

U.S. HISTORY

America Through the Lens

1877 to the Present

"Everybody's youth is a dream."

— F. Scott Fitzgerald

Empowering Students to Identify as Global Citizens

With currency and relevance at the forefront, National Geographic U.S. History *America Through the Lens* views history as the study of identity, connecting the physical environment and historical events to students' lives and fostering empathy for diverse peoples, cultures, and ideas.

History is contextualized and presented with a global perspective.



A comparative timeline at the beginning of each unit places events in U.S. history alongside events in world history.

Comparative Timeline, 1877 to the Present, pp. 96-97

Armed with empathy for the world's peoples and their cultures, students are empowered to experience their unique place in history and apply their own strengths as global citizens.



A GLOBAL PERSPECTIVE Today, farmers' cooperatives, like those that arose in the late 1800s in the United States, have been established in countries all over the world. In this photo, African farmers belonging to the Orinde Farmers' Cooperative Society in Kenya sort coffee beans on a drying bed. About 700,000 small-scale farmers belong to more than 500 cooperatives in Kenya. These agricultural cooperatives help create jobs and provide training and financial help for members.

To help resolve their economic grievances, farmers in local groups, or lodges within an alliance, banded together and formed cooperatives. **Cooperatives** are organizations run and funded by their members. Each farmer contributed funds into a pool of money, which the cooperative then used to buy seeds and equipment. The larger the order for goods or services, the easier it was to negotiate a good price. The cooperatives also demanded lower shipping and storage rates from railroads and loans at lower interest rates from banks.

One of the most significant problems farmers faced was selling crops at harvest time when there was an overabundance of agricultural products. As you've learned, this overabundance kept the prices of the goods low. To address this problem, Charles Macune came up with the **subsidized system**, whereby the government set up storage sites, or **subsidies**, in urban centers. When a farmer deposited a crop in the silo, the government would loan the farmer a percentage of the crop's value to buy new seeds for the next season at a low interest rate. In 1889, Macune presented his system at a conference

in St. Louis. However, some politicians questioned the constitutionality of having the government lend money to private citizens and refused to support Macune's plan. It was never put into practice.

African-American farmers, who were banned from joining the mostly white Farmers' Alliances, formed the **Colored Farmers' National Alliance** in 1886. At its peak, about 250,000 African-American farmers belonged to the alliance. However, in 1891, the Colored Alliance went on strike, refusing to pick cotton unless landowners increased their wages. Ben Patterson of Arkansas organized the strike, which led to the lynching of 15 strikers, including Patterson himself. After that incident, the Colored Alliance soon dissolved.

THE POPULIST PARTY
In time, the Farmers' Alliances began to push their ideas forward more locally on the political stage. But they wanted an alternative to the Republican and Democratic parties, both of which they believed had failed to support their interests. In 1892, Alliance leaders formed a third political party, known as the

People's Party or the Populist Party. Populists are the belief that ordinary people should control government rather than a small group of wealthy elite politicians. Populists called for a government that would serve "the plain people." While the populists' political platform promoted subsidies and called for regulations against businesses that charged farmers unreasonable rates for storage and shipping, it also supported workers' rights, specifically an eight-hour workday. A woman named Mary Elizabeth Lease became a powerful advocate for the Populist Party. Lease had gained prominence when she joined Kansas farmers in a revolt against high mortgage rates and raised shipping costs, declaring that farmers should "raise less corn and more hell."

Although the farmers of the South and the West grew different crops and had different cultures, they had common concerns. For a time, they joined together in the Populist Party. The populists' most well-known concern revolved around the issue of silver coinage. At the time, American currency was backed by gold. The **gold standard** required the U.S. government to only print an amount of money equal to the total value of its gold reserves. Strictly following the gold standard kept a limited amount of currency in circulation, which, in turn, kept the economy from growing, even though the nation's population was rapidly expanding. The only way the United States could distribute more money was to obtain more gold. The limited number of dollars in circulation affected the value of each one. Farmers found they had to work harder to maintain the same level of income. As a result, they looked for ways to inflate the currency—that is, put more dollars into circulation—and help lift themselves out of debt.

With an abundant supply of silver from mines in the West, the Populist Party supported the **free silver movement**. According to the plan proposed, anyone holding silver could have it melted into U.S. coins for a small fee, and the coins could then be placed into circulation, introducing free silver with the existing currency would increase the money supply and inflate prices substantially. In 1896, the Democratic nominee for president, **William Jennings Bryan**, supported the free silver platform. The Republican nominee, **William McKinley**, was for the gold standard. Although the populists had united farmers in the South and the West throughout the early 1890s, farmers threw their support behind the Democrats. When the Populist Party as a whole supported Bryan, its members joined the Democratic Party. The Populist Party came to an end.

