

California Migration Museum
Lesson Plans: THE MISSION

Developed by CCM Curriculum and Consulting
2023

Coffee Country: The Mission

LESSON #1:

A Very Dirty Cup of Coffee: American Cold War Intervention in Central America Lesson #1 (Document Analysis)

Topic: Cold War, American Imperialism and Interventionist Policies, Oligarchies and Military Juntas

Grade: World History On Level through Advanced Placement and the International Baccalaureate, U.S. History On Level through Advanced Placement and the International Baccalaureate

Time: 75 Minute Class Period

Overview:

Essential Question: How did American imperialist actions in Central America destabilize the region and create significant lasting consequences?

The basis of this lesson relates to information found in *Chapter 2: Coffee Waves*, *Chapter 3: Book Store*, *Chapter 4: El Movimiento en La Mision*, *Chapter 5: Adobe Books*, from “Coffee Country” the CMM The Mission Walk. This lesson plan provides students an opportunity to examine key

documents illustrating the effects of American imperialist and interventionist policies in Central America.

In 1823 President James Monroe issued the Monroe Doctrine announcing the protectionist stance the United States would hereinto take over the entirety of the Western Hemisphere. While unable to adequately enforce this control in 1823, this ambitious statement provided prophetic as the stature and power of the United States dramatically increased throughout the nineteenth century. By the time President Theodore Roosevelt added his Corollary to the Doctrine in 1905, the United States was a true imperial state. Designed to help the American economy, interventionist policies in Central and South American came at the expense of emerging and fledgling democracies.

In El Salvador American policies proved exceptionally damaging as the growing coffee industry led to the oligarchic “Fourteen Families” to consolidate control over indigenous and local control over coffee farms by the 1860s. In 1882 Hills Bros Coffee was established on Fourth Street in San Francisco importing Salvadoran coffee beans for American consumption in league with the “Fourteen Families”, and by 1926 90% of all Hills Bros Coffee came from El Salvador placing coffee as the largest industry in San Francisco. The cruelty the Families showed toward the indigenous communities ultimately resulted in a military junta and a Marxist insurgency by the 1980s. In the global Cold War quest to stop communism and protect capitalism, the United States increasingly saw the Western Hemisphere as an American sphere where there would be no tolerance for Marxism, ultimately leading to tragic consequences for El Salvador.

Objectives:

Students will:

1. Explore the ramifications of American imperialist intervention
2. Examine key documents to make an argument about this intervention
3. Engage in historical analysis to make a defensible historical argument

Standards:

Historical and Social Science Analysis Skills¹

¹ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students distinguish valid arguments from fallacious arguments in historical interpretation.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Grade Ten: World History, Culture, and Geography: The Modern World²

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

² California State Board of Education, History Social Science Framework, 729-735.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century³

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

4. Explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - The Truman Doctrine
 - The Berlin Blockade
 - The Korean War
 - The Bay of Pigs invasion and the Cuban Missile Crisis

³ California State Board of Education, History Social Science Framework, 736-745.

- Atomic testing the American West, the “mutual assured destruction” doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock- births, and drug use.

Grade Twelve: Principles of American Democracy and Economics⁴

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

⁴ California State Board of Education, History Social Science Framework, 746-755.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

12.2 Students analyze the elements of America's market economy in a global setting.

7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

2. Identify the factors that may cause the costs of government actions to outweigh the benefits.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of the twentieth-century trade among countries in the Western Hemisphere.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

Key Ideas: Imperialism, Cold War, Military Juntas, Oligarchies

Assessment: Students will examine the role the United States played in destabilizing El Salvador by creating an outline/essay for a Document Based Question.

Materials/Resources: Students will need a pen and blank 8 ½ x 11 paper or the blank umbrella outline found in supplemental materials.

Instruction:

Opening:

(15 minutes)

- Working individually have students read through the documents for the DBQ encouraging them to annotate the documents as needed. The documents can be found in the supplemental materials.

