Unit #2 — Pathways Packet

DR. HARTNELL

America 2.0
The Pathways Packet contains all of the material needed to be successful during this unit. Completion is REQUIRED in order for you to be granted re-assessment following the test. Failure to complete the Pathways Packet will jeopardize your success not only during this unit but also in this course.

The Pathways Packet contains key vocabulary and questions from reading assignments. This material is housed in the course textbook (United States History & Geography: Modern Times), which you can access by visiting Hartnell University’s McKim-Batterson Library (DrHartnell.com/library.html). Also included are Essential Questions (EQs), which are the state standards used to design the unit as well as form your initial assessment. Answers for the EQs will come from the notes taken in class as well as the unit summary. These questions will help you contribute to the overall discussion and further your understanding of the unit’s major themes. As such, it is VERY important that you visit the weekly schedule on a regular basis so as not to fall behind.

If you have any questions, please speak with Dr. Hartnell or any other member of the Hartnell University faculty.

Sincerely,

John McAllister Schofield
Dean of Academic Affairs
Dr. Hartnell’s “America 2.0” Unit picks up in 1877 with what many hoped was the dawn of a new age. The guns of the Civil War had fallen silent, and Reconstruction (like the month of March) came in like a lion and went out like a lamb. With the county “reunited”, America soon found itself chomping at the bit to set up shop overseas and “do what everyone else was doing”. Manifest Destiny had expanded the nation from “sea to shining sea”, but this expansion had come at a cost: the shuffling of Native Americans alienated America from its original inhabitants; the further from home America ventured, the more it butted heads with the “studs” of Europe; overseas expansion brought the use of the word “empire” into association with America; and the profitability of “being American” attracted immigrants to its shores. Immigrants were rarely welcomed with opened arms but soon found themselves a vital cog in the growing machine that was Industrial America. Cities and Big Business grew on the backs of such laborers, prompting Progressive reformers to attempt to level the playing field. Factory conditions improved, wages increased, hours were reduced, unions were created, and more Americans found themselves able to participate at the polls. The “little colony that could” was growing up – but was it ready to handle these growing pains?
Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 2: Settling the West
Lesson 1: Miners & Ranchers (pp. 74-79)

### C2,L1 KEY READING VOCABULARY:

- **a. vigilance committee:**
- **b. hydraulic mining:**
- **c. open range:**
- **d. hacienda:**
- **e. barrios:**

### C2,L1 KEY READING QUESTIONS:

1. What role did mining play in the development of the American West?

2. Describe the reasons for the growth of the cattle industry on the Great Plains?

3. What was the relationship like between Hispanics in the Southwest and new settlers?
Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

**Chapter 2: Settling the West**  
*Lesson 2: Farming the Plains (pp. 80-82)*

**C2,L2 KEY READING VOCABULARY:**

a. homestead:

b. dry farming:

c. sodbuster:

d. bonanza farm:

**C2,L2 KEY READING QUESTIONS:**

1. What development of the late 1800s attracted settlers to endure hardships of the Great Plains?

2. Who were homesteaders? What impact did they have on the American West?

3. What new methods and technologies revolutionized agriculture and made it practical to cultivate the Great Plains?
Reading Assignment #3

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 2: Settling the West
Lesson 3: Native Americans (pp. 83-87)

C2,L3 KEY READING VOCABULARY:

a. nomad:

b. annuity:

c. assimilate:

d. allotment:

C2,L3 KEY READING QUESTIONS:

1. Explain the following events that involved Native Americans:

   A. The Battle of the Little Bighorn:

   B. Flight of the Nez Perce:

   C. Tragedy at Wounded Knee:

   D. The Dawes Act:

2. What effect did Helen Hunt Jackson’s book A Century of Dishonor have?
Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 5: Becoming a World Power
Lesson 1: The Imperialist Vision (pp. 142-145)

C5,L1 KEY READING VOCABULARY:

a. imperialism:

b. protectorate:

c. Pan-Americanism:

C5,L1 KEY READING QUESTIONS:

1. Why did Americans’ attitudes toward overseas expansion change?

2. Why did the U.S. look to the Pacific for new markets? How did they secure markets in Japan, Samoa, and Hawaii?

3. How did the U.S. attempt to strengthen its ties and influence with the nations of Latin America?
Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

