Unit 5: Bigger, Better, Faster: The Changing Nation

Fifth Grade Social Studies

MERIT

In this unit, students will understand the impact of ***movement and migration*** on the expanding United States. By understanding the role of ***conflict and change***, student will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of ***technological innovations*** created during this time. Student will then finally use theme of ***location*** to identify important physical and man-made features of the United States.

Standards:

SS5H3 The student will describe how life changed in America at the turn of the century.

a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
b. Describe the impact on American life of the Wright brothers (flight), George Washington
Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world;
include the Spanish-American War and the building of the Panama Canal.
d. Describe the reasons people emigrated to the United States, from where they emigrated,
and where they settled.

SS5G1 The student will locate important places in the United States.

a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt
Lake, and the Mojave Desert.
b. Locate important man-made places; include the Chisholm Trail**; Pittsburgh, PA**; Gettysburg, PA; **Kitty Hawk, NC**; Pearl Harbor, HI; and Montgomery, AL.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities.

a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900.
b. Locate primary agricultural and industrial locations since the turn of the 20thcentury and explain how factors such as population, transportation, and resources have influenced these areas.

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

b. Explain how price incentives affect people's behavior and choices (such as decisions to
participate in cattle trails because of increased beef prices).
c. Describe how specialization improves standards of living (such as how specific economies in the north and south developed at the beginning of the 20th century).

e. Describe how trade promotes economic activity (such as how the Panama Canal increases
trade between countries).

SS5E2 The student will describe the functions of four major sectors in the U. S. economy.

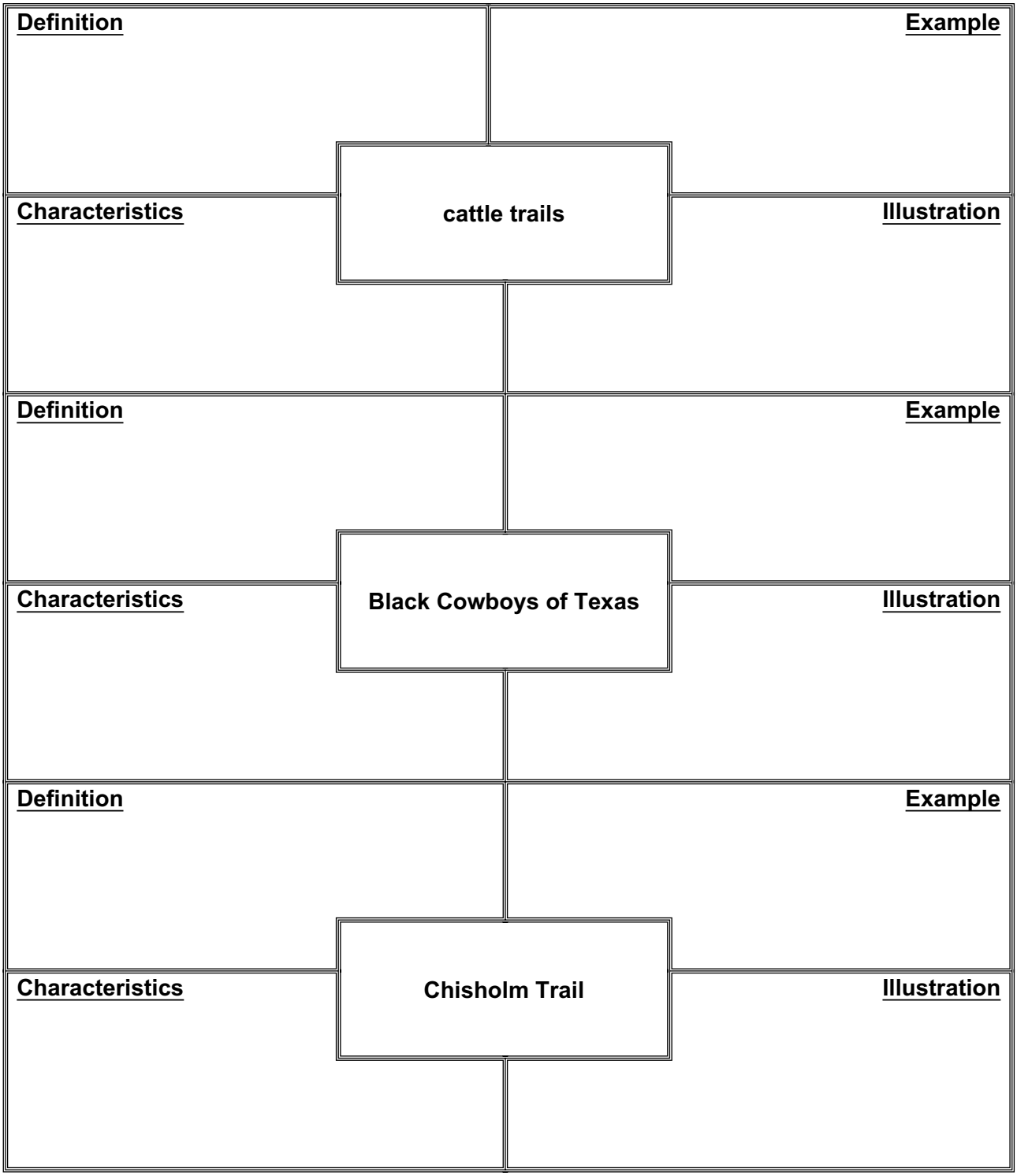
a. Describe the household function in providing resources and consuming goods and services.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.

a. Describe how competition, markets, and prices influence people's behavior.
b. Describe how people earn income by selling their labor to businesses.
c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

Day 1	**Launch Activity** View INDUSTRIALIZATION AND URBANIZATION (1870 – 1910) Complete activities
Day 2	**Launch Activity** View IMMIGRATION AND CULTURAL CHANGE Complete activities
Day 3-4	**Vocabulary** Complete a Frayer Model for each vocabulary term
Day 5	**Black Cowboys of Texas and the Great Western Cattle Trail**
Day 6-7-8-9-10	**Learning Activity** Cattle Kingdom
Day 11-12-13-14	**Inventors Change the World** • **Wright Brothers** • **George Washington Carver** • **Alexander Graham Bell** • **Thomas Alva Edison**
Day 15	**Spanish American War and Panama Canal**
Day 16	**Immigration**
Day 17	**Important Places in the USA** • **Grand Canyon,** • **Salton Sea,** • **Great Salt Lake,** • **Mojave Desert.** • **Kitty hawk, NC** • **Pittsburgh, PA**
Day 18	**Entrepreneurs**
Day 19-20-21-21	**Project**
Day 22-23	**Review**
Day 24	**Unit 5 Exam**

