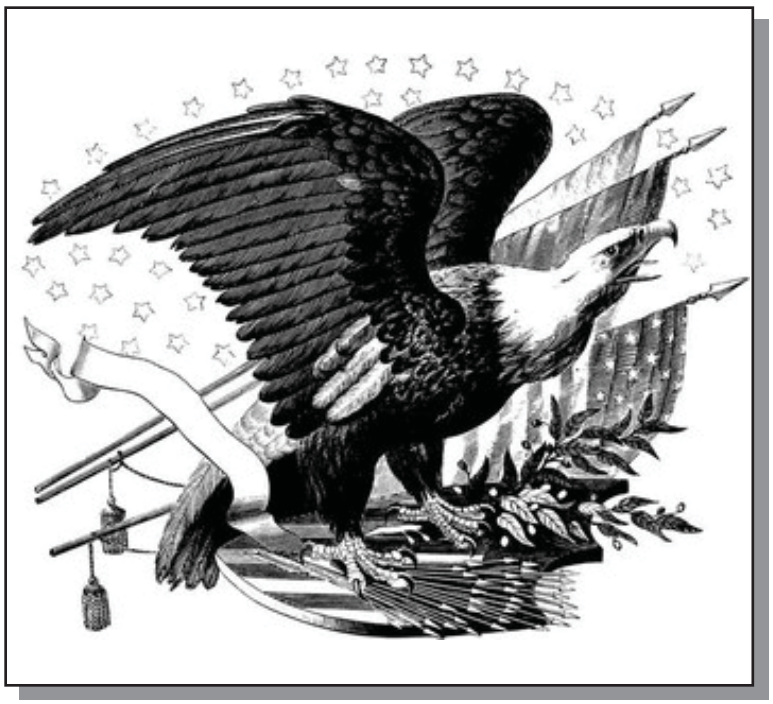
The Defining of America
1846-1903

The People, Places and Principles of America



Chapter 9

Product number: 76316

Revision: 092012

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

CHAPTER 9
TABLE OF CONTENTS

PAGE

TIMELINE.....*iii*

SECTION 1



1. GOVERNMENT & ECONOMICS.....1-7
   - ***The Human Side of War***
   - ***Binding Up the Nation's Wounds***
   - ***Seward's Icebox—A Hot Buy***
   - ***..Tariffs, Taxes, and Greenbacks***



2. MILITARY.....8-12
   - ***Reservatoins for American Indians***
   - ***The Spanish -American War***



3. FAMILY & HOME.....13-15
   - ***Riding the Rails to a Better Life***



4. RELIGION & CELEBRATION.....16-21
   - ***Shoes, Baseball, Bats, and Bibles***
   - ***The Story of Samuel Morris***
   - ***The Army of Love***
   - ***Black Church Revival Leads to World Movement***



5. LIGHT & ENERGY.....22-25
   - ***Wells, Windmills, and other Waterworks***
   - ***Water Wells and Windmills***
   - ***Water Works that Power Electrical Current***

SECTION 2



6. COMMUNICATION.....26-29
   - ***New Technology Opens Office Doors to Women***
   - ***A Growing Fascination with News***
   - ***George Eastman's "Kodak Moment"***



7. DISCOVERIES & EXPLORATIONS.....30-34
   - ***Japan and the North Pole***
   - ***Yellow Fever and Medical Discoveries***

PAGE



8. DOMINANT PERSONALITIES & EVENTS.....35-41
   - ***Teddy Roosevelt, The Boy Who Fought Back***
   - ***The "Unsinkable" Titanic***
   - ***A Canal in the Jungle***



9. AGRICULTURE.....42-45
   - ***Farming at the Turn of the Century***



10. ART, ARCHITECTURE, FASHION, & FURNITURE.....46-48
    - ***Styled for the New Century***

SECTION 3



11. EDUCATION, MUSIC, & LITERATURE.....49-56
    - ***Literature for the New Century***
    - ***Marching to the Beat in Beautiful America***
    - ***Education by Catalog***
    - ***Booker T. Washington— Improving Education for African-Americans***



12. SPORTS & RECREATION.....57-60
    - ***Early Sports Heroes***



13. FOOD.....61-63
    - ***America Gets "Canned"***



14. TRANSPORTATION.....64-69
    - ***Power From United Effort***
    - ***Taking the Sky***
    - ***Affordable Fords***



15. INDUSTRY & MEDICINE.....70-73
    - ***Flying into the 20th Century—and Beyond***
    - ***Plunging into Plastics***

© Copyright 2000, 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Chapter 9
Time Line 1854-1916

Use this time line for referencing important dates throughout the chapter.

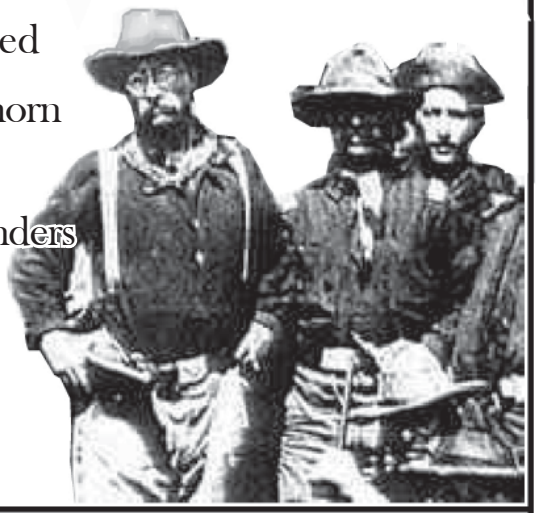
1854 - Elevator Invented

1863 - Emancipation Proclamation Issued

1870 - 15th Amendment Ratified

1876 - Battle of The Little Bighorn

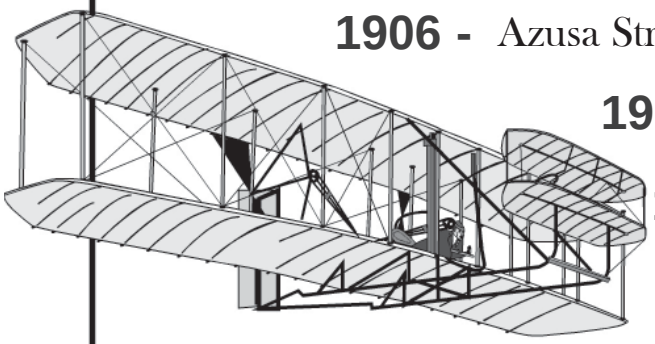
1877 - Compromise of 1877; Chief Joseph Surrenders



1886 - Geronimo Surrenders

1898 - Spanish-American War

1903 - Orville & Wilbur Wright Fly



1906 - Azusa Street revival

1908 - Henry Ford's Model T

1909 - Peary Plants Flag on North Pole

1912 - Titanic Sinks

1914 - Panama Canal Opens

1916 - Boeing Aircraft

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

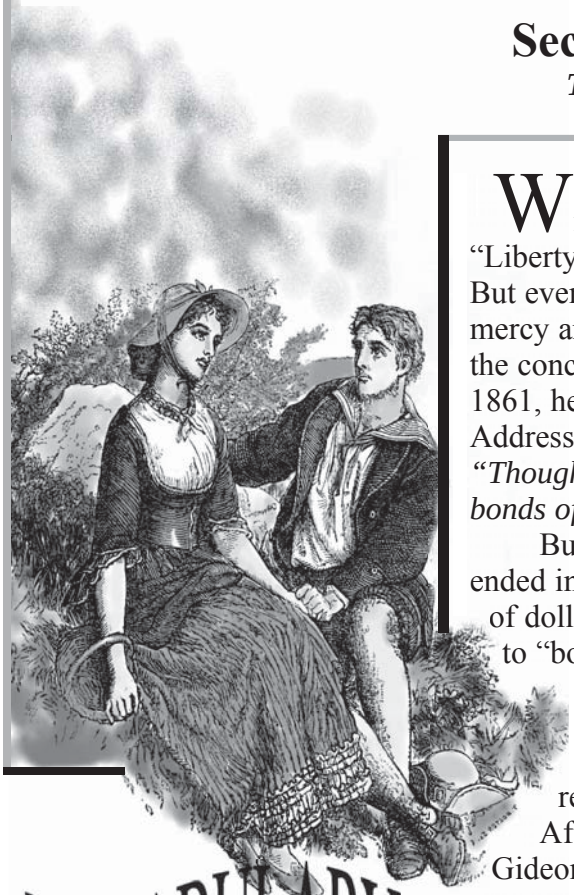


Topic 1
Government & Economics

Chapter 9

THE HUMAN SIDE OF WAR

Section One
Topics 1-5



War is gruesome at its best. Even the most graphic movies cannot adequately portray war's horrors. "Liberty and Justice for all" are preserved at a high price. But even among tragedies of battle are accounts of kindness, mercy and grace. As President Abraham Lincoln neared the conclusion of his first inaugural address on March 4, 1861, he proclaimed, *"We are not enemies, but friends."* Addressing the conflict between North and South, he added, *"Though passion may have strained, it must not break our bonds of affection."*

But the nation was not listening. Before the Civil War ended in 1865, it had cost America 600,000 lives and billions of dollars. Still, Abraham Lincoln maintained commitment to "bonds of affection."

At the White House, the holiday season of 1864 was anything but festive. Instead of celebrating Christmas with his family, the president spent all day reviewing Confederate petitions for ***pardons***.

After Lincoln signed the last pardon, Navy Secretary Gideon Welles asked if the president would see a pretty, young Confederate girl who was waiting outside the door. President Lincoln graciously received Laura Sue Jones into the White House office.

Lincoln listened intently while Laura Sue explained how she had been trapped in Washington since the war broke out. She requested that President Lincoln provide her safe passage to Richmond to marry her sweetheart, a Confederate soldier. Without hesitation, Lincoln wrote a special travel pass that would allow Laura Sue to cross Union lines without being detained. Then the president wished Miss Jones a safe journey and a Merry Christmas.

Overwhelmed by Mr. Lincoln's kindness, Laura fell to her knees and grasped the president's hand. President Lincoln looked into her tear-filled eyes and said tenderly, *"Don't kneel before me. Just thank God, and be on your way."* As Laura Sue rose, she said, *"Good bye, Mr. President, and may God bless you. I shall probably never again see you until we, one day, meet in heaven."* It was the finest Christmas gift the

VOCABULARY

Pardon: a release from legal penalties for an offense
Toil: strenuous, exhausting work
Bequest: the desire of a deceased person, stated in a will
Proceeds: money gained from sales or rent
Revenue: financial return on an investment
Monumental: huge, overwhelming
Segment: separate part of
Reconciliation: the mending of that which is broken

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

VOCABULARY

Compensate: make up for something missing
Suffrage: the right to vote
Unification: the joining together for a cause
Posterity: future generations
Spearhead: to lead
Barren: empty and useless
Teeming: abundant, overflowing
Bering Strait: a narrow stretch of water separating Alaska from Siberia, connects the Arctic Ocean with the Bering Sea
Fjords: inlets of the sea between mountains
Anthropologists: scientists who study human culture
Roughnecks: slang term for oil field workers
Foresight: care in providing for the future
Ominous: threatening
Currency: money
Fluctuated: varied
Underwrite: to assume financial responsibility for an item or program
Drastic: severe, extreme
Inflation: decline in the value of currency
Bimetallic: consisting of two metals

President would ever give. Unfortunately, it was also the last. Four months later (April 14, 1865) an assassin's bullet struck down President Lincoln.

Tenderhearted mercy was reflected in another special gift – one that is still celebrated each Christmas in the village of Yellow Springs, Ohio. The gift giver was Wheeling Gaunt, a former slave born on a Kentucky tobacco plantation in 1812. Gaunt saved enough money to buy his freedom in the 1840s. ***Toiling*** continually, he later purchased freedom for his wife and another relative.

After settling in Yellow Springs in 1862, Gaunt worked hard and prospered. Shortly before he died in 1894, he made an unusual ***bequest***. Gaunt gave nine acres to the village with the understanding that ***proceeds*** from renting the land would be used to buy flour for the town's widows at Christmas.

The land which Gaunt gave is now a public park named for him. The widows of Yellow Springs reaped annual benefits of revenue generated by ticket sales for baseball games and swimming at the park. The ladies in turn used the money to reach out to others. Even to this day, descendants of these caring widows prepare lemon pies, ginger cookies, and other home baked pastries for homeless people, retirement home residents, and other villagers in need. Two different Americans, one a president, the other, a former slave, remembered the "bonds of affection" in their own unique ways. Because Abraham Lincoln and Wheeling Gaunt were kind and forgiving, a young Confederate girl received renewed hope, and the widows of Yellow Springs received ***revenue*** year after year.

The next vignette reveals how harshness, rather than grace, is expensive.

BINDING UP THE NATION'S WOUNDS

"Let us bind up the nation's wounds," Abraham Lincoln urged in his second inaugural address, *"to do all which may achieve and cherish a just and a lasting peace."* Healing the wounds of the nation and rebuilding America after the Civil War was a ***monumental*** challenge, not only for the President and Congress, but for every ***segment*** of society.

Although military tactics still occupied his mind, long before the Civil War ended, Lincoln's heart turned to ***reconciliation*** and opportunities for all Americans. On January 1, 1863, the President presented the Emancipation Proclamation to the people of the United States. This document promised freedom for the 3,000,000 slaves in the Confederate states and elevated America's moral stature around the world.

The loss of slave labor turned life upside down for Southern communities. Several states attempted to ***compensate*** for

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

their economic, social, and political problems by legislating "Black Codes" which restricted many citizenship rights of free blacks by not allowing them to function fully as true American citizens.

Thus, freed slaves were at a significant disadvantage. They had not been taught how to live as free men and women. After years of enslavement, they were suddenly expected to assume a new role in society. Critical needs for employment, education, and housing were overwhelming.

To help the South adjust to these hard times, Lincoln announced his Ten Percent Reconstruction Plan which he hoped would encourage Southern states to reestablish their ties with the Union. Lincoln offered to pardon Southerners who would take an oath to support both the Constitution and the proposed 13th amendment abolishing slavery. States could be readmitted to the union when 10% of the voting population pledged future loyalty to the Union and acknowledged the end of slavery.

Unfortunately, before Lincoln's Reconstruction plan could be implemented, he was assassinated. Federal legislators disregarded Lincoln's plan and developed a more severe reconstruction plan for Southerners who had participated in the Civil War. In a campaign to implement harsher Reconstruction laws, the federal government sent officials, also known as *carpetbaggers* to oversee southern communities. Carpetbaggers were so named because of the tapestry-covered bags in which personal items were carried. Carpetbaggers often exhibited unscrupulous, immoral behavior and earned reputations as "low-lives" who hired *scallywags* to do their dirty work. Scallywags were Southerners who signed sworn statements that they had not participated in bearing arms against the Union, and, for the most part, were corrupt opportunists.

Carpetbaggers and scallywags enforced federal laws forbidding all white Southerners who had fought in the Confederacy from holding land and public positions. At the same time, the 15th Amendment (ratified in 1870 by Congress) granted ***suffrage*** to black males. Thus, these federal "enforcers" allowed ex-slaves to hold public office in southern communities. Because most ex-slaves were neither educated nor experienced with reading, writing, business, or law, they were easily controlled by the self-seeking scallywags and carpetbaggers. Thus, many blacks suddenly found themselves elected to local and state offices with authority to tax and spend abusively against whites.

Newfound power and money, but little or no education, led to wasteful monetary abuses in an already economically ravaged south. These events led to even more distrust and conflict and encouraged Southern whites to resent not only the federal intrusion, but also the freed slaves who were suddenly placed in authority. The Ku Klux Klan, and other such hate groups, responded with organized bands that intimidated blacks with violence. These groups were sometimes guilty of rape, murder, and arson. The Klan did not direct violent actions on blacks only, but also attacked other groups such as Jews, Chinese, and white people who supported black suffrage.

Public reaction to abuses, bloodshed, and ineffectiveness in national and local elections ended Reconstruction policies in 1877. The period of time between 1860 and 1877 was agonizing for Americans. The issue of slavery was resolved at a terrible price. Bitterness from wounds inflicted during the



Freedman's Village in Arlington, Virginia, 1870

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Civil War and Reconstruction continued for several decades.

President Lincoln wanted ***unification*** of the nation and total equal opportunity for all citizens, including ex-slaves. Fortunately, passage of the 13th, 14th, and 15th Amendments was a significant step toward equality. These amendments, respectively, abolished slavery (1865) and granted black Americans' citizenship (1868) and voting rights (1870). Most importantly, the nation, with its democratic principles, survived the trauma of Civil War. Always working to end hatred and bloodshed, President Lincoln proved himself to be a wise and compassionate leader.

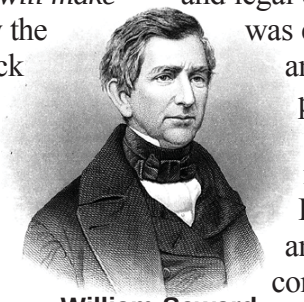
Years earlier, President John Quincy Adams had stated, *"**Posterity**! You will never know how much it cost the present generation to preserve your freedom. I hope you will make good use of it."* Both Presidents knew the price of freedom. Unfortunately, black Americans continued to struggle for true equality for many decades. However, by the early 21st century, many blacks had realized that dream. By 2009, America had thousands of black professionals in all walks of life, including millionaires, a Supreme Court Justice (Clarence Thomas), a former Secretry of State (Condoleeza Rice), and a president (Barack Obama). Through perseverance, education, and faith, African-Americans had emerged from slavery and "second class" citizens to first-class national world leaders who inspire others to move forward and realize their dreams. Amazingly, if American blacks were considered as a separate nation, by current financial standards, they would constitute the 11th wealthiest nation in the world!

In the next vignette you will learn how loyalty and moral character provide strength for big decisions.

SEWARD'S ICEBOX—A HOT BUY

Although William H. Seward failed twice to win the nomination for president, he ultimately had a greater impact on American history than did many of America's chief executives. Seward's interest in politics encouraged him to exchange his profitable law practice in New York State for a life of public service. The basis of Seward's devotion was expressed in 1836, when he was vice-president of the American Bible Society, *"I know not how long a republican government can flourish among a great people who have not the Bible; the experiment has never been tried. But this I do know, that the existing government of this country never could have had existence but for the Bible. "*

Seward first served as state senator, then as governor of New York. Known for his defense of fugitive slaves, Seward ***spearheaded*** legislation which offered slaves trial by jury and legal counsel at state expense. Seward was elected to the U.S. Senate in 1847 and campaigned for the Republican presidential nomination in 1856 and again in 1860. In 1860, he lost the nomination to Abraham Lincoln. Even though President Lincoln and William Seward were political competitors, they had similar beliefs and respected one another. When Abraham Lincoln won the presidency, he recognized the benefit of Seward's political experience and high moral character, and chose Seward to serve as his Secretary of State.To Seward's credit, he laid aside personal political ambitions and served brilliantly in the field of foreign affairs. He supported Lincoln with total loyalty. That loyalty almost cost Seward his life.



William Seward

Unknown to many Americans today, two other attacks took place the night President Lincoln was assassinated by John Wilkes Booth at Ford's Theater. An assassin also attempted to shoot General Grant, but Grant escaped. Another fellow-conspirator of Booth's entered Seward's home, under false pretenses, where he critically bludgeoned and stabbed Seward's two adult sons and a male nurse before stabbing the bedridden Seward in front of his only daughter. She and Seward's wife were so affected by the assault that they both died in a matter

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

of months. Seward slowly recovered while mourning the loss of his wife and daughter. The son most seriously injured remained in a coma for two months.

Seward returned to his duties as Secretary of State under President Andrew Johnson, who took office when President Lincoln died. If Seward had not been able to complete his term of office, America might be missing its largest state.

When the Secretary of State signed a treaty to buy Alaska from Russia for $7.2 million in 1867, everyone called it "Seward's Folly" and "Seward's Icebox." Members of Congress and other Americans, envisioning only ***barren*** wastes of ice and snow, thought Seward had lost his mind. The land, which Russians called "Russian America," was twice the size of Texas. ***Teeming*** wildlife had initially attracted Russian trappers and fur traders, but as hunting reduced the herds, fur trading became less profitable, and Russia's interest in Alaska dwindled.

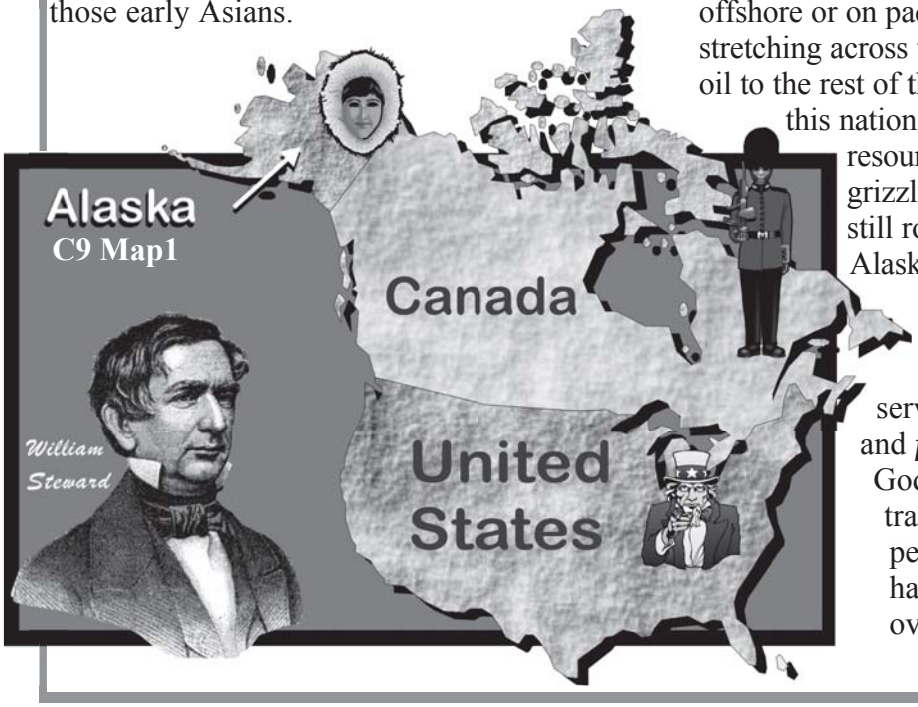
Many ***anthropologists*** believe that the first North American occupants were Mongolians who crossed the ***Bering Strait*** to Alaska from what is now Siberia (in Russia) to settle the frozen Northwest. Eskimos, also called *Inuits*, and other "natives" of North America are believed to be descendants of those early Asians.

When Russia offered to sell Alaska to the United States, Seward saw a great opportunity for Americans to obtain a vast territory full of natural resources. Seward's decision opened the door in the late 1800s for gold seekers and other hardy adventurers to explore and settle Alaska, and, a century later, to establish a strong U.S. military presence.

Americans can be grateful that Seward remained steadfast in his decision. Years later, during the Cold War era (1960-1980s), if America had not bought the land from Russia, the brutal Soviet Union would have been at America's doorstep with nuclear missiles.

Alaska became the 49th state in 1959 and is appreciated for its breathtaking scenic beauty, timber, and oil. Misty ***fjords***, rushing rivers, active volcanoes, and mighty glaciers are outshone only by majestic Mt. McKinley in Denali National Park. At 20,300 feet, Mt. McKinley (alternatively called Mt. Denali) is the highest mountain in North America.

Because of Alaska's challenging terrain, only 10 highways exist in the entire state. However, modern technology allows Americans to access Alaska's land of ice and snow: helicopters and airplanes regularly fly above the Arctic Circle taking ***roughnecks*** and other crew members to oil-drilling rigs offshore or on pads in the tundra. Pipelines stretching across the frozen earth deliver oil to the rest of the United States, making this nation less dependent on foreign resources. Moose, wolves, caribou, grizzly bears, and mountain sheep still roam freely in most areas of Alaska.



William Henry Seward's integrity and brilliance enabled him to serve his country with wisdom and ***foresight***. His strong faith in God helped Seward overcome tragedy and ridicule in his personal life. "Seward's folly" has paid for itself many times over.

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

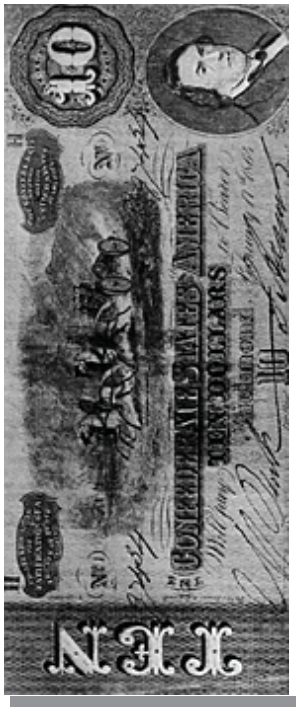
Money was difficult to obtain after the Civil War. The next vignette explains the economic uses of taxes, tariffs, and Greenbacks.

TARIFFS, TAXES, AND GREENBACKS

When hostilities broke out between the North and the South in 1861, an ***ominous*** burden fell on America's shoulders – raising huge amounts of capital to finance the Civil War. The Union responded by increasing taxes and tariffs, selling bonds, and issuing paper ***currency***. Failing to raise enough funds through taxes and bonds, the Confederacy resorted to printing stacks of nearly worthless Confederate bills and treasury notes.

The same year the war began, the U.S. Congress passed the Internal Revenue Act which included the first, temporary federal income tax. Initial rates were 3% on yearly incomes above $800. Other taxes rose in relation to the expanding cost of warfare.

Confederate currency



Sample of U.S. national currency



In 1913, the 16th Amendment to the Constitution gave Congress the permanent power to tax incomes at a graduated (or progressive) rate, meaning that the percentage rate of taxes could increase. The current, average rate is about 40 percent of incomes, with low wage earners paying less to nothing, and top earners paying as much as 90 percent. In 1862, the US Treasury issued $431 million in temporary currency called "Greenbacks." Printing the back in green ink distinguished this new currency from older, yellow-back bills. A $1 greenback ***fluctuated*** in value from 39¢ in 1864 to 67¢ at the end of the Civil War. The same year, tariffs on imports jumped to 47%. A *tariff* is a tax on specific products imported from foreign countries.

The Civil War was America's first experience of mass financing to ***underwrite*** military conflict. In earlier wars, only banks and a few wealthy investors purchased government bonds. This time the Union challenged ordinary citizens to buy $400,000,000 in bonds. A *bond* is a piece of paper sold by a government unit (city, country, state, federal) to taxpayers who can redeem the bond at a higher price (profit) at a later date.

For the fledgling Confederacy, creating a new revenue system was no easy task. Money had to be collected from people who traditionally invested their excess capital (money) in land and slaves. An internal revenue tax bill, authorized by the Confederacy in 1863, included a unique provision: farmers and planters were required to contribute one-tenth of their produce to the Confederate government.

Most political decisions following the Civil War were based upon economics. People began to measure political candidates by their potential to provide economic benefits to voters. Voter attention switched from issues of freedom to opportunities for economic wealth.

