wealth" (1889)

Andrew Carnegie's famous essay, "Gospel of Wealth," stressed the responsibility of the rich to provide an example for the working class and give back to the community in the form of philanthropy.

### Alfred T. Mahan on Sea Power (1890)

A book published by Captain Mahan about the superiority of naval warfare that motivated the United States Government to promote the navy and naval bases across the globe and contributed to American Imperialism.

### Populist Party Platform (1892)

The Populist (or People's) Party incorporated a host of popular reform ideas to represent the "common folk"—especially farmers—against the entrenched interests of railroads, bankers, processors, corporations, and the politicians in league with such interests. At its first national convention in Omaha in July 1892, the party nominated James K. Weaver for president and ratified the so-called Omaha Platform, drafted by Ignatius Donnelly of Minnesota. The 1892 Populist platform included such reforms as a free ballot (Australian or secret ballot), popular election of United States senators, government ownership of the railroads, free and unlimited coinage of silver, and a graduated income tax

### Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)

In an influential essay entitled, "The Significance of the Frontier in American History," which was delivered to an 1893 meeting of the American Historical Association in Chicago, Frederick Jackson Turner found that by examining the West, one could discover the central narrative of

American history. Turner stated his thesis simply: the settlement of the West by white Americans stimulated individualism, nationalism, and democracy. He asserted that "the existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development." As long as the frontier remained opened, Turner argued, opportunities for advancement remained possible. However, Turner closed proclaiming that the frontier was closing.

**William Jennings Bryan, "Cross of Gold Speech" (1896)**
William Jennings Bryan delivered his famous "Cross of Gold Speech" to the democratic convention in 1896. The speech highlighted the Bryan's populist stance as well as his adamant opposition to the gold standard. In his strident attack on the concept that gold was the only sound backing for currency, Bryan spoke for the "broader class" of businessmen across the country, specifically farmers, agricultural workers, miners and small town merchants. These workers, he argued, were all but ignored by a government that served the interests of big cities and large corporate enterprise. Bryan closed with the admonition, "you shall not press upon the bow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold." This speech was profoundly effective, and though the politician was only 36 years old, the delegated nominated Bryan as the Democratic candidate for president.

***Plessy* v. *Ferguson* (1896)**
In the late Nineteenth century, southern state legislatures and localities began to institute mandatory racial segregation laws of public facilities known as Jim Crow. African American leaders sought to challenge the constitutionality of Jim Crow in the Supreme Court case of *Plessy* v. *Ferguson* arguing that segregation deprived them of their rights according to the Fourteenth Amendment's equal protection clause. All but one of the judges rejected the plea, thus upholding legal segregation of public accommodations under the doctrine of "separate but equal."

**Roosevelt Corollary (1904)**
President Theodore Roosevelt's alteration to the Monroe Doctrine, which came to be known as the Roosevelt Corollary, proclaimed that the United States had international police power to monitor Latin and South American countries and expand its commercial interests in the region. According to Roosevelt, the United States had the right not only to oppose European intervention in the Western Hemisphere, but also to directly intervene in the domestic affairs of its neighbors if those neighbors proved unable to maintain the stability of their nation.

**Pure Food and Drug Act (1906)**
The Pure Food and Drug Act forbade the manufacture, sell, and transport of adulterated food products and poisonous medicines. The Pure Food and Drug Act required that certain specified drugs, including alcohol, cocaine, heroin, morphine, and cannabis, be accurately labeled with contents and dosage. Previously many drugs had been sold as patent medicines with secret ingredients or misleading labels. Cocaine, heroin, cannabis, and other such drugs continued to be legally available without prescription as long as they were labeled. The 1906 Act paved the way for the eventual creation of the Food and Drug Administration (FDA) and is generally considered to be that agency's founding date, though the agency existed before the law was passed and was not named FDA until later. The Act arose due to public education and exposés from muckrakers such as Upton Sinclair and Ida Tarbell, social activist Florence Kelley, researcher Harvey W. Wiley, and President Theodore Roosevelt.

**Upton Sinclair, *The Jungle* (1906)**
Both Novelist and journalist, Upton Sinclair's 1906 novel *The Jungle*, exposed the corruption of America's meatpacking industry and highlighted the plight of the working class during the early-

20th century. The novel depicts in harsh tones the poverty, absence of social programs, unpleasant living and working conditions, and hopelessness prevalent among the working class, which is contrasted with the deeply-rooted corruption on the part of those in power. Sinclair's observations of the state of turn-of-the-century labor were placed front and center for the American public to see, suggesting that something needed to be changed to get rid of American "wage slavery." The novel is also an important example of the "muckraking" tradition begun by investigative journalists such as Jacob Riis who published reports involving a host of social issues that often included crimes and corruption involving both elective officials and business leaders.

**Meat Inspection Act of 1906**
A United States law that authorized the Secretary of Agriculture to inspect all cattle, sheep, goats, and horses when slaughtered and processed and condemn any meat product found unfit for human consumption. This law was passed partly in response to Upton Sinclair's book, "The Jungle" and the work of other muckrakers.

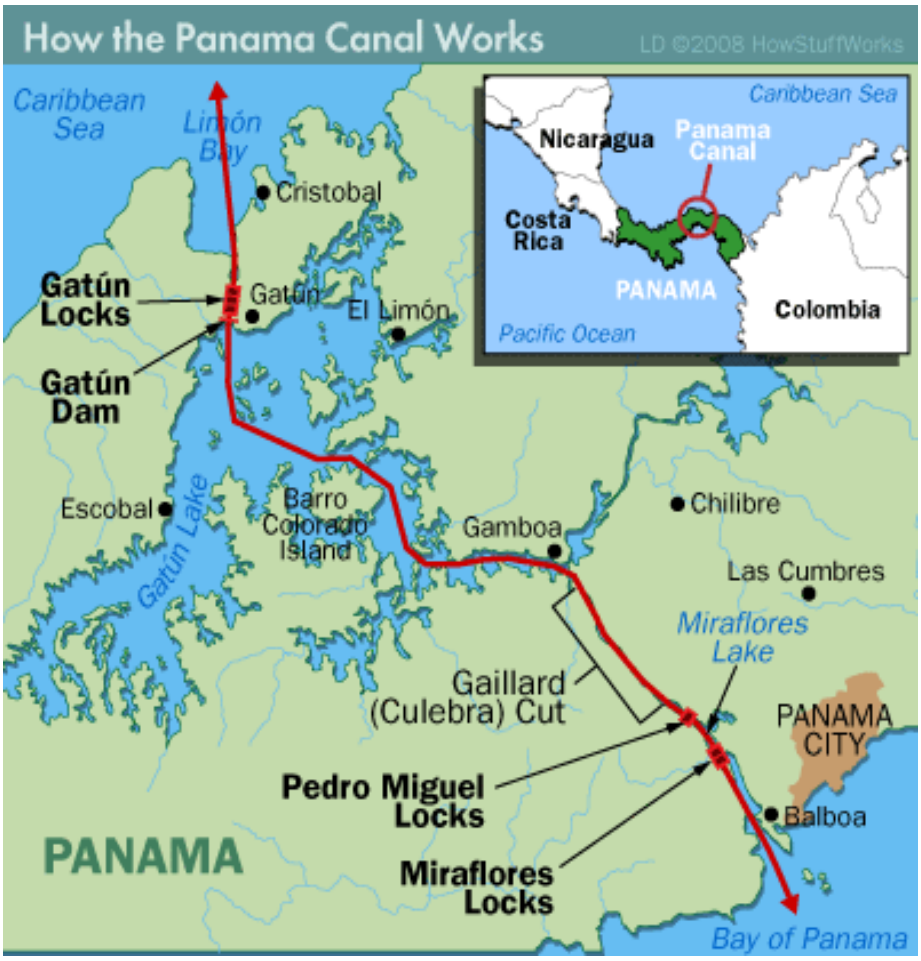
**Woodrow Wilson's Fourteen Points (1918)**
President Wilson's January 8, 1918 statement to Congress outlining not only fourteen key principles for which the United States was fighting in World War I but also the president's plan for postwar peace. Wilson's Fourteen Points called for open diplomacy, free seas and free trade, disarmament, and democratic self rule. The centerpiece of Wilson's vision was the League of Nations, an association of nations to guarantee collective security.