**Chapter 5: Becoming a World Power**

*Lesson 2: The Spanish-American War (pp. 146-151)*

**C5,L2 KEY READING VOCABULARY:**

a. yellow journalism:

b. autonomy:

c. jingoism:

**C5,L2 KEY READING QUESTIONS:**

1. What events led to the war with Spain in 1898? What did the U.S. gain from the Spanish-American War?

2. How was the Spanish-American War different from earlier U.S. wars?

3. How did the U.S. develop an overseas empire?

4. Why did some Americans support the annexation of the Philippines? Why did some argue against it?
Chapter 5: Becoming a World Power
Lesson 3: New American Diplomacy (pp. 152-157)

C5,L3 KEY READING VOCABULARY:

- sphere of influence:
- Open Door Policy:
- Roosevelt Corollary:
- dollar diplomacy:
- guerrilla:

C5,L3 KEY READING QUESTIONS:

1. Why was the Open Door Policy important to the U.S.? Why did the U.S. want to eliminate spheres of influence in China?

2. Was President Roosevelt correct in his belief that a strong military presence promoted global peace? Why or why not?

3. Why did President Wilson’s “moral diplomacy” not accomplish its intended purpose?
Reading Assignment #7

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 4: Urban America
Lesson 1: Immigration (pp. 114-117)

C4,L1 KEY READING VOCABULARY:

a. immigrant:

b. nativism:

C. Gentleman’s Agreement:

C4,L1 KEY READING QUESTIONS:

1. Using the chart on page #115, what were the 5 “push” and 4 “pull” factors that sent people from their home countries to the U.S.?

2. How did Edward Steiner describe the immigrant experience of traveling to the U.S.?

3. How were the experiences of Asian immigrants different from those of European immigrants?

4. Why did some Americans dislike immigrants?
Reading Assignment #8

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 4: Urban America
Lesson 2: Urbanization (pp. 118-121)

C4,L2 KEY READING VOCABULARY:

a. tenement:

b. political machine:

c. party boss:

d. graft:

C4,L2 KEY READING QUESTIONS:

1. What attracted people to cities in the 1800s?

2. Why were tenements a difficult place to live for the urban working class?

3. What types of problems developed due to the rapid growth of urban areas?

4. Why were political machines so influential in cities?
Reading Assignment #9

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 3: Industrialization

Lesson 1: The Rise of Industry (pp. 92-95)

C3,L1 KEY READING VOCABULARY:

a. Gross National Product (GNP):

b. laissez-faire:

c. entrepreneur:

C3,L1 KEY READING QUESTIONS:

1. What were significant factors in the growth of U.S. industry?

2. Name an invention from this time period and discuss the impact it had.

3. How did laissez-faire economics promote industrialization?
Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

**Chapter 3: Industrialization**
**Lesson 2: The Railroads (pp. 96–99)**

**C3,L2 KEY READING VOCABULARY:**

a. time zone:

b. land grant:

c. robber barons:

**C3,L2 KEY READING QUESTIONS:**

1. How did the transcontinental railroad transform the West and help unite the nation?

2. What problem did establishing time zones solve?

3. How did government grants to build railroads result in large-scale corruption? (Hint: Use the Crédit Mobilier Scandal to help you.)
Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 3: Industrialization
Lesson 3: Big Business (pp. 100-103)

C3,L3 KEY READING VOCABULARY:

a. corporation:

b. economies of scale:

c. monopoly:

d. holding company:

e. trust:

C3,L3 KEY READING QUESTIONS:

1. How do economies of scale affect corporations?

2. Using the chart on page #102, explain how corporations use vertical and horizontal integration to grow.

3. Who were Andrew Carnegie and John D. Rockefeller? How did they develop their monopolies?

4. What makes monopolies disadvantageous for consumers?
C3,L4 KEY READING VOCABULARY:

a. industrial union:

b. lockout:

c. arbitration:

d. injunction:

e. closed shop:

C3,L4 KEY READING QUESTIONS:

1. Why did workers try to form unions in the late 1800s?

2. What made it difficult for union workers to create large industrial unions?

3. What were the 3 main goals of the AFL?

4. Why did women need to form their own trade unions?
Reading Assignment #13

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 4: Urban America
Lesson 3: Social Darwinism & Social Reform (pp. 122-127)

C4,L3 KEY READING VOCABULARY:

a. individualism:

b. Social Darwinism:

c. philanthropy:

d. settlement house:

e. Americanization:

C4,L3 KEY READING QUESTIONS:

1. What was the Gilded Age? By calling it “gilded”, what warning was writer Mark Twain giving about this time period?

2. What was the main idea of Social Darwinism, and how did it compare with the idea of individualism?

3. What methods and philosophies were developed for the urban poor?

4. Why was it possible to pursue more leisure activities and popular entertainment during the Gilded Age?
Reading Assignment #14

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 4: Urban America
Lesson 4: Politics of the Gilded Age (pp. 128-132)

C4,L4 KEY READING VOCABULARY:

a. populism:

b. greenbacks:

c. inflation:

d. graduated income tax:

e. deflation:

f. cooperatives:

C4,L4 KEY READING QUESTIONS:

1. What actions did Congress take to reform civil service? Why were these steps necessary?

2. What measures did the nation take after the Civil War to improve its economic situation? What was the result?

3. Why was deflation hard on farmers but inflation was not?

4. What were the goals of the People’s Party?
Chapter 4: Urban America
Lesson 5: The Rise of Segregation (pp. 133-137)

C4,L5 KEY READING VOCABULARY:

a. poll tax:

b. segregation:

c. Jim Crow laws:

d. Plessy v. Ferguson:

C4,L5 KEY READING QUESTIONS:

1. How did African-Americans resist racism and try to improve their way of life following Reconstruction?

2. What role did Jim Crow laws play in enforcing segregation throughout the South?

3. Explain the court case Plessy v. Ferguson. What key phrase came from this case? What court case overturned it in 1954?

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

**Chapter 6: The Progressive Movement**

*Lesson 1: The Roots of Progressivism (pp. 162-168)*

**C6,L1 KEY READING VOCABULARY:**

a. muckraker:

b. direct primary:

c. initiative:

d. referendum:

e. recall:

f. suffrage:

g. prohibition:

**C6,L1 KEY READING QUESTIONS:**

1. Explain the role played by Progressives with the following:

   A. Democratic Reforms:

   B. Women’s Suffrage Movement:

   C. Child Labor:

   D. Health & Safety Codes:

   E. The Prohibition Movement:

   F. Big Business:
Reading Assignment #17

Read the following pages in the course textbook to locate the key vocabulary and answer the questions below.

Chapter 6: The Progressive Movement  
Lesson 2: Roosevelt & Taft (pp. 169-174)

C6,L2 KEY READING VOCABULARY:

a. arbitration:

b. insubordination:

C6,L2 KEY READING QUESTIONS:

1. What steps did President Roosevelt take to reign in Big Business?

2. Why did President Roosevelt support conservation?

3. Why did President Taft fire Gifford Pinchot for insubordination?

4. How did President Taft’s beliefs differ from the Progressives’ beliefs?
C6,L3 KEY READING VOCABULARY:

a. income tax:

b. unfair trade practices:

C6,L3 KEY READING QUESTIONS:

1. How was the Presidential Election 1912 different from previous Presidential Elections?

2. How did President Wilson earn the respect of Progressives?

3. Why was the Federal Reserve Act so important?

4. What was progressivism’s biggest success? What was its biggest failure?
Essential Questions (EQs)

Using the Guided Notes, class lectures/discussions, and reading assignments, answer the following 20 Essential Questions. The unit test will assess your mastery of each of these EQs.

EQ 2.01

What was the Gilded Age? How did it get its name? How did the U.S. change during this time?

EQ 2.02

What are the 4 causes of imperialism? Explain each cause and provide an example.
Essential Questions (EQs)

EQ 2.03

Answer these questions about the 7 “phases” of imperialism:

A. Antiquity Imperialism  – When? What countries dominated? What was a major event?

B. Medieval Imperialism  – When? What people dominated? What was a major event?

C. European Imperialism  – When? What countries dominated? What was a major event?

D. Merchant Empire Imperialism  – When? What countries dominated? What was a major event?

E. Free Trade Imperialism  – When? What countries dominated? What was a major event?

F. New Imperialism  – When? What countries dominated? What was a major event?

G. Modern Imperialism  – When? What countries dominated? What was a major event?
Answer these questions about the U.S. as a world power:

A. What is Manifest Destiny? How did it “guide” the U.S. as it expanded from East to West Coast?

B. Why did Frederick Jackson Turner see great significance in the “closing” of the American frontier?

C. Why is America’s treatment of the Native Americans considered genocide? What is the Native American mascot controversy?

