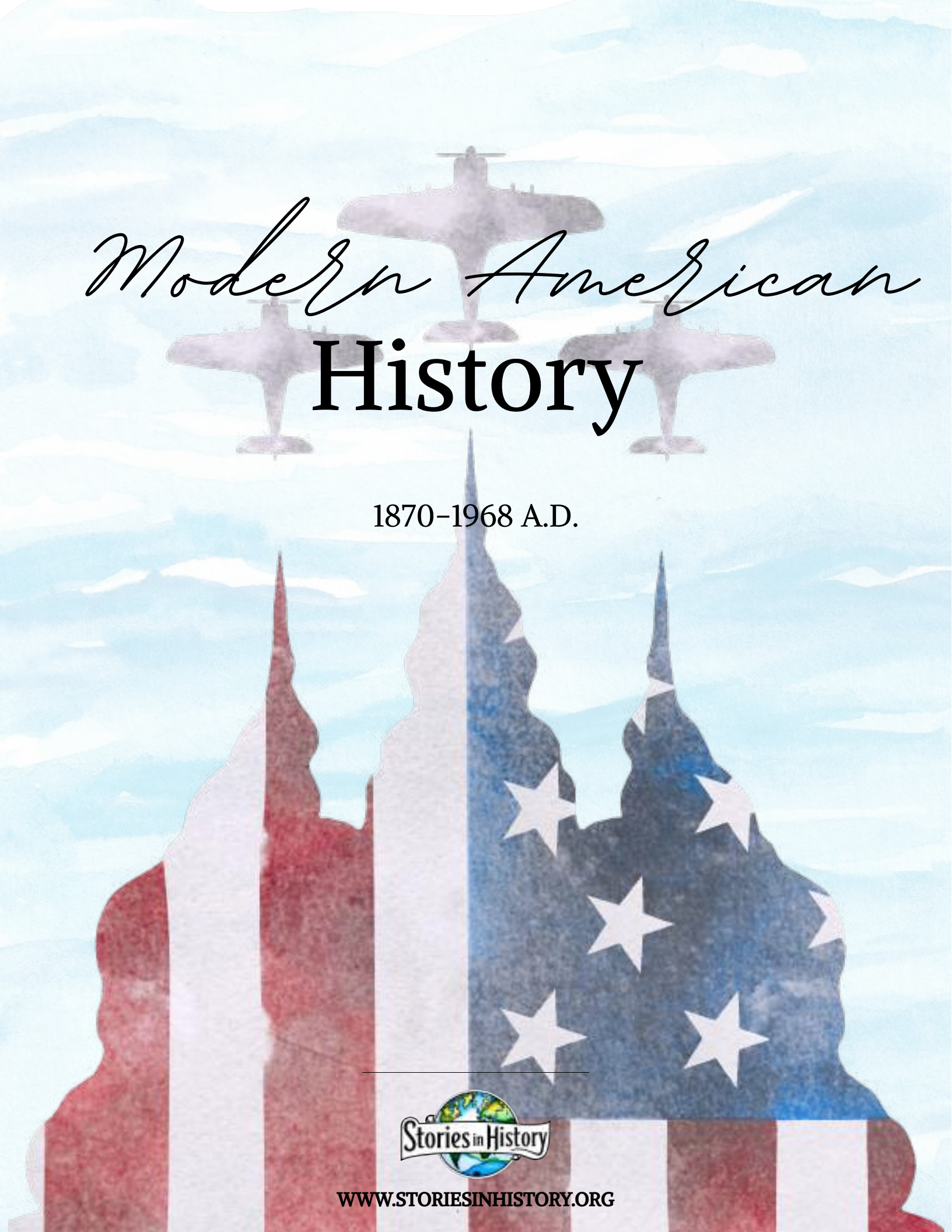


Modern American History

1870–1968 A.D.

Stories in History

WWW.STORIESINHISTORY.ORG

How to Teach a Unit

To be done first:

1. Read the **unit introduction card**.

   These are half-page cards with a paragraph introducing the topic of the unit.

To be done in any order:

2. Read **books**.

   Select from the picture books, graphic novels, and/or chapter books listed to read throughout the unit. You're welcome to choose as many as you'd like—since living books help bring history to life, we encourage you to include as many as possible. You do NOT need to read all of them. There are so many incredible titles from this time period that narrowing it down was no easy task. Instead of limiting your options, we've provided a more comprehensive list so you can pick and choose what works best for your family.

3. Watch **videos**.

   Choose from the YouTube videos for each unit to further highlight the topic.

4. Discuss the **movies**.

   As you work through the unit, we've listed movies that are rated G or PG from that time period when available. Perfect for family movie night!

5. Complete **activities**.

   Complete a few or all of the activities for the unit. The activities vary in complexity. You'll find worksheets, games, crafts, recipes, and more.