Vocabulary Students should complete a Frayer Model for each vocabulary word.				
cattle trails	Thomas Edison	William McKinley	The Maine	Panama Canal
Black Cowboys of Texas	Great Western Cattle Trail	The Wright Brothers	George Washington Carver	Alexander Graham Bell
Chisholm Trail	Kitty Hawk, NC	patent	industrialization	philanthropist
price incentives	entrepreneurs	resources	telegraph	Great Plains
mass production	producer	Homestead Act	discrimination	Labor union
consumer	Transcontinental Railroad	Sectors of the economy	Spanish American War	Theodore Roosevelt
yellow journalism	emigration	immigration	price	cost
households	private business	government	banks	loans
savings	checking account	long drive	E Pluribus Unum	tenements
labor	capital	competition	goods	services
push factor	pull factor	famine	drought	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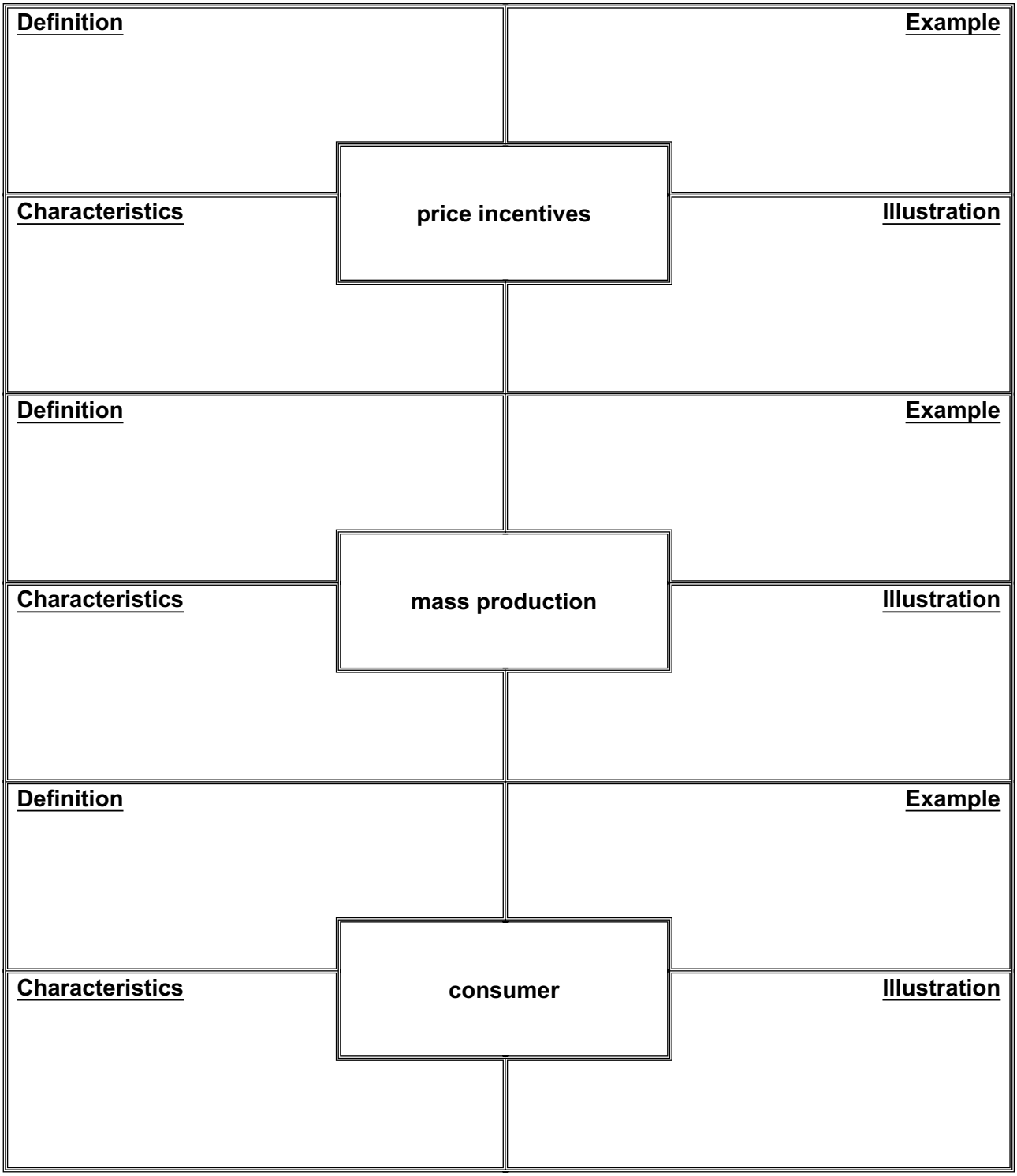
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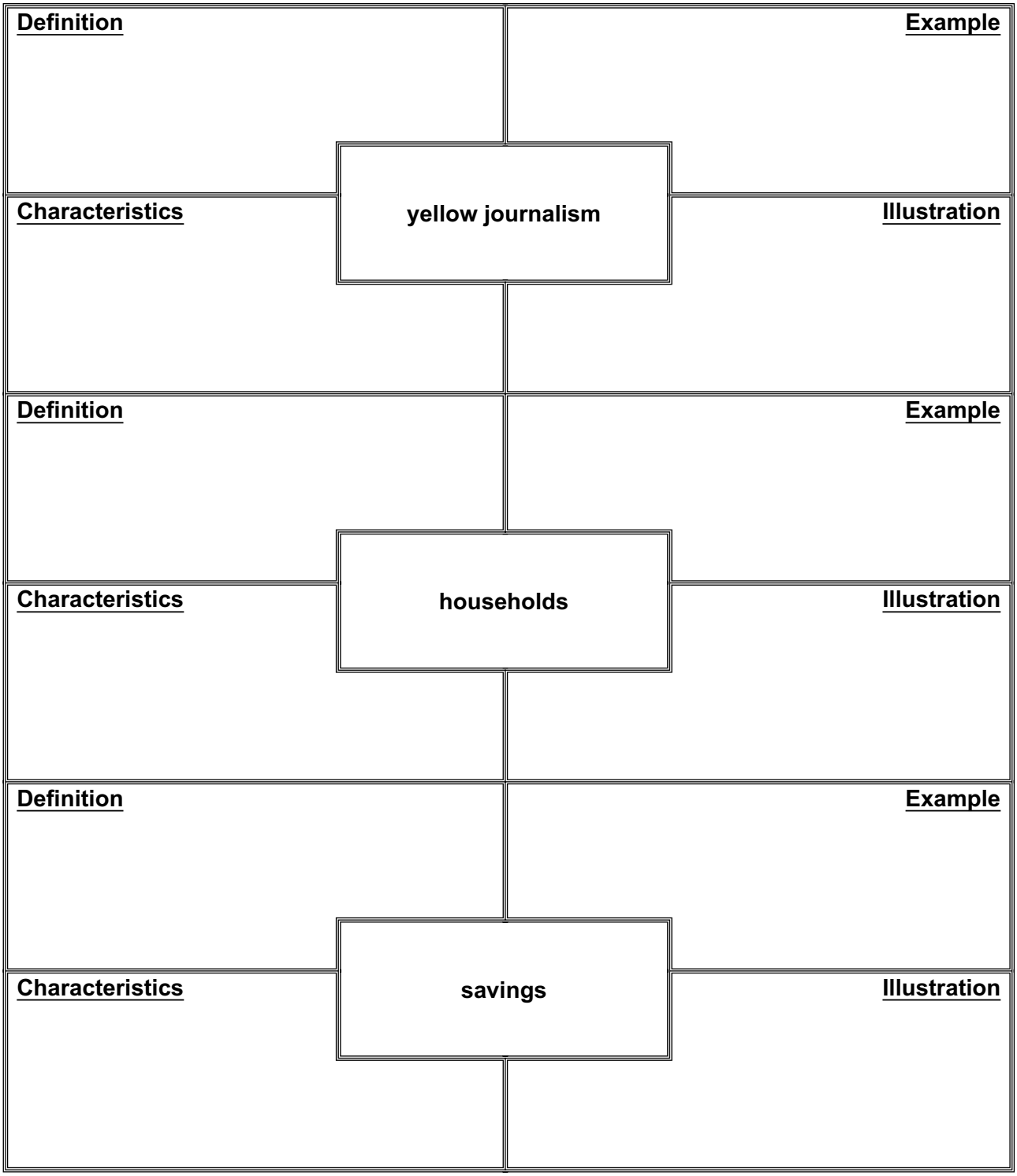
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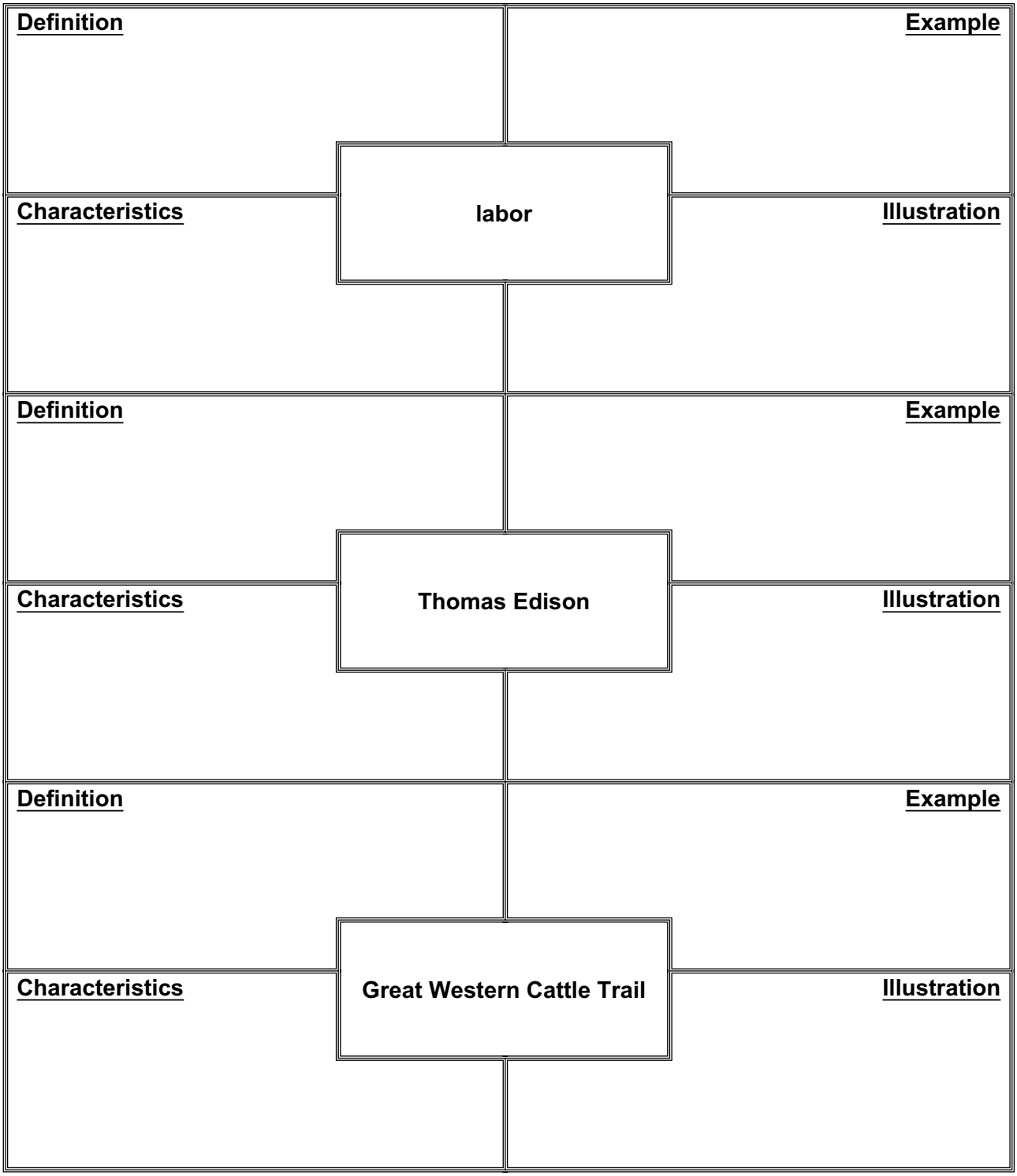
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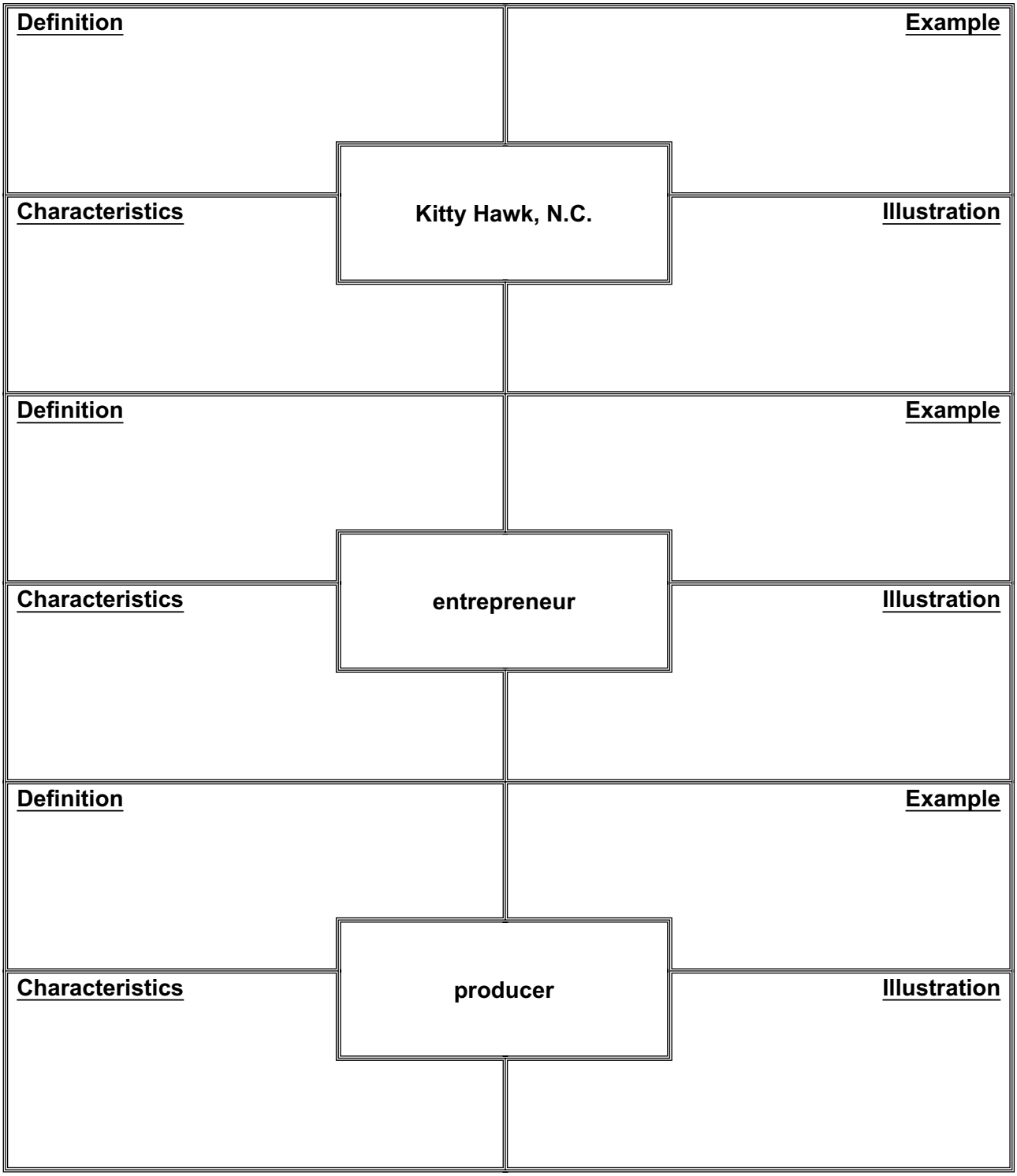
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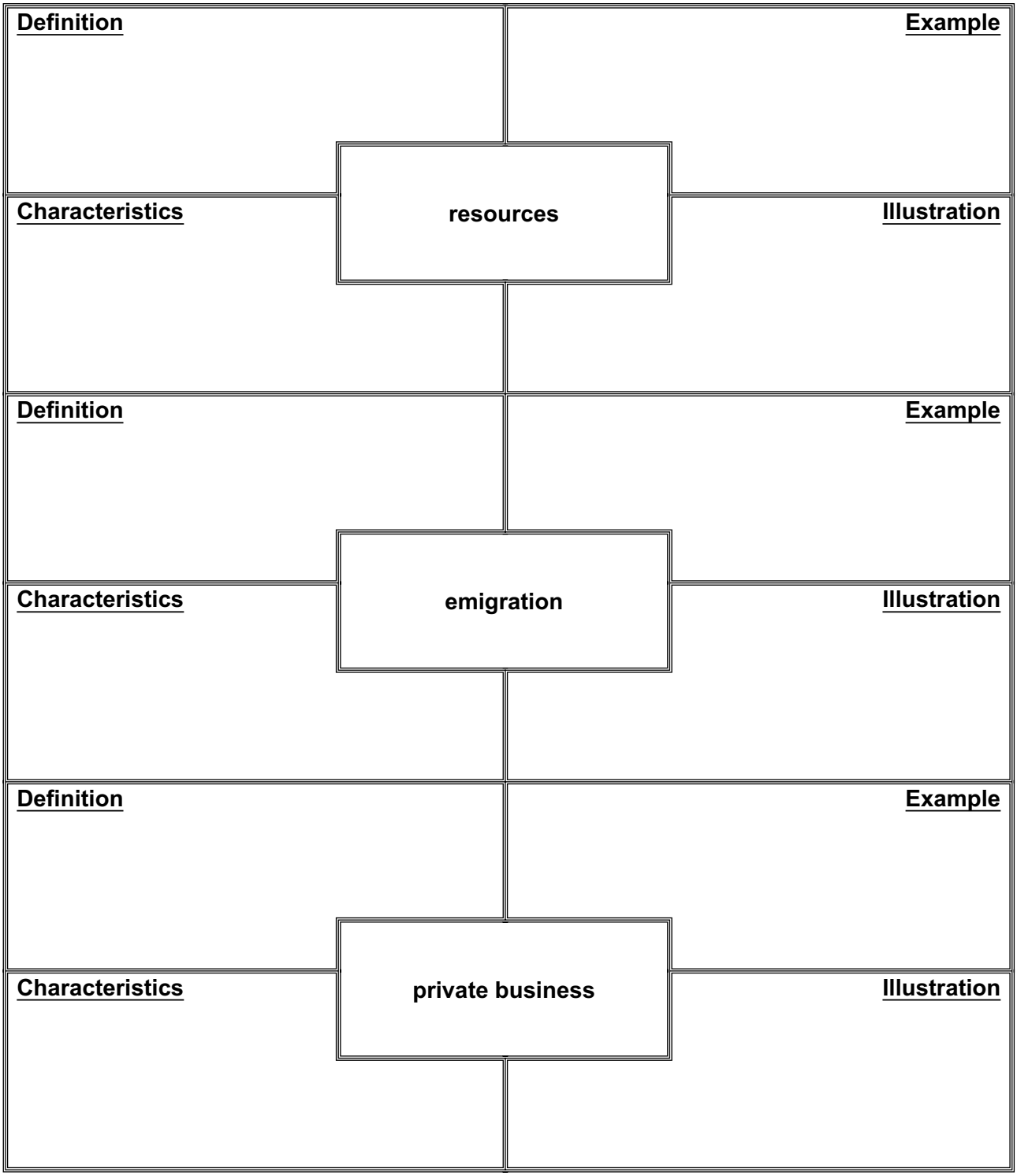
