



# Exploring America Part 2



**NOTGRASS**  
HISTORY

*Exploring America Part 2*

Ray Notgrass

ISBN 978-1-60999-193-7

5th edition. 2026 printing.

Copyright © 2026 Notgrass History. All rights reserved.

No part of this material may be reproduced without permission from the publisher.

**Previous Page:** “A Day to Remember” World Trade Center Tribute in Light,  
September 11, 2010 (Bob Jagendorf / Flickr / CC-BY-2.0)

**Front Cover Images:** Airplane - National Archives,  
Pittsburgh Skyline - Sean Pavone / Shutterstock.com

**Author Photo:** Charlene Notgrass

All product names, brands, and other trademarks mentioned or pictured  
in this book are used for educational purposes only.

No association with or endorsement by the owners of the trademarks is intended.

Each trademark remains the property of its respective owner.

Unless otherwise noted, Scripture quotations taken from the (NASB®) New American  
Standard Bible®, Copyright © 1960, 1971, 1977, 1995 by The Lockman Foundation.

Used by permission. All rights reserved. [www.Lockman.org](http://www.Lockman.org)

Cover design by Mary Evelyn McCurdy

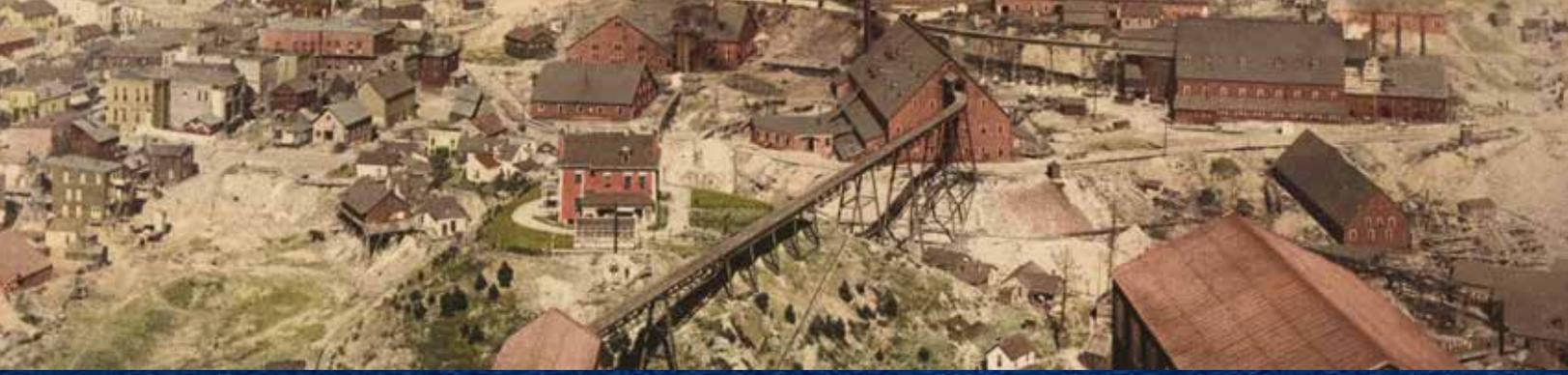
Interior design by John Notgrass

Printed in the United States of America

Notgrass History

1-800-211-8793

[notgrass.com](http://notgrass.com)



*Homestake gold mine in Lead, South Dakota (1900)*

# Table of Contents

## **Unit 16 - Beginnings of the Modern Age ..... 551**

- 76 - Politics at the End of the 19th Century
- 77 - Separate and Unequal
- 78 - The Progressive Movement
- 79 - American Empire
- 80 - Bible Study: God and Freud

## **Unit 17 - The Triumph of the Progressives ..... 587**

- 81 - America in 1900
- 82 - The Emergence of Theodore Roosevelt
- 83 - Roosevelt's Foreign Policy and the Taft Administration
- 84 - A Time of Invention
- 85 - Bible Study: Liberal and Conservative

## **Unit 18 - Wilson and the Great War.....625**

- 86 - Wilson's Domestic Agenda
- 87 - Trouble in Europe
- 88 - America Goes "Over There"
- 89 - An Imperfect Peace
- 90 - Bible Study: From Every Nation, Tribe, and Tongue

## **Unit 19 - The 1920s.....665**

- 91 - Return to Normalcy?
- 92 - The Roaring Twenties
- 93 - Two Issues: Prohibition and Discrimination
- 94 - The Great Depression Begins
- 95 - Bible Study: The Scopes Trial

## Unit 20 - Happy Days Are Here Again.... 703

- 96 - The Only Thing We Have to Fear
- 97 - The New Deal Runs Aground
- 98 - Life in the 1930s
- 99 - War Clouds Build Again
- 100 - Bible Study: How Do We Cope with Suffering?

## Unit 21 - The War to Save Democracy .... 743

- 101 - America Enters World War II
- 102 - America at War
- 103 - Victory!
- 104 - One Soldier's Story
- 105 - Bible Study: Don't You Know There's a War On?

## Unit 22 - The Rapidly Changing World.... 779

- 106 - The Cold War Begins
- 107 - Communism—in America!
- 108 - Changes and Challenges After World War II
- 109 - The Korean War
- 110 - Bible Study: Religious Issues of the 1940s

## Unit 23 - The 1950s..... 815

- 111 - We Like Ike!
- 112 - The Civil Rights Movement
- 113 - Eisenhower's Foreign Policy
- 114 - The Space Race Begins
- 115 - Bible Study: Were They Really the Golden Days?