***Schenck* v. *United States* (1919)**
United States Supreme Court decision that upheld the Espionage Act of 1917 and concluded that an Amercian citizen did not have the right to free speech against the draft during World War I. Charles Schenck, the Secretary of the Socialist party, was responsible for printing, distributing, and mailing 15,000 anti-draft leaflets. The Court, in a unanimous opinion written by Justice Oliver Wendell Holmes, Jr., held that Schenck's criminal conviction was constitutional and that the First Amendment did not protect speech encouraging insubordination during war. In the opinion's most famous passage, Justice Holmes sets out the "clear and present danger" test: "The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent."

**Febb E. Burn to Harry T. Burn Letter (1920)**
On August 17, 1920, in the midst of the heated debate in Tennessee over ratification of the 19th Amendment, Febb Burn of Niota, Tennessee wrote a seven-page letter to her 24-year old son Harry T. Burn, a Representative of McMinn County in the General Assembly admonishing her son to vote in favor of woman suffrage. Burn, who by all indications appeared to oppose ratification, carried the letter in his coat's breast pocket as the deciding roll call on ratification was taken. As his name was called, Burn cast his vote in favor of ratification thereby breaking the stalemate in the General Assembly. Tennessee became the 36th state to ratify the 19th Amendment, thus meeting the two-thirds constitutional requirement for an amendment to become law.

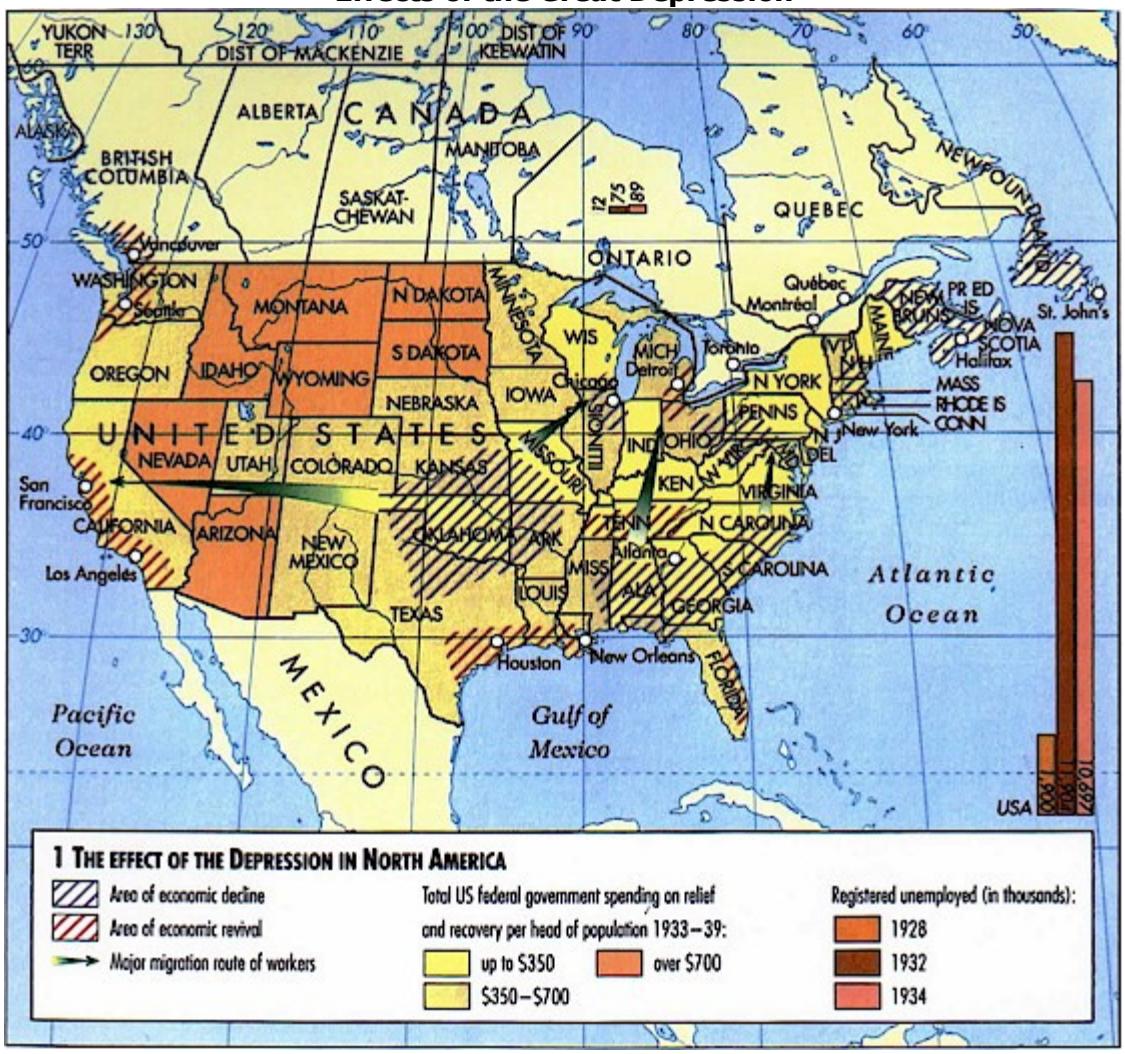
**Other Primary Sources**

**Map**



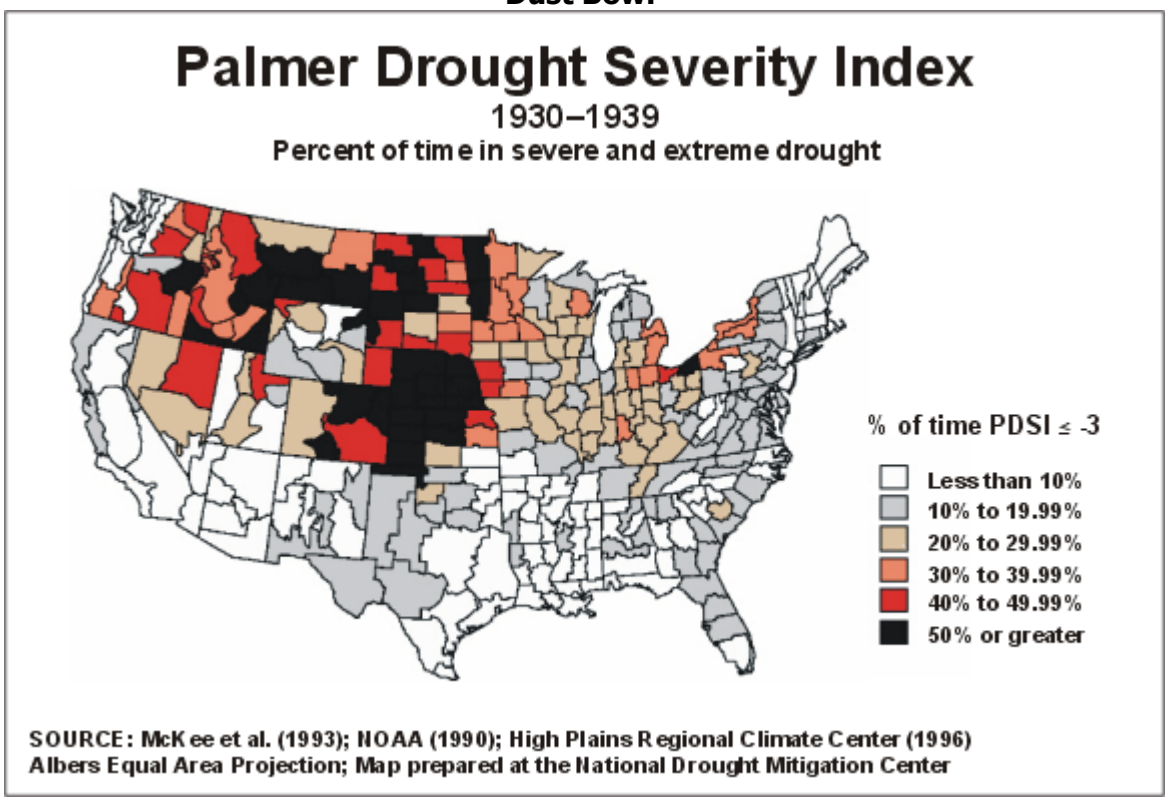

**This is a map of the Panama Canal which shows the major operating features. This can be used while teaching where and how the canal was build and explaining how it works.**

