

ENRICHMENT

Unit 1 – Civil War and Reconstruction

Lesson 1 – Prelude to War: A Review of Slavery and Sectionalism

A Brief Review of Slavery in the United States

In *American History I*, Lesson 9 is devoted to describing slavery among the American colonies. While slavery existed among all of the states, it became firmly entrenched in the Southern colonies, with their cash crop agrarian society, as an economic model.

The era of American history between the War of 1812 and the American Civil War is known as the **Antebellum Period**. It is best characterized by the growing resentment of abolitionists toward slavery and the ever-growing chasm between the abolitionists and supporters of slavery. **Concurrently**, the North developed a manufacturing economy while in the South, a cotton boom made plantations the focus of the economy. Large plantations depended on slave labor to cultivate and harvest the cash crops. Large plantations served to strengthen the shackles of slavery.

Oddly, however, most Southerners did not own slaves. Less than one-quarter of white Southerners held slaves. Regarding large plantations, fewer than 1 percent of the white population owned more than 100 slaves. By 1860, the average number of slaves living at the same place was about 10.

During the Antebellum Period, the country's economy began shifting in the north to manufacturing as the Industrial Revolution took root, while in the south, a cotton boom, spurred on by the Indian Removal Act of 1830, made plantations the center of the economy. During the colonial era, tobacco was the favored cash crop; after Eli Whitney invented the cotton gin, that plant became the darling cash crop.

To keep order among the slaves, harsh measures known as **slave codes** were enacted by the colonies, and later, the states. When a slave violated one of the codes, he/she was punished by whipping, shackling, hanging, beating, burning, mutilation, branding, and/or imprisonment. Sometimes, punishment was carried out to display the dominance of the master or overseer. Slaves had no legal rights in a court of law. They were viewed as property, not as human beings.

Slaves in the South had to tolerate horrendous working and living conditions. No other event polarized the abolitionists' feelings against slavery than the book *Uncle Tom's Cabin* written by **Harriet Beecher Stowe**. Published in 1852, the book depicted the horrible life for African Americans under slavery. The book brought about two huge responses: consolidating anti-slavery forces in the North while provoking widespread anger in the South. Stowe's book was the social catalytic agent that pushed the nation closer to Civil War.

Other well-known people carried forth the torch of opposition to slavery. **Frederick Douglass**, an escaped slave, applied his fiery oratory skills at many meetings of the American Anti-Slavery Society. **Lucretia Mott**, a Pennsylvania Quaker minister, was the only woman to speak at the Society's all-male meetings. In response to this, she organized a Female Anti-Slavery Society in Philadelphia. **William Lloyd Garrison**, another staunch abolitionist, founded *The Liberator*, a newspaper devoted exclusively to the **annihilation** of slavery. Born Isabella Baumfree somewhere around 1797 (birth records were not kept for slaves), **Sojourner Truth** adopted her name in 1843. Actually, she was a New York state slave who, in 1826, escaped from slavery with her infant daughter. She toured with abolitionist groups speaking on many occasions against the evils of slavery.

Slaves resisted their harsh treatment in many ways. They slowed down their work pace, faked sickness, disabled machinery, and destroyed crops. Because of their meager diets, some stole livestock, other food, or valuables. Thousands of slaves ran away to hide in the local wilderness or to trek toward the North.

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A Brief Review of Slavery in the United States (Cont.)

In their attempt to escape to freedom, slaves found a willing ally in the **Underground Railroad (UR)**. First established in 1804, this railroad did not consist of locomotives, train stations, and tracks. It was composed of secret hiding places, escape roads, and conductors. A network of people helped runaway slaves escape to freedom into Northern states or Canada, mainly through Ohio, Pennsylvania, and New York. Lucretia Mott served as an agent for the UR, often hiding runaway slaves. The Underground Railroad was an extremely secret organization out of necessity. Recall that the Fugitive Slave Law of 1850 made it illegal to help runaway slaves.

In 1849, **Harriet Tubman**, a former slave from Maryland, escaped through the Underground Railroad. Minty, as she was known, returned to Maryland many times to lead more than 300 slaves to freedom through Pennsylvania. Plantation owners placed a \$40,000 reward on her head. But, she was never caught leading people to freedom.

One of the most radical ways that slaves resisted their **oppressive** treatment was through rebellion. During our country's colonial history and Antebellum Period, historians estimated that between 250 to 310 slave uprisings occurred. In 1831, the most famous and bloodiest rebellion was led by **Nat Turner**, an educated slave. The rebellion erupted when Turner and seven other slaves killed their Virginian plantation owner and his family. They went on a bloody rampage, picking up other slaves as they moved from plantation to plantation.

After two days, the slave revolt was **quashed** when the state militia intervened. During the battle, most of Turner's group were killed or captured. However, Turner escaped and hid out for six weeks until he, too, was captured. White justice was swift. In a span of less than two weeks, Turner was tried for ". . . conspiring to rebel and making insurrection," convicted, and hung along with many of his followers. In the aftermath, the state of Virginia executed 56 slaves. Fear and reprisal attacks claimed another 200 slave lives. It would be another 30 years of strife and turmoil as the nation's cement was slowly eroded over the nagging issue of slavery.

