THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 1 and 20

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.
During the last decades of the nineteenth century and the first decade of the twentieth century, America expanded at home and abroad, but struggled to balance the needs of its workers—many of whom were immigrants and child laborers—with the greed of Gilded Age capitalists.

Mark Twain dubbed this turn-of-the-century era “The Gilded Age,” a phrase which both criticized America’s preoccupation with wealth and prophetically pointed out the base matter beneath the glittering exterior. Turning the catechism question (“What is the chief end of man? To glorify God and enjoy Him forever”) on its head, Twain railed about his era, writing, “What is the chief end of man?—to get rich. In what way?—dishonestly if we can; honestly if we must.”

It was an “Age of Extremes,” marked by change and conflict. It was a time of robber barons and impoverished immigrants, monopolies and muckrakers, child labor and conspicuous consumption. Business tycoons bought politicians and presidents while little boys and girls worked twelve-hour days in dangerous mines and factories. Finally, the unchecked greed of the robber barons was challenged—not by government but by the sacrificial efforts of steelworkers, railroad employees, and organizers, who birthed America’s unions in blood and fire.

A wave of immigrants encountered Tammany Hall, political bosses, and anti-immigrant societies. They poured into America’s cities, fueling the tide of
industrialization and urbanization, providing cheap labor for steel mills, coal mines, and factories. They helped build the Brooklyn Bridge, lay the transcontinental railroad, and sew ready-made clothes in sweatshops.

For black Americans, the brief flowering of racial progress in early Reconstruction was cut short as they watched the growth of the Ku Klux Klan, struggled under Jim Crow laws, lived in fear of lynch mobs, and saw the infamous *Plessy v. Ferguson* Supreme Court ruling establish the untenable concept of “separate but equal.”

Americans woke up to the loss of the Western frontier and the toll of relentless industrialization and urbanization, and visionaries such as John Muir and Theodore Roosevelt led a movement to preserve parcels of natural beauty, establishing America’s first national parks. Not content with conquering the West and subduing the Native American, the nation gave into imperialistic fervor, flexing its global muscles and thrusting into South America and the Pacific.

The Age of Extremes produced Custer and Crazy Horse; Mother Jones and J. Pierpont Morgan; L. Frank Baum’s fanciful *Wizard of Oz* and Upton Sinclair’s muckraking *The Jungle*. There was gold in Alaska, oil in Texas, earthquake and fire in San Francisco. The Wright brothers flew the first airplane off a North Carolina sand dune, and Henry Ford introduced the first massed-produced Model T.

### STANDARDS

#### HISTORICAL THINKING

The student will

**Chronological Thinking**

- distinguish between past, present and future time

#### CONTENT

The student will demonstrate understanding of

How the rise of big business, heavy industry, and mechanized farming transformed the American peoples

- the connections between industrialization, the rise of big business, and the
Historical Comprehension
- reconstruct the literal meaning of a historical passage
- draw upon visual, literary and musical sources

Historical Analysis and Interpretation
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- hypothesize the influence of the past

Analysis and Decision-Making
- identify issues and problems in the past

advent of the modern corporation
- explain how technology, transportation, communication, and marketing improvements and innovations transformed the American economy in the late nineteenth century
- evaluate the careers of prominent industrial and financial leaders
- how rapid industrialization affected urban politics, living standards, and opportunity at different social levels
- analyze how industrialization and urbanization affected the division of wealth, living conditions, and economic opportunity

The rise of the American labor movement, and how political issues reflected social and economic changes
- the “second industrial revolution” changed the nature and conditions of work
  - analyze how working conditions changed and how workers responded to deteriorating conditions
- the rise of national labor unions and the role of state and federal governments in labor conflicts
  - analyze the causes and effects of labor conflicts

RESOURCES

For each student
Notebook divided into sections
Student Sheet: An Extreme Rap

For each team
One set of the Document Packet: Extreme Identities
Character Profiles

For the teacher
Transparencies:
- Breaker Boys in a Coal Mine
- Five Mill Workers
- Biltmore
**For the classroom**
Discussion questions written on chart paper
Vocabulary words written on chart paper

**Web sites**
Gilded Age and Progressive Era Resources @ http://www.tntech.edu/www/acad/hist/gilprog.html
American History Sources for Students: Important Topics 1870s-1930s @ http://www.clais.net/jkasper/1870.html
America in the Gilded Age @ http://www.pbs.org/wgbh/pages/amex/carnegie/gildedage.html
Coal Mining in the Gilded Age and Progressive Era @ http://www.cohums.ohio-state.edu/history/projects/Lessons_US/Gilded_Age
Child Labor and Child Labor Reform @ http://www.history.ohio-state.edu/projects/ChildLabor/
The American 1890s: A Chronology @ http://ernie.bgsu.edu/~wgrant/1890s/america.html
Clothing of the Gilded Age @ http://www.costumegallery.com/pompadour/misc/ch1800.html
Women in the Gilded Age @ http://englishwww.humnet.ucla.edu/individuals/eng188/apallas/womenhp.html