## Unit 24 - The Turbulent 1960s..... 847

- 116 - JFK and LBJ
- 117 - "I Have a Dream"
- 118 - Vietnam
- 119 - 1968
- 120 - Bible Study: The Counterculture of Jesus



*NAACP poster advertising a "wartime conference for total peace" (1944)*

**Unit 25 - The 1970s.....885**

- 121 - Nixon Now!
- 122 - And the Fall of That House Was Great: Watergate
- 123 - Ford and Carter
- 124 - Abortion
- 125 - Bible Study: Other Spiritual Issues of the 1970s

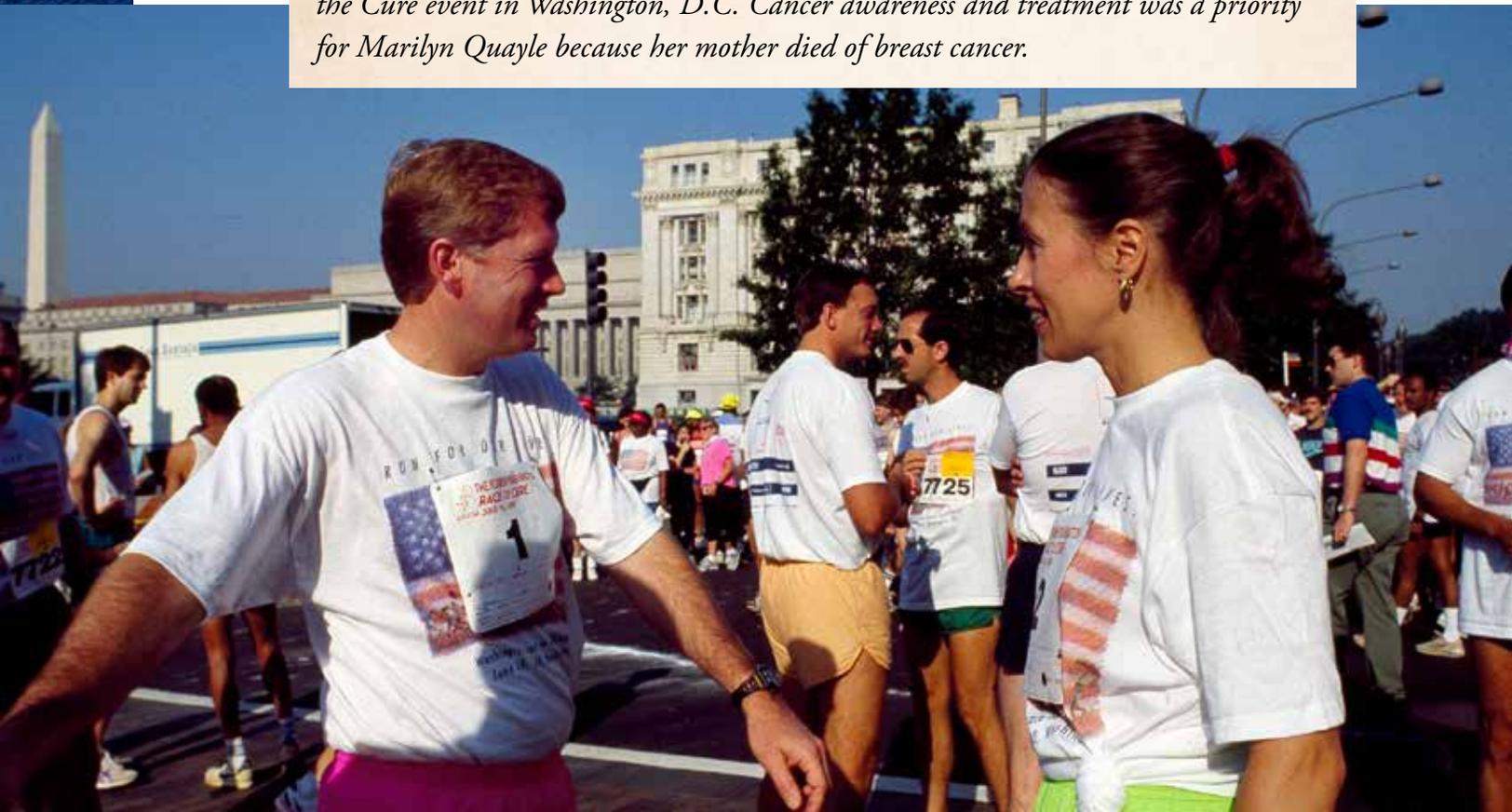
**Unit 26 - And the Wall Came Tumbling Down .....923**

- 126 - The Reagan Revolution
- 127 - Reagan's Foreign Policy
- 128 - George H. W. Bush and the Fall of Communism
- 129 - The Persian Gulf War
- 130 - Bible Study: Bringing Good Out of Something Bad

**Unit 27 - The End of Another Century .....959**

- 131 - Clinton's Success and the Republican Comeback
- 132 - Complicated Foreign Entanglements
- 133 - An Impeachment at Decade's End
- 134 - America in 2000
- 135 - Bible Study: Public Leaders, Private Lives

*Vice President Dan Quayle and his wife, Marilyn, participated in the 1990 Race for the Cure event in Washington, D.C. Cancer awareness and treatment was a priority for Marilyn Quayle because her mother died of breast cancer.*



**Unit 28 - The New Millennium .....995**

- 136 - The Son of a President Becomes President
- 137 - September 11, 2001
- 138 - The Great Recession
- 139 - Yes We Can!
- 140 - Bible Study: Discerning the Truth

**Unit 29 - Crises and Opportunities ..... 1029**

- 141 - The First Trump Administration
- 142 - COVID and the Census
- 143 - The 2020 Election and Biden’s Tenure
- 144 - The American Story Continues
- 145 - Bible Study: Recent American Religious History

**Unit 30 - Your America..... 1057**

- 146 - The War on Terror
- 147 - Civil Rights After the 1960s
- 148 - Technology
- 149 - Red States, Blue States: Can’t We All Just Get Along?
- 150 - Bible Study: Putting American History into Perspective

**Image Credits .....C-1**

*Independence Day parade in Boston, Massachusetts (2019)*





17

Josephine and Mercie, *Edmund Tarbell* (American, 1908)

## The Triumph of the Progressives

Theodore Roosevelt was a progressive Republican who wanted to use the power of the federal government for the good of the nation. The trend of reform continued into the Taft and Wilson administrations. The late 19th century and early 20th century was a period of tremendous innovation and change. One key example of this was the construction of the Panama Canal. The division in society between conservative versus liberal and traditional versus modern extended into churches, with the result that several groups suffered splits and Christendom became even more divided.