Activity:

(50 minutes)

- Separate students into groups of five.
- Students will need a blank 8 ½ x 11 piece of paper or umbrella outline, a copy of the DBQ and a pen.
- Students will move through several rounds in this activity.
- Round 1 (5 minutes) Using the umbrella outline have each student write a thesis statement answering the question.
- Round 2 (5 minutes) Have the students leave their papers on their desk but move one desk clockwise. Students should read the thesis and provide the context for the thesis in the outline.
- Round 3 (5 minutes) Have students shift one desk clockwise leaving the outline. Students should read the thesis and context, and then provide the main ideas in the outline.
- Round 4 (5 minutes) Have students shift one desk clockwise leaving the outline. Students should read the thesis, context, main ideas, and provide three pieces of evidence including using all seven documents for each main idea.
- Round 5 (5 minutes) Stop the students. Ask what they are noticing about the outlines. Typically issues of not making their argument clearly in the thesis and/or main ideas, the difficulty of utilizing the documents, lack of a line of reasoning, etc. Ask students to keep this in mind as they attempt the activity again.
- Round 6 (5 minutes) Collect the first-round outline and pass out blank outline/paper. Have students put down a thesis statement for the umbrella outline.
- Round 7 (5 minutes) Have the students leave their papers on their desk but move one desk clockwise. Students should read the thesis and provide the context for the thesis in the outline.
- Round 8 (5 minutes) Have students shift one desk clockwise leaving the outline. Students should read the thesis and context, and then provide the main ideas in the outline.
- Round 9 (5 minutes) Have students shift one desk clockwise leaving the outline. Students should read the thesis, context, main ideas, and provide three pieces of evidence including using all seven documents for each main idea.

- Round 10 (5 minutes) Collect the second-round papers and ask students to give feedback on the second attempt.

Closing:

(15 minutes) Students should create their own umbrella outlines answering the question. *Note: The teacher may choose to assign the DBQ as an essay for homework or in another class period.*

Supplemental Materials:

- El Salvador and American Cold War Interactions DBQ 2023
- Blank Umbrella Outline Sheet
- Examples of an Umbrella Outline

LESSON #2:

**Centerpiece of a Bygone Era:
The Boom-and-Bust Cycle of San Francisco's Mission District
Lesson #2 (Timeline)**

Topic: Immigration, Resistance, Advocacy, Cold War Politics

Grade: World History On Level through Advanced Placement and the International Baccalaureate, U.S. History On Level through Advanced Placement and the International Baccalaureate

Time: 75 Minute Class Period

Overview:

Essential Question: How did immigration affect the Mission District in San Francisco through cycles of boom and bust in the twentieth century?

The basis of this lesson relates to information found in *Chapter 1: Balmy Street*, *Chapter 2: Coffee Waves*, *Chapter 3: Book Store*, *Chapter 4: El Movimiento en La Mision*, *Chapter 5: Adobe Books*, *Chapter 6: The Sanctuary City*, *Chapter 7: Holding Space/Contested Ground*, *Chapter 8: Memories from “Coffee Country”* the CMM The Mission Walk. This lesson plan gives students a chance to synthesize the cycles of immigration in San Francisco through periods of boom and bust in the twentieth century through a key medium of the twentieth century, newspapers.

San Francisco is often described as a boom/bust city, experiencing regular, close to 20-year, cycles of boom and then bust, before beginning the cycle anew from its founding through to the present day. Related to economic trends of gold, silver, railroads, commodities, coffee, tech, etc., this cycle affected all areas of the city including immigration patterns with waves of new immigration. As the oldest district in San Francisco, the original Spanish inhabitants of the Mission District gave way to new waves of migration including Eastern Europeans, Irish, Scandinavian, Mexican and Central American over the course of the late nineteenth and twentieth centuries.

Witnessing these shifts, the robust newspaper industry in San Francisco recorded these changes. Created in 1846 prior to the discovery of gold, *The Californian* newspaper was the region’s first English language newspaper and boasted a circulation between the first state capital of Monterey and the economic center San Francisco. From this first paper the newspapers of San Francisco included *The Daily Evening Bulletin* (1855) and *The Morning Call* (1856) which later merged to form *The Call Bulletin*, *The Daily Examiner* (1863), and the indomitable *San Francisco Chronicle* (1865). San Francisco’s newspapers gave a platform to a young yellow journalist William Randolph Hearst and built the fortune of the de Young family

who later created the museum in Golden Gate Park. Often some of the best sources for historians, students of the digital age have little connection to this important resource.

Objectives:

Students will:

1. Explore the different immigration patterns in the Mission District
2. Synthesize the broad trends of the twentieth century
3. Visualize and identify modes of resistance to displacement

Standards:**Historical and Social Science Analysis Skills**⁵**Chronological and Spatial Thinking:**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students distinguish valid arguments from fallacious arguments in historical interpretation.
2. Students identify bias and prejudice in historical interpretations.

⁵ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

3. Students evaluate debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Grade Ten: World History, Culture, and Geography: The Modern World⁶

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)

⁶ California State Board of Education, History Social Science Framework, 729-735.