**Effects of the Great Depression**



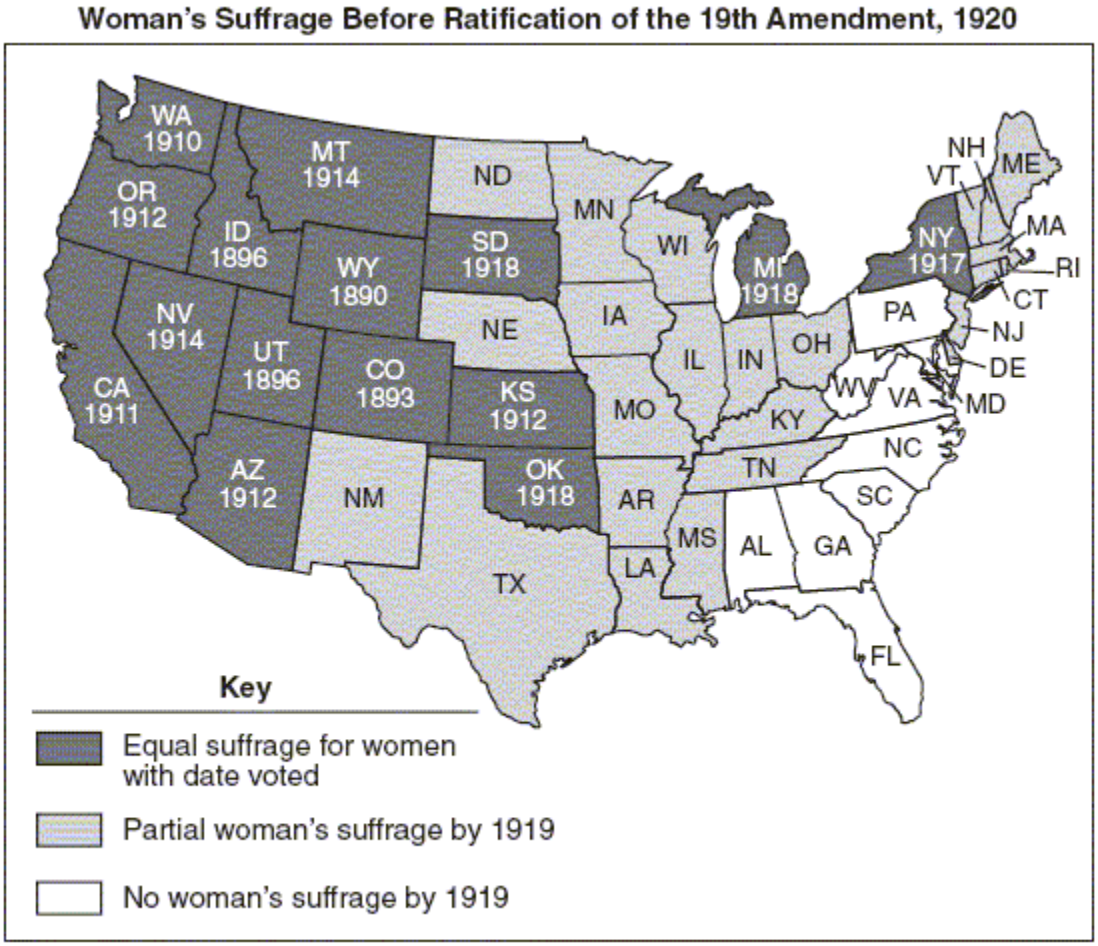

**This is a map that can be used when teaching about the effects of the Great Depression. It shows the areas of economic decline, the numbers of unemployed, and the amount that the government spent on relief and recovery programs.**

**Dust Bowl**




**This is a map that can be used when teaching the Dust Bowl situation in the 1930s which illustrates which areas of the US suffered the greatest amount of time in drought.**

**Woman's Suffrage, 1919**

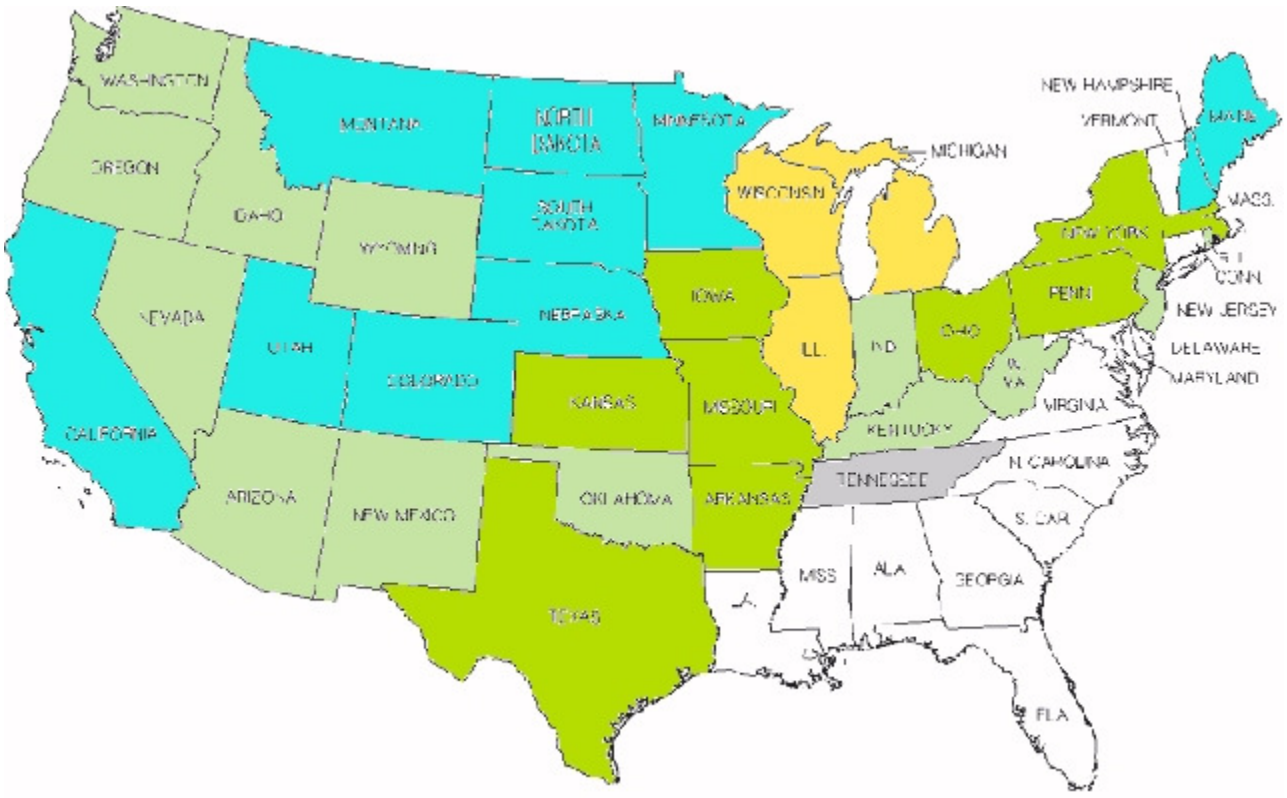



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge, 2000 (adapted)

**This is a map that can be used when teaching the Women's Movement. It shows the status of each state regarding allowing women the right to vote in state or national elections as of 1919, prior to the ratification of the Nineteenth Amendment.**