**Words to Remember**
*Gilded Age* – period after the Civil War until around 1900 marked by expansion, wealth, and corruption
altruistic – unselfish, concerned for others
pragmatic – practical
idealist – one who believes in ideals, goals, or standards of excellence
unscrupulous – without rules or ideals; dishonest
bloomer – a woman’s full, loose pants, gathered at the knee or ankle

**People to Remember**
Benjamin Franklin – eighteenth century statesman, inventor, and writer
Cornelius Vanderbilt – robber baron who was “king of the railroads”
FOCUS ACTIVITY – 10 Minutes

1. Show the Transparencies: *Breaker Boys in a Coal Mine, Five Mill Workers,* and *Biltmore*

In their teams, students **Brainstorm**:
- What do these photographs tell us about this time period?
- Why do some historians call it an age of extremes?
- Do you think it is right or fair for children to work under these conditions? How might people try to change this?

2. **Reading for a Purpose:** Read “The Road Not Taken” on page 5 of *An Age of Extremes* to the class while students follow along in their books.

Ask:
- Why might author Joy Hakim have placed Frost’s poem here?
- In what ways might the poem connect with this time period? (It deals with the choices one makes in life. We will see how the life choices of the men and women of this period made “all the difference.”)

TEACHING ACTIVITY – 15 minutes

1. Introduce the Vocabulary *Words* and *People to Remember.*

2. To continue previewing *An Age of Extremes,* have students briefly analyze the cartoons and photographs, and read the quotations on pages 6 through 8 (2d ed. p.8). The captions for the photographs and cartoon are on page 8 (2d ed. p.7).
Call attention to the two extremes depicted in the photograph of the Vanderbilt children on page 12 and the photograph of immigrant children on page 10 in *An Age of Extremes*.

3. From their reading thus far, students **Predict** and **Brainstorm** a list of words, concepts, and names that might be important from this time period.

Write these words on the chalkboard.

**STL ACTIVITY – 25 minutes**
**Previewing a text**

1. **Reading for a Purpose:** Students **Partner Read** the Preface on pages 9-12, including the box titled “A Nation of Practical Idealists” on page 11 in *An Age of Extremes* in order to identify why the era was so named.

2. In their Student Learning Teams, students consider the following questions that are written on chart paper:

   - How will railroads, which expanded rapidly during this period, change the country?
   - Contrast Benjamin Franklin and Cornelius Vanderbilt. How did each feel about making money? What was Franklin’s goal in life? Vanderbilt’s?
   - Why does the author write that the Brooklyn Bridge “seemed to sum up the times”?


4. Students refer to the list of words from the earlier brainstorming activity.
Ask the students:
- Now that you have a fuller understanding of this time period, what words would you add to the list?

5. Tell students they are going to read a rap song written about this time period. While they will not know all the names, events, and phrases listed in the rap now, they will know them after reading this book.

Distribute the Student Sheet: *An Extreme Rap*.

Students save the rap in their notebooks; they will revisit it after reading this volume of *A History of US*.

6. **Reading for a Purpose:** Students Partner Read the rap. Invite students to volunteer to read different verses. After reading the rap, facilitate a brief general discussion using the following questions as a guide:

   - Which words or people in this rap have you heard of before? (Jim Crow, Mark Twain, etc. Point out that a number of these topics and people were introduced in Book 7, *Reconstruction and Reform* and that Book 8, *An Age of Extremes*, builds on the previous book.)
   - What words are unfamiliar? What sounds interesting? (For example, what is a wobblie? Do you think Gompers is a person, place, or thing?)

Encourage speculation and stimulate interest and predictions rather than giving answers at this point.

**REFLECTION AND REVIEW ACTIVITY**

1. Distribute one set of the *Extreme Identities Character Profiles* to each team.
Age of Extremes 8

Explain that each student will adopt one of the five identities profiled and maintain this identity throughout the study of An Age of Extremes. The identities are based on primary source documents from real people who recorded their lives and impressions of important events of their time.

Students will frequently receive an Identity Update as events, discoveries, and adventures of this time period unfold. Students will react to each installment in the Extreme Identities section of their notebooks.

2. Allow students time to read the Extreme Identities Character Profiles and select an identity. Make sure each student has a notebook section devoted to Extreme Identities.

In the Extreme Identities section of your notebook, answer the following questions:

- How is my life different from my Extreme Identity character’s life?
- Predict: What adventures might my character face during the age of extremes?

Nonfiction
The Good Old Days—They Were Terrible! by Otto Bettmann, Random House, 1974
The Masses and the Millionaires, Learning Corporation of America
The Rise of Big Business, Encyclopedia Britannica
Teddy Roosevelt, Learning Corporation of America

Biographical Supplement and Index (Young Oxford History of the United States) by Harriet Sigerman, Oxford University Press
Language Arts/Library – During An Age of Extremes, students read from the following novels (Partner Discussion Guides available):

- Caddie Woodlawn by Carol Rylie Brink
- The Call of the Wild by Jack London
- Dragonwings by Laurence Yep
- The Gold Cadillac by Mildred Taylor
- Lyddie by Katherine Patterson
- Sarah, Plain and Tall by Patricia MacLachlan

Science/Library – This volume is full of inventions (electric lights, moving pictures, record players, bicycles, automobiles, airplanes, skyscrapers, elevators, typewriters, suspension bridges, cameras, and steel structures). Students study a science module on inventions and explore

- How some of these inventions work
- How each invention was adopted
- Why the invention was adopted
- How inventions were interrelated (i.e., skyscraper required both steel frame construction and the elevator)

Students could host an invention convention in which they develop and present their own inventions to address current needs, explaining the purpose of their invention, its construction, and how it will change things.