Another issue that tugged at the coattails of the nation was states' rights versus federal rights. Politicians in Southern states felt that states' rights were more supreme than federal rights. They did not like being "bossed around" by the Federal government. Because of the importance placed upon states' rights, Southern states felt justified in seceding from the United States.

In this tense political climate, Lincoln was elected President. Southerners thought Lincoln was anti-slavery and felt he favored Northern businesses. President Lincoln was not necessarily opposed to stopping slavery in the states where it existed. He was, however, opposed to slavery being established in every new state that entered the Union. He also strongly opposed to the secession of Southern states from the Union.

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Unit 1 – Civil War and Reconstruction

Lesson 1 – Prelude to War: A Review of Slavery and Sectionalism

Activity

Listed below are the names of men and women who were an important part of this lesson. Read each phrase below the names' table. In the blank space, next to each phrase, write the last name of the person most closely associated with the phrase. Cross off each name as it is used.

John Brown	Frederick Douglass	William Garrison	Lucretia Mott
Harriet Stowe	Sojourner Truth	Harriet Tubman	Nat Turner

1. _____ wrote Uncle Tom's Cabin which was published in 1852
2. _____ escaped slave from New York who spoke out against slavery
3. _____ escaped slave who possessed fiery speaking skills
4. _____ led a slave revolt against Virginia plantation owners
5. _____ started a newspaper devoted to the destruction of slavery
6. _____ Quaker minister who started an anti-slavery society
7. _____ led 300 slaves to freedom
8. _____ led a group of men in a raid against a federal arsenal

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Lesson 2 – The American Civil War: Part 1

Women’s Roles in the Civil War

During the Civil War, women served in many capacities. Some women dressed as soldiers and followed their husbands into battle. Women were some of the most effective spies for both sides. **Harriet Tubman** was sent to South Carolina to educate slaves who were abandoned by their masters. While there, the Union Army asked her to set up a network of black spies, which became a very efficient network. Tubman also led Union troops on military raids to disrupt Rebel supply lines by destroying bridges and railroads. On one raid, she came under Confederate fire. A general reported to Washington, “This is the only military command in American history wherein a woman, black or white, led the raid and under whose inspiration it was originated and conducted.” This mission also freed more than 750 slaves, most of whom joined the “colored” **54th Massachusetts Regiment**.

Another very effective Union spy was **Elizabeth Van Lew** who lived in Richmond, Virginia. Although very unusual in Southern society, Van Lew fervently opposed slavery and secession. She became a Union spymaster and was able to get critical information to General Grant during the battles and sieges of Richmond and Petersburg, Virginia in 1865. Grant later commented to Van Lew, “You have sent me the most valuable information received from Richmond during the war.”

Many women served as teachers educating freed black slaves, hospital administrators, nurses, and factory workers. The Federals appointed **Dorothea Dix** as Superintendent of Army Nurses. It was her job to equip Union hospitals with the necessary supplies and nurses to care for the hordes of wounded soldiers.

Clara Barton, founder of the American Red Cross, received her initiation to nursing during the Civil War. Although she had no formal training, she had natural inclinations towards the nursing profession. When the war broke out, she was one of the first to volunteer at a Washington hospital to care for the wounded. Later, although not permitted on the battlefield, she defied those orders and took wagons loaded with first aid supplies to care for Union and Confederate wounded soldiers at the Battle of Antietam. She was nicknamed “The Angel of the Battlefield.”

Dr. Mary Walker, from Oswego, New York, earned her medical degree from Syracuse Medical College. Although facing tremendous opposition, she served as a surgeon in Civil War hospitals during the Civil War. She was arrested for being a spy by the Confederates and spent several months in prison hospitals. In 1865, she was awarded the Medal of Honor, the only woman to ever receive this recognition

African American Involvement in the Civil War

Thousands of slaves served in the Southern army as cooks, wagon drivers, and personal servants to Southern officers. Many others worked as laborers in building fortifications around forts and cities. When there was a critical need for soldiers, much debate centered on whether black men could be trained to be good soldiers. While free black men were accepted into the Confederate army, the question of allowing slaves to enlist was a different matter. One Southern general commented, “If slaves make good soldiers, our whole theory of slavery is wrong.”

In contrast, the Federal government refused to allow black men to serve in its ranks until well into 1863, and then there was still strong opposition. In effect, Northerners differed very little from Southerners about their feelings toward black soldiers.

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Lesson 2 – The American Civil War: Part 1

In March, 1863, the Governor of Massachusetts authorized the formation of the **Massachusetts 54th Regiment**, nicknamed the “Swamp Angels.” The first official black Union unit would be led and trained by white officers. From their first encounter at Fort Wagner, South Carolina in July, 1863, (Clara Barton cared for the wounded), they became famous for their strong, persevering fighting skills. They went on to fight in several more engagements.

Economic and Social Life During the Civil War

If there is one word to describe the economic impact on southern and Northern societies, it would be **scarcity**. Scarcity is an economic problem whereby you have people who want commodities in a world with limited commodities. There was a tremendous shortage of basic commodities, such as food, coffee, clothing, salt, sugar, medicine, and paper.

