

TEACHER'S GUIDE

Grades 5 to 12

Freedom Marches Into the 20th Century

America's Quest for Freedom Series

Subject Area: United States History, Social Studies

Synopsis: Chronicles the first half of the 20th century, with emphasis on the oppressions and triumphs of liberty during this period in American history. Discusses Theodore Roosevelt's efforts to reduce the gap between the rich and the poor, Henry Ford's model of mass production and fair treatment of employees, the oppression of free speech during World War I, the 19th Amendment, the New Deal, and racial discrimination.

Learning Objectives:

- Objective 1)** Students will be able to recall Theodore Roosevelt's aims to balance power and equalize the opportunities available to men of different social and economic classes.
- Objective 2)** Students will be able to describe Henry Ford's model of mass production of automobiles and explain how his fair treatment of employees created a new kind of consumer--one who was able to purchase the product he made.
- Objective 3)** Students will be able to discuss how the U.S. government oppressed free speech through the Sedition and Espionage Acts during World War I in an attempt to establish a sense of unity in the nation.
- Objective 4)** Students will be able to describe the economic and cultural boom of the 1920's, including the birth of Jazz.
- Objective 5)** Students will be able to explain how the New Deal changed Americans' expectations of their government, leading to a dependence on the government for protection and economic security.
- Objective 6)** Students will be able to describe the discrimination faced by African Americans during this time period, and explain the controversy surrounding Marian Anderson's performance in Washington D.C.

Pre-Viewing Discussion and Activities:

- 1) Discuss social conditions at the end of the 19th century. Who were the Robber Barons? Describe working conditions in the factories of the Industrial Revolution. Why were workers organizing strikes? How were these strikes usually resolved?
- 2) Vocabulary: prosperity, embodies, compassion, negotiate, assembly line, multitude, repetitive, monotonous, consumer, social reform, liberties, mobilization, free speech, sedition, espionage, civil liberties, Prohibition, jazz, Great Depression

Post-Viewing Discussion and Activities:

- 1) What social issues did Theodore Roosevelt address during his presidency? How did he respond to strikes? Why did the Robber Barons feel threatened by him?

- 2) What inspired Henry Ford to produce cars on an assembly line? What were the benefits of using mass production? How did Ford motivate his employees? How did Ford's company benefit from paying employees higher wages?
- 3) In what ways was Henry Ford different from the Robber Barons? Describe his family, and his economic and educational background. How do you think his life experience affected the way he treated his employees?
- 4) What was the goal of Woodrow Wilson's presidency? According to Wilson, why did the United States enter World War I? How did the U.S. government create a spirit of unity during the War? How did these actions affect freedom of speech?
- 5) In what ways did the New Deal change how Americans viewed their government? What was the role of the government before the New Deal? What is the role of government today?
- 6) Describe the circumstances and laws that oppressed African Americans during this time period. Who was Marian Anderson? Why was she refused permission to sing at Constitution Hall? How did Eleanor Roosevelt respond to this?

Additional Activities:

- 1) Make a list of the freedoms and oppressions covered in this program. Note the source of each freedom and oppression. For example: The 19th Amendment that gave women the right to vote was passed by the government, while racial and religious oppression was promoted by the Ku Klux Klan.
- 2) Read the story of Emma Goldman at www.biography.com. Why was she deported in 1919? Was Goldman a threat to the United States? In a class discussion, explore the issue of free speech. Encourage students to think about the issue in relation to current social issues. Should potentially harmful views be limited or banned in music or in public demonstrations?

Related New Dimension Media Titles:

- Colonial Life Series
- African American History Series
- The Constitution Series
- Native Americans Before Columbus Series
- Lewis & Clark: Tools of Discovery
- Without Due Process: Japanese Americans & World War II

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