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USING THE TEACHING GUIDE AND RESOURCE BOOK

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RESOURCE Book includes:

Student Sheets, Team Sheets, Transparencies, and Documents
Game Cards, Assessments, and Library and Media Resources

SAMPLE

Lesson 20

TR

Chapters 27, 28, and 31

Theme

Theodore Roosevelt—naturalist, writer, hunter, cowboy, soldier, politician, and reformer—brought his tremendous energy and activism to the White House and redefined the role of both the president and the United States.

Overview

Theodore Roosevelt began life as a frail, asthmatic boy, the pampered son of a wealthy New York society family. The little boy who struggled to breathe overcame his physical infirmities by pursuing rigorous exercise and “the strenuous life.” He distinguished himself in a variety of fields before becoming the youngest and most charismatic president in our history to that time.

Most Americans have a stereotypical impression of TR, conjuring up images of a toothy, bespectacled hero charging up San Juan Hill, the fearless lieutenant colonel of the Rough Riders during the Spanish-American War. There is also the popular cartoon image of TR waving a club, embodying his “speak softly and carry a big stick” motto for conducting foreign policy. But Roosevelt was a multi-faceted man whose interests straddled several disciplines: a conservationist instrumental in establishing the national park system; an author of over thirty-five books; a historian (president of the American Historical Association); a naturalist (considered an authority on large

American mammals, Teddy Roosevelt led two major scientific expeditions abroad); and a western rancher. He served as a deputy sheriff in the Dakota Territory, police commissioner of New York City, United States Civil Service commissioner, New York State assemblyman, governor of New York, assistant secretary of the Navy, and vice president—all by age forty-two when he became president upon the assassination of William McKinley.

As president, Roosevelt unleashed his characteristic energy, enthusiasm, and moral vision, viewing his office as a “bully pulpit” to advance his agenda. He believed that government should arbitrate the conflicting economic forces in the nation justly and without favoritism, and promised the nation “a square deal.” He said, “I mean not merely that I stand for fair play under the present rules of the game, but that I stand for having those rules changed so as to work for (greater) . . . equality of opportunity.” To this end, he reduced the power of large corporations and earned the moniker “trust buster”; he regulated railroads, passed consumer protection laws, and upheld the rights of laborers (he was the first president to intervene in a labor-management dispute). In spite of the objections of some prejudiced Americans, he invited black educator Booker T. Washington to the White House for dinner.

Roosevelt led America out of isolationism and into an active—and arguably imperialistic—world role. A strong supporter of the Spanish-American War, he resigned his position as assistant secretary of the Navy to organize a cavalry troop, becoming a Rough Rider. He quoted the African proverb, “Speak

softly and carry a big stick,” and his big stick policies included overseeing the completion of the Panama Canal, championing a strong navy, and encouraging military preparedness. Some of his international policies seem arrogant and heavy-handed today, especially his imperialistic intervention in the southern hemisphere. His Roosevelt Corollary to the Monroe Doctrine (1904) justified United States intervention in the affairs of Latin American nations and prevented the establishment of foreign bases in the Caribbean. He mediated several international disputes, winning a Nobel Peace Prize for negotiating an end to the Russo-Japanese War in 1905. He was the first United States president to visit a foreign country (Panama) while in office.

Roosevelt especially relished his role in championing the completion of the Panama Canal. Europeans as early as the sixteenth century had dreamed of a canal through the isthmus of Panama, which would provide a shortcut for ships and bypass the treacherous Cape Horn on the tip of South America. President Ulysses S. Grant had sent no fewer than seven expeditions to consider such a project. In 1881, a French investment company began work on a canal through what was then part of Colombia. The chief engineer, who had also built the Suez Canal, estimated that the job would cost 132 million dollars and take twelve years. But he underestimated badly: torrential rains, jungle, malaria, swamps, yellow fever, mud, and the intractable Chagres River made a mockery of his careful plans. After several years and the death of 20,000 men, the canal remained unfinished and the French company underwriting the project failed, leaving a scandal of death, fraud, and wasted money.

If it can be said that nature abhors a vacuum, it is true that TR did, too; Roosevelt, soon after his inauguration, stepped into this void. He bought the canal property from the French, and when negotiations with

Colombia failed, agreed to a United States-backed revolution that birthed the new nation of Panama in 1903. Not surprisingly, the pro-American Panamanian government willingly signed a treaty favorable to American interests. The canal, first planned under the presidency of McKinley, jump-started by Roosevelt, and carried out under the administration of Taft, was finally opened in 1914 under President Woodrow Wilson. TR, who endured criticism for his heavy-handed dealings in Panama, later said, “If I had followed traditional, conservative methods (in building the Panama Canal), I would have presented a dignified state paper . . . to Congress and the debates on it would have been going on yet; but I took the Canal Zone and let Congress debate; and while the debate goes on the Canal does too.” Chief engineer Thomas Goethals later commented, “the real builder of the Panama Canal was Theodore Roosevelt.”