PRIMARY SOURCE

At the Democratic Convention in 1896, William Jennings Bryan gave a fiery speech in support of free silver that came to be known as the "Cross of Gold" speech. In this excerpt from the speech, Bryan compares the gold standard to the crown of thorns Christians believe was placed on Jesus' head before he was crucified.

If they dare to come out in the open field and defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the hollis masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.

—from William Jennings Bryan's "Cross of Gold" speech, 1896

As it turned out, Bryan lost the 1896 election because of his free silver platform. Unlike farmers in other regions, those in the Northeast didn't pay high prices to warehouse their crops. Northeastern farmers lived near urban centers and shipped their crops short distances. Thus, these farmers did not support Bryan's economic ideas. Neither did the richest people in the nation. Proponents of free silver faced strong opposition from railroads, banks, and business owners who had almost all of the nation's wealth and who feared their interest rates would fall substantially with Bryan as president. The Republicans also convinced voters to turn against Bryan by tanning him that free silver would lead to inflation. As a result, McKinley won the presidential election, and the gold standard remained in place until 1933.

HISTORICAL THINKING

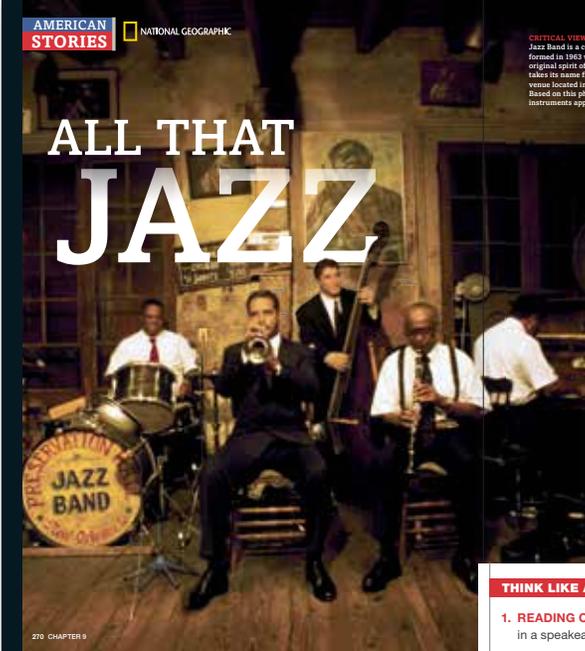
- 1. READING CHECK** How were farmers affected by "industrialization"?
- 2. DRAW CONCLUSIONS** Why was sharecropping considered another form of slavery?
- 3. MAKE INFERENCES** Why do you think Bryan used a biblical metaphor to argue his case in favor of free silver?
- 4. ANALYZE CAUSE AND EFFECT** How did the free silver movement affect the Populist Party and the 1896 presidential election?



A GLOBAL PERSPECTIVE Today, farmers' cooperatives, like those that arose in the late 1800s in the United States, have been established in countries all over the world. In this photo, African farmers belonging to the Orinde Farmers' Cooperative Society in Kenya sort coffee beans on a drying bed. About 700,000 small-scale farmers belong to more than 500 cooperatives in Kenya. These agricultural cooperatives help create jobs and provide training and financial help for members.

Celebrating Cultural Heritage and Diversity

National Geographic U.S. History *America Through the Lens* is immersive, inclusive, and intentional. Modeling culturally responsive teaching, *America Through the Lens* reaches students from a variety of perspectives.



CRITICAL VIEWING The Preservation Hall Jazz Band is a contemporary jazz ensemble formed in 1943 with the aim of preserving the original spirit of New Orleans jazz. The band takes its name from Preservation Hall, a music venue located in New Orleans' French Quarter. Based on this photograph, what musical instruments appear in a typical jazz band?

It seems that every generation chooses to rebel against previous ones, partly through the rhythms and melodies of new styles of music. In the 1950s and 1960s, the rebellious music of choice was rock and roll, described as "savage music" in an advertisement by the Citizens' Council of Greater New Orleans. In the 1980s and 1990s, rap and hip-hop came

1.3 GEOLOGY IN HISTORY
MAIN IDEA Caves provided shelter for early humans and served another role thousands of years later: a place to locate speakeasies during Prohibition.

HOW GEOLOGY KEPT THE '20S ROARING By André Rieux, National Geographic Explorer

A cave may not be where you choose to hang out with friends, but in the 1920s, caves had their attractions. For one thing, they made good hiding places. For another, in some of them, alcohol was served.

