

Chapter 1

Long Story Short

Our Manifest Destiny

Since the Civil War was SO massive and affected so many states, it's easy to assume that it was the only event happening at the time. However, even during the chaos that was the "War Between the States", more change was occurring in the world of industry and westward expansion. Before the war, the idea for a transcontinental railroad was discussed at length. Politicians and businessmen from all parts of the country wanted better transportation and more ways to sell their goods. A transcontinental railroad, or a railroad that would stretch across the entire United States, seemed like the perfect solution. And, for many people, it was. However, for some groups, like the Native Americans, the transcontinental railroad meant a MASSIVE amount of change, and not for the better.

The first thing that had to be taken care of in order to ensure that the railroads would succeed, was securing the land on which they would be built. The federal government gave land grants to railroad companies while also offering cheap land for settlers willing to move west. The land grants guaranteed that the railroad companies would have plenty of room for their railroads while the cheap land offered to settlers would make sure that there were actual PEOPLE living in those areas. People who would form towns, then states and eventually, businesses. Better transportation meant that the farmers and businessmen out west could transport their goods and open the United States to new markets. All of this was happening DURING the Civil War, a time when Southern Democrats were absent from Congress. Republicans took advantage of this opportunity to pass laws that gave the national government a broader role. Another industry that was flourishing during this time got a needed boost from the new railroad system: cattle. Brought to the United States at the end of the 15th century, cattle had long been a resource for the Native Americans and those who called Mexico home. By the 1870s, the cattle industry was at its peak - made possible by the increasing number of railroads in America and the invention of refrigerated rail cars. Eventually the cattle industry would die out in the United States thanks to fewer ranches and severe droughts that affected the livestock. Out west, if you weren't ranching, you were probably prospecting. Those looking to strike it rich in other ways turned to the mining industry. Years after the California Gold Rush of 1849, more deposits were being found out west. This time, it wasn't just gold on the menu. Silver, lead, copper, and zinc were found throughout much of our new American territories and more prospectors moved in hopes of finding the next big "bonanza". Soon, mining towns were popping up everywhere and these key minerals would help boost the Industrial Revolution that was beginning back east.

While the Civil War was being fought in the East and the railroad was being developed in the West, one group of people were about to have their lives completely altered, AGAIN, by Americans. The Native Americans had been pushed from their tribal lands in the Southeast and were now concentrated in the middle of America - exactly where the railroad companies were beginning to clear land. The biggest issue for the railroad companies was actually the buffalo! Bison were EVERYWHERE out west, and they were making it very difficult for the railroad to be built. So, the railroad companies actually encouraged people to KILL the buffalo. Now, this was bad for the buffalo (for obvious reasons), but it was really bad for the Native Americans too - especially the Plains Indians, who had depended on the buffalo for centuries. As the Native Americans were trying to figure out a way to survive without one of their main food sources, the situation got even worse. White settlers were now trying to force western tribes off of their land. When President Cleveland signed off on the Dawes Act in 1887, he then had the authority to take and redistribute tribal lands. The entire goal of this was to separate tribal bonds and wipe out tribal culture. Some tribes signed treaties, agreeing to live on smaller portions of land (reservations). Eventually, the American government would find some resource that they wanted on that land and relocated the Natives once again. This was also true for the cattle industry that we