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

9. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
10. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
11. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century⁷

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

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11.8 Students analyze the economic boom and social transformation of post-World War II America.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - The Truman Doctrine
 - The Berlin Blockade
 - The Korean War
 - The Bay of Pigs invasion and the Cuban Missile Crisis
 - Atomic testing the American West, the “mutual assured destruction” doctrine, and disarmament policies
 - The Vietnam War
 - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock- births, and drug use.

Grade Twelve: Principles of American Democracy and Economics⁸

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

3. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.

4. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.

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2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

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5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

12.2 Students analyze the elements of America’s market economy in a global setting.

7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

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12.4 Students analyze the elements of the U.S. labor market in a global setting.

4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of the twentieth-century trade among countries in the Western Hemisphere.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

Key Ideas: Immigration, Displacement, Cold War Politics

Assessment: Students will synthesize the boom-and-bust immigration trends in the Mission District by creating a newspaper from the perspective of those living in the Mission.

Materials/Resources: Students will need markers, large poster paper, their computer.

Instruction:

Opening:

(20 minutes)

- Newspaper Activity Prep: Divide students into groups of 5-6, with four to five groups in the class.
- Each group should have access to large poster paper and markers.
- Each group must write three stories (50 to 100 words), have one political cartoon, and an image, utilizing the California Migration Museum website: <https://www.calmigration.org/mission> for information and inspiration.
 - The three stories must cover: the creation of Hills Bros Coffee in San Francisco, the two waves of Latinx migration into the Mission District, and the gentrification of the Mission.
 - The political cartoon can cover any of these three topics.
 - The image must be an image representative of a mural.
 - The newspaper must be from the perspective of people living in the Mission.
- After explaining directions and taking questions give students a fifteen-minute planning session to map out their newspaper.

Activity:

(50 minutes)

- Have students create their newspapers in their groups.

Closing:

(5 minutes) Students should hang their newspapers up to display and allow other groups to peruse.

Supplemental Materials:

- Link to the California Migration Museum Resources for “Coffee Country” tour resources: <https://www.calmigration.org/mission>
- Newspaper examples for format examples.

LESSON #3:

**Twin Pillars of Conscience:
Exploring Sanctuary and Civil Disobedience as an Historical Timeline
Lesson #3 (Timeline)**

Topic: Sanctuary Cities and Civil Disobedience

Grade: World History On Level through Advanced Placement and the International Baccalaureate, U.S. History On Level through Advanced Placement and the International Baccalaureate

Time: 75 Minute Class Period

Overview:

Essential Question: How did the concept of sanctuary evolve and how does it relate to American interpretations of civil disobedience?

The basis of this lesson relates to information found in *Chapter 1: Balmy Street*, *Chapter 2: Coffee Waves*, *Chapter 3: Book Store*, *Chapter 4: El Movimiento en La Mision*, *Chapter 5: Adobe Books*, *Chapter 6: The Sanctuary City*, *Chapter 7: Holding Space/Contested Ground*, *Chapter 8: Memories from “Coffee Country”* the CMM The Mission Walk. This lesson plan gives students an opportunity to pull the concept of sanctuary away from the political implications, locate it as part of the historical timeline, and relate it to American interpretations of civil disobedience.

When Eleanor of Aquitaine fermented and lost several rebellions to overthrow her husband Henry II from the throne of England in the late twelfth century and replace him with one of their sons she was eventually forced into sanctuary on and off for sixteen years. Luckily, she was allowed to leave for Christmas and other special occasions. This concept of sanctuary has roots in many parts of the world including Abrahamic religions and English Common Law. Available to people from all levels of society it mostly held up, though on rare occasions ignored leading to the death of the person/s hiding in the church. Revived in the United States in the 19th century through the Underground Railroad, it was viewed through a historical Western lens as well as the American interpretation of civil disobedience as articulated by Henry David Thoreau.

As the 1980s conflicts in Central America increased due to American intervention and statements of nonintervention President Ronald Reagan sought to delineate between economic migrants and those under real threat to their lives. With his encouragement Congress passed the Refugee Act which significantly cut migration from Central America while raising it in other parts of the world. In 1984 for instance, 60.9% of Iranian migrants and 40.9% Afghan migrants were allowed to migrate to the U.S., while only 3% from Central America were granted asylum. This led to a new Sanctuary Movement, begun in Tucson, Arizona and spreading to 500 congregations in the West including in San Francisco and the Bay Area based on the historical idea of sanctuary and American interpretations of civil disobedience.