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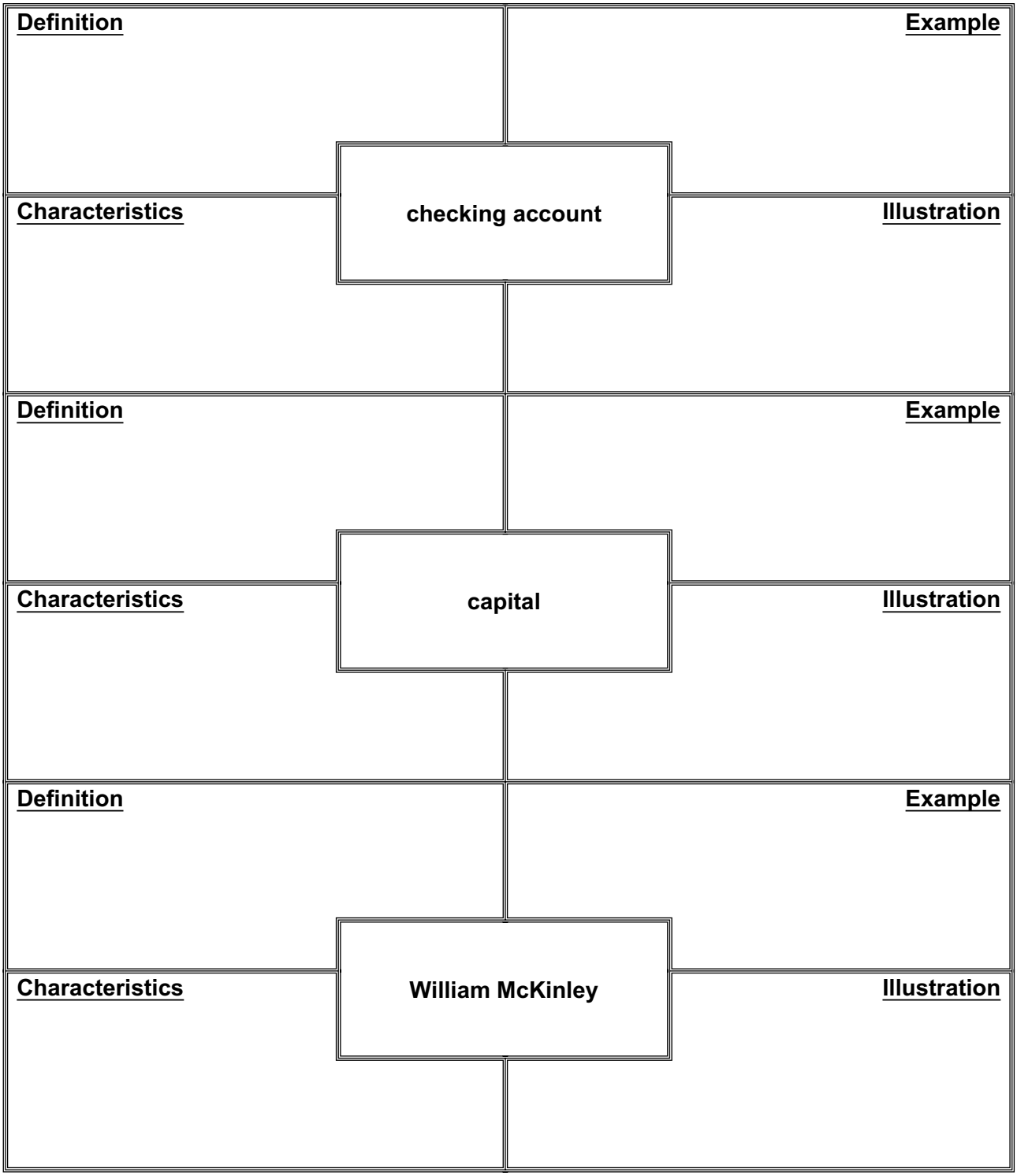
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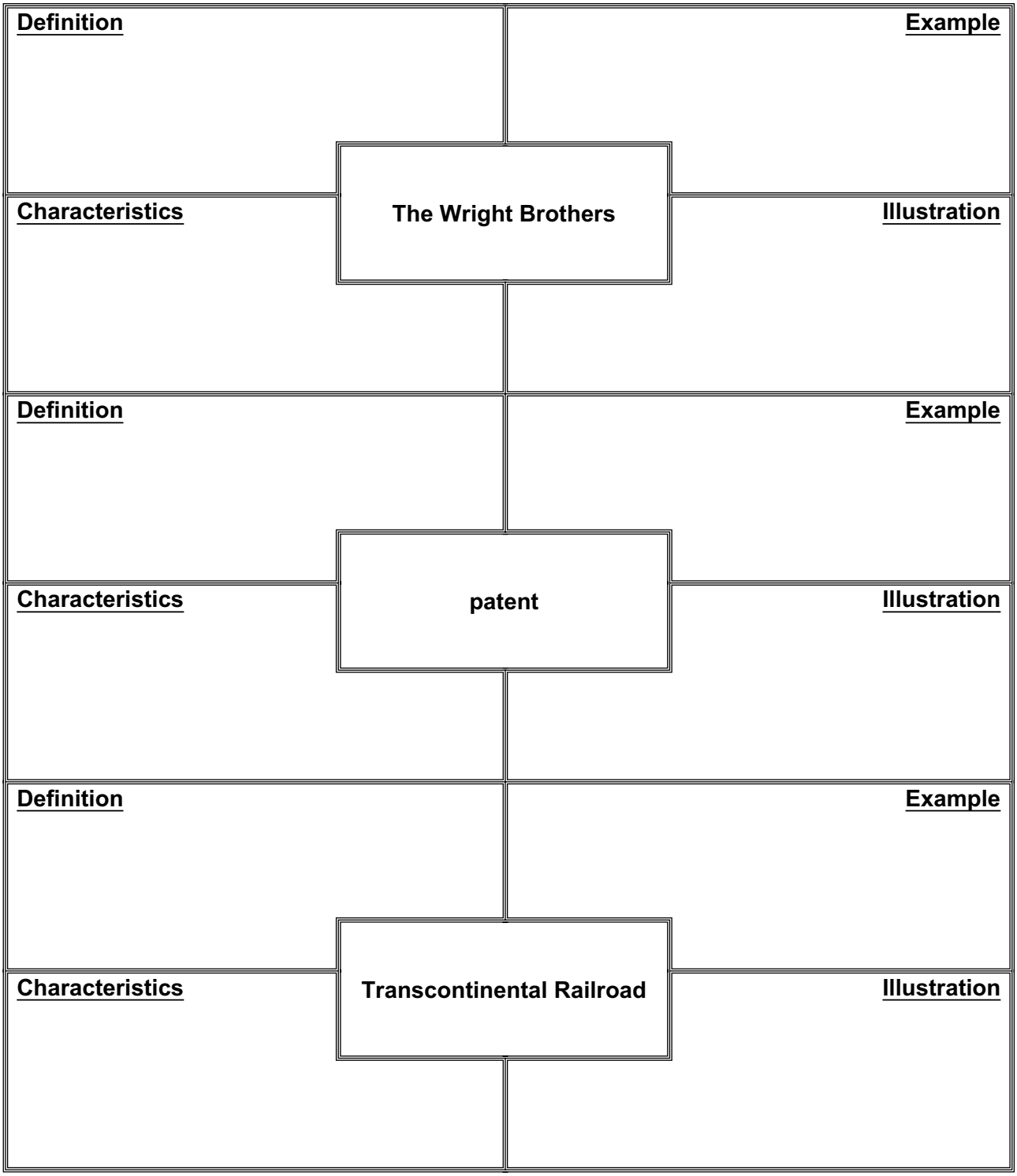
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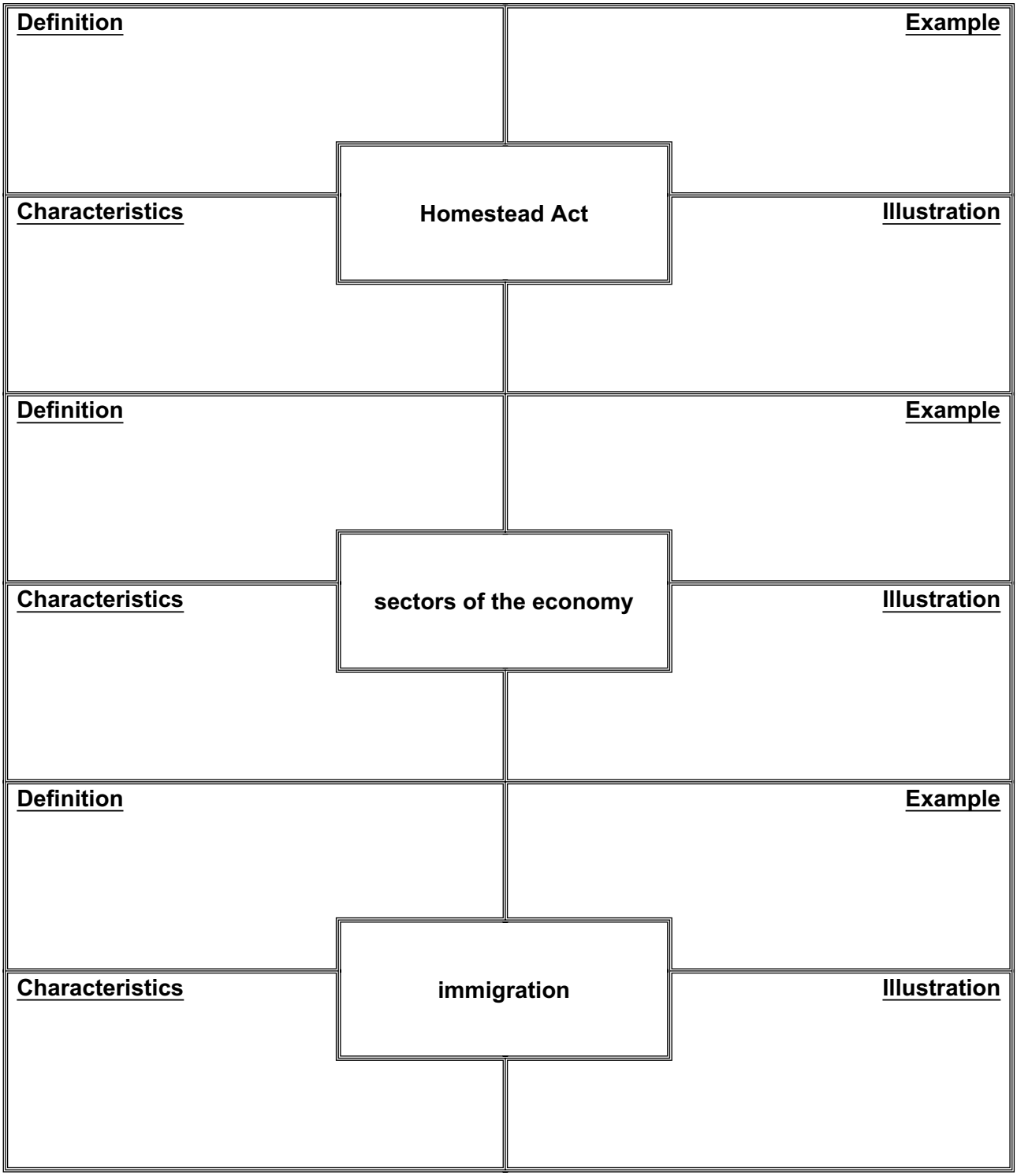
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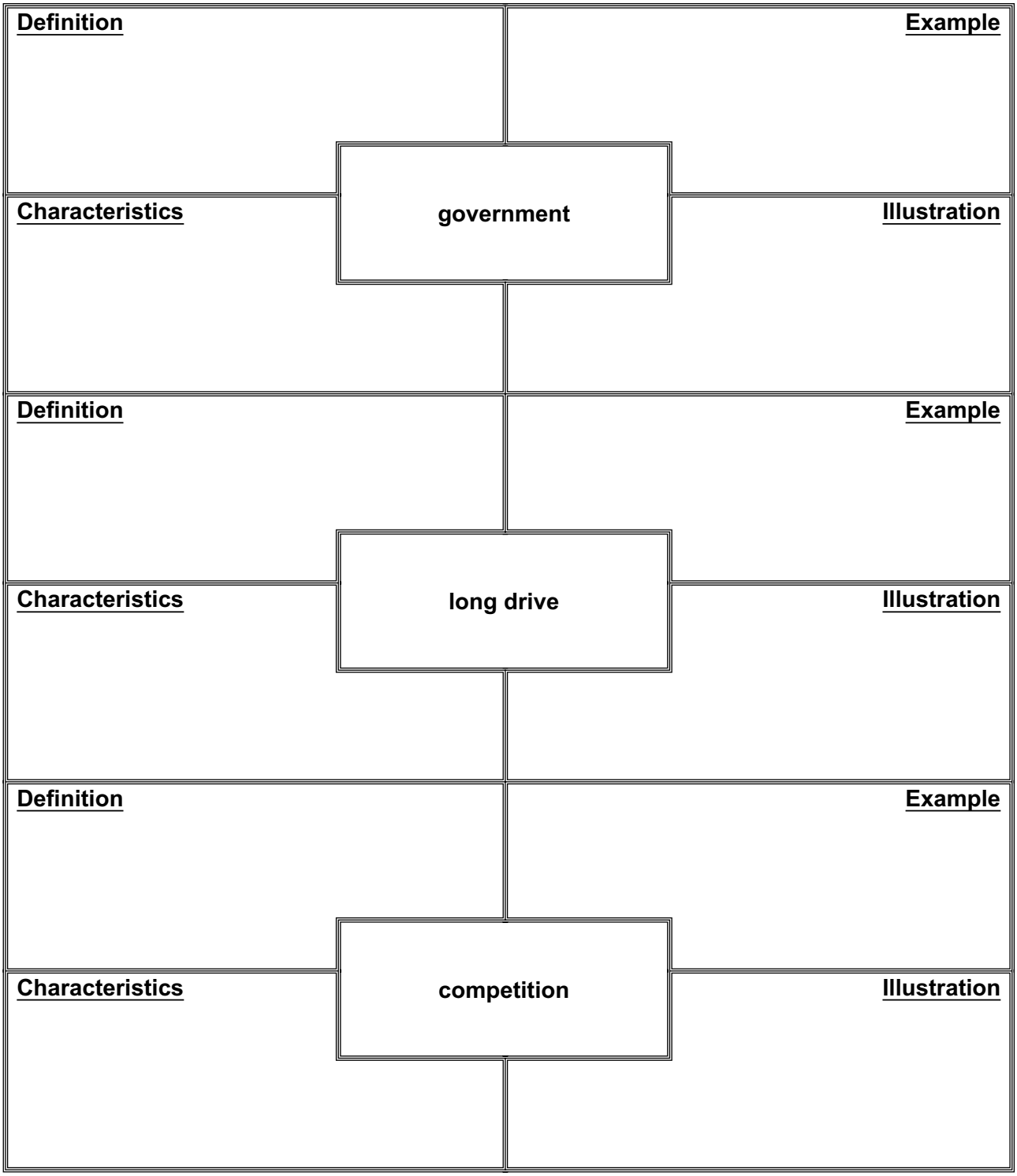
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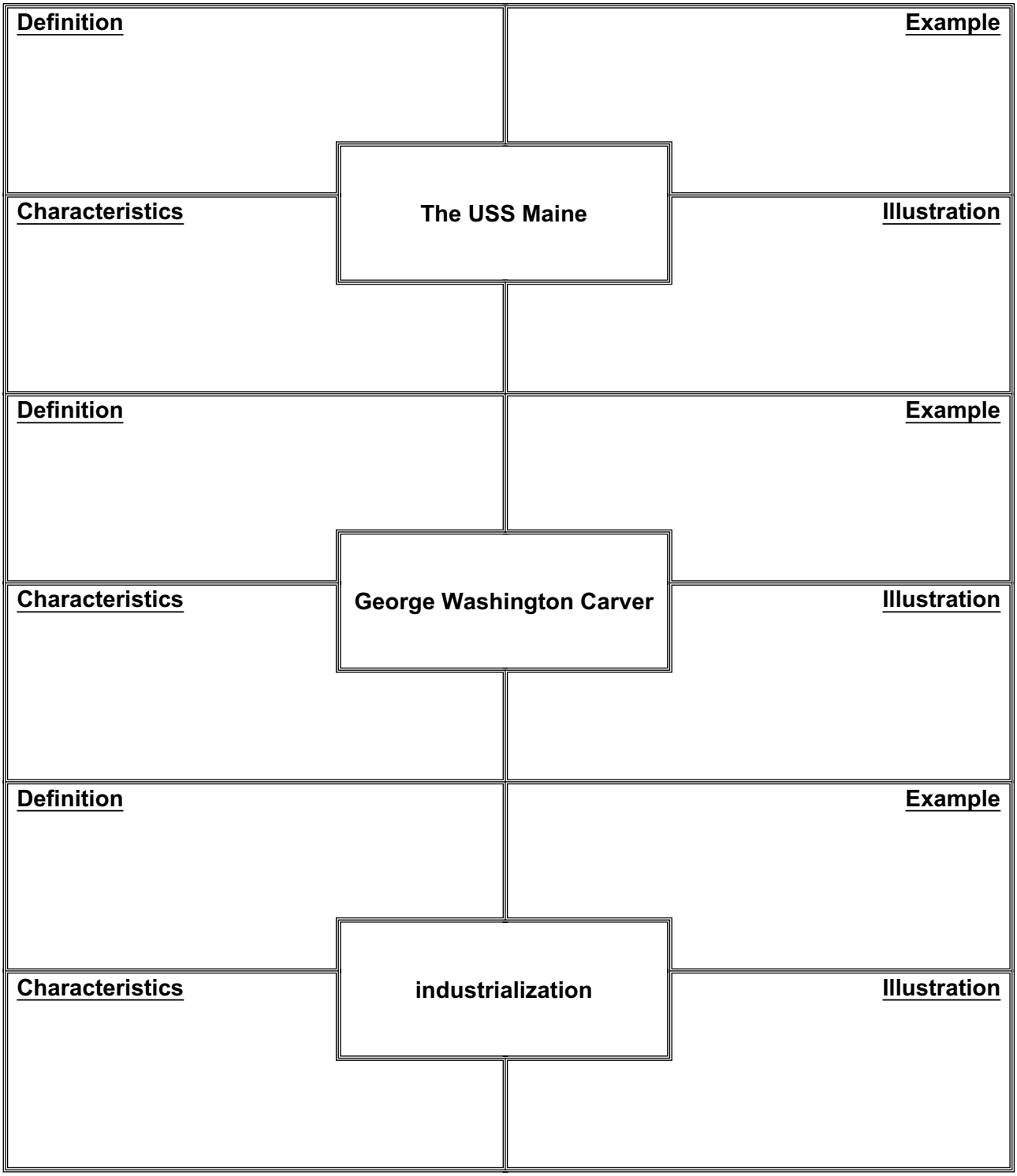
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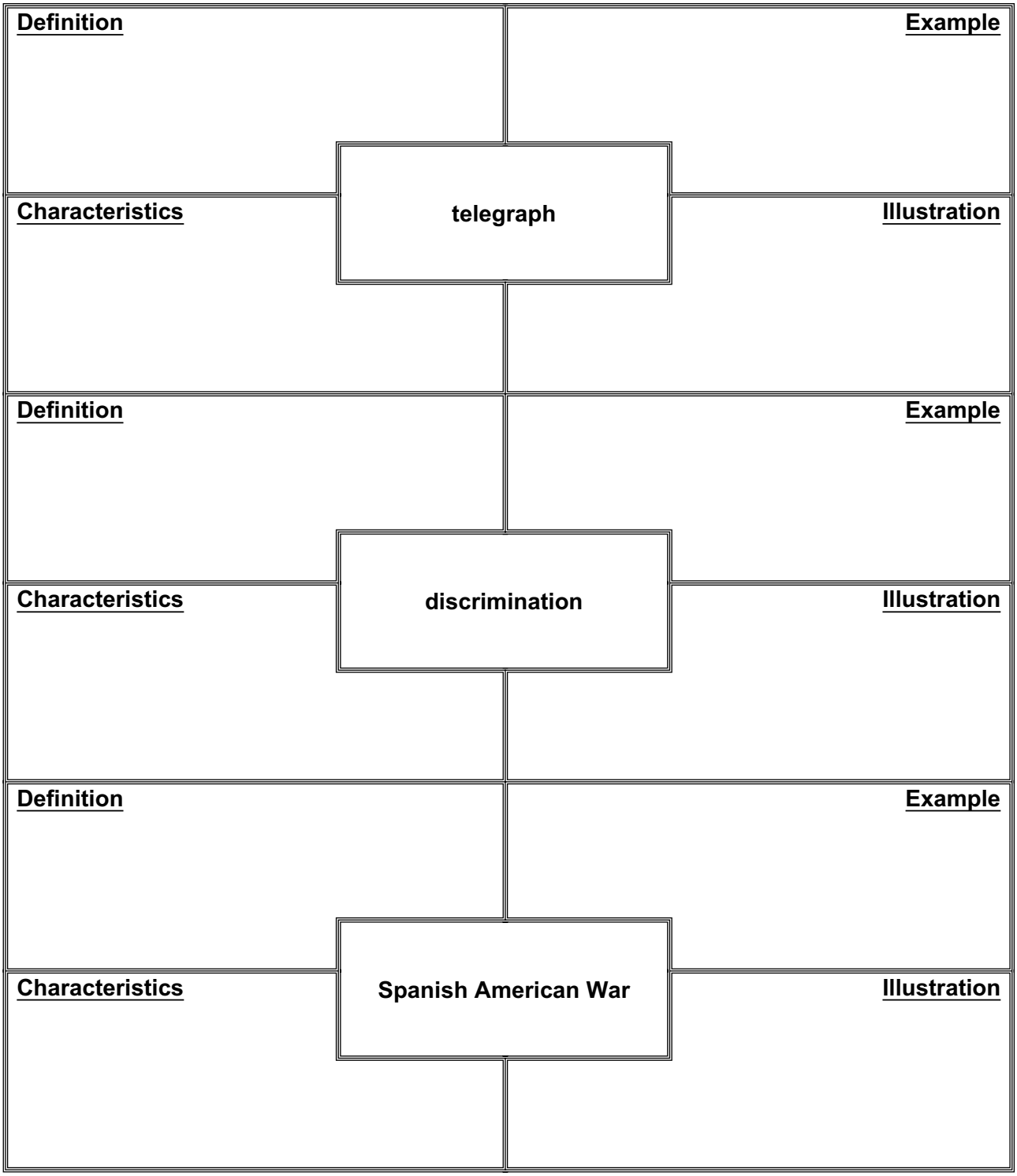
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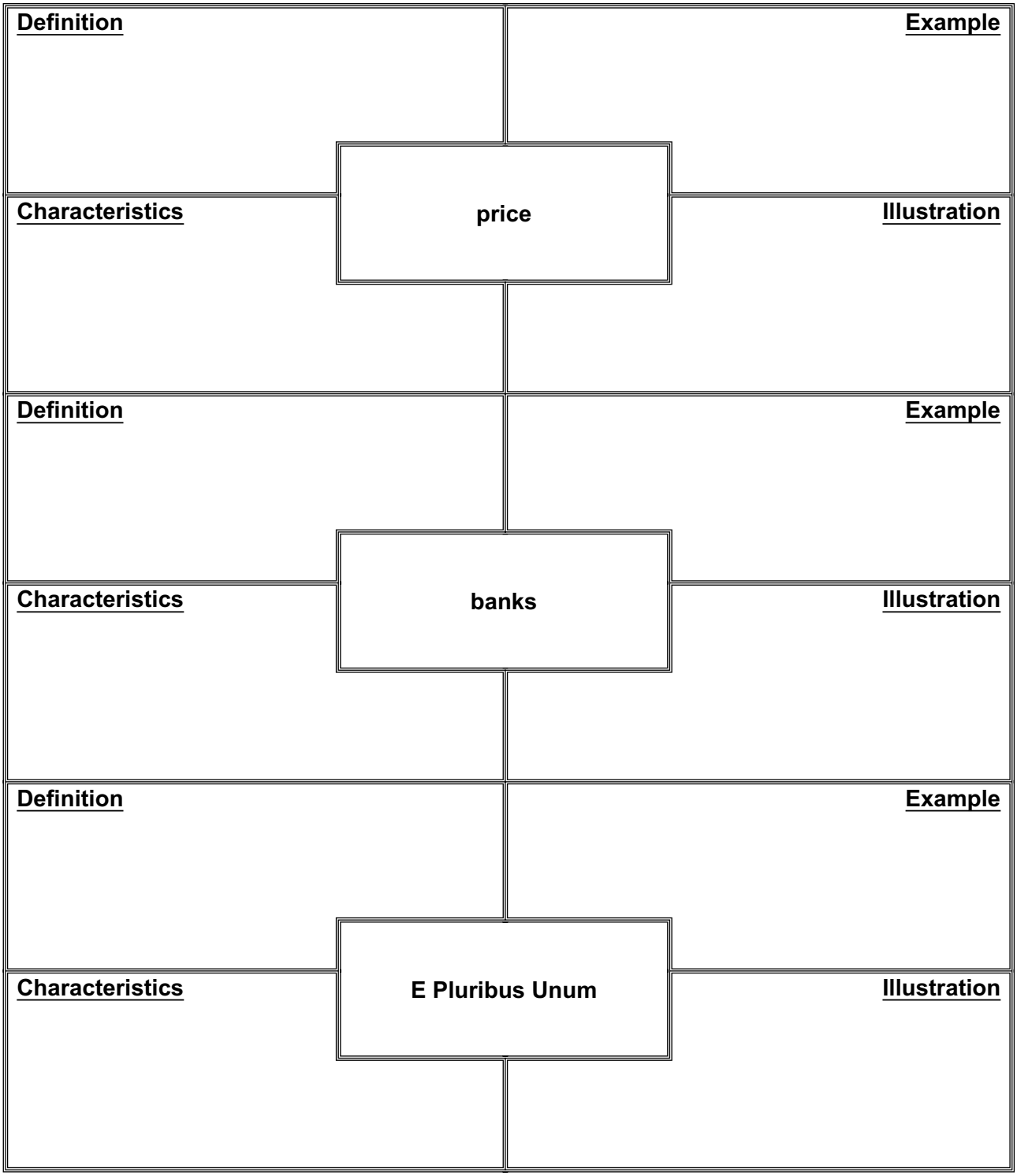
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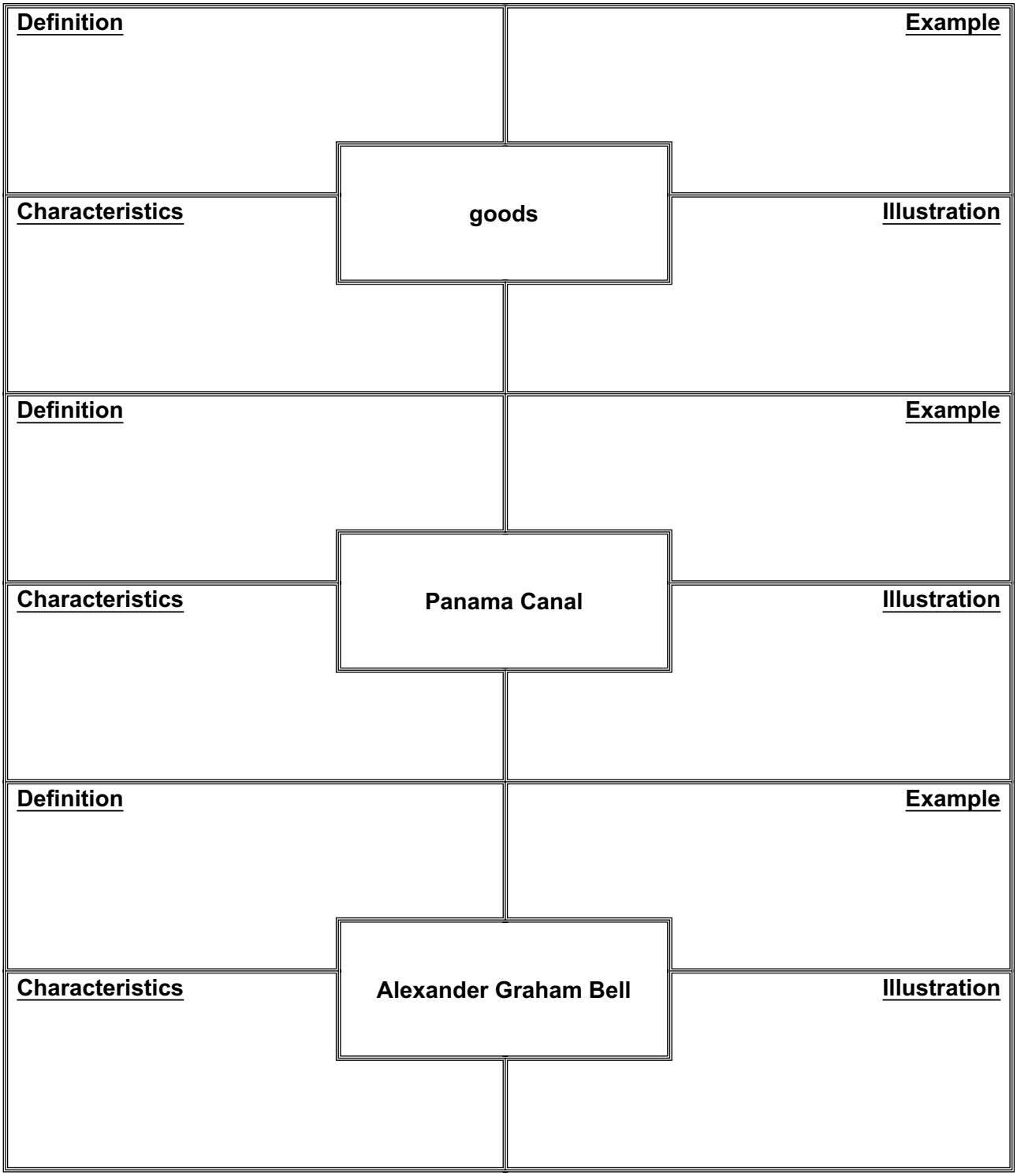
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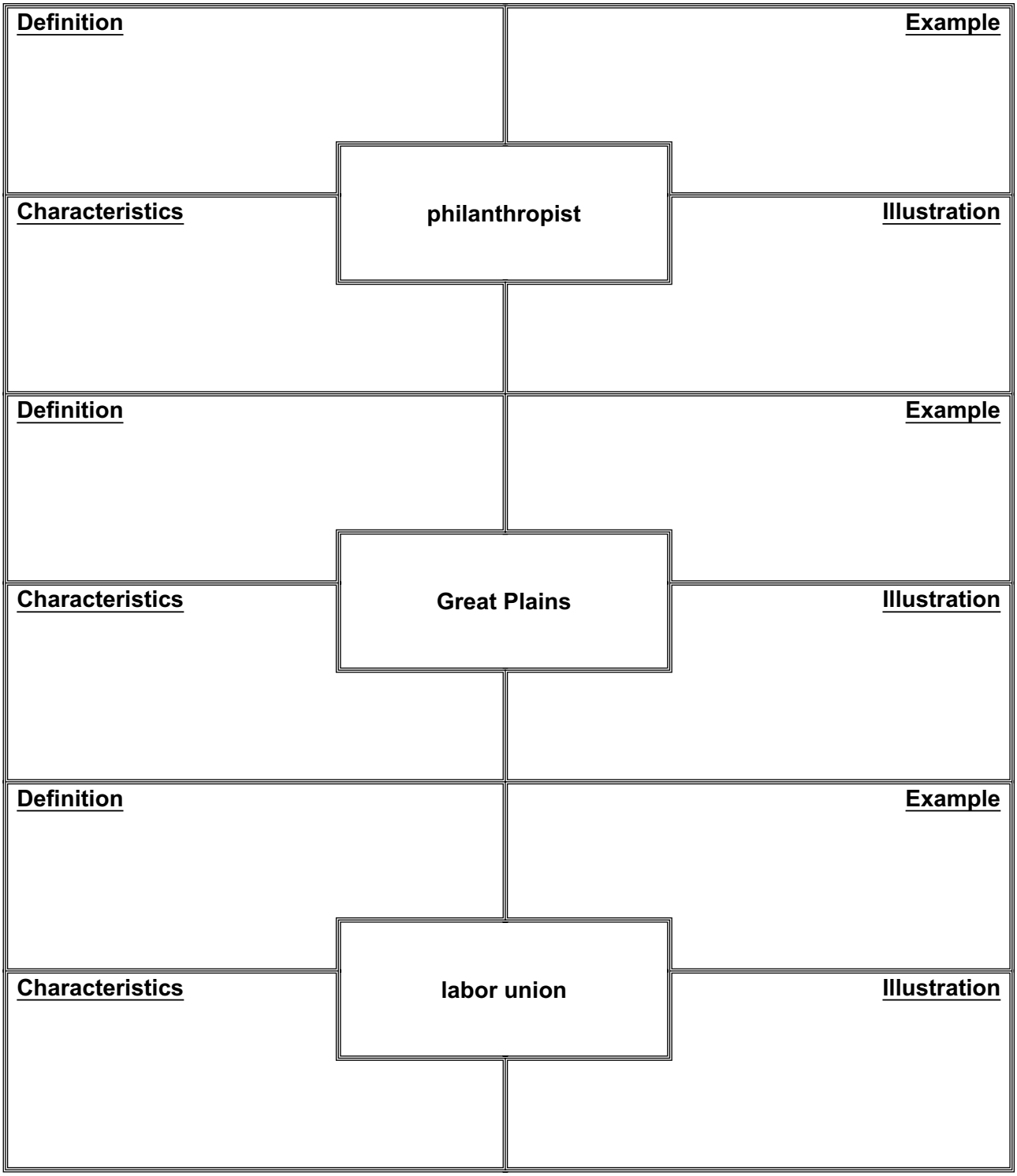
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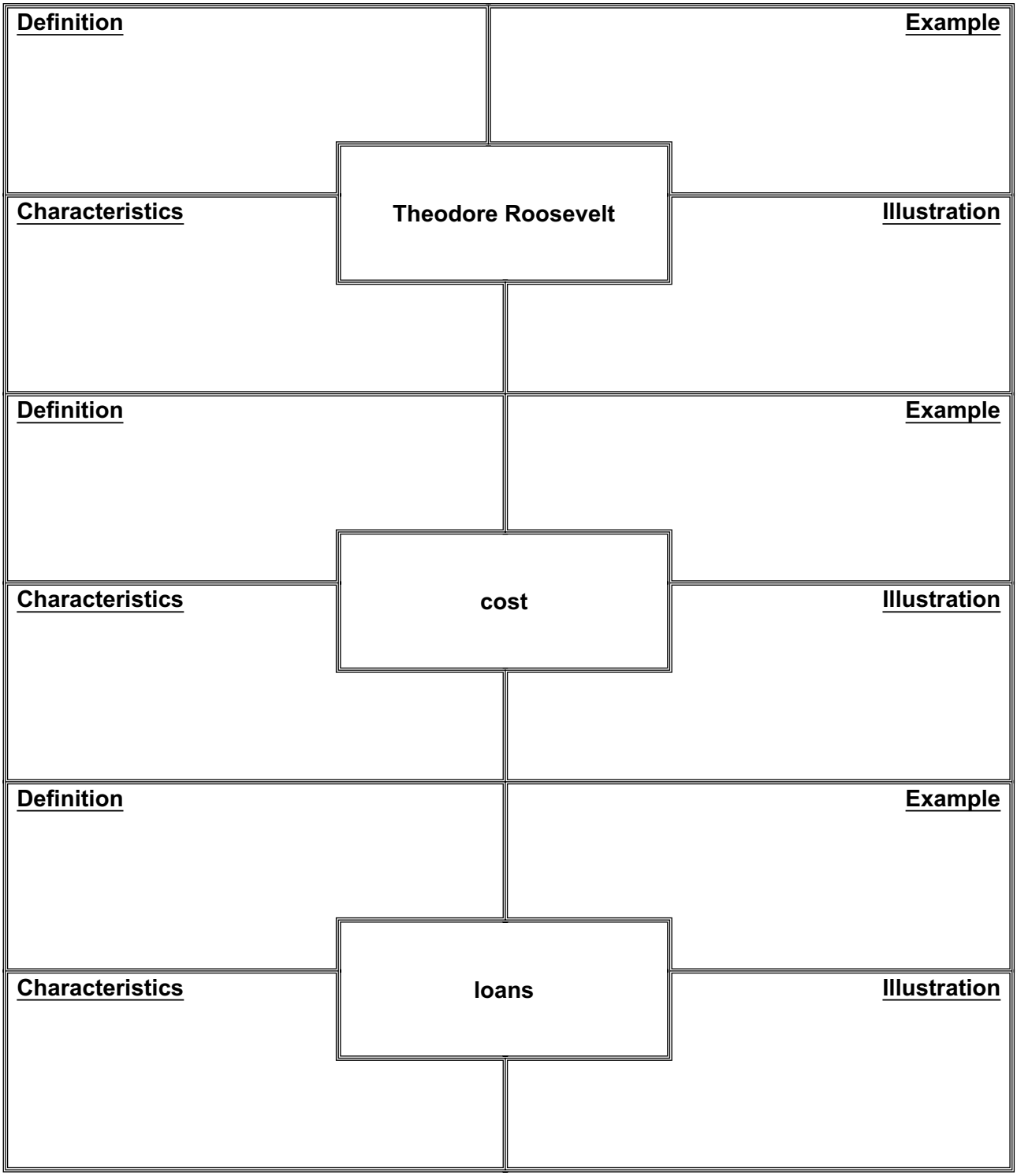
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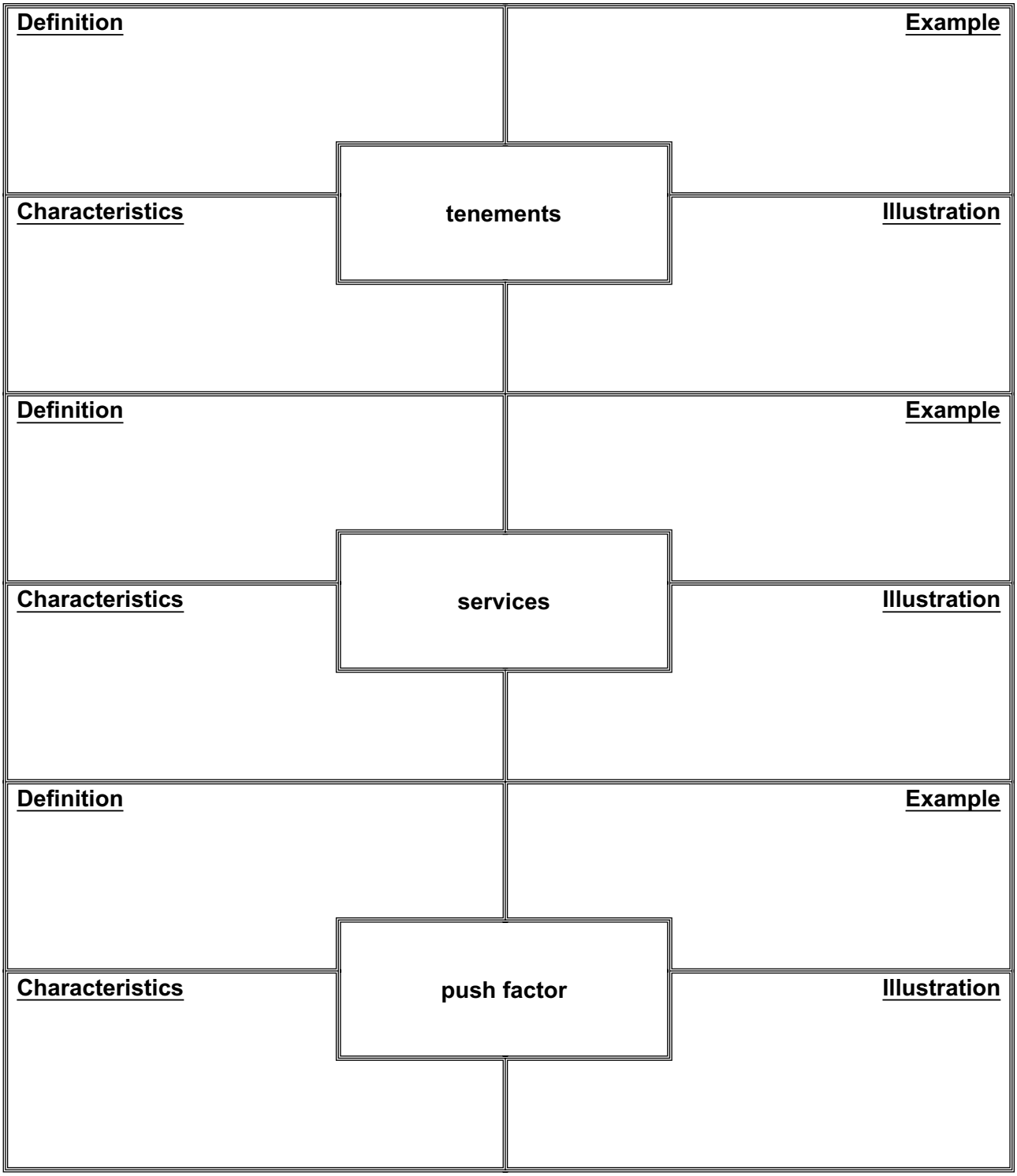
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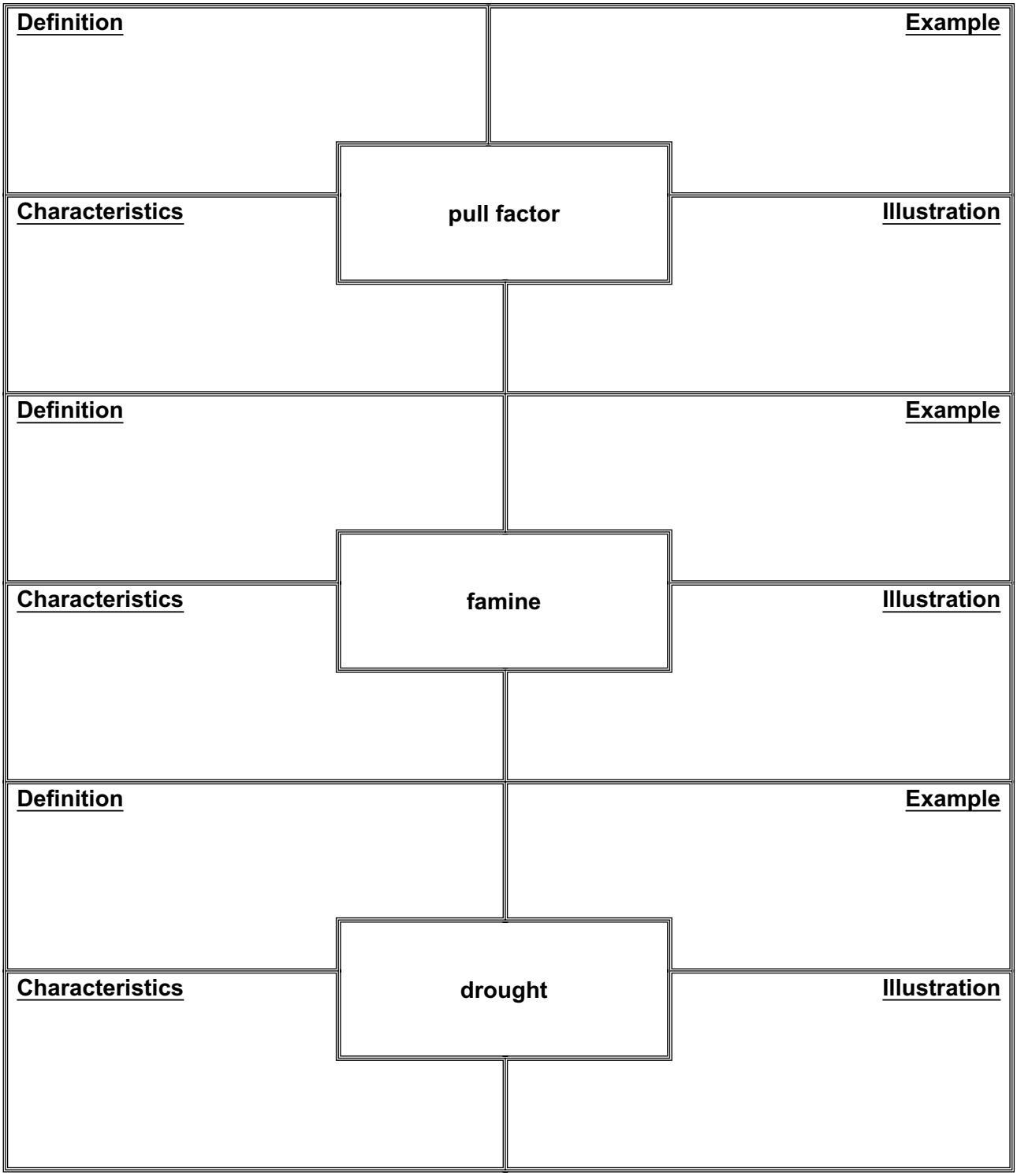
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INDUSTRIALIZATION AND URBANIZATION: Viewing Guide