6. Complete the **quiz**.

   Optional, but a great way for you to gauge what your student has retained. 5–10 questions based on key concepts from the unit. Answer keys in the back.

Common Questions

What are the topics and how much time should I spend on each Unit?

Unit 1: 2nd Industrial Revolution 1870–1914
Unit 2: Immigration to America 1900–1915
Unit 3: World War 1 1914–1918
Unit 4: Women's Suffrage 1917–1920
Unit 5: The Great Depression 1929–1939
Unit 6: World War 2 1939–1945
Unit 7: The Cold War & Proxy Wars 1947–1991
Unit 8: The Civil Rights Movement 1954–1968

We recommend at least 4 lessons on each of these units because they are all very meaty. Unit 6, WW2, is especially full so you will probably want to spend extra time on this unit. Of course, if a particular topic is more interesting to a student, we recommend following their interest and staying on the unit longer.

How many lessons should I teach per week?

You can teach multiple lessons per week or one per week. How quickly you move through the course is entirely up to you.

How much time should I spend on each lesson?

Lessons should take between 30 minutes to one hour.

How long will it take me to complete the course?

If you do one lesson per week, and 4 lessons per unit, it would take you 32 weeks to complete the course which is about one school year.

What standards are covered in this course?

This course was designed to be completed after an Early American History course so that students get a complete view of U.S. History. With that being said, it covers a multitude of standards across many grades, specifically 5th and 8th grades. Please see the "Standards Alignment By Unit" chart for this course on the next page.

Unit One

2nd Industrial Revolution: 1870–1914

Books:

Picture books

1. The Inventor's Secret: What Thomas Edison Told Henry Ford by Suzanne Slade
2. The Crayon Man: The True Story of the Invention of Crayola Crayons by Natascha Biebow
3. Fire at the Triangle Factory by Holly Littlefield
4. The House that Jane Built by Tanya Lee Stone
5. Brave Girl by Michelle Markle
6. On a Beam of Light: A Story of Albert Einstein by Jennifer Berne
7. Wee and the Wright Brothers by Timothy R. Gaffney (great for littles)
8. Young Thomas Edison by Michael Dooling

Short Chapter Books

1. The Story of the Wright Brothers by Annette Whipple
2. To Fly: The Story of the Wright Brothers by Wendie C. Old
3. Electrical Wizard: How Nikola Tesla Lit Up the World by Elizabeth Rusch

Movies:

1. Newsies (1992, Rated PG)

Videos:

1. American Inventors for Kids
2. Famous Inventors for Kids
3. Facts About Thomas Edison for Kids

1 2 3

Unit One Continued

2nd Industrial Revolution: 1870–1914

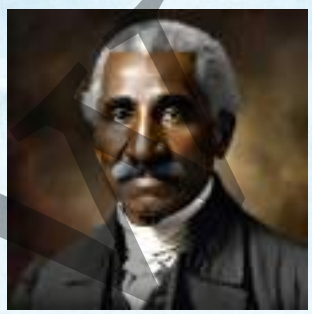
Activities:

1. **Inventor Profiles & Inventor Match–** read through each of the inventor profiles and then use the Inventor Match page to match the correct inventor with their invention.
2. **Clothespin Airplane Craft–**build an airplane out of a clothespin and popsicle sticks in honor of the Wright brothers.
3. **Ford Assembly Line Activity–** cut out the pieces of the car and build a Model T using the assembly line provided.
4. **Cause & Effect: Industrial Revolution–** read through the descriptions and glue them into the correct cause or effect column.

Inventor Match

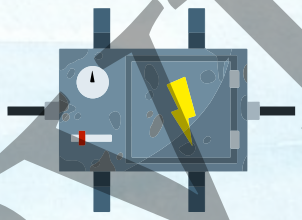
Instructions: As you or your teacher reads through the Inventor Profiles, draw a line to match the inventor from the 2nd Industrial Revolution to their most famous invention.