*Edmund Tarbell (1862-1938) painted two of his daughters in the sitting room of their summer home in New Castle, New Hampshire.*

## Lessons

- 81 - America in 1900
- 82 - The Emergence of Theodore Roosevelt
- 83 - Roosevelt's Foreign Policy and the Taft Administration
- 84 - A Time of Invention
- 85 - Bible Study: Liberal and Conservative

## Memory Work

Memorize 1 Timothy 6:20-21 by the end of this unit.

## Books Used

The Bible  
*American Voices*  
*Mama's Bank Account*

## Project (choose one)

1. Write 300 to 500 words on either of the following topics:
  - What is the Christian's responsibility toward the environment? What is the proper Biblical balance between taking God's Creation for granted and worshipping it as a deity?
  - Express your own beliefs about one of the religious liberal/conservative debates discussed in Lesson 85.
2. Create a sculpture that celebrates the age of invention as Lesson 84 discusses.
3. Create a magazine as if it were being published in 1900. Choose the audience for your magazine—women, men, youth, young children, ministers, farmers, homemakers, etc. Create a variety of illustrations, features, fiction, poetry, articles, and advertisements that reflect life in 1900. Your magazine should be a minimum of 10 pages, including a cover. See the discussion of magazines in Lesson 81.

## ***Mama's Bank Account***

In *Mama's Bank Account*, Katherine Forbes tells stories about a Norwegian immigrant family in San Francisco in the early 1900s. The incidents that Forbes relates are funny, touching, and thought-provoking, but they always weave their way back to Mama. We see something of the subculture in which immigrants lived as they tried to make a new life in America. The book was published in 1943. It was adapted into a Broadway play the next year and made into an excellent movie in 1948. The theatrical and movie versions were entitled *I Remember Mama*.

Plan to finish the book by the end of this unit.



*This 1901 photo of a Norwegian woman is one of a series of photographic transparencies designed to accompany a lecture on "Woman: the World Over."*

# America in 1900

As the 19th century came to a close in 1900, the United States stretched from coast to coast and consisted of 45 states. Utah was the last state to have entered the Union, having been admitted in 1896. Oklahoma, Arizona, New Mexico, Alaska, and Hawai'i were still territories. The U.S. census and other sources of statistical information offer us some insights into the nature of American life in that landmark year.

## Population

The official population of the United States in 1900 was 76,212,168. A century earlier, the nation had been home to about 5.3 million persons.

The 1900 population figure was an indication of the period's rapid growth. The 1900 number reflected a 21 percent increase over the 1890 census. The 1890 total was 25 percent higher than the 1880 count, which in turn was 26 percent more than the 1870 figure. Three main factors contributed to this growth: more women were giving birth to babies, more of those babies survived infancy, and the country had a significant influx of immigrants. The American population included 66.8 million white persons and 8.8 million black persons. Just under a quarter million residents were Indigenous people, and about 115,000 were of Asian descent.

About one-third of the U.S. population in 1900 was either foreign-born or the children of those who were born in another country. Some 13.6 percent of the population (or about one out of every seven persons) had been born in another land. This indicates the profound impact that immigration was having on the nation.

In 1900 the United States was still predominantly a rural nation. Sixty percent of the population lived in communities of 2,500 or less. The population of five states was over 90 percent rural. However, as we indicated in an earlier lesson, cities were becoming the defining feature of American life. We can see this by the fact that in 1860, 83 percent of the population lived in communities of 2,500 population or smaller. Between 1880 and 1900, the country's rural population increased by just



*California ranch family (c. 1900)*

under 10 million persons, while the urban population increased by over 16 million.

Only three U.S. cities had a population greater than one million in 1900. The five largest cities were New York City (3.4 million), Chicago (1.7 million), Philadelphia (1.3 million), St. Louis (575,238), and Boston (560,892). Los Angeles registered 102,479 residents in the 1900 census.

American life expectancy in 1900 was only 47 years, which reflects the significant impact of disease, infant mortality, and dangerous work conditions. In 1900 about 4 percent of the population was 65 and over.

## The Working World

In 1900 the United States had the largest industrial output of any country in the world. A major factor in this growth was the production of steel, which proved to be a superior product to iron. Steel was important in many aspects of the growing American economy, including the building of railroads (both rail lines and railcars), girders for the construction of buildings, and the rapidly expanding market for urban streetcars. In 1865 the country had about 35,000 miles of railroad track. By 1900 that total had increased to 193,000 miles. In 1920 the total track mileage in the country reached its high point of 260,000 miles.

Another growing industry was petroleum. Companies refined oil drawn from the ground to produce kerosene, a widely used lighting and heating product. In the early 20th century, the combination of steel production, the refining of gasoline from oil, and the manufacturing of automobiles brought about explosive growth in these and related industries.

The barons of industry profited greatly from this growth in the American economy. The opportunity for work and the average wage that workers earned were increasing in the boom. The standard of living rose for many Americans.

*Workers in a New England cotton mill (c. 1900)*



However, the workers did not share in the bounty as much as they would have liked. It was not uncommon for steel mill workers to put in 84-hour weeks (working 6 days per week, 14 hours per day). Other factory workers usually worked 12-hour days and 60-hour work weeks. Construction workers usually worked 48 hours per week.