D. What role did the U.S. play in creating an Open Door Policy (1899) in China?

E. What role did the U.S. play in helping subdue the Boxer Rebellion in China?

F. What role did the U.S. play in the building of the Panama Canal?
What was the White Man’s Burden? What role did it play in American imperialism?

What was a cause and an outcome of the Spanish-American War? What territories did the U.S. gain?

Answer these questions about the key people/battles/events of the Spanish-American War:

A. William McKinley – How did he bring the nation together (North and South) to prepare for war?

B. Theodore Roosevelt – How did the Spanish-American War turn him into a national hero?

C. Rough Riders – Who were these guys? What did they do during the war that was so important?
D. Buffalo Soldiers – Who were these soldiers? What did they do during the war that was so important?

E. Battle of San Juan Hill – Winner? Impact on war?


G. Philippine-American War – When? Where? Winner? Why was this war so much deadlier than the Spanish-American War?

EQ 2.08

As President, Teddy Roosevelt’s foreign policy was connected to his quote of “Speak softly and carry a big stick”. What does this quote mean?

How was this quote put to use concerning:

A. Panama Canal:

B. Great White Fleet:

C. Roosevelt Corollary:
In what way is the U.S. imperialistic today? Provide 2 examples of modern U.S. imperialism. What is the McDonald’s Peace Theory, and how is it connected to this modern form of imperialism?

EQ 2.10

What are 2 ways that imperialism positively affected the world? What are 2 ways it negatively affected the world?

EQ 2.11

A. What is the difference between immigration, emigration, and migration?

B. What problems contributed to immigrants leaving their homelands? (For example: religious persecution.)
EQ 2.12

Answer these questions about the 5 “waves” of immigration:

A. 1607-1775 – Who came to the U.S.? Why? How were they treated?

B. 1776-1839 – Who came to the U.S.? Why? How were they treated?

C. 1840-1920 – Who came to the U.S.? Why? How were they treated?

D. 1921-1964 – Who came to the U.S.? Why? How were they treated?

E. 1965-Now – Who came to the U.S.? Why? How were they treated?

EQ 2.13

Answer these questions about the processing centers that handled immigration:

A. Ellis Island – Where was it located? What immigrants were processed here?

B. Angel Island – Where was it located? What immigrants were processed here?
Answer these questions about becoming a U.S. citizen:

A. You are “automatically” a U.S. citizen if...

B. If you are born overseas, you are still considered a U.S. citizen if...

C. In the event that only one parent is a citizen and you are born overseas, you are still a U.S. citizen if...

D. To become “naturalized”, you must...

E. How many questions are asked on the Citizenship Test?

F. How many must they answer correctly?

G. How much does it cost to take the test?

H. How many times may an applicant take the test?

I. How much does the average immigrant spend to legally become a U.S. citizen?
## Essential Questions (EQs)

### EQ 2.15

Answer these questions about the First and Second Industrial Revolutions:

**A.** When and where did the First Industrial Revolution occur?

**B.** When and where did the Second Industrial Revolution occur?

**C.** What changes occurred in working and living conditions during both of these revolutions?

**D.** How did these revolutions change what people expected from their governments?

### EQ 2.16

What is a monopoly? In referring to monopolies, what is vertical integration? What is horizontal consolidation?
Answer these questions about labor strikes:

A. The Great Rail Strike of 1877 — When? Where? Why did it occur? What was the outcome?

B. The Haymarket Square Riot of 1886 — When? Where? Why did it occur? What was the outcome?

C. The Homestead Strike of 1892 — When? Where? Why did it occur? What was the outcome?

D. The Pullman Strike of 1894 — When? Where? Why did it occur? What was the outcome?
Summarize Upton Sinclair’s book *The Jungle*. What impact did it have on U.S. society? Why was this not what Sinclair had intended when he wrote it?

**EQ 2.17**

Answer these questions about the Triangle Shirtwaist Factory Fire:

A. When and where did the fire occur? What caused the fire?

B. Why did the situation become a catastrophe? What was the end result?

C. What impact did the fire have on future safety standards at work?
Progressives fought hard for big changes in the U.S. Explain these achievements:

A. Antitrust legislation:

B. 17th Amendment:

C. 18th Amendment:

D. 19th Amendment:

E. National Association for the Advancement of Colored People:

F. Initiative:

G. Referendum:

H. Recall:

I. Secret ballot (“Australian ballot”):