It is fitting that Theodore Roosevelt—who set aside one hundred fifty national forests, fifty-one federal bird reservations, five national parks, and the first eighteen national monuments—should have not just one but three national parks named in his honor: the Roosevelt home at Sagamore Hill, New York, where he discussed peace with Japanese and Russian envoys and other world leaders; the brownstone in New York City, where little Teedie was born; and Theodore Roosevelt National Park in North Dakota. As an added bonus, TR appears on the stunning Mt. Rushmore National Memorial in South Dakota, where he endures as one of the four presidents etched in granite.

References

- Bettman, Otto. L. 1974. *The Good Old Days—They Were Terrible*. New York: Random House.

The Lesson

Focus Activity – 5 minutes

1. Show the Transparency: *Yosemite, 1890* (from Lesson 18).
Using **Think-Pair-Share**, students develop a one-sentence summary of John Muir's contribution to conservation.
2. Help the students identify the man photographed with Muir as Theodore Roosevelt. Use the transparency and information from the Overview, briefly introduce Roosevelt as our nation's twenty-sixth president.

Teaching Activity – 5 minutes

1. Explain the **Jigsaw** activity.
Students work in their teams to discover more about Theodore Roosevelt. Each team member reads a chapter in *An Age of Extremes* and uses an *Expert Topic Sheet* to assist in gathering information. When everyone has finished reading, students with the same topic meet in expert groups to review their topic. The experts then return to their teams and take turns teaching their teammates about their topic.
2. Review the vocabulary *Words and People to Remember*.

Student Team Learning Activity – 45 minutes

Jigsaw Activity for locating and recording information

1. Distribute the *Expert Topic Sheets*. Each team member picks one of the four topics to research and reads the corresponding chapter in *An Age of Extremes*:

Topic 1: Early childhood, Chapter 27, "Teedie"

Topic 2: Young manhood, Chapter 28, "From Dude to Cowboy"

Notes

Topic 3: TR’s presidency—domestic policies, Chapter 31, “Teddy Bear President”

Topic 4: TR’s presidency—foreign policies, Chapter 31, “Teddy Bear President”

Explain that *domestic policies* mean actions concerning events inside the country, while *foreign policies* refer to actions with other nations.

Note to the Teacher: If there are five members on a team, two members can concentrate on either TR’s foreign or domestic policies as found in Chapter 31, “Teddy Bear President.”

- 2. Reading for a Purpose:** Each team member reads the chapter that corresponds to his or her topic, using the questions on the *Expert Topic Sheet* to guide the research.
- 3. Expert Group Discussions:** All students with the same expert topic get together. If any expert topic group has more than six students, split the large group into two smaller groups.

Appoint a discussion leader for each group. Explain that the leader’s job is to moderate the discussion, call on group members who raise their hands, and see that everyone participates.

The expert groups discuss their topics for ten minutes.

Note to the Teacher: Use a timer to limit the discussion to ten minutes. Students should have already located information on their topic in *An Age of Extremes*, and they share this information with the group. Group members take notes on all points discussed.

Each expert group will also think of a *symbol* to represent TR’s life in the period they are studying (i.e., either his youth, young manhood, or his presidency). For example, a student may draw a ship to represent the Panama Canal, or a big stick to represent TR’s foreign policy.

Circulate and Monitor: While the expert groups work, systematically spend time with each group. Answer questions and resolve any misunderstandings, but do not take over the leadership of the groups—that is the discussion leaders’ responsibility. If necessary, remind the discussion leaders that part of their job is to see that everyone participates.

- 4. Team Report:** Students return from their expert group discussions and prepare to teach their topics to their team-

An Age of Extremes Resource Book

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EXPERT TOPIC SHEET

TOPIC 1: What early childhood experiences shaped the life and thought of Theodore Roosevelt? What obstacles did he face, and how did he overcome them? What symbol best describes this period of his life?

TOPIC 2: What experiences during his young manhood shaped the life and thought of Theodore Roosevelt? What character traits describe him as a young man? What symbol best describes this period of his life?

TOPIC 3: What changes did TR bring as president (domestic policies)? How are the terms *conservation* and *reform* related to his presidency? What symbol best describes this period of his life?

TOPIC 4: What changes did TR bring to United States foreign policy? How are the terms *Panama Canal*, *imperialism*, *expansionism*, and “*big stick*” *policy* related to his life? What symbol best describes this period of his life?

An Age of Extremes Review IV



TR

An Age of Extremes Review IV



TR

An Age of Extremes Review IV



TR

An Age of Extremes Review IV



TR

An Age of Extremes Review IV



TR

An Age of Extremes Review IV



TR

25. How did TR overcome a sickly childhood?

26. How did the death of TR's father change his career plans?

27. How did TR respond to the death of both his wife and mother on the same day?

28. Why did TR win the Nobel Peace Prize?

29. Why did big business not "trust" TR?

30. How was TR captured in stone?