Despite these long hours, the average annual income for non-farm workers was \$490. This average includes clerical and all other positions, many of which paid less than factory jobs. In addition, workers in 1900 had few benefits. Social Security did not exist, and practically no companies offered retirement plans or health insurance benefits for the average worker. This meant that many families faced hard decisions. Either they did without, or the father worked two jobs, or the wife and children had to contribute to the family's income. Unions still had relatively little impact on the pay and working conditions of most Americans.

## Education

Americans showed an increased interest in public education during this period. Teaching new immigrants and preparing the next generation for the changing world around them were major issues. The biggest change came with the increase in the number of public high schools. Before 1900 most public schooling ended with the eighth grade, and high schools were rare. State funding for public education was the exception, not the rule. During the early 20th century, state funding for education became the norm.

An emerging leader in this new push for education was John Dewey. Dewey was born in 1859. He received a doctorate from Johns Hopkins University in 1884 and began teaching at the University of Chicago in 1894. In 1904 he began a career at Columbia University in New York. His first major work on education was *The School and Society*, published in 1899. The philosophy of pragmatism, which holds that people should do whatever works in order to achieve their stated goals, attracted many Americans. The more extreme proponents of pragmatism reject absolute truth and believe that whatever works should be considered true.

*Students cutting paper into leaf shapes (c. 1900)*



Dewey wanted to move education away from classical academic studies and to make more of a connection between education and life because he believed that this was pragmatically the best thing to do given that day and time. Dewey was one of the first proponents of a school-to-work approach to education. The traditional educational approach had attempted to prepare a person for living a well-rounded, values-based, responsible adult life. Dewey's method was based on expedience. A major emphasis among educators became the designing of pragmatic educational programs that would equip students to hold jobs in the American workplace rather than to teach students to think for themselves and to become independent businessmen, civic leaders, and homemakers. Dewey's philosophy had a profound influence on American education in the 20th century.

The increased demand for more and better-trained public schoolteachers was an impetus for the founding of more colleges and universities. Before this time, most universities had specialized in teaching the classic liberal arts curriculum that nearly all students at the university took. Colleges began to broaden their offerings, and students created their own programs of study by choosing electives. More colleges permitted women to enroll, and universities specifically for women opened their doors.

*Dentistry students at Howard University in Washington, D.C. (c. 1900)*



Graduate education also received increased attention, based largely on the model of German universities. Johns Hopkins University, which opened in 1876, was dedicated to research and graduate studies. Colleges also began professional training programs in fields such as medicine and architecture. These programs helped the public identify professionals who had received adequate training. They also helped professionals by controlling the number of people who entered those fields.

The Chautauqua movement and efforts similar to it brought education to the general public. In the summer of 1874, a businessman and minister organized a two-week program of sermons, Bible lessons, and uplifting messages for Sunday school teachers at Lake Chautauqua in New York. The event was so popular that leaders repeated it in succeeding years and expanded it to include presentations on science, economics, and literature. The Chautauqua Reading Circle became a national organization, and Chautauqua speakers and similar programs spread around the country. By 1900 some 200 groups sent speakers into communities, where people eagerly turned out to hear lectures on various subjects or to enjoy humor and music.



*The Chautauqua Auditorium in Shelbyville, Illinois, is a 20-sided wooden building 150 feet in diameter. Built in 1903, it has a special roof truss system that does not require any interior columns. Even with a full house of 6,000 people, every audience member had a clear view of the stage.*

## Newspapers and Magazines

The total circulation of newspapers increased faster than the growth of the population during this period. Inventions such as the linotype machine and improved printing presses as well as businesses wanting to advertise their products in newspapers helped spur the growth. Joseph Pulitzer built a financially successful newspaper chain that specialized in playing up sensational human interest stories and scandals. News services such as the Associated Press supplied national and world news to local papers.

Popular magazines such as the *Atlantic Monthly* and *Ladies' Home Journal* also grew in circulation. In 1900 *Ladies' Home Journal* became the first magazine to have one million subscribers. Edward Bok, a Dutch immigrant, edited the magazine from 1889 to 1919. His autobiography, *The Americanization of Edward Bok*, is a fascinating account of life in America and Bok's correspondence and encounters with many famous Americans. His book received a Pulitzer Prize, first awarded in 1917 based on the instructions that Joseph Pulitzer left in his will.



## What Else Was Happening?

- 1901 *Harry Houdini, pictured at right, builds an international reputation for making daring escapes.*
- 1901 *British colonies unite to form the Commonwealth of Australia.*
- 1902 *A New York toymaker displays a political cartoon of Theodore Roosevelt refusing to shoot a bear cub next to a toy stuffed bear that he calls a Teddy Bear.*
- 1905 *Albert Einstein publishes his special theory of relativity and develops the equation  $E=mc^2$ .*
- 1906 *The All-India Muslim League is formed to protect the rights of Muslims in the mostly Hindu nation of India. The league eventually helps bring about a division of India to form the Muslim country of Pakistan.*
- 1907 *Hans Geiger develops the first machine to measure radioactivity, the Geiger counter.*
- 1908 *The Gideons begin their program of placing Bibles in hotel rooms in Iron Mountain, Montana.*
- 1908 *James Spangler invents the vacuum cleaner. He sells the rights to W. H. Hoover.*
- 1908 *Sir Robert Baden-Powell founds the Boy Scouts in Britain. The Boy Scouts of America begin in 1910. The Girl Guides begin in Britain in 1910. Juliette Low begins Girl Scouts in the U.S. in 1912.*
- 1908 *Bulgaria declares independence from the Ottoman Empire.*
- 1909 *The first synthetic plastic (Bakelite) is produced by Leo Baekeland.*
- 1911 *A revolution in China topples the Qing Dynasty and creates a republic.*
- 1912 *The separable fastener is developed. It becomes known as the zipper.*
- 1912 *The supposedly unsinkable Titanic strikes an iceberg on its maiden voyage and sinks off Newfoundland.*



The fear of the Lord is the beginning of knowledge;  
Fools despise wisdom and instruction.  
Proverbs 1:7