The Union blockade was responsible for many of the shortages. Cotton production declined drastically because of a shortage of slave labor. Meat was scarce everywhere because that item was directed to the armies. There were no shoes to purchase because they were needed for the soldiers. Thousands of acres of Southern farmland went unplanted because of a lack of animals, money, slaves, seed, and farmers. The South’s manufacturing capabilities became nonexistent because cities like Charleston, Atlanta, and Richmond were reduced to rubble.

Activity

Listed below are the names of men and women who were an important part of this lesson. Read each phrase below the names’ table. In the blank space, next to each phrase, write the name of the person most closely associated with the phrase.

Harriet Tubman	Clara Barton	Massachusetts 54th Regiment
Elizabeth Van Lew	Dorothea Dix	

1. We were known as the “Swamp Angels.” _____
2. I set up a spy network in South Carolina. _____
3. I was nicknamed the “Angel of the Battlefield.” _____
4. I was appointed Superintendent of Army nurses. _____
5. I was a spy for the Union who lived in Richmond. _____

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Lesson 5 – The Pangs of Rebuilding, Reconstructing, and Renewing Our Nation

Impeachment of President Johnson

As you have been reading in this lesson, Congress considered Johnson to be a very uncooperative President. He was consistently vetoing legislation passed by Congress. The **Tenure of Office Act** of 1867 was vetoed by President Johnson and overridden by Congress. The law provided that all federal appointments for office that required Senate confirmation could not be removed from office without the approval of the Senate. After Congress members passed their Reconstruction Acts, they chose the Secretary of War, **Edwin Stanton**, whom they had confirmed, to enforce the laws. Stanton and Johnson were not on friendly terms. When Johnson attempted to replace Stanton with Ulysses Grant, the Senate did not approve. It did not matter to Johnson; he replaced Stanton anyway. Congress considered Johnson's action an impeachable offense so it voted to **impeach** the President.

The impeachment trial dragged on for several months in 1868. After much political wrangling and testimony, the Senate came one vote shy of impeaching President Johnson and placing into office, **Benjamin Wade**, President Pro Tempore of the Senate (Johnson had no Vice-President).

The most positive aspect of Johnson's Presidency was the acquisition of Alaska from Russia in 1867 for \$7.2 million. **William Seward**, Secretary of State, negotiated the deal which critics dubbed "Seward's Folly" and "Seward's Icebox." However, with the discovery of gold in the 1890s, and oil in 1968, the purchase of Alaska had been a tremendous economic bargain.

Southern Politics Undermined Federal Authority

These measures enraged numerous members of Congress. Some former Confederates were elected to the Senate and House. When Congress convened in December 1865, it refused to seat the newly elected Southern officials. Clearly, more legislation was needed to protect the political and civil rights of freedmen; members of Congress felt this reasoning provided ample justification for the 13th, 14th, and 15th Amendments to be enacted.

Meanwhile, the vultures of opportunity began to flock South. After the Civil War, the South was in a state of total devastation. Everything that contributes to a healthy economy was destroyed. Plantations and industries were non-existent; the South was in an economic depression because it had no economy! Southerners needed capital (money) in order to rebuild their farms and industries.

Men from the North with the capital began to arrive in the South with a travel bag made out of carpet. They were branded as **carpetbaggers**. Initially, they were welcomed but as time went on, they were viewed as low class, opportunistic, fortune seekers capitalizing on the misfortune of Southern planters. Most carpetbaggers saw themselves as reformers. They wanted to shape the postwar Southern society in the image of the North, which they viewed as a superior society. Needless to say, this viewpoint was not well appreciated by Southerners.

Another class of Southern folk was considered the dregges of Southern society. They were called **scalawags**. Scalawags consisted of non-slave holding farmers, merchants, and professionals who remained loyal to the Union during the Civil War. They were white Southerners who for various reasons saw more advantage in supporting the policies of reconstruction than in opposing them. They were viewed by the old Southern aristocracy as traitors to the Confederate cause.

Despite the strides that were made toward bringing equality to the freedmen of the South, many

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Southern white **supremist** began to erode those benefits. They still believed that states' rights and laws were more supreme than Federal laws. Many Southern white men could not accept the idea that former slaves could not only vote, they could be elected to office.

Out of the turmoil and chaos, the **Ku Klux Klan**, a white supremacist organization, was born in 1866. Its primary goal was to undermine the Republican Party's Reconstruction policies that were designed to bring political and economic equality for freedmen. Its favorite weapons were intimidation, beatings, and mass murder by hanging. The Ku Klux Klan carried on a reign of terror in every Southern state against white and black Republican-elected officials.

Election of 1876

The presidential election of 1876 rolled around and the Republicans nominated **Rutherford B. Hayes**, governor of Ohio, and his Democratic opponent was **Samuel J. Tilden**, Governor of New York. It was one of the most disputed elections in American history. Although Tilden won the popular vote count, Hayes turned out to win the electoral college vote. As it turned out, 20 electoral votes were disputed in 4 states, 3 of which were Southern States.

