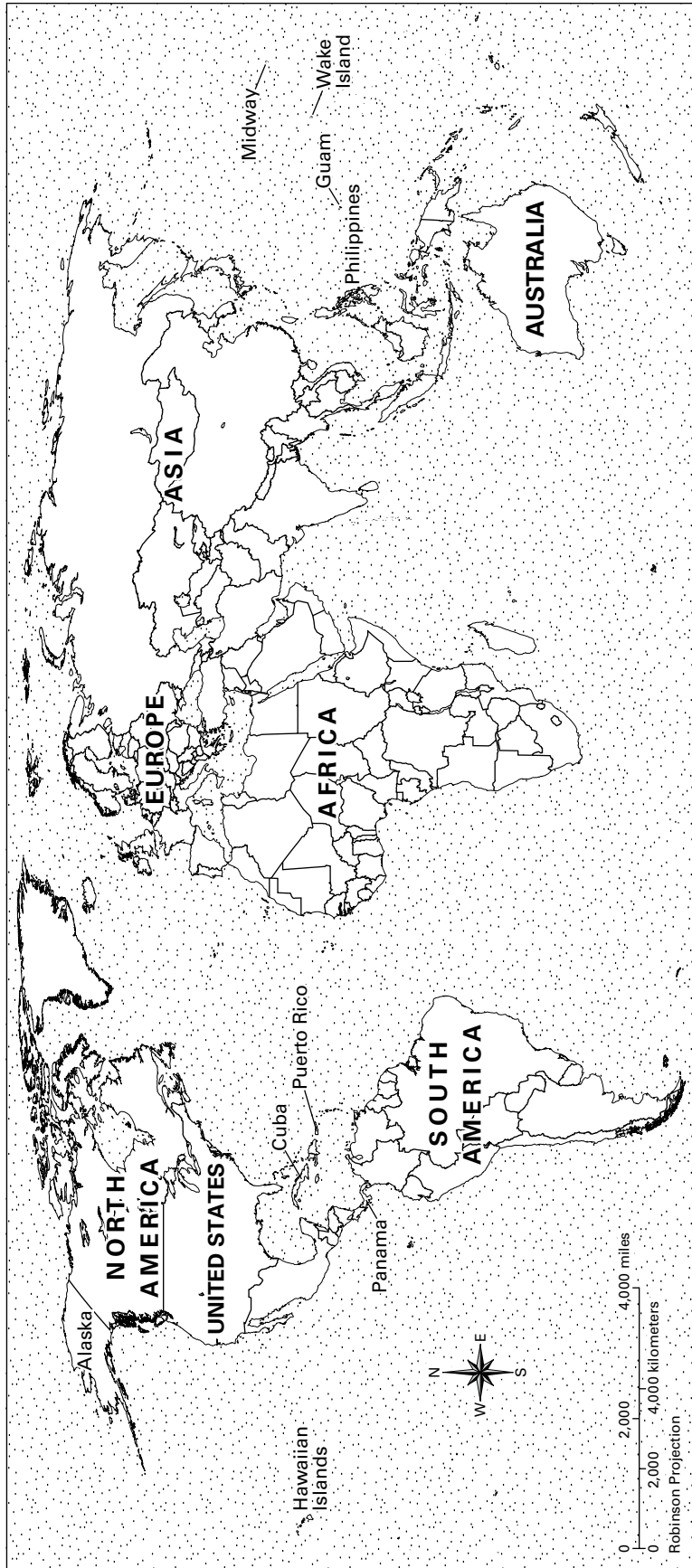


U.S. Territorial Expansion, 1867–1903



**Geography Skills**

Analyze the maps in “Setting the Stage”. Then answer the following questions and fill out the map as directed.

1. Which territory did the United States obtain from Russia? Shade it in on your map. In what year was this territory added to the United States?
2. Which U.S. possession was the greatest distance from the United States? Circle its name on your map.
3. Which two places were not U.S. possessions but were under U.S. control? Circle their names.
4. Which possessions did the United States gain as a result of its war with Spain? Circle their names.
5. Draw a box around Midway and study its location. Why do you think this island group was given this name?
6. What is the location of Wake Island relative to Midway?
7. What is the relative location of Guam from the Philippines?
8. Most of the U.S. areas of expansion suggest that Americans in the late 1800s were interested in trade with places on which continent? Circle the name of this continent on your map.



# The Progressive Era

***Did the progressives improve life in the United States?***

## PREVIEW

List at least three problems that might have existed in American society at the time this song, *Future America*, was written.

### **Future America**

My country 'tis of thee,  
Land of lost liberty,  
Of thee we sing.  
Land which the millionaires,  
Who govern our affairs,  
Own for themselves and heirs,  
Hail to thy king.

Land once of noble braves,  
But now of wretched slaves,  
Alas! too late!  
We saw sweet Freedom die,  
From letting bribers, high,  
Our unpriced suffrage buy,  
And mourn thy fate.

Land where the wealthy few,  
Can make the many do,  
Their royal will.  
And tax for selfish greed,  
The toilers till they bleed,  
And those, not yet weak-kneed,  
Crush down and kill.

## R E A D I N G   N O T E S

**Key Content Terms**




As you complete the Reading Notes, use these terms in your answers.