## Assignments for Lesson 81

- Read “This Is My Father’s World” by Maltbie Babcock (*American Voices*, page 293).
- Begin reading *Mama’s Bank Account*. Plan to finish it by the end of this unit.
- In the Bible study lesson for this unit, we will consider the conflict between liberal theology and traditional theology that affected American Christianity around the beginning of the 20th century. Read 2 Timothy 1.
- Start memorizing 1 Timothy 6:20-21.
- Choose your project and begin working on it.
- Answer the questions for Lesson 81 in the *Student Review*.
- Optional supplemental resources available: [notgrass.com/EA5081](http://notgrass.com/EA5081)



*President Theodore Roosevelt (1907)*

82

# The Emergence of Theodore Roosevelt

Six months after William McKinley's second inauguration, the president visited the Pan-American Exposition in Buffalo, New York, which was a celebration of the new century. As he received visitors at a reception on September 6, 1901, an anarchist, Leon Czolgosz, approached. His heavily bandaged right hand concealed a gun, and Czolgosz shot McKinley twice at close range. After the shooting, McKinley saw people subduing his attacker and called out, "Don't let them hurt him." The president died eight days later.

For the third time in 36 years, the assassination of a chief executive plunged America into mourning. The new president, Theodore Roosevelt, was 42 years old when he took office, the youngest man ever to do so. He continued the Republican dynasty, but his personality, policies, and perspectives brought a new style to Washington and ushered in the heyday of the Progressive Era.

## Roosevelt's Background

Theodore Roosevelt was born in 1858 to a wealthy family in New York City. Sickly with asthma as a youth, he built up his physical strength by the strength of his will. He was homeschooled for several years. He studied at Harvard and became fascinated with history and politics. Roosevelt eventually wrote several books on those subjects. While he was serving in the New York state legislature, tragedy struck. Within hours, in the same house, his mother died, and then his wife died after giving birth to a daughter. Roosevelt's father had died while Theodore was a student at Harvard.

Roosevelt lived on a cattle ranch in the Dakota Territory for most of the next two years, enjoying the strenuous life he yearned for and idealized. He then returned to New York, remarried, ran for mayor of New York City, and lost. President Harrison

appointed him to the U.S. Civil Service Commission. Following this, Roosevelt was New York City police commissioner. He would sometimes roam the streets with police patrols at night in a dark cloak. He then became assistant secretary of the Navy. Roosevelt left his job in the Navy Department in 1898 to organize the Rough Riders cavalry unit that fought in Cuba during the Spanish-American War.

Later in 1898, the voters of New York elected Roosevelt to be governor. In 1900 the Republican Party tapped him to be William McKinley's running mate as their vice-presidential nominee. Roosevelt unexpectedly became president upon McKinley's death in 1901.

Roosevelt was energetic, eloquent, bold, and zealous for what he believed to be right. He was also a classic politician who was willing to compromise to get at least half a loaf rather than nothing. His presidency gave the Progressive movement a strong national leader.

## Labor Unions

Less than a year after Roosevelt took office, the United Mine Workers (UMW) union struck coal mines in Pennsylvania and West Virginia. They demanded a nine-hour workday (down from the prevailing 10 hours), a 20 percent wage increase, better working conditions, and the right to negotiate contracts as a union. Management, however, refused to recognize the union or to negotiate with it.

As the strike dragged on through 1902, many Americans feared a coal shortage for the coming winter. The price of coal went from \$5 per ton to \$30 per ton. The president came under intense pressure to break the strike with federal troops the way Cleveland had handled the Pullman Strike in 1894, but Roosevelt refused. Instead, he called both sides to the White House to suggest binding arbitration to settle the dispute. The management representative refused to speak to the union representative, which infuriated Roosevelt. The president threatened to send in the U.S. Army, not to break the strike but to operate the mines for the good of the nation. With that threat, management finally agreed to negotiate. Mine owners accepted the nine-hour



*This campaign photo of William McKinley and Theodore Roosevelt is an example of early photo editing. The two men were not photographed together. Someone combined photos of them taken with similar leafy backgrounds.*

workday and offered a 10 percent raise, but they refused to budge on other demands. The union accepted the offer and went back to work.

The significance of the coal strike settlement was that, for the first time, the federal government had acted on behalf of union interests as well as on behalf of management. Roosevelt's summoning of the UMW representative to the White House was tacit recognition of the union's right to exist.

*This 1902 cartoon portrays Roosevelt as the Washington Schoolmaster lecturing the mine owners.*



Working Americans made definite progress during the Roosevelt years. Between 1897 and 1914, wages rose 37 percent, and the average workweek fell from 60 hours to 50. However, unions did suffer some defeats. For instance, the hatters union called for a nationwide boycott against a hatmaker in Danbury, Connecticut. The company sued the union, saying that the boycott was a restraint of trade and violated the Sherman Antitrust Act. In 1908 the U.S. Supreme Court said that the boycott did indeed restrain trade and ordered the union to pay damages to the company.

The National Association of Manufacturers (NAM) strongly opposed the American Federation of Labor. NAM membership consisted mostly of smaller companies that

wanted to resist hiring union workers. Some companies even used intimidation and violence to limit the influence of unions. Labor unions wanted the protection of federal law to organize and to engage in other tactics, but Congress did not enact such legislation.

## Business

Meanwhile, business also suffered some setbacks. The Elkins Act (1903) made it illegal for a company to accept a rebate from a railroad. The Supreme Court in 1904 said that the Northern Securities Company, a holding company for three railroads between Lake Michigan and the Pacific Northwest, was an illegal restraint of trade and ordered that it be broken up. The next year, the court said that the Swift Meat Company held an illegal monopoly in the meatpacking industry. Previously, the court

had said that a particular industry was generally intrastate commerce since it was located within a state and thus not subject to interstate regulation. With the Swift ruling, however, the court established the stream of commerce doctrine that said the Swift company controlled too many aspects of the entire process (production, shipping, distribution, etc.) and thus did restrain interstate trade.