With the flood of newly-printed Confederate money, ***drastic inflation*** struck the South. Butter sold for $25 a pound, cigars sold for $10 each, and the price of salt jumped from 65 cents a sack to $20. One southern

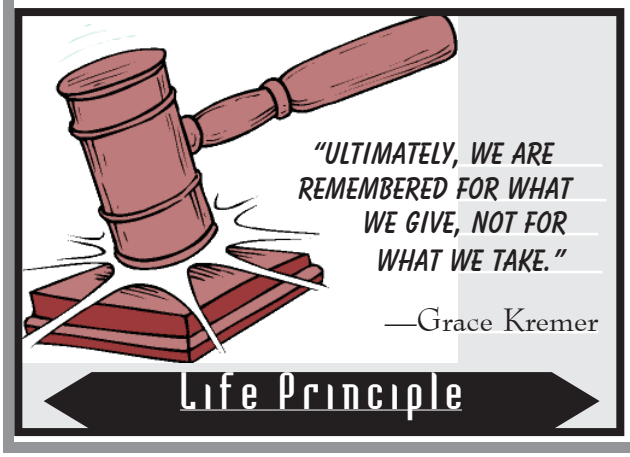
© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Rebel remarked, *"Before the war, I went to market with the money in my pocket and brought back my purchases in a basket. Now I take the money in a basket and bring the things home in my pocket."*

The value of coins also varied. After the war, an avalanche of silver from mines in Colorado and Nevada depressed silver prices and upset America's traditional ***bimetallic*** system. America went on the gold standard in 1873, following Great Britain's lead. By 1894, the price ratio of gold to silver was 32 to 1. Silver miners and Western farmers who were losing money protested vigorously. Disputes between Western "silverites" and Eastern industrial "gold bugs" continued through the hotly contested presidential election of 1896. The gold standard triumphed with the Gold Standard Act of 1900, whereby the United States established a national policy of guaranteeing its financial stability on the basis of gold prices. To the common man, it meant that he could exchange his paper money for an equal value of gold coins through his bank

Economics and freedom were twin issues in conflicts involving Indians. Establishment of Indian reservations seemed to be a solution, as you will learn next.



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America



Topic 2
Military

Chapter 9

RESERVATIONS FOR AMERICAN INDIANS

Section One
Topics 1-5



White men and red men entertained different opinions about land. White men wanted to own it; red men wanted to use it. When these two views conflicted, wars erupted. Both the white men and Indians saw themselves as defending their homes, families, and way of life. It was a ***deadlock***.

In the years following the Civil War, the main function of the Army was to make the western frontier safe for advancing American settlements. America had already bought the western frontier from Mexico who had conquered and owned most of it since the 1500s; but the Indians did not understand the American and Mexican concept of owning land. Buffalo herds, which provided food for Indians of the Great Plains, were estimated to number some 150,000,000 in 1865. However, as white men advanced west, killing buffalo and endangering Indian hunting lands, the number of these magnificent animals dwindled to less than 1,000 by 1800, and Indians retaliated. Fighting furiously to protect their food supply and way of life, Indians attacked white families (as well as other Indian tribes) who ventured onto tribal hunting grounds. Tribal warfare over land use was common among American Indian tribes long before white men rolled their wagons westward. The Apache were enemies to the Navajo, Comanche, and Pueblo Indians. The Cherokee tribes were constantly at war with neighboring tribes. Unfortunately, human nature seems to turn ugly when conflicts arise over use of land and control of people.

The federal government tried creating reservations to compensate displaced Indians, but the native lifestyle was not suited to reservation confinement. Treaties were made, but often broken. Many Indians rebelled and fought to regain their prior lifestyle. Some government officials mismanaged reservation affairs; others sold whiskey to the natives, which caused them to act crazily. These acts compounded the already negative aspects of reservation life, and many Indians

VOCABULARY

Deadlock: a political standstill; going neither forward nor backward
Chiricahua: named after a mountain range in southern Arizona
Annihilation: complete destruction
Renegade: one who deserts a traditional lawful cause of allegiance for a hostile one; an outlaw
Inevitable: sure to happen
Relenquish: to give up; to give back
Succumb: to yield to a superior force or power
Annexation: added on through legal measures
Sensationalized: exaggerated from a political or social viewpoint
Presumed: to conclude based upon belief, but without fact or evidence
Cavalry: a military unit on horseback

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

VOCABULARY

Ratification: formal government approval
Communists: represent a militant, socialist political system that rigidly controls (by means of force and intimidation) the economic, religious, political, and educational aspects of a society
Protectorate: a relationship of protection and partial conrol assumed by a superior power over a dependent country or region; a protected country or region
Insular: from Latin, meaning "Island;" term is sometimes used to refer to island protectorates of the United States

rebelled and fought to regain their prior way of life. Fierce battles erupted, especially along the frontier.

Cochise was chief of the ***Chiricahua*** band of Apaches in Arizona. He was a reasonable man who attempted to accommodate white expansion. Then, in 1861, he was falsely accused of kidnapping a white child. The Army captured Cochise and a few other Apaches and threatened to kill them if the child was not returned. Cochise escaped. In retaliation, he captured white settlers to exchange for the Apache hostages. The Army refused, and Cochise hanged his white prisoners.

For several years, Cochise led his warriors in various conflicts with U.S. troops, trying to discourage and scare white settlers from traveling west to establish communities. Cochise came to realize, however, that "white-face wagon trains" would continue to bring settlers onto Indian hunting grounds.

Cochise had another problem. Mexican immigrants were moving north to settle along the borders of Arizona, New Mexico, Texas, and California. As these settlers moved northward, they often killed Apache men, women, and children. Cochise and his land faced ***annihilation*** from two directions: loss of hunting lands as U.S. settlers built homes, and Mexican bounty hunters who killed for money. However, in 1869, Cochise was persuaded to stop fighting, and the Apache band moved onto a reservation in Arizona.

Geronimo, an Apache ***renegade*** whom even Cochise could not tolerate and had forced to leave camp, refused to live on the reservation. During the mid to late 1800s, Geronimo led raids on settlers and soldiers. Some historians consider Geronimo one of the cruelest Indians who ever lived. His savagery was apparently kindled in 1858 when, upon returning home from a trading excursion into Mexico, he discovered Mexican troops had murdered his mother, wife, and 3 children. Geronimo's burning hatred of whites from then on caused him to use every opportunity for murderous revenge. The fierce warrior repeatedly escaped capture, attacked, and murdered Americans and Mexicans. In 1886, at about 60 years of age, Geronimo was forced to surrender, having evaded thousands of soldiers over a period of many years.


Geronimo

Indian conflicts were not confined to the Southwest. The federal government faced similar problems in northern territories. The government had signed a treaty in which the Black Hills of the Dakota Territory were assigned to the Sioux tribes and were ruled off limits to white settlers. Unfortunately, when gold was discovered in the Dakotas, several miners risked Indian attacks and disregarded government restrictions against mining on Indian territory. Mining settlements disrupted wild game on which Indians depended for food. Hostilities developed and blood was shed.


Sitting Bull

When the treaty with the government over the Black Hills was broken in 1876, a powerful, influential Sioux chieftain and medicine man, named Sitting Bull, gathered warriors from other tribes and prepared them for battle near the

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.


Col. Custer

Little Bighorn River in southern Montana. General George A. Custer led U.S. Army troops against the Sioux confederacy there. Custer had gained a reputation as an Indian fighter and wrote a book called *My Life on the Plains*. Arrogant and recklessly imaptient, he took great risks but was known for never losing a battle in his 15 years as an officer; however, this time his recklessness proved to be fatal. His 600 troops were outnumbered nearly 5 to one. To make matters worse, Custer refused to wait for reinforcements, then further weakened his position by dividing his men into three groups, thus allowing Indian warriors to attack three small forces of severly outnumbered soldiers. As a result, Custer and all of the men in the column he led died violent deaths that day. The battle was over in half an hour. The Sioux victory conveyed the Indians' hatred for the U.S. Army, but served no purpose other than to express vengeance.

Sitting Bull escaped to Canada. The remaining Plains Indians signed a peace treaty with the government and surrendered the Black Hills. Sitting Bull later returned to the United States, and for a short time traveled with Buffalo Bill's Wild West Show. Then, he settled restlessly on the reservation with the rest of his tribe until he was killed by reservation police for resisting arrest on a charge of rebellion.

Not all Indian and army conflicts were violent. Chief Joseph of the Nez Perce tribe of Idaho was known for his skilled leadership in war as well as for his nonviolent form of resistance to the U.S. Government. Chief Joseph wanted to talk with officials to get help for his people, but he faced criticism from his own people for his desire to avoid war and to preserve the lives of his tribesmen.

In 1877, war erupted between Joseph's tribe and the U.S. Army after government officials attempted to force the Nez Perce to exchange their homeland for a reservation. Realizing his tribe could not win against the U.S. Army, Chief Joseph led a 1600-mile military retreat toward Canada where he assumed sanctuary would be granted. Sadly, less than 40 miles from the Canadian border, the Nez Perce were overtaken by U.S. Army troops and decided to surrender. Dignified in defeat, on October 5, 1877, Chief Joseph delivered his final speech to his people:

> *"I am tired of fighting. Our chiefs are killed.... The old men are all dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them...have no blankets, no food.... Hear me, my chiefs. I am tired. My heart is sick and sad. From where the sun now stands I will fight no more forever."*

Chief Joseph and his people were split up between reservations in Idaho and Oklahoma.

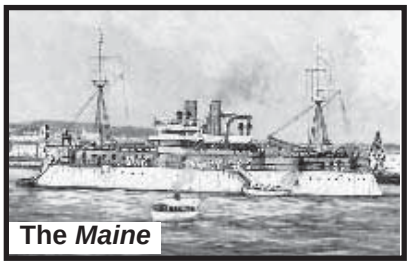
Chief Joseph's leadership saved many Nez Perce from complete annihilation. His example was that of honesty and forgiveness. He chose not to live a life of bitterness, but to learn to get along with the white man while attempting to maintain Indian dignity and ways of life. Chief Joseph's lifestyle and wisdom caused U.S. officials to rethink their opinion that all American Indians were savages.


Chief Joseph

These were awkward times when advancing civilization made conflicts ***inevitable***. No nation in the history of the world has escaped the horrors and heartaches associated with conflict when one culture moves in on another and attempts to establish a way of life that cannot coincide with the previous civilization. Indians at first welcomed "pale faces" who brought horses, guns, metal tools, and alcohol ("fire water") to the frontier. Indians wanted these material things, but not the multitude of settlers who poured into the land.

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.


The *Maine*

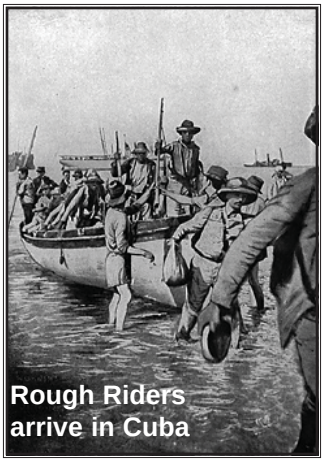
America experienced an awkward and often tragic era of history during the westward expansion in which American Indians survived only by ***relinquishing*** their lives of hunting and foraging, by assimilating with the new settlers, or by ***succumbing*** to reservation life.

Meanwhile, Cubans were experiencing harsh treatment from the Spanish who ruled the Caribbean Islands, and America wanted to do something about it.

THE SPANISH-AMERICAN WAR

The United States established its borders from coast to coast and began to define the United States as a nation. America was no longer just an agricultural society. Many of her products were sought by other nations, thus merchandise was shipped to Europe and Asia. Although the United States stayed out of European politics, America was boosting her naval forces and trade agreements. Both the navy and merchant marines used Pacific islands for naval military bases or refueling ports for ships. By the end of the 19th century, the United States was well involved in the Hawaiian Islands which depended upon income from exports of sugar and pineapple to support their economy. In 1898, Hawaii realized the benefits of being part of a larger economic-support system and requested ***annexation*** into the United States as a territory.

Cuba and Puerto Rico, islands off the coast of Florida, were the last remaining Spanish-ruled territories in the Americas. In 1895, Cubans were suffering from a poor economy and harsh rule by the Spanish. Although the United States tried to remain neutral, New York newspapers ***sensationalized*** the situation. Public outcry favored the Cubans. In 1898, the U.S. battleship, the *Maine*, was sent to Havana, Cuba for the purpose of protecting American lives and property. An explosion sank the *Maine*, killing 260 people on board. Americans ***presumed*** the Spanish had attacked the ship. *"Remember the Maine"* became a slogan, and America at once became involved in the war, promising to help remove the Spanish and make Cuba a free country. The Spanish-American War lasted from April to August of 1898, and took place on three fronts – Cuba, Puerto Rico, and the Philippine Islands.


Rough Riders arrive in Cuba

At that time, Theodore Roosevelt was Assistant Secretary of the Navy. He sent Commodore George Dewey with six ships to attack the Spanish who held the Philippine Islands in the far Pacific. The Spanish fleet was destroyed without loss of a single American life. Dewey held the harbor until U.S. ground forces took over the Philippine capital city of Manila.

Major General William Shafter commanded the U.S. Army's campaign in Cuba. Among Shafter's officers were Colonel Leonard Wood and Lieutenant Colonel Theodore Roosevelt who left Washington to command a ***cavalry*** unit called the "Rough Riders." The Rough Riders were joined by the black troops of the Ninth and Tenth Cavalry. John Pershing, who would later become a famous general in World War I, was a first lieutenant commanding one of many black units in the Cuban campaign. He wrote, *"White regiments, black regiments...fought shoulder to shoulder, unmindful of race or color... and mindful only of their common duty as Americans."*

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Cuba and Puerto Rico were quickly liberated from the Spanish. The United States had no intention of keeping Cuba after defeating the Spanish, and Cuba was given her independence; however, the islands of Puerto Rico, Guam, and the Philippines asked to become property of the United States. America honored their requests and paid Spain $20 million for the islands. After the war, ***ratification*** of the peace treaty with Spain passed the U.S. Senate by only a one-vote majority.

The U.S. had no desire to annex Cuba, but rendered assistance as the island recovered from the effects of war – helping to establish schools, develop highways, and build modern sanitation systems. In 1902, American troops withdrew, and Cuba maintained friendly relations with the United States until 1959, when the ***communists*** under Fidel Castro came into power and threatened America's freedom.

In 1901, people in the Philippine Islands began a system of self-rule, aided by an appointed governor from the United States. The Philipino people fought with America against the Japanese in World War II. In 1946, the year after the war ended, the Philippines became an independent nation.

Puerto Ricans were given assistance in improving their country and granted American citizenship in 1917. Puerto Rico (as well as Guam) is now a self-governing ***protectorate*** or ***insular*** area of the United States, meaning that they were given the freedom to be their own independent countries, but that they would remain under U.S. protection from any foreign invaders.

The United States emerged from the Spanish-American War as a global power. America was defining herself and demonstrating to the world that free enterprise and moral responsibility can produce a strong nation. The strength of America was in her families and churches, as the French statesman, Alexis de Toqueville, had observed in the earlier part of that century. Both were significant aspects of American life before and after the war with Spain, especially regarding the case of orphans. The next lesson is about train loads of orphans moving west.



The flag of the *Maine*

LIFE PRINCIPLE

"Courage is not defined by those who fought and did not fall, but by those who fought, fell, and rose again."

—Anonymous

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

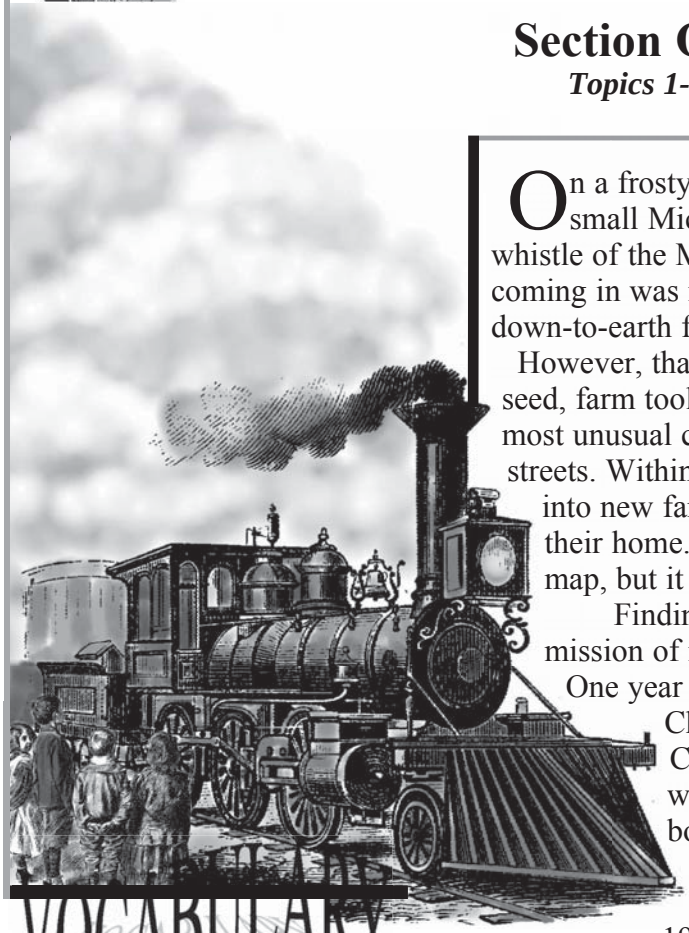


Topic 3
Family & Home

Chapter 9

RIDING THE RAILS TO A BETTER LIFE

Section One
Topics 1-5



On a frosty March morning in 1854, citizens of the small Michigan farm town could hear the familiar whistle of the Michigan Central Railroad. Normally, cargo coming in was not cause for much excitement among the down-to-earth farmers.

However, that day was different. Instead of the usual seed, farm tools, and clothing, the train would deliver a most unusual cargo: 47 orphan boys from New York City streets. Within one week, every child had been adopted into new families, and Dowagiac, Michigan, became their home. Dowagiac was only a dot on the Michigan map, but it was a place where miracles happened.

Finding families for these homeless boys was a mission of mercy for a young man with a kind heart. One year earlier, a 28-year-old missionary named Charles Loring Brace had helped create the Children's Aid Society. The orphan boys were among the first of more than 200,000 boys and girls rescued from city slums and delivered via "orphan trains" to families in America's heartland between 1854 and 1929. For the children and their adoptive parents, this was a win-win situation. Homeless and unwanted, with dim hopes for the future, most of these children lived on city streets or in over-crowded institutions. Thanks to Charles Loring Brace, the children were placed in rural areas where they learned the value of family unity, hard work, and personal worth.

Brace was a grand-champion of "placing out," as the process of finding new homes for children was called. He knew placing homeless children with rural families was far better than allowing the youth to grow up as orphans on the streets of New York City and falling victim to violence, disease and early death. According to Brace, children adopted into strong families would learn lessons of ***industry*** and self-help. Most importantly, the children could build a foundation of moral and religious truths to help them become responsible adults.

VOCABULARY

Industry: hard work
Degraded: treated with less value; mistreated; treated badly
Premium: more valuable than usual; in higher demand
Rousing: lifted up, active
Demise: the death or end of something
Fostering: rearing others' children; providing care, nourishment and encouragement to abandoned or parentless children
Utopia: a place of ideal perfection, a "heaven on earth"

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Brace said:

> *"As Christian men we cannot look upon this great multitude of unhappy, deserted, and **degraded** boys and girls without feeling our responsibility to God for them."*

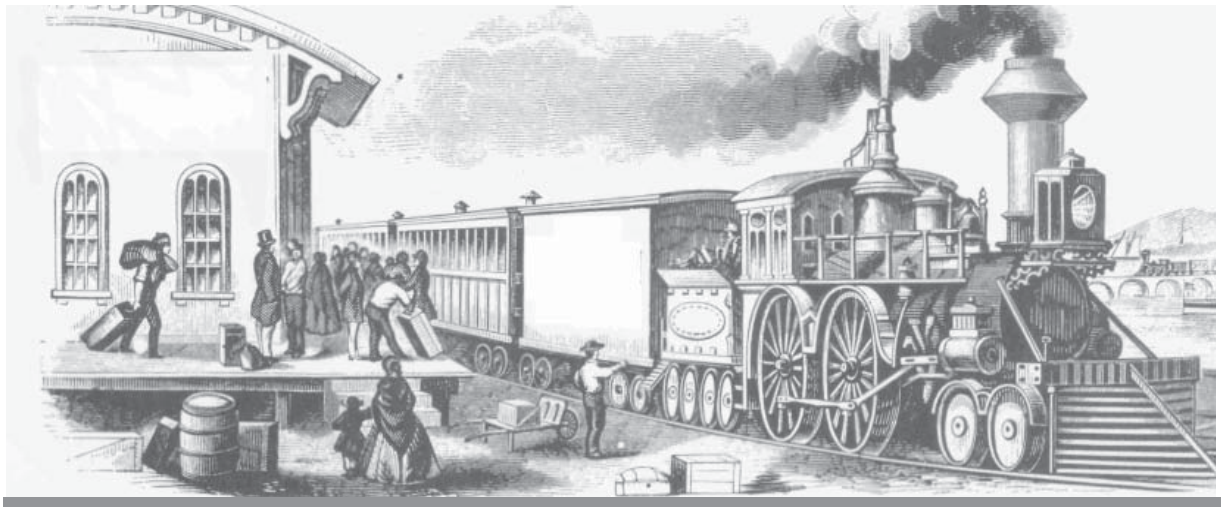
The adoption process worked in this manner: townspeople expressed interest in receiving a group of orphans. When the Children's Aid Society had a group of children ready to travel, advertisements were placed in local newspapers along train routes. In some instances, agents representing the Society interviewed local families. Once the orphan train arrived, the children were led to a central location, often the local church or school, where waiting townspeople would select the children they wanted to take home. If problems arose between a child and the new family, the orphan might be relocated to another home.

What caused so many children to become orphans? The Industrial Revolution and increased immigration were the biggest reasons. For the first hundred years after this country was founded, most people lived on farms with several generations of their families. By the mid 1800s, increased industrialization was having a dramatic impact on American family life.

With the invention of machinery, multitudes of rural people moved into cities, hoping to obtain employment and an easier way of life, but the flood of rural migrants created job shortages. Economically, a flooded job market kept wages low.

Additionally, thousands of people were entering the United States from other countries. Because housing was at a ***premium***, large families often crammed into small dwellings. Adults and children who could not find housing slept in the streets. Newborns were often abandoned because starving families could not feed another child. Welfare systems or government programs, like those of today, did not exist. Great numbers of urban children went to sleep without food and shelter. They simply had no place to live. Adult hopelessness and irresponsibility led to alcoholism and promiscuity in the slums, which in turn bred disease, violence, and abandonment of thousands of children.

After collecting the necessary funds, Brace launched his first attempt to find families for a few needy children. In 1853, he sent 153 boys and 43 girls into the farming communities of New York and nearby states. All of these children were placed in new homes, making this first venture a ***rousing*** success. Inspired, Brace and the Children's Aid Society began placing trainloads of children into homes in New England, Mid-Atlantic, Midwest and Southern states. As time went on and the nation grew, children were placed in homes all over the country.



© Copyright 2012, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

The work of the Children's Aid Society and other similar organizations was not perfect. Although attempts were made to keep siblings together, some brothers and sisters were separated. Others were adopted by parents who wanted only a servant or farm hand and were treated harshly. But most children did find loving parents who provided instruction in skills and principles which equipped the youth for self-reliance in life.

Many of these former orphans grew up to be farmers, teachers, ministers, bankers, doctors, and elected officials. One example is Andrew Burke who came to North Dakota as an orphan and later served as governor from 1870 to 1873. James Green Brady was another orphan-train rider who rose above his circumstances to become a missionary, lawyer, and governor of the Territory of Alaska.

The program of "placing out" children ended in 1929. Over 100,000 homeless and abused children had been placed in 47 states during the orphan train's 75 year history. Several factors contributed to the ***demise*** of the orphan trains. Immigration was slowing, new adoption laws were passed, and a government welfare system, funded by tax dollars, was established. Large, institutional orphanages were replaced with ***fostering*** arrangements and group homes.

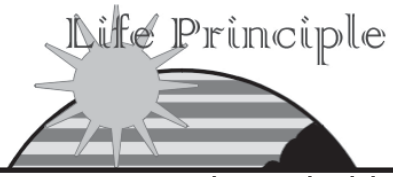
During the early 1800's, a different train was in operation: countless black slaves had "ridden the rails" on Hariett Tubman's "underground railroad" to freedom in the North.

During the post-Civil War era (after 1865), previous southern slaves had both good and bad family experiences. The "good" was their new personal freedom and peace of mind about family togetherness. Many previously separated families were reunited. The "bad" was sudden responsibility for financial income without preparation. Thousands of southern black families (at that time called "Negroes" or "coloreds") entered the shattered, post-war economy without preparation to meet needs for housing, clothing, food, or education. The road to a better family life was tough, discouraging and long. Thousands of Southern black families migrated north in search of better economic and social opportunities in factories and manufacturing plants. This created a strong black presence in places like Detroit, Michigan, and Chicago, Illinois. However, the North did not prove to be the ***utopia*** they had hoped for.

Northern free blacks were a different culture than southern, emancipated blacks. Northern black families were often better educated and more financially stable. Some were even wealthy. They were more close-knit and often provided training for children in such activities as tennis, piano lessons, French language classes, and membership in exclusive social clubs.

Family life for both Northern and Southern blacks mostly revolved around church activities. Southern black families usually worshipped in Baptist and Methodist churches, whose pastors tended to have little formal education. Northern blacks usually attended Episcopal and Congregational Churches, which established schools and colleges. By the 1870s many black children were in attendance at church-sponsored secondary schools and colleges established by and for blacks.

The next lesson is about a preacher who helped orphans in Chicago.



"I expect to pass through this life but once. If, therefore, there be any kindness I can show, or any good thing I can do to any fellow being, let me do it now, for I shall not pass this way again."

—William Penn

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America



Topic 4
Religion & Celebrations

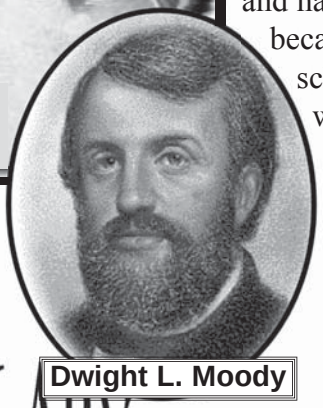
Chapter 9

SHOES, BASEBALL BATS & BIBLES

Section One
Topics 1-5



Billy Sunday and his wife, Helen, also called "Nell"



Dwight L. Moody

Two of America's greatest ***evangelists*** during the late 1800s and early 1900s never received formal religious training. One sold shoes; the other played professional baseball. But they both made a great impact on American life.

The shoe salesman was Dwight L. Moody. Born in Massachusetts in 1837, he moved to Chicago at age 19 to become rich; however, large amounts of money did not satisfy Moody. He longed for inner peace and purpose in life. One day, an old man told Moody, "God loves you and has a plan for your life." In 1855, Dwight Moody became a Christian and four years later began a Sunday school class in a rough section of Chicago. Moody was not a preacher, but he did care about children. Stuffing his coat pockets with candy, Moody tramped through the slums gathering students for a Sunday School class. Soon Moody was teaching the ***gospel*** to more than 600 children from Chicago's slum districts.