Progressive movement	platform	conservation
National Grange	social Darwinism	suffrage
Populist Party	regulation	




**Section 2**

1. The National Grange had a significant impact following the Civil War. Number the sentences from 1 to 7 to show the order in which the events occurred.  
  
\_\_\_\_\_ By the mid-1870s, the National Grange had grown into a political force.  
\_\_\_\_\_ In a series of cases, the Supreme Court sided with the Granges, strengthening the idea that government has a responsibility to protect the common good.  
\_\_\_\_\_ As conditions improved, membership in the Granges dropped.  
\_\_\_\_\_ After the Civil War, many farmers struggled and felt victimized by banks and big business.  
\_\_\_\_\_ Big businesses protested this interference and sometimes sued.  
\_\_\_\_\_ Self-help clubs for farmers, called Granges, sprang up all over the Midwest.  
\_\_\_\_\_ Pressure from Grangers led some states to pass laws limiting railroad shipping rates and prices for grain storage.
2. How did the Populist Party hope to break the power of big business to dictate government policy?
3. Explain the meaning of this sentence: *William McKinley's victory was a triumph for people opposed to radical change.*

Sections 3 to 10

<p>Write an adjective for this person under his or her name.</p>	<p>How would this individual answer this question: <i>Is there something wrong in America?</i> Explain.</p>	<p>Did this individual improve life in the United States? Give at least one example supporting your opinion.</p>	<p>What question would you like to ask this individual?</p>
<p><b>Section 3</b></p>  <p>Andrew Carnegie, Industrialist</p> <hr/>			
<p><b>Section 3</b></p>  <p>John D. Rockefeller, Industrialist</p> <hr/>			
<p><b>Section 4</b></p>  <p>Theodore Roosevelt, Progressive</p> <hr/>			

<p>Write an adjective for this person under his or her name.</p>	<p>How would this individual answer this question: <i>Is there something wrong in America?</i> Explain.</p>	<p>Did this individual improve life in the United States? Give at least one example supporting your opinion.</p>	<p>What question would you like to ask this individual?</p>
<p><b>Section 5</b></p>  <p>Robert La Follette, Progressive</p> <hr/>			
<p><b>Section 6</b></p>  <p>Mother Jones, Progressive</p> <hr/>			
<p><b>Section 7</b></p>  <p>John Muir, Progressive</p> <hr/>			

<p>Write an adjective for this person under his or her name.</p>	<p>How would this individual answer this question: <i>Is there something wrong in America?</i> Explain.</p>	<p>Did this individual improve life in the United States? Give at least one example supporting your opinion.</p>	<p>What question would you like to ask this individual?</p>
<p><b>Section 8</b></p>  <p>W. E. B. Du Bois, Progressive</p> <hr/>			
<p><b>Section 9</b></p>  <p>Upton Sinclair, Progressive</p> <hr/>			
<p><b>Section 10</b></p>  <p>Alice Paul, Progressive</p> <hr/>			



## P R O C E S S I N G

Review the lyrics to the song *Future America* from the Preview. Select one of the characters from the panel discussion, and write another verse to the song from his or her perspective.

- If you choose a progressive, the verse should mention what he or she believed was wrong in American society (such as trusts, political corruption, or unequal treatment for African Americans) and actions he or she took to solve the problem and improve life in the United States.
- If you choose an industrialist, the verse should describe what he thinks is right in American society and what he did to improve life in the United States.

Here is an example of a verse written from John Muir's perspective.

Polluted environment,  
Nat'ral resources nearly spent,  
Redwood trees cut down.  
Instead create Yosemite,  
Reserves where birds fly free,  
To protect animals, earth, and trees,  
We are duty-bound.

## R E A D I N G   F U R T H E R

**Preparing to Write: Building Arguments**

As the number of working children rose, so did the demands for reform. In 1913, the National Child Labor Committee (NCLC) published a declaration of children's rights. It included this resolution:

*Resolved I—That childhood is endowed with certain inherent and inalienable rights, among which are freedom from toil for daily bread; the right to play and to dream; the right to the normal sleep of the night season; the right to an education, that we may have equality of opportunity for developing all that there is in us of mind and heart.*

You probably take these rights for granted. A hundred years ago, working children did not.

If you worked in a coal mine around 1900, how long might your day have been?

What were some of the hardships you would have faced?

If you were a child laborer in 1900, why did your family want you to work?

Why do you think reformers wanted children to go to school?

**Writing a Persuasive Speech**

Compose a short speech (one or two paragraphs) in favor of laws against child labor. Write from the perspective of a reformer in 1913, and use evidence from the previous page. Use one of the rights in the NCLC declaration as an argument for why young children should not work. Explain how that right is denied to working children and why you believe it is important for a child to have.

Use this rubric to evaluate your speech. Make changes in your speech if you need to.

<b>Score</b>	<b>Description</b>
3	The speech makes a strong argument in favor of child labor laws, based on one right from the NCLC declaration. It clearly explains the right and its importance. There are no spelling or grammar errors.
2	The speech makes an argument in favor of child labor laws, based on one right from the NCLC declaration. It lists the right and its importance, but does not clearly explain them. There are few spelling or grammar errors.
1	The speech does not make an argument in favor of child labor laws. There are many spelling or grammar errors.