Henry Bessemer

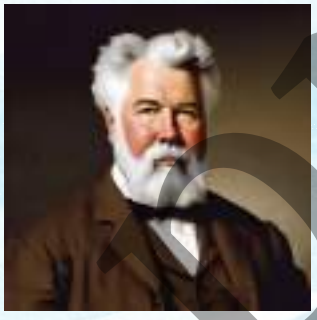


George Washington Carver

Nikola Tesla

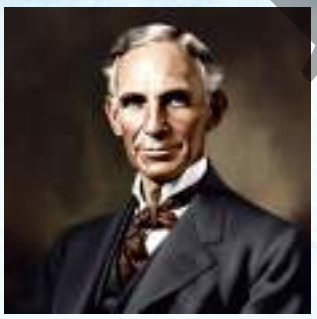


Thomas Edison



Alexander Graham Bell

Orville Wright



Henry Ford

Wilbur Wright

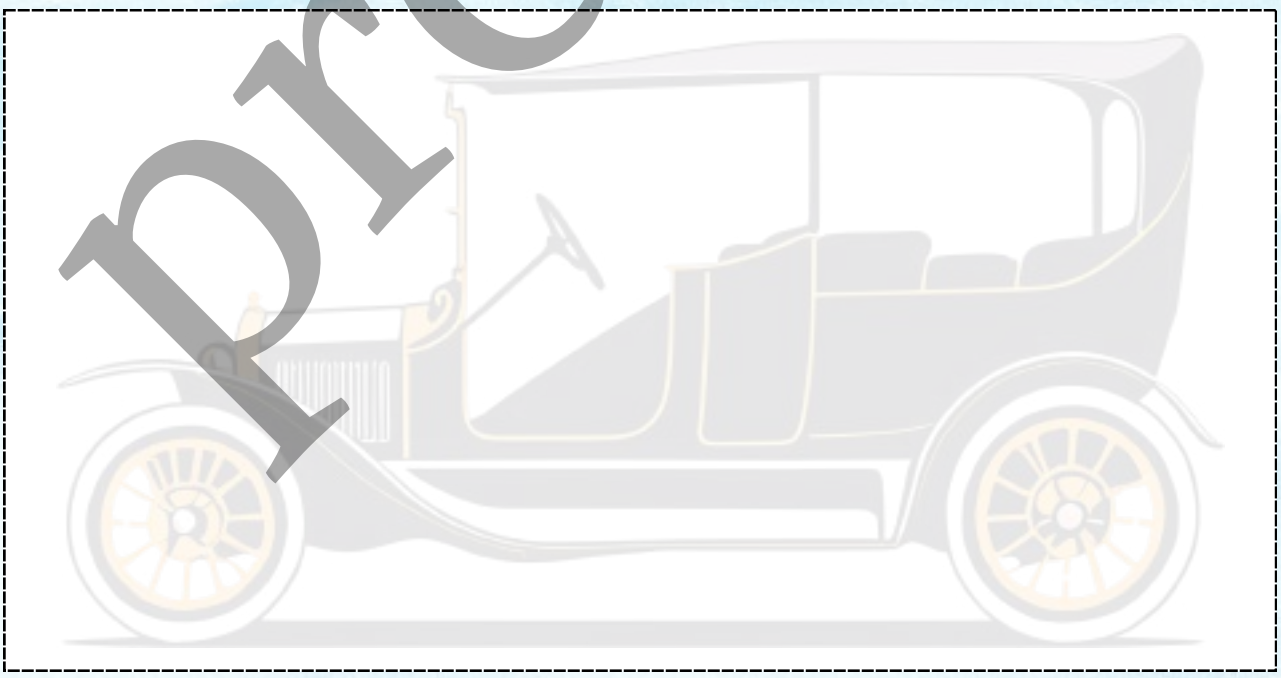
Preview

Ford Assembly Line Activity

Background: In 1908, Henry Ford's company, The Ford Motor Company, built the first affordable automobile called the Model T. Prior to the Model T, cars were very expensive and only the wealthy could afford to own an automobile. One of the main reasons The Ford Motor Company could build and sell Model Ts less expensively is due to the invention of the assembly line. The assembly line moved the unfinished product from workstation to workstation rather than individual handcrafting. This sped up the process of creating automobiles which meant they could charge less for each car and in turn, more people could afford to buy them.

Instructions:

1. Cut out the grey car template (below) and the car parts on the following page.
2. Take out the 2 Assembly Line pages with the road on them and place them side by side. Place the car parts in the boxes next to the appropriate station on the assembly line.
3. Build the Model T by moving the grey car template from the start of the assembly line through to the end. Use a glue stick to attach the car part at each station until the car is complete.



preview

Immigration Luggage Role Play

Instructions: As you read the story out loud, you will prompt the student (or students) to build and add items to their luggage. The story will teach them about the immigration process through Ellis Island in the early 1900s.

Read to the student(s): Today we get to learn a little more about the journey many immigrants had to endure to come to America in the early 1900s. One of the many tough decisions they had to make was what to bring with them and what to leave behind. As I read through the story, I will prompt you to build your luggage and add items. While this is a fun activity, keep in mind how difficult these decisions must have been in real life.

Cut out the front and back of the suitcase now (located on the next pages). Staple the sides and the bottom together to create a pouch so you can add items to your luggage as I read through the story.