Moody's concern spread to the children's families. Going door-to-door, the ex-shoe salesman gave away coal for heating or groceries and pleaded with people to trust God. Moody once said, *"I look upon this world as a wrecked vessel. God has given me a lifeboat and said to me, 'Moody, save all you can.'"*

After the Civil War, Moody and Ira Sankey, his musician friend, traveled to England to evangelize to the British people. Moody's simple style, coupled with Sankey's enthusiastic music, persuaded large crowds to repent and live for God. Moody and Sankey were followed by newsmen and returned to America as national heroes. Moody held massive crusades in major eastern cities. Visiting college campuses, he launched the Student Volunteer Movement encouraging students to become Christian missionaries. In 1886, he founded a school that trained ***laymen*** for evangelism. Today, the Moody Bible Institute is an ***umbrella organization*** for

VOCABULARY

Evangelist: one who travels from place to place preaching the gospel of Jesus Christ
Gospel: salvation by faith in the atoning death and resurrection of Christ
Layman: one who is untrained in a particular profession
Umbrella organization: a large organization that unites smaller organizations
Flamboyant: fancy, colorful, showy, loud

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

VOCABULARY

Contemporary: a person who lived during the same time or era
Memoirs (mem-wars)***:*** a written account of certain memories; an autobiography
Salvation: redemption; deliverance from sin
Salvo: assault, battle
Dispensaries: places where medicine and supplies are distributed
Corps (kohr)***:*** a body of people associated together
Irreverent: disrespectful, not reverring God
Epicenter: the point of focus
Apostolic: pertaining to Apostles (religious teachers or followers of a religious order)

religious schools, radio stations, and a press that annually produces almost three million books and Bibles.

The most popular Christian evangelist during the 1890s and early 1900s was the ***flamboyant*** Billy Sunday who turned from professional baseball player to preacher in 1891. He was a ***contemporary*** of Moody's. By the time of Sunday's death in 1935, he had preached to more people than any other evangelist. For more than 20 years, millionaires such as John D. Rockefeller and Cyrus McCormick supported Sunday while he conducted more than 300 revivals with a total estimated attendance of 100 million people.

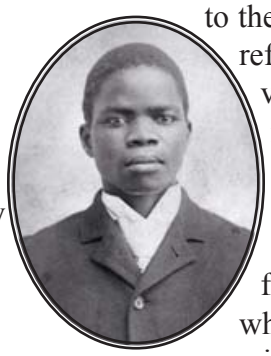
For Billy Sunday, the preaching stage was like a boxing ring in which his opponents were sin and wrong living. Sunday especially hated the liquor trade, promising to fight it *"until Hell freezes over, and then 1'll put on some ice skates and fight it some more."* He urged men to be more than just *"a frame to hang clothes on."* Sunday reminded his audiences that *"going to church doesn't make you a Christian any more than going into a garage makes you an automobile."* Some people criticized Sunday, but he was popular enough in a 1914 magazine poll to tie with Andrew Carnegie on a list of the greatest men in America.

Moody and Sunday came from humble beginnings, but that did not stop them from becoming American champions. Though they had worldly fame and riches within reach, the two men chose to be evangelists. Their success stories are of a different sort—based not on possessions to be acquired, but on lives to be touched.

The next vignette tells of another young man who touched thousands of lives. His story is one of faith that conquered enormous odds.

THE STORY OF SAMUEL MORRIS

Samuel (Kaboo) Morris was one of history's most unusual teenagers. His story proves that "the truth is often stranger than fiction." Samuel's father was chief of the Kru tribe in Liberia, Africa, and Samuel's African name was "Kaboo." Prince Kaboo's father lost a battle with the neighboring tribe, the Grebos. African custom demanded that the losing tribe had to give the chief's son as a slave to the winning tribe. If the chief refused to release his son, the victorious chieftain had the right to enslave the entire tribe. In effect, Kaboo was to be the sacrifice so the rest of his tribe could remain free. Kaboo was terrified when the enemy chieftain's warriors gruffly marched him to their village.The prince was treated harshly and was forced to work from sunup to sunset, day after day. Many nights he was beaten



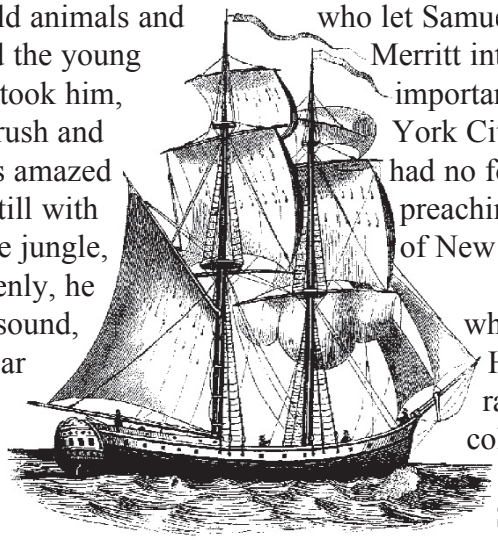
© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

viciously until he fell unconscious. Often, he was not allowed to eat anything for days at a time. Kaboo's one hope was that he would be rescued, somehow, by his father.

One day Kaboo's father did come back to ransom him, but Kaboo's younger sister, "Little One" would have to replace her brother. Kaboo begged his father not to trade "Little One" for himself, because he could not bear the thought of his little sister enduring such brutality.

Later that night, in a drunken rage, the Grebo Chieftain began beating Kaboo. According to Kaboo's ***memoirs***, the following occurred: Suddenly, a bright light shone out of the sky, blinding the Grebo chief and all his attending warriors. At the same time, Kaboo heard a strong, gentle voice say, *"Run, Run, Kaboo!"* Kaboo felt unusual strength surge through his body, and he ran as fast as he could away from the enemy village. He tried to find his way home but became lost in the thick jungle, where the threat of wild animals and angry Grebo warriors terrified the young man. Finally, exhaustion overtook him, and he crawled under some brush and slept. When he awoke, he was amazed to find the strange light was still with him! He wandered through the jungle, still trying to get home. Suddenly, he heard singing. Following the sound, he saw a young boy sitting near a white lady in the shade of a building.



Miss Knolls, the white lady, greeted Kaboo, and upon hearing his story, invited him to live at the missionary school. Kaboo agreed and stayed at the school, learning English and studying the Bible. Kaboo came to believe that the light and the voice he had heard in the jungle were from the God of whom Miss Knolls spoke, and decided to learn all he could about this God. Miss Knolls saw great potential in Kaboo and realized that he could be better educated in America and told the young man of such opportunities. Kaboo agreed to go to America and change his name to Samuel Morris.

Miss Knolls helped Samuel buy a ticket on a ship going to America. The passage was difficult because the ship's captain was a hateful, prejudiced man who mocked Samuel's new faith and made life hard for him. But Samuel treated the captain kindly and forgave the man's cruel words and actions. During a battle with pirates, the ship's captain was seriously wounded and he asked Samuel to pray for him. The captain's wounds were quickly healed, and he subsequently became a believer in Christ and asked Samuel to preach about his God to the entire crew.

When the ship reached New York, the captain sadly bid Samuel farewell. Samuel continued to the home of Mr. Stephen Merritt, an acquaintance of Miss Knolls, who let Samuel live in a guest room. Mr. Merritt introduced Samuel to many important religious leaders in New York City. Even though Samuel had no formal education, he began preaching to people in the streets of New York.

Revival broke out wherever Samuel preached. He made many friends who raised money to send him to college at Taylor University in Indiana. While there, Samuel went to the African Methodist Episcopal Church on East Wayne Street. He began preaching, and soon a great revival swept that city. Local newspapers carried the news of the great "East Wayne Street Revival."

Samuel Morris finished his college education and prepared to return to Africa to tell his family how Christianity could

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

help remove the cruel practices of his and other neighboring tribes. He wanted them to know that a different life was available. However, Samuel Morris never returned to his homeland. While preparing to leave, he became sick with pneumonia. He prayed for God to heal him, but later told a friend,

> *"I understand now why my Father has not healed me. He showed me that I have finished my work here on earth. I have done all that I was meant to do. It is time for me to go and be with Him. I saw the angels! They will be coming for me soon!"*

On May 12, 1893, Samuel Morris died. His funeral was one of the most widely attended in Indiana at that time. During the funeral, three of his college friends said they felt "called" to go to Africa as missionaries in Samuel's place. Incredibly, Samuel's family and tribe did learn about the God of Samuel through the voices of his friends.

Samuel's story does not end here. As recently as June 2009, a Taylor University representative commented: *"... he is regarded as the single most influential person to have been part of this institution in all of its 158 years of existance...It's an amazing, ongoing phenomenon.... Typically, not a week goes by, but someone calls or writes to ask about Morris...."*

Morris' story has also been validated by Liberian government officials, and has been the subject of several books and a movie entitled, *Angel in Ebony*. Decades before Samuel Morris was born, his homeland of Liberia came to have a unique relationship with the United States. In 1822, certain free, northern blacks started a movement to relocate African-Americans back to Africa. They chose Liberia and referred to themselves as "Americo-Liberians." Their hope was to establish a free black society, based on the Christian faith and some of the ideals of democracy they had encountered in America. By 1847, they had established a "civilized" government, a currency, and a social system with churches and schools. They adopted a flag design similar to that of the United States; and even named their capital city *Monrovia* after James Monroe, America's 5th president, who was in office at the time of their departure.

While Samuel Morris was impacting many Americans, a British minister was assembling an army that would march in the streets of America.

THE ARMY OF LOVE

An army without guns, tanks, or missiles sounds ridiculous! But such an army invaded the east side of London in 1865, under command of General William Booth, a Methodist minister. And, America, too, would soon learn of Booth and his ***Salvation*** Army.

Booth organized the Salvation Army to save souls, but he also cared about empty bellies and ill-clothed bodies. He once remarked, *"We are soldiers of God fighting a war against poverty and hunger."*

Invading the poorest sections of London, Booth's spiritual army launched a ***salvo*** against hunger and hopelessness by providing soup kitchens, shelters,



Salvation Army worker providing food for WWI soldiers

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.



Salvation Army marching band

dispensaries, and low-cost coal for poor people. The Salvationists wore military uniforms, worshiped in ***corps***, and moved up in ranks. Taking to the streets with flags and brass bands, they waged war against despair. Their weapons were acts of mercy.

In 1880, The British Salvation Army Commissioner George C. Railton arrived in New York with seven "Hallelujah Lasses" (young British women who sang on street corners and distributed pamphlets about Christianity). With their arrival in New York, the Salvation Army officially became an international organization. Yet it seemed that the Army would suffer a quick defeat in America. New Yorkers branded the Army's banner-waving marches as ***irreverent***. Street thugs often mocked and threw rocks at the Salvationists. However, many converted criminals and drunkards began attending church services.

The Salvation Army became popular as its "soldiers" spread good deeds across America. By 1900, the U.S. Salvation Army boasted 3,000 officers and 20,000 privates. Their effort to clean up slums became well known.

General William Booth died in 1912, yet the objective of his Army did not change. Booth's wife and eight children continued to serve. Booth's daughter, Evangeline, and son, Ballington, greatly increased the Army's American branch. During World War II, the U.S. branch operated more than 1,000 mobile canteens (places where food is dispensed) on 26 battlefronts in Europe.

The Army is now established in all 50 states and Puerto Rico. Its primary stated objective is the advancement of the Christian religion. The Salvation Army records its presence in more than 100 countries and its correspondence in 140 languages. More than 14,000 corps operate across the globe, where participants meet to clap, sing, hear preaching, give personal testimonies, and apply practical Christian principles to daily living.

Many people know the Salvation Army only through its bell ringers at Christmas. However, the group is highly active throughout the year, providing a variety of services including alcohol treatment centers, lodging for the homeless, hospitals, job training, and a Missing Persons Bureau. Lately, the Salvation Army has received recognition for its assistance of refugees from Hurricanes Katrina and Ike, tornadoes and flooding in the midwest, and assistance in the economic crises of 2008-2010.

Just prior to the death of William Booth, another religious movement was emerging among the black community in California.

BLACK CHURCH REVIVAL LEADS WORLDWIDE MOVEMENT

From previous chapters you have learned that religion played a significant role in American history. The two Great Awakenings, and the efforts of Finney, Moody, Sunday, and other evangelists, pointed the way to individual change, church

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

renewal, and social reform. In April 1906, another revival sent shockwaves through the nation. This time the ***epicenter*** was Los Angeles, California, in a modest church building on Azusa Street.



Apostalic Faith Mission

The pastor was William J. Seymour. For more than three years, Seymour conducted three services a day, seven days a week, in the downtown ***Apostolic*** Faith Mission. As with the Great Awakening, the Azusa Street worshipers exhibited unusual behavior. People quivered, tumbled out of the pews, and uttered unknown languages. Worshipers reported a sensation like electric needles. Others could not speak or move. Some felt dizzy. Others burst into laughter. Seymour's preaching accomplished much more than odd behavior from being "filled with the Holy Spirit." He helped men turn from drunken irresponsibility to responsible parenthood. News of the revival spread over the country, affecting thousands of people with a spiritual fever that changed the way adults worked and raised their families.



William and Jenny Seymour

A striking trait of the Azusa Street revival was the pastor himself. Seymour was a black leader during a time when open racism and segregation were harsh realities, even among Christian churches. The sight of multiple races worshiping under the same roof, led by a black preacher, astonished many observers. Frank Bartleman, an Azusa Street worshiper, remarked, *"The color line was washed away in the blood."* Bartleman was referring to the blood of Jesus Christ which, according to Christian doctrine, was shed in order to "wash away" man's sin and reunite him/her with God.

The Azusa Street revival also fanned a global religious fire called *Pentecostalism*. Emphasizing emotional experiences, physical healing, and speaking in unknown languages, Pentecostalism seeped into major denominations and continued to grow. By 1980, a Gallup Poll showed that approximately 30 million Protestants, as well as Catholics, identified themselves with the movement. The largest Pentecostal body is the Assemblies of God, claiming more than two million U.S. members and 25,000,000 members worldwide.

Because the Azusa Street revival was such a major religious force in America, one Yale historian identified Seymour as *"the most influential black leader in American religious history."*

While America's evangelists helped people appreciate spiritual matters, Americans were also learning to appreciate water as a power source.

LIFE PRINCIPLE

"THE GREATEST IGNORANCE IS TO REJECT SOMETHING YOU KNOW NOTHING ABOUT."

—H. JACKSON BROWN, JR.

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

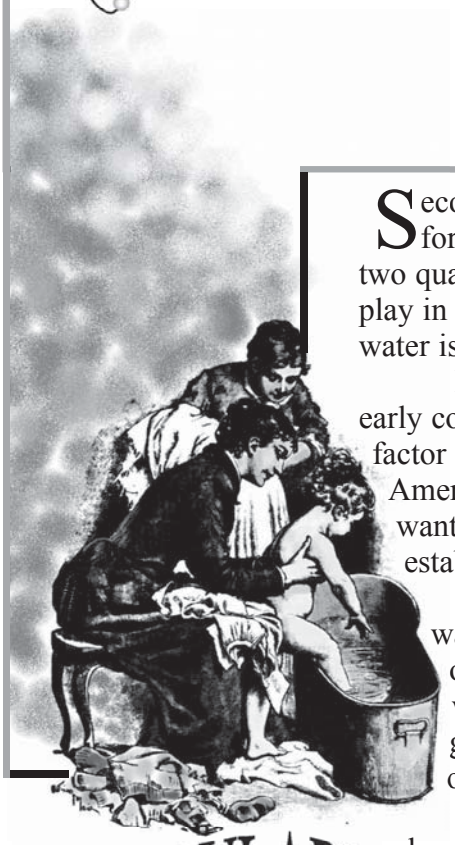
The Defining of America

Topic 5
Light & Energy

Chapter 9

WELLS, WINDMILLS, AND OTHER WATER WORKS

Section One
Topics 1-5



Second only to oxygen, water is the most critical resource for sustaining life. The adult human body requires about two quarts of water each day. We drink it. We wash with it. We play in it. It ***irrigates*** crops. The importance of clean, usable water is impossible to measure.

Recall that in Jamestown, Plymouth, and other early colonies, ***proximity*** to water was the most important factor in determining where settlements were located. When American farmers were planning their crops in the 1700s, they wanted a nearby source of water for irrigation. Industries also established factories near water for shipping products.

About three-fourths of the earth's surface is covered with water. Water for most communities comes from ground water or surface water, such as rivers and lakes. *Ground water* is water from rainfall that collects beneath the surface of the ground in *aquifers*, which are layers of ***porous*** rock. The level of water in aquifers is measured in *tables*.

Throughout history, men have creatively provided water to homes and farms. Families first settled near rivers or lakes. When the United States was an agriculturally based nation, a family living near a source of water did a lot of work transporting water into the home. Until a well that reached the water table could be dug, and well water pumped by hand into the house, water had to be carried in buckets from a lake or stream to the house for drinking, cooking, cleaning, laundry, and bathing. Families had to carry water to their livestock, too. Most families also used barrels to collect and store rainwater as it drained off from buildings.

Bath time was a major production. People joked about "taking a Saturday-night bath whether it was needed or not." A family would usually set up a tub in the kitchen where water was heated in the fireplace or on the cook stove to fill the tub. Each family member, usually from oldest to youngest, then took a turn bathing before the water was tossed out. By the time the baby's turn came, the water was so mirky that one could hardly see the child—***hence***, came the saying, "don't throw out the baby with the bath water!"

VOCABULARY

Irrigate: to supply water
Proximity: within the same area; close to
Porous: containing pores or tiny holes for the passage of liquid or air
Kinetic: produced by motion
Turbine: a machine that converts kinetic energy to mechanical power
Navigable: wide or deep enough for the passage of ships
Hence: therefore, thereby consequently
Albeit: however

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

WATER WELLS AND WINDMILLS

While hand-dug wells allowed families to locate further inland, they did have some drawbacks. Dirt, debris, and insects were a source of pollution. The opening had to be covered to avoid even worse contamination from small animals that sometimes would fall into an open well and die. Even so, hand-dug wells served American pioneers adequately for a couple hunderd years.

The largest hand-dug well in the world is in Greensburg (Big Well), Kansas. In the 1800's when the Sante Fe and Rock Island Railroads were laying track across the Kansas plains, a large supply of water was needed for the steam locomotives and the people of the area. To meet the needs, a huge well was completed in 1888. The gigantic hole in the ground, completely dug by hand, measured 109 feet deep and 32 feet in diameter! It remained the city's main water supply until 1932. In 1939, the well was covered and made a tourist attraction that has attracted more than 3 million visitors.

From hand-dug wells and buckets for drawing water, Americans graduated to windmills, which harkened back to European ancestry, particularly Dutch innovations. Windmills varied in size and style, but the main features were the same: a round, bladed head that turned in the wind, a rudder which directed the head to face the changing wind currents, and a tower which housed a metal rod that moved up and down, pumping water from aquifers beneath the surface of the ground into a holding tank. The major drawback was that if no wind blew, no water was pumped. However, this type of water technology was in effect from the earliest colonial days into the middle 1900s, when new technology provided the submersible pump that depended on electricity instead of wind currents.

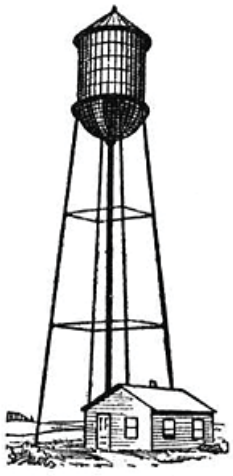


Windmill for pumping water

During the Industrial Revolution of the late 1800s, thousands of rural Americans migrated to cities. Not everyone could live near a water well or stream. Safe water had to be transported. Entrepreneurs discovered they could fill containers with water, load them onto wagons, and sell the water in town. Travelers staying in hotels were charged extra for the privilege of bathing.

City officials faced major challenges of transporting large quantities of water to urban homes and businesses. Stone aqueducts and hollow log pipes were installed to transport water to inner city homes and businesses. Because the water could not flow quickly, it often became contaminated. By 1900, iron pipes replaced the wooden system, and steam-powered water pumps provided sufficient pressure to supply fresh water to most American towns; ***albeit***, the water from the metal pipes was often red with rust from the iron.

Providing *safe* water to cities was a major challenge. Water often contained diseases that could kill thousands of people. City water workers tried to improve the quality of the water by developing ways to filter and clean the water before it reached homes. Water managers learned that adding small amounts of bleach or chlorine to water could kill harmful bacteria and other microorganisms.



Water Tower

Water towers were designed to provide pressure to force water

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

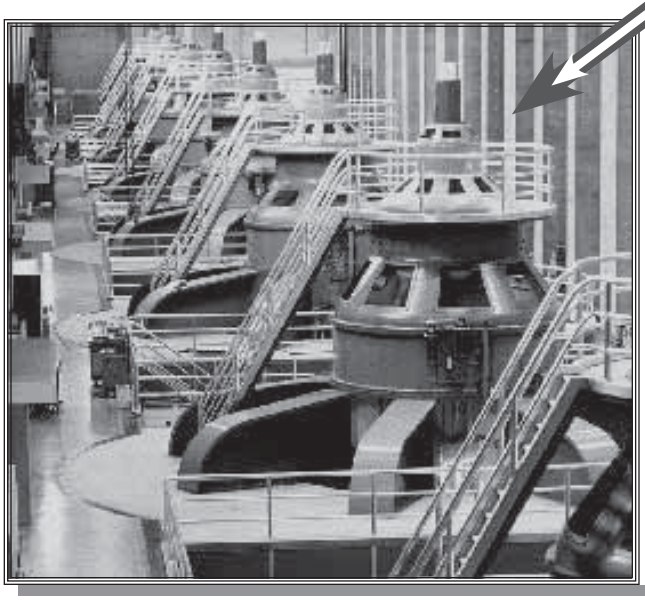
through a pipe system into homes. Towers were built on elevated areas to create adequate pressure through gravity.

Even though water towers and iron pipes transported water into homes, the water still needed to be heated for cleaning and bathing. The first hot water heaters were heated by wood or coal. Later, gas and electric heaters were developed and installed in most homes. Businessmen continued to develop better water heaters as women needed more efficient methods with which to manage their homes.

The history of the development of urban water systems reflects a unique combination of efforts by municipal water agencies and private enterprises which continued to produce improved appliances for homes as America grew.

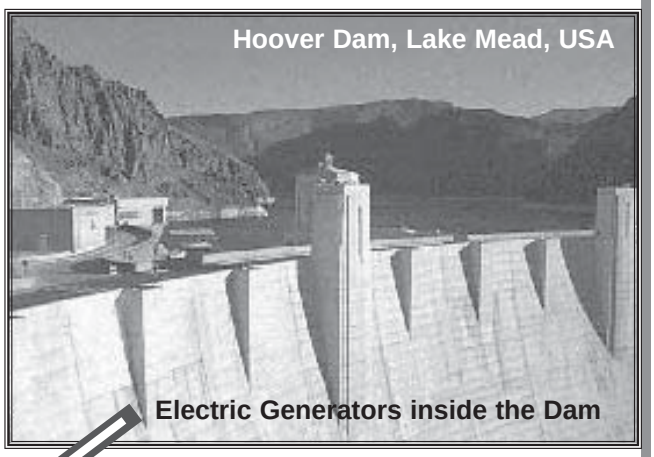
WATER WORKS THAT POWER ELECTRICAL CURRENT

***K**inetic* energy is found in all moving things. Breaking waves, rolling tides, swift currents, rushing rivers, and crashing waterfalls all contain kinetic energy. Man has learned to harness that energy and make it work for communities.



Early factories were powered by water wheels, which were replaced later by steam engines. In the mid 1800s, ***turbines*** were developed to harness the pressure and movement of water to produce power.

When electricity came into widespread use in the United States, engineers found one way to generate it inexpensively—the hydroelectric dam. A dam is constructed across a river to contain the water and raise its level on the backside of the dam. Dams can be constructed out of concrete or tightly packed earth covered with rock, depending on the location and design. Dams are usually designed with tunnels by which water flows in a controlled manner from the back side of the dam through to the front side.



Hoover Dam, Lake Mead, USA

Electric Generators inside the Dam

As the tunnels narrow and drop in elevation, the water gains speed on its way to a turbine. Spun around by the force of the water, the turbine turns a generator that harnesses electrical power. The amount of electricity produced depends on how much water flows through the tunnels and how far the water falls to reach the turbines. The farther the drop, the more energy is available to produce electricity.

Building a hydroelectric dam is expensive; but, once a dam is built, the cost of producing electricity is minimal. Regular dams are built for irrigation, to provide flood control, to improve navigation on a body of water, or to create electric power. A

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

hydroelectric dam is typically accompanied by a power plant which houses the equipment that generates electricity and provides other common benefits. A hydroelectric plant can be operated by only a few workmen. One river can have several dams, producing large quantities of electricity with the same water.

America's first hydroelectric plant was built in 1882 in Appleton, Wisconsin. The hydroelectric plant demonstrated that American homes and industries could have access to electricity almost any place electric lines could be strung. Soon hydroelectric dams and thousands of miles of electrical lines strung atop wooden poles dotted America's landscapes. The Federal Power Commission was established in 1920 when the federal government developed regulations for dams. The Federal Power Commission decided to delegate most of the responsibility for water power development to the U.S. Corps of Engineers and the Tennessee Valley Authority (TVA).

The Army Corps of Engineers officially organized in 1802 to work on projects strictly of military nature. Shortages of trained engineers, however, prompted Congress to pass the General Survey Act of 1824, which allowed Army engineers to work on civilian projects, such as keeping rivers ***navigable***. Today, the U.S. Army Corps of Engineers works on both military and civilian projects and has responsibility for constructing and managing many of America's hydroelectric dams.

For more than 100 years, the people of the Tennessee River Basin suffered frequent flooding and eroded land. Then, in 1933, President Franklin Roosevelt created the Tennessee Valley Authority (TVA) which he authorized to build flood control dams along the Tennessee River. The project involved thousands of construction workers and massive pieces of equipment. Thousands of tons of concrete were poured to build 50 huge dams. Twenty-nine of these dams also produced electricity. The TVA system produced some of the cheapest electricity in the nation, making it affordable for most American communitites. Today, the TVA also operates two nuclear-powered, electricity-generating plants in Alabama and Tennessee. Currently, the United States has an estimated 75,000 dams in operation across approximately 17 percent of the nation's rivers.

American communities continued to change as technology and free enterprise produced new equipment, appliances, and machines. With each new invention came new jobs which required training in use and maintenance.

Life Principle

"Choice, not chance, determines human destiny."