Summary:

In the decades following the Civil War, industrialization moved America further and further away from Thomas Jefferson's vision of a country populated by independent and self-sufficient farmers. The industrial era was characterized by the development of the transcontinental railroad, which served as a major catalyst for western expansion and national economic growth and fueled the rise of heavy industry and large corporations. By the end of the 19th century, the United States had become a technologically advanced and increasingly urban society — an economic colossus that produced close to one-third of the world's goods.

There was an explosion of discovery in the late 19th century with the invention of such technologies as the telephone, electric light bulb and phonograph. Incredible new factories evolved so that inventions such as these could be produced for a mass market. Americans were proud of what these businesses
accomplished and looked to industry and science as a solution to many of the world's problems.

These large and powerful corporations, headed by often philanthropic "captains of industry" such as Andrew Carnegie and John D. Rockefeller, dominated their competition. However, in the process of acquiring vast wealth, they exploited not only many of the nation's natural resources, but
also the thousands of European immigrants who worked for them. Environmental groups responded to threats to the natural environment and developed programs to try to conserve America's natural wonders. Movements also arose to address problems of pollution and disease faced by an overworked
and underpaid urban workforce. The struggle between those who favored unregulated economic growth and those demanding better working conditions and a more livable environment would continue for generations to come.

INDUSTRIALIZATION AND URBANIZATION Time Line

1862 — The Federal Homestead Act is passed.
1864 — President Lincoln sets aside the Yosemite Valley for preservation.
1865 — The Civil War ends.
1869 — The transcontinental railroad is completed in Promontory, Utah.
1869-1870 — The Utah and Wyoming territories give women the right to vote.
1871 — Yellowstone National Park is created.
1873 — Thousands of businesses close during a major financial panic.
1876 — Alexander Graham Bell holds the first public demonstration of the telephone at the Centennial Exposition in Philadelphia.
1879 — Thomas Edison develops the first practical light bulb.
1885 — The Santa Fe Railroad to southern California is completed.
1892 — John Muir helps to establish the Sierra Club.

Vocabulary

Louisiana Purchase — A large area of land between the Mississippi River and Rocky Mountains that Thomas Jefferson helped purchase from France in 1803.The purchase nearly doubled the size of the United States.

industrialization — The movement toward replacing animal and water power with machines, which dramatically changed the way people lived and worked.

telegraph — A communications device that uses electricity to send and receive information in the form of dots and dashes.

transcontinental railroad — A rail line in America completed in 1869that connected the East and West, leading to unprecedented national expansion and economic growth.

1876 Centennial Exposition — An event held in Philadelphia to celebrate the nation's 100th birthday, which featured demonstrations of the newest technological achievements of the day.

patent — A legal grant issued to an inventor, giving the inventor exclusive rights to profit from the invention.

Standard Oil — The monopoly created by John D. Rockefeller to control the production, distribution and price of oil.

philanthropist — A wealthy person who makes donations to support charitable, educational, or cultural institutions in order to promote the well-being of people and communities.

robber barons — A negative term applied to billionaire corporate business leaders, reflecting criticism of their sometimes corrupt business practices.

Panic of 1873 — A major economic collapse sparked by the collapse of a major investment bank, resulting in the closing of thousands of businesses.

captains of industry — Powerful individuals in business who were instrumental in creating the first huge corporations and in shaping the course of American industrialization after the Civil War.

cattle frontier — The dry grasslands of the Southwest, especially Texas, that became the center of cattle raising for beef production.

vaqueros — Mexican cowboys who, along with ex-Confederate soldiers and southern blacks, drove cattle from Texas north to railroad towns in the Great Plains.

Homestead Act of 1862 — A piece of legislation that offered 160-acre plots of land to Americans, which sparked the great western migration.

Great Plains — The huge area of grasslands that lies in the United States and Canada east of the Rocky Mountains.

bonanza farm — A large farm that employs many farm workers or uses much farm machinery to produce crops in large quantities.

mass production — A method in which industrial products are manufactured on assembly lines in great quantities and at great speed.

Opinion Questions:

1. With the completion of the transcontinental railroad in 1869, a truly national economy was created. Write a paragraph to describe other technologies that helped connect American communities in the late 19th and early 20th centuries and how you think those technologies have created intended and unintended consequences.
2. There was an amazing period of invention from around 1870 to 1900, with the development of such achievements as the light bulb, telephone and automobile. Write a paragraph to discuss the dramatic social changes ushered in by these new technologies, and to speculate why you think the decades after the Civil War were such a prolific time for inventors.

IMMIGRATION AND CULTURAL CHANGE: Viewing Guide

Summary:

In the late 19th and early 20th centuries, the United States received the largest infusion of immigrants in its history. The Statue of Liberty was a symbol of hope and opportunity to millions of people from around the world, and immigrants crowded into America's cities, providing the labor for

the new industrial plants that would help make the United States the greatest economic power on earth.

While critics charged that the "new immigrants," mostly from eastern and southern Europe, were too "foreign" to become real Americans, they assimilated rapidly and adapted well to their unfamiliar home. Public schools were the most important force for Americanizing the new immigrants, providing a
crash course in American values and habits. Commercial entertainment such as movies, sports and newspapers all helped familiarize America's newest citizens with the country's lifestyle.

However, for many who arrived at Ellis Island at this time, the cultural transition was not easy. Victims of discrimination and exploitation, many immigrants worked long hours in dangerous jobs for little pay, and lived in abject poverty in urban slums. For support, immigrants depended on family and community, and often relied on union leaders and local political bosses to help navigate them through the complexities of American life. As more and more newcomers poured into the country, many Americans, fueled by their belief in scientific racism, called for restrictions to their entry. Despite such measures as the Chinese Exclusion Act, the immigrant tide could not be stemmed, and their labor and spirit transformed the nation.

IMMIGRATION AND CULTURAL CHANGE Time Line

1867 —The National Association of Baseball Players bars black players and teams.
1870 —The "new" immigration from southern and eastern Europeans begins.
1876 —The California Workingmen's Party is formed.
1882 —The Chinese Exclusion Act is passed.
1886 — Samuel Gompers helps organize the American Federation of Labor.
1890 — Jacob Riis publishes How the Other Half Lives.
1893 —The first public performance using a movie projector, called a kinetoscope.
1924 —The National Origins Act is passed.

Vocabulary:

tenements — Large urban apartment buildings with poor facilities where large numbers of immigrants lived in crowded and unsanitary conditions.
Anglo-Saxon stock —The ethnic origin of the early settlers who came to America — principally from the British Isles and Germany.
industrialization —The process of replacing household production and farming with heavy machines and factory work.
labor union —A group of people who have the same type of job who join together to try and obtain better wages, benefits and working conditions.
American Federation of Labor — An association of trade unions for skilled workers that Samuel Gompers helped found in 1886.
typhoid —An acute, infectious, often fatal disease caused by eating or drinking food or water contaminated by a bacterium.
discrimination —The unfair treatment of a person or a group of persons because of prejudice against characteristics such as race, ethnicity and national origin.
workmen's compensation —A social program in which an employer helps pay for some of the costs associated with an employee's work-related injury.
political boss — A neighborhood politician, frequently corrupt, who helped provide many types of social services to immigrant communities in the late 19th century.
benefit societies — Organizations founded by immigrants in their urban communities to protect themselves against difficulties and hardships.
E Pluribus Unum —A Latin phrase meaning, "from the many, one."

melting pot —A term used to describe an America in which all immigrants become assimilated, all with similar "American" values and characteristics.
Americanize —The process of turning immigrants from other countries into Americans.
California Workingmen's Party —A labor organization that was formed in 1876 to protest economic conditions and immigration, especially targeting Chinese laborers.
The Chinese Exclusion Act — An act originally passed in 1882 and expanded in 1884 to make it more difficult for Chinese people to enter the United States.
scientific racism —The idea of improving the human race by selective breeding. Scientific racism led to discriminatory legislation in the 19th century to ban immigrants from southern and eastern Europe.
Vaudeville — Popular 19th- and early 20th-century theatrical entertainment involving such acts as magicians, singers and acrobats.
nickelodeon — Early 20th-century entertainment in which patrons paid up to five cents to watch the first motion pictures
pull factor— opportunities that would pull a person to that country
push factor— conditions that would make a person leave their country and move to a new country

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Essential Question: _____

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Black Cowboys of Texas

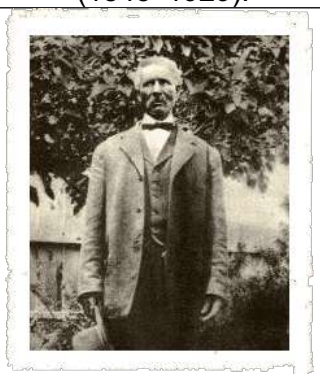
Black cowboys have been part of Texas history since the early nineteenth century, when they first worked on ranches throughout the state. A good many of the first black cowboys were born into slavery but later found a better life on the open range, where they experienced less open discrimination than in the city. After the Civil War many were employed as horse-breakers and for other tasks, but few of them became ranch foremen or managers. Some black cowboys took up careers as rodeo performers or were hired as federal peace officers in Indian Territory. Others ultimately owned their own farms and ranches, while a few who followed the lure of the Wild West became gunfighters and outlaws. Significant numbers of African Americans went on the great cattle drives originating in the Southwest in the late 1800s. Black cowboys predominated in ranching sections of the Coastal Plain between the Sabine and Guadalupe rivers.

A number of them achieved enviable reputations. Bose Ikard, a top hand and drover for rancher Charles Goodnight, also served him as his chief detective and banker. Daniel W. (80 John) Wallace started riding the cattle trails in his adolescence and ultimately worked for cattlemen Winfield Scott and Gus O'Keefe. He put his accumulated savings toward the purchase of a ranch near Loraine, where he acquired more than 1,200 acres and 500 to 600 cattle. He was a member of the Texas and Southwestern Cattle Raisers Association for more than thirty years. William Pickett made his name as one of the most outstanding Wild West rodeo performers in the country and is credited with originating the modern event known as bulldogging. He was inducted into the National Cowboy Hall of Fame in 1971.

Black cowboys have continued to work in the ranching industry throughout the twentieth century, and African Americans who inherited family-owned ranches have attempted to bring public recognition to the contributions of their ancestors. Mollie Stevenson, a fourth-generation owner of the Taylor-Stevenson Ranch near Houston, founded the American Cowboy Museum to honor black, Indian, and Mexican-American cowboys. Weekend rodeos featuring black cowboys began in the late 1940s and continue to be popular. These contests owe their existence to the Negro Cowboys Rodeo Association, formed in 1947 by a group of East Texas black businessmen-ranchers and cowboys.

For more information on the Black Cowboys of Texas visit these sites and read about the individual Black Cowboys of Texas:
www.BlackCowboys.com
http://vincelewis.net/blackcowboys.html
http://plainshumanities.unl.edu/encyclopedia/

The most famous African American cowboys were those who gained notoriety in show business Westerns, usually for their roping and riding abilities. Nat Love (aka Deadwood Dick), perhaps the most photographed black cowboy of the Great Plains, became famous as a trick roper in the Black Hills. Henry Clay, a trick roper who performed with Will Rogers, was another. Clay worked for the Miller Brothers' 101 Ranch in north-central Oklahoma in the 1890s and early 1900s. The 101, which is credited with institutionalizing professional rodeo (as well as the competitive "fancy dance" of Indian powwows), employed George Hooker, a trick rider, as well as probably the most famous black cowboy, Bill Pickett. Pickett was a native of East Texas who resided for much of his life in Indian Territory. He joined the 101 in the 1890s and became the star of its touring Wild West show. Pickett traveled with the 101 to Chicago, New York, and London and is widely credited with inventing the rodeo sport of "bulldogging," called steer wrestling today. Pickett called it bulldogging because, after jumping from his horse, grabbing the steer's horns, and twisting its neck, he followed the habit of an East Texas cow dog and sunk his teeth into the steer's nose to bring the animal down.

BOSE IKARD (1843–1929).	**BILL PICKETT** (1870–1932).	**NATE LOVE** 1854-1921
		
An early-day black cowboy was Bose Ikard. He was born a slave in Mississippi in 1847 and grew up in Texas. After the Civil War, he worked with Charles Goodnight on several cattle drives on the trail Goodnight and Oliver Loving carved from Texas through New Mexico and Colorado to Wyoming and Montana. He was one of Goodnight's most valuable employees for years, often being entrusted to carry the large sums of money the cattle baron collected at the end of the trail.	William (Bill) Pickett, rodeo cowboy, was the son of Thomas Jefferson and Mary Virginia Elizabeth (Gilbert) Pickett, who were former slaves. According to family records, Pickett was born at the Jenks-Branch community on the Travis county line on December 5, 1870. He was the second of thirteen children. He became a cowboy after completing the fifth grade. After observing herder dogs subduing huge steers by biting their upper lips, Will found he could do the same thing. He perfected this unique method of bulldogging as well as roping and riding and was soon giving exhibitions and passing the hat for donations. In 1888 he performed at the first fair in Taylor, his family's new hometown. The Pickett brothers established a horse-breaking business in Taylor, where Will was also a member of the	One of the most famous western black cowboys -- because he wrote his memoirs -- was Nat Love. Born a slave in Tennessee in 1854, Love headed west at the age of 14 to seek adventure. He found it as a cowboy working for large cattle operations in Texas and Arizona. Love drove cattle and horses all over the Great Plains and the Rocky Mountains and even down into Mexico. His autobiography recalls many trail drives to Kansas, Nebraska, and South Dakota that took him through such states as New Mexico, Colorado, Wyoming, Montana, and Utah. In addition, he mentions many exciting experiences he lived through on the cattle frontier of the late-nineteenth century. He recounts being captured by Indians, surviving storms and Indian attacks, participating in and witnessing gunfights, and

	national guard and a deacon of the Baptist church. There, in December 1890, he married Maggie Turner. As the "Dusky Demon," Pickett exhibited his bulldogging at rodeos and fairs throughout Texas and the West, creating a sensation at the 1904 Cheyenne Frontier Days, then America's premier rodeo. Bulldogging rapidly became a popular cowboy contest that evolved into steer wrestling, one of the standard events of contemporary rodeo. Capitalizing on his fame, Pickett contracted in 1905 to perform at the 101 Ranch in Oklahoma. By 1907 Bill, as he was then called, had become a full-time employee of the ranch, where he worked as a cowboy and performed with the 101 Ranch Wild West Show. He moved his wife and nine children to Oklahoma the next year and lived and worked on the 101 much of the remainder of his life. With the show he entertained millions in the United States, Canada, Mexico, South America, and England, and was featured in several motion pictures, the first black cowboy star. From his earliest days in Oklahoma through the 1920s, Pickett competed in rodeos large and small and might well have amassed a significant record as a competitor if blacks had not been barred from most contests. He was often billed as an Indian or not identified as black in order to compete against whites. Pickett died on April 2, 1932, after being kicked in the head by a horse.	meeting many famous western characters like Billy the Kid, Buffalo Bill Cody, Jesse James, and Kit Carson. Written with an air of braggadocio, Love's story is, in places, of questionable veracity. Nevertheless, it is a charming first-hand account of the life of one cowboy that emphasizes the necessity of cooperation and camaraderie in the performance of work on the trails, ranges, and ranches of the cattle kingdom. In 1890 Love, who had married the year before, quit the cowboy business, moved to Colorado, and became a Pullman porter on the Denver and Rio Grande Railroad. He later worked as a bank guard before his death in 1921 in Los Angeles, California.

The Great Western Trail, blazed by rancher and trail driver John Lytle, was the last great northern cattle trail. Running from Kerrville to Dodge City and points northward, it had many functions in its relatively brief lifespan (ca. 1875-1885, give or take a few years). Trail outfits could take cattle to sell to the Comanche, Kiowa, Apache, and Cheyenne reservations in western Oklahoma Territory; cattle could be shipped to the processing plants in Kansas City after boarding in Dodge City; or the longhorn could be taken all the way to the Dakotas in order to stock the new ranching empires.

Cowboys who took to the trail tended to call it the Chisholm Trail - just about every single trail they rode on in Texas they called the Chisholm Trail - but the Great Western was actually quite distinctive. The terrain was decidedly more rugged and parched, and formidable barriers, such as the canyons in Texas, the Wichita mountains in Oklahoma Territory, and the Great Basin in Kansas, made the trail drivers really earn their keep.

This territory was also the last domain of the southern buffalo herds. Histories from Plains Indians tell how the cattle chased the buffalo off their traditional lands,

As railroads started to venture into Texas, barbed wire became all the rage on the range, Texas fever caused stricter quarantine laws, and the taste for longhorn ebbed, the Great Western Trail succumbed fairly quickly to the wiles of progress.