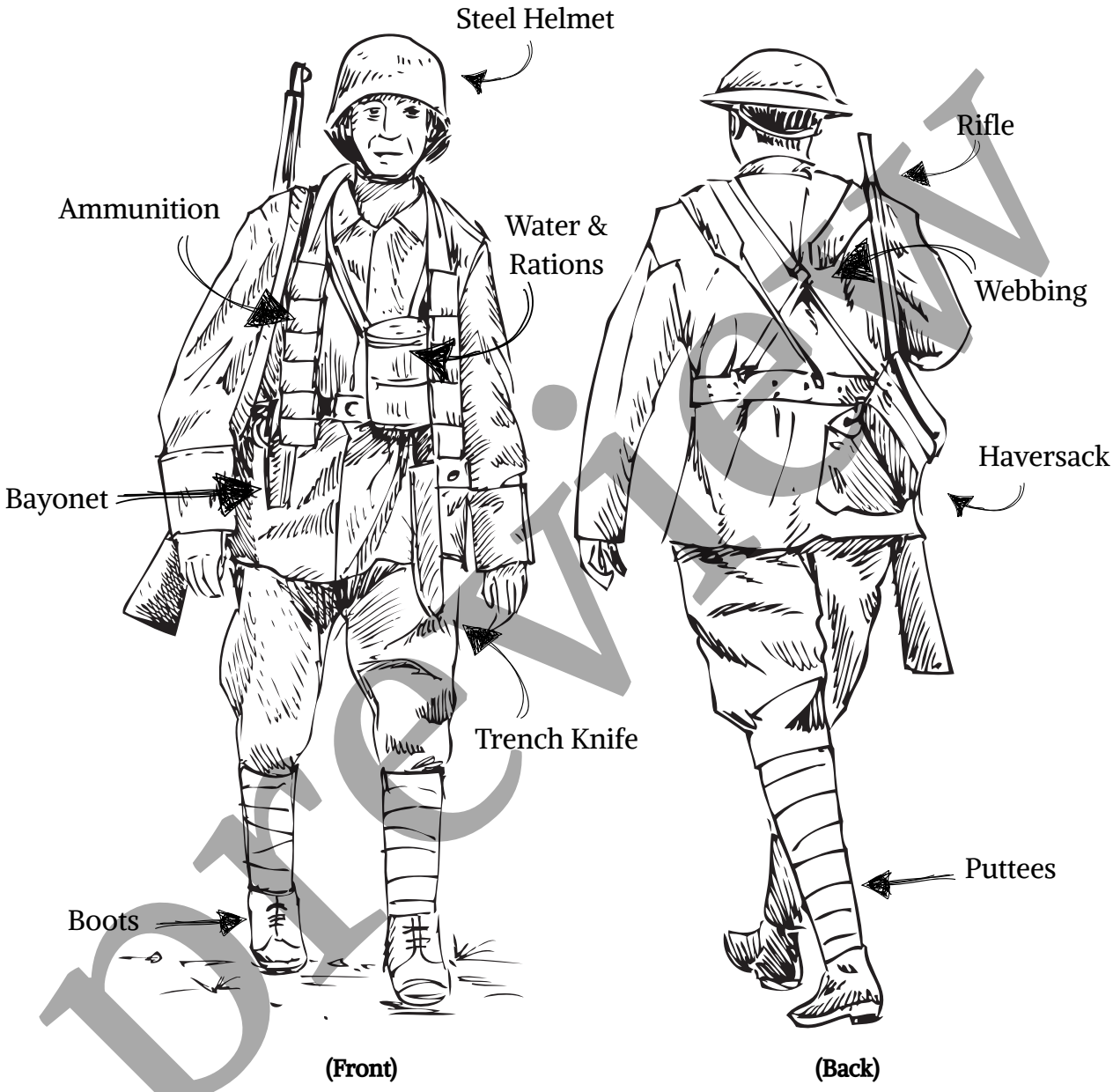
Read to the student(s): In the early 1900s, most immigrants arrived in the United States through Ellis Island. Here's a picture of what Ellis Island looked like at that time (below). Ellis Island was an immigration processing station. During its peak years (1900–1914), it processed over 1,900 immigrants every day. While the Statue of Liberty is located on a different island in New York Harbor, it was one of the first symbols of America seen by immigrants and became a symbol of hope for a better life.

Cut out the picture of Ellis Island and the Statue of Liberty and add it to your suitcase.

preview

NYC
NEW YORK
NEW YORK
031221
APPROVED
ARRIVED
IMMIGRATION
ROM
ROME / ITALY
REGISTERED
Date
11 NOV
Flight
A0137
Weight
20
★ BAGGAGE TAG ★
123-456-789-000
Preview

