

# Social Studies Packet

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## Grade 8 (8-2)

### Textbook

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### Remind

Text @nyushist to 81010.

- Detailed instructions are included on each assignment (Days 1-6).
- Reading material can be found under "Current Assignments" on Cengage Website.

## 4.3 The Filipino-American War

The people of the Philippines had longed to be free of Spanish rule, and now they were. But they had merely exchanged one ruler for another. And they were more than disappointed—they were angry.

**MAIN IDEA** The people of the Philippines fought for independence from American rule in the Filipino-American War.

### RESISTANCE IN THE PHILIPPINES

After more than 300 years of Spanish rule, the people of the Philippines, called Filipinos, didn't want to be controlled by another colonial power. They wanted their independence. The island nation's independence movement had grown strong during the long struggle against Spanish rule, and it now turned its full force against the United States.

Resistance leader Emilio Aguinaldo did not waste any time rallying his forces after the Spanish-American treaty was signed. On the night of February 4, 1899, Filipino insurrectionists, or rebels, and American troops clashed outside the capital city of Manila. The Filipino-American War had begun. Fierce fighting continued through the night, but by morning, the Americans had defeated the outnumbered Filipinos. Aguinaldo and his troops retreated northward into the mountains to regroup and rethink their strategy.

### GUERRILLA WARFARE

Since conventional warfare against the American military had ended in defeat, the Filipinos turned to guerrilla warfare. This military tactic, which involves quick, unexpected attacks by small groups, is often effective for those fighting on their own land. The geography of the Philippines was well suited for guerrilla warfare. The country consists of thousands of islands, most with heavily forested mountains and, at that time, also with dense tropical rain forests.

The Filipino soldiers' tactics proved successful and resulted in the deaths of many American soldiers. In retaliation, the U.S. Army resorted to killing and torturing some Filipino prisoners of war. After an

incident in which Filipino guerrillas massacred American troops, American general Jacob F. Smith engaged in a campaign of revenge. The violence committed by soldiers under his command was so extreme that the U.S. Army court-martialed Smith, or tried him in a military court, for his conduct and forced him to retire.

The brutality of the war strengthened an American movement against imperialist expansion. The American Anti-Imperialist League had been formed in 1898 to protest the expansion of the United States and its treatment of the Filipino people. Politicians, businesspeople, and writers joined the league to speak out against U.S. imperialism.



### Mark Twain and the Filipino-American War

The famous U.S. novelist Mark Twain (shown here in a painting by Frank Larson) paid close attention to the Filipino-American War. At first he supported the war, but Twain grew dismayed by the imperialist aspirations of his government and joined the American Anti-Imperialist League.

During the Filipino-American War, entire villages, like this one, were damaged or completely destroyed. Residents were often driven from their homes or imprisoned.



Despite this opposition, the United States was determined to maintain its hold on the Philippines and eventually defeated the insurrectionists. The war officially came to an end in 1902, though guerrillas continued to battle American troops for a few more years. The fighting had resulted in a tremendous loss of life in the Philippines. Around 20,000 Filipino troops had been killed, and more

than 200,000 civilians had died from combat wounds, disease, and starvation. On the American side, about 1,500 troops had been killed, and disease had claimed some 2,800 additional lives. The Philippines remained a U.S. territory until 1946 when the United States granted the country its independence. For a time, Filipinos were allowed to migrate freely to the United States because of their U.S. national status. As a result, many Filipinos immigrated to Hawaii around 1910 to work on its sugar plantations.

In 1899, the Anti-Imperialist League issued its platform, or statement of beliefs, on U.S. imperialist policy. In this excerpt, the league explains why it condemns that policy.

#### PRIMARY SOURCE

*We earnestly condemn the policy of the present National Administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.*

—from "Platform of the American Anti-Imperialist League," 1899

In the early 1900s, the United States continued to exert its influence in the world. But rather than acquire more territory, the nation focused on protecting its interests in Latin America and Asia.

#### HISTORICAL THINKING

- 1. READING CHECK** How did the people of the Philippines react to American rule following the Spanish-American War?
- 2. DRAW CONCLUSIONS** What does the Anti-Imperialist League mean when it claims that U.S. policy "seeks to extinguish the spirit of 1776" in the Philippines?
- 3. MAKE INFERENCES** Why do you think the United States was so determined to hold onto the Philippines?



## 4.4 Involvement in Latin America and Asia

Do you know the saying, "Actions speak louder than words"? It means that people should be judged by what they do rather than what they say. As a man of action, Theodore Roosevelt practically embodied the saying. But he used another one to describe his foreign policy.

**MAIN IDEA** During the Progressive Era, the United States became increasingly involved in the affairs of Latin American and Asian countries.