Objectives:

Students will:

1. Examine the historical precedent of the concept of sanctuary
2. Understand the concept of civil disobedience as interpreted by American society
3. Relate the concepts of sanctuary and civil disobedience to the Sanctuary City Movement in San Francisco in the 1980s and the decision of the city to declare itself a sanctuary city in 1989

Standards:

Historical and Social Science Analysis Skills⁹

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students distinguish valid arguments from fallacious arguments in historical interpretation.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

⁹ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssf-frameworkwhole.pdf>.

4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Grade Ten: World History, Culture, and Geography: The Modern World¹⁰

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

¹⁰ California State Board of Education, History Social Science Framework, 729-735.

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century¹¹

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - The Truman Doctrine

¹¹ California State Board of Education, History Social Science Framework, 736-745.

- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing the American West, the “mutual assured destruction” doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock- births, and drug use.

Grade Twelve: Principles of American Democracy and Economics¹²

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal concern with protecting

¹² California State Board of Education, History Social Science Framework, 746-755.

individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

12.6 Students analyze the elements of America's market economy in a global setting.

7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.7 Students analyze the influence of the federal government on the American economy.

2. Identify the factors that may cause the costs of government actions to outweigh the benefits.

12.8 Students analyze the elements of the U.S. labor market in a global setting.

4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.9 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of the twentieth-century trade among countries in the Western Hemisphere.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

Key Ideas: Imperialism, Migration, Sanctuary

Assessment: Students will explore the idea of sanctuary cities through the historical concept of sanctuary and American interpretations of civil disobedience.

Materials/Resources: Students will need a pen and their computers.

Assessment:

Opening:

(20 minutes)

- Have students read the article “Claiming ‘Sanctuary’ in a Medieval Church Could Save Your Life – But Lead to Exile: For over 1,000

years, European fugitives found asylum in churches” by Becky Little, 18 April 2019

<https://www.history.com/news/church-sanctuary-asylum-middle-ages>

- As students read have them annotate looking to answer:
 - What was the act of Sanctuary?
 - What was the purpose of Sanctuary?
 - Who utilized Sanctuary?
 - Where does the idea of Sanctuary come from?
- Briefly discuss as a class.

Activity:

(20 minutes)

- Break students into groups of two and handout the “On Civil Disobedience” activity
- Students should fill out the handout after they read the excerpt talking through their ideas with their partner

Discussion:

(20 minutes)

- Project the first image “Hubert de Burgh, 1st Earl of Kent (1170-1243), being taken from sanctuary at Boisars, France, 1232.” *Historica Graphica Collection/Heritage Images/Getty Images:* <https://www.history.com/news/church-sanctuary-asylum-middle-ages>
 - Ask students what is happening in the image.
 - Ask students to consider what this image might be saying about the idea of sanctuary.
- Project the second image “Escaping slaves arrive a League Island (near Philadelphia)” NYPL Digital Gallery: <https://www.awesomestories.com/images/user/c6ae5c06482f2837e275b6749c9f136e.jpg>

- o Ask students what is happening in the image.
- o Tell students the stops on the Underground Railroad were called sanctuary stops and were often churches and other safe places.
- o Ask students to consider what this image might be saying about the idea of sanctuary.
- Project the third image: “My Child Has Never Seen His Father/ Vuelan lejos los sentimientos cuando los amados han Muertos todos,” 1984, SFMOMO Proyecto Mission Murals
<https://www.sfmoma.org/artwork/MM2021.336/>
 - o Ask students what is happening in the image.
 - o Remind students about the 1980s displacement of Central Americans due to violence, civil wars, and economic upheaval.
 - o Ask students to consider what this image might be saying about the idea of sanctuary.

Closing:

(15 minutes)

- Have students read San Francisco’s “Sanctuary City Ordinance” information: <https://sf.gov/information/sanctuary-city-ordinance> .
- On a piece of paper or notecard have students make a brief argument answering the following question:
 - o How does this declaration by the city and county of San Francisco incorporate ideas about sanctuary and civil disobedience into the city policy?