FINDING THE PERFECT SPEAKEASY
For many people during the 1920s, hiding out and drinking were both important considerations. As you have read, the 18th Amendment, popularly known as Prohibition, had passed, making the sale, production, importation, and transportation of alcoholic beverages illegal. Homebased consumption of the beverages was still legal, but unless people made their own, they had no way of getting a drink—except illegally, of course.

One of the best places to buy illegal alcoholic drinks was at a speakeasy. The word speakeasy suggests the need to whisper, and that's just what people often had to do to get into one of these establishments. Some required a password, others a secret knock or handshake. But these precautions didn't stop the

secret passageways to be carved into the rock. And, with their thick walls, caves are insulated from the weather and so maintain near-constant temperatures all year round. As a result, speakeasies in caves were cool in the summer and relatively warm in the winter.

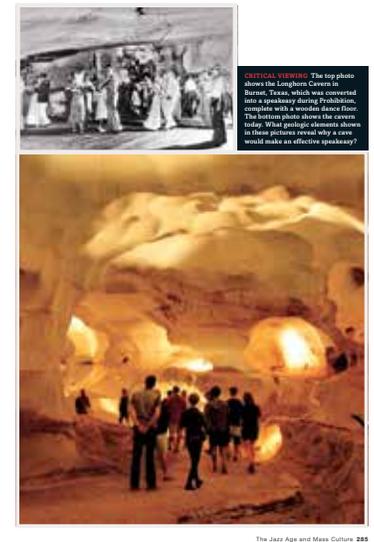
During Prohibition, these amenities attracted customers to the speakeasy at the Loughlin Cavern in Burnet, Texas, not far from the state capital of Austin. With its spacious dance room and dining area, the speakeasy provided a fairly respectable setting. In contrast, the speakeasy at the De Soto Cavern near Birmingham, Alabama, was known for its violence. Fights and shootings earned the speakeasy the nickname "the bloody hideout." Drunken patrons sometimes shot at the cave's **REINTEGRATING**

REINTEGRATING—mineral deposits hanging from its roof from its floor—and bullet holes can still be seen in the rock.

Prohibition was repealed in 1933, but the 18th Amendment was not entirely repealed—and it took a long time. But Prohibition had led people to think geologically and seek refuge in caves. It also may have started on a dry note, but it kept the '20s roaring.

CRITICAL VIEWING The top photo shows the Loughlin Cavern in Burnet, Texas, which was converted into a speakeasy during Prohibition, complete with a wooden dance floor. The bottom photo shows the cavern today. What geologic elements shown in these pictures reveal why a cave would make an effective speakeasy?

Explore our identities and roles in broader society. Examine the environmental and social impact of historical events.



CRITICAL VIEWING The top photo shows the Loughlin Cavern in Burnet, Texas, which was converted into a speakeasy during Prohibition, complete with a wooden dance floor. The bottom photo shows the cavern today. What geologic elements shown in these pictures reveal why a cave would make an effective speakeasy?

The Jazz Age and Mass Culture 285

American Stories, 1877 to the Present, pp. 270-271

THINK LIKE A GEOLOGIST

- READING CHECK** What factors did people look for in a speakeasy?
- ANALYZE ENVIRONMENTAL CONCEPTS** How did the formation of caves lead some people to benefit from this natural process during Prohibition?
- FORM AND SUPPORT OPINIONS** Would you like to explore a cave? Why or why not?

READING CHECK What factors did people look for in a speakeasy?

ANALYZE ENVIRONMENTAL CONCEPTS How did the formation of caves lead some people to benefit from this natural process during Prohibition?

FORM AND SUPPORT OPINIONS Would you like to explore a cave? Why or why not?

Geology in History, 1877 to the present, pp. 284-285

National Geographic Explorers and Photographers

Lessons with National Geographic Explorers present their contributions to the historical and scientific record.

1.5 NATIONAL GEOGRAPHIC EXPLORER LESLIE DEWAN



REINVENTING CLEAN ENERGY

"I think I can save the world with nuclear power."
—Leslie Dewan

Leslie Dewan stands out from the crowd—a visionary woman in a male-dominated field. With guidance and input from her former mentors and teachers, and with a nod to history and its lessons, Dewan is determined to develop a cleaner form of nuclear power that will prevent the addition of carbon energy. This carbon-free energy will power the world, and—unlike a wide range of fossil fuels—will produce no nuclear waste. To accomplish her goal, Dewan is working with the National Geographic Explorer to figure out how.

MAIN IDEA Leslie Dewan is developing a safer, cleaner alternative to traditional nuclear power.

A NEW SOURCE OF ENERGY
From the beginning of history, humans have used fire to generate power. In fact, as early as 200,000 years ago, people burned coal for energy. The coal contained the chemical energy of natural gas and petroleum. But as you have learned, these fossil fuels are not an inexhaustible energy source. Burning them is believed to have negative impacts on our planet, including air, land, and water pollution. Using cleaner energy sources is a must for the environment.