World War 1 Soldier

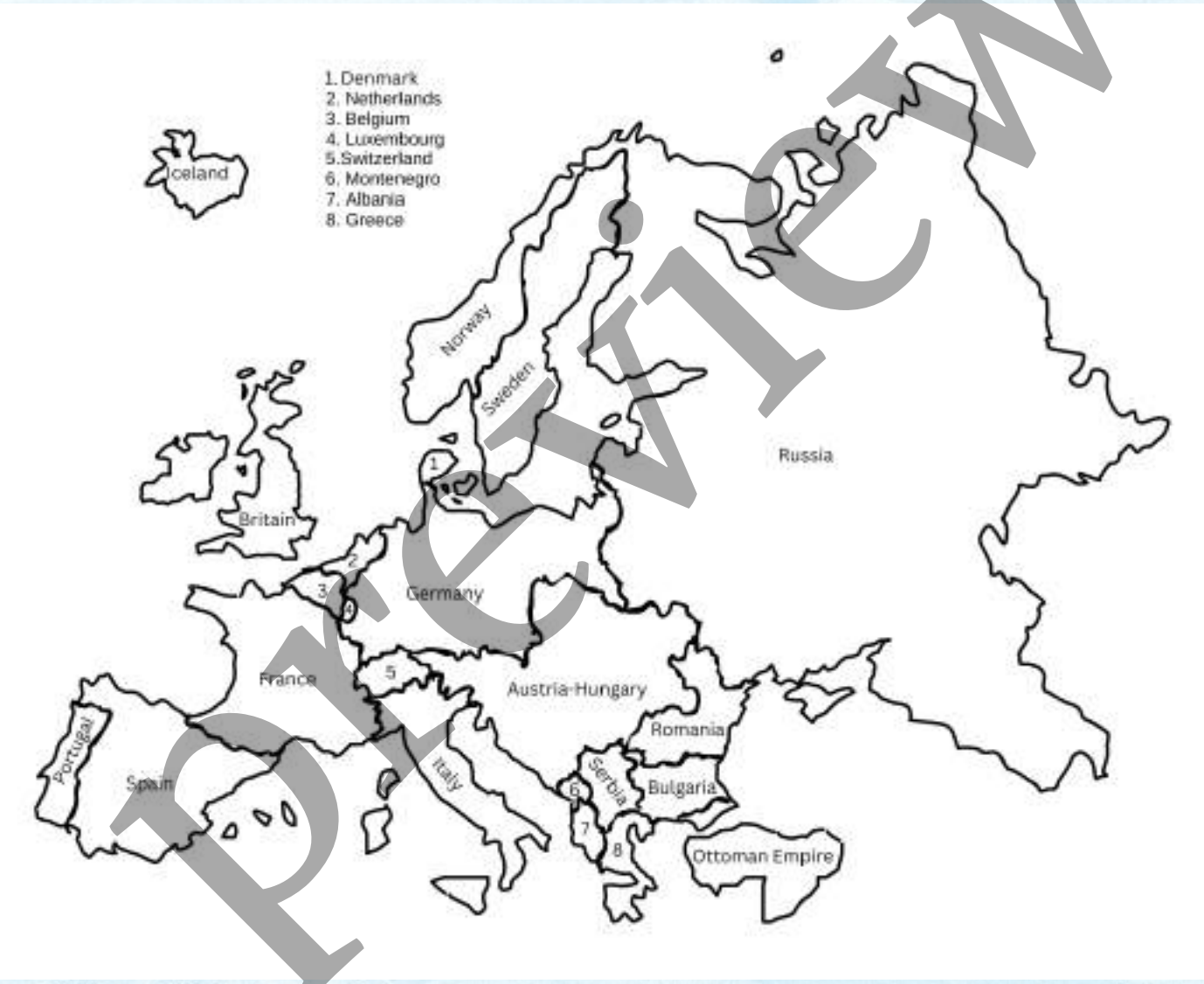


preview

Soldiers in World War 1 often had to climb through mud, barbed wire, and ditches wearing all the gear above which could weigh up to 70 lbs. Not pictured but also common items to carry were shovels (for digging trenches), a gas mask, and grenades. American infantry soldiers fighting in World War 1 were called “Doughboys” most likely because they were often covered in mud and dust.

Pre World War 1 Map

Instructions: Color the Central Powers **green**. Color the Allied Powers **blue**. Color the countries that remained neutral **yellow**.



Preview

Women Who Fought For the Right to Vote

Susan B. Anthony

1820–1906

Susan B. Anthony is one of the most famous women's rights activists in American history. In fact, her face appeared on the U.S. dollar coin in 1979, before it was later replaced by Sacagawea. She was one of the earliest leaders in the fight for women's rights and helped open the door for future suffragists—people who work to gain the right to vote.

Anthony grew up in a Quaker family, a religion that believes all people are created equal. Because of these values, she spoke out for both women's rights and the rights of African Americans. She worked closely with another well-known activist, Elizabeth Cady Stanton. Together, they created a newspaper called The Revolution to promote women's rights and also started the National Woman Suffrage Association.

In 1870, African American men gained the right to vote through the 15th Amendment, but women were still excluded. Susan B. Anthony spent more than 50 years fighting for women's suffrage. Sadly, she passed away in 1906—13 years before the 19th Amendment finally gave women the right to vote.

Elizabeth Cady Stanton

1815–1902

EElizabeth Cady Stanton was a key leader in the women's rights movement and worked closely with Susan B. Anthony. She played a major role in organizing the Seneca Falls Convention in 1848, which is often considered the beginning of the fight for women's rights in the United States. Like Anthony, Stanton supported equal rights for everyone, including African Americans.