### BIG STICK POLICY

President Theodore Roosevelt favored American involvement in foreign affairs. He characterized his foreign policy with the saying, "Speak softly and carry a big stick." That meant that he would "speak softly," or negotiate with a country in a calm, assured manner. But if the country did not cooperate, he might use his "big stick"—U.S. military power.

Since 1823, the United States had followed the principles of the Monroe Doctrine. According to this policy, Europe would not acquire new colonies in the Western Hemisphere. In exchange, the United States would not get involved in political affairs in Europe and would respect existing European colonies in the Western Hemisphere.

Roosevelt decided to take this policy a step further by adding the **Roosevelt Corollary** to the Monroe Doctrine. This addition asserted that, under certain circumstances, the United States had the right to intervene in the affairs of Latin American countries.

Several presidents after Roosevelt followed his lead in policing the Western Hemisphere. A revolution in the Central American country of Nicaragua in 1909 resulted in a government that the United States viewed as a threat to its economic interests. President William Taft sent in troops to dismantle this government and set up a new one—one that would be friendly to American businesses.

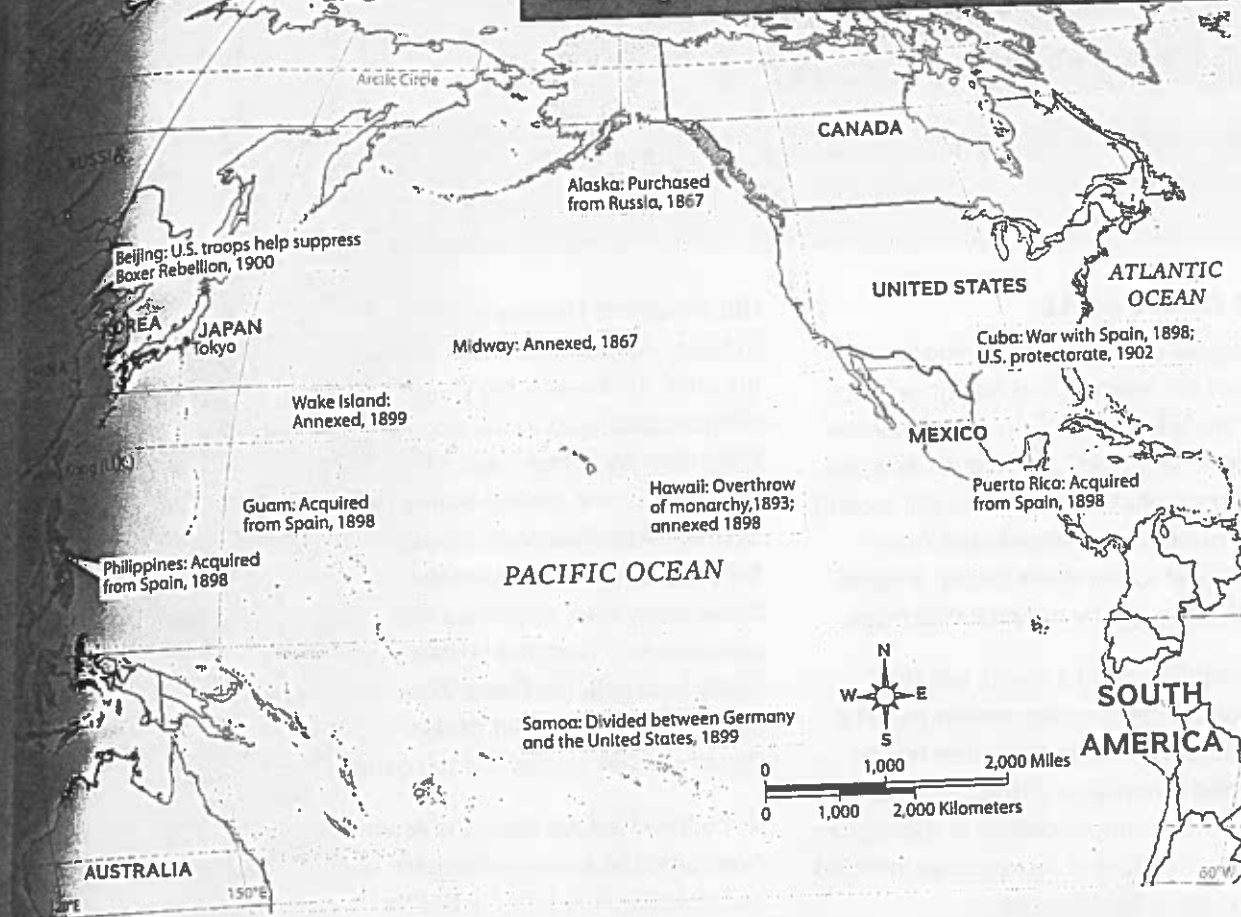
President Woodrow Wilson got involved in Mexico's political affairs after General Victoriano Huerta overthrew the country's elected president in 1913. Mexico had been engaged in an ongoing revolution since 1899. Calling Mexico's new leaders "a government of butchers," Wilson took steps to weaken Huerta's control and overthrow him. His measures worked, but the United States became involved in Mexico's revolution until 1917, when Wilson withdrew all U.S. forces from the country.