Although fossil fuels are still used in our lives, we can harness the power of the sun, wind, water, and geothermal sources more than ever before to generate power and electricity. Leslie Dewan, an MIT-based nuclear engineer, National Geographic Explorer, and environmentalist, would like to add nuclear power to the list, but with a change. The impact on people and the environment that resulted from nuclear disasters at power plants, including Three Mile Island in the United States, Chernobyl in the Ukraine, and Fukushima in Japan, leaves many uneasy. This fear of nuclear power is just too dangerous.

Dewan has longed to use a generation nuclear power about 70 years ago. It was something of her, imagining nuclear-powered cars, planes, and weapons, and nuclear reactors to generate electricity. At that time, the focus was not on reducing carbon dioxide emissions, but on getting energy independent from other countries.

As you have read, nuclear technology was used during the Cold War to create weapons of mass destruction. The Cuban Missile Crisis brought the world's attention to nuclear war. After World War II, people began to use nuclear power to generate electricity. But today, nuclear power provides 10 percent of the world's electricity and 40 percent of the world's heat. The technology Dewan believes nuclear energy will power the world away from fossil fuels and other nonrenewable resources (www.nuclearpower.org).

HISTORICAL THINKING

- READING CHECK** What problem is Dewan attempting to solve with her development of new nuclear reactor technology?
- ANALYZE ENVIRONMENTAL CONCEPTS** How might nuclear technology affect the environment in both positive and negative ways?

National Geographic Explorer, Leslie Dewan, 1877 to the Present, pp. 580-581



1.4 ENVIRONMENTAL CONCEPTS
JIMMY CHIN

Through the Lens, Jimmy Chin, 1877 to the Present, pp. 328-329

Take a look at our nation through the lens of National Geographic photographers. Witness the story as it is still being told.

Providing Rigor with Accessibility

National Geographic U.S. History *America Through the Lens* makes U.S. history engaging and accessible for all students. Breadth of content paired with key topics creates opportunities for deep exploration and engagement. Lesson variety and multiple entry points into content accommodate a wide range of learners.

Two-page and four-page lessons

U.S. history lessons are approachable and compelling. Highlighted vocabulary words and infographics draw students to key concepts.

Audio Option

Students can listen to the text and follow along.

1.1 MAIN IDEA During the 1870s and 1880s, the United States experienced a second Industrial Revolution distinguished by rapid industrialization and the development of the railroad, steel, and oil industries.

RAILROADS, STEEL, AND OIL

Being able to transport goods and people from coast to coast became a reality in the 1860s with the opening of the transcontinental railroad. This monumental achievement led to an explosion of business and technological innovations.

AN EXPANDING NATION

The invention of the steam engine and the cotton gin in the late 18th century sparked the first industrial revolution in the United States. Technological advances and the growth of railroad transportation brought about a second Industrial Revolution in the second half of the 19th century.

In 1862, two railroad companies began work on the nation's first transcontinental railroad, intent on making it easier to travel and move goods from the East Coast to the West Coast. The work crews of the Central Pacific built eastward from California, and Union Pacific crews built westward from Nebraska. They blasted tunnels through mountains, constructed bridges over rivers, and laid 1,776 miles of track before connecting the railroad lines in Utah in 1869.

The transcontinental railroad enabled overland commerce from coast to coast, accelerating industrialization and affecting every aspect of American society.

Over the next 25 years, the country added four more transcontinental rail lines, and railroad companies employed tens of thousands of employees. Goods such as coal and industrial machinery moved from one part of the country to another on a nationwide network of railroads. Special railroad cars transported food and livestock. Railroads became the nation's first big business.

CONSOLIDATING POWER

Entrepreneurs, or people who accept risk in starting a business, found that they could pool capital with partners to create security. As workers built the railroads, businessmen built **corporations**, companies or groups of people that invest in a business and then share its profits. The many investors that make up a corporation provide access to large amounts of capital. Such access is useful, and even necessary, for large industries. Large corporations were able to accumulate cash reserves, enabling them to weather a **depression** that began in the 1870s, as well as several **recessions** in the 1880s. A depression is a severe and long-term economic decline in which many businesses fail, industrial output is reduced, and unemployment is high. A recession, often part of a normal business cycle, is a shorter-lasting downturn.

While some business owners were largely immune to economic fluctuations, downturns affected workers substantially. As corporations hired more and more people, when the economy faltered, more workers lost their jobs. The perceived economic progress of the late 19th century was repeatedly disrupted by prolonged periods of decline as the country suffered a number of economic recessions during the intense boom-and-bust cycles.