In its time, the **Chisholm Trail** was considered to be one of the wonders of the western world. Cattle herds as large as ten thousand were driven from Texas over the trail to Kansas. The trail acquired its name from trader Jesse Chisholm, a part-Cherokee who, just before the Civil War, built a trading post in what is now western Oklahoma City. Black Beaver, a Delaware Indian scout and friend of Chisholm, had led Union soldiers north into Kansas along part of the route after the federal government abandoned Indian Territory to the Confederates at the beginning of the Civil War.

During the Civil War, while many Texans were away fighting for the Confederacy, the cattle multiplied, so that by 1866 they were only worth four dollars a head in Texas. In the North and East, they could be worth forty dollars a head. In 1866 some herds traveled the Shawnee Trail in eastern Oklahoma, but the woods and the region's rough terrain discouraged trail driving.

In 1867 Joseph McCoy built stockyards on the Kansas-Pacific railroad in Abilene, Kansas. He sent men south to encourage Texas cattlemen to send herds to his stockyards. He also encouraged cattle buyers to come to Abilene, where cattle would be waiting. Drovers followed assorted minor trails through south and central Texas northward to the Red River crossing and then joined the Abilene Cattle Trail, which later became famous as the Chisholm Trail. It was so named at least by 1870 for trader Jesse Chisholm, who had operated a ranch near Wichita, Kansas, during the war. After being driven north along the Chisholm Trail to Abilene, the cattle were shipped east to the beef packers.

Herds varied in size from five hundred to ten thousand; however, they usually averaged around 2,500 to 3,000 head. A rancher entrusted his herd to a trail boss who would hire ten to fourteen cowboys, a cook and wagon, and a wrangler (horse handler) for the 100 to 150 horses. The trail boss would also provision the wagon and plan the drive.

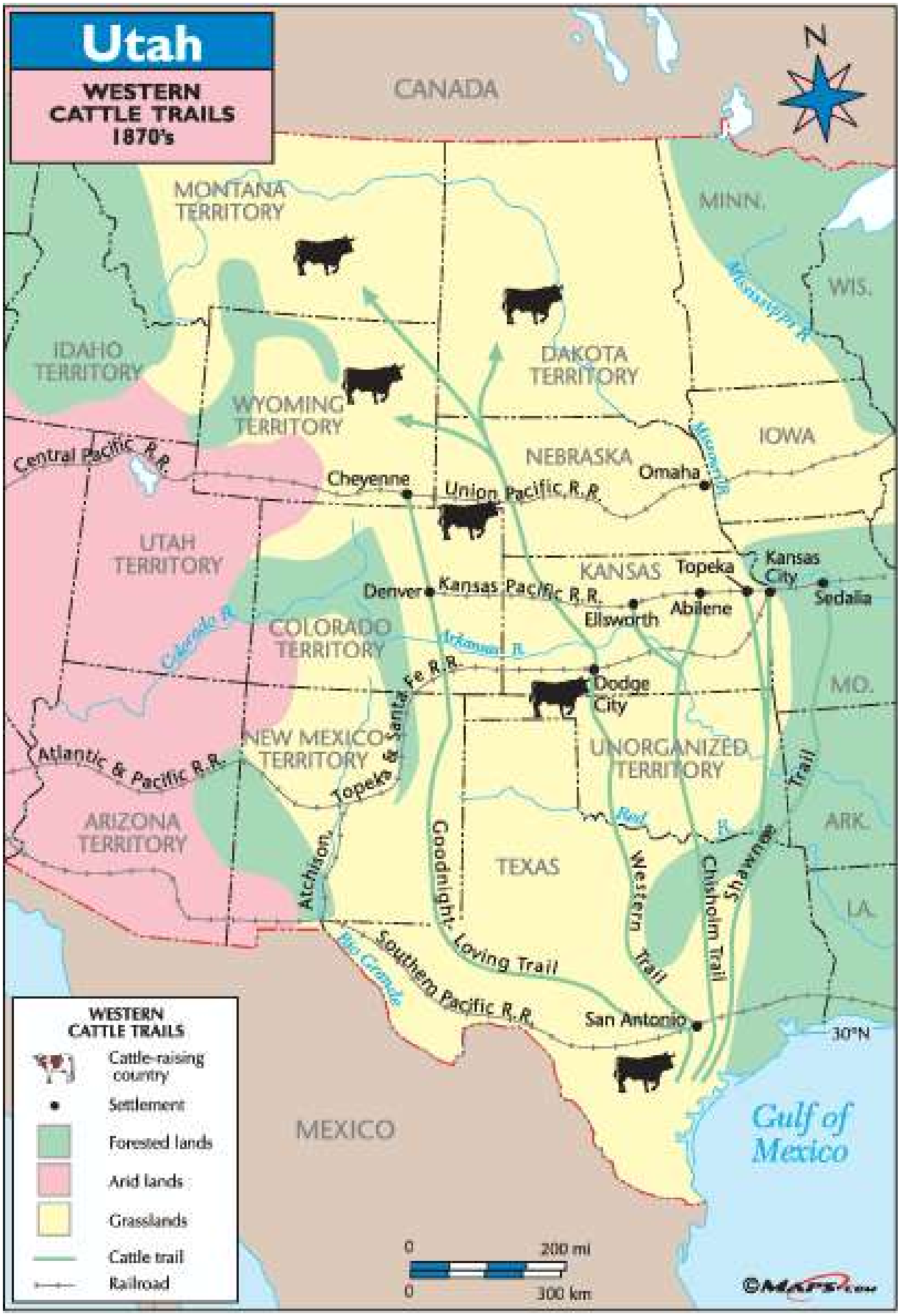
On the trail the cattle were watered in the morning and would slowly eat their way northward. The cowboys kept them from stopping, turning back, or leaving the herd. The herd would walk

about ten miles per day, stopping only to water and eat. At night the herd would stop at a watering hole and bed down. These herds were less than ten miles apart and were spaced so that each herd could spend the night at a watering point. As a result of this spacing, if any problems occurred, the herds could stack up and time or cattle might be lost. At the Abilene railhead, the trail boss would sell the cattle and horses, pay the cowboys, and return to Texas with the money for the owner, often repeating the trip year after year.

Eventually the Chisholm Trail would stretch eight hundred miles from South Texas to Fort Worth and on through Oklahoma to Kansas. The drives headed for Abilene from 1867 to 1871; later Newton and Wichita, Kansas became the end of the trail. The Cimarron cutoff on the north side of the Cimarron River allowed cattle to be driven to Dodge City, Kansas. From 1883 to 1887 herds headed up the trail to Caldwell, Kansas, making it the last great cow town on the trail.

The Chisholm Trail crossed from Texas over into Indian Territory at Red River Station, near present Ringgold, Texas, heading north. Along the way it passed Fleetwood Store, Blue Grove, Reid Store, Old Suggs Camp Ground and Tank, Monument Hill, Old Duncan Store, Cook Brothers Store, and Silver City on the South Canadian River. North of Silver City, the trail divided. The western route, primarily a freight and stage route, curved slightly northwestward and ran through Concho, Fort Reno, Kingfisher Stage Station and northeast. The eastern branch, used primarily for cattle, left Silver City, curved slightly northeastward, passed west of present day Mustang, crossed through Yukon, and passed to the west of Piedmont, crossing the Cimarron where Kingfisher Creek joins that river. The eastern trail rejoined the western trail at Red Fork Ranch, or Dover Stage Stand, now the town of Dover. North of Dover the trail passed by Buffalo Springs Stage Station (near present day Bison), Skeleton Ranch (near Enid), Sewell's Ranch (near Jefferson), and Lone Tree (near Renfrow), before heading into Kansas south of Caldwell.

The biggest cattle trailing years were 1871 and 1873. After 1881 the drives diminished considerably. The range was fenced in the Cherokee Strip after 1884, an 1886 Kansas quarantine law (against Texas fever) prohibited the entry of Texas bovines, and in 1887 a blizzard destroyed most of the range cattle industry. The Land Run of 1889 into the Unassigned Lands opened central Oklahoma to settlement, peopling the plains with farmers, who built fences and towns. These factors ended the trail-drive era. An estimated six million cattle had traveled the Chisholm Trail during its life, giving rise to many cowboy legends that have survived to this day.


Utah
WESTERN CATTLE TRAILS 1870's
CANADA
N
MONTANA TERRITORY
MINN.
WIS.
IDAHO TERRITORY
DAKOTA TERRITORY
WYOMING TERRITORY
IOWA
NEBRASKA
Central Pacific R.R.
Cheyenne
Union Pacific, R.R.
Omaha
UTAH TERRITORY
KANSAS
Topeka
Kansas City
Denver
Kansas Pacific R.R.
Abilene
Ellsworth
Sedalia
COLORADO TERRITORY
Dodge City
MO.
NEW MEXICO TERRITORY
UNORGANIZED TERRITORY
Atlantic & Pacific R.R.
Topeka & Santa Fe R.R.
Chisholm Trail
ARIZONA TERRITORY
ARK.
TEXAS
Atchison
Goodnight-Loving Trail
Western Trail
Shawnee
LA.
Southern Pacific R.R.
San Antonio
30°N
MEXICO
Gulf of Mexico
WESTERN CATTLE TRAILS
Cattle-raising country
Settlement
Forested lands
Arid lands
Grasslands
Cattle trail
Railroad
0
200 mi
0
300 km
©MAPS.com

Date: _____

Standard(s): _____

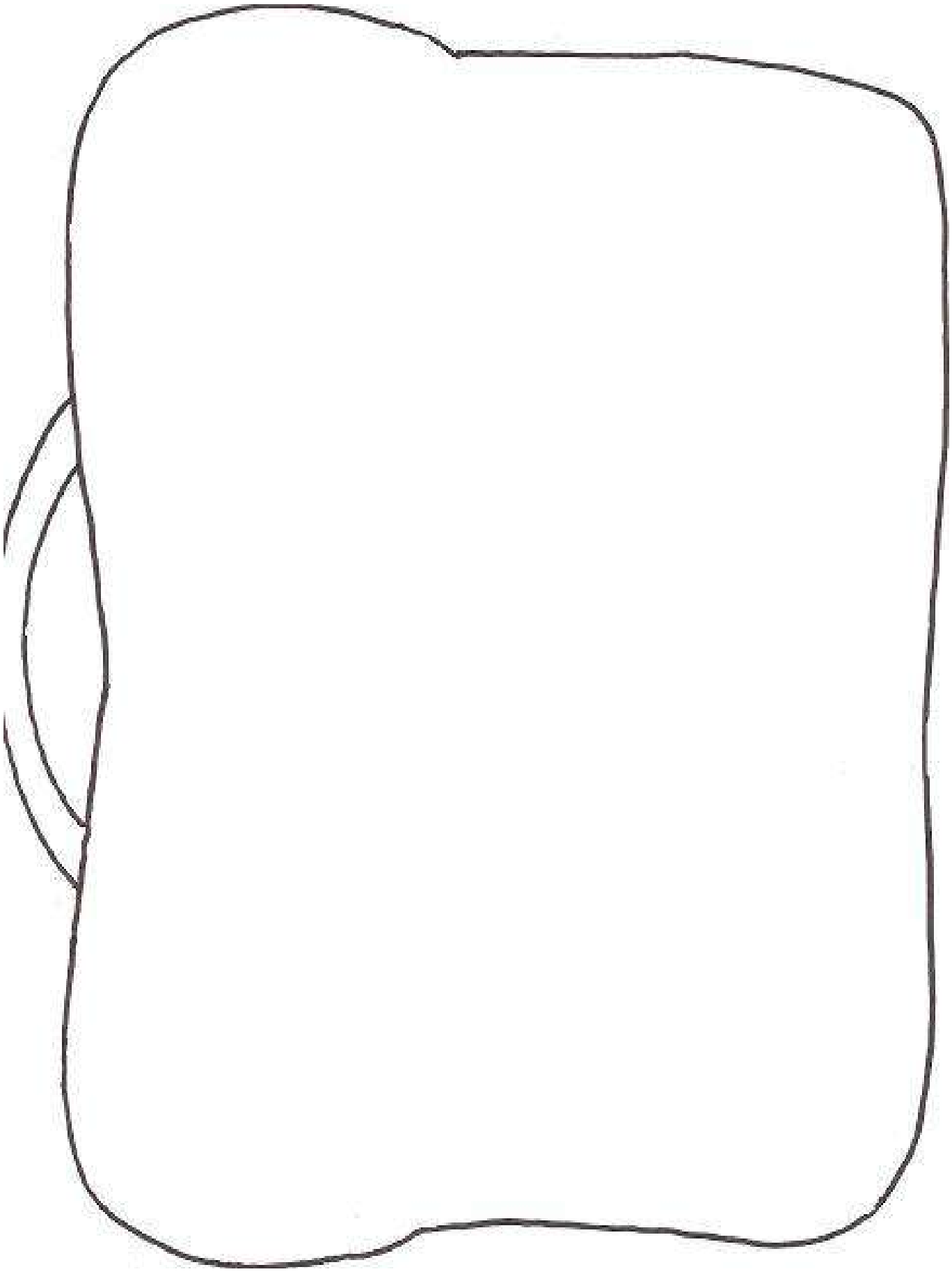
_____

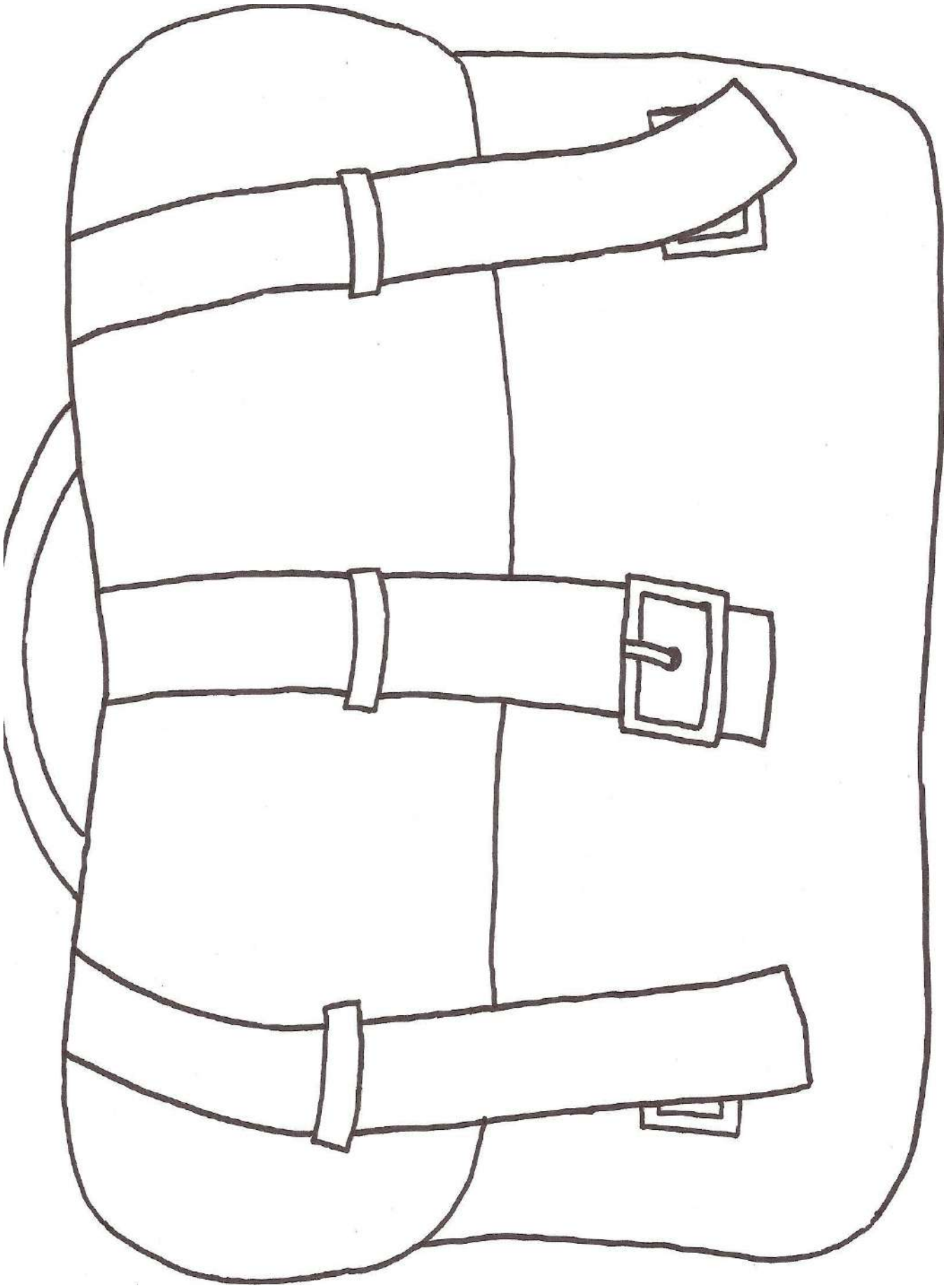
Essential Question: _____

LEARNING ACTIVITY:

Students will research the Great Western Cattle Trail and the Chisholm Trail using a Social Studies textbook, reference materials, trade books, or online resources. A short note-taking guide is attached below. After reading about and discussing the role of cattle trails, students should work alone to create a "saddlebag" of items that would be important to a cowhand on the trail or represent important aspects of cattle drives. Students should draw illustrations of these items and write an explanation of why the item was important on the inside of the saddlebag (attached below). Samples might include maps of the trails, cattle, barbed wire, ropes, etc. After filling the inside of the saddlebag, students should color the saddlebag cover and use tape at the top to attach the two pieces while allowing the cover to flip open.

I will display the completed saddlebags on our display wall. Students will visit and examine the display wall to make a list of items representing life on the trail. After all students have visited the display, complete your writing to discuss what it was like to be a cowhand. Students should include both the pros and cons of being a cowhand.





What are cattle?	
Why were cattle important?	
Where were most of the cattle raised?	
Why did the cattle ranchers want to get the cattle to the Northern and Eastern states?	
What is a cattle drive?	
What is a long drive?	
What was life like for cowhands during a cattle drive?	
Why did cattle drives end in the later 1800s?	

Date: _____

Standard(s): _____

_____

Essential Question: _____

_____

Discuss what it was like to be a cowhand. Be sure you include both the pros and cons of being a cowhand. the role of the cattle trails in the development of the West in the 19th century, the Black Cowboys of Texas, the Great Western Cattle Trail and the Chisholm Trail in your writing.

Date: _____

Standard(s): _____

_____

Essential Question: _____

ORVILLE AND WILBUR WRIGHT

Born
Orville: August 19, 1871, Dayton, Ohio
Wilbur: April 16, 1867, Millville, Indiana
Died
Orville: January 30, 1948 (aged 76), Dayton
Wilbur: May 30, 1912 (aged 45), Dayton

Occupation
Orville: printer/publisher, bicycle retailer/manufacturer, airplane inventor/manufacturer, pilot trainer

Wilbur: editor, bicycle retailer/manufacturer, airplane inventor/manufacturer, pilot trainer

Orville and Wilbur Wright were born four years apart, in different cities. They shared a curiosity about the world and a love of tinkering that would make history.

Wilbur was born in 1867 on a small farm near Millville, Indiana. Orville was born in 1871 in a house in Dayton, Ohio. Their father was a Bishop in the Church of the United Brethren in Christ. (The Wrights had five children in all: Reuchlin, Lorin, and Katharine were the names of the other children.)
Life in the Wright house was strict but loving. Both parents encouraged their children to enjoy school and learn as much as they could. A large library of books about all kinds of subjects helped the Wright children quench their thirst for knowledge from a very early age.

Orville and Wilbur's fascination with flight began with a present their father gave them—a flying toy. It had a paper body and other parts made of cork and bamboo. rubber bands provided the power. The young boys (7 and 11) were thrilled to make the little toy fly across the room, so much so that they broke it. They remembered how it looked, though, and promised each other that someday *they* would fly in the air, just like the little toy.

The boys continued to be interested in mechanical things and flight. Orville sold kites at school to make money. Wilbur started reading all he could about how birds flew and machines worked.

Though the boys were good students, neither graduated from high school. (Not many did in those days, actually.) Wilbur was hit in the face with a baseball bat when he was a teenager and suffered from irregular heartbeats the rest of his life. He stayed at home for a while, during which time their mother developed tuberculosis (which, at that time, was a devastating disease with no known cure). Wilbur recovered himself and then stayed at home to care for his mother. Orville left high school on his own, to start a printing business. He and Wilbur designed a printing press that worked very well. The two later sold the printing business and opened a bicycle shop. They were both very good mechanics and could fix just about anything anyone asked them to fix. (They inherited this skill and desire from their mother, who was the family mechanic.)

It was in the bicycle shop that the idea of the airplane was born.

The Wrights had made kites, very large ones, in fact. By 1900, they were making ones so large that people could fly in them, sort of. These were called gliders, and Orville and Wilbur actually built one or two that were large enough for a person to ride in. They flew on nothing but air current, and the person could get a ride of about 10 seconds before the glider came down to the ground.

The Wrights wanted more, of course, and built a better glider that had a rudder, to steer with. One of their gliders stayed aloft a time, flying more than 600 feet. But they still came down, no matter what the person aboard did. The Wrights wanted to make a machine such that the pilot could control when the machine would land.

They had thought of engines, of course, like the ones in factories. But these engines were much too big. Orville and Wilbur finally decided to make an engine that would be small enough and light enough to power one of their gliders. With their mother's love of tinkering and their own curiosity driving them, they made an engine that would fit the bill and installed it on their newest glider.

The Wrights had chosen Kitty Hawk, North Carolina, as a place to test their plane. This spot had lots of wind, and it had a large sand dune, that would hopefully catch the plane if something went wrong. They had been coming to Kitty Hawk for a few years, testing gliders and other ideas. They had built more complicated machines all the time.

So it was on December 14, 1903, that Wilbur Wright made the first experiment with the new man-powered airplane flight. The flight didn't last long and ended in a crash, which took the Wrights a few days to repair. And it is worth nothing that the plane got up its momentum on this attempt by gliding down a monorail from the top of a hill. (The plane had wheels, remember, and so it rolled down the rail, just like a bicycle.)