## Map of Ratification of Nineteenth Amendment

**KEY: Ratification on June 10, 1919 (yellow); ratification from June 16, 1919 to July 28, 1919 (chartreuse); ratification from August 2, 1919 to December 15, 1919 (aqua); ratification from January 6, 1920 to March 22, 1920 (gray-green); ratification on August 18, 1920 (gray).**




**This is a map that can be used when teaching about the ratification of the Nineteenth Amendment. The states are color-coded to illustrate the date of ratification by that state.**

**Cartoons**


"Election Day!" by E.W. Gustin, 1909
Library of Congress Prints and Photographs Division Washington, D.C.: LCPP003A-51845


"Mr. Bryan in 1899-'I Stand Just Where I Stood Three Years Ago.'"
**Cartoon of William Jennings Bryan running for President.**

This cartoon features William Jennings Bryan, the 16 to 1 ratio, and his bid for the White House.
*Source:* National Archives and Records Administration

**Statistics (chart/graph)**

**Progressive Era Legislation, Supreme Court Rulings, and Constitutional Amendments**

**Legislation**

| | ***Act*** | *Provisions* |
|---|---|---|
| 1902 | National Reclamation Act | Funds dams, and irrigation projects in the West. |
| 1906 | Hepburn Act | Regulates railroad rates and other practices. |
| | Pure Food and Drug Act | Imposes strict labeling requirements for food processors and pharmaceutical companies. |
| | Meat inspection Act | Requires federal inspection of packinghouses. |
| | Antiquities Act | Protects archaeological sites in Southwest. |
| 1909 | Payne-Aldrich Tariff | Raises tariffs, deepens Republican split. |
| 1910 | Mann Act | Anti-prostitution measure; prohibits transporting a woman across state lines for "immoral purposes." |

| | | |
|---|---|---|
| 1910 | Mann-Elkins Act | Strengthens powers of Interstate Commerce Comm. |
| 1913 | Underwood-Simmons Tariff | Lowers tariff rates; Wilson plays key role. |
| | Federal Reserve Act | Restructures U.S. money and banking system. |
| 1914 | Federal Trade Commission Act | Creates FTC as federal watchdog agency over corporations. |
| | Clayton Antitrust Act | Specifies illegal business practices. |
| | Narcotics Act | Forbids distribution of addictive drugs except by physicians and pharmacies. |
| 1916 | Federal Farm Loan Act | Enables farmers to secure low-interest federal loans. |
| | Keating-Owen Act | Bans products manufactured by child labor from interstate commerce. |
| | Adamson Act | Establishes eight-hour workday for interstate railway workers. |
| | Workmen's Compensation Act | Provides accident and injury protection for federal workers. |

**Court Rulings**

| | ***Court Case*** | *Significance* |
|---|---|---|
| 1904 | *Northern Securities Case* | Upholds antitrust suit against Northern Securities Company, a railroad conglomerate. |
| 1906 | *Lochner* v. *New York* | Overturns New York law setting maximum working hours for bakery workers. |
| 1908 | *Muller* v. *Oregon* | Upholds Oregon law setting maximum working hours for female laundry workers. |
| 1911 | *Standard Oil Co.* v. *U.S.* | Orders dissolution of Standard Oil. |
| 1927 | *Buck* v. *Bell* | Upholds Virginia sterilization law. |

**Constitutional Amendments**

| | ***Amendment*** | *Provisions* |
|---|---|---|
| 1913 | Sixteenth Amendment | Gives Congress authority to impose income tax. |
| | Seventeenth Amendment | Requires the direct election of U.S. Senators by voters. |
| 1919 | Eighteenth Amendment | Prohibits the manufacture and sale of intoxicating liquors. |
| 1920 | Nineteenth Amendment | Grants women the vote. |

**3. People**

**Jane Addams (September 6, 1860 – May 21, 1935):** While on a visit to Europe, Addams encountered Toynbee Hall, a settlement house for young boys in London's East End. This led her, along with friend Ellen Starr to establish Hull House in 1889 to reach poor and sick women and children in the industrial district of Chicago. By the second year, Hull House served the needs of two thousand people each week. Services included kindergarten classes, evening adult education classes, a circulating library, music schools, medical services, and education in health, safety, substance abuse, and food hygiene.

**Booker T. Washington (April 5, 1856 – November 14, 1915):** American political leader, educator, orator, and author. He was the dominant figure in the African American community in the United States from 1890 to 1915. Representing the last generation of black leaders born in slavery, and speaking for those blacks who had remained in the "New South," Washington was able throughout the remaining 25 years of his life to maintain his standing as the black leader because of the sponsorship of powerful whites, substantial support within the black community, his ability to raise educational funds from both groups, and his skillful accommodation to the social realities of the age of segregation. In 1881, he established Tuskegee Institute in Alabama and became recognized as America's foremost black educator. Critics charged that his conservative approach encouraged racial inequality, due to his dependence upon support of powerful whites.

**Jacob Riis (May 3, 1849 - May 26, 1914):** A Danish American social reformer, muckraking journalist, and photographer, Riis is known for his photographic and journalistic talents that brought to the attention of the middle and upper classes the impoverished tenements in New York City, which was the subject of most of his prolific writings and photography. Riis was one of the first photographers to use flash powder. Riis's *How the Other Half Lives*, convinced New York Police Commissioner Theodore Roosevelt to close the police-run poor houses of the city. Roosevelt later called Riis "the most useful citizen of New York."

**Theodore Roosevelt (October 27, 1858 – January 6, 1919):** When President William McKinley was assassinated in 1901, Vice President Theodore Roosevelt became president at the age of 42, the youngest president at that time to assume the nation's highest political office. Roosevelt attempted to move the Republican Party in the direction of Progressivism, including trust busting and increased regulation of businesses. Roosevelt coined the phrase "Square Deal" to describe his domestic agenda, emphasizing that the average citizen would get a fair shake under his policies. As an outdoorsman and naturalist, he promoted the conservation movement. On the world stage, Roosevelt's policies were characterized by his slogan, "Speak softly and carry a big stick." Roosevelt was the force behind the completion of the Panama Canal; he sent out the Great White Fleet to display American power, and he negotiated an end to the Russo-Japanese War, for which he won the Nobel Peace Prize (the first American to win the Nobel Peace Prize).

**Woodrow Wilson (December 28, 1856 – February 3, 1924)**: Woodrow Wilson, the 28th President of the United States, was a leading intellectual of the Progressive Era. Prior to the presidency, he served not only as President of Princeton University from 1902 to 1910, but also as the Governor of New Jersey from 1911 to 1913. With the Republican vote split over Theodore Roosevelt and William Howard Taft, Wilson was elected President as a Democrat in the election of 1912. During his first term, Wilson successfully lobbied Congress to pass America's first-ever federal progressive income tax (Revenue Act of 1913) and brought many white Southerners into his administration and thus tolerated their expansion of segregation in many federal agencies. Narrowly re-elected in 1916 on the campaign slogan "he kept us out of the war," several events, such as the German sinking of American merchant ships and the interception of a German telegram proposing a Mexican alliance in a war against the United States, led Wilson to ask Congress to declare war in 1917. Wilson focused on diplomacy and financial considerations, leaving the waging of the war primarily in the hands of the Army. On the home front, Wilson implemented a national draft, raised billions in war funding through Liberty Bonds, set up the War Industries Board, promoted labor union growth, supervised agriculture and food production, took over control of the railroads, enacted the first federal drug prohibition, suppressed anti-war movements, and pushed for national women's suffrage. In the late stages of World War I, Wilson

personally took control of the peace negotiations, offering his postwar vision of a war rid of conflict.

**W.E.B. Du Bois (February 23, 1868 – August 27, 1963):** An American civil rights activist, Pan-Africanist, sociologist, historian, author, and editor, W.E.B. Du Bois became the first African American graduate of Harvard University, where he earned his Ph.D in History. Du Bois later became the head of the National Association for the Advancement of Colored People (NAACP) in 1910, becoming founder and editor of the NAACP's journal *The Crisis*. Du Bois rose to national attention in his opposition of Booker T. Washington's ideas of social integration between whites and blacks, campaigning instead for increased political representation for blacks in order to guarantee civil rights, and the formation of a Black elite that would work for the progress of the African American race.