Technology/Library – Students visit a website which explains how things work:
http://www.howstuffworks.com/index.htm
Explanation of An Extreme Rap

Railroads, robber barons, Carnegie steel
Morgan's got money, Ford's got wheels.

Railroads expanded rapidly during the Gilded Age; in 1870, there were 60,000 miles of railroads in the U.S.; by 1900, there were 180,000 miles of track. Robber barons such as Andrew Carnegie (steel industry), John D. Rockefeller (oil), J.P. Morgan (banking) and Cornelius Vanderbilt (railroads) amassed great power and wealth. In 1908, Henry Ford introduced the Model T Ford, the first affordable, mass-produced automobile.

Gold in the Yukon, gold in the cross
Oil in Texas, and Rock's the boss.

Gold was discovered in the Yukon (Alaska and Northwestern Canada) in 1896. In 1901, oil was discovered in Texas. By this time, John D. Rockefeller already controlled the oil industry. William Jennings Bryan, an excellent orator whose famous speech at the Democratic convention included the phrase, "You shall not crucify mankind upon a cross of gold," wanted US. money based on a silver as well as gold standard. He ran for President in 1896 but was defeated by Republican William McKinley.

These dudes had the House in those days:
Grant was a general, then came Hayes.
Garfield drops, Arthur steps in
Cleveland is followed by Harrison.
Cleveland is back, then McKinley (like the hill)
TR and Taft, Wilson hates to kill.

This is a chronological list of the presidents in the White House: U.S. Grant; Rutherford B. Hayes; James A. Garfield (assassinated in office; he was succeeded by Chester A. Arthur); Grover Cleveland; Benjamin Harrison; Grover Cleveland again; William McKinley (after whom Mount McKinley, the tallest peak in North America, is named); Theodore Roosevelt; William Howard Taft; and Woodrow Wilson, who did not want the U.S. to enter World War I.

Muckrakers, magazines, Sam McClure
Squealed on Rockefeller's Standard Oil.
Mark Twain, Jack London, Ida Tarbell,
And old Mother Jones says “raise more hell.”

Muckrakers were journalists who exposed the corruption of the Gilded Age. One of these muckrakers was Ida Tarbell, who published an expose of John D. Rockefeller's Standard Oil Company in Sam McClure's magazine, *McClure's*. Mark Twain, who coined the phrase “The Gilded Age,” is best known for his novels *Huckleberry Finn* and *Tom Sawyer*. Jack London wrote short stories and novels, many of which were adventure stories set in the Yukon. Among these are “To Build A Fire” and *The Call of the Wild*. Mother Jones was a labor organizer who said, "I'm not a humanitarian, I'm a hell-raiser." In urging farmers to organize, she once said to "raise less corn and more hell."

Jim Crow's jumping, but Booker's got voice
Black Folk, Soul Folk, Mr. DuBois.
Geronimo, Custer, a man named Horse
A Wounded Knee will hurt, of course.
During the Gilded Age, Jim Crow laws restricting blacks were passed throughout the South. Booker T. Washington, the black leader and author of *Up From Slavery*, was one of the first guests President Theodore Roosevelt invited to the White House. In 1903, W.E.B. DuBois published his important book, *The Souls of Black Folk*. He was one of the founders of the NAACP (National Association for the Advancement of Colored People) in 1909. Geronimo, one of the leaders of the Indian wars, led guerrilla bands of Apaches against the U.S. Army for over thirty years, but finally surrendered in 1886. “Custer’s Last Stand” was a famous battle at the Little Bighorn in 1876. Against orders, General George Custer led his 250 men against several thousand Sioux led by Crazy Horse and Sitting Bull. Custer and his men were completely slaughtered. In the final chapter of the Indian wars, the Sioux were massacred by U.S. cavalry at Wounded Knee, South Dakota in 1890.

**Sweatshops, doors locked, Triangle Fire,**
**Twelve-hour days and children for hire.**
**Haymarket, Homestead, Pullman strikes**
**Edison brings us electric lights.**

Workers labored long hours in hot, airless tenement sweatshops. At the Triangle Shirtwaist Factory, workers (mostly women and girls) were locked in and were unable to escape when the building caught fire. Nearly one hundred and fifty people died, many of whom jumped to their deaths from ten-story windows. The Haymarket Riot in Chicago was a labor protest which turned violent, ending in the deaths of several policemen and civilians. During the strike at Carnegie’s Homestead steel plant, twenty strikers were killed. When wages at the Pullman Company were cut, workers went on strike and President Cleveland called in armed troops. Electric lights were installed in the White House and also on the new Brooklyn Bridge.

