The following assignments are the assignments for NTI days. Textbook chapters are available on Google Classroom and can be downloaded as well. For textbook assignments, answer on your own paper or create a Google Doc. You may turn in the assignments on paper or digitally. Assignment reminders will be posted on each individual day.

Day 1: Ch 8 Textbook pages 304-305
   Reviewing Key Facts #s 15-19
   Critical Thinking #s 20-24

Day 2: Enrichment Activity 6: Two Views on Native Americans

Day 3: Ch 9 Textbook pages 332-333
   Reviewing Key Facts #s 24-29
   Critical Thinking #s 30-33

Day 4: Reteaching Activity 9: Industrialization, 1865-1901

Day 5: Ch 10 Textbook pages 360-361
   Reviewing Key Facts #s 16-20
   Critical Thinking #s 21-25

Day 6: Reteaching Activity 10: Urban America 1865-1896

Day 7: Ch 11 Textbook pages 386-387
   Reviewing Key Facts #s 18-21
   Critical Thinking #s 22-25
   Practicing Skills #26
   Economics and History #29

Day 8: Primary Source Reading 11-2: The Historical Meaning of the Frontier

Day 9: Ch 12 Textbook pages 414-415
   Reviewing Key Facts #s 9-13
   Critical Thinking #s 14-18

Day 10: Reteaching Activity 12: Becoming a World Power, 1872-1912
Two Views on Native Americans

American settlers developed strong opinions about the Native Americans they encountered as they moved west. The following excerpts from the writings of George Armstrong Custer and President Rutherford B. Hayes present two views from the 1870s. Custer was a Civil War hero who went west and was killed fighting the Sioux and Cheyenne peoples at the Battle of the Little Bighorn in 1876. Hayes became president in 1877. His attitude reflects that of many easterners of the time.

DIRECTIONS: Read the excerpts below, and then answer the questions that follow.

Custer

... It is to be regretted that the character of the Indian as described in Cooper’s interesting novels is not the true one... Stripped of the beautiful romance with which we have been so long willing to envelope him, transferred from the inviting pages of the novelist to the localities where we are compelled to meet with him, in his native village, on the war path, and when raiding our frontier settlements and lines of travel, the Indian forfeits his claim to the appellation of the “Noble red man.” We see him as he is, and, so far as all knowledge goes, as he ever has been, a savage in every sense of the word; not 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. That this is true no one who had been brought into intimate contact with the wild tribes will deny.

(1) James Fenimore Cooper wrote two novels about Native Americans, *The Deerslayer* and *The Last of the Mohicans*, among other works.

Hayes

... The Indians are certainly entitled to our sympathy and to a conscientious respect on our part for their claims upon our sense of justice. They were the original occupants of the land we now possess... Many, if not most of our Indian wars have had their origin in broken promises and acts of injustice upon our part, and the advance of the Indians in civilization has been slow because the treatment they received did not permit it to be faster and more general. We can not expect them to improve and follow our guidance unless we keep faith with them in respecting the rights they possess, and unless, instead of depriving them of their opportunities, we lend them a helping hand.

... The faithful performance of our promises is the first condition of a good understanding with the Indians... Special care is recommended to provide for Indians settled on their reservations cattle and agricultural implements, to aid them in whatever efforts they may make to support themselves, and by the establishment and maintenance of schools to bring them under the control of civilized influences. I see no reason why Indians who can give satisfactory proof of having by their own labor supported their families for a number of years, and who are willing to detach themselves from their tribal relations, should not be admitted to the benefit of the homestead act and privileges of citizenship, and I recommend the passage of a law to that effect.

From *First Annual Message to Congress* by President Rutherford B. Hayes (given in 1877)
1. How does Custer view Native Americans?

2. How does President Hayes view Native Americans?

3. What is President Hayes's goal for Native Americans?

4. **GO A STEP FURTHER** Imagine that you are a leader of a Native American group. You must respond to the statements made by President Hayes. In your response, comment on the attitude of General Custer.
**Industrialization, 1865–1901**

Industry changed rapidly after the Civil War. A host of new inventions helped to increase the productivity of workers. Millions of immigrants arrived to find jobs in the growing economy. The owners of large corporations tried to consolidate businesses and increase their wealth. At the same time, unions sought to achieve a better balance of power between the corporations and their workers.

**DIRECTIONS:** The table below lists terms that relate to post-Civil War industrialization. Complete the table by explaining how each of the numbered items impacted industry in the United States.

<table>
<thead>
<tr>
<th><strong>Post-Civil War Industrialization</strong></th>
<th><strong>Impact on Industry</strong></th>
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<tbody>
<tr>
<td>1. Laissez-faire</td>
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<td>2. Railroad consolidation</td>
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<td>3. Economies of scale</td>
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<td>4. Corporations/limited liability/monopolies</td>
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<td>5. Holding company</td>
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<td>6. Blacklist</td>
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7. **Critical Thinking** The same entrepreneurial spirit that inspired the growth of industries in the late 1800s drives businesses today. Name one recent invention or economic innovation and describe how it is changing the business world today.
Urban America, 1865–1896

Rapid post-Civil War industrialization attracted large numbers of European and Asian immigrants to leave their lands in search of better lives. Unlike earlier immigrants, most newcomers settled in America’s cities to work in factories. Urban populations grew so quickly that cities could not provide adequate services. Both politically minded party bosses and more sincere reformers stepped in to try to address the plight of city dwellers.

DIRECTIONS: Read each statement below. Select from the list the group or individual who could have spoken each statement and write the letters in the appropriate blanks.