—Anonymous



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

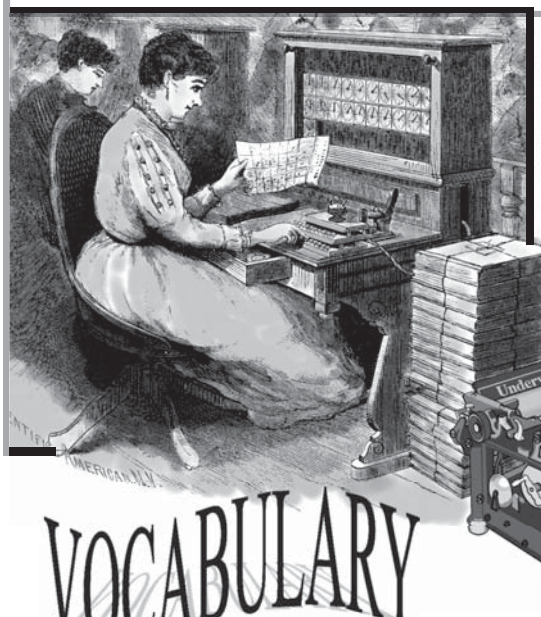


Topic 6
Communication

Chapter 9

Section Two
Topics 6-10

NEW TECHNOLOGY OPENS OFFICE DOORS TO WOMEN



In old black-and-white movies, you might see an office with side-by-side desks where young women pound away on manual typewriters, keys clacking and bells dinging. Now pictured mostly in movie scenes and the memories of senior Americans, such ***typing pools*** were common during the the early to mid 1900s. Typing pools once represented a whole new world of work opportunities for women...all due to one very practical invention—the typewriter.

By the 1800s, the printing press enabled mass production of written material, but businesses still needed to create multiple copies of documents to be printed. Several attempts were made to create a mechanical writing tool in the 1700s and early 1800s. Success finally came in 1868 to American mechanical engineer and inventor, Christopher Latham Sholes. Sholes and colleagues, Carlos Glidden and Samuel W. Soule, ***patented*** a writing machine that was accurate, easy to use, quick, and inexpensive. Six years after they received their patent, the innovative typewriter was marketed by E. Remington & Sons, a reputable manufacturer of guns and sewing machines.

The earliest typewriters would seem very clumsy to modern Americans, but these typewriters set the standard for the next 50 years. Those first Remington models relied upon inked ribbons and ***characters*** located on the end of ***strike bars*** that moved when keys were struck. ***Carbon paper***, available since the early 1800s for manuscript copying, was now a useful tool for making typewritten copies.

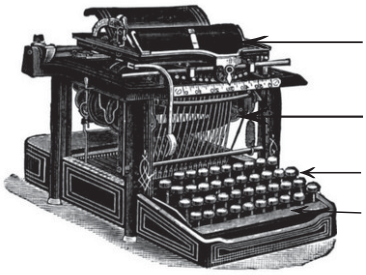
The original Remington typewriters produced only capital letters, but by 1878 the addition of a ***carriage***-shift mechanism allowed for both upper and lower-case letters. Imagine this unpopular feature – typists on these first models were unable to see the type as it was created! This problem was corrected by the early 1880s.

VOCABULARY

Typing pools: groups of typists
Patented: having obtained a patent—an official document issued to inventors by the government—securing the right of the inventor to make, use, or sell his invention.
Characters: letters, numbers, punctuation marks, symbols
Strike bar: a metal "arm" on a typwriter having a raised metal letter, number, or other character at one end, by which said characters strike an inked ribbon to print the character on paper
Carbon paper: thin paper coated with carbon on one side, placed between two sheets of plain paper to reproduce on the lower sheet what was typed or written upon the upper sheet

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.



Those initial typewriters were also designed with keyboards that would seem very strange today. Intended to help typists find the letters, typewriter keys were laid out alphabetically. While typists managed to locate the letters, they had to endure constant jamming of strike bars located near each other. By the 1870s, Sholes implemented a better, more user-friendly type layout called QWERTY to prevent jamming. If you will look at your keyboard you will notice that the first six letters (on the top left) are QWERTY. Modern computer keyboards still follow the QWERTY format.

Other companies such as Royal, Underwood, and Corona also began to produce typewriters. In the early 1900s, the first successful portable typewriter was marketed, followed by much-improved typewriter technology in the 1920s. International Business Machines (IBM) played a major role in introducing the electric typewriter to the American public. These machines employed a motorized mechanism to lift the strike bar against the inked ribbon, and allow the carriage to return automatically at the end of each line. This reduced pressure on the typist, enabling him or her to type with greater speed and less stress on the hands. Electric typewriters allowed the keys to strike the page with even pressure which produced more uniform letters.

Invention of the typewriter created hundreds of secretarial jobs. At first, secretarial positions were filled by men; however, women who were eager to find employment outside the home soon joined the business world. Just like the telephone exchange, which came a few decades later, a new, socially acceptable form of employment was now available for female Americans.

VOCABULARY

Carriage: a cylinder made of hard rubber, turnable by hand, served as a paper feed and surface for strike bars to hit; moved to the right as each line was typed, then was manually returned for each new line
Enterprising: having an independent energetic spirit; readiness to undertake a difficult business venture; entrepreneural
Justification: the spreading of text evenly between the right and left margins on a page
Editorial: commentary or opinion, as opposed to impartial reporting
Periodical: a publication issued at certain intervals or periods of days, weeks, months, etc.
Developing: a chemical process used in photography for transforming film negatives into prints
Aptitude: natural ability, interest, and talent in a particular field

Through the decades of the 20th century, typewriter technology continued to improve. Advances allowed for *italic type* and other type styles, self-correcting models, characters in foreign languages, and automatic ***justification*** of right-hand margins. Today, typewriters seem almost obsolete, having been replaced by computers that allow for complete visual display of typed words on personal monitors.

Improved typing efficiency naturally improved publishing techniques. The result was an increase in demand for printed material.

A GROWING FASCINATION WITH NEWS

On July 2, 1878, an ***enterprising*** young man was buying into his first business— a failing newspaper in Chattanooga,

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Tennessee. After scrawling his signature and slapping down $37.50, 17-year-old Adolph S. Ochs became a part owner in the *Chattanooga Times*. Once Ochs took over, the paper did very well. In fact, Ochs bought the other half of this flourishing business just two years later.

Though Ochs was young when he took over the *Chattanooga Times*, he was no stranger to the newspaper business. At age 11, he carried newspapers for the *Knoxville Chronicle*. Then, at 15, he worked as a "printer's devil"—an old term for a printer's assistant who was tasked with the really grimy jobs. Later, Ochs became a reporter and then was promoted to assistant business manager.



U.S. postage stamp in honor of publisher, Adolph S. Ochs

After going into debt due to bad real estate investments, Adolph Ochs learned that the near-bankrupt *New York Times* was for sale. Seeing a way to get both himself and the failing *Times* out of debt, Ochs' sharp business mind explored the possibilities. Gathering $75,000 in savings and loans, Ochs purchased the *New York Times* on August 18, 1896, and published his first issue the next day. The ***editorial*** page sported the famous Ochs' credo, *"to give the news impartially, without fear or favor, regardless of party, sect, or interests involved."*

By the end of the first year, readership of the *Times* doubled. The paper became more financially stable as it added features such as the Sunday Magazine and Saturday Review of Books and Art. By living up to the paper's slogan and offering "All the News That's Fit to Print," the *New York Times* became one of the ultimate newspaper success stories of all time. Entrepreneurs like Ochs helped create an exciting chapter in journalism history, as Americans were becoming increasingly interested in what was happening around the country. American society was rapidly changing, and newspapers fought fiercely to be first to report it all.

Daily newspapers in America blossomed from 574 in 1870 to 1,611 by the turn of the century. By 1910, that number had climbed to 2,600. Subscribers increased greatly, and newspapers changed their focus. Due to reader demand, more emphasis was placed on news instead of editorial and opinion pages. Unfortunately, as decades passed, the line between objective news reporting and editorializing blurred in many news outlets. Today, one may need to research important topics for oneself to assure getting objective news—fair and balanced.

Human interest stories gained popularity, and journalism, as a profession, became more respected. Reporters' salaries doubled, and universities launched schools of journalism. Jobs for artists, photographers, reporters, typesetters, and delivery boys were created as America became accustomed to sources of daily and weekly news.

America's magazine industry also developed during the decades following the Civil War. For the first 20 years after the war, magazines were geared to the more highly educated reader and had fairly low circulations. They were more like literary journals selling for what was then a high price – 35 cents per copy. The most popular magazines were Harper's Magazine and Atlantic Monthly. Then came the popular magazines of the 1880s. Designed for more mass appeal, ***periodicals*** such as Cosmopolitan, Ladies Home Journal, Everybody's, and Collier's – priced at only 10 to 15 cents – pushed magazine circulations to new heights.

One of the unanticipated benefits of hundreds of magazines and newspapers across America was advertising. Companies learned that a well-placed advertisement in local periodicals produced additional customers. An entirely new business developed as publishers became skilled at writing product ads for local businesses. Revenue from sales of the ads helped support the newspapers and magazines. Soon,

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

newspaper ad magazine companies were adding salaried workers who were devoted to full-time marketing pursuits.

Advertising in America's magazines and newspapers became a multibillion dollar enterprise, as publishers sought more ways to attract reader attention with fancy artwork and "head turning" photography.



GEORGE EASTMAN'S "KODAK MOMENT"

"You press the button. We do the rest." These words were a simple advertising slogan, but the product it promoted transformed a once expensive hobby into something countless amateurs enjoyed.

The hobby was photography, and in 1888 George Eastman, a businessman and entrepreneur, introduced an innovative new camera that opened a whole new market of picture-takers. Prior to the introduction of Eastman's camera, photography required cumbersome cameras with glass or metal plates and tanks of smelly chemicals. Only a few wealthy people could enjoy such an expensive hobby. Eastman's new Kodak camera was a lightweight model selling for $25. A flexible, paper-based film, which Eastman had designed four years earlier, wound on rollers inside the camera. The photographer merely pointed the box-shaped camera at a subject and pushed a button. Then the film was sent to Eastman's company for ***developing***.

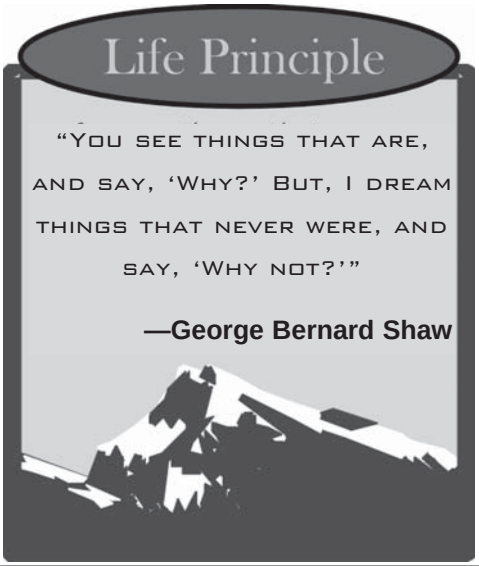
Eight years later, a new model was introduced for only $5, making photography even more affordable. By the early 1900s, the Eastman Kodak Company had become the largest photographic film and camera producer in the world.

Eastman knew the value of his many hard-earned dollars. He began working at age 13 and showed business ***aptitude*** immediately. Out of his first year's wages, Eastman had saved $131, which was a lot of money in the 1860s. In a few years, he had saved more than $500.

In 1874, Eastman took a bookkeeping job, supporting himself and his widowed mother. He also spent a little of his earnings on his favorite hobby – photography. By his 30s, the young entrepreneur sensed the business potential in photography, and wanted to improve the entire photographic process.

The philanthropic Eastman donated much of his money to educational institutions. He also founded the Eastman School of Music, a part of the University of Rochester. Like so many others who saved to earn and earned to save, George Eastman left behind a legacy of giving to worthwhile causes.

While entrepreneurs explored new business ventures, others explored uncharted regions and unsolved medical problems.



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

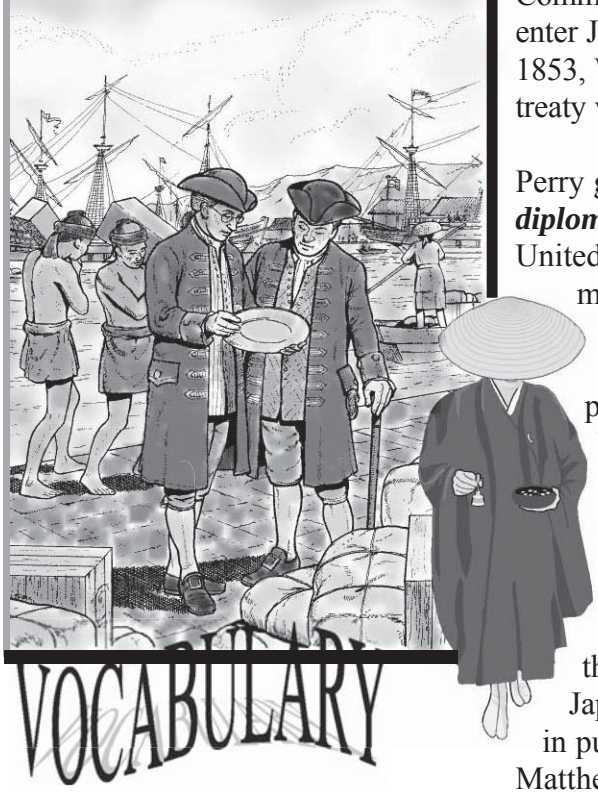


Topic 7
Discoveries & Explorations

Chapter 9

JAPAN AND THE NORTH POLE

Section Two
Topics 6-10



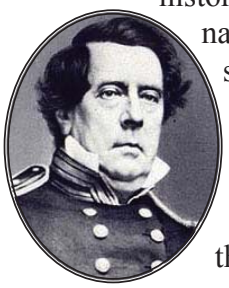
By the mid 1800s, American ships regularly traveled the waters off the coasts of China and Japan. Even so, what happened inside those countries remained a mystery. Commodore Matthew C. Perry was the first American to enter Japan and learn about life in an Asian country. In 1853, Washington officials dispatched Perry to make a treaty with Japan.

Four vessels sailed with Perry into ***Tokyo*** Harbor. Perry greeted Japan's leaders and initiated the first ***diplomatic*** contact, leaving documents outlining what the United States needed—a safe place for American ships to make repairs and take on fresh supplies.

Back home, Perry described to Americans what he had learned in Japan—a new world of people with very different habits and customs. Perry brought back sketches and paintings of unique foods, colorful garments, miniature vegetation, and silk fabrics which Americans could not have imagined.

One year later, escorted by eight ships, Perry returned to Japan to sign a trade agreement that allowed American ships and products to enter Japanese ports. American consumers were interested in purchasing Japanese art, pottery, and silk fabrics. Matthew Perry's mission was a success and opened Japanese markets to the United States.

Another explorer by the name of Peary also made history. Robert E. Peary worked as a young U.S. naval engineer in the ***Caribbean***. He had special skills for locating and surveying land in Central America where a canal might be built. However, Peary realized that the earth had few unexplored frontiers remaining, and he longed to be an explorer of wild, unknown regions. At that time adventurers were trying to reach the Arctic Circle—the icy region at the top of the world. Peary knew that whoever reached the



Commodore Matthew Perry

VOCABULARY

Tokyo: capital and largest city in Japan since 1868; formerly named Edo, established in the 1300's

Diplomatic: skilled in conversing about and managing sensitive government matters

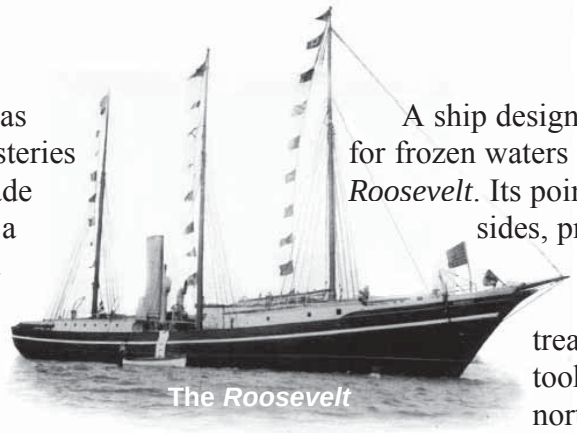
Caribbean: the islands and body of water between Central and South America and the West Indies

Igloo: a small, dome-shaped house built of ice blocks

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

North Pole first would be as famous as Columbus. Mysteries surrounding the Arctic made some people imagine that a huge magnetic pole called "The Big Nail" stuck out of the top of the world. Peary's adventurous spirit compelled him to search for the uncharted northern kingdom of ice.


The *Roosevelt*

A ship designed and built especially for frozen waters was named the *Roosevelt*. Its pointed bow and thick sides, protected by layers of heavy metal, carved a path through the treacherous ice. This boat took Peary's crew safely north as far as they could go by sea before having to continue by land. The *Roosevelt* held equipment for keeping records and making reports about the adventure. The ship also reserved space for native Eskimo (Inuit) hunters, women, and children who joined the crew. The natives provided meat from hunting sea lions and walruses, and gave advice on survival in the harsh northern regions.


Dog Sled Team

Peary attempted to reach the North Pole many times. He and his wife spent numerous winter months in the frozen north. Their baby girl was the first American child born that far north. Peary tried again and again to reach his goal. He learned from his unsuccessful attempts and built a reputation for being tenacious in his pursuits.

Wealthy individuals, companies, and governments from around the world provided money to support the efforts to discover the North Pole. Newspapers reported details about the latest ventures. Those trips were the high adventures of the time, and people eagerly followed the news. However, the U.S. Navy finally wearied of Peary taking special leave to make so many treks into the Arctic. When military leaders denied Peary's next request, President Theodore Roosevelt granted the explorer the support he needed.

Peary paid close attention to the natives and used their methods for building ***igloos*** and traveling with dogsleds. The native women made suits from fur, allowing Peary's men to move about and work even when temperatures were 40 and 50 degrees below zero. Peary also studied and adopted their dietary habits in order to keep healthy in such weather.

An excellent administrator, Peary chose men with the best physical attributes and with the right talents for hard work. Big men needed too much food and put extra weight on the


Robert Peary


Matthew Henson

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

VOCABULARY

Yellow fever: dangerous, often fatal viral disease of warmer climates; attacks the liver causing skin to turn yellow; involves vomiting, high fever and hemorrhaging
Stagnant: referring to water that is not flowing; still water that is prone to disease
Malaria: deadly disease of tropical climates; caused by parasitic protozoans living in stagnant water and transmitted by mosquitoes; involves severe flu-like sypmtoms—high fever, bone-racking chills, and drenching sweat
Mercuric chloride: poisonous mixture of mercury and chloride, used to sterilize medical instruments

dogs that pulled the sleds. Peary picked men who possessed burning desires to keep working even in the face of severe obstacles. Peary knew the men's character would make the difference when isolated during long winter months in the unknown icy wasteland. Peary's team had to be willing to take risks while being careful not to endanger themselves or their dogs.

Peary charted the proposed route and made precise compass calculations. He also knew exactly how much weight each sled should bear and what a man could haul or carry if the dogs were killed. Peary's men set up relay stations by taking supplies to advanced posts established along the route. Shelter and food were stored in the final relay station at which the team camped.

Peary reviewed his team and chose the men who would cover the final overland trek of 133 miles to the North Pole. He selected four strong Eskimos who knew how to survive. The team's driver was Matthew Henson, Peary's African-American aide. Henson had made every trip with Peary for 18 years.

Weather was good for the final four days of the trip. The ice was smoother than it had been for most of the journey. Peary and his crew made record time—33 miles in one 8-hour day. On April 6, 1909, Peary carefully recorded his position by compass and planted the American flag on a mound of ice. He took pictures in four directions, all pointing south. At last, Peary knew he had been right to follow his dream.



American Flag planted on North Pole

By the end of the 1800s, explorations to find a connecting route between the Atlantic and Pacific Oceans were not yet successful. The French had begun to build a canal across Panama, but yellow fever and other problems defeated the workers.

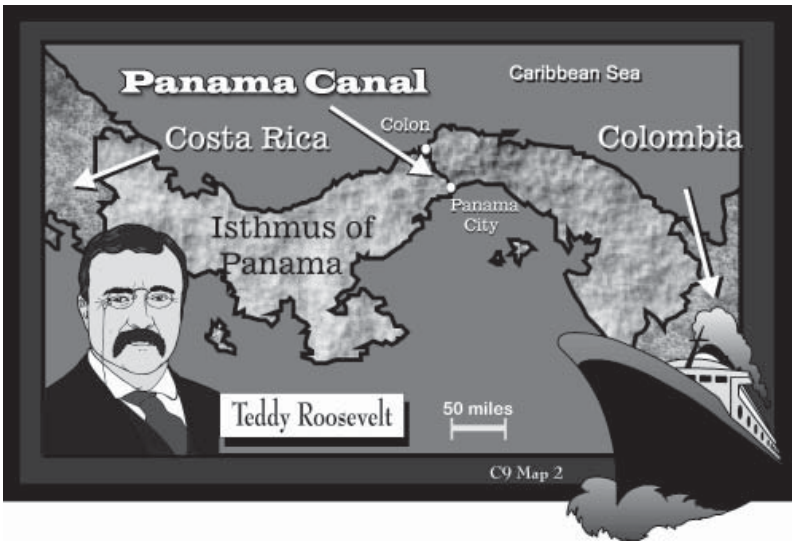
YELLOW FEVER AND MEDICAL DISCOVERIES

People in southern coastal areas of America had suffered from outbreaks of ***yellow fever*** since the 1600s. For more than 200 years, yellow fever had also plagued tropical lands such as Cuba, causing hundreds of deaths each year. In fact, during the Spanish-American War in 1898, many more soldiers died of yellow fever than from bullets. After the war, in 1899, U.S. army doctors were sent to Cuba to determine the cause of yellow fever. Dr. Walter Reed was chosen to head the team. Born in 1851 into modest surroundings, he had followed his dream and graduated from medical school at

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

age 17. Upon arriving in Cuba, Dr. Reed and his team of medical workers labored tirelessly to learn if the fever came from the filth and poor sanitation of the area, or if the plague came from an insect carrying the virus. After almost two years, Reed was able to isolate the cause of yellow fever.



A controlled test on two groups of people revealed that dirty clothing and close contact with victims of yellow fever did not spread the fever; but rather it was spread by a common mosquito. Reed's team of researchers observed that after a mosquito drew blood from a yellow fever vicitm, the mosquito flew to a nearby wall to digest the blood before infecting the next person. By killing the mosquitoes on the walls of infected houses, the epidemic was finally stopped.


Dr. Walter Reed

Because mosquitoes used ***stagnant*** water for breeding grounds, the cleanup campaign made sure every infected household emptied open vessels that might contain mosquito larva. Newly filled vessels were to be covered. Within two years, Reed and his men had halted the spread of yellow fever in Cuba. After 1905, only one short outbreak occurred in the capital city of Havana. In 1909, Walter Reed Army Hospital was established in Washington D.C., in Reed's honor.

A few years later, Dr. William Gorgas, using experience gained in Cuba as head of the census campaign there, eradicated yellow fever and ***malaria*** epidemics in the Panama Canal zone. Gorgas' untiring work made possible the construction of the Panama Canal, where previous attempts had failed. Insecticides, common today, were not invented until decades after canal construction. Then, entire swampy areas began to be sprayed to kill mosquitoes.


Col. William Gorgas in Panama during the construction of the canal

Stopping the spread of illness became the passion of many prominent and gifted Americans. Doctors, scientists, and researchers worked together

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

and shared their discoveries, making profound improvements in standard medical practices. Dr. William S. Halstead helped make hospitals more sanitary by ordering bed linens to be changed regularly and kept clean. Doctors under Halstead's supervision were ordered to put on clean shoes and gowns, and were required to wear masks during surgical operations.

In 1894, Dr. Halstaed began sterilizing instruments before and after surgery. This procedure led to another important discovery: Dr. Halstead's assistant developed a rash while handling surgical instruments. Halstead believed the rash developed from exposure to the cleaning solution, ***mercuric chloride***. To solve this problem, Dr. Halstead asked Goodyear Rubber Comapny to create protective rubber gloves for medical personnel to prevent infection and spread of diseases among hospital patients.

Some medical practices were crude and ineffective. In some hospitals, more patients died than recovered. One such patient did recover and became President of the United States.

LIFE PRINCIPLE

"Those who make discoveries only begin their work where other people quit."

—Ronald E. Johnson

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America



Topic 8
Dominant Personalities & Events

Chapter 9

Section Two
Topics 6-10

TEDDY ROOSEVELT: THE BOY WHO FOUGHT BACK



Propped high on a bed of pillows, the young boy gasped for air. The boy's father rushed to his son's side. Realizing the asthma attack was a particularly bad one, the father bundled the youngster in woolen blankets, packed him comfortably in the family carriage and rode up and down the lighted streets of New York. Finally, the brisk air in the boy's lungs brought welcome relief. Back home, the father placed his tired son back under the covers, and all was well...until the next time.

Little did anyone know that this sickly lad would live to become one of the greatest and most fondly remembered presidents of his country. Theodore Roosevelt, known as "Teddy" or "T.R." in his adult years, captured the hearts of the American public with his adventurous spirit.

Almost from birth on October 27, 1858, young Roosevelt suffered from asthma. Extreme nearsightedness forced him to wear thick eyeglasses. The sickly child had to be tutored at home instead of attending regular school. After suffering teasing at a summer camp, the fragile teen vowed to toughen himself up and grow strong and sturdy.

With steady encouragement from his father, Teddy built up his body through exercise and sports. Along with supporting his son physically, the elder Roosevelt passed along strong values that would help his son later in life. Young Teddy learned the difference between right and wrong, and developed a deep sense of responsibility. Those early teachings helped make Teddy Roosevelt one of the most respected Presidents in American history.

By the time Roosevelt began classes at Harvard in 1876, he was strong both physically and mentally. Always ready to try something new, the energetic student took up college boxing. During his senior year at Harvard, Roosevelt authored *The Naval War of 1812*, a classic military account of its time, and the first of 21 books he would produce in his lifetime.

Roosevelt spent much of his free time pursuing his childhood passion – being outdoors and enjoying all that nature had to offer. In fact, his goal when he entered college was to

VOCABULARY

Reformer: a person who is active in improving an institution, such as the church, government, or education
Badlands: hilly areas of severe erosion with little or no vegetation; often beautifully colored
Adirondacks: a mountain range in northeastern New York, part of the Appalachian Mountain chain
Enamored: fascinated by, charmed by
Constituencies: groups of people who vote
Monopoly: exclusive control of a public service or system

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

become a naturalist like the famous John James Audubon. That career goal changed when Teddy Roosevelt became interested in politics.

Just a few months after graduating twenty-first out of 158 students, Roosevelt married Alice Hathaway Lee of Chestnut Hill, Massachusetts. At age 23, Roosevelt was elected to the first of three terms in the New York State Assembly. He sided with Republican ***reformers*** and pushed through several pieces of legislation which helped the government of New York operate more efficiently

Then, tragedy came to the young politician. On Valentine's Day in 1884, only hours after his mother passed away from typhoid fever, Roosevelt's wife, who had just given birth to a baby girl, died of childbirth complications.