**Anne Dallas Dudley (November 13, 1876 – September 13, 1955**): Both a state (Tennessee) and national leader of the women's suffrage movement, Anne Dallas Dudley was an attractive and passionate speaker on this issue becoming instrumental in the ratification of the Nineteenth Amendment. Dudley also led many marches and demonstrations along with her children in an attempt to erase the common negative stereotype of suffragists in the early 1900s.

**William Jennings Bryan (March 19, 1860 – July 26, 1925):** Referred to by some as "a man with many causes," William Jennings Bryan was a gifted orator and politician, though three-time unsuccessful presidential candidate. Bryan served as a spokesman for the common man—farmers and laborers. Bryan is also noted for his crusades in support of prohibition and his opposition to Darwinism, which led to his role as counsel for the prosecution in the John Scopes Trial held in Dayton, Tennessee in 1925.

**Andrew Carnegie (November 25, 1835 – August 11, 1919):** A Scottish industrialist, businessman, and entrepreneur. He built Pittsburgh's Carnegie Steel Company, which was later merged with Federal Steel Company and several smaller companies to create U.S. Steel. Carnegie is also known for his philanthropic efforts, giving away most of his money to establish many libraries, schools, and universities in America, the United Kingdom and other countries, as well as a pension fund for former employees.

**John D. Rockefeller (July 8, 1839–May 23, 1937):** Rockefeller, an American industrialist. Rockefeller revolutionized the petroleum industry and defined the structure of modern philanthropy. In 1870, he founded the Standard Oil Company and aggressively ran it until he officially retired in 1897. As kerosene and gasoline grew in importance, Rockefeller's wealth soared, and he became the world's richest man and first American billionaire.

**Samuel Gompers (January 27, 1850-December 13, 1924):** Samuel Gompers, an American labor union leader and a key figure in American labor history, founded the American Federation of Labor (AF of L), and served as that organization's president from 1886 to 1894 and from 1895 until his death in 1924. He promoted harmony among the different craft unions that comprised the AF of L, trying to minimize jurisdictional battles. He promoted "thorough" organization and collective bargaining to secure shorter hours and higher wages, the first essential steps, he believed, to emancipating labor. He also encouraged the AF of L to take political action to "elect their friends" and "defeat their enemies." During World War I, Gompers and the AF of L worked with the government to avoid strikes and boost morale, while raising wage rates and expanding membership.

**Henry Ford (July 30, 1863 – April 7, 1947):** Henry Ford founded the Ford Motor Company and introduced the Model T. He used a moving assembly line in his factory, reducing not only time it took to build each automobile, but also the cost of producing automobiles thus making them affordable for most people. He also paid his workers more than other workers in the automobile industry, making it possible for them to afford to own a Model T.

**Thomas Edison (February 11, 1847 – October 18, 1931)**: Thomas Edison's electrical inventions are considered by many to be the greatest discoveries of all time. He patented 1,093 inventions, including the motion picture camera, phonograph, and the incandescent light bulb. Edison also improved on other inventions, including the telegraph and telephone. He created a way to create electric power for buildings. He started the Electric Light Company, which is now General Electric.

**Austin Peay (June 1, 1876 – October 2, 1927)**: In 1923 he became the governor of Tennessee, served three terms, and died while in office at the age of 51. He became most famous for signing the Butler Act, an anti-evolution bill, but his greatest mission was to improve the state's roads and public school system. He formed the Tennessee Good Roads Association and proposed that the state government pay for the new roads with gasoline taxes and automobile fees. In 1925 the General Assembly passed Peay's General Education Act, which gave counties enough money to operate public schools for an eight-month school year and agreed to tax tobacco sales to pay for education. Peay was also concerned with preserving Tennessee's natural beauty and helped to establish a new state park at Reelfoot Lake.

**Ida B. Wells (July 16, 1862 – March 25, 1931):** Ida B. Wells was an African American pioneer of the civil rights and women's suffrage movements who, as a muckraking journalist and owner of a Memphis, Tennessee newspaper, exposed the extent of lynching in the United States. While riding on a Chesapeake and Ohio Railroad Company train in May 1884, Wells was ordered to give up her seat and move to a smoking car crowded with other passengers. When Wells refused to leave the first class car, the conductor and two other white men dragged her from her seat. Shortly thereafter, Wells sued the railroad company and won. The Tennessee Supreme Court overturned the decision because the U.S. Supreme Court had decided earlier to allow segregation on trains. In 1896, Wells founded the National Association of Colored Women, and also founded the National Afro-American Council, which later became the NAACP. Wells formed the Women's Era Club, the first civic organization for African-American women. This club later became the Ida B. Wells Club, in honor of its' founder.

**Alvin C. York (December 13, 1887 – September 2, 1964)**: Alvin York was a World War I hero from Pall Mall, TN. York sought exemption from the draft as a pacifist but was denied. In 1918, in France's Argonne Forest, York and eight others captured 132 German soldiers. This was largely due to his amazing marksmanship with a rifle, which he had developed growing up on a mountain farm as a boy. Among the awards he received was the Congressional Medal of Honor. He established the York agricultural and Industrial Institute in Jamestown. The state of Tennessee created the Sergeant Alvin C. York State Historic Park in Pall Mall in his honor.

**4. Events**

**Spanish-American War (1898):** When a mysterious explosion sank the USS Maine, an American battleship stationed in Havana harbor, the United States declared war with Spain, which resulted in the Spanish-American War. The military conflict between Spain and the United States was waged between April and August 1898, over the issues of the liberation of Cuba. The war began after American demands for the resolution of the Cuban fight for independence were

rejected by Spain. Strong expansionist sentiment in the United States motivated the government to develop a plan for annexation of Spain's remaining overseas territories including the Philippines, Puerto Rico, and Guam.

**Boxer Rebellion (1899-1901):** The Boxer Rebellion constituted an uprising of the Chinese against foreign influences in trade, religion, politics, and technology during the Manchu (Qing) Dynasty. The Boxers were an anti-foreign, peasant-based movement who attacked builders of the railroad and Christian missionaries. This would lead to the formation of the modern Chinese Republic. The United States became involved in the suppressing of the rebellion by the deployment of several warships in the Philippines, as a result of the Spanish-American War.

**Orville and Wilbur Wright Flight (1903):** On December 17, 1903, brothers Orville and Wilbur Wright successfully lifted their invention, the airplane, into the air and flew for several feet on a beach at Kitty Hawk, North Carolina. After two previous unsuccessful attempts, the brothers returned to the beach but faced some strong winds (22-27 m.p.h.), which meant that Orville (whose turn it was to pilot) was riding the plane along the track, at a speed that allowed Wilbur to keep up easily, steadying the right wing as Orville had done 3 days earlier. Just after the Wright flyer lifted off the monorail, the famous picture was taken, possibly the most reproduced photograph ever, which Orville had set up (having asked one of the men simply to squeeze the shutter bulb after takeoff). The flight wasn't much—12 seconds, 120 feet. However, it was the first controlled, sustained flight in a heavier-than-air craft, one of the great moments of the century. The brothers flew 3 more times that day, covering more distance as they got used to the way the large front "rudder" (the elevator) responded in flight. Orville's second flight was 200 feet, and Wilbur's before it nearly as long. But the final flight of the day carried Wilbur 852 feet in 59 seconds.

**Niagara Movement (1905):** W.E.B. DuBois and William Monroe Trotter founded the civil rights organization. It was named for the location where the first meeting took place, on the Canadian side of the falls. The organization opposed racial segregation and disenfranchisement, as well as policies of conciliation and accommodation as promoted by such leaders as Booker T. Washington. The second meeting took place in 1906 at Harper's Ferry, West Virginia, the site of John Brown's Raid. The attendees took off their shoes and socks to honor the hallowed ground of the site. Eventually the movement suffered from lack of funding and the popularity of Washington, so the members combined with others to form the NAACP.