**Skyscrapers, backbreakers, Brooklyn Bridge**
**Gompers, Wobblies, Eugene Debs.**
**Immigrants, tenements, no Chinese,**
**Populists rise up, farmers get the squeeze.**

The first skyscrapers were developed during the Gilded Age. The Brooklyn Bridge was opened in 1883. Samuel Gompers and Eugene Debs were labor organizers; Gompers founded the AFL (American Federation of Labor). Another union, the Industrial Workers of the World (or Wobblies) was led by Eugene Debs. Immigrants poured into America during this period, and many settled in crowded, urban apartment buildings called tenements. Anti-Chinese sentiment led to the Chinese Exclusion Act, which restricted immigrants from that country. The Populist party, or People’s Party, was formed in 1892 and united black and white farmers. Even though new machinery helped farmers become more efficient, they were squeezed by railroad trusts; eastern banks that controlled capital; bad weather; and economic depressions. Many farmers went bankrupt.

**Down in Havana, blow up the Maine**
**Teddy’s big stick and war with Spain.**
**A canal in Panama, two brothers that float,**
**Ladies still fussing for the women’s vote.**

The *Maine* was a U.S. battleship that blew up in Havana harbor. Newspapers claimed it had been blown up by Spanish spies, fueling popular sentiment for a war with Spain. President Teddy Roosevelt liked the African proverb which said, “Speak softly and carry a big stick.” Roosevelt was responsible for the building of the Panama Canal, which finally opened in 1914. The Wright brothers built and flew the first airplane in 1903. Many women, including Mother Jones, still pressed for the right to vote. It would not be granted until 1920.
An Extreme Rap
by Maria Garriott

If you listen up, a story will be told
Of people and power, greed and gold.

Railroads, robber barons, Carnegie steel
Morgan’s got money, Ford’s got wheels.
Gold in the Yukon, gold in the cross
Oil in Texas, and Rock’s the boss.

These dudes had the House in those days:
Grant was a general, then came Hayes.
Garfield drops, Arthur steps in
Cleveland is followed by Harrison.
Cleveland is back, then McKinley (like the hill)
TR and Taft, Wilson hates to kill.

Muckrakers, magazines, Sam McClure
Squealed on Rockefeller’s Standard Oil.
Mark Twain, Jack London, Ida Tarbell,
And old Mother Jones says “raise more hell.”

Jim Crow is jumping, but Booker’s got voice
Black Folk, Soul Folk, Mr. DuBois.
Geronimo, Custer, a man named Horse
A Wounded Knee will hurt, of course.

Sweatshops, doors locked, Triangle Fire,
Twelve-hour days and children for hire.
Haymarket, Homestead, Pullman strikes
Edison brings us electric lights.

Skyscrapers, backbreakers, Brooklyn Bridge
Gompers, Wobblies, Eugene Debs.
Immigrants, tenements, no Chinese,
Poplists rise up, farmers get the squeeze.

Down in Havana, blow up the Maine
Teddy’s big stick and war with Spain.
A canal in Panama, two brothers that float,
Ladies still fussing for the women’s vote.

The Gilded Age was full of extremes
Recite this rap, you’ll know what I mean.
Pauline Newman, seamstress

Background: born in Lithuania and emigrated to United States at age 12
Education: had a few years of school; can read and write
Age: 15
Marital status: single
Job: works at Triangle Shirtwaist factory

Pauline came to America with her parents when she was twelve years old. Soon after her arrival, she went to work to help support her family. She sews buttons on shirtwaists (women’s blouses) at the Triangle Shirtwaist factory in New York.

Pauline was happy to get this job because there is steady work at the factory all year round. She leaves her home at 6:40 in the morning and catches a horse car and then rides an electric trolley to arrive at work by seven thirty. Both rides cost a nickel. Although her day is supposed to end at 6 p.m., she works overtime until 9 p.m. every night except Fridays and Saturdays. She does not receive any extra pay for this overtime. The company gives her a piece of apple pie for supper instead of additional pay! She and the other workers are afraid to protest because they will lose their jobs. Even if she were able to find another job, there is no guarantee that it would pay any better. She earns one dollar and fifty cents for her seven day week. She is often sleepy. If she is five minutes late to work, part of her salary is taken away.

Pauline hopes that she will not have to work at the Triangle factory for the rest of her life, but she doesn’t think she has many other choices. She likes to read and write and wants to improve her English. She hopes that one day she will marry and have children, but right now, her days are full of sewing, sewing, sewing.
Washington Davis, sharecropper

Background: born in Georgia in 1866, just after the Civil War
Education: recently began learning to read and write
Age: 14
Marital status: single!
He’s only fourteen!
Job: helps on the farm

Washington Davis lives with his parents, Joe and Rose, and his five younger brothers and sisters. His parents sharecrop on a piece of land that was once part of a large plantation. The owner of the land gives Joe and Rose seed and farm tools, and in return they give him half of the crop that they raise. That might sound like a good deal, and it is—for the land owner. But Joe and Rose can barely feed their family. The soil is poor, the price of cotton is down, and the Davis family has to buy the things they need on credit from the land owner. Every year they earn just enough to pay off their debt but never enough to get ahead or buy nice things.