VOCABULARY

Predecessor: one who preceded, or came before the current time or persons
Dignitary: important or influential person
Progressivism: ever incresing the size of government to enable it to execute a myriad of projects deemed to be "for the good of the people," funded by ever-increasing taxes; liberalism leading to socialism
Immortality: undying, having everlasting life
Stateroom: a private room on a ship or train
Hallmark: a distinguishing attribute or characteristic
Ragtime music: light, "happy," contemporary music with a syncopated beat.
Perpendicular: a straight line at right angles to another line
Indomitable: unconquerable, invincible
Brainchild: inspiration; a product of creative thinking and work
Lock: an enclosed part of a canal equipped with gates to adjust water levels
Detractors: those who condemn, defame or villify a person or project

Losing the two most important people in his life left Roosevelt devastated. He returned to his elected position out of duty, but did not run for reelection when his term was over. Roosevelt's sister offered to care for Teddy's infant daughter, Alice, while Roosevelt went to his ranch in the Dakota ***badlands*** to rebuild his life. There he spent two years "roughing it" on the range, earning the respect of local cowboys, and writing a few more books as he recovered from the tragic loss of his mother and wife. Returning to New York in 1886, Roosevelt reclaimed his daughter, Alice, and married a childhood sweetheart, Edith Carrow. Together, they brought five more Roosevelts into the world—four sons and one daughter.

Roosevelt's life was filled with adventure. In 1889, T.R. was appointed to the United States Civil Service Commission. Working tirelessly for reform, Roosevelt developed a reputation as an honest and fearless leader. He resigned his position on the Commission in 1895 to head the New York City Police Board, then served as Assistant Secretary of the Navy in 1897.

When the brief Spanish-American War broke out in 1898, Roosevelt resigned from his public service job and helped organize a volunteer cavalry called the *Rough Riders*. He recruited many friends who were also good horsemen, including some cowboy acquaintances from the West and a few former polo partners from the East. Roosevelt and his cavalry were credited with a dramatic assault on San Juan Hill outside Santiago, Cuba. That victory earned Roosevelt a hero's welcome back home where he re-launched into politics the same year as Governor of New York.

After only one term in office, the Republicans convinced Roosevelt to run as vice president to William McKinley. In their campaign for the White House, Roosevelt traveled more than 21,000 miles across America, captivating audiences with his infinite energy, boundless enthusiasm, and personal integrity. McKinley and Roosevelt

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

won the election in November 1900, and began their terms of office on March 4, 1901.

Just six months into his four-year term as president, William McKinley was assassinated by a radical socialist while attending a meeting in Buffalo, New York. Doctors told Roosevelt that McKinley would survive, so the vice president departed on a preplanned vacation. While climbing a treacherous peak in the ***Adirondacks***, Roosevelt received the grim message that President McKinley was close to death. Roosevelt was determined to see the president before he died. The adventurer hiked ten miles to the nearest road, then made a dangerous descent via horse and buggy down dark mountain paths in the middle of the night. At the base of the mountain, a train shuttled the vice president to McKinley's side in Buffalo, New York.

On September 14, 1901, just hours after McKinley's death, Roosevelt was sworn into office as the twenty-sixth president of the United States. He was just forty-two years old, America's youngest president up to that time in history. For the next seven and one-half years, Americans were ***enamored*** with their chief executive. The main focus of Roosevelt's presidency was a balance of economic interests, which he called the "Square Deal." Believing the president should represent all ***constituencies***—from farmers to businessmen, from laborers to corporate owners—Roosevelt encouraged fair play among all Americans. Roosevelt broke up several ***monopolies***, including the Northern Securities Company, a giant holding company with railroad interests. Lawsuits were also waged against the United Steel Corporation and Standard Oil Company.

In the second year of his presidency, Roosevelt intervened dramatically in a major strike involving the United Mine Workers, a strong union under the direction of militant union bosses. After the president threatened to bring in the military to run the coal mines, the labor union accepted an agreement with mine owners.

With his lifelong love of nature, Roosevelt made conservation one of his favorite causes. His personal interest in using land wisely and conserving resources translated into several pieces of important legislation. Roosevelt doubled the number of national parks, set aside 125 million acres of timberland for national forests, founded 51 game preserves and established 16 national monuments.

In foreign affairs, Roosevelt vowed to "speak softly and carry a big stick." He viewed the United States as policeman of the Western Hemisphere, not just an impartial bystander of issues beyond U.S. borders. Roosevelt helped the United States exercise influence in the Philippines, Santo Domingo (now the Dominican Republic), and in Panama, where he arranged for the United States to build and lease the Panama Canal.

At home in the White House, the Roosevelts enjoyed a more casual domestic life than many of their ***predecessors***. Like his father before him, Teddy Roosevelt was a devoted family man. The spirited Roosevelt children filled the White House rooms and grounds with pets, including a pony. President Roosevelt frequently engaged his children in rousing pillow fights. Visiting ***dignitaries*** often had to step over toys as they toured the halls of the First Family's home.



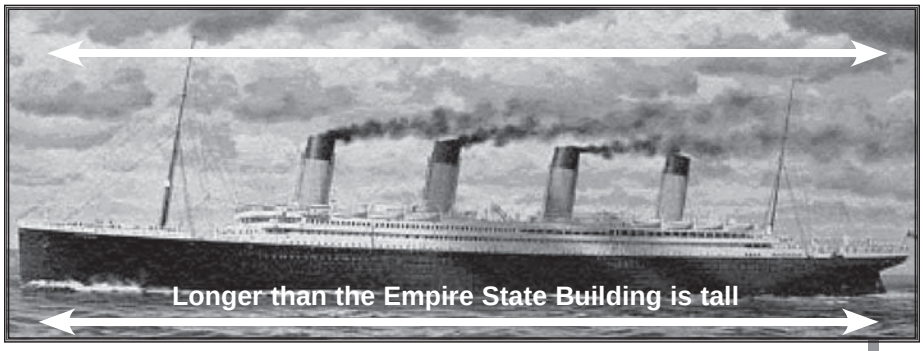
Teddy Roosevelt and John Muir

Although Roosevelt might have been elected easily for a third term, he chose instead to pass along his party's nomination to a supporter and dear friend, William Howard Taft. However, four years later (1912), disillusioned with the inability of Taft's administration to further the cause of

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

progressivism, Roosevelt made another attempt at the presidency. This time, he did not receive the Republican nomination. The Republican Party's rejection spurred Roosevelt to create the Progressive Party, otherwise known as the "Bull Moose Party." While this effort did not put Roosevelt back in the White House, it ultimately made middle-class America consider Roosevelt's progressive ideas, of which many were signed into law by Woodrow Wilson, who replaced Taft as President.



Putting politics behind him, Roosevelt embarked on a seven-month, 1,500 mile journey which led him along South America's River of Doubt. The expedition was almost deadly for Roosevelt. He contracted malaria and suffered a severe cut on one leg which became infected. He regained enough strength to leave the jungle, but never completely recovered his health.

In his later years, Roosevelt continued to be a voice heard by the American people. With the outbreak of World War I, he offered to assemble a division of volunteers to fight Germany. President Wilson declined the offer, but Roosevelt strongly supported the war effort as a private citizen.

Poor health finally caught up with the legendary Rough Rider. Teddy Roosevelt, the man whose image would one day be etched into ***immortality*** on the side of Mt. Rushmore in South Dakota, died in his sleep at home on January 6, 1919.

A few years prior to Roosevelt's death, a tragic ocean event occurred that became an icon for spectacular events.

THE "UNSINKABLE" TITANIC

On April 4, 1912, just four days into a glorious voyage, 17-year-old Jack Thayer stood on deck of the mighty passenger ship, *Titanic*, enjoying new friendships. Like other passengers aboard that magnificent ship, the teenager was caught up in the excitement of the *Titanic's* maiden voyage from Southampton, England to New York City. Jack, his parents, and hundreds of other voyagers stood admiring the calm Atlantic. However, the glass-like ocean was deceptive, and within a few short hours would sink the "unsinkable" *Titanic*.

After a full evening of merrymaking in luxurious dining halls and ballrooms, many of the 2,228 passengers and crew retired to comfortable ***staterooms*** and cabins. Others kept the party atmosphere alive as bands played into the wee hours of the morning. As those hours passed, the ship ventured well into the North Atlantic ice fields. For three days, the ship's radio crew had repeatedly received messages warning of drifting icebergs. But because the *Titanic* was deemed "unsinkable" by its builders and promoters, one of whom unwisely boasted that "not even God himself could sink this ship," the ship's officers were not alarmed. They were more interested in crossing the Atlantic in record time, so they ignored the warnings.

At 11:40 P.M., the *Titanic's* watchman spotted an ominous object in the water—an iceberg the size of a small mountain. The captain was alerted of the impending danger and the ship was turned sharply to avoid a direct collision. However, the iceberg slashed the side of the ship's belly. Within 20 minutes, the *Titanic's* crew knew the worst was about to happen—the "unsinkable" ship was going down.

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Built at the height of England's Industrial Revolution, the *Titanic* was designed as the largest, most luxurious and technologically-advanced ocean liner ever constructed. Some of the richest people in the world were on board that fateful voyage. The *Titanic's* ***hallmark*** was its safety features. The ship was designed with six watertight compartments that would still keep the ship afloat even if two of those compartments were damaged and filled with water—an unimaginable situation. However, when the *Titanic* rammed the iceberg on that April evening, all six compartments were gashed—a fact only made public in 1997, resulting from new research.

The 20 lifeboats and life vests were sufficient for only half the passengers. Because the ship was considered unsinkable, the crew had never even practiced lifeboat drills. In keeping with the time-honored tradition, women and children were hurried into the lifeboats first, revealing the heroic character of most men. Shamefully, some men quickly changed into women's clothes in order to get into the lifeboats.

Mrs. Straus declined an offer to board one of the lifeboats, choosing instead to stay with her husband of many years. When the crew invited Mr. Straus to get into the lifeboat since he was elderly, he declined. Giving precious space to younger people, this courageous couple chose to wait out their final moments side-by-side in deck chairs. Mr. and Mrs. Straus faced death as they had lived—together.

As lifeboats were filled and lowered into the icy waters, the ship's band played ***ragtime music***. As the ship sank lower and lower, heartbroken women and children floated away from husbands and fathers while the band played, "Nearer My God to Thee." At 2:18 a.m., on April 15, just under three hours after that deadly impact between ship and iceberg, the *Titanic's* bow plunged to the depths of the Atlantic Ocean. More than 1,500 men, women, and young people perished.

One of the ship's survivors remembered those awful moments:

> *"The lights suddenly went out...Slowly and almost majestically, the immense stern reared itself up...till at last she assumed the exact* ***perpendicular****. Then with an ever-quickening glide, she slid beneath the waters of the cold Atlantic... Every one of us had been spellbound, and as she disappeared, the words were breathed, 'She's gone.'"*

Two hours after the *Titanic* sank, another ship, the *Carpathia*, arrived to rescue the survivors, but only 712 half-frozen persons had survived to be brought aboard. One of those was seventeen-year-old Jack Thayer who jumped into the icy waters before the *Titanic* went down and survived by clinging to an overturned lifeboat. Jack's mother was in another lifeboat, but his father perished with the ship.

For weeks, the disaster dominated the world's headlines. In the decades since that tragedy, the sinking of the *Titanic* has been the subject of numerous movies, books, and plays.

As a result of the *Titanic's* fate, new regulations were passed to make ocean liners safer. Ships were required to carry enough lifeboats and life jackets for everyone on board. Lifeboat drills became mandatory. Radio communication was improved and ice patrols formed. The sinking of the *Titanic* is a grim reminder that science and technology do not make men invincible.

The next vignette reveals the *indomitable* spirit that helped men build a canal to connect the Atlantic and Pacific Oceans.

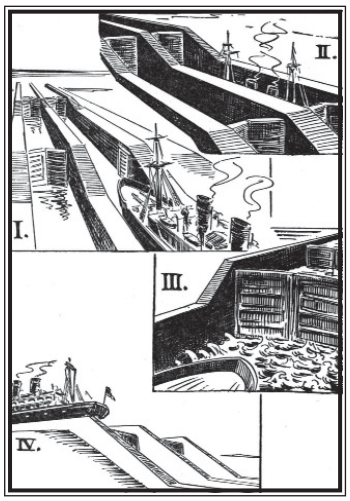
A CANAL IN THE JUNGLE

Nothing comparable had ever been attempted and accomplished by blood, sweat, diligence, and perseverance of more than 100,000

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

people. But on August 15, 1914, due to the phenomenal, untiring work and leadership of engineers John F. Stevens and George Washington Goethals, the Panama Canal was opened for business. This engineering marvel was the ***brainchild*** of Theodore Roosevelt, U.S. President from 1901 – 1909. The Canal connected the Atlantic and Pacific oceans across a 50-mile stretch of thick jungle in the tiny Central American country of Panama. Today, it is the busiest canal in the world with more than 12,000 ships passing through annually.



Stages of each Lock

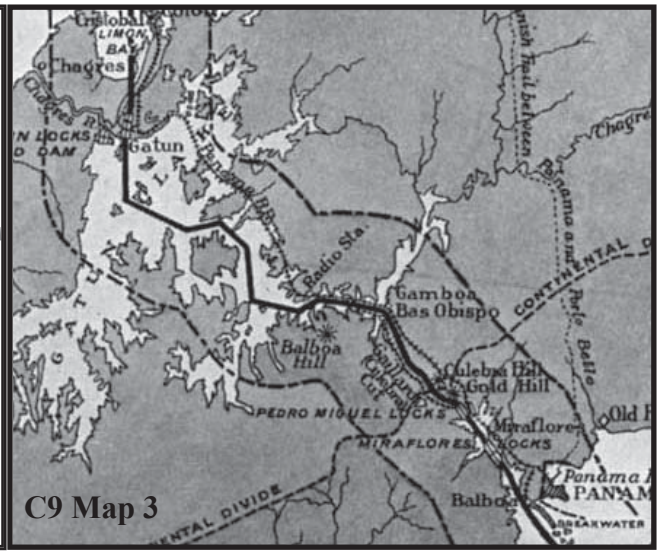
The building of the Panama Canal (a ten-year project) was a significant event in terms of trade and military power in the United States. Before, when goods were sent from the East to the West Coast, transportation choices were limited. Airplanes had not been invented yet, so merchandise was shipped either overland by wagon or train, or by ship. Unfortunately, ships were forced to travel thousands of miles south around the tip of South America. Not only did that journey take about two months, but the passage was dangerous; many ships did not survive.

Traveling via the Panama Canal cut approximately 8,000 miles off the journey between the two American coasts. The Panama Canal, called "a monument to the world," was finished by the United States. Workmen spent ten years cutting through 50 miles of thick jungle, mountainous terrain, and bodies of water that had to be dammed up. Temperatures often sweltered to 120 degrees. If the sun was not glaring, then frequent rainstorms kept the ground impossibly slushy. Tropical diseases such as malaria and yellow fever were also a gigantic problem which had taken 20,000 lives in an earlier attempt by the French to dig the canal. U.S. construction on the canal was halted between 1905 and 1906 while army physician Col. William Gorgas eliminated malaria and yellow fever from the canal zone.

When the canal was finally completed, ships could pass easily in eight hours or so through a series of ***locks*** and a "slice" of the *Continental Divide*—mountains separating the rivers flowing west from those flowing east. That "slice," known as the *Culebra Cut* (later renamed Gaillard Cut) was 360 feet above sea level and required 19 million pounds of explosives to blast through. This was



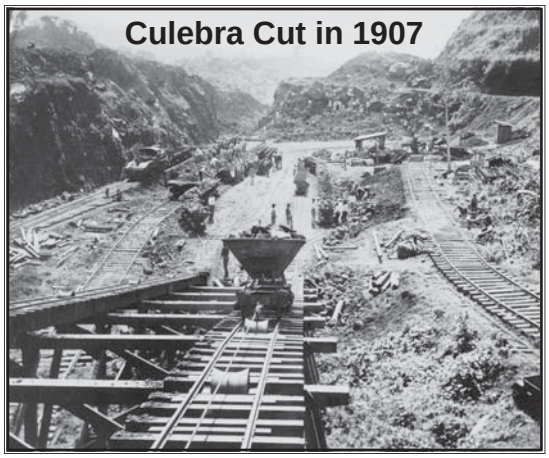
The Panama Canal



Panama Canal Waterway

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.



considered to be the biggest challenge facing the builders. The estimated amount of earth moved during the canal construction would fill a city block 19 miles high.

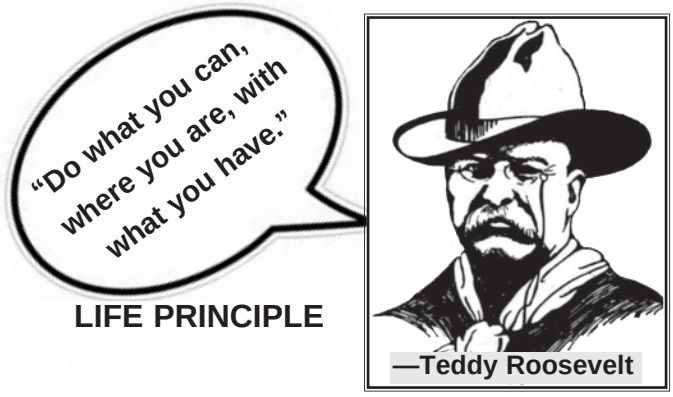
Many Panamanians were favorable to the canal project, because the United States had helped Panama gain its freedom from Colombia during a revolution in 1903. The canal treaty, signed in 1904, required the United States to pay Panama $10 million up front, plus another $250,000 each year, and provide military protection for the people of Panama. Those in favor of the canal felt it would help Panama's economy. They also liked the military protection offered by the United States, because Panama has no army or navy. But the canal also had some ***detractors***. Some people did not like the fact that the U.S. would have control over a 10-mile wide and 50-mile long stretch of Panamanian territory.

As part of another controversial treaty, signed in 1977, between the United States and Panama, ownership of the canal reverted to the Republic of Panama on December 31, 1999. During the 1960s and '70s, communist agitators had perpetrated Panamanian riots protesting American sovereignty over the Canal. The Panamanian dictator at the time even threatened to dynamite the canal if the United States refused to relinquish ownership of the Canal and its surrounding zone. After much debate and lengthy negotiations, the president signed a treaty, ratified by just one senate vote, turning over control of the Canal to Panama. Then congressman Bob Barr, voicing the concerns of many, strenuously opposed the move:

> *"This is a momentous foreign policy and international security issue. And it's happening without any input from the American people, any education of the American people, any understanding on the part of a large segment of the U.S. population. And yet we are giving away one of the most important national security and international commerce institutions in the world."*

By 2000, China had obtained the right from Panama to operate the American-built ports on both ends of the canal. But, according to some reports, China is planning to build an alternative, "dry canal"—a 200 mile railway through northern Colombia. While the Chinese do not control the canal itself, this arrangement causes United States national security experts much concern. "Such control of these ports gives China strategic influence over the vital waterway." Many see the situation as "the camel's nose under the tent."

American engineering, ingenuity, and the "I can" spirit have benefitted untold millions of people around the world. In the next topic you will learn more about American inventors that improved farming worldwide.



LIFE PRINCIPLE

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

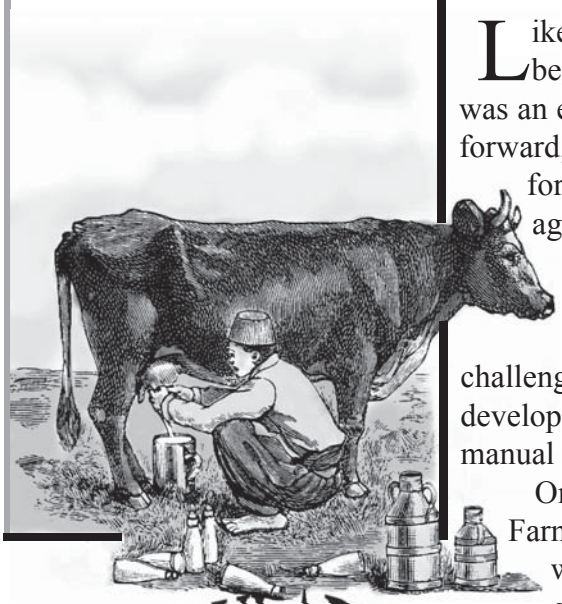
The Defining of America

Chapter 9

Topic 9
Agriculture

Section Two
Topics 6-10

FARMING AT THE TURN OF THE CENTURY



Like opening a new book, a new century offered fresh beginnings. America, at the end of the 19th century, was an exciting place. The Industrial Revolution was moving forward, and inventions of the 1880s equipped America for entering the 20th century as a major producer of agricultural products.

The world of agriculture was changing. Because American cities needed large quantities of agricultural products, farmers began to rise to the challenge of public market demands. Major inventions were developed to enable farmers to produce more crops with less manual labor.

One such invention was made by Cyrus McCormick. Farmers in the early 1800s were still cutting grains with hand-held ***scythes***. Cyrus' father, Robert, was a successful farmer who liked to invent labor-saving devices, and tried for years to develop a way to harvest ripe grain mechanically.

Cyrus grew up around farming and harvesting and also worked in his father's blacksmith shop, making tools and horseshoes. In 1831, Robert McCormick gave up trying to make a mechanical ***reaper***; however, twenty-two-year-old Cyrus wanted to try, and began studying his father's ideas.

The reaper was designed to be pulled through a field by a horse so that the horse would not trample the fresh grain. Cyrus and one of the family's Negro slaves, Jo Anderson, worked together to correct design problems. The men designed a model in which the horse walked beside the reaper. Cyrus designed a new blade for the machine and found a way to make the machine support the uncut stalks of grain.

Cyrus and Jo tested their invention on a field of ripe oats. While the harvesting of grain usually required three or four hours per acre, the McCormick harvester cut an acre of grain in about an hour. After making improvements, the harvester was ready to manufacture to sell to other farmers.

VOCABULARY

Scythe: a long-handled, bladed instrument for cutting grass
Reaper: a machine that gathers crops
Implements: tools and equipment
Plowshare: a sharp steel wedge that cuts loose the top layer of soil
Pasteurized: food or drink heated to at least 165° Fahrenheit to kill bacteria
Holsteins: black and white cows originally from the Netherlands; produce highest volume of milk with minimal cream content.

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

VOCABULARY

Jerseys: typically golden-tan cows with minimal white markings; yield next highest volume of milk, good balance of milk and cream

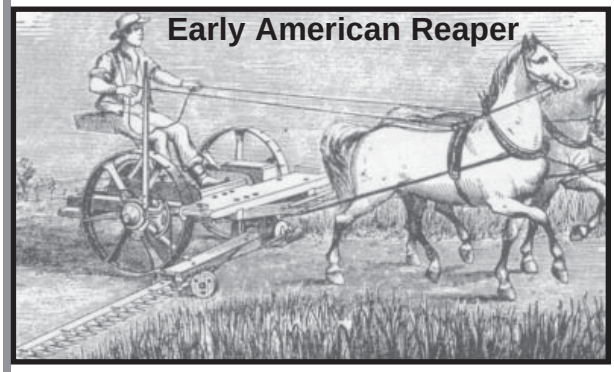
Guernseys: redish brown-and-white to mostly tan-colored cows; native to British Isles; lower milk producer but creamier content

Cooperative: an association formed and operated for the benefit of its participants

McCormick's harvester met with such success that in 1847 Cyrus built a factory in Chicago, Illinois. He continued to make improvements, designing a way for only one man to operate the machine. Then he invented a mechanical device for tying the grain into bundles.

McCormick was not only a great inventor, he was also a good businessman. He helped initiate concepts that are standard business practices today. Because farmers harvesting grain by hand made so little money, they were unable to afford McCormick's harvester. Undeterred, McCormick thought of a plan: he would allow farmers to purchase a harvester and pay for it over a period of time. He also advertised his products with written statements from satisfied customers. McCormick even gave his customers permission to return any defective reapers.

Early American Reaper



When the Civil War broke out, McCormick's harvester enabled northern farmers to harvest their crops in record time, thus allowing them to return quickly to military duty. The Secretary of War, Edwin M. Stanton, believed the North might not have had the manpower to win the war without the McCormick reaper.

By 1884 when McCormick died, his reapers were used all over the United States as well as in many European countries. In 1902, the McCormick Harvesting Company merged with other farm ***implement*** companies to form the International Harvester Company. In memory of Jo Anderson's work on the first reaper, the International Harvester Company became the leader in acknowledging the engineering skills of African-American employees.

Another American who contributed to the success of modern farming was John Deere. A blacksmith who saw the need for improving brittle, cast-iron ***plowshares***, Deere invented a harder steel plowshare and formed a company that made various farm implements. In 1868, his company was called Deere and Company. John Deere was succeeded by his son, Charles. Deere and Company manufactured quality farm tools that helped farmers increase agricultural production and realize a profit from their crops.

Steam Powered Tractor



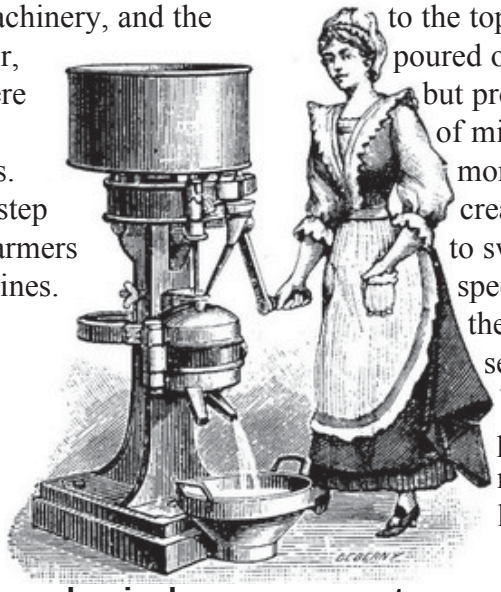
Steam powered engines gained popularity and were welcomed by American

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

agriculturalists in the 1860s. Steam engines were installed on farm machinery, and the tractor was born. However, the first steam tractors were bulky and inconvenient, especially in muddy fields. Agriculture took a major step toward efficiency when farmers began to use gasoline engines.

Today, modern tractors are powered by gasoline or diesel engines and are comfortable to operate. A number of farm implements can be attached to the back of a tractor—a harrow, disk, manure or pesticide spreader, drill, hoe, shredder, wind rower, mower, or a hay rake. Crops can be taken all the way from seed to market with the assistance of one good tractor with appropriate implements.



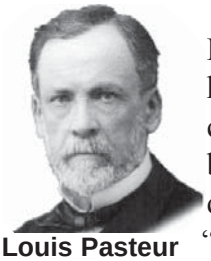
mechanical cream separator

American industrial inventors propelled the United States into world leadership of agricultural efforts. American-made tractors pushed the United States to the front of world grain production. Both Deere and Company and International Harvester became well-known tractor manufacturers. Soon, their tractors were in demand around the world.

As Americans left farms and moved to cities, the dairy industry underwent changes, too. Having a cow or two to provide milk for each family became impractical, yet families wanted fresh milk. The need to supply safe milk, cream, cheese, and butter to urban populations was met in the 1800s by several practical inventions.