### OPEN DOOR POLICY

Meanwhile, the United States had been exerting its influence in East Asia since the mid-1800s. For centuries, Japan had adopted a policy of isolation and greatly limited trade with other countries. On July 8, 1853, four American ships under the command of Commodore **Matthew Perry** sailed into Japan's Tokyo Bay. Perry had been sent to negotiate diplomatic relations and trade between Japan and the United States. As a result, Japan opened its ports to American ships for the first time in more than 200 years.

Like Japan, China tried to resist involvement with other countries. But the 19th century was an unsettled period for China. Following a series of wars with Britain, China had been forced to remove its barriers to foreign trade in 1842. Then around 1899, several countries—primarily Britain, France, Germany, and Russia—sought to establish spheres of influence in China. A **sphere of influence** is a

## U.S. Acquisitions and Interventions, 1867–1902



claim a country makes to be the exclusive influence on another country's political or economic activities. Within China, each European power carved out a sphere of influence and controlled investment within that area.

The United States opposed these claims, fearing that the countries controlling their spheres of influence would monopolize all trade in China. As a result, the United States proposed the **Open Door Policy**. This policy called for equal trading privileges for all nations with economic interests in China. Although the nations that had carved out spheres of influence in China were not enthusiastic about this plan, they didn't openly oppose it either. So the U.S. government claimed that the powers had accepted the policy's terms and called their responses "final and definitive."

Many people in China were not happy with the flow of foreigners coming to their country. In 1900, a Chinese secret society known as the Society of the Righteous and Harmonious Fists rebelled against

the spread of Western and Japanese influence and sought to drive all foreigners out of China. Westerners called the society "Boxers" because its members carried out ritual boxing exercises. The Boxers killed foreigners and missionaries and destroyed property. An international coalition, which included American troops, was finally brought in and suppressed what would become known as the Boxer Rebellion. But the violent episode had exposed the unpredictable nature of increased contact with countries around the globe.

### HISTORICAL THINKING

1. **READING CHECK** What was Theodore Roosevelt's big stick policy?
2. **SYNTHESIZE** How did presidents Taft and Wilson implement the Roosevelt Corollary?
3. **INTERPRET MAPS** How would you describe the location of most of the lands acquired by the United States?



# Building the Panama Canal

**MAIN IDEA** In the early 1900s, the United States overcame geographic challenges and built the Panama Canal to connect the Atlantic and Pacific oceans.