**Triangle Shirtwaist Company Fire (1911):** The fire that broke out on the top floors of the Asch Building on March 25, 1911 at the Triangle Waist Company in New York City, which claimed the lives of 146 young immigrant workers, is one of the worst disasters since the beginning of the Industrial Revolution. This incident has had great significance to the present day because it highlighted the inhumane working conditions to which industrial workers were subjected. The company's doors had been intentionally locked which was common practice during the late 1800s and early 1900s because many employers did not trust the workers. As the fire raged through the company, some workers leapt out windows and fell to their deaths; others simply perished in the flames. To many, its horrors epitomize the extremes of industrialism. The tragedy still dwells in the collective memory of the nation and of the international labor movement.

**Panama Canal (1914)**: The construction of a 48-mile long canal through Panama connecting the Atlantic and Pacific Oceans was achieved in two stages. The French government began construction of a canal as early as the 1880s; however, the French lacked the equipment for

efficiently cutting out the canal and struggled to battle the mosquitoes that claimed the lives of many workers. The American government became involved in the construction of the canal in 1904 at the behest of President Theodore Roosevelt, who assumed leadership of the project. The major impetus for the construction of a canal stretching across Central America to open a water route bridging the gap between the Pacific and Atlantic was to improve international maritime trade. Through as series of locks and dams, the shipping trade was able to eliminate going around South America in order to facilitate trade between the Eastern and Western Hemispheres. President Roosevelt dedicated the canal on August 15, 1914, nearly two years ahead of the target date for completion. It is estimated that over 80,000 people took part in the construction and that approximately 30,000 lives were lost in both French and American efforts.

**World War I (1914-1919):** Known as the "Great War," World War I took place primarily in Europe from 1914-1918. The immediate cause of the war was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne by a Bosnian Serb. The retaliation of Austria-Hungary activated a series of alliances that set off a chain reaction of war declarations. Within a month, much of Europe was at war. The United States joined the war after German U-boats torpedoed several merchant ships sending supplies to the Allies. The war resulted in over 40 million casualties, including 20 million military and civilian deaths. World War I introduced the concept of fighting in the trenches and technology introduced air battles in addition to land and naval fighting. The war ended with the signing of the Treaty of Versailles in 1919 in which Germany was forced to accept blame for the war.

**Scopes Trial (1925):** Formerly known as *Scopes* v. *The State of Tennessee* and informally referred to as "the Scopes Monkey Trial," the Scopes case was an American legal case that tested the Butler Act, which made it unlawful to teach any thoughts on the origin of man other than the Biblical account of man's origin. It was enacted as Tennessee Code Annotated Title 49 (Education) Section 1922 . The law also prevented the teaching of the evolution of man from lower orders of animals in place of the Biblical account, in any Tennessee state-funded school and university. John Scopes, a high school teacher in Dayton, Tennessee, was charged with teaching evolution from a chapter in a textbook outlining Charles Darwin's book *On the Origin of Species*. The trial drew intense national publicity, with modernists pitted against traditionalists over the teaching of evolution in the schools and a Fundamentalist interpretation of the Bible. Famed lawyer Clarence Darrow represented Scopes and William Jennings Bryan served for the prosecution. The jury found Scopes guilty and the judge ordered the teacher pay a fine of $100. The trial also proved a critical turning point in the American creation-evolution controversy.

**Sample Lesson Plans**

**1920's Play**

Submitted by Jeff Bird
Loudon County, Tennessee

**Objective/Purpose:** This activity is designed to help students take a step back in time to explore the life and times of an average young person growing up in the 1920's.
**Grade Level:** Fifth Grade

**Group Size**: Regular Classroom

**Lesson Time:** one or two 45 minute class periods.

**Background Information:** Before studying this lesson, the students should have a general understanding of the following: credit, installment buying, and prohibition, speak easy, an understanding of the term "Roaring 20's"etc. Students should also realize during this time, many new inventions were created with the intention of making life simpler. Students should have a general understanding of using credit to make purchases and the new forms of entertainment created during this time, such as movies, radio, sporting events, etc.

**Materials:** Various books and movies on The Roaring 20's, 5th grade textbook, http://www.unitedstreaming.com

**Strategies/Procedures:**

After teaching several lessons on the 1920's and introducing key concepts from this decade; the teacher will explain that each student will be creating and performing a play based on the 1920's decade.
**Evaluation/ Assessment:** After the students have participated in the lessons, they will then be required to work with two to three partners to create a 1920's play. Students may opt to dress as a typical young person from the 1920's, create props, and are encouraged to use dialogue from the era.
**Author's Evaluation**: I have used this activity for about seven years. I got this activity from a fellow teacher. I had to make some modifications to make this appropriate for fifth graders. Each year I have been impressed with the quality of plays created from each of my students. I like to encourage my students to research the fashion of the period, the type of music, and other forms of entertainment available for young adults during the 1920's. In my second year of doing this activity, I was surprised that some of my students actually enjoyed listening to the music from the 1920's and wanted to make copies of the Louis Armstrong CD we had been listening to in class. This activity has been successful each year in bringing together students that otherwise would not work together in a group.

**1920's Play**

Students will divide up into groups of five or six to write a script and perform a play based on the 1920's. The play should use fifteen of the slang words students have learned during this unit. Each group will share ideas, assign characters, and choose a head writer and director. Plays should be at least five minutes in length.

Slang Terms

1. moonshine-homemade whiskey
2. bump off- to kill someone
3. canary- female singer
4. hep cat- cool dude
5. jake- okay, satisfactory
6. gams- a woman's legs especially if attractive
7. dogs-feet
8. big cheese- the boss
9. bee's knees-fast paced music
10. cat's meow- that's cool or great
11. fall guy- a chronic loser, person who takes the blame for others failure, a scapegoat
12. flapper- a woman who goes against tradition
13. heebie-jeebies- an extreme case of anxiety or fear
14. licorice stick- clarinet
15. speakeasy- illegal bar
16. bootlegger- person who makes or sales alcohol illegally
17. sheik- boyfriend
18. hep- in with what is happening, in style
19. sheba- girlfriend
20. applesauce-nonsense- "Don't give me that applesauce!"
21. horsefeathers- Nonsense! – An exclamation such as "Phooey!"
22. hokum- nonsense- "All that is just hokum."
23. cheaters-sunglasses
24. scram- to exit fast; to get out of a place in a hurry.
25. spiffy- excellent- "Look at my spiffy new car."
26. swanky-classy, ritzy

**The following criteria will be used to evaluate the script.**

A script should…
1.have a setting describing time, place, and plot.
2. have a list of characters.
3.include stage prompts. (These are clues that describe the actions of characters. Example- Character leaves the room screaming in terror.)
4. use correct grammar and spelling

*1920's Play Rubric*

**Play is 5 minutes to 7 minutes in length _____ (20 points)**

**Actors used a volume that could be heard _____ (20 points)**

**Actors are visible (did not turn their back) _____ (20 points)**

**Play flows smoothly and audience can follow the plot _____ (20 points)**

**Play is creative _____ (20 points)**

**_____ (Total grade)**

**Actors**

**1._____**

**2._____**

**3._____**

**4._____**

**5._____**

**6._____**

**7._____**

**8._____**

**Materials**

**1. Reading for Teachers**

**General**

Robert Wiebe, *The Search for Order*, *1877-1920* (1967)

George Soule, *Prosperity Decade: From War to Depression* (1947)

Neil Wynn, *From Progressivism to Prosperity* (1988)

Nell Painter, *Standing at Armageddon, 1877-1919* (1987)

John Garraty, *The New Commonwealth, 1877-1890* (1968)

William Leuchtenberg, *The Perils of Prosperity, 1914-1932* (1970)

**Industrialism, Technology, Business**

Alfred Chandler, *The Visible Hand: The Managerial Revolution in American Business* (1977)

Glenn Porter, *The Rise of Big Business, 1860-1900* (1973)

Susan Smulyan, *Selling Radio: The Commercialization of American Broadcasting* (1994)

Alan Trachtenberg, The *Incorporation of America* (1982)