Supplemental Materials:

- Link for “Claiming ‘Sanctuary’ in a Medieval Church Could Save Your Life – But Lead to Exile: For over 1,000 years, European fugitives found asylum in churches” by Becky Little, 18 April 2019:
<https://www.history.com/news/church-sanctuary-asylum-middle-ages>
- “On Civil Disobedience” Handout
- Link for “Escaping slaves arrive a League Island (near Philadelphia)” NYPL Digital Gallery:
<https://www.awesomestories.com/images/user/c6ae5c06482f2837e275b6749c9f136e.jpg>
- Link for “My Child Has Never Seen His Father/ Vuelan lejos los sentimientos cuando los amados han Muertos todos,” 1984, SFMOMO Proyecto Mission Murals
<https://www.sfmoma.org/artwork/MM2021.336/>
- Link for San Francisco’s “Sanctuary City Ordinance”:
<https://sf.gov/information/sanctuary-city-ordinance>.

“On Civil Disobedience”
by Henry David Thoreau
Excerpt

Directions: Read through the follow excerpt from “On Civil Disobedience” by Henry David Thoreau. Then answer the questions on the back on the paper.

"After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule, is not because they are most likely to be in the right, now because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases cannot be based on justice, even as far as men understand it. Can there not be a government in which majorities do not virtually decide right and wrong, but conscience? -- in which majorities decide only those questions to which the rule of expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience, then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right/ It is truly enough said that a corporation has no conscience; but a corporation of conscientious men is a corporation with conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents of injustice. A common and natural result of an undue respect for law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power?"

Questions:

1. Describe the key problem of representative democracy (government rule elected by the majority) according to Thoreau.

2. What is purpose of a conscience according to Thoreau?

3. According to Thoreau is it more important to follow your conscience or the law? Why?

4. Do you agree or disagree with Thoreau?

Context:

Name: _____

Thesis:

Evidence

**A.
Main Idea #1**

- 1.
- 2.
- 3.

**B.
Main Idea #2**

- 1.
- 2.
- 3.

**C.
Main Idea #3**

- 1.
- 2.
- 3.

The Gilded Times

God awful Grant!!!

Does he really know what hes doing???



Grant was a hero and leader during the Civil War but he was only fit as a military leader and commander, he was not fit for the role as president at all.

Ulysses S. Grant was created into office due to his victory that ended the Civil War. During his presidency various events showed Grant was unfit for his position of leadership. Grant faced an incident involving the Credit Mobilier scandal. This involved the Union Pacific Railroad insiders who hired themselves. They feared the Congress would figure them out so they shared stock with them. It became worse for Grant when the Treasury was robbed by the Whiskey Ring. Throughout his presidency, Grant was seen as being loyal to his corrupt friends and befriending the wrong side.

PRESIDENTS VS TARIFFS

Personalities don't make a job successful.

Democratic President Grover Cleveland faced the problem of the Treasury amounting with a surplus of about \$145 million. Only two solutions could solve this. Cleveland went for the choice of lowering the tariff. This would end the Treasury surplus. Cleveland then chose to lower the tariffs. This angered the Democrats, but the Republicans were glad because this would allow higher taxes and also increase employment.

Cleveland had the reputation of being honest. The Republicans discovered that he had an affair with a widow, who had a son. Democratic electors then

The people felt at ease with him but despite his honesty he was thoughtless and hot-tempered.

Years later, Cleveland took office again where he faced another problem. Some people believed he had many scared dealing and sold out the government and another problem involving the Wilson-Gorman Tariff. Although he was intelligent and courageous, he didn't do much for the nation. In the other hand, Harrison's presidency was short-lived where Cleveland managed to serve two terms.



The Gilded Gazette

Railroad Revelation!

Our U.S. Government is heaping out land and money to the Union Pacific Railroad Company! The railroad company with given monopolistic, government-subsidized, state-subsidized, land, Rail Companies were allowed to buy their land from the land from owners and the final laying out of their tracks was the work of the U.S. Army. For each mile of completed rail the company will get 20 square miles of land!

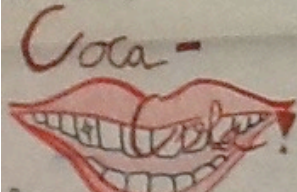
When it comes to money for each square mile covered by the company the profits range from \$40,000-\$400,000. This money and distribution of land is outrageous. As much as the rail road system has helped our country grow it is now making more than handouts are worth. There is also no doubt in crossing additional miles in places that already have a sufficient amount of railroad. The railroad operation of land and money have led to permanent railroad construction.

This government spending needs to stop.

Light Up 5¢
All American Cigarette



Die Savory 011 5¢



Bring Your Mouth to Savory
Levels!

Cure Your MORAL
ADDICTION!