Tilden received 184 electoral votes and Hayes had 165 electoral votes with 20 votes unaccounted for. The 20 disputed electoral votes were ultimately assigned to Hayes after a bitter legal and political battle, giving Hayes a one-vote electoral victory. Many historians think an informal deal, known as the **Compromise of 1877**, was struck between the two political parties. In return for the Democrats conceding the election to Hayes, the Republicans would withdraw Federal troops from the South, thereby ending the Reconstruction era. In effect, the Compromise also transferred power from the Republicans to the Southern Democrats, who went on to enact the grossly unfair Jim Crow laws.

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Lesson 5 – The Pangs of Rebuilding, Reconstructing, and Renewing Our Nation

Activity

Part 1: From the phrase list, match each phrase to its meaning by writing its number in the blank space next to the letter.

1. Compromise of 1877	2. Ku Klux Klan	3. Tenure of Office Act
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- A. _____ any employee confirmed by the Senate could not be fired without approval of the Senate
- B. _____ Democrats agreed to swing the election to Republican Rutherford Hayes
- C. _____ white supremacist organization

Part 2: Read each phrase below the list of names. In the blank space, next to each phrase, write the last name of the man most closely associated with the phrase.

Rutherford Hayes	Edwin Stanton	William Seward
Horatio Seymour	Samuel Tilden	Benjamin Wade

1. reconstruction ended during his administration _____
2. Democratic presidential candidate in 1868 _____
3. Secretary of War who President Johnson tried to remove from office _____
4. a Radical Republican Senator; President Pro Tempore of Senate _____
5. purchase of Alaska _____
6. won the popular vote in 1876 election but lost the electoral vote _____

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Unit 2 - The Nation Convulses and Expands - Economic and Social Changes

Lesson 6 – Western Frontier Challenges: Settling the West

Activity

Each vocabulary word in the list below is associated with one of the phrases. Write that word(s) in the blank space next to each phrase.

agrarian	barbed wire	bonanza	boomtown	cooperative
deflation	exodusters	ghost town	inflation	monetary
sodbuster	sooner	subsidy	supply & demand	vaquero

1. a place that has rapid growth in population _____
2. African Americans who migrated from the South to the West _____
3. cowboy _____
4. a farmer or farm hand who plows the soil _____
5. invented in 1874 to fence off one's property _____
6. related to farming the land _____
7. entered the land early so they could get a choice stake _____
8. lowering the general level of prices in an economy _____
9. an event that creates sudden wealth and good fortune _____
10. having to do with the currency of a country _____
11. a business where resources are pooled by members _____
12. raising the general level of prices in an economy _____
13. an abandoned mining town _____
14. money or land given by the government to help a business _____
15. more people who want an item that has a scarce supply, the higher its price _____

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Unit 2 - The Nation Convulses and Expands - Economic and Social Changes

Lesson 11 – Becoming an Urban Nation

Activity

The following list of people became well-known in Literature, Art, and Music during the 1880s-1920s. Conduct research on the Internet to identify for what each man is known. Write the number of the man in the blank space next to the phrase with which he is most closely associated.

1. Horatio Alger	2. Stephen Crane	3. John Dewey	4. Thomas Eakins
5. Randolph Hearst	6. Scott Joplin	7. Joseph Pulitzer	8. Frederic Remington
9. John Philip Sousa	10. Henry Tanner	11. Mark Twain	12. James Whistler

- A. _____ famous for his 136 marches and our national march, Stars and Stripes Forever
- B. _____ well-known for ragtime, a form of jazz music
- C. _____ best known for his “rags to riches” novels during America’s Gilded Age
- D. _____ famed African-American painter who gained international fame
- E. _____ the best known educational reformer of his time
- F. _____ famous painter and sculptor of the Old West
- G. _____ invented yellow journalism to attract readers; introduced the first comic strip
- H. _____ a very humorous writer who wrote about Huck Finn and Tom Sawyer
- I. _____ an innovative writer who wrote The Red Badge of Courage
- J. _____ newspaper publisher who built our country’s largest newspaper chain
- K. _____ a realist painter, sculptor, and photographer
- L. _____ his most famous painting was supposedly of his mother

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Unit 2 - The Nation Convulses and Expands - Economic and Social Changes Lesson 12 – The Progressive Era: Reform and More Reform

Activity

Listed below are the names of the men and women who were an important part of the lesson. Read each phrase below the list of names. In the blank space, next to each phrase, write the last name of the person most closely associated with the phrase. X out each item that is used.

Susan Anthony	Nellie Bly	Carrie Catt	W.E.B. Du Bois	Robert LaFollette
William McKinley	Thomas Nast	Carrie Nation	Alice Paul	Gifford Pinchot
Ted Roosevelt	Upton Sinclair	Elizabeth Stanton	Lincoln Steffen	Howard Taft
Ida Tarbell	Mary Terrell	William Tweed	Ida Wells	Woodrow Wilson