Entrepreneurs generated levels of wealth not imagined before, even in spite of economic ups and downs. People began to question the practices of industry executives and owners. For example, railroad owners **Cornelius Vanderbilt** and **Jay Gould** had reputations for treating competitors ruthlessly. Their behavior earned them the negative description of "**robber barons**," or businessmen who sought to buy out their competitors and who conspired to set prices, enriching themselves, but often violating state laws. Such practices eventually enabled larger railroad companies to consolidate and control even more of the railroad business, forming the nation's first industrial giant.

In response, states set up commissions, or agencies composed of experts, to investigate the railroads' practices and settle issues of rates, finance, and

service. Railroads rejected such oversight, and in the mid-1870s, the Illinois commission was challenged in the Supreme Court case *Munn v. Illinois* by a grain warehouse. The firm argued that it could set its own storage and railroad rates. Regulations that varied from state to state violated its 14th Amendment right to equal protection. But the court upheld the right of a state to regulate private industries that affect public interest and all railroads. In 1887, Congress passed the **Interstate Commerce Act**, establishing a commission to investigate complaints and sue companies that violated its regulations.

CARNEGIE'S EMPIRE

As the railroad industry grew, it created a demand for more steel for railroad tracks and train parts. As a result, the steel industry vastly increased its production between 1877 and 1890 alone. The main technology for steel production was the **Bessemer process**. In this process, workers forced air through molten pig iron to remove impurities. Doing this first made the process of adding carbon to transform the iron into steel cheaper and more efficient.

Andrew Carnegie became the dominant figure in the steel industry. To build his empire, Carnegie adopted the strategy used by Gustavus Swift in the meatpacking industry: **vertical integration**, or the control of all phases of production from start to finish. Carnegie purchased the mines to gather raw materials, bought boats and railroads to transport materials, built and controlled the steel mills, and developed a sales force to sell his products. By employing vertical integration, Carnegie maximized profits by not having to pay outside companies.

In dealing with his competition, Carnegie employed **horizontal integration**, which means he purchased other companies to reduce the number of competitors. Carnegie's use of horizontal integration allowed him to come close to achieving a **monopoly**, or exclusive control over the steel industry.

Carnegie believed the ability to create wealth came naturally for some people because the natural order of society determined that some people would be wealthy while others would be resigned to poverty. His assumptions derived from a misapplication of Charles Darwin's theory of evolution, which states, in part, that the fittest animals and plants survive to reproduce and pass on their genes, while the less fit die off. British writer Herbert Spencer applied Darwin's theory to human society in a new philosophy. According to the ideas of **Social Darwinism**, wealthy individuals, who represented the fittest of humans, were destined to survive and succeed.



Industrial America 139

"Railroads, Steel, and Oil," 1877 to the Present, pp. 138-139



Modified Text

Modified Text provides access for striving readers with the same content at two levels.

Toggle on and off to control Modified Text.

Offering Rich Instructional Resources

Bundles of digital and print materials provide the flexibility that teachers need in today's classroom.

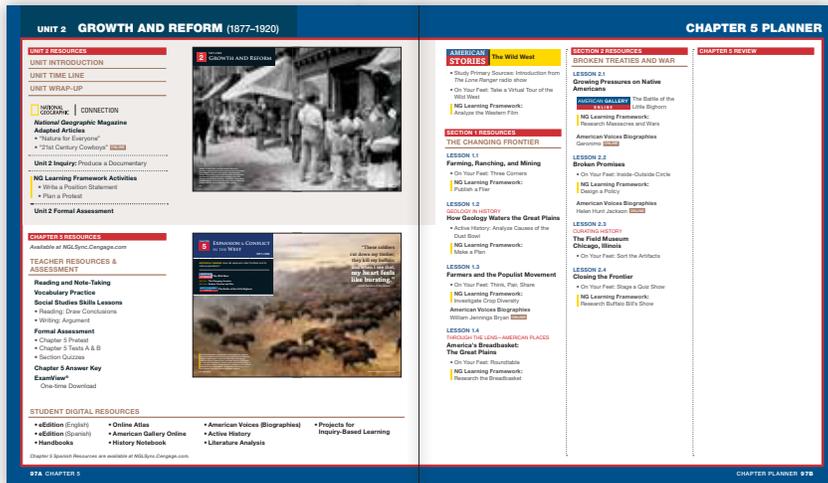
Print Teacher's Edition Features include:

- Planning and pacing of student lessons and assessment
- Wrap-around instruction
- Options for active and project-based learning
- Strategies for differentiation in every chapter
- Additional content questions and background information