A. European immigrant  E. Party boss  I. Laissez-faire adherent
B. Asian immigrant    F. Social Darwinist  J. Social Gospel reformer
C. African American   G. Nativist       K. Booker T. Washington
D. Middle-class gentility  H. Realist   L. Andrew Carnegie

1. “I believe in the law of unregulated competition.”
2. “I endured the discomfort of steerage passage and the humiliation of processing at Ellis Island for the privilege of working long hours for low wages in a city factory.”
3. “‘Survival of the fittest’ applies to society as well as to biological evolution.”
4. “Every American should have access to libraries, so I will help make it possible.”
5. “I migrated North hoping to escape the oppression I experienced in the South.”
6. “I portray people in art and literature as they really are, not as they wish to be.”
7. “With the new commuter lines, I can work in the city and live in the suburbs.”
8. “Participating in social reform will enable me to achieve salvation.”
9. “While waiting to hear my fate, I wrote poetry on the walls of the detention barracks on Angel Island.”
10. “Believing education is the ticket to social equality, I founded the Tuskegee Institute.”
11. “We have to put strict limits on immigration! These European anarchists, Catholics, and Chinese laborers will ruin the country and take away our jobs!”
12. “Let me help you get what you need. Just remember to vote for me on election day!”

13. Critical Thinking  Select one of the following current urban problems and describe what you think are two possible solutions to that problem: crime, gang violence, substance abuse, dangerous public housing projects, decaying infrastructure (water, sewer, power lines), traffic congestion, failing public schools, and racial tension.
The Historical Meaning of the Frontier

About the Selection

One of the most influential papers ever delivered by an American historian was Frederick Jackson Turner’s “The Significance of the Frontier in American History.” Turner’s argument determined the work of American historians for the next generation and beyond. Claiming that expansion into the frontier and, therefore, the first period in American history were over, Turner looked back and developed his idea that the frontier gave America its own identity.

GUIDED READING

As you read, determine what ideas of Turner’s may be accepted by many people today. Then answer the questions that follow.

Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, continuous recession, and the advance of American settlements westward, explain American development.

In the case of most nations ... development has occurred in a limited area; and if the nation has expanded, it has met other growing peoples whom it has conquered. But we have ... a recurrence of the process of evolution in each Western area reached in that process of expansion. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating the American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West.

Little by little he [the settler] transforms the wilderness, but the outcome is not the old Europe. ... The fact is, that here is new product that is American. At first, the frontier was the Atlantic coast. It was the frontier of Europe in a very real sense. Moving westward, the frontier became more and more American. ... Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance ... is to study the really American part of our history.

Since the days when the fleet of Columbus sailed into the waters of the New World, America has been another name for opportunity.

... To the frontier the American intellect owes its striking characteristics. That coarseness and strength combined with acuteness and inquisitiveness, that practical, inventive turn of mind, quick to find expedients, that masterful grasp of material things, lacking in the artistic but powerful to effect great

(continued)
ends, that restless, nervous energy, that dominant individualism, working for
good and evil, and withal that buoyancy and exuberance which comes from
freedom, these are traits of frontier. . . .

Source: Proceedings of the Forty-first Annual Meeting of the State Historical Society of Wisconsin. Madison, 1894

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to Turner, what region served as the frontier for Europe?

2. How has American development been different from the development of other nations?

3. What has been America’s chief characteristic since Columbus?

4. **Critical Thinking** What parts of contemporary popular culture do you think show the exuberance, individualism, and energy that Turner says are “traits of frontier”?


Becoming a World Power, 1872–1912

America had fulfilled its Manifest Destiny. Now many Americans wanted to expand overseas. Businessmen wanted to profit from international trade. Politicians argued that the navy needed to establish overseas naval bases. Philosophers thought that America had a duty to export Anglo-Saxonism to “inferior” civilizations. The nation wrestled with the question of imperialism in the Caribbean, Latin America, the Pacific, and Asia.

**DIRECTIONS:** Identify which nation was involved in each event listed below. Write the numbers of the event next to the appropriate country or territory.

A. China
B. Cuba
C. Guam
D. Hawaii
E. Japan
F. Latin America
G. Panama
H. Philippines
I. Puerto Rico

1. This island was annexed as an “unincorporated territory” in the Foraker Act.
2. After warships under Commodore Perry’s command arrived, leaders signed a treaty opening two ports to American trade and began to Westernize this formerly closed country.
4. Sugar plantation owners requested annexation of this island in 1893.
5. The Boxer Rebellion, secretly supported by the government, sought to expel foreigners.
6. General MacArthur fought guerrilla resistance while Governor Taft introduced the reforms that ultimately reduced hostility to American rule.
7. “Remember the Maine” was the cry of the Rough Riders who overcame the Spanish defenders on San Juan Hill.
8. Revolutionary leader Emilio Aguinaldo initially supported the Americans after they won the first naval battle of the Spanish-American War here.
9. American intervention was advocated in the Roosevelt Corollary to the Monroe Doctrine.
10. Acquired from Spain in the Treaty of Paris, this island now serves as a military base.
11. Secretary Hay proposed an Open Door policy with this country’s leaseholders in order to keep the ports open to American trade.
12. Under the terms of the Platt Amendment, this country became an American protectorate until the amendment’s repeal in 1934.
13. President Taft promoted “dollar diplomacy” as favorable for mutual economic development.
14. **Critical Thinking** Americans have long debated the role of the United States in international affairs. What role do you think the United States should play: humanitarian rescue worker, international police officer, economic overseer, or a combination of these? Explain your answer.