1. _____ corrupt politician who drained millions out of NYC's treasury
2. _____ muckraker who exposed abuses in an insane asylum
3. _____ President who launched trust-busting era in 1898
4. _____ the 16th Amendment was ratified during this President's term in office
5. _____ Governor of Wisconsin who helped to implement the Wisconsin idea
6. _____ suffragette who split from NAWSA and formed National Woman's Party
7. _____ President of NAWSA in 1900; formed League of Women Voters in 1920
8. _____ first African-American woman to earn a college degree
9. _____ first president of the National American Women's Suffrage Assn.
10. _____ three progressive Amendments passed during his administration
11. _____ exposed the monopoly of the Standard Oil Company with her book
12. _____ his cartoons helped to expose political corruption in NYC
13. _____ leading suffragette who was President of NAWSA for 8 years
14. _____ exposed political corruption among municipal (city) governments
15. _____ first African-American to earn a doctorate; co-founder of NAACP
16. _____ co-founder of NAACP who wrote scorching articles against the KKK
17. _____ major environmentalist and trust-busting President
18. _____ powerful advocate of temperance movement
19. _____ first Chief Forester of U.S. Forest Service
20. _____ in early 1900s, rats in your hamburger meat was exposed

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Unit 3 - The Nation Erupts as a World Power Lesson 13 – Our Nation Acquires Imperialism

Activity

Make a list of U.S. acquisitions and deals by date, place, and how acquired. The first one is done for you.

date	location	how acquired/deal
1853	Japan	trade treaty

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Unit 3 - The Nation Erupts as a World Power Lesson 13 – Our Nation Acquires Imperialism

Activity
On the blank outline map, label the countries in which the U.S. intervened. You will need a map of Central America to help you.



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Unit 3 - The Nation Erupts as a World Power Lesson 13 – Our Nation Acquires Imperialism

Activity

The table below contains a list of men's and women's names. Read each phrase below the list of names. In the blank space, at the end of the phrase, write the last name of the person most closely associated with the phrase.

Bunau-Varilla, Philippe	Cleveland, Grover	Goethals, G.W.	Gorgas, William	Harrison, Benjamin
Hay, John	Liliuokalani, Queen	McKinley, William	Pancho Villa	Perry, Matthew
Pershing, John	Roosevelt, Ted	Seward, William	Taft, Howard	Wilson, Woodrow

1. big stick diplomacy _____
2. He favored annexing Hawaii in 1893 _____
3. last ruler of Hawaii _____
4. moral diplomacy _____
5. disapproved of Hawaii's annexation _____
6. Mexican border bandit _____
7. ambassador who negotiated treaty to build Panama Canal _____
8. orchestrated the purchase of Alaska _____
9. naval commander who opened trade with Japan _____
10. eliminated yellow fever from the Canal Zone _____
11. dollar diplomacy _____
12. Hawaii annexed during his administration in 1898 _____
13. His troops hunted a Mexican bandit throughout Mexico _____
14. negotiated a treaty with England granting right to build Canal _____
15. chief engineer who completed building the Panama Canal _____

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Unit 3 - The Nation Erupts as a World Power

Lesson 16 – America’s Road to World War I

A Few Special Warriors

Drafted at the age of 30, **Alvin York** was from the backwoods of Tennessee. He was also a conscientious objector (CO) who refused to fight. Because his church was not recognized as an official Christian church, his demand for a CO was refused. After several weeks of debate and counseling, York acknowledged that there were times when war was moral and agreed to fight.

York had a special skill; he was an excellent sharpshooter. One time during the Argonne Forest battle, his unit was trapped by German machine guns. He outflanked them and picked off 25 enemy soldiers and captured 132 prisoners. For his exploits, he received the **Medal of Honor**, the nation’s highest military award. Known as **Sergeant York** (he was a corporal), Hollywood made a movie about his experiences in 1941. Some historians feel his accomplishments were blown out of proportion because he had help from his unit in capturing the German soldiers.

Manfred Albrecht Freiherr von Richthofen, widely known as the **Red Baron**, was a German fighter pilot. This was the first war in which airplanes were used to accomplish battlefield objectives. Richthofen was considered a supreme ace, being credited with shooting down 80 Allied airplanes. He was awarded one of his country’s highest military honors, the **Blue Max**. Richthofen was shot down, crashed, and died in April of 1918. No one was sure who brought down the famous pilot.

Eddie Rickenbacker was a daredevil fighter pilot who was the American equivalent of the Red Baron, only with fewer airplanes shot down. Rickenbacker was credited with 26 German aircraft shot down for which he later received the Medal of Honor. He survived the war to establish an automobile manufacturing company and a commercial airline. Like von Richthofen, Rickenbacker was described as an “ace of aces.” (Anyone who shot down five aircraft was considered an ace.)

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Unit 4 - The Roaring Twenties, the Great Depression and the New Deal

Lesson 18 – The Roaring Twenties

Entertainment

With the economic good fortune of the 20s, Americans had more money to spend on entertainment. The radio became the entertainment icon in the home. The Roaring Twenties also brought about revolutionary changes in the film industry. The most famous actor during the silent film era was **Charlie Chapman**. **Rudolph Valentino** was another silent screen star who captured the hearts of many female admirers.

By 1927, silent movies were converting to sound film, or **talkies**. In 1927, **The Jazz Singer** became the first feature-length film and first musical. At a cost of \$500,000, it was the most expensive film in Warner Bros. short history and only contained 350 spoken words. This renaissance caused movie palaces, as they were called, to rewire their facilities at great expense. Historians have estimated that by 1929, 75% of Americans visited a movie theater every week.