Digital Teacher's Edition Features include:

- Premade lesson plans
- A bank of summative and formative assessments
- A selection of reading, writing, vocabulary and note-taking ancillaries, and answer keys
- Graphic organizers
- Teaching strategies at point of use
- Classroom management and metrics tool

Teaching strategies in the print and digital Teacher's Editions

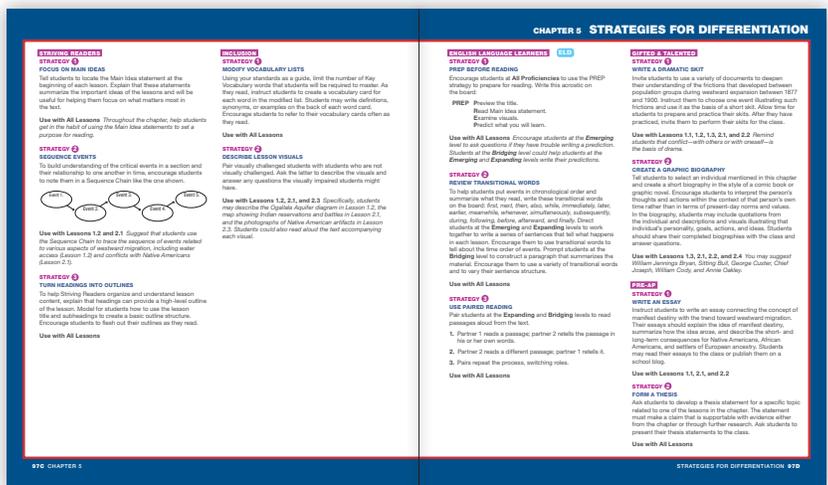


Chapter Planner, Teacher's Edition, pp. 97A-97B



Chapter Navigation View (Digital)

Differentiation strategies in the print and digital Teacher's Editions



Strategies for Differentiation, Teacher's Edition, pp. 97C-97D



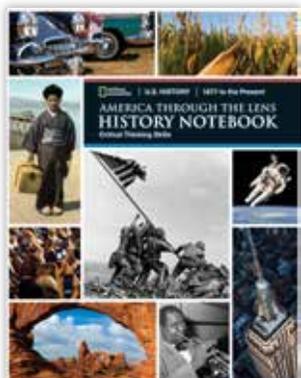
Lesson Navigation View (Digital)

Informing Teaching and Learning through Assessment

Formative and summative assessments inform teaching and learning and measure students' progress.

- Document-based questions provide practice working with primary and secondary source materials.
- End of chapter reviews revisit the main ideas, key vocabulary, skills, concepts, and connections.
- Formative assessment tools allow teachers to monitor students' progress, make accommodations, and tailor instruction to individual students.
- eAssessment is available.

Assessment Purpose	Assessment Type	Print	PDF Download	Digital
Formative	Historical Thinking Questions	●		●
Formative	Critical Viewing Questions	●		●
Formative	Social Studies Skills Lessons		●	●
Formative	Vocabulary Practice Activities		●	●
Formative	Guided Discussion Questions	●		●
Formative	Reading and Note-Taking Activities		●	●
Formative	On Your Feet Activities	●		●
Formative	Section Quizzes		●	●
Formative	Write About History Activities	●		●
Formative	NGL Learning Framework Activities	●		●
Formative	Chapter Reviews	●		●
Summative	Chapter Tests at two levels		●	●
Formative	History Notebook Activities	●		●
Formative	Document-Based Questions	●		●
Summative	Unit Tests		●	●
Formative	Unit Inquiry Projects	●		●
Formative	Pretests	●	●	●



The History Notebook is the student's space to comment on ideas raised in the lessons, providing critical-thinking questions and writing prompts that are aligned with the following features:

- Archaeology in U.S. History
- American Galleries Online
- American Stories
- American Places
- American Voices
- Curating History
- National Geographic Explorer Lessons
- Through the Lens
- "Reid on the Road" video program

Transforming Learning through Digital Access

National Geographic Learning’s digital platform, MindTap™, provides a personalized learning experience for all students and an array of resources for the teacher to promote better learning outcomes. It is fully available on all devices and has been specifically designed to meet the needs of high school teachers and their classrooms.



Teachers and students access the digital platform via a single sign-on from school or at home.



Digital resources are designed to enhance learning and increase comprehension.



Videos enhance students’ content understanding and make history real.