Encouraged by the Northern Securities decision, Roosevelt went after other trusts by having the Justice Department file lawsuits that were known as trust-busting efforts. Not all of these came to trial, however, and heads of corporations still made secret gentlemen's agreements to avoid having legal action taken against them. Roosevelt tried to apply the rule of reason to his trust-busting activities. He said that *big* was not necessarily *bad*. His test was whether a monopoly or trust had a negative effect on business and the public. He preferred greater government regulation over trying to break up monopolies altogether.

In 1903 Congress created the Department of Commerce and Labor as a new part of the president's cabinet. Whenever a new cabinet-level department is created, this means that the federal government is giving increased attention to a subject. Since these two areas (commerce and labor) were often in conflict, the department divided in 1913 to become the Department of Commerce and the Department of Labor.

## 1904 Reelection

Roosevelt was eager to be elected in his own right in order to continue the program he had begun. Conservatives within the Republican Party opposed him, but he easily won renomination. Roosevelt promised what he called a "square deal" for every American. The Democrats nominated Alton Parker, chief justice of the New York State Supreme Court. Parker had ruled for labor in some cases that came before him, but he supported the gold standard and had other conservative positions. The Democrats tried to portray Parker not as more progressive than Roosevelt but as more conservative and reliable. It didn't work. Roosevelt got over 57 percent of the popular vote, a 336 to 140 electoral majority, and carried every state outside of the South, including Missouri, which had not voted for a Republican presidential nominee since 1868.

On election night, Roosevelt accepted victory and pledged that he would not run again. This was a decision he later regretted. It weakened his position as president and ran against his competitive spirit.

## Second Term Reforms

Roosevelt had to fight against the conservative old guard Republicans in Congress who thought he went too far as well as Progressives who thought he didn't go far enough. Despite his announcement that he would not seek reelection in 1908,



### *Inauguration of Theodore Roosevelt (1905)*

Roosevelt had enough influence to see significant changes take place in the first part of his second term. His cause was helped by several muckraking writers who exposed corruption and betrayal of the public trust by various industries. The 1906 Hepburn Act gave more power to the Interstate Commerce Commission by allowing it to investigate railroad rate fixing and to take other steps to regulate business practices.

Another area of concern was the packaging of food products and the manufacture and promotion of drugs. In 1906 Upton Sinclair published *The Jungle*, his shocking novel that described unsanitary practices in the meatpacking industry. He wrote, among other things, that the processing plants were dirty and used spoiled meat in what they packaged and sold. Roosevelt read the prepublication proofs of *The Jungle* and ordered an immediate investigation. Another commission reported that patent medicines were often either ineffective or harmful. The result of these investigations was the passage, on the same day in 1906, of the Meat Inspection Act and the Pure Food and Drug Act. Meatpackers had opposed any regulation. However, after sales dropped in Europe following publication of the investigation, the processors decided to support legislation.

## Conservation

During the increased industrialization of the late 19th century, the government had done little to regulate the use of natural resources or to protect the environment and natural beauty of the country. Businesses, as well as many Americans, assumed that the supply of natural resources was endless and that the environment was not an issue.

Logging companies cleared lands of forests without any thought of replanting or of the environmental impact of what they did. By 1900 only about one-fourth of the country's virgin forests remained (200 million acres out of a previous total of 800 million acres). Private companies or individuals owned 80 percent of the timber. The government gave away huge amounts of public lands to railroads and sold still more land to other businesses. Cattle ranchers overgrazed semiarid lands, creating huge dust bowls. Coal companies often took the coal that was easiest to mine and then abandoned the site. Businesses allowed natural gas to escape into the air, and cities had badly polluted air and streams.

The federal government took a few steps in the late 1800s when it turned some forest lands into public reserves. Congress created the Forest Service within the Agriculture Department in 1887. Theodore Roosevelt, with his love of the outdoors and his experiences on the Western plains, wanted to protect the land and ensure that its benefits would be available to later generations. Roosevelt helped the American public become more aware of the need for conservation.

The president appointed activist Gifford Pinchot as head of the Forest Service. Roosevelt withdrew government-owned forest land and coal and phosphate mines from sale. He vetoed the private development of a dam and hydroelectric plant at Muscle Shoals, Alabama. He also urged Congress to create more national parks and wildlife sanctuaries. During his tenure, Congress created five national parks (doubling the number in existence), along with 16 national monument areas and 51 wildlife refuges.

Roosevelt also used what he called the “bully pulpit” of the presidency to convene conservation conferences, appoint investigative commissions, and influence public opinion. His was an activist presidency, during which he pushed hard for causes in which he believed.



*President Roosevelt rode in a carriage through the Wawona Tunnel Tree during his visit to Yosemite National Park in 1903.*

Now then, if you will indeed obey My voice  
and keep My covenant, then you shall be My own possession  
among all the peoples, for all the earth is Mine.  
Exodus 19:5

## Assignments for Lesson 82

- Continue reading *Mama's Bank Account*.
- What do you think are some essential elements to understanding the Bible accurately?
- Work on memorizing 1 Timothy 6:20-21.
- Work on your project.
- Answer the questions for Lesson 82 in the *Student Review*.
- Optional supplemental resources available: [notgrass.com/EA5082](http://notgrass.com/EA5082)

## Roosevelt's Foreign Policy and the Taft Administration

President Theodore Roosevelt faced issues on the international scene as well as domestic ones. The island nation of Japan lived in virtual isolation from the world until 1853, when American Commodore Matthew Perry sailed into Japanese waters and demanded to meet with government officials. This contact led to a treaty of friendship and trade between the U.S. and Japan. The American visitors introduced Japan to the latest technological advances, including the railroad, modern guns, and the telegraph. A group of younger Japanese wanted to modernize the country as rapidly as possible to benefit from Western inventions and manufacturing.