Irving Bernstein, *The Lean Years: A History of the American Worker, 1920-1933* (1960)

Herbert Gutman, *Work, Culture, and Society in Industrializing America* (1977)

James Flink, *The Car Culture* (1975)

John Kenneth Galbraith, *The Great Crash of 1929* (1961)

Milton Friedman and Anna Schwartz, *The Monetary History of the United States* (1963)

**Immigration**

Desmond King, *Making Americans: Immigration, Race, and the Origins of Diverse Democracy* (2000)

Leonard Dinnerstein, et. al., *Natives and Strangers* (1989)

Alan Kraut, *The Huddled Masses: The Immigrant in American Society* (1982)

Raymond Mohl, *The New City: Urban America in the Industrial Age, 1880-1915* (1985)

**Foreign Affairs and Expansion**

Charles Campbell, *The Transformation of American Foreign Relations, 1865-1900* (1976)

Walter McDougall, *Promised Land, Crusader State* (1997)

David Healy, *United States Expansion* (1970)

Richard Welch, *Response to Imperialism* (1979)

David Kennedy, *Over Here: The First World War & American Society* (1990)

Robert Ferrell, *Woodrow Wilson and World War I* (1985)

Walter LaFeber, *The American Age* (1989)

Walter LaFeber, *The New Empire* (1998)

Robert Ziegler, *America's Great War* (2000)

Emily Rosenberg, *Spreading the American Dream* (1982)

Ellis Hawley, *The Great War and the Search for Modern Order* (1999)

Daniel Trask, *The War with Spain in 1898* (1981)

**Politics and Reform**
Arthur Link and Richard McCormick, *Progressivism* (1983)

Robert Crunden, *Ministers of Reform: The Progressives' Achievement in American Civilization* (1982)

Elizabeth Sanders, *Roots of Reform: Farmers, Workers, and the American State, 1877-1917* (1999)

Richard Hofstadter, *The Age of Reform* (1955)

Michael Kazin, *The Populist Persuasion* (1998)

Michael Kazin, *A Godly Hero: William Jennings Bryan* (2006)

Dewey Grantham, *Southern Progressivism* (1983)

H. Wayne Morgan, *From Hayes to McKinley: National Party Politics, 1877-1896* (1969)

Robert Wiebe, *Businessmen and Reform* (1962)

Robert LaFollette, *Autobiography* (1913)

Arthur Link, *Woodrow Wilson and the Progressive Era* (1954)

**South**
Dewey Grantham, *Southern Progressivism* (1983)

Lawrence Goodwyn, *Democratic Promise: The Populist Movement in America* (1976)

Charles Aiken, *The Cotton Plantation South Since the Civil War* (1998)

Chad Berry, *Southern Migrants, Northern Exile* (2000)

Altina Waller, *Feud: Hatfields and McCoys* (1988)

Ron Eller, *Miners, Millhands, and Mountaineers* (1962)

V. S. Naipaul, *A Turn in the South* (1989)

Gavin Wright, *Old South, New South* (1986)

Roger Ransom and Richard Sutch, *One Kind of Freedom: The Economic Consequences of Emancipation* (1977)

Edward Ayers, *The Promise of the New South* (1992)

Robert J. Norrell, *Up from History: The Life of Booker T. Washington* (2009)

Paul Bergeron, Stephen Ash, Jeanette Keith, *Tennesseans and Their History (*1999)

**Intellectual/Social**

Henry May, *The End of American Innocence* (1959)

Sam Bass Warner, *Streetcar Suburbs: The Process of Growth in Boston* (1970)

Ray Ginger, *Six Days or Forever?* (on Scopes Trial, 1958)

Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s* (1931)

Lynn Dumenil, *The Modern Temper: American Culture and Society in the 1920s* (1995)

David Goldberg, *Discontented America: The United States in the 1920s* (1999)

Jessica Foy and Thomas Schlereth, *American Home Life, 1880-1930* (1992)

Matthew Sutton, *Aimee Semple McPherson and the Resurrection of Christian America* (2007)

David Nasaw, *Children of the City At Work and At Play* (1985)

**The West**

William Cronon, et. al., *Under an Open Sky: Rethinking America's Western Past* (1992)

Andrew Isenberg, *The Destruction of the Bison: An Environmental History* (2000)

Robert Utley, *The Indian Frontier of the American West, 1846-1890* (1984)

Gilbert Fite, *The Farmers' Frontier* (1960)

John Ise, *Sod and Stubble: The Story of a Kansas Homestead* (1936)

**2. Reading for Students**

Booker T. Washington, *Up From Slavery* (Signet Classics, 2000)

Nineteenth-century African American businessman, activist, and educator Booker Taliaferro Washington's *Up from Slavery* is one of the greatest American autobiographies ever written. Its mantras of black economic empowerment, land ownership, and self-help inspired generations of black leaders, including Marcus Garvey, Elijah Muhammad, Malcolm X, and Louis Farrakhan. In rags-to-riches fashion, Washington recounts his ascendance from early life as a mulatto slave in Virginia to a 34-year term as president of the influential, agriculturally based Tuskegee Institute in Alabama. From that position, Washington reigned as the most important leader of his people, with slogans like "cast down your buckets," which emphasized vocational merit rather than the academic and political excellence championed by his contemporary rival W.E.B. Du Bois. Though many considered him too accommodating to segregationists, Washington, as he said in his historic "Atlanta Compromise" speech of 1895, believed that "political agitation alone would not save [the Negro]," and that "property, industry, skill, intelligence, and character" would prove necessary to black Americans' success.

W.E.B. DuBois, *The Souls of Black Folk* (Dover 1994)

William Edward Burghardt Du Bois (1868-1963) is the greatest of African American intellectuals—a sociologist, historian, novelist, and activist whose astounding career spanned the nation's history from Reconstruction to the civil rights movement. Born in Massachusetts and educated at Fisk, Harvard, and the University of Berlin, Du Bois penned his epochal masterpiece, *The Souls of Black Folk*, in 1903. It remains his most studied and popular work; its insights into Negro life at the turn of the 20th century still ring true. With a dash of the Victorian and Enlightenment influences that peppered his impassioned yet formal prose, the book's largely autobiographical chapters take the reader through the momentous and moody maze of Afro-American life after the Emancipation Proclamation: from poverty, the neo-slavery of the sharecropper, illiteracy, miseducation, and lynching, to the heights of humanity reached by the spiritual "sorrow songs" that birthed gospel and the blues. The most memorable passages are contained in "On Booker T. Washington and Others," where Du Bois criticizes his famous contemporary's rejection of higher education and accommodationist stance toward white racism: "Mr. Washington's programme practically accepts the alleged inferiority of the Negro races," he writes, further complaining that Washington's thinking "withdraws many of the high demands of Negroes as men and American citizens." The capstone of *The Souls of Black Folk*, though, is Du Bois' haunting, eloquent description of the concept of the black psyche's "double consciousness," which he described as "a peculiar sensation.... One ever feels this twoness--an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder."

The Jungle, *Upton Sinclair* (Simon & Schuster, 2004)

Upton Sinclair's muckraking masterpiece *The Jungle* centers on Jurgis Rudkus, a Lithuanian immigrant working in Chicago's infamous Packingtown. Instead of finding the American Dream, Rudkus and his family inhabit a brutal, soul-crushing urban jungle dominated by greedy bosses, pitiless con-men, and corrupt politicians.

Russell Freedman, *Kids at Work: Lewis Hine and the Crusade Against Child Labor* (Clarion Books, 1994)

Using the photographer's work throughout, Freedman provides a documentary account of child labor in America during the early 1900s and the role Lewis Hine played in the crusade against it. He offers a look at the man behind the camera, his involvement with the National Child Labor Committee, and the dangers he faced trying to document unjust labor conditions. Solemn-faced children, some as young as three years old, are shown tending looms in cotton mills or coated with coal dust in the arresting photos that accompany the explanations of the economics and industries of the time. Both Freedman's words and quotes from Hine add impact to the photos, explaining to contemporary children the risky or fatiguing tasks depicted. Details such as Hine's way of determining children's height by measuring them against his own coat buttons add further depth and a personal touch to the already eloquent statements made by his thoughtfully composed black-and-white portraits. Also included are some of the photographer's other projects throughout his career. Readers will not only come to appreciate the impact of his groundbreaking work, but will also learn how one man dedicated and developed his skill and talents to bring about social reform.