Digital Student Resources Include:

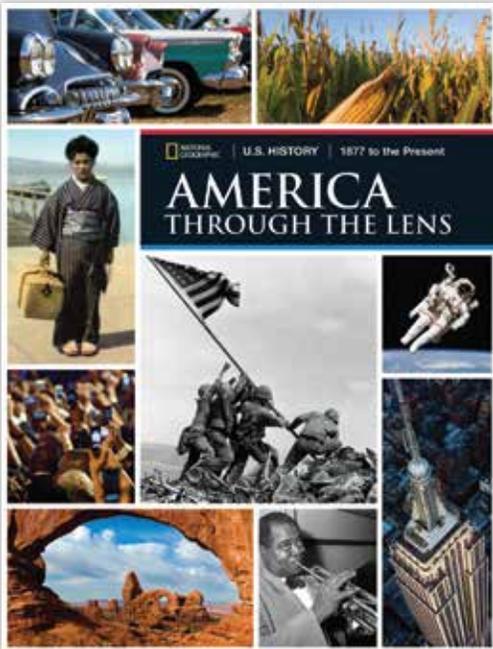
- Digital version of the Student Edition and content handbooks
- Modified Text tool with audio playback
- Pop-up vocabulary features
- Explorers features and “Reid on the Road” video series
- Online assessments
- American Galleries
- American Stories
- Student Handbooks
- Note-taking features

Digital Teacher Resources Include:

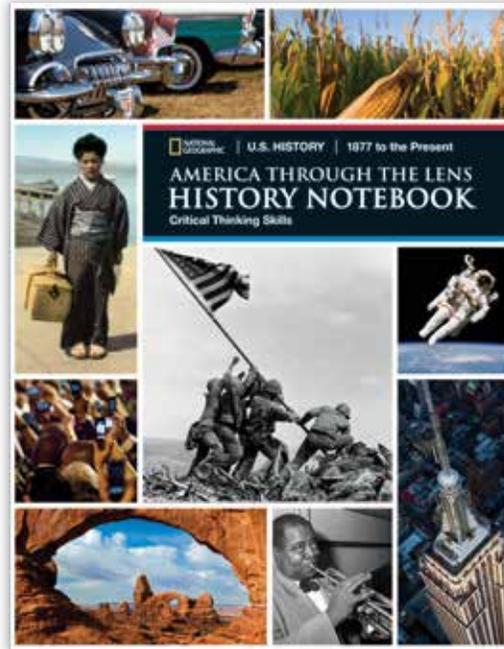
- All of the student materials
- Digital Teacher’s Edition
- Lesson plans and teaching strategies
- Keyword search tool
- Assignment/Assessment feature
- Gradebook

Student Program Components

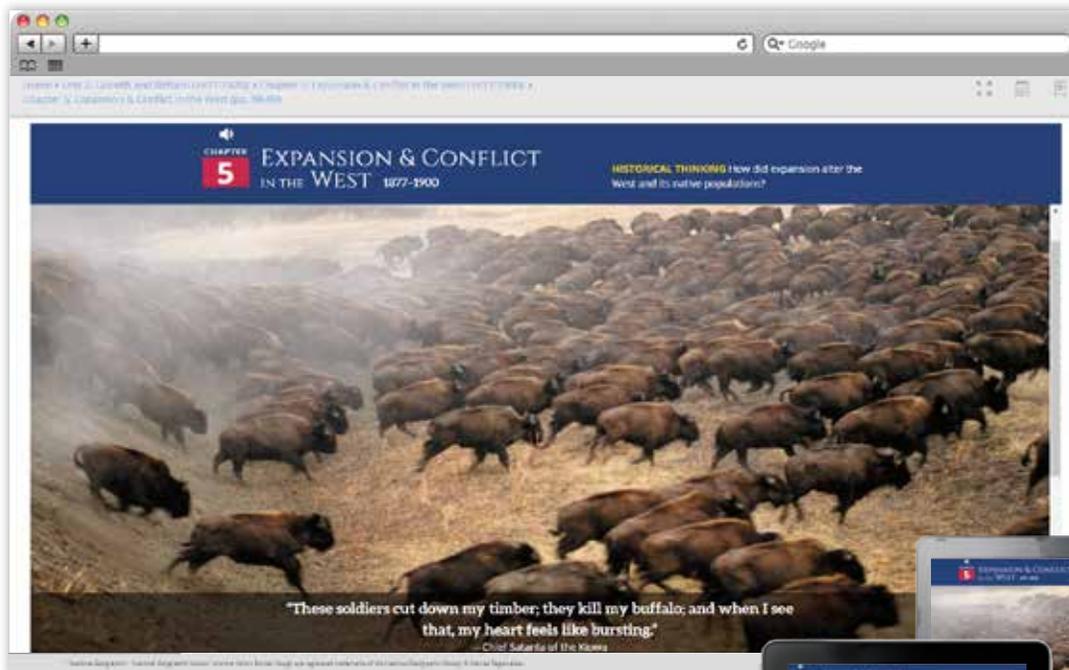
National Geographic U.S. History *America Through the Lens* is available in both print and digital formats.