Wilbur was the pilot that day. The brothers had flipped a coin to see who would go first.

After repairing the plane, Orville and Wilbur decided to put the track on flat ground. This would allow Wilbur to run alongside the plane as it was gaining speed and keep the right wing steady. (Because the plane had been going downhill on the first attempt, Orville couldn't keep up and so Wilbur had had to try to steer the plane himself. Not being familiar with how to do such a thing, Wilbur did too much and plane quickly hit the ground.)

With the coin flip results intact (meaning that it was Orville's turn to fly), the little plane was launched on December 17. Wilbur pushed, Orville pedaled, and the plane rose in the air. It was aloft for 12 seconds and went 120 feet, but it was official: The Wright brothers had a machine that could fly.

They flew the machine three times that day, mainly because each time they managed to land without crashing. Each flight was a bit longer, and the final flight of the day carried Wilbur 852 feet. He was in the air for a full 59 seconds.

The Wright plane wasn't a hit overnight, however. No one else knew about the flight. The brothers returned to their bicycle business in Dayton and also continued to refine their airplane invention. Not long after that, they had built a plane that could fly 25 miles and go 40 miles an

hour. They even had a model that could fly circles in their—and not go off-balance and crash to the ground!

In 1908, Wilbur flew one of their planes in front of royalty in Europe. In the same year, the rest of America discovered the airplane when a newspaper reporter witnessed a flight and wrote about it. The story was soon in newspapers all over the country. The Wrights were suddenly famous.

The very next year, they opened a business to make airplanes, the Wright Co. They found great fame and success making airplanes. Unfortunately, Wilbur died in 1912 of typhoid fever. Orville lived on, however, eventually selling his business and watching the dream of he and his brother become a reality in the modern industrial age.

NOTES

Date: _____

Standard(s): _____

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Essential Question: _____

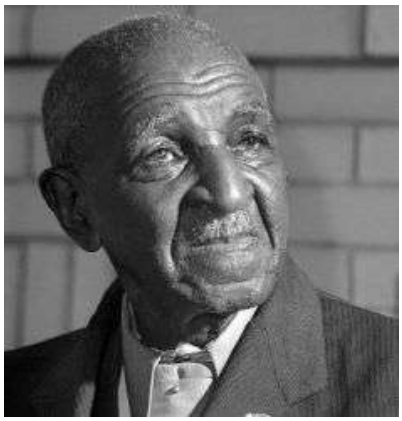
George Washington Carver

Occupation: Scientist and educator

Born: January 1864 in Diamond Grove, Missouri

Died: January 5, 1943 in Tuskegee, Alabama

Best known for: Discovering many ways to use the peanut



George was born in 1864 on a small farm in Diamond Grove, Missouri. His mother Mary was a slave owned by Moses and Susan Carver. One night slave raiders came and stole George and Mary from the Carvers. Moses Carver went searching for them, but only found George left by the side of the road.

George was raised by the Carvers. Slavery had been abolished by the 13th amendment and the Carvers had no children of their own. They took care of George and his brother James like their own children teaching them to read and write.

Growing up George liked to learn about things. He was especially interested in animals and plants. He also liked to read the Bible.

George wanted to go to school and learn more. However, there weren't any schools for black children close enough to home for him to attend. George ended up traveling around the mid-west in order to go to school. He eventually graduated from high school in Minneapolis, Kansas.

George enjoyed science and art. He initially thought he may want to be an artist. He took some art classes at Simpson College in Iowa where he really enjoyed drawing plants. A teacher of his suggested he combine his love for science, art, and plants and study to become a botanist. A botanist is a scientist that studies plants.

George enrolled in Iowa State to study botany. He was the first African-American student at Iowa State. After earning a bachelor's degree in science, he continued on and earned his master's degree as well. George became known as an expert in botany from the research he conducted at the school.

After getting his masters, George began to teach as a professor at Iowa State. He was the first African-American professor at the college. However, in 1896 George was contacted by Booker T. Washington. Booker had opened an all-black college in Tuskegee, Alabama. He wanted George to come teach at his school. George agreed and moved to Tuskegee to head up the agricultural department. He would teach there for the rest of his life.

One of the main crops in the south was cotton. However, growing cotton year after year can remove nutrients from the soil. Eventually, the cotton crop will grow weak. Carver taught his students to use crop rotation. One year they would grow cotton, followed by other crops such as sweet potatoes and soybeans. By rotating the crops the soil stayed enriched.

Carver's research and education into crop rotation helped the farmers of the south be more successful. It also helped to diversify the products that they produced.

Another problem for farmers was the boll weevil. This insect would eat cotton and destroy their crops. Carver discovered that boll weevils don't like peanuts. However, farmers weren't so sure that they could make a good living off of peanuts. Carver began to come up with products that could be made from peanuts. He introduced hundreds of new peanut products including cooking oil, dyes for clothing, plastics, fuel for cars, and peanut butter.

In addition to his work with peanuts, Carver invented products that could be made from other important crops such as the soybean and sweet potato. By making these crops more profitable, farmers could rotate their crops and get more production from their land.

Carver became known around the world as an expert on agriculture. He advised President Theodore Roosevelt and the U.S. Congress on matters of agriculture. He even worked with Indian leader Mahatma Gandhi to help with growing crops in India.

George Washington Carver was known throughout the south as the "farmer's best friend". His work on crop rotation and innovative products helped many farmers to survive and make a good living. His interest was in science and helping others, not in getting rich. He didn't even patent most of his work because he considered his ideas as gifts from God. He thought they should be free to others.

George died on January 5, 1943 after falling down the stairs at his home. Later, congress would name January 5th as George Washington Carver Day in his honor.

Interesting Facts about George Washington Carver

- Growing up George had been known as Carver's George. When he started school he went by George Carver. He later added the W in the middle telling his friends it stood for Washington.
- People in the south at the time called peanuts "goobers".
- Carver would sometimes take his classes out to the farms and teach farmers directly what they could do to improve their crops.
- His nickname later in life was the "Wizard of Tuskegee".
- He wrote up a pamphlet called "Help for Hard Times" that instructed farmers on what they could do to improve their crops.
- It takes over 500 peanuts to make one 12-ounce jar of peanut butter.

Date: _____

Standard(s): _____

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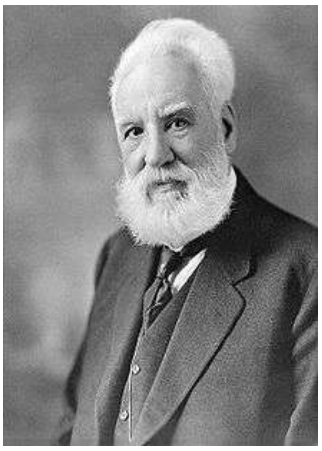
Essential Question: _____



ALEXANDER GRAHAM BELL

Occupation: Inventor

Born: March 3, 1847 in Edinburgh, Scotland

Died: August 2, 1922 in Nova Scotia, Canada

Best known for: Inventing the telephone

Alexander Graham Bell is most famous for his invention of the telephone. He first became interested in the science of sound because both his mother and wife were deaf. His experiments in sound eventually let him to want to send voice signals down a telegraph wire. He was able to get some funding and hire his famous assistant Thomas Watson and together they were able to come up with the telephone. The first words spoken over the telephone were by Alex on March 10, 1876. They were "Mr. Watson, come here, I want to see you".

It turns out that other scientists had similar ideas. Bell had to race to the patent office in order to get his patent in first. He was first and, as a result, Bell and his investors had a valuable patent that would change the world. They formed the Bell Telephone Company in 1877. There have been many mergers and name changes over the years, but this company is known today as AT&T.

Bell was born on March 3, 1847 in Edinburgh, Scotland. He grew up in Scotland and was initially homeschooled by his father who was a professor. He later would attend high school as well as the University of Edinburgh.

Bell actually had many inventions and did experimentation in many areas of science. Some of these include:

- The Metal Detector - Bell invented the first metal detector which was used to try and find a bullet inside of President James Garfield.
- Audiometer - A device used to detect hearing problems.
- He did experimental work on aeronautics and hydrofoils.
- He invented techniques which helped in teaching speech to deaf persons.
- He made a device to help find icebergs.

Fun Facts about Alexander Graham Bell

- Bell made the first transcontinental telephone call on January 15, 1915. He called Thomas Watson from New York City. Watson was in San Francisco.
- He helped form the National Geographic Society.
- Bell did not like to have a telephone in his study as he found it intrusive!
- He did not get the middle name Graham until he was 10 years old, when he asked his father to give him a middle name like his brothers.
- At his wife's request, Bell went by the nickname Alec.
- Upon his death, every phone in North America was silenced for a short period to honor him.

NOTES

Date: _____

Standard(s): _____

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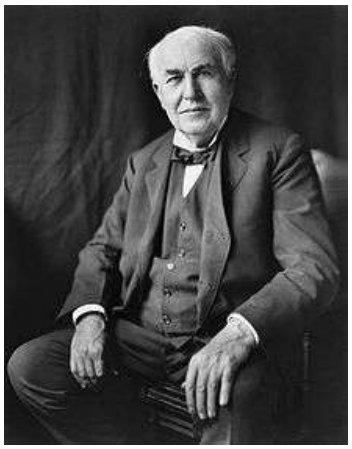
Essential Question: _____



Born	**Thomas Alva Edison** February 11, 1847
Died	October 18, 1931 (aged 84)
Nationality	American
Occupation	Inventor, businessman

Thomas Edison may be the greatest inventor in history. He has over 1000 patents in his name. Many of his inventions still have a major effect on our lives today. He was also a business entrepreneur. Many of his inventions were group efforts in his large invention laboratory where he had many people working for him to help develop, build, and test his inventions. He also started many companies included General Electric, which is still one of the biggest corporations in the world today.

Thomas Edison was born in Milan, Ohio on February 11, 1847. His family soon moved to Port Huron, Michigan where he spent most of his childhood. Surprisingly, he did not do well in school and ended up being home schooled by his mother. Thomas was an enterprising young man, selling vegetables, candy and newspapers on trains. One day he saved a child from a runaway train. The child's father repaid Edison by training him as a telegraph operator. As a telegraph operator, Thomas became interested in communications, which would be the focus of many of his inventions.

Menlo Park, New Jersey is where Thomas Edison built his research labs. This was the first business or institution with the sole purpose of inventing. They would do research and science and then apply it to practical applications that could be manufactured and built on a large scale. There were a lot of employees working for Edison at Menlo park. These workers were inventors, too, and did a lot of work on Edison's ideas to help turn them into inventions.

Thomas Edison has the patents and credits for many inventions. Three of his most famous include:

The Phonograph - this was the first major invention by Edison and made him famous. It was the first machine that was able to record and playback sound.

Light Bulb - although he did not invent the first electric light, Edison made the first practical electric light bulb that could be manufactured and used in the home.

The Motion Picture - Edison did a lot of work in creating the motion picture camera and helping move forward the progress of practical movies.

Fun Facts About Thomas Edison

- His middle name was Alva and his family called him Al.
- His first two kids had the nicknames Dot and Dash.
- He set up his first lab in his parent's basement at the age of 10.
- He was partially deaf.
- His first invention was an electric vote recorder.

- His 1093 patents are the most on record.
- He said the words to "Mary had a little lamb" as the first recorded voice on the phonograph.

NOTES

Date: _____

Standard(s): _____

_____

Essential Question: _____

Describe the impact on American life of the Wright Brothers, George Washington Carver, Alexander Graham Bell and Thomas Edison.

Date:

Standard(s):

Essential Question:

The Spanish American War 1898

The Spanish-American War marked not a beginning but the final stage in a thirty-year struggle for independence. In 1868, Cubans seeking to expel Spain and regain political autonomy staged a revolt that resulted in a ten-year war between colonists and colonizers. This movement for independence resumed in 1895 with Cuban leaders such as José Martí and Máximo Gómez at the helm, calling for "*Independencia o muerte*" (Independence or death).

Reports of war atrocities in Cuba stirred the sentiments of the American public. Rumors of suffering, starvation, and thousands of deaths in Spanish detention camps inspired many to offer support to the Cuban cause. Americans held rallies, food drives, and fund-raisers for "*Cuba Libre*," and many petitioned the federal government to intervene. These demands intensified when on February 15, 1898, an explosion destroyed the U.S. battleship *Maine* in Havana Harbor. Investigations could not prove who or what was to blame for the destruction of the ship and the deaths of the 270 people aboard, but mass-circulation newspapers blamed Spain and demanded retribution.

In April the United States declared war against Spain. In adopting the Teller Amendment, Congress was careful to stress the government's humanitarian interests in Cuba. Senator Henry Teller stated that the reason for intervention was for "liberty and freedom," and not for annexation of the island.[11]

"The splendid little war," as Secretary of State John Hay called the Spanish-American conflict, lasted a mere four months. The United States emerged victorious after a series of major battles in Cuba and in the Pacific Ocean. The Treaty of Paris, signed by both nations in December 1898, formally ended the war and Spain acknowledged Cuban independence.

The United States, however, remained in Cuba. Under Republican Senator O.H. Platt of Connecticut, the American government established the conditions under which Cubans would be permitted to govern themselves. The Platt Amendment stated that the U.S. government held the right to intervene in Cuban affairs to maintain peace. It also required the Cuban government to lease military bases to the United States and limited Cuban authority in negotiating treaties with other nations.

As revolutionary leaders had feared, American policy instilled in Cuba a new dependency just as the Cuban republic was born. Before his death in 1895, Cuban independence leader José Martí warned of American aid. "Once the United States is in Cuba," he remarked, "who will drive it out?"

As the treaty that ended the Spanish-American war obscured Cuban independence, it also left the status of the Philippines up to the American government. Spain, in selling the Philippine Islands to the United States, laid the foundation for a new conflict. Filipinos, like Cubans, had initially welcomed American intervention in their struggle against Spanish forces. But once war with Spain had ended and it became clear that American armies would remain to assert control over the islands, Filipino insurgents turned against the United States. The Philippine-American War was officially declared over in 1902 after three years of fighting, far longer than the Spanish-American War. The lives of thousands of U.S. soldiers were lost, and hundreds of thousands of Filipino soldiers and civilians died in the struggle. The United States succeeded in crushing Emilio Aguinaldo and his armies, and ultimately it annexed the Philippine Islands.

For Filipinos, however, the war with the United States was far from over. For thirteen years

after President Theodore Roosevelt announced the end of the war in the Philippines, battles raged between U.S. troops and Filipino guerilla soldiers seeking independence. In 1915, the United States government granted the Philippines self-government and vowed to gradually return the islands to the Filipino people, but full independence and the removal of U.S. military troops would not come until 1992, nearly a century after the first shot had been fired in the Philippine-American War.

For some Americans, U.S. policies in the Philippines looked quite a bit like Spanish imperialism. These anti-expansionists objected to what they perceived as an abuse of their nation's power. Many worried that, if the United States continued its pursuits, it would become entangled in too many foreign crises, spend far too much money abroad, and damage its international reputation, much like the crumbling European empires. "Dewey took Manila," one critic wrote, "with the loss of one man—and all our institutions."[14] Others, like humorist Mark Twain and Progressive Jane Addams, opposed war and annexation by arguing that the U.S. government was more intent on killing Filipinos than on "civilizing" them. Andrew Carnegie sarcastically praised President McKinley for his mission in the Philippines upon learning of the thousands of Filipinos killed in the first year of the war. "About 8000 [Filipinos] have been completely civilized and sent to Heaven," he wrote. "I hope you like it."[15] Still others resisted U.S. plans to annex the islands by insisting that Filipinos were an inferior race, incapable of absorbing American values.

The American anti-imperialists, like the Filipino insurgents, lost their struggle against annexation. With success declared in the Philippines in 1902, the United States kicked off a new century of aggressive policies throughout the world. It had become a new empire.

William McKinley in The Spanish-American War
William McKinley (1843-1901) was the twenty-fifth president of the United States. The Republican candidate for president in 1896, he defeated Democrat William Jennings Bryan. He was reelected in 1900, but during the first year of his second term, anarchist assassin Leon Czolgosz took McKinley's life.

In April 1898, President William McKinley asked the U.S. Congress for a declaration of war against Spain amidst great public and political pressure. To this day, historians debate whether President McKinley had global expansion in mind when he chose to intervene in the Cuban Revolution.

Theodore Roosevelt in The Spanish-American War
Theodore Roosevelt (1858-1919) was the 26th president of the United States and a proponent of the "New Nationalist" variety of Progressivism. A master of populist rhetoric and public charm, Roosevelt quickly tapped into the widespread fervor for reform. His administration pursued some widely publicized antitrust cases against large companies like Northern Securities and the Swift Beef Trust, but for all his aggressive rhetoric, Roosevelt actually went after fewer monopolies than his successor, William Howard Taft.

In 1898, Roosevelt formed a military regiment—the Rough Riders—to fight against Spain in Cuba. He fashioned himself a "natural leader" of the regiment, a group that included Ivy Leaguers, miners, cowboys, Native Americans, sons of Confederate veterans, and African-Americans. Fighting in Cuba for only a few months before Spain surrendered to the U.S.,

Roosevelt and his Rough Riders returned, revered as heroes. Roosevelt channeled his new military fame into a successful political career.

Imperialism
Imperialism is generally defined as any government policy or action that is aimed at exerting power over another territory or nation of people. In its most obvious form, imperialism involves the use of military force, often to acquire land. But it can also be the result of more subtle extensions of power such—economic, political, or religious.

Manifest Destiny
The concept, popular in the nineteenth century, that the United States was ordained by God to conquer the entire North American continent.

This phrase was first coined in 1845 by those who advocated the annexation of Texas. Thereafter it became the calling card for western expansion and, ultimately, a rallying cry for those who sought to justify American imperialism.

First used by those who supported the annexation of Texas in 1845, the term later justified American settlement of the Great Plains and the West (and then the broadening of the American empire).

The idea, popular in the mid-nineteenth century, that the United States was ordained by God to spread across the entire North American continent.

U.S.S. Maine, The Maine
On 15 February 1898, this United States battleship exploded in Havana Harbor, resulting in 266 deaths. Although little evidence existed to prove why the disaster had happened, the American public assumed that the Spanish navy had destroyed the ship and thus called for war against Spain. Two months later, the Spanish-American War was declared.

Yellow Journalism
In the 1890s, the circulation war between Joseph Pulitzer's New York World and William Randolph Hearst's New York Journal coincided with the escalating war in Cuba between Spanish colonial forces and Cuban revolutionaries. The sensationalized accounts in these papers contributed to the American declaration of war against Spain.

Panama Canal
The history of the Panama Canal goes back to 16th century. After realizing the riches of Peru, Ecuador, and Asia, and counting the time it took the gold to reach the ports of Spain, it was suggested c.1524 to Charles V, that by cutting out a piece of land somewhere in Panama, the trips would be made shorter and the risk of taking the treasures through the isthmus would justify such an enterprise. A survey of the isthmus was ordered and subsequently a working plan for a canal was drawn up in 1529. The wars in Europe and the thirsts for the control of kingdoms in the Mediterranean Sea simply put the project on permanent hold.

In 1534 a Spanish official suggested a canal route close to that of the now present canal. Later, several other plans for a canal were suggested, but no action was taken. The Spanish government subsequently abandoned its interest in the canal.

In the early 19th century the books of the German scientist Alexander von Humboldt revived interest in the project, and in 1819 the Spanish government formally authorized the construction of a canal and the creation of a company to build it. The discovery of gold in California in 1848 and the rush of would-be miners stimulated America's interest in digging the canal

Various surveys were made between 1850 and 1875 showed that only two routes were practical, the one across Panama and another across Nicaragua. In 1876 an international company was organized; two years later it obtained a concession from the Colombian government to dig a canal across the isthmus. The international company failed, and in 1880 a French company was organized by Ferdinand Marie de Lesseps, the builder of the Suez Canal.

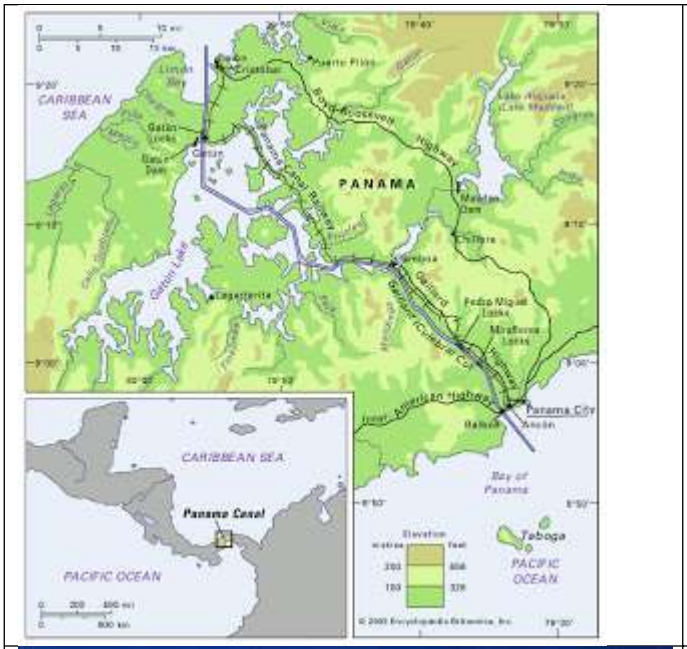
In 1879, de Lesseps proposed a sea level canal through Panama. With the success he had with the construction of the Suez Canal in Egypt just ten years earlier, de Lesseps was confident he would complete the water circle around the world.