Erich Maria Remarque, *All Quiet on the Western Front* (Ballantine Books, 1987)

*All Quiet on the Western Front* is the story of Paul Baumer, a young soldier who enlisted in the German army with youthful enthusiasm just before World War I, only to find himself destroyed by the brutality of trench warfare. His poignant tale is not a treatise on the inhumane nature of combat, but rather the story of one ordinary young man's life-changing experience.

F. Scott Fitzgerald, *The Great Gatsby* (Scribner, 1999)

In 1922, F. Scott Fitzgerald announced his decision to write "something *new*—something extraordinary and beautiful and simple, and intricately patterned." That extraordinary, beautiful, intricately patterned, and above all, simple novel became *The Great Gatsby*, arguably Fitzgerald's finest work and certainly the book for which he is best known. A portrait of the Jazz Age in all of its decadence and excess, *Gatsby* captured the spirit of the author's generation and earned itself a permanent place in American mythology. Self-made, self-invented millionaire Jay Gatsby embodies some of Fitzgerald's—and his country's—most abiding obsessions: money, ambition, greed, and the promise of new beginnings. Gatsby's rise to glory and eventual fall from grace becomes a kind of cautionary tale about the American Dream. It's also a love story, of sorts, the narrative of Gatsby's quixotic passion for Daisy Buchanan. The pair met five years before the novel begins, when Daisy is a legendary young Louisville beauty and Gatsby an impoverished officer. They fall in love, but while Gatsby serves overseas, Daisy marries the brutal, bullying, but extremely rich Tom Buchanan. After the war, Gatsby devotes himself blindly to the pursuit of wealth by whatever means—and to the pursuit of Daisy, which amounts to the same thing. His millions made, Gatsby buys a mansion across Long Island Sound from Daisy's patrician East Egg address, throws lavish parties, and waits for her to appear. When she does, events unfold with all the tragic inevitability of a Greek drama, with detached, cynical neighbor Nick Carraway acting as chorus throughout.

**Questions You Might Ask Students**

Why did blacks put up with the Jim Crow laws? Why didn't they rebel or fight?

Were there any places where blacks were treated equally with whites?

Why did parents allow their children to work in mines, sweatshops, etc.?

What would be the dangers of having children work in factories today?

Why were flappers considered "wild"?

Why were soldiers called "doughboys"?

What right was established by the 19th Amendment?

Why did it take so long for women to get the vote?

How did women fight for the right to vote?

What rights did workers fight for in the late 1800s? (better working conditions; higher wages; insurance; shorter hours)

Name the consumer goods Americans bought on credit in the 1920s (i.e. vacuum cleaners; washing machines; radios; other home appliances)

What was life like during the time period? (Include education, family size, transportation, urbanization, and the role of women.)

How did U.S. culture change as a result of industrialization, technology, and cultural diffusion?

Who were the prominent African American leaders of this time and why are they important?

Who were the Progressives and what did they stand for?

Why was the NAACP formed?

**Questions You Might Be Asked by Students**
What are the rights that workers fought for in the late 1800's?

What are some events exciting post Civil War events?

Why did small children have to work in the dangerous factories?

If someone were to get injured on the job, why were they often let go without pay?

Because of Upton Sinclair's book, is this why restaurants and food sold at stores must be inspected?

Why was Harry T. Burns so important in Tennessee history?

**Technology (Web Sites)**

**The National Archives: For Educators and Students**: www.archives.gov/education
The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

**Gilder Lehrman Institute of American History:** www.gilderlehrman.org
The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

**Tennessee History For Kids:** www.tnhistoryforkids.org
Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

**Our Documents:** www.ourdocuments.gov
The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting ore current documents due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

**Library of Congress:** http://memory.loc.gov/ammem/collections/rotogravures/
During the World War I era (1914-18), leading newspapers took advantage of a new printing process that dramatically altered their ability to reproduce images. Rotogravure printing, which produced richly detailed, high quality illustrations—even on inexpensive newsprint paper—was used to create vivid new pictorial sections. Publishers that could afford to invest in the new technology saw sharp increases both in readership and advertising revenue.
The images in this collection track American sentiment about the war in Europe, week by week, before and after the United States became involved. Events of the war are detailed alongside society news and advertisements touting products of the day, creating a pictorial record of both the war effort and life at home. The collection includes an illustrated history of World War I selected from newspaper rotogravure sections that graphically documents the people, places, and events important to the war.

**PBS: Influenza 1918:** http://www.pbs.org/wgbh/amex/influenza/
This website from the PBS series, includes historical context, timelines, maps, and teacher resources on the devastating impact of the 1918 influenza in the United States and the world abroad.

**The Evolution of the Conservation Movement, 1850-1920:**
http://memory.loc.gov/ammem/amrvhtml/conshome.html
*The Evolution of the Conservation Movement, 1850-1920* documents the historical formation and cultural foundations of the movement to conserve and protect America's natural heritage, through books, pamphlets, government documents, manuscripts, prints, photographs, and motion picture footage drawn from the collections of the Library of Congress.
The collection consists of 62 books and pamphlets, 140 Federal statutes and Congressional resolutions, 34 additional legislative documents, excerpts from the *Congressional Globe* and the *Congressional Record*, 360 Presidential proclamations, 170 prints and photographs, 2 historic manuscripts, and 2 motion pictures.

**The History of Jim Crow:** http://www.jimcrowhistory.org
Explore the complex African-American experience of segregation from the 1870s through the 1950s.

**National Museum of American History:** http://americanhistory.si.edu/
Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

**Digital History:** http://www.digitalhistory.uh.edu/
Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

**Epilogue**

Ever since its founding, the United States had suffered from a series of economic depressions that occur roughly every twenty years: 1819, 1837, 1857, 1873, 1893, and 1929. It is almost as if some factor or factors punctured and let the air out of what appeared to have been a prosperous economy, taking it years to regain stability and formerly good times.

The collapse of 1929 and the subsequent depression of the 1930s probably was considerably more severe than earlier panics. At its lowest point in 1932, some 25 percent of America's work force was unemployed, banks were closed or only partially open in 47 of the 48 states, and funds for the public and private assistance of the poor had almost completely dried up. Therefore, when newly-elected President Franklin Roosevelt told Americans in his 1933 inaugural speech that "the only thing we have to fear is fear itself," the American people had considerably more to fear than that.

What made the Great Depression of the 1930s so severe is that it was an *industrial* depression. By the end of World War I in 1918, the American economy was interlocked into one national—and even international—economy, so that if one sector of the economy stumbled, the other interlocked pieces of the economy would suffer as well. Also, by 1920 more Americans were living in cities and towns than in the countryside, and thus could not fall back on growing their basic necessities.

Economists today still debate what the *causes* of the Great Depression actually were. John Kenneth Galbraith claimed that America's ability to produce goods in the nation's factories

actually surpassed the people's ability to consume them, in part because significant portions of the population (family farmers, African Americans, Appalachian whites, etc.) were already *in a depression* and therefore could not participate in what had become a *consumption economy.* Moreover, many economies of other nations had already industrialized and therefore would not purchase America's factory surpluses.

Other economists disagreed with Galbraith. For their part, when the nation's economy began to show signs of illness, the Federal Reserve should have increased the money supply to make it more available. Instead, they asserted, the Federal Reserve actually tightened the supply of money, thereby hurtling the United States into depression.

Whatever the causes of the Great Depression of the 1930s actually were, it is clear (as we have seen) that *industrialization* had become the central factor of American life and would affect every economic, political, and social aspect of the nation's existence. As the United States reaped the benefits of being the world's primary industrial nation, it also would have to reap the whirlwind.[5]

[5] "For they have sown the wind, and they shall reap the whirlwind." *Hosea* 8:7.