However, when the 15th Amendment was passed—giving African American men the right to vote but not women—she and Anthony opposed it. They believed that voting rights should be given to all people, regardless of race or gender, at the same time. Stanton also helped preserve the history of the movement by writing the first three volumes of The History of Woman Suffrage, a detailed record of the women's rights struggle.

Preview

Women's Suffrage Picket Signs

Instructions: Design signs below for the White House pickets that started in 1917.

preview

Great Depression Budgeting

PROMPT:

Imagine you're a mother or father of 3 children during the Great Depression. Your family's income is $144/month. Follow the series of steps to make decisions about your monthly budget. If you decide to purchase an item, include the price on the "Monthly Budget Planner" worksheet under column 1. If not, leave the box blank. At the end of the steps add up your total for column 1 to see if you were able to stay on budget. Continue the steps for columns 2–5 until you've designed a budget that is at or below $144/month. Warning, you will be required to make difficult decisions and sometimes go without necessities just like many families did during the Great Depression.

STEP 1:

Housing is typically your biggest expense. During the Great Depression, many people rented out bedrooms in their homes (sometimes to strangers) to make ends meet. You have two options. You can either pay $27 for rent for your 2-bedroom home and continue your normal way of life OR all 5 of you can share 1 bedroom and you can rent out the other bedroom to reduce your cost. This would reduce your rent to $14. Choose one of these options and add it to your "Monthly Budget Planner". You can not leave this box blank.

George Eastman House Collection/Wikimedia Commons/Public Domain

STEP 2:

Time to pay your water bill! To keep your water on, pay $7.

STEP 3:

About 70% of the homes during the 1930's had electricity. To pay your electricity bill pay $4. If not, you better get your candles out!

STEP 4:

Bare necessities like soap were important not only for your body but also for the laundry, dishes, and more. Keeping clean prevents disease. Buy a bar of soap for $1, or not.

Preview

Monthly Budget Planner

NAME:

MONTHLY BUDGET: $144.00

	1	2	3	4	5
Rent					
Water					
Electricity					
Soap					
Breakfast					
Lunch					
Dinner					
Transportation					
Birthday gift					
Clothes					
Shoes					
Baseball Game					
Movie					
Doctor					
Weekly Total					

Preview

Morse Code Bracelet Making

Background: Morse code is an alphabet that uses a combination of dashes (called dahs) and/or dots (called dits) to represent each letter. It was invented by Samuel F.B. Morse who also invented the telegraph. Morse code played a vital role in military communication, particularly for maintaining secure and reliable information during WW2. The U.S. used Morse code in both the Army and the Navy to communicate troop movement, air raids, and more. British secret agents used Morse code and disguised radios to communicate with their command.

Instructions: Use the Morse Code Chart below to answer the questions and create your own Morse code bracelet.

Morse Code Chart

A •—	I ••	Q ——•—	Y —•——
B —•••	J •———	R •—•	Z ——••
C —•—•	K —•—	S •••	
D —••	L •—••	T —	
E •	M ——	U ••—	
F ••—•	N —•	V •••—	
G ——•	O ———	W •——	
H ••••	P •——•	X —••—	

preview

staple here

Clue #9

tmc bmb

Write Your Answer Here

Hint:

The U.S. began capturing island after island in the Pacific Ocean from the Japanese including the Philippines. U.S. forces captured Iwo Jima and Okinawa islands which were also owned by Japan. On August 6th, 1945, America dropped an atomic bomb on Hiroshima, and then 3 days later, on Nagasaki, killing approximately 200,000 people in total.

staple here

Clue #10

2ESWDWN

Write Your Answer Here

Hint:

Japan surrendered on September 2nd, 1945 officially ending World War 2. After the war ended, the Allies divided Germany among themselves, penalized Nazi leaders (known as the Nuremberg trials), and punished Japan's wartime prime minister. When the war ended, the United States and the Soviet Union were the most powerful countries in the world but tension brewed despite having been Allies.

Preview

What is the Holocaust?

Background: The Holocaust was one of the most horrific events in human history. During World War II, when Adolf Hitler was the leader of Germany, he orchestrated the murder of over 6 million Jews.

Hitler believed that Jews were an “inferior” race and less than human. He also blamed them for Germany losing World War I. His party, called the Nazis, began by attacking Jewish businesses and homes. He required Jews to wear a Star of David stitched to their clothing so they could be easily identified and discriminated against.

As Hitler took over cities, he forced Jews into small, guarded areas called ghettos. These ghettos had little food, water, or medicine. Many Jews were forced to share extremely cramped living spaces.

Eventually, he rounded up Jews and sent them to concentration camps. These were horrific labor camps where many people were killed. Prisoners were starved, beaten, poisoned with gas, shot, or died from disease. If they were too weak to work, or if the Nazis decided they were no longer useful, they were killed.