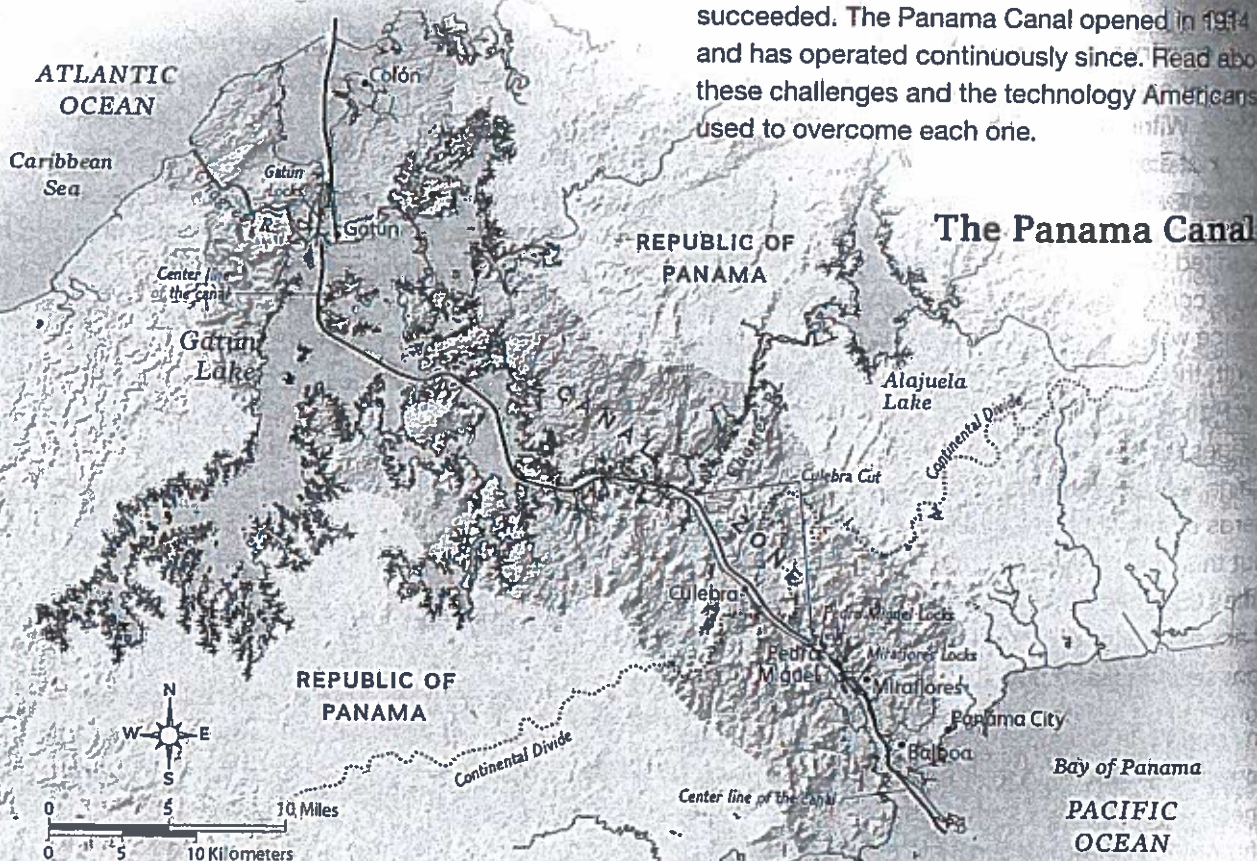
## THE DREAM OF A CANAL

For decades, people dreamed of building a shortcut between the Atlantic and Pacific oceans: a canal across the **isthmus** of Panama, a narrow strip of land connecting North and South America. Before the Panama Canal, ships had to sail around the southern tip of South America to get from America's East Coast to the West Coast. A canal would shorten this voyage by nearly 8,000 miles.

The French had tried to build a canal, but they failed because of the geographic challenges. The canal had to be about 50 miles long, and had to cut through rugged mountains. Additionally, a nearby river caused frequent flooding in the region, landslides were common, and mosquitoes infected construction workers with diseases.

But President Theodore Roosevelt was determined to have a canal built. First, he had to acquire the land. This was a big problem, because the isthmus belonged to the country of Colombia. Colombia and other Latin American countries did not trust the United States because of the Spanish-American War. Roosevelt didn't care. In 1903, he engineered a rebellion in which Panama broke away from Colombia and established its own country. Then the United States negotiated a treaty to create the Canal Zone, a ten-mile-wide strip of land the United States could lease from Panama. That was where the canal would be built.

Once they had the land, the Americans had to overcome the same geographic obstacles that had defeated the French, but the Americans succeeded. The Panama Canal opened in 1914 and has operated continuously since. Read about these challenges and the technology Americans used to overcome each one.



The Panama Canal

From New York to San Francisco

BEFORE THE CANAL  
13,000 miles

AFTER THE CANAL  
5,200 miles



**MALARIA AND YELLOW FEVER**

Two dangerous diseases were widespread in Central America: malaria and yellow fever. The illnesses killed one in five workers, and no one knew what caused them.

When the chief medical officer for the project discovered mosquitoes could pass both diseases to humans, he insisted on placing screens on every building's windows. He had all standing water treated to prevent mosquito breeding. Then workers agreed to come to Panama.

**DIGGING THE LOCKS**

Panama is an extremely mountainous country. The engineers decided to build the canal at the level of the mountains rather than at sea level. To do so, they needed to build **locks**. A lock is a confined section of water used to raise or lower ships.

To build the locks, workers used steam shovels, which had only recently been developed, to dig enormous holes where the locks would be. They then poured more than four million barrels of cement to form the locks.

**DIGGING THE CULEBRA CUT**

The most difficult part of the canal was a 9-mile section called the Culebra Cut. It was a human-made ditch 45 feet deep and 9 miles long that would carry ships past the highest mountains.

First engineers blasted the rock loose with dynamite. Then they used huge steam shovels to lift the **spoil**, or excess dirt and rock, into waiting railroad cars. Each shovel could lift eight tons of spoil at a time. Railroad cars would carry the spoil away from the worksite.

**DAMMING THE CHAGRES RIVER**

Another major geographic challenge was the Chagres River, which fed into the Canal Zone. This river was wild, and during the rainy season, it flooded the entire region.

Engineers built an earthen dam in a valley about four miles east of the Atlantic Ocean. The dam controlled the river and prevented flooding by backing up the waters of the Chagres to form Gatun Lake. Ships sailed across the lake on their way to the locks at the canal's ends.