mentioned earlier, as many of the lands that were turned into cattle ranches were taken from the Plains Indians. Some tribes even agreed to send their youngest members to live back east and attend Native American schools that were designed to make them “more American” (teach the English, Christianity, etc.) This process is known as assimilation, which is basically when you try to make a minority group behave like the majority group. They were trying to make them like the white man (exactly what the Dawes Act wanted)! Some tribes refused all of this and thus launched a series of wars against white settlers and the American government. These same tribes tried desperately to preserve their culture, which was slowly being erased by Americans. One instance of this can be seen at the massacre at Wounded Knee, South Dakota. Members of the Sioux tribe there were performing one of their cultural ceremonies, the Ghost Dance, when American army officers spotted this activity and viewed it as a threat. They killed over 100 Native Americans that day {our history is not always comfortable to read!}. After the Indian Wars of this time period, Native Americans were left to try and preserve their culture in a world where they lived in poverty and had no voice in American democracy. Native Americans weren't the only ones without a voice in the reconstruction era. While African Americans gained rights on paper (13th, 14th, 15th amendments), in reality, these rights were often ignored. U.S. troops occupied the former Confederate states for a number of years following the Civil War and enforced reconstruction amendments. When troops were pulled from the South as part of the 16th section, there was a drastic change in the lives of African Americans living in the South. Terrible laws called Black Codes and Jim Crow laws were created to specifically oppress African Americans. A lot of civil rights activists began work to bring attention to the injustices occurring in what was supposed to be a changed nation. Brave men and women like Booker T. Washington, Ida B. Wells-Barnett, and W.E. B. DuBois used unique strategies to bring attention to the deplorable treatment of African Americans.

Standard 1, Chapter 1 Practice

1. Which of the following is a term that describes a minority culture being absorbed into the majority culture?

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| a. Acculturation | c. Nativism |
| b. Assimilation | d. Immersion |

2. While Plains Indians depended on this natural resource, the railroad companies systematically destroyed it:

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| a. Coal | c. Oil |
| b. Horses | d. Bison |

3. During the Civil War, Southern Democrats were noticeably absent from Congress at which point Republicans began to pass laws that granted more power to the

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|----------------------|------------------------|
| a. State governments | c. National government |
| b. Supreme Court | d. Northern governors |

“We see him as he is... all he ever has been, a savage in every sense of the word; no worse, perhaps than his white brother would be similarly born and bred, but one whose cruel and ferocious nature far exceeds that of any wild beast of the desert.” – General Custer

4. The above quote is most likely referring to:

- | | |
|------------------------|-------------------------|
| a. an African slave | c. a Native American |
| b. a Chinese immigrant | d. a Latin American man |

5. The rail system that stretched from the Atlantic Ocean to the Pacific Ocean was completed in 1869 was known as the

- a. Pacific Railway
- b. Transcontinental Railroad
- c. Transatlantic Railroad
- d. Union Pacific Railroad

- Response
1. Discuss the situation at Wounded Knee
 2. How were Native Americans affected by the railroads?
 3. How did white Americans attempt to assimilate Native Americans into white culture?
 4. What specific problems were bison causing for the transcontinental railroad?
 5. How did railroad companies acquire land on which to build railroads?
 6. How did the railroad industry give the cattle industry a boost?
 7. Summarize the Dawes Act:
 8. How did the discovery of gold affect the settlement of the West?
 9. Why did African Americans need to fight for equality, even after the passage of the 14th and 15th amendments?
 10. What other minerals were being mined out west and how did this impact the industrial revolution back east?

Chapter 1 Activity

Document Analysis: Using the historical documents below, answer the questions that follow:

Document A

"...It has become a matter of serious import whether the treaty system in use ought longer to be continued. In my judgment it should not. A treaty involves the idea of a compact between two or more sovereign powers, each possessing sufficient authority and force to compel a compliance with the obligations incurred. The Indian tribes of the United States are not sovereign nations, capable of making treaties.... They are held to be wards of the government, and the only title the law concedes to them to the lands they occupy or claim is a mere possessory one. But because treaties have been made with them...they have become falsely impressed with the notion of national independence. It is time that this idea should be dispelled, and the government cease the cruel farce of thus dealing with its helpless and ignorant wards." - Ely S. Parker, United States Commissioner of Indian Affairs

1. According to the author, what is the purpose of a treaty?
2. What prevented the Indian tribes from being able to make treaties?
3. What does the author mean by the words "cruel farce" and "ignorant wards"?