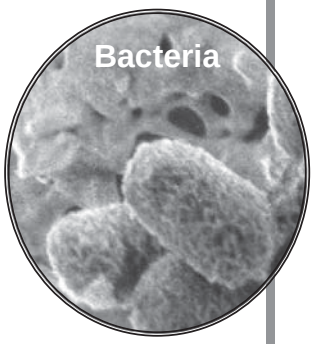
Mechanical cream separators were invented in the 1880s. This simple device greatly improved marketing of milk products. Milk fresh from the cow contains both milk and cream. High in fat content, cream rises to the top in fresh milk. Cream was poured off by hand in family kitchens, but production of larger quantities of milk for marketing demanded a more efficient method. Mechanical cream separators were invented to swirl the heavier milk at high speeds into a container, allowing the cream to be collected and sold separately or used for making butter. Today's electric-powered cream separators can reduce milk fat to a level as low as 0.01%.

Another major invention in the 1880s was refrigeration. This allowed milk products to be shipped safely from dairy farms to dairy processing companies and on to consumers. In 1880, the glass milk bottle was invented by H.D. Thatcher. Soon, horse drawn milk wagons were delivering bottled milk door to door in cities across America.



Louis Pasteur

Milk was made safe by Louis Pasteur, a French chemist. In 1857, he discovered how heating milk to a certain temperature could kill harmful bacteria that caused the milk to sour quickly. This process gave the world "***pasteurized*** milk." Among his many discoveries, Pasteur also found a way to cure anthrax, a disease that killed cattle. Pasteur's discoveries helped farmers maintain healthier herds that produced safer milk.



Not every breed of cattle produces profitable dairy cows. Today's dairy cattle are bred to produce large volumes of milk. The most efficient milk cattle breeds are ***Holsteins***, ***Jerseys***, and ***Guernseys***. Careful breeding enables the

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

dairy farmer to get the most return for his investment.

As in any business, market demand and production expenses affected farmers. Farmers could earn profits during times of high demand for products by means of efficient farm management. As American businesses developed larger farms to meet demands, farmers borrowed money to purchase expensive farm equipment. But borrowed money had its liabilities. Eastern loan companies charged exorbitant interest rates on mortgage loans. Farm taxes were high, and barbed wire and fertilizers were often overpriced. Railroads also charged high prices to ship goods to market.

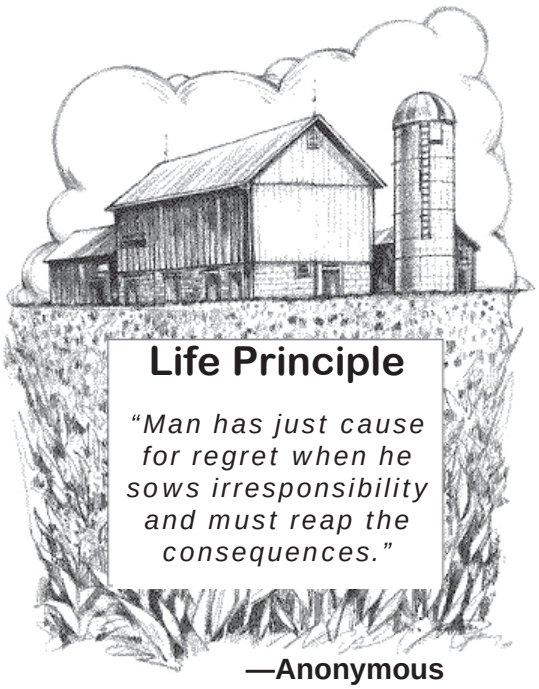
In the midst of the farmers' frustrations, an organization called the *Grange* was founded in 1867. The Grange was started to bring farm families together and provide them with social opportunities. Farmers living miles apart met to discuss their successes and problems. By 1875, the Grange had a national membership of 1.5 million farmers. For a time, the Grange took a political turn, pressing Congress to enact a law to enforce lower grain storage prices and railroads to charge reasonable fees. Consequently, in 1887, Congress passed the Interstate Commerce Act, ruling that railroad rates must be reasonable: railroads could not charge more for short hauls than for long hauls. The Farm Loan Act of 1916 established loans at a lower interest rate for farmers.

As the nation entered the 20th Century, farm opportunities improved. The United States was exporting thousands of pounds of farm produce to other countries, and the Alaska gold strikes and overall success of free enterprise increased the amount of money in circulation. Several legislative bills were passed to assist farmers with financial difficulties.

Cooperatives were encouraged, banding farmers together to get their products processed and packaged, thus eliminating "middle-man" costs. Dairy farms could be found in all 50 states, with larger farms having as many as 500 cows in a herd. Milk Cooperatives were formed to collect milk from local farmers and transport it to processing plants. Strict sanitation rules were imposed by state health departments for collection, processing, and distribution of milk, enabling consumers to purchase safe dairy products at home and abroad.

The American farmer entered the 20th century with the equipment, work ethic, and market opportunity to feed a hungry nation, and to help sustain a starving world.

While farmers were plowing fields, building fences, and milking cows, urban residents were developing interests in new designs for clothing, furniture, and houses.



Life Principle

"Man has just cause for regret when he sows irresponsibility and must reap the consequences."

—Anonymous

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

Topic 10
Art, Architecture, Fashions & Furniture

Chapter 9

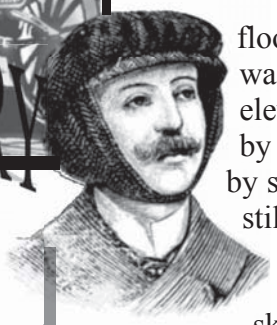
Section Two
Topics 6-10

STYLED FOR THE NEW CENTURY



Skyscrapers—the most notable American architectural innovation—***elicit*** mental images of huge buildings towering skyward. The word ***skyscraper*** was first used in Chicago, Illinois, in 1885. In 1860, the invention of steel enabled businessmen to construct tall buildings in cities. Skyscrapers included steel beams supported by steel columns encased in concrete. The first skyscraper was a ten-floor office building in Chicago. It became a tourist attraction, but the long climb up ten levels of steep stairs discouraged construction of other tall buildings.

Skyscrapers were not built higher than ten floors until 1889 when the first electric elevator was installed in a New York building. The modern elevator, complete with a safety brake, was invented by Elisha Otis in 1852, and was, at first, operated by steam. In 2011, the Otis Elevator Company was still the world leader in elevator manufacturing and installation. Once elevators were in place, tall buildings quickly became common, changing the skyline of American cities. Currently, the Willis Tower in Chicago is the tallest U.S. building, at 110 stories high. Next in line is the Empire State Building in New York with 102 stories.



While cities were building upward, America's countryside showed influence of changing architectural styles in house construction. Three popular styles, heralding from three different regions of the United States, were the Shingle Style, the Craftsman Style, and the Prairie Style.

Shingle Style homes, which developed in the northeastern United States, featured huge ***verandas***, bay windows, sashings, and shingle siding. The entire first floor was usually constructed with bricks.

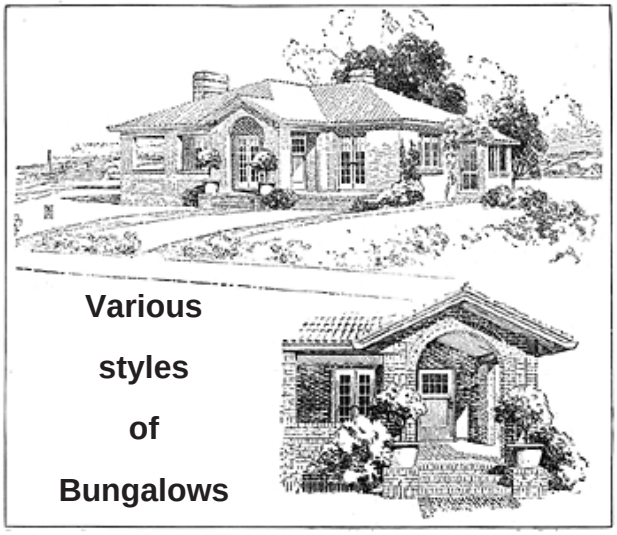
The western region of the United States developed a style of homes commonly called *Craftsman*. This was a smaller, ***bungalow***-type of house with broad overhangs at the rafters, inlaid stone walls, and ***trellises*** for plants to ramble over and around porches. Craftsman homes usually reflected the wood and earth tones of the surrounding area. Later, this type of

VOCABULARY

Elicit: to bring forth; to evoke
Verandas: huge open porches, often continuing on more than one side of the house
Bungalow: a small, one-storied house
Trellis: structure of latticework used to support climbing plants
Stucco: a durable, plaster-like finish for outer walls
Wicker: furniture made of interlaced, slender tree branches
Rattan: the stems of certain plants used to make furniture
Serge: a fabric having a twill weave that produces the effect of parallel diagonal lines
Frog: a decorative, two-part button closure in which one part loops over the other
Tweed: a loosely woven woolen fabric
Cashmere: fine, soft-woven hair of kashmir goats of India

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.



Various styles of Bungalows

house could be purchased – complete with doors, trim and plumbing – from a Sears catalog.

The Midwest region produced a style all its own – the *Prairie Style* home, which reflected the Midwestern prairie horizon. This style featured shallow, pitched roofs, ***stucco*** siding, raised porches extending from the main core of the house and bands of casement windows. More geometric in shape and design, this style of house was developed by the imaginative American architect, Frank Lloyd Wright.

Frank Lloyd Wright continued to expand variations of his Prairie Style, using such sources as Japanese, pre-Columbian, geometric, and abstract ideas to create unusual homes and furniture. From the early 1880s into the 1890s, Wright created houses with artfully decorated stained glass windows, conservatories, hanging lamps, interior skylights, water gardens, and exposed ceiling beams that ran the entire length of the house. Wright was also first to utilize prefabricated concrete blocks for building exterior walls.

Constantly improving his own designs, Wright believed:

> *"Houses are like living things, and every part should relate to every other part. The most truly satisfactory houses are those in which most or all of the furniture is built as part of the original scheme. The whole must always be considered as an integral part."*

Wright designed furniture to fit his houses. Using the geometric rectangles and squares of his houses, Wright's famous chair designs were tall and straight with slatted backs. He also designed cabinets and tables in his characteristic style. Wright's designs in furniture and architecture continued into the mid-twentieth century. His famous houses and public buildings are seen throughout the United States today.



Wicker basket

Wicker furniture was another popular style during this time. Often considered outdoor furniture today, wicker was introduced for indoors. Wicker chairs, couches, and tables were present in sun rooms and parlors of stately Victorian homes. With its characteristic serpentine or "S" curves, wicker was made of a combination of materials, including ***rattan***, reed, cane, and bamboo strips. Such chairs had cane backs with velvet upholstered seats. From 1890 to 1900, the wicker chair lost its serpentine look and took on a sturdier looking, hourglass shape.



Various styles of wicker chairs

In the late 1800s, clothing fashion favored more loose fitting styles, lighter colors, and an acceptance of sports and business attire for both men and women. In ladies' dresses, the first sign of change was the disappearance of the bustle. Focus shifted

© Copyright 2012, Paradigm Accelerated Curriculum

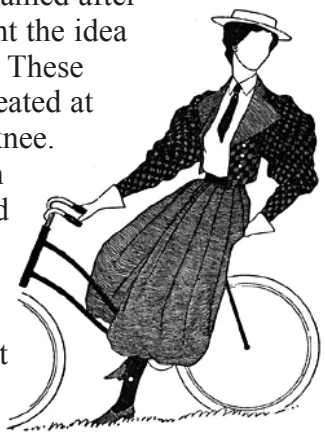
DUPLICATION BY WRITTEN PERMISSION ONLY.



from the bustle to the sleeves, which became fuller at the top. Sometimes sleeves were held puffed out by a flexible crinoline similar to the skirt crinoline. As sleeves expanded, so did skirts, with pleats and under linings. Yet, by the turn of the century, sleeves and skirts had slimmed for a taller, sleeker look.

At the beginning of the 20th century, women's sportswear became the newest rage. Special costumes were designed for tennis, cycling, boating, and swimming. A typical tennis costume was a blouse with a collar over a floor-length flared skirt, belted at the waist. One of the most popular sporting styles was a pleated shirt above a flared skirt, topped by a tailored jacket with shoulder pads. A straw hat was often worn to complete the outfit. This style was popularized by an artist named Charles Dana Gibson during the last years of the 19th century. This "Gibson Girl" became an idealized symbol of American womanhood and femininity.

Short-sleeved bathing suits were worn with skirts, stockings, and rubber shoes. Acceptable by 1890, cycling suits featured daring *bloomers*. Bloomers were named after Mrs. Amelia Bloomer, who brought the idea from England to America in 1851. These very loose *knickerbockers* were pleated at the waist and gathered below the knee. Usually made from a light, woolen fabric, bloomers were practical and comfortable for casual cycling. Bloomers were worn under a short jacket. A shirt with starched collar, tie, and a felt pie-shaped hat completed the outfit.

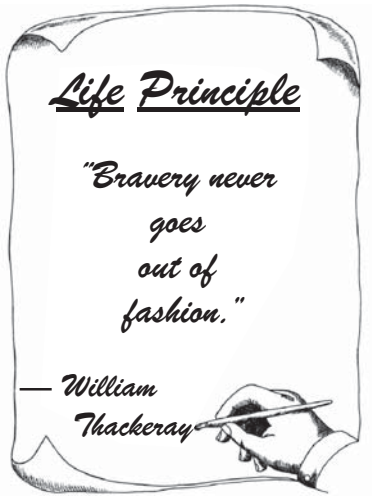


At the turn of the century, both men and women needed *motoring outfits* for riding in the new, open-air motor cars, called *roadsters.* Men wore driving coats or dusters to protect suits from dusty, dirt roads. Matching caps and goggles were also worn as protection while motoring at the breakneck speed of 15 miles per hour. Ladies in motor cars wore huge, linen dust coats over dresses; hats were tied down with scarves. Along with goggles, women sometimes wore exaggerated versions of the men's cloaks.

At this time, known as the Edwardian age, the fashion craze for men included jackets for leisure wear. Made of ***serge*** or velvet with silk-cord ***frog*** fasteners, leisure jackets had a somewhat military appearance. Such dress jackets could be manufactured in ***tweed***, flannel, ***cashmere***, serge, camel hair, or white toweling.

Fashions changed dramatically at the turn of the century. Lines in furniture, clothing, and architecture slimmed to sleekness. Americans with more leisure time supplied their wardrobes with special-occasion clothes to fit the style of modern furniture and transportation.

Leisure time also affected thinking and diversions. People began to look for ways to entertain their minds. Books and magazines affected the American home, helping people become more literate and knowledgeable of world events. The next lesson introduces you to some of America's popular writers at the turn of the 20th century.



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

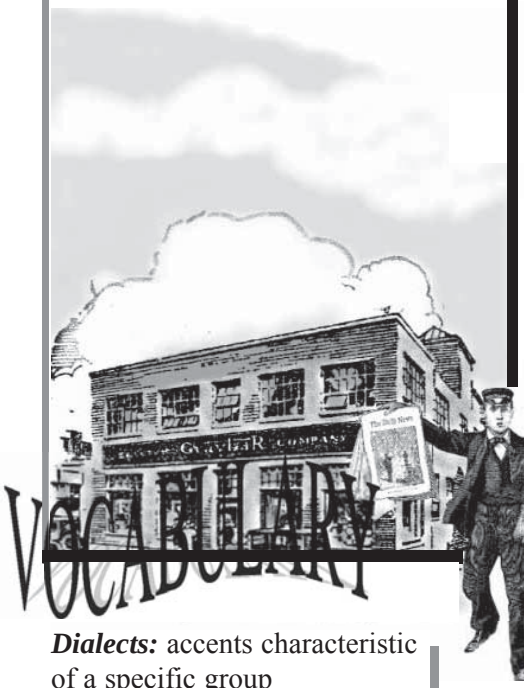
The Defining of America

Chapter 9

Topic 11
Education, Music & Literature

Section Three
Topics 11-15

LITERATURE FOR THE NEW CENTURY



Book publishing became big business by the end of the 1800s. New York City became the center for most American publishing houses. In 1891, Congress passed an international copyright law which prohibited publishing companies from printing books without paying the authors. The law also protected American authors from losing their books to foreign printers.

Writers in each part of the country described scenes from their local regions and wrote stories about local people. Local writers carefully reported on dress, food, manners, and ***dialects*** of real people.

In New England, Sarah Orne Jewett wrote about small, isolated farms and seaport towns. Jack London wrote about the Alaskan frontier. His book *Call of the Wild* was a best seller in the early 1900s. The most famous southern writer was Joel Chandler Harris. His book, entitled *Uncle Remus: His Songs and His Sayings,* portrayed Georgia folk tales and the lifestyle of southern blacks. In the Midwest, Edward Eggleston offered an honest view of Indiana life by publishing *Hoosier Schoolmaster* in 1871. In the far West, details about mining camps came from sentimental stories by Bret Harte.



Mark Twain became America's most brilliant writer of local dialects. His stories were first to catch the humor of ***yarn spinners*** in mining camps. Living in California, Twain wrote *The Celebrated Jumping Frog of Calaveras County*. Books that he wrote about life along the Mississippi River before the Civil War are considered classics in today's literature. Twain wrote with warmth and color perhaps unequaled in American literature. *The Adventures of Huckleberry Finn* and *Tom Sawyer* became two of America's most beloved boyhood stories.

VOCABULARY

Dialects: accents characteristic of a specific group
Yarn spinners: those who tell exaggerated, fanciful, stories or "tall tales"
Episodes: series of works, events, or stories
Humanitarian: one whose goal is to relieve the suffering of mankind by various means
Philanthropist: benefactor, one who donates large sums of money to help less-fortunate people
Deplorable: very poor quality or condition
Explicit: precisely and clearly expressed
Inflammatory: arousing to action or rebellion

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

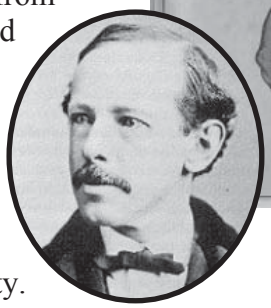
VOCABULARY

Humanism: a philosophy of life that exalts man above all; denies the supernatural; discounts religion
Socialism/Progressivism: the state is superior to the individual in all areas
Competency: having the required knowledge and skills
Fraught: loaded
Precepts: rules of personal conduct
Collaborative learning: "group learning" in which a few students typically do most of the work on a project, but everyone in the group receives the same grade
Seminary: a school of higher learning for those studying to be ministers (preachers)
Doctorate: top degree awarded by colleges and universities to students
Inducted: formally admitted, initiated, or granted membership
Shanty: run-down, dingy, small building
Dignitary: one who holds an exalted rank or position of honor and dignity

Stories by Horatio Alger, Jr. made readers aware of the plight of poor boys in New York City and filled boyhood hearts with hope for success and a better life.

Horatio Alger, Jr. grew up as a Puritan in New England and was educated at Harvard University. In 1866, he quit being a pastor to spend his life studying and writing about the hard, bitter life of young New York newsboys. Boys from very poor families stood on street corners in all kinds of weather, calling out headlines to sell their papers. Earning only pennies, boys had little hope of rising from their poverty.





Out of these boys, Alger created a hero. When he published *Ragged Dick* (or *Street Life in New York*), the main character stayed honest in spite of his cruel surroundings. Dick eventually prevented the drowning of the small son of a wealthy man. The grateful father awarded Dick with money that started him on the road to success. In many stories, Alger repeated such ***episodes*** to show that courage, faith, honesty, and hard work brought the rewards of success, wealth, and honor.

Millions of boys read Alger's books, accepting the idea that in America poor boys could become successful. The purest hero always survived. Alger's books, such as *Jed the Poorhouse Boy, Luke Larkin's Luck,* and *Struggling Upward*, sold more than 250,000,000 copies. A true ***humanitarian*** and ***philanthropist***, Alger donated most of his profits to the Newsboys' Lodging House in New York City.

Alger also wrote stories about young Italian boys, brought to America as musicians, who were basically indentured servants to their sponsors. *Phil, The Fiddler* roused public sympathy. In 1875, many people joined Alger in creating the nation's first Society for the Prevention of Cruelty to Children. Alger's books were so widely read that the "Alger hero" was respected and understood all across America. Followers of Alger established an annual awards ceremony that honored ten Americans who rose to success from a lowly start.

Other writers in the early 1900s described ***deplorable*** conditions that had crept into American society. American writers had often used their skills to bring national awareness to public vices. You may remember the story of how Harriet Beecher Stowe had created a public outcry against slavery with her book, *Uncle*

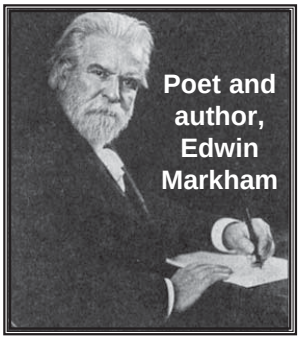
© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Tom's Cabin. It was no different 30 years later toward the end of the century—writers still felt "called" to use their pens to reveal some of society's harshest elements. Ben Franklin once quipped "The pen is mightier than the sword." This certainly came to be true of much American literature. Descriptive writers encouraged Americans to uphold high moral values and ethical business practices.

On July 1, 1899, several businessmen in Boscobel, Wisconsin, formed a group known as Gideon's International. The goal of Gideon International was to distribute free Bibles to businessmen and salesmen so they would read about Biblical principles. The Bible had remained the number one best seller in America and continues to be to this day. The first Gideon Bible was placed in the Superior Hotel in Iron Mountain, Montana. Today, Gideon Bibles can be found in almost every hotel room—probably in a drawer in the night stand. Throughout WWII and the Korean War, Gideon Bibles were presented to every U.S. soldier, sailor, pilot, and marine.

Some writers appealed to emotions with ***explicit*** accounts of injuries and sickness. Upton Sinclair wrote about horrors in the Chicago meat-packing industry. His ***inflammatory*** book, *The Jungle*, motivated Congress to enact legislation that established the Pure Food and Drug Act of 1906.


Poet and author, Edwin Markham

Edwin Markham was a poet who also wrote about the conditions of life. His poem, "The Man with the Hoe," depicted a farmer whose life was brutalized because of his ignorance of the changes brought about by the Industrial Revolution. The farmer was not able to meet the challenges of a nonagricultural society because he was not educated. Markham was an advocate of education and generosity. He believed citizens should utilize their talents to improve their own status as well as the status of others. Two of Markham's shorter poems include "Preparedness" and "Outwitted."

Preparedness

"*For all your days prepare—*
And meet them ever alike.
When you are the anvil, bear—
When you are the hammer, strike."

Outwitted

"They drew a circle and shut him out –
Heretic, rebel, thing to flout.
But wit and I had the will to win—
We drew a circle and took him in."

Paul Laurence Dunbar also believed in using his talents to improve his station in life – as well as enriching others' lives. Dunbar, the son of former slaves, became one of America's exalted poets.

Dunbar was born in 1872 in Dayton, Ohio. Encouraged by his parents, Dunbar wrote poetry at an early age. During high school, the young poet often recited his poems at school assemblies. Dunbar's proficiency with poetry gained respect from his classmates. Because of his achievements in school, he was elected as president of the literary society, class poet, and editor of the school newspaper. The young man graduated from high school and supported himself by working as an elevator operator.

In 1892, Dunbar published his first collection of poetry, *Oak and Ivy*. Two other books, *Majors and Minors* and *Lyrics of Lowly Life* (1896) gained a wide audience, making Dunbar one of the most widely read and admired American poets.

American writers appealed to logic and emotions while weaving fact and fiction into novels, articles, and poetry. Readers nationwide purchased printed material for entertainment and information.

While many readers enjoyed books, society also developed an appreciation for modern music.

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

MARCHING TO THE BEAT IN BEAUTIFUL AMERICA

Americans have traditionally used their musical talents to enrich their country. John Philip Sousa, one of America's most popular composers at the end of the 1800s, had strong feelings about protecting musical development. Sousa was in the business of performing *live* music. Sousa believed newfangled machines like the phonograph would undermine public appreciation for quality music. He feared that children who listened only to *reproduced* music would never learn to sing creatively. They would learn only to imitate, not learn to put soul or expression into songs. Sousa published an article in 1906 entitled "The Menace of Mechanical Music."


John Sousa

Sousa conducted the U.S. Marine Band from 1880-1892, developing it into one of the world's best military bands. In 1892, Sousa formed his own touring band. Always wearing white gloves and a uniform, Sousa and his band entertained in America and abroad for more than 40 years. He composed songs and wrote musical instruction books. He also invented a tuba-like instrument called the "Sousaphone." His popular marches "Liberty Bell" and "El Capitan" have swing and vigor that exhilarate audiences as deeply today as they did during Sousa's lifetime. John Philip Sousa's name became forever linked to marching music, just as the musician, Johann Strauss, was linked to the waltz in Europe.

Examples of Sousaphones



In 1896, Sousa wrote his most patriotic march which he called "Stars and Stripes Forever." The inspiration for it came while Sousa was vacationing in Europe. He became homesick for America and greatly longed to be there! During the voyage home, he composed a march very clearly in his mind. Back on shore, Sousa wrote the measures without ever changing a note.

One hundred years later in 1987, Congress passed a bill making "Stars and Stripes Forever" America's National March. The music Sousa wrote set American feet to marching and voices to singing.

Katherine Lee Bates was an educator and poet born in 1859. In 1893, while on Pike's Peak in Colorado, she penned the famous words to "America, the Beautiful," which has become a favorite song for every generation of Americans.

America, the Beautiful

"*O beautiful, for spacious skies,*
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law.

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

And mercy more than life!
America! America!
May God thy gold refine,
'Til all success be nobleness,
And every gain divine.

O beautiful for patriot dream
That sees, beyond the years,
Thine alabaster cities gleam,
Undimmed by human tears!
America! America!
God shed His grace on thee,
And crown thy Good with brotherhood
From sea to shining sea."



Katherine Lee Bates

As John Philip Sousa and Katherine Lee Bates educated Americans in music, others were experiencing education in a much different way.

EDUCATION BY CATALOGUE

"Free" public schooling for everyone became a regular part of American life by the end of the 1800s. Ideas for what would make the best schools came from many different Americans.

However, Richard W. Sears was not out to change what children studied when he started his Chicago mail-order business in the late 1800s. Growing up on a farm, Sears knew how hard it was for families to shop at faraway city stores. He solved that problem by pioneering a mail-order catalogue. Sears filled his book with exact drawings and descriptions of farm and home supplies. Five hundred pages covered a huge variety of products Sears could ship to families.

By 1908, the complete index of Sears' catalogue covered everything from farm tools to household items for every room, including clothing and personal grooming supplies. Toys and musical instruments as large as pianos were also available. Sears' free catalogue was sent to households across the country. People of all ages enjoyed seeking out their favorite items in the catalogues.

The Sears Catalogue usually had a place in the kitchen where farm families spent time around the table. Rural children learned to read and do simple math from lessons based on the Sears Catalogue. Youth practiced math by computing prices while completing order forms. Studying maps of postal zones taught children geography. Art work came from copying designs and cutting out pictures. Children learned study skills as they searched the Sears catalogue index like they would in an encyclopedia. Children learned the size, shape, and content of the new products. From reading their Sears Catalogues, families learned about American fashions, tools, equipment, and appliances. Sears Roebuck and Co. was indirectly responsible for developing reading and math skills of thousands of youth and adults.