All the children help with the farm chores. Although he is only fourteen, Washington does a man’s work; he chops, plows, and picks cotton alongside his father. Sometimes, his mother gets depressed and fears that Washington and his brothers will have to be “bound out” or sent to live with other families. They would work for these families in exchange for their food, clothing, and shelter. She wants her children to have a better life than she had (she and Joe were born into slavery) and learn to read and write someday.

Washington is thinking about leaving the farm when he gets a little older. He knows there are big cities up north with factory jobs. Will he stay on the farm the rest of his life? Will things improve for his parents? Will Washington move to the big city?
Elizabeth Matthews Wilson, homemaker

**Background:** born in Boston in 1855  
**Education:** went to school until she was 17  
**Age:** 25  
**Marital status:** married to Everett Wilson; two small sons  
**Job:** takes care of her family at home and oversees domestic servants

Elizabeth was born in Boston to middle-class parents. She still remembers seeing the lines of Union soldiers marching through the streets of the city on their way south during the Civil War when she was a little girl. Her parents were abolitionists, and she still is very concerned about the civil rights of black Americans, especially in the South.

She attended a school for girls, which was based on the philosophy of Catharine Beecher, an advocate of women’s education (and sister of Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*). She graduated from the school at age seventeen and worked for a few years tutoring the children of wealthy Boston families.

She met and married Everett Wilson, a twenty-five-year old banker at J.P. Morgan & Company. She is busy at home, taking care of her two small sons and running her household. She reads the newspaper every day and has a strong interest in community affairs.
Olaf Gustafsen, homesteader

**Background:** born in Sweden 1855, emigrated to America in 1865

**Education:** can read and write in English and Swedish

**Age:** 25

**Marital status:** married to Kirsten, four small children

**Job:** homesteader and farmer

Olaf’s parents emigrated in 1865 because they wanted to own their own farm. They had heard about the Homestead Act, which promised a tract of land to anyone who would settle on it for five years. They sold their possessions, bought passage across the Atlantic, and brought ten-year-old Olaf and his three younger sisters to America. The journey took several weeks, but the family finally entered the Castle Garden immigration station in New York City. They took a train to Chicago, bought an old wagon and some farm tools, and headed west with a caravan of other homesteading families. They settled in Kansas, where Olaf grew up.

Like his parents, Olaf was drawn to the promise of owning his own farm. When he was twenty, he took his wife Kirsten and children and moved to the Dakota territory, where he is a homesteader. At that time, gold had recently been discovered in the Black Hills area, and there are problems with Indians, who are angry that the white people have again broken their treaties and taken more native lands. The situation is tense between the white settlers and the Sioux. To add to the farmers’ problems, there have been several years of bad crops; the grasshoppers came in 1872, 1873, and 1874. But Olaf is hard-working and optimistic and hopes to make a good living growing oats and other crops.

Olaf built a soddy or sod house for his family to live in; eventually, he hopes to build a wooden frame house and barn, but he is not so prosperous yet!
Andrew Kovaly, steelworker

**Background:** immigrated from Slovakia in 1878  
**Education:** had a few years of school; can read and write English a little  
**Age:** 26  
**Marital status:** married, has a baby daughter  
**Job:** works at Homestead, Pennsylvania steel plant

Andrew works twelve-hour days, seven days a week. Carnegie gives his workers a single holiday—the Fourth of July. The work is hot, exhausting, and dangerous.

“Hard! I guess it’s hard,” says Andrew. “I lost forty pounds the first three months I came into this business. It sweats the life out of a man. I often drink two buckets of water during twelve hours; the sweat drips through my sleeves, and runs down my legs and fills my shoes.”

Some workers do not even bring a midday meal to eat; they do not have any breaks. The conditions are so demanding that only young, strong men can endure the work. “You don’t notice any old men here,” said a Homestead laborer. The physical demands lead to “old age at forty.”

Andrew earns ten dollars a week, just above the poverty line of 500 dollars a year. It takes the wages of nearly 4,000 steelworkers to match the earnings of Homestead’s owner, Andrew Carnegie.
Breaker Boys in a Mine

Library of Congress
Five Mill Workers

National Archives

Transparency 2 – Lesson 1
Age of Extremes
Theodore Roosevelt—naturalist, writer, hunter, cowboy, soldier, politician, and reformer—brought his tremendous energy and activism to the White House and redefined the role of both the president and the United States.

Theodore Roosevelt began life as a frail, asthmatic boy, the pampered son of a wealthy New York society family. The little boy who struggled to breathe overcame his physical infirmities by pursuing rigorous exercise and “the strenuous life.” He distinguished himself in a variety of fields before becoming the youngest and most charismatic president in our history to that time.