Many Jews fled or went into hiding; however, the Nazis were ruthless at hunting people down. Anyone caught helping a Jew could also be sent to a concentration camp. Still, there are many stories of brave individuals who risked their lives to hide and protect Jews during World War II.

The Jewish people were not the only group Hitler targeted. He also persecuted Poles, Romani people (Gypsies), Catholics, Serbs, people with disabilities, Black individuals, and others. All of these groups were also rounded up, forced into ghettos, and sent to concentration camps alongside the Jews. It is estimated that the Nazis killed approximately 17 million people in total.

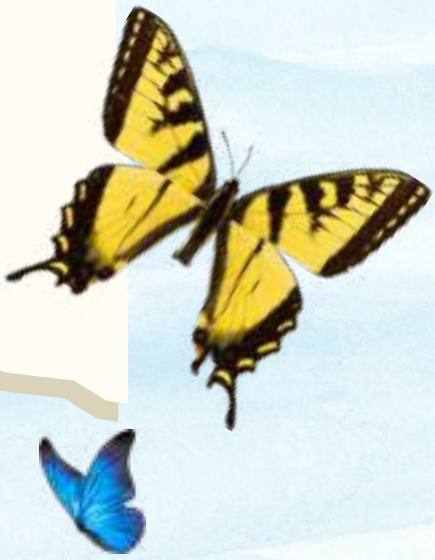
preview

The Butterfly Project

Instructions: January 27th is Holocaust Remembrance Day. This is the day Auschwitz, one of the largest concentration camps, was liberated. The Butterfly Project was started by the Holocaust Museum in Houston in 2001. It is a global initiative to remember the 1.5 million Jewish children who were murdered during the Holocaust. The Butterfly Project is based on the poem "The Butterfly" by Pavel Friedmann who was killed at Auschwitz. Read the poem below and create a butterfly using the template provided. Attach the butterfly to a clothespin and the rectangle strip to make the wings flap. See example.

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone...
Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished
to kiss the world goodbye.
For seven weeks I've lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don't live in here,
In the ghetto.

By: Pavel Friedmann



Preview

WW2 Leader Biography

Winston Churchill

Winston Churchill was the leader of Great Britain who led the Allies to victory during World War 2. He was also a gifted speaker and writer among other things.

Churchill was born in England to wealthy parents. His father was an English politician and his mother was from the United States. He attended a military academy and in 1895 joined the British army. He became a war hero when he was captured and escaped by traveling over 300 miles to be rescued.

In 1900, he joined Parliament (British legislature) and held many different seats rising in political status.

During World War 1 he was in charge of the British Navy and planned some attacks but they were unsuccessful.

As Hitler's power grew the current British Prime Minister (what we call President in the United States), Neville Chamberlain, wanted to appease Hitler. Churchill disagreed with this strategy and warned the people that Hitler would soon take over all of Europe if they didn't fight back. In 1940, Churchill was chosen to be the new Prime Minister.

After Hitler invaded France in WW2, Britain was alone in Europe fighting the Nazis so he partnered with the United States and the Soviet Union (even though he didn't like Stalin because he felt like he was as dangerous as Hitler) to form the Allied powers. As Britain was bombed, Churchill gave speeches to bring hope. Eventually, the Allies won the war.

After the war, Churchill's party lost the election and he was no longer Prime Minister. However, in 1951 he became Prime Minister again. Soon after, his speeches and writings earned him the Nobel Prize for literature.

Churchill died in London in 1965 at 90 years old.

preview

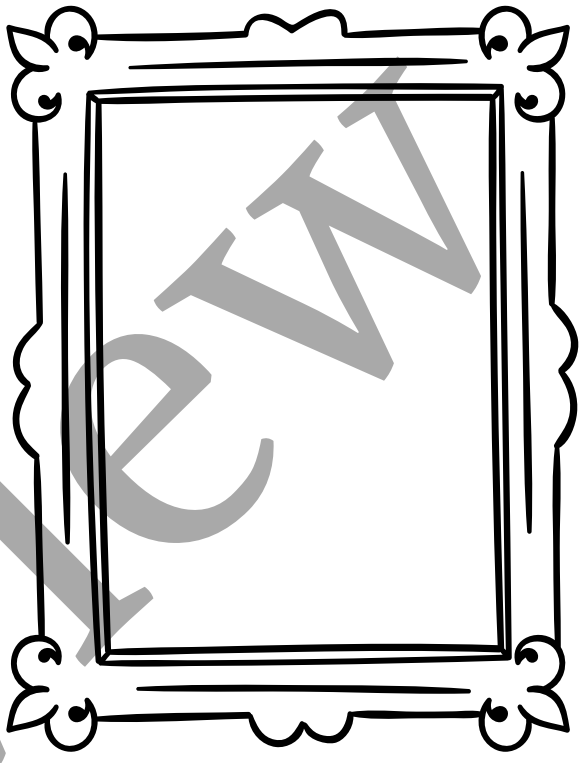
WINSTON CHURCHILL

Churchill's country:.....