Document B

"The policy of collecting the Indian tribes upon small reservations...seems to be the best that can be devised.... When upon the reservation they should be taught as soon as possible the advantage of individual ownership of property; and should be given land in severalty as soon as it is desired by any of them, and the tribal relations should be discouraged.... The titles should be inalienable from the family of the holder for at least two or three generations. The civilized tribes now in the Indian territory should be taxed and made citizens of the United States as soon as possible. The treaty system should be abandoned, and as soon as any just method can be devised to accomplish it, existing treaties should be abrogated. The legal status of the uncivilized Indians should be that of wards of the government; the duty of the latter being to protect them, to educate them in industry, the arts of civilization, and the principles of Christianity; elevate them to the rights of citizenship, and to sustain and clothe them until they can support themselves."

1. What might be a reason that the authors of this document would want to discourage tribal relations?
2. According to the document, what is the duty of the government?
3. How might putting Indian tribes on reservations (paragraph 1) benefit the Indians? How might it benefit the railroad companies? How might it benefit the government?

Chapter 12

Long Story Short

The Roaring 20s

Well guys, we survived. Our first “Great War” aka WWI. America came onto the scene and showed the rest of the world who was boss (or, at least that’s how most Americans like to remember it!). Depending on who you were in society, the time period AFTER WWI (the “roaring 20s”) would either be an awesome decade, or a really hard one. But, before we get into the crazy finances and social issues, let’s discuss what was happening culturally. You see, the 1920s were a fantastic time culturally. Many Americans were experiencing a cultural movement, thanks in part to new media. For the first time, people could get their information not only from print media such as newspapers and pamphlets, but also from cinema and the radio! Everybody who was anybody had a radio in their house, and it became a family tradition to gather around the radio to hear the latest in popular music. The radio really had a way of uniting Americans from all over the country, as people felt more connected to each other based on the fact that they were all able to hear the same radio broadcasts. We also started seeing “moving picture shows” in the theater (also known as movies). At first, these were just silent films with subtitles but by the end of the decade, Americans were enjoying “talkies” (movies with sound) on a regular basis. These shared media experiences were not only uniting Americans but creating a mass culture. Kind of like social media today, people had conversations in real life about movies they had seen or songs they had heard on the radio. Mass culture was born in the 1920s and would be here to stay!

Another important cultural movement of the time was the Harlem Renaissance. As we mentioned in the last standard, African Americans were continuing to migrate to cities in the North and West in order to “push” away from discrimination, Jim Crow laws, and poverty. They were also being “pulled” towards cities in the North because of new job opportunities. The good news is that, once African Americans arrived in the North, they began to form their own communities. This created a cultural movement known as the Harlem Renaissance. For the first time, African Americans were in an environment where they could express their talents as musicians, authors, and artists. Writers like Zora Neal Hurston and Langston Hughes wrote literature that not only celebrated black pride, but questioned the way that blacks were still treated like 2nd class citizens in America. Musicians like Louis Armstrong, Duke Ellington, and Ella Fitzgerald shared their talents with the world and simultaneously brought Americans together despite racial differences. The radio was a huge help when it came to getting the artists of the Harlem Renaissance more exposure and introducing jazz to a white audience. Slowly, racial barriers were being broken down, but African Americans were still stereotyped and discriminated against. One leader, Marcus Garvey, founded the UNIA to encourage African American economic independence. His views, attracting many followers, were like those of Booker T. Washington. Both of these men stressed economic freedom through making obtaining employment a priority.

While African Americans were experiencing cultural rebirth, other notable authors of the 1920s were romanticizing the era with timeless books that we still study today. This “Lost Generation” came of age in a post-WWI world, where they questioned the world around them and wrote what they saw unfolding in America at the time. Surely, you’ve heard of The Great Gatsby? Well, its author, F. Scott Fitzgerald, became known as one of the most famous writers of the 1920s. In fact, Gatsby is considered one of the greatest American novels of all time. The story told by Fitzgerald’s most famous work is one that highlighted the life of the wealthy elite, who really enjoyed the spoils of the flourishing stock market and crazy parties of the jazz age. Even if Gatsby’s experience wasn’t shared by all Americans, the novel marks an important time in our nation’s history. Another member of the “Lost Generation”

was Ernest Hemingway. Born outside of Chicago, Hemingway moved to Paris in 1921 to work as a newspaper correspondent. It was there that he wrote one of his most famous novels of the 1920s, The Sun Also Rises, which was really a social commentary on people Hemingway's age looking for purpose and meaning in this world (WWI really threw this generation for a loop!). So, while some authors were celebrating the 1920s, others were well aware that not everyone in America was having a roaring good time.