Sports

Professional sports, particularly baseball, football, golf, and tennis, grew and flourished during the 20s and 30s. The growth was attributed to the great publicity and promotion provided by the newspapers, magazines, and radio. Because of media publicity, Americans flocked to sporting events in record numbers to be entertained by a host of sporting celebrities, both male and female. Two “Babes” epitomized sporting events during this era - **George Herman “Babe” Ruth** (baseball) and “**Babe**” **Didrikson Zaharias** (any sport she participated in!)

Jazz and Craze Dances

Jazz became the music of the decade. Jazz is a music genre that originated within the African-American communities of the South, particularly New Orleans. It evolved from slave songs and spirituals. Its sibling was the **blues**, which also originated from African-American roots. The most important jazz soloist of this era was **Louis Armstrong**. The most popular blues singer was **Bessie Smith**, who was nicknamed Empress of the Blues.

Dancing was a major part of people’s entertainment. Three dances that became “all the rage” during the 20s’ **Jazz Age** were the **Charleston**, **Black Bottom**, and the **Lindy Hop**. The Charleston was named after the city of Charleston, South Carolina. The Lindy Hop was named in honor of **Charles Lindbergh’s** first solo flight across the Atlantic. The Black Bottom acquired its name from the motion of a cow stuck in the mud. To see a demonstration of these dances, look them up on the Internet.

Harlem Renaissance

What was the **Harlem Renaissance**? It was an African-American cultural, social, and artistic movement that occurred in Harlem, New York City during the 20s decade. The Renaissance was an **aesthetic** rebirth of African-American art. Its best-known leader was **Langston Hughes**, an accomplished writer and social activist. Hughes emphasized the importance of rebirth by citing it as an “expression of our individual dark-skinned selves.”

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Unit 4 - The Roaring Twenties, the Great Depression and the New Deal

Lesson 18 – The Roaring Twenties

Related to the Harlem Renaissance, but more political in nature, was **Marcus Garvey's** founding of the **Universal Negro Improvement Association (UNIA)** in 1920 in New York City. His main objective was to promote racial pride and unity among African-Americans by admiring and praising the accomplishments of their race. As a secondary objective, Garvey supported African-Americans who wanted to leave the racially segregated American society and settle in Africa. In addition, he organized parades and rallies to build pride and confidence and helped African Americans start their own businesses (sadly, most of them failed).

In 1923, Garvey's fortunes turned sour. He was indicted for mail fraud, found guilty, and deported to his home country of Jamaica. After his conviction, his power and prestige declined and his organization eventually slid into an abyss of obscurity.

Progressive Education

Another huge change in the American way of life occurred in the 20s when the principles of progressive education rolled upon the educational scene. To be progressive was to embrace or implement anything that dealt with social reform or new, liberal ideas. A progressive educator insisted on the importance of the emotional, artistic, and creative aspects of child development. He/she argued for restructuring the classroom and curriculum based upon the needs and interests of the students. Classrooms of this nature, educators proposed, modeled a more democratic society. The leading proponent of this educational **paradigm** was **John Dewey**.

F. Scott Fitzgerald, a novelist and short story writer, wrote *The Great Gatsby*, which illustrated the lifestyle of the “jet-setting, trendy people of the 20s. During this time, Fitzgerald and his wife lived among the musical and literary American expatriates in Paris, such as Ernest Hemingway, Cole Porter, Thornton Wilder and Gertrude Stein. Fitzgerald is now considered one of the best American writers of the 20th century.

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Unit 4 - The Roaring Twenties, the Great Depression and the New Deal

Lesson 18 – The Roaring Twenties

Activity

Listed below are the names of the men and women who were an important part of the lesson. Read each phrase below the list of names. In the blank space, next to each phrase, write the last name of the person most closely associated with the phrase. Cross out each item that is used.

Langston Hughes	Louis Armstrong	Charles Lindbergh	Marcus Garvey
F. Scott Fitzgerald	Babe Ruth	Charles Chaplin	John Dewey
Bessie Smith	Rudolph Valentino	Babe Zaharias	

1. _____ famous, handsome actor during the silent film era
2. _____ one of the most famous blues singer during the Jazz era
3. _____ one of the most famous athletes who excelled in any sport she tried
4. _____ one of the most famous baseball players of all time
5. _____ leader of the Harlem Renaissance in NY City
6. _____ solo transatlantic flight in The Spirit of St. Louis
7. _____ a leader in the Progressive Education Movement
8. _____ author who wrote about life in the Roaring 20s
9. _____ a famous movie actor during the silent film era
10. _____ started the Universal Negro Improvement Association in NY City
11. _____ one of the best soloists during the Jazz Age

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Unit 4 - The Roaring Twenties, the Great Depression and the New Deal

Lesson 20 – The New Deal

Activity

Listed in Chart One is a sample of other New Deal programs enacted. Those listed with the inception date of 1933 were part of the first wave of the New Deal initiatives. Those earmarked with 1935 were part of the Second New Deal wave of programs to hit the American public. Listed on the next page is a set of numbered descriptions. This activity calls for you to conduct some Internet research to find out which numbered description matches the name of its program. Write the corresponding description number in the blank space on the chart next to each program.