Title: .....

Best known for:

.....



This is a picture of Winston Churchill

CIRCLE ONE:

He orchestrated the:

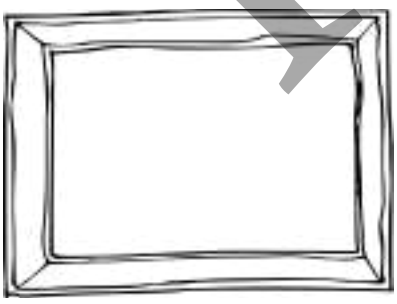
Allied Powers Axis Powers

He won:

A Medal of Honor A Nobel Prize

During WWI he planned successful battles for the British Navy:

yep nope



Country's Flag

He was a prisoner of war and escaped by traveling ..... miles.

He believed ..... was as dangerous as Hitler.

He gave ..... to bring hope.

preview

The Space Race

preview

The Berlin Wall

Background: After WW2, Germany was divided into two countries– Eastern and Western Germany. Eastern Germany was controlled by the communist Soviet Union. Western Germany was controlled by the democratic countries France, Britain, and the United States. Berlin is the capital of Germany and although it was in Eastern Germany, it was controlled by all four countries. As people began realizing they no longer wanted to live under the Soviet Union's communist rule, they started defecting (leaving in favor of a different idea). By 1960, millions of people had defected (about 20% of East Berlin's population). To keep people from leaving, East Berlin constructed the Berlin Wall in 1961. It became a symbol of the "Iron Curtain" which separated the democratic countries of the west from the communist countries of the east. The west side of the wall became a canvas for anyone to graffiti their thoughts or opinions, especially about communism and democracy. The west side of the wall was completely covered in art while the east side was blank because people were not permitted to get close to it. Finally, in 1989, the wall was torn down and in 1990 Germany was officially reunified into a single country.

Preview

Rosa Parks Biography

Instructions: Read about Rosa Parks below. Then, using the bus template provided, summarize what you have learned about Rosa Parks. Keep it brief. Who was she? What is she known for? Remember to only include the most important details when summarizing.

Rosa Parks was born on February 4th, 1913 in Tuskegee, Alabama. Rosa grew up attending a school for African American children where her mother was a teacher. Education was very important to her mother and she encouraged Rosa to get a high school education, but in the 1920s, this was very difficult for African Americans for a variety of reasons. Rosa started high school but then her mother became very ill and so she was forced to leave to care for her.

Rosa Parks by Library of Congress

A few years later, Rosa met Raymond Parks, a successful barber in Montgomery, Alabama. They married in 1932.

Rosa began working a few part-time jobs and was able to go back to school to attain her high school diploma which she was very proud of.

During this time, many cities in the South, including Montgomery, Alabama were segregated. This means they separated white people from African Americans. African Americans had separate schools, churches, drinking fountains, stores, elevators, and more. There were signs marked “For Colored Only” or “For Whites Only”. An African American could be put in jail and/or beaten for disobeying the laws. These laws were called the Jim Crow laws.

Racism and segregation was a regular part of life for Rosa. She witnessed a black man get beaten by a white bus driver simply for getting in his way. The white man was only required to pay a $24 fine. She often feared for her life from the KKK, a white supremacist group that attacked African Americans. She even witnessed African American churches and schools burned down by the KKK in her community. Still, Rosa remained resilient.

preview

Civil Rights Events

Instructions: Read about the following events from the Civil Rights movement on the Stories In History Kids Blog (www.StoriesinHistory.org > Kids History Blog > Events of the Civil Rights Movement for Kids). Then, match the name of the event to the descriptions below. Cut and paste the name of the event under the correct description.

1954 The Supreme Court rules that segregation in schools is unconstitutional. glue here	1955 Rosa Parks refuses to give up her seat to a white man on a bus in Montgomery, Alabama. Starting this boycott. glue here	1957 Nine black students enrolled in a previously all-white high school challenging racial segregation. glue here
1960 Four black students refused to leave the whites-only lunch counter after being denied service. glue here	1960 The first black child to integrate into an all-white elementary school in New Orleans, Louisiana. glue here	1961 Black and white civil rights activists rode busses together in the South in protest of the areas where segregation was still happening (even though the Supreme Court ruled it unconstitutional). glue here
1963 Martin Luther King Jr. gave his "I have a dream" speech during a protest with over 250,000 people. glue here	1964 A law making discrimination based on "race, color, sex, religion, or national origin" illegal. glue here	1965 3 marches aiming to secure voting rights to African Americans in the south. Led to the Voting Rights Act being passed. glue here

Greensboro sit-in	March on Washington	Selma to Montgomery marches
Civil Rights Act of 1964	Freedom Rides	Montgomery Bus Boycott
Little Rock Nine	Brown v. Board of Education	Ruby Bridges

Preview