**THINK LIKE A GEOGRAPHER**

- 1. IDENTIFY MAIN IDEAS AND DETAILS** How was the mountainous terrain of Panama a problem, and how did the engineers solve it?
- 2. ANALYZE ENVIRONMENTAL CONCEPTS** How did the Chagres River benefit from being dammed during the building of the Panama Canal?
- 3. MAKE INFERENCES** In 1977, President Jimmy Carter signed a treaty promising to return control of the Canal Zone to the country of Panama by the year 2000. Why do you think he might have signed this treaty?

From New York  
to San Francisco:

BEFORE THE CANAL  
**13,000 Miles**

AFTER THE CANAL  
**5,200 Miles**



**VOCABULARY PRACTICE**

-Check "Current Assignments" on the cengage website for page numbers.

**KEY VOCABULARY**

- **archipelago** (ar-keh-PEH-leh-go) *n.* a chain of islands
- **autonomy** *n.* self-rule
- **court-martial** *v.* to try a member of the armed services accused of offenses against military law
- **imperialism** *n.* a governmental system in which a stronger nation controls weaker nations or territories
- **isthmus** (IS-muhs) *n.* a narrow strip of land that connects two larger landmasses and separates two bodies of water

**DEFINITION CHART**

Complete the chart below for each Key Vocabulary word.  
In the last column, use the word in a sentence.

\*If you can't print this out, copy the chart on loose leaf.

WORD	DEFINITION	IN YOUR OWN WORDS	SENTENCE

\*Email me a picture of your assignment by the end of Day 1 (10:00 pm).

\*No Internet access? This is due the first day we return to school.



CHAPTER 20 SECTION 4 (4.1-4.5)  
America on the World Stage

DAY TWO

NATIONAL  
GEOGRAPHIC  
LEARNING

## VOCABULARY PRACTICE

## KEY VOCABULARY

- **Open Door Policy** *n.* the late 19th-century and early 20th-century policy calling for equal trading privileges for all nations with economic interests in China
- **Platt Amendment** *n.* a 1901 amendment to military legislation establishing the conditions by which the United States would withdraw from Cuba after the Spanish-American War but retain the right to intervene in Cuban affairs
- **Rough Riders** *n.* the untrained but tough group of cowboys, miners, police officers, and Native Americans who volunteered to be soldiers under the command of Theodore Roosevelt in the Spanish-American War
- **sphere of influence** *n.* a claim a country makes to be the exclusive influence on another country's political or economic activities
- **yellow journalism** *n.* a type of news reporting that exaggerates and dramatizes events, presenting readers with distorted views of the truth, in order to sell newspapers

THREE-COLUMN CHART

Complete the chart for each of the five Key Vocabulary words. Write the word and its definition. Then provide a definition using your own words.

\*If you can't print this out, copy the chart on loose leaf.

WORD	DEFINITION	IN MY OWN WORDS

\*Email me a picture of your assignment by the end of Day 2 (10:00 pm).

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CHAPTER 20 SECTION 4 (4.1-4.5)  
America on the World Stage

DAY THREE

## READING AND NOTE-TAKING

## OUTLINE AND TAKE NOTES

As you read Section 4, take notes using the headings and subheadings as a starting point.

\*If you can't print this out, copy format exactly as you see it on college-ruled loose leaf.

## A. Entering the World Stage

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## B. Expanding the Nation

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 4.2 The Spanish-American War

- A. \_\_\_\_\_
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

- B. \_\_\_\_\_
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

\*Email me a picture of your assignment by the end of Day 3 (10:00 pm).

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**DAY FOUR****4.3 The Filipino-American War**

A. \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

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• \_\_\_\_\_

B. \_\_\_\_\_

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• \_\_\_\_\_

**4.4 Involvement in Latin America and Asia**

A. \_\_\_\_\_

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• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

B. \_\_\_\_\_

• \_\_\_\_\_

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• \_\_\_\_\_

• \_\_\_\_\_

\*If you can't print this out, copy format exactly as you see it on college-ruled loose leaf.

\*Email me a picture of your assignment by the end of Day Four (10:00 pm).  
\* No Internet access? This is due the first day we return to school.

DAYS 5-6

Name \_\_\_\_\_

Class \_\_\_\_\_

8-

Date \_\_\_\_\_

**FORMAL ASSESSMENT**

CHAPTER

**20**

**The Progressive Era**

**CHAPTER TEST A**

*\*If you can't print this out, copy the questions exactly as they appear on college-ruled loose leaf.*



**NATIONAL GEOGRAPHIC LEARNING**

**PART 1: MULTIPLE CHOICE**

Choose the best answer for each question from the choices available.