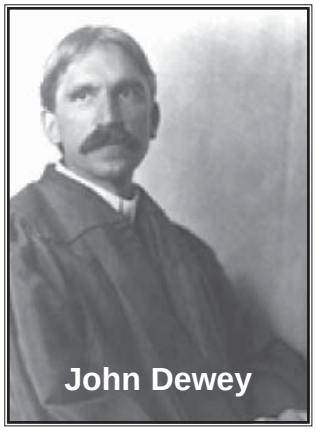
Most children attended one room schools of multiple grades. The typical school did not go beyond eight grades. In these one-room schools, youth learned to read, write, and do basic mathematics required for employment and social responsibility.

However, the National Education Association (NEA) claimed a broader scope was needed and made a list of seven steps for schools to follow addressing children's health, citizenship, vocation, and ethics (character). The main point of the NEA's seven step program was that local schools should be supported by ideas, values, and policies from "professional educators." One such educator was John Dewey, President of Harvard University.

In 1899 Dewey wrote *The School and Society* which reflected his core beliefs in ***humanism*** and ***socialism/progressivism***. In the book, he argued that public school teachers should focus on social issues, and that students should be placed in classrooms according to peer age levels instead of academic ***competency***. This came to be known as *social*

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.


John Dewey

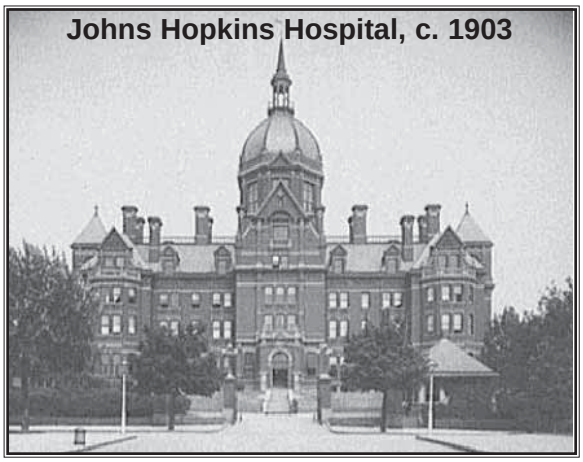
promotion. However, Dewey disclaimed religion and ridiculed and opposed local one-room schools with their traditional method of requiring students to memorize and rehearse their lessons. Under the influence of Dewey, and with the growth of professional teachers' associations, public education began to focus on administrative convenience and grouping of students by age and grade levels. Laws approved by government agencies and teachers' organizations were passed which forced children to attend schools.

The one-room country schools that had produced some of America's greatest leaders, inventors, and industrialists were replaced by consolidated, overpopulated urban schools ***fraught*** with problems. Experimental learning became common as laboratories for Dewey's progressive concepts.

Education became increasingly standardized, with all children required to conform to state agency policies that were increasingly at variance with traditional family values. Grouping children by age forced them to progress at the same rate; consequently, some students did well in school, while some were left behind in terms of comprehension and dropped out. Others became bored because they were not challenged. Gradually, textbook publishers began to include the ideas and content preferred by men like John Dewey. The traditional learning by each student of principles and ***precepts***, line upon line, as had been done in the past to communicate knowledge and wisdom to the next generation, gave way to ***collaborative learning***. Thus, as Dewey's theories became commonplace in the classrooms, American educational standing plummeted from the top of the list of nations in the 19th and 20th centuries to near the bottom of the list in the late 20th to early 21st centuries in measuring knowledge and skill.

While elementary and secondary schools were absorbed by regional administrative districts, other changes were taking place at the university level. Successful men, who made fortunes during the 1800s, started giving large gifts of money to start universities. Often, these men had little or no formal education themselves. Their hard work, initiative, and character enabled them to become successful. However, they wanted to encourage young people to get a good education. Wealthy businessmen made large financial donations to their favorite universities, museums, libraries, and hospitals.

Johns Hopkins made his fortune as a merchant, banker, ship owner, and largest individual stockholder in the Baltimore and Ohio Railroad. Never married, Hopkins left his fortune to be divided among his relatives. Seven million dollars were set aside to build a hospital combined with a university that became the nation's first graduate school. By 1876, the best doctors and teachers from many different schools attended Johns Hopkins University. Other graduate schools soon opened to train engineers, businessmen, lawyers, and workers in various fields of science.


Johns Hopkins Hospital, c. 1903

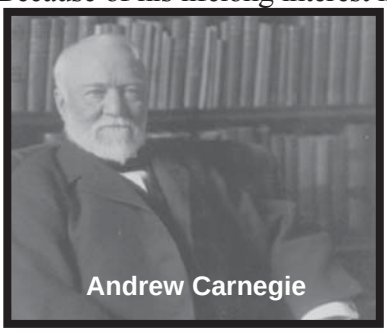
In 1891, Leland Stanford Junior University was founded in California. Out of the fortune Leland Stanford earned from building the Central Pacific Railroad, he funded the university in memory of his only child who died

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

at age 15. In his will, Stanford left the school another gift of 2.5 million dollars.

In 1902, Andrew Carnegie, with the millions he made building America's steel industry, founded the Carnegie Institution to encourage research studies. Mr. Carnegie rose from very humble childhood conditions to become one of America's first millionaires. Because of his lifelong interest in education and learning, Carnegie donated his personal finances to establish more than 2,800 public libraries.


Andrew Carnegie

After the Civil War, schools for black children opened all over the United States. Because very few former slaves could read or write, they were at a great disadvantage with their new role in society. They began to seek education in earnest, realizing it was their key to a better future for themselves and their children. In the next vignette, you will study about a man who dedicated his life to improving education for black students.

BOOKER T. WASHINGTON—IMPROVING EDUCATION FOR AFRICAN-AMERICANS

Abandoned by his father, Booker T. Washington was raised by his slave mother, and endured slavery as a child. In 1865, when American slaves were set free, Washington struggled to earn a living and an education. He believed education was the key to his future. From 1872-1875, he studied at the Hampton Institute & Industrial School and at Wayland ***Seminary***.

Washington's book, *Up from Slavery*, relates his life as a slave, his release, and his success as a leader. Washington became one of America's most influential leaders in education of black students. Washington believed that blacks who worked to improve their education and employment skills would eventually win social equality with whites and would not need to depend upon government assistance for financial and social stability.



Washington believed African-Americans should establish their new place in society by concentrating on building moral character, following the teachings of Jesus Christ and working diligently. Booker T. Washington advocated cooperation among blacks and whites. He realized that the African-American population possessed creativity, wisdom, and ingenuity and could rise to a respected level in America. Washington urged blacks to gain culture and education instead of focusing on the stigma associated with slavery. He also knew that through his slavery experience of working on farms, former slaves had advanced knowledge of agriculture and believed they should utilize, not shun, those skills. Washington constantly stressed areas of opportunity for blacks to improve their economic and social status.

By 1879, Booker T. Washington had earned his ***doctorate*** and had become president of the Tuskegee Institute in Alabama where he converted ***shanty*** buildings with only 50 students into one of the world's leading centers of education for blacks. There in Tuskegee, Dr. Washington hired Professor George Washington Carver to teach agriculture and solve the cotton boll-weevil problems of Alabama.

Carver's success brought fame to himself, Booker T. Washington, and the

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Tuskegee Institute. Washington believed strongly in three things: a Supreme God, free enterprise, and advancement through skills, thrift, and hard work. These three character qualities were the basis of Dr. Washington's greatness. He utilized the freedoms and opportunities of America to rise from the lowliest depths of slavery to the exalted position of university president, speaker, and motivator. During his lifetime, Booker T. Washington was friends with various ***dignitaries*** and officials, including President Theodore Roosevelt.

Because Booker T. Washington lived by principles based upon moral character, integrity and dignity, he was personally successful, elevated the status of African-Americans, and inspired hundreds of thousands of people of all nationalities and cultures.

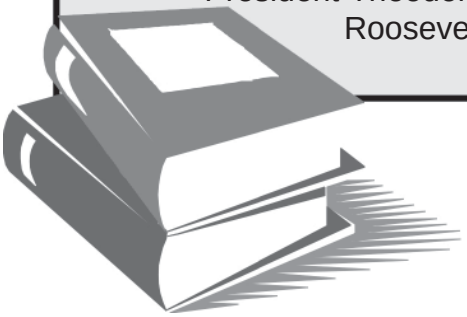
On November 14, 1915, Booker T. Washington died. In 1945, he was ***inducted*** into the Hall of Fame for Great Americans. His birthplace is now marked with the Booker T. Washington National Monument.

By the early 1900s, education began to reflect changes in the United States. The turn of the century was a dynamic time in America. Horseless carriages roamed dusty roads, skyscrapers rose among city apartments, and leisure time encouraged organized sports. The next topic is about some of America's sports heroes during the early 1900s.

Life Principle

"To educate a man in mind and not in morals is to educate a danger to society."

—President Theodore Roosevelt



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

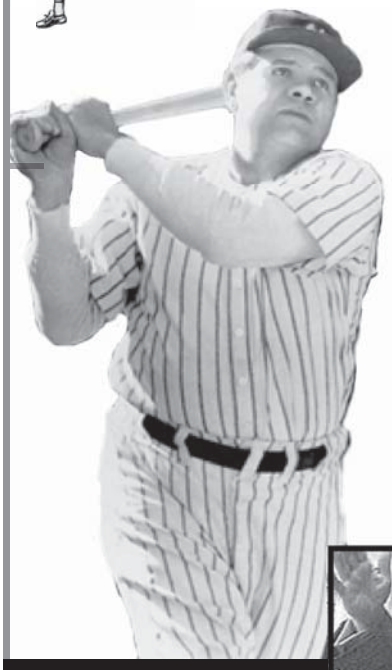


Topic 12
Sports & Recreation

Chapter 9

Section Three
Topics 11-15

EARLY SPORTS HEROES



"Babe" Ruth

A brisk wind blew across the stands in 1932 at Wrigley Field where the Chicago Cubs were two games down and tied at four all against the New York Yankees. Cubs' fans were cheering their team on in the World Series. Cheers and jeers poured from the stands as a lone Yankee batter strode to the plate to face pitcher Charlie Root. Looking out across the crowd, the batter pointed in the direction of the right field and nodded his head to tell the fans where he was planning to send the ball.



After two balls and two strikes, the stadium was quiet. Fans waited to see if the man was as good as he thought he was—or just making an empty boast. They got their answer, all right. The last pitch was smashed straight down the center, curved to the right field, and flew over the bleachers. It was an immortal moment; fans, Cubs and Yankees alike, applauded what became the most famous hit in baseball history. It was one home run out of many from the legendary "Babe" Ruth.

For years, baseball has been America's national pastime, but early players like Cy Young, Ty Cobb, and "Babe" Ruth made baseball America's game. Ruth is probably baseball's greatest legend and, undoubtedly, one of the finest players ever to step to the plate. Known for his 714 career home runs and his easy-going nature, "Babe" Ruth is credited with saving baseball from corruption back in the early 1900s.

In 1920, baseball fans were stunned to learn that eight White Sox players had been paid to lose the World Series. People would have lost faith in the sport had in not been for "Babe" Ruth and all his home runs. For three consecutive years (1919-1921) Ruth broke the record for the most home run scores. Everywhere he went, people flocked to see him. In every stadium where Ruth batted, attendance records were broken and faith in

VOCABULARY

Decathlon: a 10-event composite athletic event sonsisting of the 100, 400, and 1500 meter runs; the 110 meter high hurdles; the javalin and discus throws, shot put, pole vault, high jump and broad jump
Pentathon: an athletic contest involving five different events
Posthumous: refers to events after a person's death
Notoriety: celebrity status, fame
Fabled: legendary, famed

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

the integrity of baseball was restored.



Ruth's years at St. Mary's Industrial School, a boarding institution for delinquents and orphans, started his baseball career. One of Ruth's teachers decided the best way to keep the boy out of trouble was to keep him playing baseball. From the very start, "Babe" Ruth loved the sport, and right after leaving school, he played his first season with the Boston Red Sox.

Ruth spent his first six years as the best left-handed pitcher in the league, but his skill at hitting home runs moved him to the outfield in 1919, which gave him more turns "at bat." From there, Ruth was traded to the Yankees where he turned in his record performance of 60 home runs in the 1927 season.

Ruth ended his outstanding career in 1935 as a legend, boasting 714 home runs as well as several other baseball records. The following year, Ruth and other baseball greats such as Ty Cobb, Walter Johnson, Christy Mathewson, and Honus Wagner were elected to the Baseball Hall of Fame.

Ty Cobb was placed in the Hall of Fame because of his ability and strategy. Aside from setting records for his hits, stolen bases, and batting average, Cobb was a thinker. Every time he got on base he would calculate when to run and how to slide. Much of what Cobb did could be called "psychological warfare," due to carefully studying his opponents for any sign of weakness. His quick mind enabled him to then "outsmart" his opponents.

Cobb, known as the "Georgia Peach," was hard on himself as well. He believed he had no excuse not to do well; that athletes should work hard and practice. He studied any pitch he could not hit, or any tactic he could not combat. He would practice until he figured out a solution. Cobb's advice to younger players was to "work at what doesn't come easy to you." Hard work and mental strategy made Ty Cobb one of the greatest baseball players of all time.

Another talented baseball player became famous off the field. Billy Sunday was a well-known professional baseball player in the late 1880s. His father, a soldier in the Civil War, died when Billy was only one month old. Because Sunday's family was very poor, Billy and his brother eventually had to leave their home and live in the Soldier's Orphan Home.

Young Billy was a fast runner, and that ability created an opportunity to play baseball. His speed on the baseball field soon earned a place for him in the major leagues. Billy Sunday played for major league teams in Chicago, Pittsburgh, and Philadelphia. During his years as a professional baseball player, Billy did everything with enthusiasm—whether playing baseball or telling people how to "slide safe into heaven." Sunday eventually gave up baseball to become one of the most successful evangelists in history. Billy Sunday's meetings attracted more than 100 million people of which an estimated million converted to Christianity.

Another famous athlete of that time was Jim Thorpe. The Associated Press named Thorpe "The Greatest Male Athlete" of the first half of the century. Thorpe, an American Indian by descent, excelled at almost every sport that could be played.



Jim Thorpe

He got his start under the

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

supervision of Pop Warner, football coach at Carlisle Indian Industrial School. Thorpe dominated college football, leading his team to victory over football powerhouses such as Penn State, the Army, and Syracuse. Then in 1911 and 1912, Thorpe was chosen as halfback for the All-American team.

Thorpe's greatest fame came as a result of his performance in the 1912 Olympic Games in Stockholm, Sweden. In addition to winning a gold medal in the ***decathlon***, he won the ***pentathlon*** with a score double to that of his closest rival. At the awards ceremony, Thorpe was hailed by the hosting monarch, King Gustav V, who said, "You, sir, are the greatest athlete in the world."

Less than six months after being internationally recognized for his all-around skill, Thorpe's medals were taken away because of complaints by the Amateur Athletic Union. The union claimed that Thorpe had been paid for playing a baseball game while he was still in college. That game changed Thorpe's status to that of a "professional," and therefore, he was ruled not eligible to compete in the Olympics. In 1982 Congress sent a resolution to the Olympic committee, revising the rules regarding amateur status. That action allowed for the ***posthumous*** issuing of new medals for Jim Thorpe's Olympic victories.



May Sutton

After his career as a track star, Jim Thorpe played major league baseball for six years on three different teams. He had a .327 batting average one year while playing for the Boston Braves. Thorpe also continued playing professionally for fifteen years on various teams. In 1920, Jim Thorpe became the first president of the organization now known as the National Football League (NFL).

After he retired, Thorpe was made the subject of a Warner Brothers film, *Jim Thorpe – All American*. Thorpe also proudly served his country as a Merchant Marine during World War II. When he died, his body was buried in a town named in his honor: Jim Thorpe, Pennsylvania. Each year, tourists still visit the memorial erected to one of the greatest athletes of the century.

Various sports, such as track and field, have been spotlighted by the Olympics. The first Olympic Games were celebrated in Olympia, Greece, in 776 B.C. American athletes first participated in the revived Olympics in 1896, this time held in Athens, Greece. Mr. James B. Connolly of the United States was the first man to be crowned an Olympic champion in more than 15 centuries. He and his American teammates dominated competition by winning nine of the twelve track and field events of those 1896 Olympics. Since that time, the U.S. has been a leading contender for Olympic medals.

Around the turn of the (20th) century, women were becoming involved in sports. Tennis originated in France and was further developed into its modern form in England. An American sportswoman named Mary Ewing Outerbridge introduced tennis into the United States. In 1874, Mary purchased tennis equipment from British army officers in Bermuda. Then in New York City, she set up the first U.S. tennis court.

May Sutton, one of America's first internationally recognized female athletes, was a natural at tennis. She won her first match at the age of 13 and went on to win the United States National Championship once and Britain's Wimbledon tournament twice. Her success and skill made tennis and other sports popular among women.

Another successful female athlete, Eleanora Sears, demonstrated that women

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

could excel at competitive sports. As a Boston society girl, Eleanora was not a typical "tomboy." Among other sports, Eleanora excelled at swimming, tennis, golf, and squash. She was famous for challenging men to auto and boat races—and for winning many of them. Because of her ***notoriety***, Eleanora Sears revolutionized the role of women in sports. These ladies opened the doors to other women athletes who became big names, such as the dynamic sister duo tennis stars, Serena and Venus Williams and auto racer Danica Patrick.



Serena and Venus Williams

In 1900, an American tennis player named Dwight Davis offered a trophy—the Davis Cup— as an annual award. His intent was for the cup to go to the country that won the world's men's tennis competition.

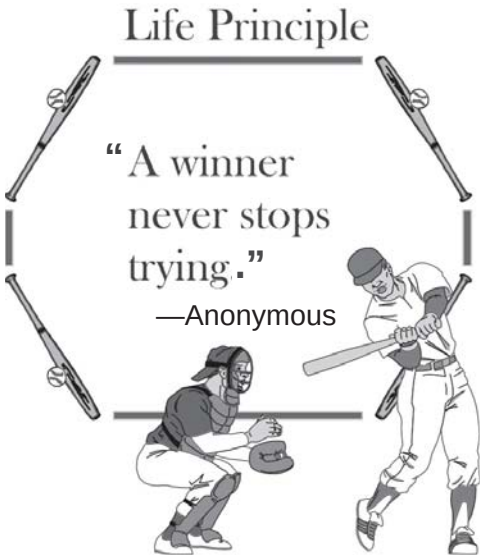


Bare-knuckle boxing

Another renowned athlete of the time was boxer John L. Sullivan, known as the "Boston Strong Boy." John Sullivan first fought in 1878. His blustering personality and ***fabled*** strength afforded him a great following. One of the most popular heavyweight champions, John Sullivan came to symbolize bare-knuckle boxing. He was an overpowering fighter whose reputation attracted both appreciation for and opposition to fist fighting as a sport.

People who participate in sports love competition, want a healthy form of exercise, or just enjoy entertainment. Today, millions of sports fans follow their favorite teams and athletes by watching competitions on television, by listening to the radio, or by attending sporting events. Schools sponsor teams and provide coaching and specialized equipment. Each year, thousands of young people are inspired to become good athletes because of men and women who excelled in previous years.

Whether a person is an athlete or homemaker, he or she has a need for nourishment. The next topic reveals how American food and eating habits changed in the early 1900s.



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America



Topic 13
Food

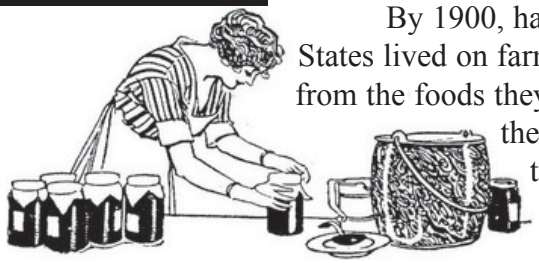
Chapter 9

Section Three
Topics 11-15

AMERICA GETS "CANNED"



Each morning, thousands of families pour multi-shaped and colored nuggets, flakes, and grains into bowls, add a little milk, and call it breakfast. A typical lunch might include canned soup, and most dinners are not complete without a frozen vegetable or two. Typical Americans rely upon convenience to put meals on the table quickly and easily. But as you have already learned, preparing meals in early America was not so convenient.



By 1900, half the people in the United States lived on farms and earned their income from the foods they cultivated. The other half of the population lived in cities and towns and spent about 40% of their income on food. By 1960, only 10% of Americans were farmers. In contrast to the earlier 1900s, food bills in the city took only about 20% of the average American's paycheck due to enhanced food processing methods. Less money spent on food allowed Americans to enjoy better housing, cars, education, household conveniences, and leisure. A major factor in reducing expenses for meals was development of food preservation.

America's earliest pioneers found creative ways to extend the shelf life of their ***foodstuffs***. People prepared food for winter by *drying* nuts and berries in the summer sun. *Salting* to preserve food was common until the turn of the century. Meats rubbed with ***salt brine*** remained edible for weeks, and sometimes months, if stored in a cool, dry place. *Freezing* fish and meat was practical in cold northern climates, but not until about 1898 were people in warmer regions able to preserve their foods by freezing.

Canning, the process of heating food in sealed containers, greatly enhanced food preservation. The canning process was developed by a Frenchman named Apert in 1809,

VOCABULARY

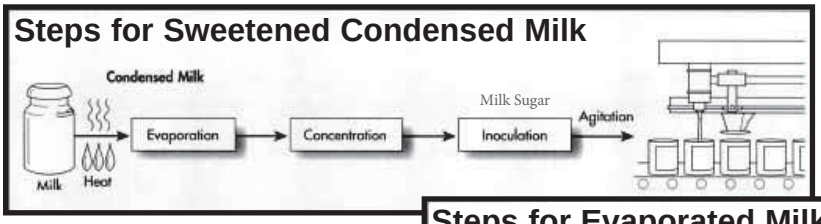
Foodstuff: any substance used as food
Salt brine: a strong salt solution used for pickling various foods
Colossal: extraordinarily large
Solder: a metallic wire used (when melted) to bond metal surfaces
Wholesome: unpolluted, healthy
Evaporating: dehydrating, removing excess moisture
Condensed milk: evaporated, sweetened milk
Simulate: copy, imitate

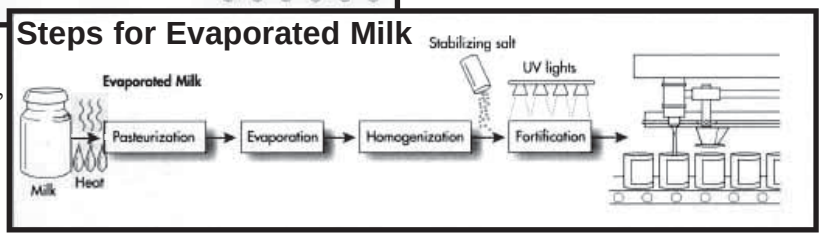
© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.


Early Canning Line

followed by the introduction of the tin can in 1810 by an Englishman. Nine years later in Boston, William Underwood opened the first recorded successful canning operation in America. Underwood's cans contained pickles, ketchup, sauces, and jellies. One year later in Baltimore, a seafood canning operation was launched. These young businesses were the seeds of America's ***colossal*** canning industry.





Between 1810 and 1850, tin cans were handmade, and only about a dozen could be produced each day. Each can was cut by a tinsmith, ***soldered*** together, filled from a small hole in the top, and then capped. As America moved into the Industrial Revolution in the late 1880s, improvements were made in tin can production. By 1880, production increased to 1,500 cans per day. By 1930, further improvements in the the canning process brought daily production to 18,000 cans per hour for each production line.

Infants and children were probably the greatest beneficiaries of the canning industry, thanks to Gail Borden. Borden, who would later be know as "Dairyman to the World," had a varied and interesting background. Born in 1801 in New York, he made his way west where he replaced his brother as chief surveyor for Stephen F. Austin's colony in Texas. He also published one of Texas' first newspapers, was first to report the fall of the Alamo, and is credited by some with the headline, "Remember the Alamo!" that became the battle cry for Texas independence. In 1851, while returning from England by ship, Borden was distressed by crying babies who had no access to milk on board the ship. Thus, he decided to do something to provide a ***wholesome*** milk supply for children. Borden's idea involved canning milk from which part of the water had been removed.

Canners said it would never work, but a determined Borden appropriated a rare evaporating device from the Shaker community in New York. Some batches of the canned milk were good, some bad. In a series of frustrating attempts to locate the source of the bacteria that caused the failures, Borden realized that spoiled milk came from farms with low standards of cleanliness. Borden also found that heating the milk to certain temperatures preserved it longer. Finally, in 1854, Borden was granted a patent for canned ***condensed*** milk, and in 1864 opened his first production plant. Until the 1950s, evaporated condensed milk was the largest selling canned food product. Through the late 1800s, the canning industry mainly served the needs of explorers, travelers, and the military. Other than condensed milk for their infants, housewives were not

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.



Canning Corn

interested in canned products. However, as America approached the turn of the 20th century, the market for canned foodstuffs began to change. Housewives were enticed with the "convenience" of purchasing canned foods such as pork and beans and soups. While pork and beans had been around for 40 years, homemakers showed little interest. Then, a manufacturer named Van Kamp mixed tomato sauce into the traditional beans and salt pork, and a new, popular product was born.

Americans had relied upon soup for centuries; but in 1887, the Biardot family began the first canned soup operation when they opened their Franco-American Food Company in New Jersey. The company earned world fame with its line of plum puddings, fruit cakes, spaghetti, and its repetitious jingle:

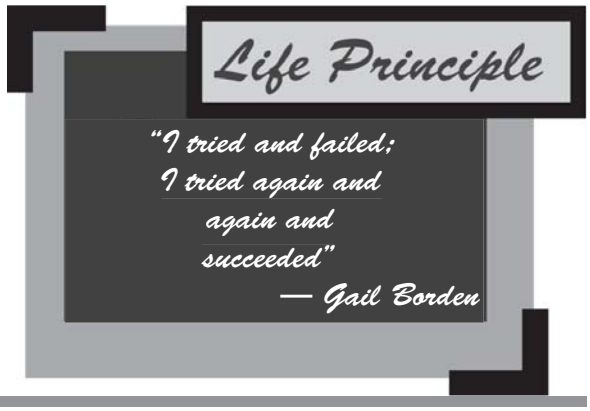
"F-A, Franco-American,
F-A, Franco-American,
F-A, Franco-American,
It's at your grocer's today!" TM?