Standard 5, Chapter 12 Practice

1. Arguably the most important invention of the 1920s, the radio made movements like the Harlem Renaissance possible. What other purpose did the radio serve?
 - a. Made communication more efficient in the factories
 - b. Streamlined military communication
 - c. Boosted the economy by advertising consumer goods
 - d. Helped create a more mobile society

“Recall how suddenly the Negro spirituals revealed themselves; suppressed for generations under the stereotypes of Wesleyan hymn harmony, secretive, half-ashamed, until the courage of being natural brought them out--and behold, there was folk-music. Similarly, the mind of the Negro seems suddenly to have slipped from under the tyranny of social intimidation and to be shaking off the psychology of imitation and implied inferiority.”

2. The above quotation is most likely describing which of the following?
 - a. The Great Migration
 - b. The Roaring 20s
 - c. Jim Crow Laws
 - d. The Harlem Renaissance

3. Radio, print media, and cinema in the 1920s helped to create a _____ in the United States:

- a. Sense of national identity
- b. Mass culture
- c. Fear of foreigners
- d. Demand economy

“The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercises of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.”

4. Which of the following best summarizes the thoughts above?
 - a. African Americans should have complete and total social equality immediately
 - b. African Americans do deserve the privileges of the law, but it is more important to be prepared for those privileges
 - c. African Americans would benefit most from exposure to the arts and gaining a cultural understanding of America
 - d. African Americans should strive towards college educations rather than factory work

5. How did artists like Zora Neal Hurston and Langston Hughes propel the movement of the Harlem Renaissance?
- By enlisting the help of the US government to promote their writing
 - By creating an organization known as the “Lost Generation”
 - By authoring stories and poems that celebrated black pride and questioned the treatment of African Americans
 - By publicizing their work on local radio broadcasts

Free Response

- How did the radio contribute to the idea of mass culture in America?
- In what ways did mass media unite Americans?
- Why were African Americans leaving the South in the 1920s?
- Describe the conditions that made the Harlem Renaissance possible.
- How does the term “Lost Generation” describe the authors of the 1920s?
- How did F. Scott Fitzgerald’s The Great Gatsby depict life in America in the 1920s?
- Discuss the theme and purpose of Hemingway’s novel The Sun Also Rises:
- Who were some famous musicians during the Harlem Renaissance AND how did they help in breaking down racial barriers?

9. How were authors of the “Lost Generation” different from the muckrakers of the Progressive era?

10. Did America’s victory in The Great War (WWI) affect or promote the cultural rebirth of the 1920s? Defend your answer:

Chapter 12 Activity

Read the excerpts below and answer the questions that follow:

“Someone is always at my elbow reminding me that I am the granddaughter of slaves. It fails to register depression with me. Slavery is sixty years in the past. The operation was successful and the patient is doing well, thank you. The terrible struggle that made me an American out of a potential slave said “On the line!” The Reconstruction said “Get out!” and the generation before said “Go!” I am off to a flying start and I must not halt in any stretch to look behind and weep. Slavery is the price I paid for civilization and the choice was not given me. It is a bully adventure and worth all that I have paid through my conquests for it. No one on earth ever had a greater chance for glory. The world to me would lose nothing to be lost. It is thrilling to think—to know that for any act of mine I shall have twice as much praise or twice as much blame. It is quite exciting to hold the center of the national stage, with the spectators not knowing whether to laugh or to weep.” —Zora Neale Hurston, “How it Feels to be Colored Me” (1928)

1. How does Hurston describe being black in America in the 1920s?
2. What does she mean by “the spectators not knowing whether to laugh or to weep?”

I, Too

By: Langston Hughes

*I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,*

And eat well,
And grow strong.
Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
The
side
They'll see how beautiful I am
And be ashamed—
I, too, am America.

1. How does Hughes describe being black in America in the 1920s?
2. What will "they" be ashamed about?