Most Americans have a stereotypical impression of TR, conjuring up images of a toothy, bespectacled hero charging up San Juan Hill, the fearless lieutenant colonel of the Rough Riders during the Spanish-American War. There is also the popular cartoon image of TR waving a club, embodying his “speak softly and carry a big stick” motto for conducting foreign policy. But Roosevelt was a multi-faceted man whose interests straddled several disciplines: a conservationist instrumental in establishing the national park system; an author of over thirty-five books; a historian (president of the American Historical Association); a naturalist (considered an authority on large American mammals, Teddy Roosevelt led two major scientific expeditions abroad); and a western rancher. He served as a deputy sheriff in the Dakota Territory, police commissioner of New York City, United States Civil Service commissioner, New York State assemblyman, governor of New York, assistant
secretary of the Navy, and vice president—all by age forty-two when he became president upon the assassination of William McKinley.

As president, Roosevelt unleashed his characteristic energy, enthusiasm, and moral vision, viewing his office as a “bully pulpit” to advance his agenda. He believed that government should arbitrate the conflicting economic forces in the nation justly and without favoritism, and promised the nation “a square deal.” He said, “I mean not merely that I stand for fair play under the present rules of the game, but that I stand for having those rules changed so as to work for (greater)... equality of opportunity.” To this end, he reduced the power of large corporations and earned the moniker “trust buster”; he regulated railroads, passed consumer protection laws, and upheld the rights of laborers (he was the first president to intervene in a labor-management dispute). In spite of the objections of some prejudiced Americans, he invited black educator Booker T. Washington to the White House for dinner.

Roosevelt led America out of isolationism and into an active—and arguably imperialistic—world role. A strong supporter of the Spanish-American War, he resigned his position as assistant secretary of the Navy to organize a cavalry troop, becoming a Rough Rider. He quoted the African proverb, “Speak softly and carry a big stick,” and his big stick policies included overseeing the completion of the Panama Canal, championing a strong navy, and encouraging military preparedness. Some of his international policies seem arrogant and heavy-handed today, especially his imperialistic intervention in the southern hemisphere. His Roosevelt Corollary to the Monroe Doctrine (1904) justified United States intervention in the affairs of Latin American nations and prevented the establishment of foreign bases in the Caribbean. He mediated several international disputes, winning a Nobel Peace Prize for negotiating an end to the Russo-Japanese War in 1905. He
was the first United States president to visit a foreign country (Panama) while in office.

Roosevelt especially relished his role in championing the completion of the Panama Canal. Europeans as early as the sixteenth century had dreamed of a canal through the isthmus of Panama, which would provide a shortcut for ships and bypass the treacherous Cape Horn on the tip of South America. President Ulysses S. Grant had sent no fewer than seven expeditions to consider such a project. In 1881, a French investment company began work on a canal through what was then part of Colombia. The chief engineer, who had also built the Suez Canal, estimated that the job would cost 132 million dollars and take twelve years. But he underestimated badly: torrential rains, jungle, malaria, swamps, yellow fever, mud, and the intractable Chagres River made a mockery of his careful plans. After several years and the death of 20,000 men, the canal remained unfinished and the French company underwriting the project failed, leaving a scandal of death, fraud, and wasted money.

If it can be said that nature abhors a vacuum, it is true that TR did, too; Roosevelt, soon after his inauguration, stepped into this void. He bought the canal property from the French, and when negotiations with Colombia failed, agreed to a United States-backed revolution that birthed the new nation of Panama in 1903. Not surprisingly, the pro-American Panamanian government willingly signed a treaty favorable to American interests. The canal, first planned under the presidency of McKinley, jump-started by Roosevelt, and carried out under the administration of Taft, was finally opened in 1914 under President Woodrow Wilson. TR, who endured criticism for his heavy-handed dealings in Panama, later said, “If I had followed traditional, conservative methods (in building the Panama Canal), I would have presented a dignified state paper...to Congress and the debates on it would have been going on yet; but I took the Canal
Zone and let Congress debate; and while the debate goes on the Canal does too.” Chief engineer Thomas Goethals later commented, “the real builder of the Panama Canal was Theodore Roosevelt.”

It is fitting that Theodore Roosevelt—who set aside one hundred fifty national forests, fifty-one federal bird reservations, five national parks, and the first eighteen national monuments—should have not just one but three national parks named in his honor: the Roosevelt home at Sagamore Hill, New York, where he discussed peace with Japanese and Russian envoys and other world leaders; the brownstone in New York City, where little Teedie was born; Theodore Roosevelt National Park in North Dakota; and the stunning Mt. Rushmore National Memorial in South Dakota, where he endures as one of the four presidents etched in granite.

