

INTERPRETING AMERICA’S STORY THROUGH ART

Lesson 3: America Transforming, 1860-1918

Grades 9-12

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Teacher note:

Please make photocopies of the Thinker’s Table and student viewing guide. Bring them to your distance learning site so students can use the guides for an activity during the lesson.

How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!

Teacher Information Guide

Distance Learning at the Cleveland Museum of Art

INTERPRETING AMERICA’S STORY THROUGH ART Lesson 3: America Transforming, 1860-1918

Grades 9-12

Program Objectives:

1. To elucidate the many changes that took place in the United States between the Civil War and World War I, particularly in regard to industrialization, urbanization, technology, and social and economic disparities between wealthy and poor people.
2. To illustrate how America’s ideals were shattered by the Civil War and urbanization.

Common Core Standards:

Grades 9-10

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.W.9-10.4

CCSS.ELA-Literacy.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.7

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades 11-12

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.W.11-12.4**CCSS.ELA-Literacy.WHST.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

National Education Standards:

For Fine Arts - Visual Arts (grades 9-12):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

For Language Arts - English (grades K-12):

- Reading for Perspective
- Reading for Understanding
- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Evaluating Data
- Developing Research Skills

For Social Sciences – U.S. History (grades 5-12):

- Era 5: Civil War and Reconstruction (1850-1877)
- Era 6: The Development of the Industrial United States (1870-1900)

- Era 7: The Emergence of Modern America (1890-1930)

For Social Sciences – Civics (grades 9-12):

- Civic Life, Politics, and Government
- Foundations of the Political System
- Principles of Democracy

For Social Sciences – Economics

- Role of Resources in Determining Income
- Profit and the Entrepreneur

For Social Sciences-Geography

- Human Systems
- Environment and Society

Prerequisite Activities:

For the Teacher and/or students:

1. Research information about transformations in the United States c. 1860-1918, a good source is a book by Carl Degler entitled *Out of Our Past*.
2. Photocopy 19th Century American Thinkers Table and Viewing Guide for each student to use during the Distance Learning lesson.

For Students:

1. Review the “19th Century American Thinkers” table

Discuss the following questions:

2. Do the rich deserve to be rich and the poor deserve to be poor?
3. How should the government respond to the divergence in wealth between rich and poor?
4. Can you identify issues in the news today which apply to these topics?
5. What is the government’s obligation towards the “losers” in society?

Selected Vocabulary:

Please make sure students are familiar with these terms.

Capital: wealth, in the form of money or property, owned by individuals or businesses, which is often invested for the purpose of increasing wealth

Capitalist: a person who invests money in business in order to make a profit

Corporation: a business chartered by a state and owned by shareholding investors

Free Enterprise System: economic system of private ownership of factories, farms, businesses; capitalism

Monopoly: exclusive control over the supply of a particular product or service

Tariff: a tax on imported goods

Trust: a form of business uniting several companies into one system, often creating a monopoly

Pool: an arrangement among businesses in the same industry for the purpose of establishing control over prices and production.

Stock: a certificate representing ownership in a corporation

Horizontal Integration: when companies in the same industry combine, sometimes forming a monopoly. Example: Rockefeller's consolidation of oil refineries in forming Standard Oil Corporation.

Vertical Integration: when companies in unrelated industries combine, sometimes forming a monopoly. Example: Carnegie's consolidation of steel industry spanned raw materials, transportation, manufacturing, and marketing.

Teaching Extensions: 19th Century Thinkers

1. Assign each student two of the 19th Century thinkers and ask them to write a dialog between the two thinkers.
2. Class Debate: Arrange your classroom, desks facing each other, as two "teams". One side is PRO-Social Darwinism/Laissez-faire. The other side is CON-Social Darwinism/Laissez-faire. (You may allow students to select their point of view, but each student must take a side). Give each side time to organize arguments (10-15 minutes.) Expect students to anticipate the "other side" of the debate by brainstorming supporting and opposing viewpoints for all 19th Century thinkers. You should be the moderator, alternatively calling on each side of the classroom, assisting students in their responses to each others' articulation of 19th C thinkers. *A guaranteed lively class!*
3. "Take a Stand." Arrange your students so that the two sides of the room become a continuum. Ask students to literally stand where their beliefs place them (strong, mild, Pro/Con). Lead a discussion as to why students have chosen their place. Students can shift positions as they are persuaded by the discussion or clarification of views.