R. Donohue Thanks you!

Rich Gets Richer, Poor Gets Punished into Perpetual Debt

The government of the American Dream, the American people they believe deserve regarding of class things should have the opportunity to thrive according to their own merits, but because nothing more but a tool used by bosses to motivate impoverished immigrants to work into perpetual debt.

With great mass production comes great need for workers to labor machines, which is necessary and fine. Yet the fact that the workers' wages barely meet their own needs in a lifetime, is completely absurd. They benefit more from their own labor than from the machines they use. (which has nothing to do with wages but the fact that the weak do not have the strength to work the machines). The workers' wages are so low that they are forced to work for long hours, and politicians that hinder education and workers' rights are so powerful that they can keep the workers in a state of perpetual debt. The government is so corrupt that it can keep the workers in a state of perpetual debt.



And how does the middle class exist when workers' wages are so low? They exist on the backs of the workers. The middle class spends its money on the goods that the workers produce. The workers' wages are so low that they are forced to work for long hours, and politicians that hinder education and workers' rights are so powerful that they can keep the workers in a state of perpetual debt. The government is so corrupt that it can keep the workers in a state of perpetual debt.

Carnegie and Rockefeller Industrial Creaks

Workers at Andrew Carnegie's steel plant in Pennsylvania were killed out over wages. The workers demanded 60% increase in wages, but Carnegie would only raise it to 30%. A lockout ensued when workers refused. Armed detectives of the Protection Agency hired by Carnegie and his deputy Henry Clay Frick stormed the Carnegie plant. Shots were fired and a wonderful of strikers were wounded or killed. The workers retaliated and drove the security guards away. Carnegie called in the state militia which retaliated in dozens of workers wounded in the fighting. The workers were forced to accept the pay raise wage increases and some were sued for damages. The Homestead Strike showed how industrial giants could crush labor easily with their support.

Rockefeller obtained his riches by using underhanded methods to take out all competition. He and his colleagues secretly set up dummy companies or bought up other companies. On the outside, these companies seemed to be independent contractors but were actually used by Rockefeller to spy on competitors and give Standard Oil hidden rebates. Rockefeller also forced the railroads to give him rebates that allowed him to keep pump prices low and ruin competitors. Without mercy, "Rockefeller" took over the oil industry and earned himself millions at the expense of others.

And I said "Hayes! What's going on?"

Martinsburg, WVA - Railroad construction in West Virginia has come to a halt after workers wages were slashed for the second time this year by the corrupt Baltimore and Ohio Railroad Company. Workers, furious at these slaps, cut, demonstrated their Constitutional rights in a nonviolent protest this week, causing railroad supply lines to come to a freeze. On the power of the diabolical Political machine the B&O Company persuaded the government use the states militia to remove their protest. However, sympathetic to freedom, the soldiers to fire upon these peaceful civilians. These slaps created similar protests around the United States notable cities such as Pittsburg, Chicago, and St. Louis. As a last resort, our "duly elected" head President Hayes sent federal troops to cities around country forcefully ending these peaceful demonstrations.

If we continue this sort of rights violation occur, then we lose that which we hold so dear. The audacity to fight for freedom, our precious freedom. I urge you all to help expose the corruption politicians and corporations and end this gilded age!

Context: Laissez-faire capitalism: hands off economy by govt.
Govt. controlled by Robber Barons so corrupt & no interference
to improve society

The government of the US had been very corrupt during the Gilded Age & the
Progressives were able to change government to being less corrupt to help improve
the lives of everyday people.

1. Reforming A Corrupt Government

- ① Doc. 4: Johnson wants govt. to give people a direct say to stop corruption
 - initiative, referendum, recall
- ② Doc. 1: Addams says pressure by corrupt politicians to pressure voters
 - Political Machines
- ③ Pendleton Civil Service Act
 - 10% civil service exam

2. Monopolies Broken Up

- ① By Govt.
 - Rockefeller Carnegie & Trusts
 - took over economy hurt people
- ② Sherman Anti-Trust Act
 - allowed govt. to go after trusts
- ③ Doc. 2: TR against monopolies
 - Pres. should break up the trusts

3. Social Reform

- 1. Doc. 3 Kids going to jail but there should be reform
 - public govt. schools
- 2. Doc. 6: Police Reform
 - govt controlled to stop corruption
- 3. ~~Doc. 5~~ Wilson wants Pres. to stop segregation
 - Jim Crow laws
- 4. Doc. 7 Temperance
 - govt. stop the sale of alcohol to help families