New Deal Programs	Date	Number of description
Federal Emergency Relief Administration (FERA)	1933	
Civil Works Administration (CWA)	1933	
Works Progress Administration (WPA)	1933	
Public Works Administration (PWA)	1933	
National Recovery Industrial Act (NIRA)	1933	
Civilian Conservation Corps (CCC)	1933	
Tennessee Valley Authority (TVA)	1933	
National Labor Relations Board (NLRB)	1935	
Social Security Act (SSA)	1935	
Revenue Act (RA)	1935	

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Unit 4 - The Roaring Twenties, the Great Depression and the New Deal

Lesson 20 – The New Deal

Activity (Cont.)

1. This agency created jobs but it did not require workers to be on relief or unemployed.
2. To pay for New Deal programs, this Act was designed to generate revenue and decrease federal deficits by taxing up to 75% of the wealthy people's income.
3. This New Deal program replaced an earlier program. The agency was created by a FDR Executive Order and was designed to generate public jobs for the unemployed or for those on relief.
4. This agency's focus was the outdoor environment. Administrators hired unmarried, young men from relief families and provided them with food, shelter, clothing, and a small wage. They built small dams and constructed parts of state parks. Their most important work was in reforestation. They planted millions of trees on areas made barren by fires, erosion, and lumbering.
5. This program was the largest of the New Deal Programs providing money to states and local communities to operate relief projects that would employ people who were on direct relief. It was the first agency to direct money toward the relief of workers.
6. An independent government agency was created by this act whose main function was to guarantee workers' rights in relation to **collective bargaining** and unfair business practices. It is still in existence today.
7. This New Deal Program authorized the President to regulate industry in an attempt to raise prices on industrial products after severe **deflation** and to stimulate economic recovery. This law was declared unconstitutional by the U.S. Supreme Court.
8. This short-term program (five months) was a job creation program that hired four million workers to build swimming pools, playgrounds, schools, roads, and sewer pipelines. The government stopped the program because of its tremendous costs.
9. This social welfare program was created to provide benefits to retired workers by taxing their wages plus their employers' contributions over the years they worked. It also provided benefits to disabled workers. It is still in existence today.
10. This program created a federal business by **Congressional Charter** (a legislative order like an Executive Order) whose broad goal was to create lakes, initiate flood control measures, generate electricity, and produce fertilizer in the southeast part of the country.

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Unit 5 - World War II

Lesson 22 – World War II: The War in Europe

More on the African Campaign

After the Second Battle of El Alamein in October 1942, in which the British under the command of General **Bernard Montgomery** routed the Germans, the Axis armies were slowly pushed westward across Egypt, Libya, and into Tunisia. He might have succeeded in winning the battle except his supply lines had been disrupted and he was very low on fuel.

Meanwhile, the Americans had entered the war on December 8, 1941. The U.S. was building up its armed forces in Great Britain and by November 1942, it was ready to launch **Operation Torch**, a joint British-American invasion of western French North Africa (Algeria and Morocco). The Allies transported 65,000 men and war materiel under the command of General Dwight Eisenhower. The invasion was successful; however, the Allies met with some stiff resistance against the Vichy French, troops who agreed to fight for the Germans against the British.

As Rommel's Afrika Corps retreated westward toward Tunisia, the Allies were moving eastward toward Tunisia. Rommel realized he could be trapped in North Africa. The two forces met up in Tunisia, in which the Americans suffered a humiliating defeat at **Kasserine Pass**. Even with a victory, Rommel reasoned he could no longer win. He asked permission from Hitler to retreat and withdraw his troops. Hitler loathed retreat! He forbade Rommel to retreat, but the Desert Fox did so anyway. Rommel was flown out of Africa, but 130,000 Germans (and Italians) surrendered in Tunisia. By May 1943, the war was over in North Africa leaving, as PM Winston Churchill said, "the soft underbelly of Europe," open for invasion.

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Unit 5 - World War II

Lesson 23 – World War II: The War in the Pacific

A Mini-Lesson on International Diplomacy

Now that you have studied both theatres of World War II, it should be noted that the Allies held many conferences during the war years to plan wartime and peacetime strategies. The chart below lists the major conferences that were held.

Activity – You will need to use the Internet to complete this activity. Below the chart is a list of sentences that describe the main results of the conference. They are mixed-up. Write the letter of conference in the blank space that best describes the outcome(s) of the conference.

Major Wartime Conferences Among the Allies

Location	Date
A. Casablanca, Morocco	January 1943
B. Quebec, Canada	August 1943
C. Cairo, Egypt	November 1943
D. Tehran, Iran	November 1943
E. Dumbarton Oaks, Washington, DC	August 1944
F. Yalta, U.S.S.R.	February 1945
G. San Francisco, CA	June 1945
H. Potsdam, Germany	July 1945

- _____ Proposals were formulated for a world organization that became the basis for the United Nations.
- _____ A declaration was issued for Japan's unconditional surrender; discussed war criminals be brought to trial; announced plans for occupation and demilitarization of Germany and Japan.
- _____ Allies developed the concept of unconditional surrender for the Axis nations.
- _____ A controversial conference in which countries freed from Nazi occupation be allowed free elections (self-determination) to determine their form of government.
- _____ Roosevelt and Churchill discussed plans for the invasions of Italy and France.
- _____ Representatives from 46 nations met and drafted the charter for the United Nations.
- _____ All the territory that Japan took from China shall be restored to China after the war.
- _____ Allies agreed to open a second front against Nazi Germany; discussed the United Nations; sovereignty of Iran; and countries of Eastern Europe; Russia agreed to declare war against Japan after Germany defeated.