Teaching Extensions: Language Arts

1. *The New Colossus*

Assign students to read the poem by Emma Lazarus entitled "The New Colossus" which can be found at www.libertystatepark.com/emma.htm. Suggestions for analyzing the poem are included with this packet.

Background:

This poem was written by Emma Lazarus in 1883 for a literary auction to aid the Statue of Liberty Fund. In 1903 it was inscribed in Liberty's pedestal.

Vocabulary

Sonnet: a lyric poem invariably of fourteen lines and following one of several set rhyme schemes.

Octave: stanza of eight lines

Sestet: stanza of six lines

Iambic pentameter: the usual meter of a sonnet. It consists of five metrical feet, each consisting of an unstressed syllable followed by a stressed syllable.

Italian form of sonnet: it is distinguished by its division into octave and sestet: the octave consisting of eight lines rhyming abbaabba, and the sestet consisting of six lines rhyming cdecde, cdccdc, or cdedce.

Instructions after reading poem:

1. Scan the poem, placing unstressed and stressed marks over syllables.
2. Figure out rhyme scheme.
3. If the Statue of Liberty is the “new” Colossus, what is the “old?” List characteristics of both the old and the new colossus. Write a paragraph contrasting the two.
4. Using *Proquest* or *Infotrac*, search for articles about United States’ legislation dealing with immigrants today. Has our position changed since the turn of the previous century? If so, in what way?
5. Do an internet search on Emma Lazarus. Then discuss her family life and ethnicity, and how these aspects are relevant to her work and to the Distance Learning presentation of “America Transforming.”

2. *The Gettysburg Address*

Read and analyze “The Gettysburg Address” by Abraham Lincoln using the website and activities included in this packet.

- “The Gettysburg Address” by Abraham Lincoln
- Edward Everett, “Gettysburg Oration,” 19 November 1963

Website:

<http://lcweb.loc.gov/exhibits/gadd/>

Writing Activities:

1. Summarize the major points Lincoln makes in his address.
2. After re-reading Lincoln's speech, choose a few phrases or words that stand out to you and explain why his word choice is effective.
3. Write a paragraph discussing the purpose of Lincoln's Gettysburg Address.
4. Compare and contrast Everett's Oration with Lincoln's Address.

3. *Daisy Miller*

Read any copy of Henry James' "Daisy Miller." Students should keep a running character list while they read.

Post-Reading Exercises:

Vocabulary

1. Assign pages of the short story to each student to **skim** and locate troublesome vocabulary words. Each student should **list** words and look up the definitions and come prepared to share with the class. Reinforce that the words should be defined in terms of the context of the reading.
2. Assign students of French the appropriate phrases to define.

Recall

1. Place in **sequence** the different settings in the short story. (Pincian Gardens, Geneva, Colosseum, Rome, Vevey, Chateau de Chillon)
2. Where is "home" for the Millers?
3. What statement in the novel foreshadows Daisy's death?
4. In what place did Winterbourne last talk to Daisy?
5. What is the cause of Daisy's death?
6. In what other way does Daisy "die?"
7. What does Giovanelli say to Winterbourne about Daisy to change his view of her?

Writing Assignment

1. The Gilded Age carried with it rules that dictate “proper” behavior, especially for women. Knowing the rules is part of the test for acceptance in upper class society. In a well developed paragraph, **analyze** the story in terms of the guidelines set forth by the elite in America during the Gilded Age and support with specific details from the short story.
2. What works of art are you able to **relate** to this story and why?

Developed by P. Lawrence

4. War Letter Activity

Have students read the Civil War letter. Students can also visit <http://www.civilwarhome.com/shiloh.htm> to read battle reports from the Battle of Shiloh (this website also has photographs, biographies, archives, and much more about the war). Next, have students find a newspaper article or online article about a recent battle that has taken place. Students will then write a letter “home” as though they were at that battle, either as a soldier or a bystander.