Another soup canning enterprise in 1897, spearheaded by chemist John T. Dorrance, began in the laboratory of the Joseph Campbell Preserve Company. At that time, three rival companies produced canned soups, but the large, bulky cans were difficult to ship and to handle. Dr. Dorrance wanted to ***simulate*** the delicious soups he had eaten in Europe and package them in smaller cans by removing the water. Housewives, he contended, would not mind adding the water back when they heated the mixtures. Dr. Dorrance was right. In less than a year, he created a good quality condensed soup. Soon children were singing the Campbell's Soup jingle:

"m-m-good,
m-m-good,
That's what Campbell's Soup is –
m-m-good!" TM

Cans and canning procedures improved during America's Industrial growth period, but homemakers were slow to accept canned convenience foods. Heated canned food could not compete with delicious meals prepared from fresh ingredients by homemakers who prided themselves on their cooking abilities. Years of consumer education and hard selling were required before Mom agreed to use prepared foods in *her* kitchen. As you will read in later vignettes, the convenience of cans was only the beginning. The frozen food and cereal markets were ready to burst into super-industries after the birth of the 20th century. Convenience food industries have achieved such heights that today's Americans could hardly imagine life without canned food.

By the turn of the century, Americans were processing food more efficiently and were learning how to "eat on the run" as transportation speed increased.



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

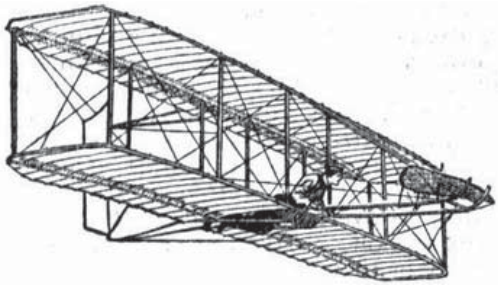
Chapter 9



Topic 14
Transportation

Section Three
Topics 11-15

POWER FROM UNITED EFFORT



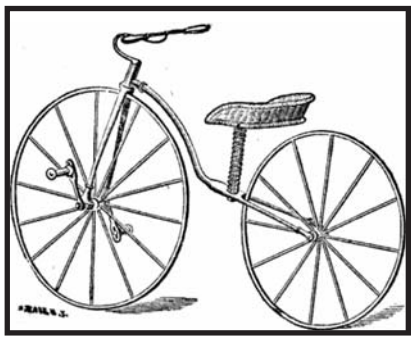
One of the strengths of American industry is the opportunity for innovative people to work together. Illustrating this fact is the most successful motorcycle company in the world, built by two young men, who combined their interests and skills in Milwaukee, Wisconsin.



Americans, as well as Europeans, enjoyed bicycling as a good means of transportation and exercise. Designed in Germany in 1818, the first bicycle was a bar with the rider's seat attached to two wheels. Much later, pedal power became unnecessary when a motor was added to a bicycle, and the first motorcycle was born.

Europe was first to design and produce motorcycles. These small vehicles were practical for the crooked, narrow mountain roads and crowded cities of Europe.

A Philadelphia, U.S.A. company built bicycles and tricycles with motors attached but went out of business after selling only 200 vehicles. Then William Harley, a 20-year-old ***draftsman*** and bicycle designer, and Arthur Davidson, a 19-year-old machinist, ***collaborated*** to build a unique motorcycle. Other companies had attached motors to bicycles, but Harley designed an innovative model which combined the motor and the bicycle as one unit. Harley and Davidson obtained financial support from their families and were able to launch a successful business.



1869 Bicycle

As so often occurs when people work toward a bold commitment, the young men's individual strengths and talents emerged to accomplish their goal. Davidson had a ***knack*** for marketing, which aimed at training dealers and building a

VOCABULARY

Draftsman: one who draws sketches, plans or designs; one employed to make drawings of machines or structures
Collaborated: cooperated, planned and worked together
Knack: special way of doing something
Convictions: firmly held beliefs that one would give up everything to adhere to or defend
Jockeyed: tried to manuever a more advantageous position or crowd out the competitors
Wind tunnel: a tunnellike passage through which air is blown at a known velocity to determine the effects of wind pressure on an object such as an airplane part

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

vehicle adapted to buyers' needs. In 1903, Harley-Davidson sold their first cycle. Later, two of Davidson's brothers joined the company. The four young men worked hard to produce a quality motorcycle at a reasonable price.

Lighter in weight, cheaper in cost, and lower in fuel consumption than autos, motorcycles attracted buyers. They outperformed cars when maneuvering in tight places and over rough terrain. Sidecars were available for extra passengers. During World War I, motorcycles played an important role among U.S. military forces in Europe. Skilled army messengers were able to travel over rugged terrain, too difficult for four wheeled vehicles.


The Wright Brothers

After World War I, industrial efficiency lowered the price of automobiles. Consequently, only two American motorcycles remained competitive with car manufacturers. By 1936, Harley-Davidson remained the only American manufacturer of motorcycles.

Motorcycles served many purposes: farmers herded cattle, policemen patrolled streets and highways, deliverymen eased through traffic jams, sportsmen raced, and workers commuted to work.

Committed to producing an excellent product, Harley and Davidson built a profitable and respected industry. Because they were successful, American motorcycles compete in the international market today.

While Harley-Davidson rolled into the future of transportation, two brothers lifted their eyes skyward. You will learn about them in the next vignette.

TAKING THE SKY

Would you stand by your ***convictions*** even if you risked losing wealth and fame? Two brothers made that difficult decision after working on a project for five long years.

Orville Wright and his brother, Wilbur, had worked together on projects since childhood. When a printing press constructed by 17-year-old Orville did not function, Wilbur found and corrected the flaw. Less than a year later, the Wright brothers opened a bicycle repair shop together and soon manufactured bicycles for sale.

Neither of the brothers had attended college, but they were inquisitive and enjoyed

VOCABULARY

Audaciously: with great boldness, risk and enthusiasm; confidence in one's ability
Milestone: a significant point in development; a new level of achievement
Piquing (peeking): arousing, causing to emerge
Troubleshooter: a skilled workman employed to locate problems and make repairs in machinery and technical equipment
Boon: benefit, blessing
Sedan: family car, typically a four-door car
Magneto: a small electric device mounted on the automobile motor to replce the hand crank previously needed to start the engine
Stipulations: essential conditions
Tuberculosis: an infectious, debilitating lung disease

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

testing mechanical ideas. They discussed flying machines and read everything available on the subject. Balloons, kites, and gliders preceded airplanes but were not self-powered. Wilbur and Orville wanted to design a self-powered flying machine that could carry the weight of a person.

The Wright brothers were not the first to design a flying machine, but earlier models had not flown successfully. Several people ***jockeyed*** for the honor of being the first to fly a machine, but the brothers were determined to win that spot! Some inventors had quit when they damaged experimental planes beyond repair, but Wilbur and Orville Wright refused to give up. They applied diligence and perseverance even when their experiments failed to stay airborne.

Like Thomas Edison and other great inventors, Wilbur and Orville's experiment failures taught them what did *not* work. To determine the best wing shape, the brothers created the first ***wind tunnel***. The Wrights designed and flew gliders to understand lift and steering technique. Three months of hard work were dedicated to devising a workable propeller.

Late in 1903, the Wright brothers transferred their experimental aircraft to Kitty Hawk, North Carolina. In much anticipation, the two brothers attached an engine to their glider. They had wanted more time to be sure it worked properly, but news arrived of a competitor who was also attempting to fly.

Confronted by one obstacle after another in the race to be the first to fly, Wilbur and Orville suffered setback after setback. When they started the motor, propeller parts broke loose and damaged the plane. The brothers repaired their plane and prepared for another test. Neither wanted to deprive his brother of the privilege of commanding the first flight, so they flipped a coin. Wilbur won the toss, but the plane rose at too sharp an angle, stalled, and fell. Repairs were made, but cold and windy weather prevented another attempt.

At last, Sunday, December 13, was a perfect day for flying, but the Wright brothers declined. The Wright family habitually attended church on Sunday. Honoring their religious ***convictions*** meant more than winning the race to be airborne. Bad weather followed, and further attempts were delayed. But, as it turned out, their chief competitor was involved in an accident which had delayed his flight also.

Finally, on December 17, 1903, Orville flew 800 feet. Witnesses enthusiastically recognized the significance of the event. For the first time, man had flown in a self-propelled machine! The determined Wright brothers had just made history as the first men to fly a mechanical device for a sustained period of time.

Shortly after that flight, a sudden gust of wind flipped the plane and caused serious damage. The notable characteristic of the Wright brothers was that they did not give up. In six months, the brothers completed their second model. News reporters mocked the Wrights when their second plane failed to perform as well as the first model.

A third model, completed two years later, had better results. Taking off from a pasture in Dayton, Ohio, the new plane was airborne for more than 35 minutes. At last, air travel appeared feasible.

Audaciously, the Wright brothers signed a contract with the United States government to provide the first airplane to the military. Additional orders for planes from Europeans made the persistent brothers commercial celebrities. Now the family could enjoy the financial rewards of their investment in hard work.

The Wrights' hometown of Dayton, Ohio honored Wilbur and Orville for their contribution to aviation. No one foresaw the incredible future of airplanes or spacecraft,

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

but they knew a ***milestone*** had been reached. At last, man had wings and could conquer the sky.

The next vignette tells about a man who made the automobile affordable for most Americans.

AFFORDABLE FORDS

While Henry Ford did not invent the first automobile, he did become famous for his part in the automobile industry. Ford effectively produced an automobile which average families could afford. Henry Ford's dedication to improving life for the average man was evident from his childhood. Born on a farm near Detroit, Michigan, Henry repaired everything from watches to farm equipment. When a neighbor demonstrated a steam engine that powered farm equipment, Henry was fascinated. He never forgot how that engine helped farmers produce crops more efficiently.



Henry Ford

Henry finished school at age 16, which was common in the late 1800s, as most schools went through only the eighth grade. But Henry never stopped educating himself. His father helped Henry get an apprentice job at a machine shop. ***Piquing*** the young man's curiosity, the shop had lathes and drill presses used in manufacturing small metal items. The young man was delighted with his opportunity to work with machine tools.

In nine months, Henry learned to operate all the machines at his daytime job. He transferred to another company where he was apprenticed to a ship engineer. Henry completed the three-year machinist course in two years and returned home for the summer.

A farmer near the Ford home had acquired a steam engine tractor, but could not operate it. Henry was able to grasp the technique quickly and was paid $3 a day that summer to run the machine. The steam engine inspired Ford to dream of other possibilities. He had no idea that his dream to manufacture a "horseless carriage" would one day make him one of the most famous men in the world.

Returning to Detroit, Henry Ford was hired by Westinghouse Engine Company as a demonstrator and repairman. He developed a reputation as an excellent mechanical ***troubleshooter***. The company discovered Ford could repair almost any machine. Ford later accepted a position as an engineer for Edison Illuminating Company. A hard worker, Ford was promoted as he demonstrated his capabilities. Throughout his life, Ford stayed in contact with his one-time employer, Thomas Edison, the man who invented the light bulb and phonograph.

Ford's mind often drifted to thoughts of engines and carriages. Some friends helped Ford construct a vehicle in a storage shed behind Henry's home; but the finished horseless carriage was too wide for the door. Instead of disassembling his creation, Ford removed the entire door frame and drove his vehicle outside.

The vehicle worked, but Ford immediately began making changes to improve it. He sold his original car and built another. After building a second car and a truck, he drew the attention of businessmen who wanted to finance his efforts.

Ford's continual improvements frequently stopped production,



Horseless Carriage

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

and lack of a finished product to sell caused financial problems. His investors were appalled that work progressed so slowly.

In 1901 Ford stopped production of his family car to design a racecar. His finance partners felt Ford was foolhardy to dedicate so much time to building a racecar. However, Henry not only completed his car, but raced against, and beat, the best race driver in America at that time. While Ford's obsession may have seemed silly, it was actually a ***boon*** to the Ford Company. Winning the race earned nationwide acclaim and confidence from Ford's investors. Henry then devoted his attention to manufacturing an efficient and affordable town car.



Ford's 1st and 20 millionth (20,000,000) car

Henry Ford sold his first Model T, a four-cylinder auto, in 1908. Production reached 15 cars a day. The $850 selling price was higher than the $500 Ford had anticipated. That disappointed Ford, whose goal was to manufacture a car the average family could afford.

However, Ford's 1908 Model T built the reputation of his company, which produced a variety of ***sedans*** and trucks. The exteriors were different, but the main working parts did not change. Ford manufactured the Model T for 20 years, all the while continuing to make improvements while keeping costs down. He reduced the weight of the vehicle, improved the cylinders, developed the battery-powered ***magneto*** to replace the dangerous hand crank, coated the spark plugs, and redesigned the transmission.

To cut costs, Ford also improved the manufacturing process by using interchangeable parts. Other designers preceded Ford with this idea, but Ford's larger volume of cars produced greater savings. Henry Ford used an assembly line, enabling employees to remain stationary. As could be expected, Ford's innovative production methods were copied by other industries.

Ford further reduced costs by offering only one color for his automobiles: black. This helped keep the purchase price at $500 for Model T cars. Before long, average families could afford a Ford.

Next, Ford focused on improving his work force. He believed that good workers should earn good wages. In 1914, Henry Ford announced he would pay his employees $5 per day instead of $2.34, but the pay raise came with ***stipulations***. Workers were eligible only after six months of employment. They had to exhibit good moral character and prove they were helping the company save money.

Instead of doubling the cost of labor, Ford's pay raise policy *reduced* the cost of labor. Fewer employees left, reducing absenteeism. Training casts were diminished, and company efficiency improved. Ford had unusual confidence in the average man. Ford offered employment opportunities to workers

Early Assembly line at Ford Motor Company



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

who had been shunned at other industries. His employees were from 27 different countries. Ford Motor Company offered free English classes after-hours and set up a separate site for workers with ***tuberculosis***. In fact, twenty percent of Ford's staff was physically disabled!

In 1928 Ford shut down his plant for six months to produce the Model A Ford—a major improvement over the Model T—and still affordable for most American families.

Henry Ford continued to work hard and never stopped learning. He said, "anyone who stops learning is old—whether this happens at 20 or 30." He became famous for his technical discoveries and efficiency. He suffered setbacks, but his dream of producing dependable cars for the average man prevailed. Making affordable automobiles available to everyday people changed American manufacturing and transportation, and put America, and the world, on wheels!

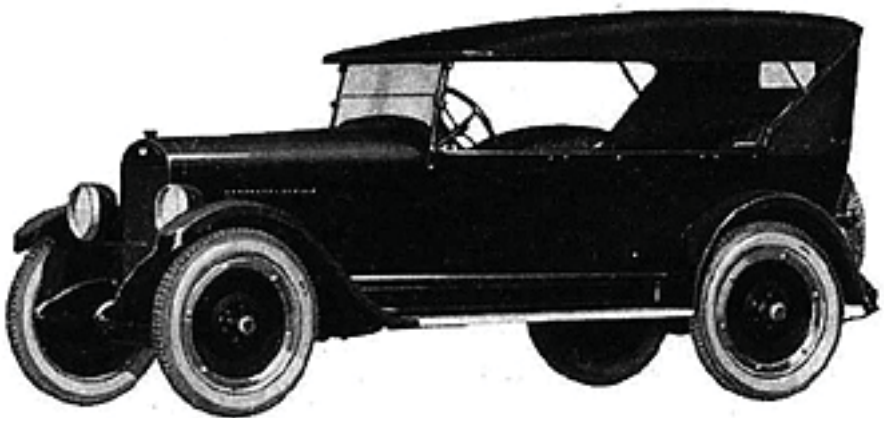
In 2009, Ford Motor Company refused federal bailout money and subsequent control of auto manufacturing. The other two major auto makers (General Motors and Daimler-Chrysler) accepted federal money and control to avoid bankruptcy. Ford survived during the difficult economic times without government intervention.

The modes of transportation we appreciate today come from humble beginnings, as you will see in the next topic.

LIFE PRINCIPLE

"THE ONLY PLACE SUCCESS COMES BEFORE WORK IS IN THE DICTIONARY."

—ANONYMOUS



© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

The Defining of America

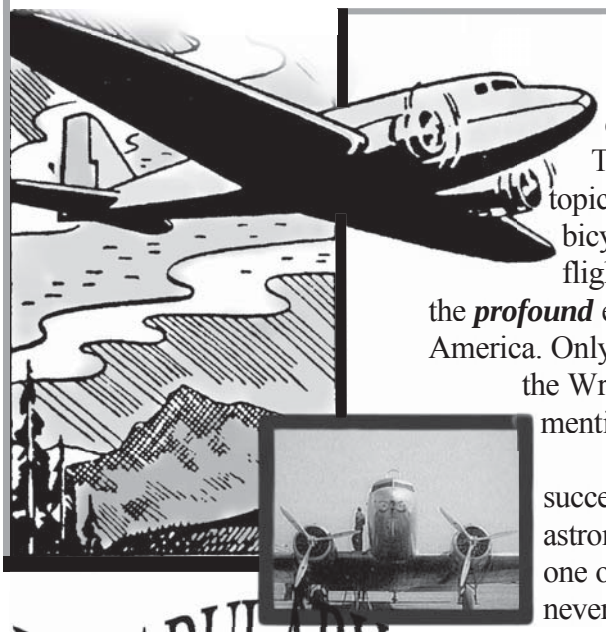


Topic 15
Industry & Medicine

Chapter 9

Section Three
Topics 11-15

FLYING INTO THE 20TH CENTURY—AND BEYOND!



A few pages ago, you read about Orville and Wilbur Wright. Remember how they experimented endlessly with kites and gliders? They also read everything they could find on the topic of flight. As a result, that pair of industrious bicycle mechanics made the world's first manned flight in a powered airplane in 1903. No one realized the ***profound*** effect that flying would have on 20th century America. Only three or four newspapers considered the flight of the Wright's boxy flying contraption important enough to mention.

A few months after Orville and Wilbur's successful experiment, a distinguished Washington, D.C. astronomer and mathematician wrote, "Aerial flight is one of that great class of problems with which man can never cope." Fortunately for the world, inventors and entrepreneurs take such ***pronouncements*** as challenges, rather than accepting them as statements of fact.

In 1908, teenager Donald Wills Douglas watched in awe as Orville Wright flew above Fort Myer, Virginia. That was enough to spark this future aviation innovator's lifelong passion for planes. Douglas attended the U.S. Naval Academy but left to pursue his interest in aviation at Massachusetts Institute of Technology. In 1920, equipped with $1,000 in savings and a lot of enthusiasm, Donald Douglas formed Douglas Aircraft Company in the back room of a barbershop. In less than one year, Douglas designed the first cargo plane that could carry more than its own weight. The Navy bought a version of his cargo plane as a torpedo bomber. Army observation planes, mail carriers, and flying boats followed.

In 1932, Douglas responded to a form letter from Trans-World Airlines (TWA) asking interested parties to submit designs for a new passenger plane. TWA's request led Douglas to design the Douglas Commercial No.1, commonly called the DC-1. A demonstration flight proved that Douglas could produce the type of plane requested by TWA. Douglas followed

VOCABULARY

Profound: immeasurable, intense, above expectations
Pronouncement: a firm statement made by someone in authority
Niche: a special position or place
Debut (dā · bū)***:*** first public appearance
Adinfinitum: and other things; countless
Concoct: to create a strange mixture
Shellac: a thin varnish
Slag: completely fused, glass-like matter similar to volcanic scoria, or glass; obsidian-like

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

up with the DC-2 and DC-3. With a capacity of 21 passengers and a top speed of 192 mph, the DC-3 soon became the most common airliner in the sky. In 1967, the Douglas Aircraft Company joined forces with another organization to form the McDonnell Douglas Corporation, which became one of the leading airplane manufacturing companies in the world.

Twelve years after the Wright brothers made history in 1903, a lumberman named William E. Boeing took his first airplane ride. Like Douglas, Boeing was hooked. He and a friend, Conrad Westervelt, decided they could design an aircraft that would be superior to anything available at the time. In 1916, Boeing and his friend formed the Boeing Company which produced a new, single-engine seaplane that had a top speed of 75 mph.

The following year, America entered World War I, and the Boeing Company built 50, two-seat Model C trainers for the Navy. Boeing distinguished itself again in World War II with B-17 and B-29 bombers. Boeing B-52 jet bombers have earned a special ***niche*** in aviation history because of their high altitude accuracy while bombing targets in Korea, Vietnam, and Iraq.

Military planes established Boeing's reputation, but the company kept its eye on the huge potential for jet aircraft in peacetime. Commercial jets came of age when the company flew its first 707 in 1957. Today, commercial air carriers in more than 120 nations fly Boeing aircraft. By the year 2009, over two million people a year buckled their seat belts on sleek Boeing jets that took off somewhere in the world every three-and-one-half seconds.

The Wright brothers would be amazed if they could see what their Wright Flyer I started at the turn of the century. Progress during the 1900s was mind-boggling. The Wright brothers' plane gave way to the Boeing Model C trainer, and B-52s gave way to commercial jets. In the latter part of the 20th century, tilt-rotor aircraft, which take off like a helicopter and fly like an airplane, made their ***debut***.

Ultimately, man escaped the bonds of gravity as space shuttles boosted satellites into orbit. Spectacular rockets blasted off to the moon, and silver-suited astronauts walked in space. Frank Borman, Commander of Apollo VIII, the first manned ship to orbit the moon, relayed this message from 240,000 miles above the Earth on Christmas Eve in 1968: *"In the beginning God created the heavens and the Earth. . . And God saw that it was good."* Each year Americans demonstrate the capacity for creativity and ingenuity in ever-unfolding frontiers.

The space age presents tremendous challenges to companies like McDonnell Douglas and Boeing, who merged to form one giant corporation in December 1996, but these changes impact ordinary people, too. Thousands of new jobs and careers await people who desire employment in aviation. What the space age of the 21st century has in store for Americans is still unknown; but because America is the land of the free, her people can follow their dreams to new heights that promise to be more exciting than science fiction movies.

Everything in America seems to have a mysterious element in it – from the storage of food to manufacturing auto and aviation parts. Find out about another mystery in the next vignette!



If you made a telephone call or entered data on a computer keyboard today, you may want to thank Leo Baekeland, a Belgium immigrant. Baekland's invention of Bakelite in 1909 helped put plastic on the industrial map. Today, millions of products including beverage bottles, hair brushes, steering

© Copyright 2012, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

wheels, automobile dashboards, ***adinfinitum,*** contain plastic in one form or another.

Baekland was born in Belgium in 1863, the son of an illiterate shoe repairman and a house maid. Leo Baekeland's mother believed a good education was her son's key to overcoming poverty. Young Leo, a bright and lively student, responded by enrolling in the University of Ghent in Belgium. His education in chemistry opened doors to academic circles in Europe, but a statement by one of America's Founding Fathers, Benjamin Franklin, molded Baekeland's destiny. A century before, Franklin had written of America as a place where enterprising scientists have great opportunities and where education and the drive to succeed were more important than financial or social status. Acting on this premise, Baekeland immigrated to the United States.





In his new home in New York, Baekeland conducted his scientific experiments with care and precision. His first commercial success came in the 1890s when he produced a photographic paper called Velox. George Eastman of Kodak recognized the potential for Velox paper which could be developed in artificial light. While on the train to Eastman's office in Rochester, Baekeland dared to hope he would receive $50,000 for his invention but had already decided he would accept $25,000. Imagine his delight when Eastman offered him $750,000!

With the financial reward for his invention, Baekeland bought a Victorian mansion in a New York City suburb and devoted himself to experimenting in his laboratory next door. Baekeland attempted to ***concoct*** a synthetic ***shellac*** to replace the natural product which contained expensive imported ingredients. His goal was a liquid, but when he combined phenol and formaldehyde, he produced a solid mass. Instead of accepting defeat, Baekeland turned his attention to potential uses for the hard substance he had created.

He named the material "Bakelite," and launched the modern plastics industry. The plastic revolution began accidentally with a hard, clear solid that was moderately resistant to heat, acid, and electricity, and could be dyed bright colors. Baekeland's Bakelite still touches every facet of modern life with "plastic" fingers.

Polyethylene, a different type of plastic, captured the attention of another inventor from humble origins in the late 1930s. With only a high school diploma, Earl Tupper became employed by the Dupont company where Tupper claimed, "my education really began." In 1938, after only one year, he left to form his own company. Tupper brought a strange substance with him from Dupont. The substance was a putrid piece of polyethylene, a waste product of the oil refining industry. Tupper, like Baekeland, experimented with a chunk of hard, "unusable" material. Like Baekeland, Tupper converted a seemingly worthless substance into the basis of a dynamic, new industry.

Earl's first accomplishment was a refining process to purify polyethylene. When refined, the hard, black ***slag*** becomes lightweight, clear, flexible, unbreakable, tasteless, and odorless. During World War II, Tupper won defense contracts to mold parts for gas masks and Navy signaling equipment. He was often a subcontractor for Dupont, his former employer.

After the war ended in 1945, Tupper developed a line of polyethylene products for food storage. These new products did not break when dropped, and Tupperware's

innovative seal resulted in virtually airtight containers. The National History Museum of the Smithsonian Institution said their Tupperware pieces,

> *"reflected elements of scientific ingenuity and entrepreneurialism, and offer an interesting example of the adaption of defense technologies."*

Tupperware's marketing plan was called the "Party Plan," created by a single parent woman named Brownie Wise. When she could not meet financial obligations to acquire a much needed surgical operation for her son in 1945, Ms. Wise added Tupperware to the line of goods she sold through her home parties. By 1949, Brownie's success as a Tupperware distributer enabled her to move to Miami, Florida, with her mother and young son.

Later, Brownie Wise was appointed vice president and general manager of the Tupperware Company. Her challenge was to build a successful sales system that included marketing, recruiting, and practical business training. Brownie's inspired leadership motivated other women whose sales made Tupperware home parties an American institution. In her book, *Best Wishes*, Wise wrote, *"It is important to believe first in yourself, and then to realize the importance of whatever job you perform."*

By 2009, Tupperware had turned its eyes from production of plastic products only to include social and educational opportunities for people worldwide. The company offers a comprehensive system of education, encouragement, and financial rewards to consultants, or Tupperware "family members," in 101 worldwide markets. Specialized items like kimono keepers in Japan and tortilla keepers in Latin America ensure that Tupperware products are appropriate for each region.

Scores of families receive encouragement and financial assistance through Tupperware's charitable outreach to children. "Give a Child a Chance" provides members of the Tupperware family another kind of opportunity. According to company officials around the globe, one child out of every five lives in conditions of *"war, poverty, disease, famine, homelessness, or abuse."*

Leo Baekeland, Earl Tupper, and Brownie Wise developed a multitude of wonderful plastic products and concepts, many of which have morphed into innumberable aspects of American life. Their accomplishments did not come easily. Each one overcame major hurdles to achieve a level of excellence. These industrious people believed in the American free enterprise system, and through hard work they made vital contributions to the world. Their commitment to education, hard work, and perseverance is an example anyone can follow and reap the rewards.

Congratulations! You have almost finished Chapter 9. Complete the Activities before taking the third section quiz. Remember, scoring 85% or higher on the section quizzes may exempt you from the chapter test.

LIFE PRINCIPLE

"IT IS IMPORTANT TO BELIEVE FIRST IN YOURSELF, AND THEN TO REALIZE THE IMPORTANCE OF WHATEVER JOB YOU PERFORM."

—Brownie Wise

© Copyright 2012, Paradigm Accelerated, Inc. DUPLICATION BY WRITTEN PERMISSION ONLY.

DUPLICATION BY WRITTEN PERMISSION ONLY.