This introduction to the world outside of Japan led to a desire within Japan for more raw materials to use in manufacturing than it had within its own borders. In addition, as Japan saw the efforts of European nations in colonizing China, it wanted a piece of the action to improve life for its growing population. Japan attacked China in 1894 and began the Sino-Japanese War (*Sino* is from the French word for China). Japan acquired the island of Taiwan, the Korean peninsula, and other land from China as a result of the war.

Conflicting interests between Russia and Japan led to the Russo-Japanese War of 1904-05, fought in China and on the Pacific Ocean. The war threatened the stability of China and American trading interests there. President Roosevelt warned Germany and France not to get involved in the war. He said that the U.S. would enter the war on the side of Japan if those nations helped Russia. Roosevelt called representatives from Russia and Japan to a meeting at Portsmouth, New Hampshire, in 1905 that resulted in an end to the war. Negotiators recognized Japanese authority over Manchuria, Korea, and the southern half of Sakhalin Island, but Russia refused to pay a cash indemnity to Japan. Roosevelt received the 1906 Nobel Peace Prize for his efforts in working to end the war.



*This handkerchief commemorates Roosevelt's military exploits in the Spanish-American War and his peace efforts to end the Russo-Japanese War. The words on the outline of the heart are those bestowed before on George Washington: "First in War, First in Peace, First in the Hearts of His Countrymen."*

## **"Speak Softly and Carry a Big Stick"**

In a speech at the Minnesota State Fair in 1901, Roosevelt said, "There is a homely adage which runs, 'Speak softly and carry a big stick; you will go far.' If the American nation will speak softly and yet build and keep at a pitch of the highest training a thoroughly efficient navy, the Monroe Doctrine will go far." People often summarize Roosevelt's foreign policy by the statement, "Speak softly and carry a big stick."

In 1907 President Roosevelt sent the entire American naval fleet on a tour around the world. The purpose of the trip was to show American power and America's willingness to fight anywhere that other nations

threatened its interests. Roosevelt especially wanted to rattle a saber at Japan. Everywhere it docked, people warmly welcomed the fleet, which was the second largest in the world behind Great Britain's. The fleet returned to the United States in early 1909, just before Roosevelt left office.

## **The Roosevelt Corollary**

The Monroe Doctrine had declared that European countries should stay out of the Western Hemisphere. Only two incidents had tested the doctrine since President Monroe announced it in 1823. Napoleon III of France attempted to create a French empire in Mexico in the 1860s, but the attempt was short-lived. Great Britain and Venezuela had a boundary dispute in 1895 concerning British Guyana, and the British government eventually accepted American arbitration to help resolve the matter instead of taking direct military action against Venezuela.

Although European countries did not become militarily involved in the Western Hemisphere, they did become economically involved there. Part of that involvement included making loans to poorer nations. In the early 1900s, the United States wanted to prevent European nations from taking action against Caribbean nations that defaulted on loans. Great Britain and Germany blockaded the Venezuelan coast in 1902 in response to such a default. Roosevelt insisted that the countries involved

submit to arbitration, which they did. In his annual message to Congress in 1904, President Roosevelt declared that if intervention were needed in any Latin American country, the U.S. would do it instead of a European country. He claimed the right of America to exercise “an international police power” in such situations. This statement of policy came to be known as the Roosevelt Corollary to the Monroe Doctrine.

The first test of the corollary came in 1905. European nations demanded that the Dominican Republic either arrange for the payment of its debts or face an invasion. The republic turned to the U.S. for protection. Roosevelt agreed to defend the territorial integrity of the Dominican Republic, but for this protection the republic had to agree to let the U.S. collect customs duties and apportion it among the Dominicans and its creditors.

The Dominicans wanted to end the protectorate in 1916, but the United States was not ready to do so at that point. The U.S. dispatched an invasion force there, suspended the Dominican legislature, and ruled by military dictatorship until 1924. The American military was removed that year, but the Dominican Republic remained a U.S. protectorate until 1940. A similar intervention by the U.S. occurred in Haiti in 1914.



*The Spanish originally built the Ozama Fortress in the 1500s. This photo shows the American flag flying over the fort during the occupation of the Dominican Republic.*

## The Tenure of Taft

In 1908 Theodore Roosevelt hand-picked his good friend and Secretary of War William Howard Taft to be the Republican presidential nominee. Taft’s first love was the law. He spent many years in public service, first in his native Ohio and then as U.S. solicitor general, arguing the government’s cases before the Supreme Court, and as a federal circuit court judge. Taft became civil governor of the Philippines when the U.S. took over that country from Spain after the Spanish-American War, and his work in that role was exemplary. Theodore Roosevelt named him as his secretary of war, and as such Taft was Roosevelt’s troubleshooter and close advisor.

Taft defeated William Jennings Bryan, the Democratic candidate for president, though his margin of victory was smaller than Roosevelt’s had been in 1904. The Republicans also maintained control of Congress as a result of the election. The American Federation of Labor broke with its previous neutrality and endorsed Bryan in the campaign, but this support did not make the difference Bryan needed.

William Howard Taft was intelligent, good-humored, and generally sympathetic to Progressive ideas. He was a capable and dedicated public servant. However, he had the misfortune of serving as president directly after the activist Theodore Roosevelt. Taft did not have the energy, skill, and boldness that Roosevelt did. Moreover, Taft was not a political man, and he hated political battles. He was more concerned with the strict legal aspects of issues than with molding public opinion and breaking new ground. Taft saw his role as consolidating the changes that had taken place under Roosevelt, not striking out on new initiatives. Because of this, people generally perceived him as being more conservative than Roosevelt. His record in office was better than people often give him credit for, although it was not what Roosevelt and other Progressives would have liked.