Suggested Additional Readings:

- *Civil War Poetry: An Anthology*. Ed. Paul Negri. Mineola, NY: Dover Publications, Inc., 1997.
- Crane, Stephen. *The Red Badge of Courage*. (any edition)
- Crane, Stephen. *Maggie, Girl of the Streets*. (any edition)
- Doctorow, E.L. *Ragtime*. (any edition)
- Frasier, Charles. *Cold Mountain*. (any edition)
- Whitman, Walt. *Civil War Poetry and Prose*. Mineola, NY: Dover Publications Inc., 1995.

This distance learning lesson was written by Susan MacDonald, Patricia Lawrence, and Tim Mitchell, Cleveland, Ohio.

Civil War Letter

(From the Western Reserve Historical Society)

Tennessee
Camp on the Field of Shiloh
Apr 15th 1862

Dear Wife

I have just finished (finished) reading a letter from you that was brought to me this morning which was mailed Apr 16th (1861). I see by your letter that you have not heard from me in some time, I don't see why letter(s) are delayed so long, your anxiety must be great if you have not heard from me since the battle. I know you so well that I can judge what your feallings (feelings) must be, I have written you too (two) letters since that battle & I do hope you have got one or both of them, if you have your mind must feal (feel) more at ease, I hope so at least.

Marana, this was a heart sickning (sickening) & a bloody scene, although I was not in it, as you will see by those letters that I wrote you. On the field of Shiloh, many (many) a mother has lost her son many (many) a wife has lost a husband & manny (many) a Sister has lost her brother, there was a great many (many) wounded soldiers put on the boats & taken down to Savannah, about tenn (ten) miles from here down the river on Monday night after the battle. I was there with the rest of my Camp. I helped take off from the boat a great manny (many) wounded & some dying soldiers, you may judge how hard it seemed to me, there were some ladies on

board that were assisting the wounded some sit with their wounded husbands head in their lap, it looked hard.

Marana I am not crazy if I have written in the rong (wrong) page, at first I guess you can make out to read it, Oh what a horrible thing is war it seems rather hard that so manny (many) men must be put to death by this war. but so it is, some think that there is annother (another) hard battle to be fought yet, if there is I hope it will be the last, Old Buregard (General Pierre Gustave Toutant Beauregard) is bound to not give up as long as he has a man left, on the other hand we are bound to not give them up if we have to drive them into the depths of the Sea, victory must & shall be ours,

Marana I must confess that I am getting sick of soldiering, if I have got to be shot or killed I had rather be at home, where I think I have friends that will take care of me. Wouldant (wouldn't) you, there has ben (been) a rumour (rumor) in camp that the 48th was going to Columbus to guard priseners (prisoners), but it is nothing but Camp rumours (rumors), & it goes into my ear & out of the other. The 48th would jump at the chance to go north, they think they have seen fighting & bloodshedd enough.

I had a letter from Dewin too (two) or three days ago, he is still in Camp Chase he says he has not had any pay yet, but exsects (expects) his pay in a fue (few) days & his discharge with it, I wished I could say the same, Marana hold up good courage, I am in hopes the time will

soon come when I will be with you, Dear Children
I long to see you all, yours in love G.W.H.

A word to you Martha,

Dear Sister

I am glad that I have a Sister that thinks
enough of me to write to me, yes I have too,
Mary writes to me often I am glad that you are
there with Marana, & are goin (going) to make it
your home with her, it must seem _____, to her
without you I am in hope, to get some money to
send home before a great while, so you wont
starve, I shall be almost afraid to send money
home when I get it, I must close from your
brother G.W.H.

19th CENTURY AMERICAN THINKERS TABLE

By each thinker's name, put + or -, pro or con, *Social Darwinism and Laissez-Faire*.* Use the column on the right to state why you agree/disagree with each thinker.