*3 pts. each (48 total)*

1 What progressive policies did William McKinley undertake as president?

- ☐ A adopted a laissez-faire economy
- ☐ B opened up trade with other countries
- ☐ C promoted better access to education for all
- ☐ D allowed wealthy people to control the government

2 What did the Federal Reserve Act do?

- ☐ A established a board to supervise the nation's flow of money
- ☐ B allowed people of each state to directly elect their senators
- ☐ C outlined the illegality of unlawful business practices
- ☐ D gave Congress the power to collect income taxes

3 What did the Triangle factory fire and the miners' strike in Ludlow have in common?

- ☐ A Factory workers and miners belonged to labor unions.
- ☐ B Factory and mine owners improved working conditions.
- ☐ C Factory and mine owners ordered their workers to be shot.
- ☐ D Factory workers and miners died due to the companies' greed.

4 How did Henry Ford convince workers to stay after he introduced assembly lines?

- ☐ A He gave each worker a Model T.
- ☐ B He doubled their pay and reduced their hours.
- ☐ C He let workers choose where to work.
- ☐ D He provided entertainment at factories.

5 What did Charlotte Perkins Gilman encourage women to do?

- ☐ A remain in their traditional roles as mothers and homemakers
- ☐ B produce household inventions to improve women's lives
- ☐ C work outside the home to gain financial independence
- ☐ D speak at women's clubs in their community

6 Who were pioneers in the field of social work?

- ☐ A Jane Addams and Ellen Gates Starr
- ☐ B Carry A. Nation and other teetotalers
- ☐ C Ellen Spencer Mussey and Emma Gillett
- ☐ D Charlotte Perkins Gilman and other writers

7 How did industrialization affect the United States' appetite for imperialism?

- ☐ A It kept Americans busy at home.
- ☐ B It diverted factories from weapons to appliances.
- ☐ C It gave workers more time to practice and spread their religion.
- ☐ D It increased the amount of goods, which could be sold in new markets.

8 Why did Hearst's newspapers exaggerate stories about Cuba?

- ☐ A Reporters wanted to influence public support against Cuba.
- ☐ B Theodore Roosevelt wanted to look like a war hero.
- ☐ C Hearst wanted to sell more newspapers.
- ☐ D Cuba wanted to be more important than the United States.

9 How did the U.S. Army respond to General Jacob F. Smith's treatment of Filipinos?

- ☐ A The army court-martialed Smith and forced him to retire.
- ☐ B The army gave him a medal because he helped win the war.
- ☐ C The army promoted Smith because he refused to torture prisoners.
- ☐ D The army turned Smith over to the American Anti-Imperialist League.

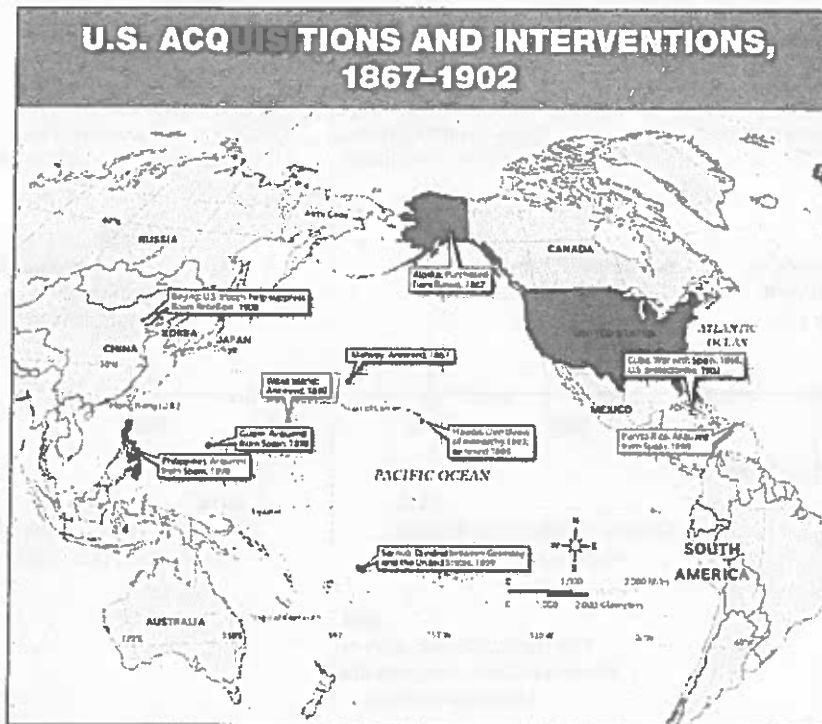
10 What country was affected by the U.S. Open Door policy?

- ☐ A Britain
- ☐ B China
- ☐ C Japan
- ☐ D Nicaragua



DAYS 5-6**FORMAL ASSESSMENT** Continued**PART 2: INTERPRET MAPS**

Use the map and your knowledge of U.S. acquisitions and interventions to answer the questions below.