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Unit 6 - Postwar United States to 1960

Lesson 26 – Cold War Tensions in Europe

U-2 Incident

Spying was common during the Cold War, and both sides concocted elaborate schemes to obtain secret military information. Of course, the Soviet Union had its own agents reporting on developments in the United States. The most revealing evidence of this fact was the espionage trail of Ethel and Julius Rosenberg in 1953.

In 1951, the Rosenbergs were convicted of stealing and transmitting U.S. atomic bomb secrets to the Soviet Union. They also passed on top-secret information about radar, sonar, and jet propulsion engines. The case was controversial and viewed by many as a witch hunt from a paranoid government bent on stopping communism. The Rosenbergs were executed in 1953.

Activity 1

Explain your answer whether the sentence for the Rosenberg was too harsh.

Co-defendant, Morton Sobell was convicted of espionage and sentenced to 30 years in prison. Released after serving nearly 18 years, Sobell, at the age of 91 in 2008, finally admitted that the Rosenbergs were indeed spies for the U.S.S.R.

In another highly publicized case, the U.S. was caught in an embarrassing spy mission in 1960. Central Intelligence Agency (CIA) pilot Francis Gary Powers was flying a U-2 spy plane at 70,000 feet over Soviet air space taking pictures of military bases when he was shot down by a Soviet missile. The Americans thought the Soviets could not detect aircraft flying that high but obviously, they were wrong.

In actuality, the U.S. had been flying reconnaissance spy missions for several years over the Soviet Union. The Russians' radar detected the American spy planes, but they had no missile powerful enough to shoot down the American jet craft until 1960.

The Soviets captured Powers and much of his plane. It was clear that the plane was built for spying because the aerial camera system was still intact. Incidentally, Powers had a needle full of poison but chose not to take it.

Activity 2

Powers was branded a coward for not taking the poison. In your opinion, explain whether this was fair criticism.

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Unit 6 - Postwar United States to 1960

Lesson 26 – Cold War Tensions in Europe

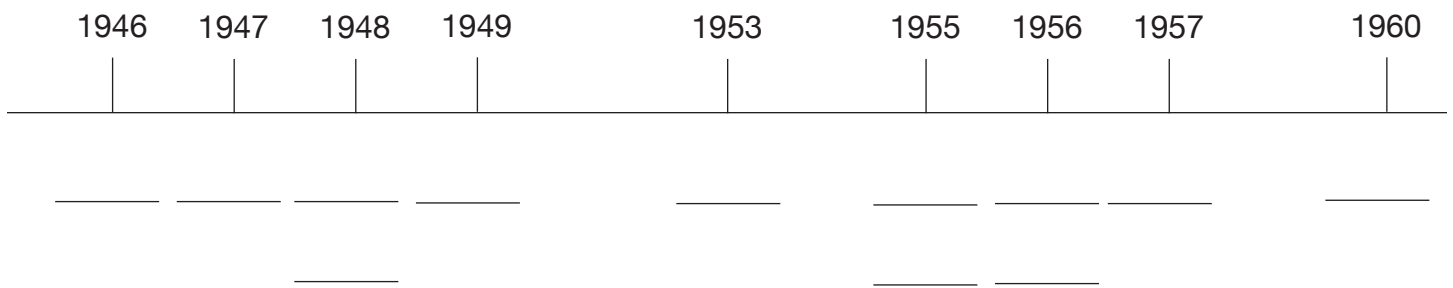
President Eisenhower acknowledged his awareness of the spy program and of the Powers' spy mission. Moreover, he explained that if his "Open Skies" proposal had been accepted at the Geneva Convention, such flights would not be necessary. The President stated he planned to continue with the U-2 program.

Powers was put on trial for espionage, convicted, and sentenced to 10 years in prison. After serving less than two years, Powers was released in exchange for a captured Soviet agent in the first ever "spy swap." The U-2 incident certainly escalated tensions between the U.S. and U.S.S.R.

Activity 3

Below is a list of items that were an important part of this lesson. Below the items is a timeline of dates. Place each item as to when it occurred on the timeline by writing its initials in the blank space. In some cases, an item or event covered a span of several years. Use its starting date as to when the item first began.

NATO	Berlin Airlift = BA	Cuban Revolt began = CR	Geneva Summit = GS
Hungarian Revolt = HR	Marshall Plan = MP	Sputnik = SP	Strategic Air Command = SAC
Suez Canal Crisis = SCC	Truman Doctrine = TD	U-2 Incident = U2	Warsaw Pact = WP



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Unit 6 - Postwar United States to 1960 Lesson 27 – The Cold War in Asia Heats Up

Activity

Answer the following questions.

1. Explain the domino effect. _____
2. Identify two countries that are part of Indochina. _____

3. What was a major problem the French encountered when fighting the Viet Minh?

4. What major strategy did the Chinese Communists use to win their civil war?

5. Identify one main reason the Chinese Nationalists lost to the Communists.
