



Teaching Guide

SEGMENT 1, WEBISODE 9

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss

In 1876, America celebrated its one hundredth birthday. The American experiment in democracy and self-government had survived an eventful centennial. The new nation had declared independence, broken free from colonialism, formed a government, and written a Constitution upon which other emerging nations patterned their own. A flood of immigrants, a burst of invention, and the lure of the American dream pushed the United States into position as a world industrial power. America's problems—the failure of Reconstruction, the unfair treatment of African Americans and Native Americans, and the lack of women suffrage—would plague the nation until its citizens could realize more fully the promise of liberty and justice for all.

Teacher Directions

1. Students, in small teams, discuss the following questions.
 - Why is July 4, 1776, an important date?
 - What obstacles had the nation overcome by 1876?
 - What problems did the nation still need to address?
2. Make sure students understand the following points in discussing the questions.

The nation's founders ratified the Declaration of Independence on July 4, 1776. This date is generally considered the birthday of our country. By 1876, America had proved that self-government worked; the nation had established a stable government, written a Constitution, survived a Civil War, and eliminated slavery. The nation's population had grown to forty-six million in 1876. America had become a world industrial power. Inequities remained, however, and would need to be addressed. Native Americans and African Americans had been unfairly treated, and women still did not have the right to vote.



Teacher Directions

1. Explain to students that the 1876 Centennial Exposition provided an opportunity for America to celebrate its one hundredth birthday and show off its achievements, especially in culture and industry. The exposition was held in Philadelphia because the first Continental Congress had met there to write America's Constitution. This first major World's Fair to be held in the United States included exhibits from thirty-seven nations and thousands of companies, filling over two hundred and fifty pavilions. Nearly nine million people visited the exposition at a time when the population of the United States was only forty-six million.
2. If possible, students explore the web site devoted to the Centennial Exposition @ <http://libwww.library.phila.gov/CenCol/> or use other sources to learn about the exposition, such as *A History of US*, Book 7, *Reconstruction and Reform*, Chapter 29. After viewing the web site, students discuss the following questions in small learning teams.
 - What did Americans celebrate about their country?
 - What advances or achievements were featured at the Centennial Exposition?
3. Allow time for each team to share responses with the class. Point out some of the major events of America's first hundred years. These include:
 - Declaration of Independence
 - the Constitution
 - Louisiana Purchase, purchase of Alaska
 - Emancipation Proclamation
 - Civil War
 - completion of the transcontinental railroad
 - invention of the telegraph, cotton gin, other inventions
 - settlement of the West
 - Gold Rush
4. Distribute art materials to each small learning team (construction paper, white paper, colored pencils, markers). Explain that each student will make a birthday card for America's centennial. Each card should use symbols to represent some of America's important milestones.
5. Create a class display of the birthday cards.



What do you
Think?

Teacher Directions

1. Explain to students that nine million people visited the Centennial Exposition (total United States population at this time was forty-six million). Pavilions featured exhibits from thirty-seven nations in addition to the United States, and celebrated culture and industry. Visitors gaped at exhibits of steam engines, factory-produced materials, carriages, Alexander Graham Bell's Telephonic Telegraphic Receiver, George Washington's coat, vest, and pants, a tropical garden, the arm and torch of the Statue of Liberty, and Ben Franklin's printing press. Other exhibits featured art, sculpture, needlework, and women's inventions.
2. If possible, students visit the Centennial Exhibition web site @ <http://libwww.library.phila.gov/CenCol/overview.htm>. Students discuss what exhibit they would have visited and why.

Teacher Directions

1. Distribute the Student Sheets: *Your Time Capsule for 1876*. Review with students the purpose and scope of the 1876 Centennial Exhibition. Working in small learning teams, students follow the directions on the Student Sheets.
2. Allow students an opportunity to share the contents of their time capsules with the class.
3. Ask students the following question.

How would solving the three most important problems in your time capsule move the nation toward freedom?

Teacher Directions

Use the following activities with your students.

Language Arts — Students create word games or crossword puzzles using terms from America's first hundred years.

Social Studies — Students prepare a time capsule with items representing their school and community.

Expressive Arts — Students design and create floats for a Centennial parade recognizing the important events and people in America's first one hundred years.



Moving Toward
Freedom



Connections

Connections, Cont.

Math/Geography — Students locate Philadelphia on a map of the United States. Students determine how far the travel distance is from various other American cities. How long would it take people from San Francisco, Chicago, or another city to reach the Centennial Exposition in 1876? How far would they have to travel?

Your Time Capsule for 1876

The year 1876 is drawing to a close and the centennial exposition is over. But before the exhibition is dismantled, its organizers have asked your team to visit the exposition and decide which items and ideas should be placed in a time capsule.

- ◆ Take a trip through the exposition and the year 1876 by reading Chapters 29 and 30 in *Reconstruction and Reform*.
- ◆ As a team, decide what to include in your time capsule. Choose the Top Ten achievements of and changes in the United States in its first one hundred years.
- ◆ List your team's Top Ten choices on the scroll to be placed in the time capsule.
- ◆ Write a brief description or create an illustration for each of your choices on the scroll.
- ◆ Identify and record the three most important Problems to Solve in the next one hundred years and include them in the capsule.