**STANDARDS**

**HISTORICAL THINKING**

The student will

**Historical Comprehension**

- read historical narratives imaginatively
- draw upon data in historical maps
- draw upon visual, literary and musical sources

**Historical Analysis and Interpretation**

- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

**CONTENT**

The student will demonstrate understanding of

**Federal Indian policy and United States foreign policy after the Civil War**

- the roots and development of American expansionism and the causes and outcomes of the Spanish-American War

**How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption**

- Progressivism at the national level
  - evaluate the presidential leadership of Theodore Roosevelt in terms of his effectiveness as a spokesperson for Progressivism and passage of reform measures

**The changing role of the United States in world affairs through World War I**

- how the American role in the world changed in the early twentieth century
  - evaluate Theodore Roosevelt’s Big Stick diplomacy in the Caribbean and compare it to his mediation of the Russo-Japanese War
For each student
Student Sheet: Expert Topic Sheet
Student Sheet: Extreme Identities Update
Notebook divided into sections

For the teacher
Transparency: Yosemite, 1890 (from Lesson 18)
Timer

Web sites
Theodore Roosevelt @ www.gl.umbc.edu/cgehrm1/tr.html
Theodore Roosevelt @ www2.whitehouse.G...residents/html/tr26.html
Edith Carow Roosevelt @ http://www2.whitehouse.gov/WH/glimpse/firstladies/html/er26.html
TR’s Legacy: the Panama Canal @ (see video and animation showing how locks work!) http://www.pbs.org/wgbh/pages/amex/tr/panama.html
Theodore Roosevelt Association info @ http://www.theodoreroosevelt.org/
Story of the teddy bear @ http://www.theodoreroosevelt.org/life/tr_teddy.htm
Theodore Roosevelt @ http://www.nps.gov/sahi/inside.html
Rough Riders @ http://www.smplanet.com/imperialism/splendid.html
Rough Riders film @ http://lcweb2.loc.gov/ammem/sawhtml/sawsp2.html

Words to Remember
aristocratic – like or from the upper class
philanthropist – one who helps mankind, especially by giving money to charities
idyllic – ideal
expansionism – belief that a nation should grow and conquer new territory
*imperialism – belief that a nation should conquer
and rule new territory

**trustbusting** – breaking up trusts or limiting their power

*conservation* – belief that natural resources should be preserved

**bully** – slang for great

**People to Remember**

*Theodore Roosevelt* – America’s twenty-sixth president, remembered for building the Panama Canal and establishing the national park system

Alice Lee Roosevelt – TR’s first wife, who died shortly after giving birth

Edith Carow Roosevelt – TR’s second wife, who raised six children

**Places to Remember**

Sagamore Hill – TR’s home on Long Island, New York

Dakota Badlands – area of harsh, barren beauty in South Dakota

*Panama Canal* – man-made canal which provides a shortcut for ships through Central America

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**The Lesson**

**FOCUS ACTIVITY** – 5 minutes


2. Using information from the Overview, briefly introduce Roosevelt as our nation’s twenty-sixth president.
TEACHING ACTIVITY – 5 minutes

1. Explain the Jigsaw activity.

Students work in their teams to discover more about Theodore Roosevelt. Each team member reads a chapter in An Age of Extremes and uses an Expert Topic Sheet to assist in gathering information. When everyone has finished reading, students with the same topic meet in expert groups to review their topic. The experts then return to their teams and take turns teaching their teammates about their topic.

2. Review the vocabulary Words and People to Remember.

STL ACTIVITY – 45 minutes

Jigsaw Activity for locating and recording information

1. Distribute the Expert Topic Sheets. Each team member picks one of the four topics to research and reads the corresponding chapter in An Age of Extremes:

   **Topic 1:** Early childhood, Chapter 26 (2d ed. Chapter 27), “Teedie"
   
   **Topic 2:** Young manhood, Chapter 27 (2d ed. Chapter 28), “From Dude to Cowboy”
   
   **Topic 3:** TR’s presidency—domestic policies, Chapter 29 (2d ed. Chapter 31), “Teddy Bear President”
   
   **Topic 4:** TR’s presidency—foreign policies, Chapter 29 (2d ed. Chapter 31), “Teddy Bear President”

Explain that *domestic policies* mean actions concerning events inside the country, while *foreign policies* refer to actions with other nations. **Note to the Teacher:** If there are five members on a team, two members can concentrate on either TR’s
foreign or domestic policies as found in Chapter 29 (2d ed. Chapter 31), “Teddy Bear President.”

2. **Reading for a Purpose:** Each team member reads the chapter that corresponds to his or her topic, using the questions on the *Expert Topic Sheet* to guide the research.

3. **Expert Group Discussions:** All students with the same expert topic get together. If any expert topic group has more than six students, split the large group into two smaller groups.

   Appoint a discussion leader for each group. Explain that the leader’s job is to moderate the discussion, call on group members who raise their hands, and see that everyone participates.

   The expert groups discuss their topics for ten minutes. **Note to the Teacher:** Use a timer to limit the discussion to ten minutes. Students should have already located information on their topic in *An Age of Extremes*, and they share this information with the group. Group members take notes on all points discussed.

   Each expert group will also think of a symbol to represent TR’s life in the period they are studying (i.e., either his youth, young manhood, or his presidency). For example, a student may draw a ship to represent the Panama Canal, or a big stick to represent TR’s foreign policy.

**Circulate and Monitor:** While the expert groups work, systematically spend time with each group. Answer questions and resolve any misunderstandings, but do not take over the leadership of the groups—that is the discussion leaders’ responsibility. If necessary, remind the discussion leaders that part of their job is to see that everyone participates.

4. **Team Report:** Students return from their expert
group discussions and prepare to teach their topics to their teammates. Each student has five minutes to present the information he or she learned from the text and the expert group discussion. **Note to the Teacher:** If two students share a chapter, they make a joint presentation. Once again, use the timer to limit the student presentations to five minutes.