Student Edition, 1877 to the Present

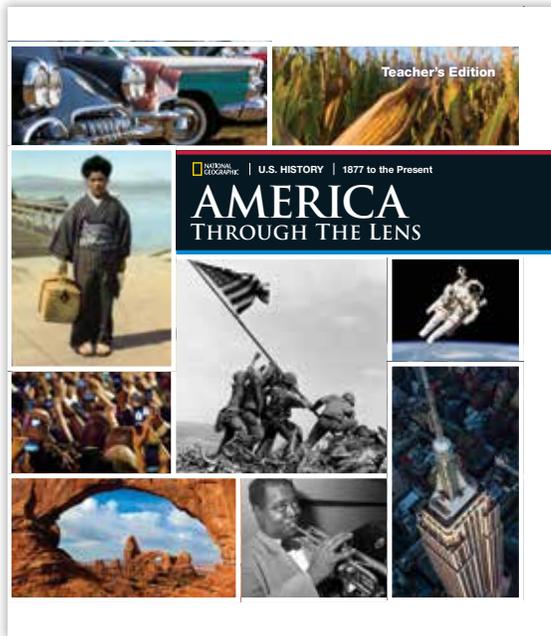


History Notebook, 1877 to the Present



Teacher Program Components

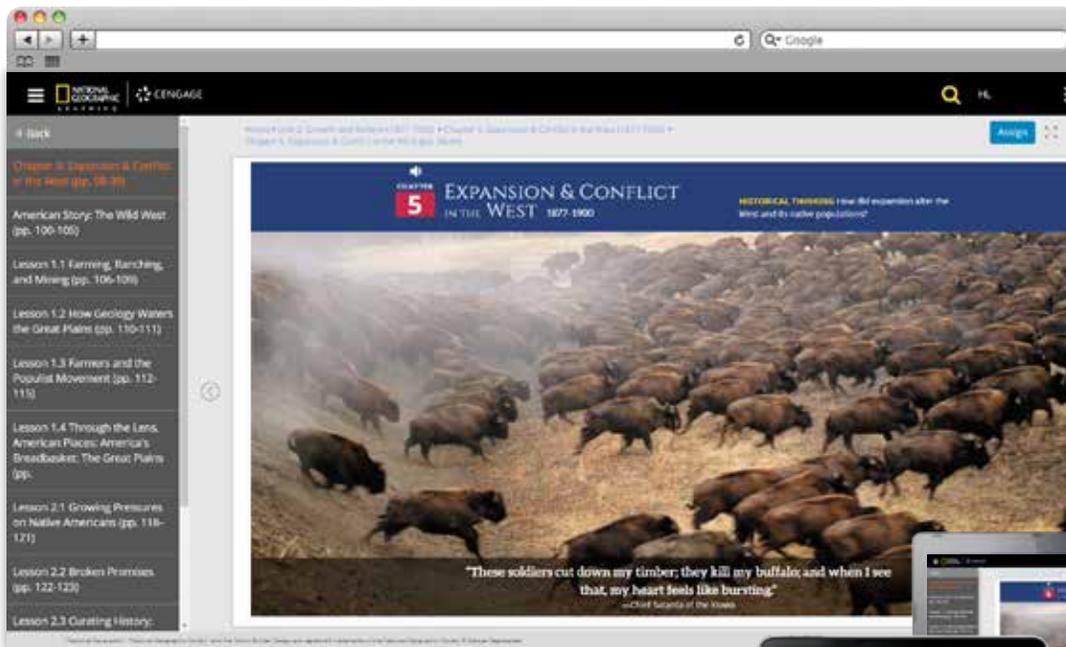
Downloadable, printable supplementary materials are available for National Geographic U.S. History *America Through the Lens*. Supplementary materials are available online, saving valuable time and resources.



Teacher's Edition, 1877 to the Present

America Through the Lens Supplementary Teacher's Resources include:

- Lesson Plans
- Graphic Organizers
- Formative and Summative Assessments
- Glossary
- Student Handbooks covering the following topics:
 - Citizenship
 - Geography & the Environment
 - Primary & Secondary Sources
 - Fifty States
 - U.S. Presidents
 - Economics & Government
 - World Religions
 - Financial Literacy
 - Supreme Court Cases





National Geographic Learning & You — Making History

Empowering Students to Identify as Global Citizens

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Placing Students at the Center of Learning

Providing Rigor with Accessibility

Offering Rich Instructional Resources

Informing Teaching through Assessment

Transforming Learning through Digital Access

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