<i>19th Century Thinker</i>	<i>Biography, Publications</i>	<i>Ideas (paraphrased and applied to today)</i>	<i>Why I agree/disagree</i>
William Graham Sumner 1840-1910	American Sociologist known for Social Darwinism; opposed to governmental economic interference, including tariffs	Societies are controlled by natural laws just as in biology. Government can do little about the natural “winners” and “losers” in society. The rich deserve their wealth as a reward for their work, which brings economic growth and advancement to society. The poor are often poor because they are lazy. If money is used to help the poor, the overall economy suffers because money is diverted for the welfare of the poor.	
Henry George 1839-1847	<u>Progress and Poverty</u> Social reformer; opponent of poverty and injustice	There is great wealth next to great poverty in America. It is not right to get rich just from being lucky. The real earners of wealth are the workers, who do not receive the benefit of their labor. The capitalists and corporations receive disproportionate wealth (too much when compared to the laborers.)	
Washington Gladden 1836-1918	Minister & leader of Social Gospel Movement; applied <u>Bible</u> to society	If men only followed the ideals of Christianity (“love your neighbor as yourself”), the conditions of our society would be greatly improved. Corporations, if left on their own, lower the morality of our country because they are willing to break rules in pursuit of profit.	
Andrew Carnegie 1835-1919	<u>The Gospel of Wealth</u> . Steel manufacturer of great wealth; endowed many cultural institutions	Rich people have a responsibility to take care of the poor (“doing for them better than they would or could do for themselves.”) American freedom allows each person to gain as much wealth as he can through hard work. Progress comes from ever-increasing production of industries. Yet, a man who dies rich dies disgraced. Charity for the poor should come from private individuals giving voluntarily, not from the government.	
J.D. Rockefeller 1839-1937	Made a fortune in petroleum industry; famous for his philanthropy	Business competition is much like growing a rose. “The American Beauty Rose can be produced in splendor ...only by sacrificing the early buds which grow up around it. This is not an evil tendency in business. It is merely the working out of a law of nature and of God.”	
Horatio Alger 1832-99	<u>Strive and Succeed</u> , <u>Struggling Upward</u> , <u>Slow and Sure, Try and Trust</u> . “Rags to Riches” writer	People rise from poverty by working hard, being good, and seizing opportunities which come their way. When people do good deeds, they are generally rewarded. “Genius thrives on adversity.” America is a country where dreams of material prosperity, high social status and power can come true.	
Thorstein Veblen 1857-1929	American economist critical of business power; and “conspicuous consumption; proponent of government activity	Rich people are not a product of “Survival of the Fittest.” They are actually vultures living off industries by amassing money through finance, buying and selling stock, not improving corporations. America should not follow “Laissez-faire” because the poor need help. Rich people unfairly manipulate the economy.	

***Social Darwinism** (The best competitors survive and prosper) **Laissez-Faire** (Government leaves business alone)
Social Darwinism and Laissez-Faire are two closely related viewpoints, both an outgrowth of **America Transforming**.

America Transforming: Student Viewing Guide

I. Draw your own icons for the main ideas/themes of this lesson

Industrialization	Urbanization	Technological Change	Rich/Poor

II. Significant Details

Directions: Jot down a few details in the painting that provide information about this person's situation in life.

<i>Mrs. Ralph Curtis</i> by John Singer Sargent	<i>Woman's Work</i> by John Sloan

III. Interpretations based on the 19th Century American Thinkers Table

Directions: Interpret how the following thinkers and viewpoints account for this person's situation in life.

Point of View	Representative Thinker	Mrs. Ralph Curtis	Woman's Work
Pro Social Darwinism	W. G. Sumner	She's an economic winner!	LOSER!
Con Social Darwinism			
Pro Laissez-Faire			
Con Laissez-Faire			

Selected Images



Mrs. Ralph Curtis, 1898
John Singer Sargent (American, 1856-1925)
Oil on canvas
1998.168



A Woman's Work, 1912
John Sloan (American, 1871-1951)
Oil on canvas
1964.160



The Biglin Brothers Turning the Stake, 1873
Thomas Eakins (American, 1844-1916)
Oil on canvas
1984.1927

The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name _____

Your School _____

School Address (with zip code) _____

E-mail Address _____

Grade/Class of students (e.g. 10th grade French) _____

Program Title _____

Program Date _____

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

**5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree
2= Disagree 1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.

5 4 3 2 1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.

5 4 3 2 1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.

5 4 3 2 1

4. The distance learning lesson successfully taught its objectives.

5 4 3 2 1

5. The distance learning lesson was not interrupted by technical difficulties.

5 4 3 2 1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.

5 4 3 2 1

7. I plan to register for another distance learning lesson.

(circle one)

Yes

No

If no, why? _____

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.

(circle one)

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?
(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-707-6679