11 Which year saw the greatest number of U.S. acquisitions?

- ☐ A 1867  
☐ B 1898  
☐ C 1899  
☐ D 1902

13 Which land did the United States acquire from Russia?

- ☐ A Alaska  
☐ B Samoa  
☐ C Midway  
☐ D Wake Island

12 Which acquired territory is closest to the equator?

- ☐ A Guam  
☐ B Hawaii  
☐ C Midway  
☐ D the Philippines

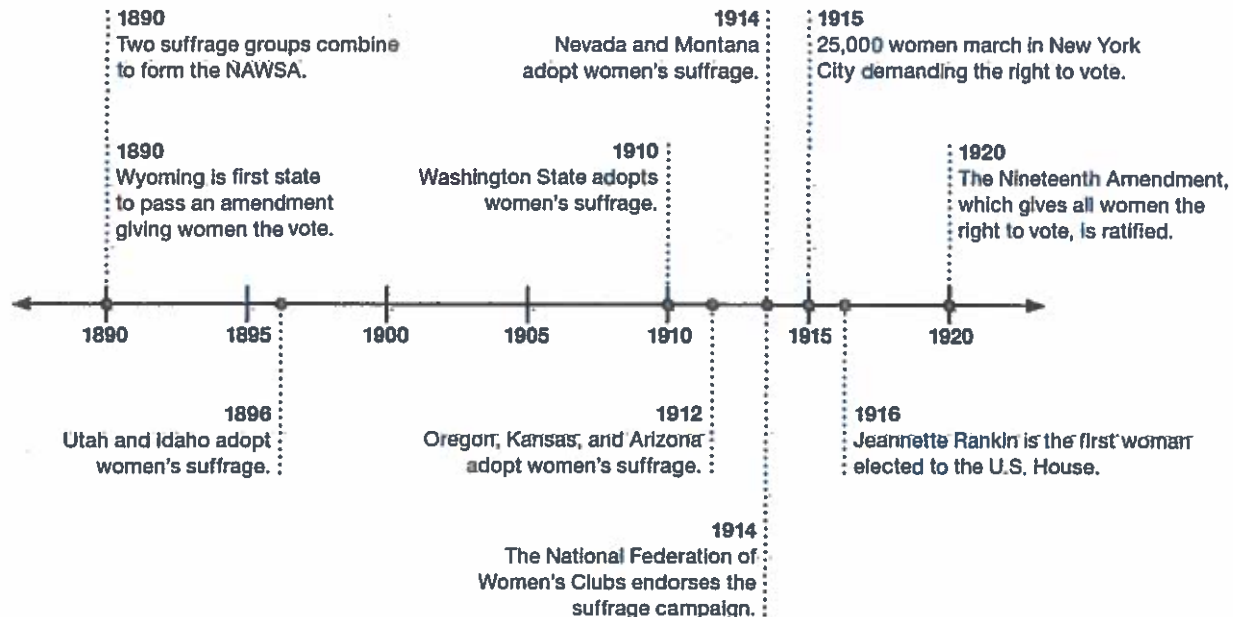
**CONSTRUCTED RESPONSE**

Use a complete sentence to write the answer in the space provided.

14 What does the map title "U.S. Acquisitions and Interventions" mean?

DAYS 5-6**FORMAL ASSESSMENT** Continued**PART 3: INTERPRET TIME LINES**

Use this time line and your knowledge of suffragists' efforts to achieve votes for women to answer the questions below.

**Women's Suffrage in the United States**

Sources: National Women's History Museum, National Park Service

15 Which was the first state to adopt women's suffrage?

- ☐ A Idaho
- ☐ B Montana
- ☐ C Washington State
- ☐ D Wyoming

16 When was the first woman elected to the U.S. House?

- ☐ A 1890
- ☐ B 1914
- ☐ C 1916
- ☐ D 1920

17 How many years passed between the formation of the NAWSA and the endorsement from the National Federation of Women's Clubs?

- ☐ A 30 years
- ☐ B 24 years
- ☐ C 14 years
- ☐ D 4 years

**CONSTRUCTED RESPONSE**

Use a complete sentence to write the answer in the space provided.

18 Why do you think states in the West were the first to support voting rights for women?



**FORMAL ASSESSMENT** Continued**NATIONAL  
GEOGRAPHIC  
LEARNING****PART 4: DOCUMENT-BASED QUESTION**

Use the documents and your knowledge of muckrakers to answer the questions below.

**INTRODUCTION** The Progressive Era saw the rise of investigative journalists known as muckrakers. These reporters used their constitutionally guaranteed freedom of the press to expose illegal and unethical practices in business and government. Some of these stories even resulted in the passing of new laws.

**OBJECTIVE:** Explain how muckrakers caused changes in the United States.

**DOCUMENT 1** Excerpt from *Stories That Changed America*. After Ida Tarbell published *The History of the Standard Oil Company*, the government investigated the company's business practices.