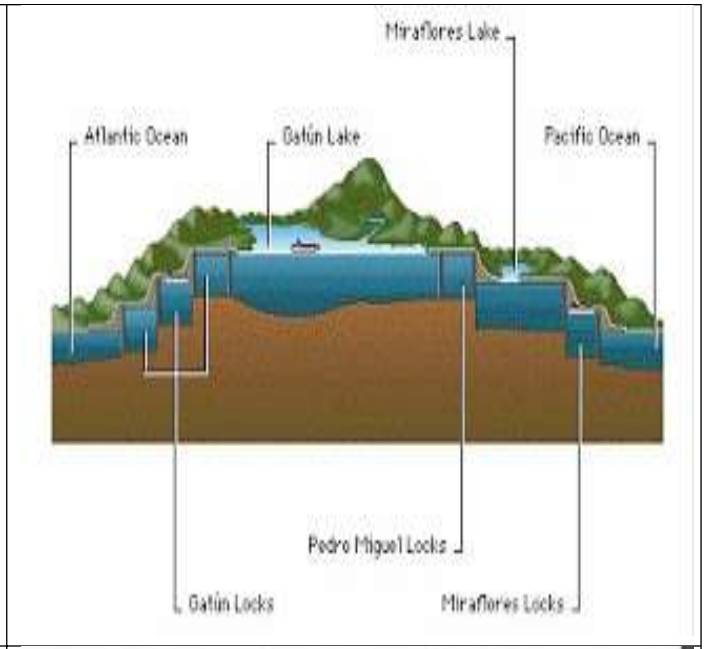
Time and mileage would be dramatically reduced when travelling from the Atlantic to the Pacific ocean or vice versa. For example, it would save a total of 18,000 miles on a trip from New York to San Francisco.

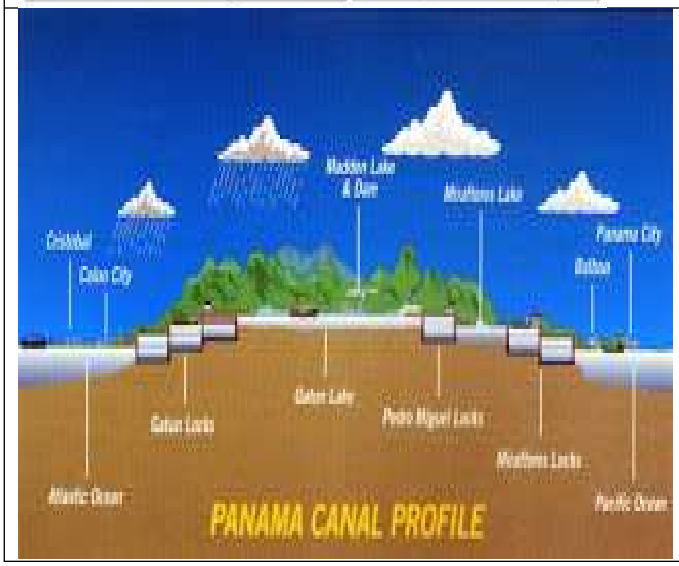
Although de Lesseps was not an engineer, he was appointed chairman for the construction of the Panama Canal. Upon taking charge, he organized an International Congress to discuss several schemes for constructing a ship canal. De Lesseps opted for a sea-level canal based on the construction of the Suez Canal. He believed that if a sea-level canal worked when constructing the Suez Canal, it must work for the Panama Canal.

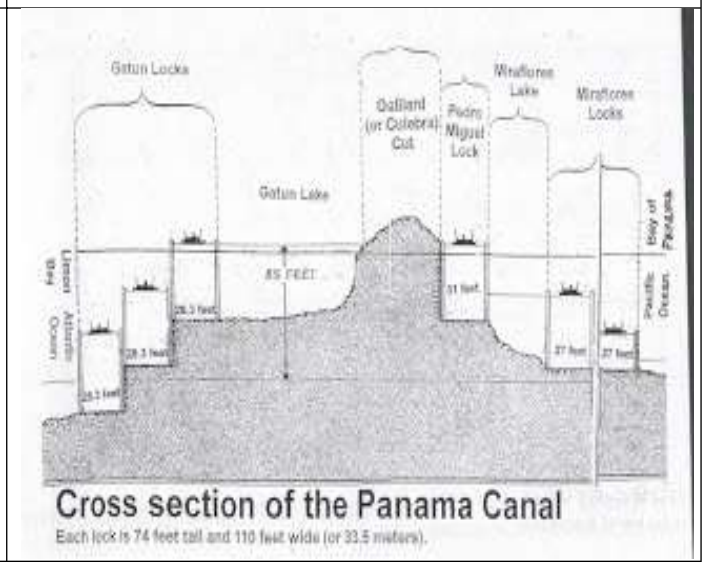
In 1899 the US Congress created an Isthmian Canal Commission to examine the possibilities of a Central American canal and to recommend a route. The commission first decided on a route through Nicaragua, but later reversed its decision. The Lesseps company offered its assets to the United States at a price of $40 million. The United States and the new state of Panama signed the Hay-Bunau-Varilla treaty, by which the United States guaranteed the independence of Panama and secured a perpetual lease on a 10-mile strip for the canal. Panama was to be compensated by an initial payment of $10 million and an annuity of $250,000, beginning in 1913. This strip is now known as the Canal Zone.

The length of the Panama Canal is approximately 51 miles. A trip along the canal from its Atlantic entrance would take you through a 7 mile dredged channel in Limón Bay. The canal then proceeds for a distance of 11.5 miles to the Gatun Locks. This series of three locks raise ships 26 meters to Gatun Lake. It continues south through a channel in Gatun Lake for 32 miles to Gamboa, where the Culebra Cut begins. This channel through the cut is 8 miles long and 150 meters wide. At the end of this cut are the locks at Pedro Miguel. The Pedro Miguel locks lower ships 9.4 meters to a lake which then takes you to the Mira Flores Locks which lower ships 16 meters to sea level at the canals Pacific terminus in the bay of Panama.


CARIBBEAN SEA
PANAMA
Panama Canal
PACIFIC OCEAN
Taboga
Bay of Panama


Miraflores Lake
Atlantic Ocean
Gatún Lake
Pacific Ocean
Pedro Miguel Locks
Gatún Locks
Miraflores Locks


Madden Lake & Dam
Miraflores Lake
Cristobal
Colon City
Panama City
Balboa
Gatun Lake
Gatun Locks
Pedro Miguel Locks
Miraflores Locks
Atlantic Ocean
Pacific Ocean
PANAMA CANAL PROFILE


Gatun Locks
Gaillard (or Culebra) Cut
Pedro Miguel Lock
Miraflores Lake
Miraflores Locks
Gatun Lake
85 FEET
Bay of Panama
Pacific Ocean
Cross section of the Panama Canal
Each lock is 74 feet tall and 110 feet wide (or 33.5 meters).

Date: _____

Standard(s): _____

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Essential Question: _____

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Immigration

There are many economic, social and physical reasons why people emigrate, and they can usually be classified into push and pull factors. Push factors are those associated with the area of origin, while pull factors are those that are associated with the area of destination.

The dominant motive for migration is economic, and pull factors tend to be higher wages and greater demand for labor perhaps found in centuries of industry and commerce. Economic push factors can include overpopulation and the absence of economic opportunity. Social and physical reasons tend to involve forced migration, and an example of a social push factor would be intolerance towards a certain cultural group, such as the fleeing of Jewish refugees from Nazi Germany in the 1930s. An example of a physical push factor would be a natural disaster, such as the East African drought of 2011. Let's look at these push and pull factors in more detail.

Pull Factors

Economic motives loom large in all human movements, but are particularly important with regards to migration. Better economic opportunities, more jobs, and the promise of a better life often pull people towards a new country. Sometimes this is encouraged by the destination country, such as the employment campaign in the Caribbean by London bus companies in the 1960s, which actively recruited young men to move to London to work as bus drivers, often followed by their families. Another example might be the 'brain drain' to America that occurred in the latter half of the 20th Century from several other Western nations.

Push Factors

Economic push factors tend to be the exact reversal of the pull factors; a lack of economic opportunity and jobs tend to push people to look out of their area of origin for their futures. An example of this is the migration of Mexicans and people from other Central American countries into the United States of America, where they often work low-wage, long-hour jobs in farming, construction and domestic labor. It is difficult to classify this case purely with push factors however, as often the factors associated with the country of origin are just as important as the factors associated with the country of destination.

Forced migration has also been used for economic gain, such as the 20 million men, women and children who were forcibly carried as slaves to the Americas between the 16th and 18th Centuries

Social Factors

Sometimes there are social pull factors in migration, for example the principles of religious tolerance that the United States of America was founded on, which attracted religious refugees such as the Mennonites, who settled in Pennsylvania, but more often migration caused by social factors is a push, such as active religious persecution, as it was in the case of the Huguenots in 16th Century France, the Puritans in 17th England, and the Jewish refugees from Nazi Germany.

Push Factors	Pull Factors

Factor
In 1846 the Potato Famine leaves many people in Ireland without food.
All across Europe there were huge crop failures in 1846 and 1847. Many farmers in Europe couldn't pay for their land.
The US Congress passed the Homestead Act in 1862. It granted citizens of the United States 160 acres of land in western areas of the country.
Between 1880 and 1900 thousands of factory jobs become available in the United States because of westward expansion and development of new industries.
Many Jewish people leave Russia in 1882 because of hatred toward them. This kind of racism is called anti-Semitism.

Immigration Activities
http://www.campsilos.org/excursions/grout/one/fact.htm

Date: _____
Standard(s): _____

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Essential Question: _____

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Pittsburg, Pennsylvania: The Steel City

Pittsburgh, Pennsylvania was a thriving and important city during the American Civil War, and provided a significant source of personnel, war materiel, armament, ammunition, and supplies to the Union Army. Situated at the union of the Monongahela, Allegheny and Ohio rivers, Pittsburgh was an important transportation hub for both riverine and rail transport, as well as overland via its system of roads.
Commerce was an essential part of the economy of early Pittsburgh, but increasingly, manufacture began to grow in importance. Pittsburgh sat in the middle of one of the most productive coalfields in the country; the region was also rich in petroleum, natural gas, lumber, and farm goods. Blacksmiths forged iron implements, from horse shoes to nails. By 1800, the town, with a population of 1,565 persons, had over 60 shops, including general stores, bakeries, and hat and shoe shops.

During the mid-1800s, Pittsburgh witnessed a dramatic influx of German immigrants, including a brick mason whose son, Henry J. Heinz, founded the H.J. Heinz Company in 1872. Heinz was at the forefront of reform efforts to improve food purity, working conditions, hours and wages.

The iron industry in Pittsburgh was thriving. In 1859, the Clinton and Soho iron furnaces introduced coke-fire smelting to the region. The American Civil War boosted the city's economy with increased production of iron and armaments, especially at the Allegheny Arsenal and the Fort Pitt Foundry. Arms manufacture included iron-clad warships and the world's first 21" gun. By war's end, over one-half of the steel and more than one-third of all U.S. glass was produced in Pittsburgh. A milestone in steel production was achieved in 1875, when the Edgar Thomson Works in Braddock began to make steel rail using the new Bessemer process.

Industrialists such as Andrew Carnegie, Henry Clay Frick, Andrew W. Mellon, and Charles M. Schwab built their fortunes here. George Westinghouse, credited with such advancements as the railroad air brake and alternating current, founded over 60 companies in Pittsburgh, including Westinghouse Air and Brake Company (1869), Union Switch & Signal (1883), and Westinghouse Electric Company (1886). Banks played a key role in Pittsburgh's development as these industrialists sought massive loans to upgrade plants, integrate industries and fund technological advances. For example, T. Mellon & Sons Bank, founded in 1869, helped finance an aluminum reduction company that became Alcoa.[9]

The growth of Pittsburgh as a major city was due mostly to its steel production. As a result of the American Civil War, the demand for steel was high. Production began around 1875 when Andrew Carnegie founded Thompson Steel Works, which later became Carnegie Steel Company. In 1901, U.S. Steel Corporation was founded and within 10 years Pittsburgh was producing about half of the steel in the United States. During World War II, Pittsburgh's steel companies produced 95 million tons of steel used mostly for armed vehicles and weapons production.

However, the end of World War II marked the end of Pittsburgh as a major steel producer. The burning of coal and steel production caused a great deal of pollution and smog was virtually cemented in the air. This led to the city of Pittsburgh launching a clean air and civic revitalization program known as the "Renaissance." During the 1970's and 80's the steel industry collapsed due to plant and mill closures. This led to massive layoffs and created one of the highest unemployment rates in the country. During the 1980's, Pittsburgh switched its focus from steel production to health care and technology, which are the two leading industries in Pittsburgh today.

Steel companies, such as the once mighty U.S Steel, Alcoa, Kennametal, and Wheeling-Pittsburgh Steel are still listed as some of the top employers for the region, even though steel production is not what it used to be. A city usually develops its roots during its infancy, as is the case with Pittsburgh. Other cities, like Youngstown, Ohio and Pueblo, Colorado are also nicknamed "The Steel City," but are not as well known.

Even though the steel industry is not as prevalent as it once was, it remains the predominant characteristic of the city, which is why the nickname has stuck. Pittsburgh's professional football team, the Pittsburgh Steelers, have even used the steel industry to form the team's nickname. During the 1970's the team's defense was nicknamed "The Steel Curtain," further demonstrating the association between Pittsburgh and the steel industry. Like the "Windy City" of Chicago, and "The Big Apple" of New York, Pittsburgh will always be known as "The Steel City."

Exact location of Pittsburgh: Pittsburgh: 40º 44' N, 79º 00' W

Relative Location of Pittsburgh: Pittsburgh is located In the southwest corner of the state at the meeting of the Allegheny, Monongahela and Ohio Rivers. Philadelphia is east of Pittsburgh, Maryland is to the south of Pittsburgh, the state of Ohio is west of Pittsburgh and the state of

New York is located to the north of Pittsburgh. Gettysburg, Pa. is about a three hour drive from Pittsburgh or 185 mile southeast

Grand Canyon

The Grand Canyon of the Colorado River in northwestern Arizona is one of the earth's greatest natural wonders. It became a national park in 1919. So famous is this landmark to modern Americans that it seems surprising that it took more than thirty years for it to become a national park. President Theodore Roosevelt visited the rim in 1903 and exclaimed:

> "The Grand Canyon fills me with awe. It is beyond comparison--beyond description; absolutely unparalleled throughout the wide world .... Let this great wonder of nature remain as it now is. Do nothing to mar its grandeur, sublimity and loveliness. You cannot improve on it. But what you can do is to keep it for your children, your children's children,
> and all who come after you, as the one great sight which every American should see."

Grand Canyon, great gorge of the Colorado River, one of the natural wonders of the world; c.1 mi (1.6 km) deep, from 4 to 18 mi (6.4–29 km) wide, and 217 mi (349 km) long, NW Ariz. The canyon shows in its rocks the repeated geological sequence of uplift, erosion (due to the river's constant wearing force), submergence, and deposition of materials. The multicolored rocks, the steep and embayed rims, and the isolated towers, mesas, "temples," and other eroded rock forms catch the contrast of sun and shadow and glow with changing hues of great beauty. Plant life on the canyon walls varies from subtropical at the base to subarctic near the rims. Hundreds of ancient pueblos dot the lower canyon walls and the rim. The Havasupai people still occupy a part of the canyon, and the Hualapai reservation encompasses much of the south rim. (The Hualapai now operate a visitor’s center, including a skywalk projecting over the canyon rim.) The first European to see the canyon was the Spanish explorer García López de Cárdenas in 1540. In 1869 the U.S. explorer John Wesley Powell became the first person to lead a party through the canyon bottom in a boat.

The Grand Canyon was set aside by the U.S. government in 1908 as a national monument. In 1919 an expanded area was designated Grand Canyon National Park (1,217,403 acres/492,876 hectares). The park was enlarged in 1975 to include other areas, such as Marble Canyon and parts of Glen Canyon and Lake Mead. Along the forested northern rim and the more accessible southern rim are numerous lookouts, and trails wind to the canyon floor. Raft and boat excursions along the canyon's river bottom are popular. In 2000 the lands north of the western portion of the canyon, an area almost the size of the park, were designated Grand Canyon–Parashant National Monument (1,014,000 acres/410,670 hectares).

Despite Roosevelt's enthusiasm and his strong interest in preserving land for public use, the Grand Canyon was not immediately designated as a national park. The first bill to create Grand Canyon National Park had been introduced in 1882 and again in 1883 and 1886 by Senator Benjamin Harrison. As President, Harrison established the Grand Canyon Forest Reserve in 1893. Theodore Roosevelt created the Grand Canyon Game Preserve by proclamation in 1906 and Grand Canyon National Monument in 1908. Senate bills to establish a national park were introduced and defeated in 1910 and 1911; the Grand Canyon National Park Act was finally signed by President Woodrow Wilson in 1919. The National Park Service, which had been established in 1916, assumed administration of the park.

Absolute Location: There is no exact location since the canyon's spread is so large.

Relative Location: North West Arizona, Nevada is to the West of the Grand Canyon, Utah is to the North, New Mexico is to the east. The city of Phoenix is located to the South of the Grand Canyon. The Grand Canyon is about 275 east of Los Angeles, California.

Size: 1,218,376 acres. 277 miles long. The width varies in size throughout the length of the canyon from about 5 to 18 miles wide. The canyon also varies in depth reaching it's deepest point at about 6,000 feet.

Date: _____

Standard(s): _____

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Essential Question: _____

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Salton Sea

The Salton Sea is a shallow, saline, endorheic rift lake located directly on the San Andreas Fault, predominantly in California's Imperial and Coachella Valleys.

The lake occupies the lowest elevations of the Salton Sink in the Colorado Desert of Imperial and Riverside counties in Southern California. Like Death Valley, it is below sea level. Currently, its surface is 226 ft. (69 m) below sea level. The deepest point of the sea is 5 ft. (1.5 m) higher than the lowest point of Death Valley. The sea is fed by the New, Whitewater, and Alamo rivers, as well as agricultural runoff, drainage systems, and creeks.

The Sea was created by a flood in 1905, in which water from the Colorado River flowed into the area. While it varies in dimensions and area with fluctuations in agricultural runoff and rainfall, the Salton Sea averages 15 mi (24 km) by 35 mi (56 km). With an average area of roughly 525 sq. mi (1,360 km2), the Salton Sea is the largest lake in California. Average annual inflow is 1,360,000 acre ft. (1.68 km3), which is enough to maintain a maximum depth of 52 ft. (16 m) and a total volume of about 7,500,000 acre ft. (9.3 km3).

The lake's salinity, about 44 g/L, is greater than that of the waters of the Pacific Ocean (35 g/L), but less than that of the Great Salt Lake (which ranges from 50 to 270 g/L). The concentration increases by about 1 percent annually.

In 1900, the California Development Company began construction of irrigation canals to divert water from the Colorado River into the Salton Sink, a dry lake bed. After construction of these irrigation canals, the Salton Sink became fertile for a time, allowing farmers to plant crops.

Within two years, the Imperial Canal became filled with silt from the Colorado River. Engineers tried to alleviate the blockages to no avail. In 1905, heavy rainfall and snowmelt caused the Colorado River to swell, overrunning a set of head-gates for the Alamo Canal. The resulting flood poured down the canal and breached an Imperial Valley dike, eroding two watercourses, the New River in the west, and the Alamo River in the east, each about 60 miles (97 km) long.[6] Over a period of approximately two years these two newly created rivers sporadically carried the entire volume of the Colorado River into the Salton Sink.

The Southern Pacific Railroad attempted to stop the flooding by dumping earth into the canal's head gates area, but the effort was not fast enough, and as the river eroded deeper and deeper into the dry desert sand of the Imperial Valley, a massive waterfall was created that started to cut rapidly upstream along the path of the Alamo Canal that now was occupied by the Colorado. This waterfall was initially 15 feet (4.6 m) high but grew to a height of 80 feet (24 m) before the flow through the breach was finally stopped. It was originally feared that the waterfall would recede upstream to the true main path of the Colorado, attaining a height of up to 100 to 300 feet (30 to 91 m), from where it would be practically impossible to fix the problem. As the basin filled, the town of Salton, a Southern Pacific Railroad siding, and Torres-Martinez Native American land were submerged. The sudden influx of water and the lack of any drainage from the basin resulted in the formation of the Salton Sea.

The continuing intermittent flooding of the Imperial Valley from the Colorado River led to the idea of the need for a dam on the Colorado River for flood control. Eventually, the federal government sponsored survey parties in 1922 that explored the Colorado River for a dam site, ultimately leading to the construction of Hoover Dam in Black Canyon, which was constructed beginning in 1929 and completed in 1935. The dam effectively put an end to the flooding episodes in the Imperial Valley.

Mojave Desert

Mojave or Mohave Desert, c.15,000 sq. mi (38,850 sq. km), region of low, barren mountains and flat valleys, 2,000 to 5,000 ft. (610–1,524 m) high, S Calif.; part of the Great Basin of the

United States. It is bordered on the N and W by the Sierra Nevada and the Tehachapi, San Gabriel, and San Bernardino mts. and merges with the Colorado Desert (part of the Sonoran Desert) in the southeast. Once a part of an ancient interior sea, the desert was formed by volcanic action (lava surfaces with cinder cones are present) and by material deposited by the Colorado River.

The temperature is uniformly warm throughout the year, although there is a wide variation from day to night. Strong, dry winds blow in the afternoon and evening. Located in the rain shadow of the Coast Ranges, the Mojave receives an average annual rainfall of 5 in. (12.7 cm), mostly in winter. Juniper and Joshua trees are found on the higher, outer mountain slopes; desert-type vegetation and numerous intermittent lakes and streams are present in the valleys. The Mojave River is the largest stream. Minerals found in the desert include borax and other salines, gold, silver, and iron.

Military installations were established in the Mojave during World War II; Edwards Air Force Base is perhaps the best known. Northwest of Edwards, on the western edge of the desert, is Mojave Air and Space Port, a civilian test facility and aircraft storage center. Further north and northeast is the U.S. Navy's China Lake weapons testing facility, which is also the site of the Coso Petroglyphs, the largest collection of ancient rock art in the Americas. About 1,450,000 acres (587,250 hectares) of the desert are protected in Mojave National Preserve. Death Valley National Park and Joshua Tree National Park are also located in the region.