As each student teaches his or her topic to the team, other team members take notes on their *Expert Topic Sheets*. Emphasize that students have a responsibility to their teammates to be good teachers as well as good listeners. If time allows, after they have reported, experts can question their teammates to see that they have learned the material.

**Circulate and Monitor:** As the students teach their topics, systematically visit each team. Facilitate the team report activity by answering questions and resolving misunderstandings. Check that students teach, listen, and take notes in a timely, accurate, and complete manner.

### REFLECTION AND REVIEW ACTIVITY

**REFLECTION AND REVIEW – 5 minutes**

Using *Numbered Heads*, have a representative from each expert group draw on the chalk board the group’s symbol representing TR's youth, young manhood, and presidency. The student should explain why the group chose that particular symbol.

### HOMEWORK

Distribute the Student Sheet: *Extreme Identities Update*. Students read the biographical information on their characters and write a conversation.

### LIBRARY/MEDIA RESOURCES

**Fiction**

*The One Bad Thing About Father* by F. Monjo
Nonfiction
Bully For You, Teddy Roosevelt by Jean Fritz
The Strenuous Life (Little Books of Wisdom) by Theodore Roosevelt
The Last Princess: The Story of Princess Kaiulaini of Hawaii by Stanley Fay
Carry a Big Stick: The Uncommon Heroism of Theodore Roosevelt (Leaders in Action Series) by George Grant
The Story of the Rough Riders by Zachary Kent
The Panama Canal: Gateway to the World by Judith St. George

Cobblestone Magazine
Teddy Roosevelt

Video
TR, The Story of Theodore Roosevelt, PBS video
The Indomitable Teddy Roosevelt
TR and FDR, PBS video
Hawaii’s Last Queen, PBS video

Art/Library – Students look at art by Frederick Remington, the American painter, sculptor, and writer known for his portraits of the West.

Math – Students calculate the distance one would have to travel to visit the four TR-related national parks mentioned in this lesson.

Technology/Library – Students take a virtual tour of TR-related national parks: Badlands National Park, the beautiful, barren Dakota region TR loved; Sagamore Hill, his N.Y. home; Mt. Rushmore, where his face is carved in granite; TR Birthplace National Historic Site in New York City; and Theodore Roosevelt National Park in North Dakota. Students start their search at Park Net @ www.nps.gov.

Local History – Is there a school or other public building named after Teddy Roosevelt in your town or community? If so, students research the history behind the naming of that building.
Expert Topic Sheet

**Topic 1:** What early childhood experiences shaped the life and thought of Theodore Roosevelt? What obstacles did he face, and how did he overcome them? What symbol best describes this period of his life?

**Topic 2:** What experiences during his young manhood shaped the life and thought of Theodore Roosevelt? What character traits describe him as a young man? What symbol best describes this period of his life?

**Topic 3:** What changes did TR bring as president (domestic policies)? How are the terms *conservation* and *reform* related to his presidency? What symbol best describes this period of his life?

**Topic 4:** What changes did TR bring to United States foreign policy? How are the terms *Panama Canal, imperialism, expansionism,* and “big stick” *policy* related to his life? What symbol best describes this period of his life?
Extreme Identities Update

Andrew Kovaly, steelworker
Andrew is growing weary of working twelve-hour days at the Homestead steel plant. He feels that he is working all the time and his family can never get ahead financially. He read an article in the newspaper about a canal that is being built in Panama, South America. He knows they need men to build this canal and thinks they will pay the workers well. He is considering going to Panama to help build this canal. Write the conversation he will have with his wife on this subject.

Pauline Newman, seamstress
Pauline was delighted when TR was elected president. She is a Progressive and believes that TR will help workers like herself get a better deal. She is still working at the Triangle Factory, where she sews for twelve hours a day. While she is at work (and the manager isn’t looking!) she discusses President Roosevelt with her co-workers. Write the conversation Pauline has with a friend.

Washington Davis, former sharecropper
Washington has finally left the farm in Georgia where he was born. Like many other black southerners, he has moved north and become an urban worker. He has one of the best jobs available to men of his race: he is a Pullman car porter! As he works on the train, he overhears many conversations about President Roosevelt, and he thinks TR will improve the lives of black Americans. Why, TR has even invited Booker T. Washington to the White House for dinner! Write the conversation Washington has with a fellow porter about TR.

Elizabeth Matthews Wilson, homemaker
Elizabeth is very interested in the issues of her day. She received a wonderful education and believes that this has helped her to be a better, more well-informed citizen. She is discussing the building of the Panama Canal with her husband. Write the conversation she has with him.

Olaf Gustafsen, farmer
Olaf is very happy these days—after working his farm in the Dakota territory for many years, he no longer has to live in a soddie, but has built a lovely wooden house for his family. Olaf is very pleased with TR’s efforts to set aside national parks, beginning with Yosemite in 1890. He has visited the Badlands area and hopes it, too, will become a national park someday. Write the conversation Olaf has with his wife about TR’s conservation efforts.