Standard Oil then launched a national campaign to discredit [challenge] the book with negative reviews. . . . Rockefeller also made a number of well-publicized and substantial contributions to charities in his blatant [obvious] pursuit to gain public support. The campaign failed. In 1906, Congress passed the Hepburn Act, bringing an end to oil company rebates. Another immediate result of Tarbell's work was the formation of the Bureau of Corporations, which would conduct an investigation of the petroleum industry. In 1906, the Bureau reported that Standard Oil was getting preferential treatment from railroads and had been for some time. In the suit that followed, Standard Oil was found guilty and fined twenty-nine million dollars. Attorney General Charles Bonaparte . . . had filed suit under the Sherman Act, charging Standard Oil with conspiring to restrain and monopolize interstate commerce in petroleum. . . . The Standard Oil Company was broken up into thirty-eight pieces.

**Source:** *Stories That Changed America*, Carl Jensen, 2000, New York, Seven Stories Press

5 pt. each (10 total)  
**CONSTRUCTED RESPONSE** Use a complete sentence to write the answer in the space provided.

19 Name two ways the federal government responded to Tarbell's charges against Standard Oil.

20 What does "conspiring to restrain and monopolize interstate commerce" in petroleum mean?

**FORMAL ASSESSMENT** Continued

**DOCUMENT 2** Excerpt from "Upton Sinclair's *The Jungle*: Muckraking the Meat-Packing Industry." Within months of *The Jungle*'s publication, Congress passed both the Pure Food and Drug Act and the Meat Inspection Act.

Sinclair was dismayed, however, when the public reacted with outrage about the filthy and falsely labeled meat but ignored the plight of the workers. Meat sales dropped sharply. . . . The White House was bombarded with mail, calling for reform of the meat-packing industry. After reading *The Jungle*, President Roosevelt invited Sinclair to the White House to discuss it. The president then appointed a special commission to investigate Chicago's slaughterhouses. The special commission issued its report in May 1906. The report confirmed almost all the horrors that Sinclair had written about. . . . The commissioners criticized existing meat-inspection laws that required only confirming the healthfulness of animals at the time of slaughter. The commissioners recommended that inspections take place at every stage of the processing of meat. They also called for the secretary of agriculture to make rules requiring the "cleanliness and wholesomeness of animal products."

**Source:** "Upton Sinclair's *The Jungle*: Muckraking the Meat-Packing Industry," *Bill of Rights in Action*, 2008, Constitutional Rights Foundation

5 pts. each (10 total)      Echo!

**CONSTRUCTED RESPONSE** Use a complete sentence to write the answer in the space provided.

- 21 Why do you think people cared more about the tainted food the meatpacking industry was producing than how the companies treated workers?
- 22 Why did President Roosevelt respond so promptly to the problems described in Sinclair's book?

**FORMAL ASSESSMENT** Continued

**DOCUMENT 3** Excerpt from *Muckrakers*. The book's subtitle—*How Ida Tarbell, Upton Sinclair, and Lincoln Steffens Helped Expose Scandal, Inspire Reform, and Invent Investigative Journalism*—mentions three journalists you read about in this chapter.

As outsiders they could more easily speak up about matters of local concern and connect these issues to national patterns. All of these qualities added to their genius and to their role as a positive force for change.

This winning chemistry gave results. As one historian notes: "The group changed things, and few writers can claim that." Not only did these first muckrakers influence government reform, they helped shift the country from one with state-centered power to one based on national control. They gave voice to new political movements, such as socialism and progressive politics. Their work helped establish journalism as a profession: schools of journalism opened in their wake. Inadvertently the muckrakers spurred the creation of a new industry, too—public relations. They may even have prompted the nation's most wealthy citizens to give away more of their fortunes in hopes of improving their personal images and family names.

**Source:** *Muckrakers*, Ann Bausum, 2007, Washington, D.C., National Geographic Society

5 pts. each (16 total)  
**CONSTRUCTED RESPONSE** Use a complete sentence to write the answer in the space provided.

**23** Why were muckrakers so influential?

**24** How might some of the nation's wealthiest residents reacted to muckraking?

**EXTENDED RESPONSE** Write a paragraph to answer the following question. Use information from all three documents and your knowledge of muckrakers in writing your paragraph. Use the back of this page or a separate piece of paper to write your answer.

• 12 points

• Echo

• college-ruled loose leaf

**25** What changes did the muckrakers bring about?

Planning Space:

• Cite all three documents!

• Format:

→ Introduction (1-2 sentences)

→ Body (6-8 sentences)

→ Conclusion (1-2 sentences)

\*Email me a picture of your assignment by the end of Day 6 (10:00pm).  
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