Great Salt Lake

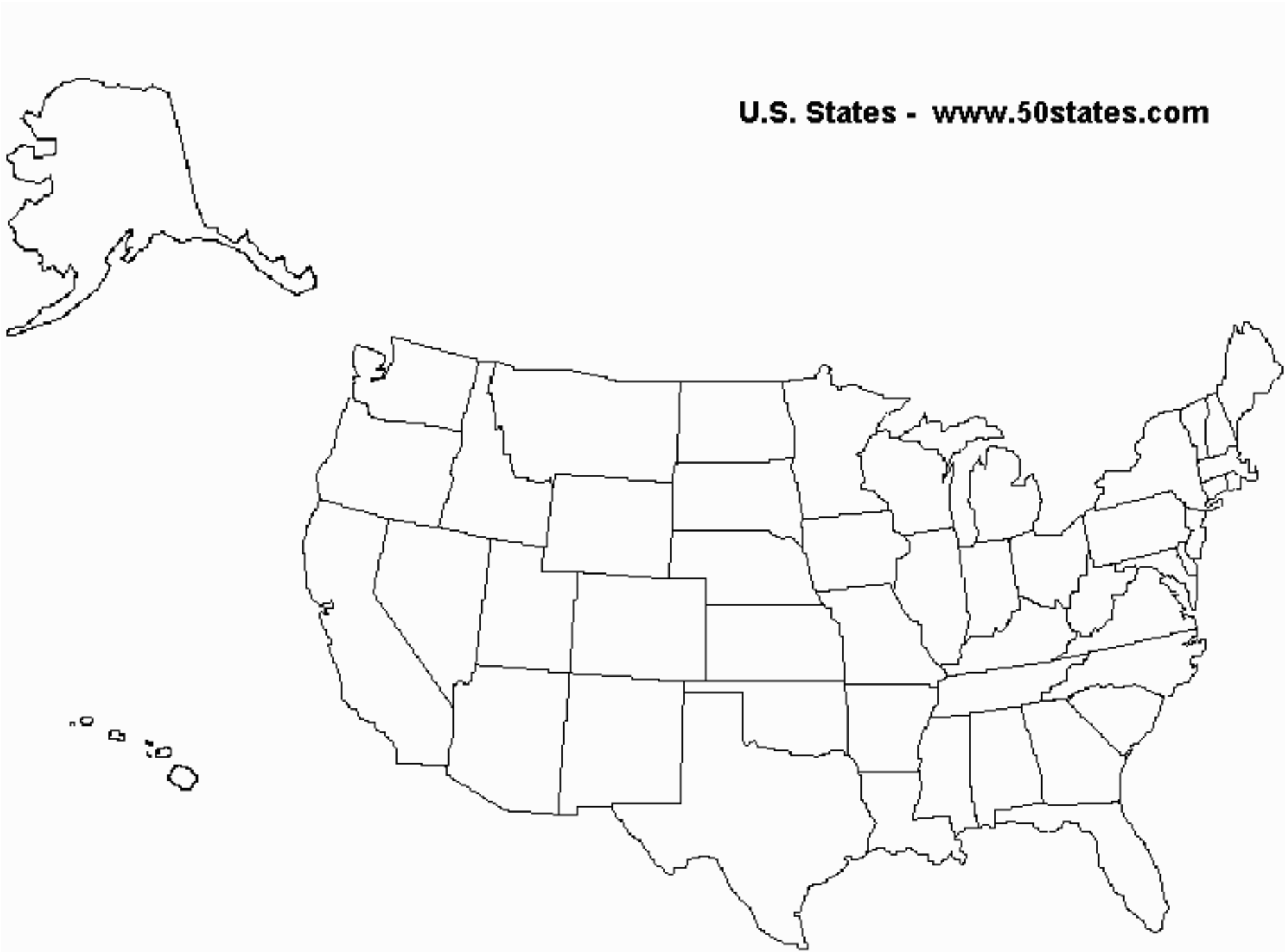
The Great Salt Lake is a large body of salt water, N Utah. The lake is irregular in shape and is about 121 km (about 75 mi) long from N to S and 48 to 80 km (30 to 50 mi) wide. Its average

depth is about 6 m (about 20 ft.), but great seasonal variations occur. The lake is deepest in the spring, when it is fed by the melting snow from the nearby Wasatch Mts. to the E. The size of the lake has diminished markedly since the 1860s, to an average area of 4403 sq. km (about 1700 sq. mi). Unusual drainage conditions increased the area in 1986 to 6343 sq. km (2450 sq. mi) and raised the altitude from 1280 m (about 4200 ft.) by 3.35 m (11.5 ft.).

Great Salt Lake occupies a portion of what was, in Pleistocene times, the bed of the great Bonneville Lake. The present lake has no outlets and loses water naturally only by evaporation, which concentrates the dissolved salts carried into the lake by its tributaries and causes its salinity. The lake is fed from Utah Lake to the S through the Jordan R., by the Weber R. to the E, and by Bear R. to the NE.

The salinity of Great Salt Lake, normally about 23 parts per 1000, decreased as the area increased. The chief constituent of the dissolved salts is sodium chloride, which is recovered in commercial quantities. The lake has been estimated to contain more than 5 million metric tons of sodium chloride in solution. A few species of marine life have been found, including a brine shrimp variety.

The lake was first noted on maps prepared in the 1770s by two Roman Catholic priests, Silvestre Vélez de Escalante (fl. 1769–79) and Francisco Atanasio Domínguez, who had never seen it. Several fur traders later visited (1824–25) the lake; it is believed that the American fur trapper James Bridger was the first to reach it. The lake was explored by the American soldier Benjamin de Bonneville in the 1830s and by (1843–45) the American general John Charles Frémont. In 1849 the first survey of the area was made by a party of U.S. Army engineers.


U.S. States - www.50states.com

Date: _____

Standard(s): _____

_____

Essential Question: _____

_____

Economics

Households		**Bank**
	The functions of four major sectors in the U. S. economy.	
Private Business		**Government**

Write a paragraph on each sector of the U. S. economy to explain the function of that sector. Be sure to explain the household function in providing resources and consuming goods and services, the private business function in producing goods and

services, the bank function in providing checking accounts, savings accounts, and loans, the government function in taxation and providing certain goods and services.

Date: _____

Standard(s): _____

_____

Essential Question: _____

_____

Entrepreneurs

What is it that makes someone an entrepreneur? What major characteristics do entrepreneurs exhibits? How do you know if a person is an entrepreneur or not? These are all extremely important questions about the concept of entrepreneurship, and they do not come with easy answers.

Definition: An **entrepreneur** is an individual who accepts some sort of risk — usually financial — in the pursuit of new ventures. The word can apply to any person organizing a new project or opportunity, though it is most often used in a business context. A person in this role is often characterized as innovative, independent, optimistic, creative, and hard-working.

Risk is perhaps the primary characteristic of entrepreneurship. This does not necessarily mean that the entrepreneur has an infinite tolerance for risk; instead, it means that the successful entrepreneur is able to determine how much risk is appropriate for a particular endeavor. He or she must accept enough risk to innovate and create, but not so much that the business or activity is not profitable

Financial risk is the most common sort of risk entrepreneurs face. They often have to contribute their own money as well as that of other parties to a particular project. Failure may cost not only their livelihood and savings, but that of other investors too. If the venture is successful, however, the financial rewards may be great.

Other types of risk exist as well. Entrepreneurs may face **social risk** if their innovations challenge societal norms, or they may face **psychological risk** as their hard work affects their or their families' peace of mind. Many find that the independence, notoriety, and feeling of contributing something valuable to society that often come with being an entrepreneur outweigh these dangers — though these rewards are seldom immediately apparent.

The four basic factors used to produce goods and services in the economy--labor, capital, land, and entrepreneurship. These are also called resources or scarce resources. The term "**factors of production**" is quite descriptive of the function these "resources" perform. Labor, capital, land, and entrepreneurship are the four "factors" or items use in the "production" of goods and services.

Labor is the services and efforts of humans that are used for production. While labor is commonly thought of as those who work in factories, it includes all human efforts (except entrepreneurship), such as those provided by clerical workers, technicians, professionals, managers, and even company presidents.

Land: The natural resources used to produce goods and services, including the land itself; the minerals and nutrients in the ground; the water, wildlife, and vegetation on the surface; and the air above.

Capital: The manufactured (or previously produced) resources used to manufacture or produce other things. Common examples of capital are the factories, buildings, trucks, tools, machinery, and equipment used by businesses in their productive pursuits. Capital's primary role in the economy is to improve the productivity of labor as it transforms the natural resources of land into wants-and-needs-satisfying goods.

Entrepreneur: An entrepreneur is an individual who accepts some sort of risk — usually financial — in the pursuit of new ventures. The word can apply to any person organizing a new project or opportunity, though it is most often used in a business context. A person in this role is often characterized as innovative, independent, optimistic, creative, and hard-working.

Famous Entrepreneur Scavenger Hunt

Students will search the websites listed below and answer the questions about each entrepreneur.

1	Charles Schwab	http://www.aboutschwab.com/sstory/ index.html	1. What is Charles Schwab's net worth? 2. What year was his company founded? 3. What type of business is he in?
2	Donald Trump	http://www.stfrancis.edu/ba/ghkickul/stuwebs/bbios/biograph/trump.htm	1. What did Donald study in college and where did he go to school? 2. How did he earn his money?
3	Dave Thomas	http://www.wendys.com/wendys_story/wendys_story.html http://www.wendys.com/dave_history/meet_dave.html	1. How did Wendy's get its name? 2. What year was the 1st Wendy's opened? 3. What year did Wendy's open its 2000th store?
4	Bill Gates	http://www.microsoft.com/billgates/bio.asp	1. How many employees does Bill Gates have? 2. What year did Microsoft begin? 3. What programming languages did Bill Gates develop?
5	Debbie Fields	http://www.mrsfields.com/history	1. What year did she open her 1st store? 2. What does Mrs. Fields sell?
6	Phil Knight	http://www.nikebiz.com/story/b_knight.shtml http://web.mit.edu/invent/www/inventorsA-H/bowermanknight.html	1. In the beginning, where did Phil sell his shoes? 2. Who was Phil's Co-founder? 3. How much was his first investment? 4. What does NIKE stand for?
7	Martha Stewart	http://www.biography.com/cgi-bin/biomain.cgi	1. What type of business did Martha start in 1970 2. How much is Martha's company worth? 3. Where did Martha work before she became an entrepreneur?
8	Orville Redenbacher	http://members.aol.com/acalendar/July/Orville.html	1. What did Orville grow in order to make extra money? 2. How did he become successful?
9	Jerry Yang	http://www.tdo.com/local/graphics/1pyang/html/1.htm	1. What did Jerry and David develop? Why?

			2. What does YAHOO stand for? 3. What was Yahoo's net revenue in 1998?
10	Walt Disney	http://www.justdisney.com/walt_disney/biography/w_bio_short.html	1. What was Walt's 1st Company called? 2. Where did Walt and his wife get married? 3. What was his ambulance for the Red Cross covered with?

Topic: Famous Entrepreneurs

Questions:	**Notes**

Topic: Famous Entrepreneurs

Questions	**Notes**

Summary

Research Project:

Date Assigned: Date Due:

Goals of this project:

- The student will understand that when there is conflict between or within societies, change is the result.

- The student will understand that location affects a society's economy, culture, and development. The student will understand that the movement or migration of people and ideas affects all societies involved.
- The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Standards for this project:

H3a-d; G1a-b; G2a-b; E1c; E1e; E2a; E3a-c

Introduction:

You are a group of inventors, and you have just created a time machine. Your group has just opened a travel company to take people back in time. One of your featured destinations will be the turn of the century. In order to persuade people to take a trip with your company, you will create a brochure advertising this time in history.

Task

In your brochure you will want to include the following information.

Key people you might see along the way.
Key events you might be able to witness.
Key places you could visit.

Each person will research a different portion of this information to include in your group's brochure.

Process

1. The group will divide the information to research. During your research, use the research guide to help you (*Research Guide attached*).

Researcher 1 and 2: (2 or more researchers needed) Your task is to research information about key people from the turn of the century. Be sure to think about possible questions your travelers might have about the people. Why is this person famous? Why is this person important to the time period? What impact did this person have on American life?

Researcher 1

- **The Wright Brothers**
- **George Washington Carver**
- **Alexander Graham Bell**
- **Thomas Edison**

Researcher 2

- **The Black Cowboys of Texas (select two of the Black Cowboys to research)**
- **William McKinley**
- **Theodore Roosevelt**

Researcher 3: (1 researcher needed) Your task is to research important events from the turn of the century. Be sure to think about possible questions your travelers might have about the events: Why is this event important to Americans? Why did this event occur? What occurred?

- **The Great Western Cattle Trail Drives**
- **Spanish-American War**
- **Immigration**

Researcher 4: (1 researcher needed) Your task is to research important places to visit from the turn of the century. Be sure to think about possible questions your travelers might have about the places: Where is this place? (Consider using a map to answer this question.) Why is this place important to history? Why would I want to visit this place?

- **The Chisholm Trail**

- **Kitty Hawk, North Carolina**
- **Panama Canal**

2. Use the links provided and resources from the media center to find information about your key
people, events, or places. Be sure to record your research on your Research Guide page.

3. Once you have collected your information, you are ready to write a rough draft for your brochure.
Each section should be written separately to be placed in the brochure.

4. After you have carefully checked your rough draft for correct spelling, punctuation, capitalization,
and grammar, you are ready to complete your final copy and create your brochure. You may use the
brochure template attached or use a computer program. Be sure to include a bibliography of the
resources you used on the back of your brochure. You should also include color and graphics to
enhance your brochure. This may include hand-drawn illustrations, maps, clip art, and/or photographs.

Brochure Templates
www.mybrochuremaker.com
http://office.microsoft.com/en-us/templates/TC062062991033.aspx?pid=CT101043031033
http://interactives.mped.org/view_interactive.aspx?id=110&title
The Black Cowboys of Texas
http://www.blackcowboys.com/blackcowboys.htm
The Wright Brothers
United Streaming *Story of the Wright Brothers, The: From Kites to Kitty Hawk*
http://pbskids.org/wayback/flight/feature_wright.html
http://kids.discovery.com/convergence/wright/wright.html
George Washington Carver
http://www.pbs.org/wnet/aaworld/reference/articles/george_washington_carver.html
Alexander Graham Bell
United Streaming *Alexander Graham Bell: The Voice Heard 'round The World*
http://www.pbs.org/wgbh/amex/telephone/peopleevents/mabell.html
Thomas Edison
United Streaming *20th Century History Game, The: Industry: The Rise of Big Business Video Segment: Thomas Edison*
http://www.classbrain.com/artbiographies/publish/thomas_edison.shtml
William McKinley
United Streaming *History in Focus: 1900-1909*
http://www.whitehouse.gov/history/presidents/wm25.html
http://www.mckinley.lib.oh.us/McKinley/biography.htm

Theodore Roosevelt
United Streaming *Discovering History: 20th-Century Biographies: American Presidents Volume 1 Video Segment: Theodore Roosevelt*
http://www.whitehouse.gov/history/presidents/tr26.html
http://www.theodoreroosevelt.net/
The Great Western Cattle Trail Drives
http://rebelcherokee.labdiva.com/cattletrail.html
Spanish-American War
United Streaming *America Becomes a World Power*
http://www.socialstudiesforkids.com/subjects/spanishamericanwar.htm
http://www.pocanticohills.org/amprogress/The_Spanish_American_War.htm
Immigration
United Streaming *New York Up Close: Immigration and the Industrial Revolution Immigration to the United States: American Heritage Series*
http://teacher.scholastic.com/activities/immigration/tour/index.htm
http://www.suffolk.lib.ny.us/youth/jcssimmigration.html
The Chisholm Trail
http://www.thechisholmtrail.com/
Panama Canal
http://www.pbs.org/wgbh/amex/tr/panama.html
http://www.state.gov/r/pa/ho/time/ip/17456.htm
http://www.pancanal.com/eng/persona/k/index.html

Research Guide

Directions: For the brochure, you will be asked to write the information you find in paragraph form. Below is a list of questions to guide your research. The answers to the questions should be included in your paragraphs for your brochure.

1. What is the person, place, or event?

2. What is the main reason this person, place, or event is famous?

3. How does this person, place, or event affect American life?

Directions: As you complete your research, keep up with the sources you use and complete the information below. Include the information in the same format on the back our brochure.

Source A (a book) Authors last name, Authors first name. Title of book underlined. City of Publication: Publisher, Copyright date.
Source B (Reference Book—an encyclopedia, historical reference book, etc.) Authors last name, Authors first name. "Title of Article." Title of Book. Editor. Volume, City of Publication: Publisher, Copyright Date. **OR** "Title of Article." Title of Book. Editor, City of Publication: Publisher, Copyright Date. **OR** "Title of Article" Name of Encyclopedia. Volume #. City of Publication: Publisher, Copyright Date.
Source C (Internet Source) Copy the entire web address down. Then write ACCESSED on and write the day, month, and year. www.nationalgeographic.com accessed on 2 September 2007.

Brochure Template

FRONT

Title

Illustration

Members of the Research Group

BACK

Resources

INSIDE LEFT

KEY PEOPLE

Information written in paragraph form

INSIDE RIGHT

KEY EVENTS

Information written in paragraph form

	KEY PLACES **Information written in paragraph form**

Content Rubric for Research Task

Important People				
Criteria	**Does Not Meet** **0 points**	**Needs Improvement** **1 point**	**Meets Standard** **3 points**	**Exceeds Standard** **5 points**

Describes the contributions of important people (Complete this section for each important person.)	Includes incorrect information about the individual and/ or his contributions to American life	Provides limited information about the individual and his accomplishments. The traveler would be unlikely to see the benefit of going back in time to visit this person.	Accurately identifies the individual and explains the impact this person had on life at the turn of the century. The traveler would understand why this person was important.	Analyzes the impact the individual had on life at the turn of the century. Merges this analysis with an explanation as to why the time traveler should go back to meet this person. Explains how modern life would be different without this person's accomplishment. The traveler would fully understand why this person would be worth meeting.
Important Events				
Criteria	**Does Not Meet 0 points**	**Needs Improvement 1 point**	**Meets Standard 3 points**	**Exceeds Standard 5 points**
Summarizes the important events at the turn of the century. (Complete this section for each important event.)	Includes incorrect information about the event and/ or its importance to Americans	Provides a basic summary of the event and its importance. The traveler would be unlikely to see the benefit of going back in time to witness this event.	Summarizes the important elements of the event including its causes. Explains why this event was important. The traveler would understand why this event was important.	Completely summarizes the important elements of the event including its causes. Analyzes the ways in which this event changed America and/or its role in the world. Explains how modern life would be different if this event had not occurred. The traveler would fully understand why this event would be worth witnessing.

Important Places				
Criteria	**Does Not Meet 0 points**	**Needs Improvement 1 point**	**Meets Standard 3 points**	**Exceeds Standard 5 points**
Explains the importance of particular places (Complete this section for each important place.)	Includes incorrect information about the place and/ or its importance to American history.	Locates the important place on a map but provides very little information about why this place is important. The traveler would be unlikely to see the benefit of going back in time to visit this place.	Locates the important place on a map. Explains why this location was important to American history. The traveler would understand why this place was important.	Locates the important place on a map and includes an analysis of how the location connected to the events that occurred there Completely explains why this place was important to American history. The traveler would fully understand why this place would be worth visiting and what they would be likely to see there.
Product Rubric for Performance Task				
Criteria	**Does Not Meet 0 points**	**Needs Improvement 1 point**	**Meets Standard 3 points**	**Exceeds Standard 5 points**
Uses informational writing strategies	The organizing structure and facts and details used in the brochure make it very difficult for a reader to understand.	The information would have been more easily understood if the student had chosen a different organizing structure to explain important facts and details.	Student uses an appropriate organizing structure for the information that includes important facts and details but eliminates extraneous details.	Student uses an appropriate organizing structure for the information that includes important facts and details but eliminates extraneous details. The writing is highly engaging to the reader.
Uses correct mechanics	The student makes numerous mechanical mistakes in spelling, grammar, punctuation, and/or capitalization. The reader would have great difficulty understanding the content because of these mistakes.	The student makes some mechanical mistakes in spelling, grammar, punctuation, and/or capitalization. The reader would have some difficulty understanding the content because of these mistakes.	Student uses correct mechanics including spelling, grammar, punctuation, and capitalization.	Not applicable
Creates an attractive final product	Final brochure is very messy or lacking in color or pictures.	Final brochure would look better if neater handwriting, a more appropriate font, more color, and/or more pictures had been used.	Final brochure is visually appealing. Makes use of neat handwriting or appropriate font, color, and pictures.	Final brochure is highly visually appealing. Uses neat handwriting or appropriate font, color, and pictures in a way that would draw the viewer to this brochure.

Date: _____

Standard(s): _____

_____

Essential Question: _____

_____

Review for Unit 5

1. What was the role of the cattle trails in the late 19th century?

2. Why did many of the newly freed African Americans go west following the Civil War?

3. Why were the Great Western Cattle Trail and the Chisholm Trail developed?

4. Where did the Great Western Cattle Trail begin and end?
Where did the Chisholm Trail begin and end?

5. Why are the Wright Brothers famous?

6. Why is George Washington Carver famous?

7. Why is Alexander Graham Bell famous?

8. Why is Thomas Edison famous?

9. Describe the impact of flight, science, communication, and electricity on life in America:

flight

science

communication

electricity

10. How did William McKinley help the United States to expand and to grow America's role in the world?

11. What was Theodore Roosevelt's role in the Spanish American War and in helping the United States to expand and become a world power.

12. Why did Europeans and Asians come to the United States at the turn of the century?

Discuss "push" and "pull" factors that brought immigrant to the United States.

13. Where did immigrants settle during the turn of the century immigration?

14. How do the factors of population, transportation and natural resources influence where people

settle and develop cities?

15. What are the four sectors of the economy?

16. Describe the household function in providing resources and consuming goods and services.

17. Describe the private business function in producing goods and services.

18. Describe the bank function in providing checking accounts, savings accounts, and loans.

19. Describe the government function in taxation and providing certain goods and services.

20. How did the creation of the Salton Sea affect Southern California?

21. Why are the locations of the Grand Canyon, Mojave Desert, and the Great Salt Lake important to history?

Pittsburgh, Pa

Grand Canyon

Mojave Desert

Great Salt Lake

22. How did specialization of the assembly line make the automobile affordable for Americans?

23. How did the location of Pittsburg make it a perfect place for the development of the steel industry?

24. How does trade promote economic activity?

25. How did entrepreneurs take a risk during the turn of the century?