During the 1908 campaign, Taft promised to push for tariff reductions. He called a special session of Congress less than two weeks after he was inaugurated to push for the reductions. A bill cutting tariffs easily passed the House, but the Senate made some 800 changes, many of which raised rates on some items. Taft at first wanted to see the bill defeated, but then he backed down and accepted a compromise that was far from what he had originally proposed. When he signed the Payne-Aldrich Tariff, he called it the best tariff that Republicans had ever passed. This hurt Taft's popularity with the Progressive wing of the party.

Another political battle erupted in the House of Representatives when insurgent Republicans sought to curtail the power of the Speaker of the House, Joe Cannon of Illinois. House rules had allowed the Speaker to become a virtual dictator in naming the Rules Committee, which decided what legislation the House would consider, and even in recognizing members to speak on the House floor. The first attempt at curbing the powers of the Speaker failed in 1909, but after a fierce debate, enough Democrats joined with progressive Republicans in 1910 to make rule changes that lessened the Speaker's authority. Taft did not endorse the insurgents' effort, and this also cast him as a supporter of the old guard.

William Howard Taft  
*Anders Zorn (Swedish, 1911)*





*First Lady Nellie Taft loved the cherry trees that she saw in Japan on her family's travels. After a suggestion from journalist and travel writer Eliza Ruhamah Scidmore, Mrs. Taft was responsible for government workers planting cherry trees by the Tidal Basin in Washington, D.C. The trees were a gift from the City of Tokyo, Japan. Washington holds the National Cherry Blossom Festival every spring. This photo is from 2025.*

## **New Rules and Regulations**

However, the Taft administration oversaw several reforms that embodied Progressive ideals. The Mann-Elkins Act of 1910 put telephone, telegraph, and cable services under the Interstate Commerce Commission. The next year, Congress made it illegal to use false labels on products that were sold in interstate commerce. Another law made the eight-hour day mandatory for workers on federal projects. Such laws about federal working conditions have often set the standard for the rest of working Americans. New legislation required political parties to make public the sources of their contributions and the amounts of their expenditures. President Taft added many federal jobs to the list of those that civil service regulations protected.

Congress created the Bureau of Mines in the Interior Department and the Children's Bureau in the Department of Labor. Under Taft, the Justice Department actually initiated more antitrust suits than the Roosevelt administration filed. Congress created the postal savings system, which made every local post office a savings bank. Congress also created parcel post delivery. This expanded the type of mail delivered by the U.S. Post Office to include larger packages. The 16th Amendment to the United States Constitution, allowing a federal income tax, and the 17th Amendment, calling for the popular election of U.S. senators, both of which were major Progressive issues, passed Congress during Taft's term. Enough states ratified both in 1913.

The Supreme Court in 1911 ordered the Standard Oil Company and the American Tobacco Company monopolies to be broken up. The court decided that these companies were unreasonable combinations that restrained trade—monopolies that had a negative effect on the public.

## Conservation Controversy

Taft was more cautious than Roosevelt regarding conservation issues, although he limited private access to more federal land than Roosevelt did. Again, Taft was more concerned with the letter of the law, and he opposed what he saw as Roosevelt's fast and loose approach. Interior Secretary Richard Ballinger returned to public sale some waterpower sites that Roosevelt had withdrawn from the forest reserves because Ballinger believed that the former president had acted illegally. Gifford Pinchot, chief of the Forest Service, protested Ballinger's move. Taft sided with Pinchot, and Ballinger returned the land to the forest reserves.

Later, the federal government made some public lands in Alaska available for sale to private interests under questionable circumstances. Pinchot again protested, but this time Taft fired him. Ballinger resigned in 1911, and a congressional investigation found no evidence of wrongdoing. The new interior secretary returned the land in question to the government's forest reserves, but the public perception was that Taft had backed away from Roosevelt's commitment to the environment.

**Do not judge according to appearance,  
but judge with righteous judgment.  
John 7:24**

## Assignments for Lesson 83

- Read the excerpts from the Roosevelt Corollary to the Monroe Doctrine (*American Voices*, pages 294-295).
- Continue reading *Mama's Bank Account*.
- Work on memorizing 1 Timothy 6:20-21.
- Work on your project.
- Answer the questions for Lesson 83 in the *Student Review*.
- Optional supplemental resources available: [notgrass.com/EA5083](http://notgrass.com/EA5083)

## A Time of Invention

Telephones  
Light bulbs  
Airplanes

Recorded sound  
Automobiles  
Chocolate candy bars

Aspirin  
Coca-Cola  
Radio

**W**e take these things for granted today. When people invented them, however, each caused a revolution in American life. Even more amazing is the fact that all of the inventions listed above, along with many others, came onto the American scene within a generation, over a period of less than 30 years, between 1876 and 1903.

Much has been said about the amazing changes that took place in our world between 1900 and 2000, but almost equally amazing were the changes that took place between 1800 and 1900. As the 20th century began, technology was advancing at a rapid rate. New inventions were changing the lives of millions of Americans.

Before people invented the steamboat, the railroad, and the telegraph in the first half of the 19th century, people, goods, and information could move from one place to another only as fast as they had ever been carried throughout history: by horse, the human foot, wagon, and wind-powered water transportation. With the coming of the transcontinental railroad and telegraph, people could go from one coast to the other in days instead of weeks, while information could travel that distance almost instantaneously. Other inventions improved the quality of life for almost all Americans, whether they traveled or stayed at home.

Many factors came together to make this explosion of inventions possible. First, that generation stood on the shoulders of all previous generations, and the accumulated knowledge of mankind reached a point where material progress in many areas of life was possible at about the same time. Second, the technology involved in producing needed materials and the availability of electrical power made rapid development possible. Third, the U.S. and the world had the wealth necessary for the production and widespread distribution of these products. Inventors and

manufacturers had to have wealth to produce the goods, and the public had to have enough wealth to create a market for the goods. Fourth, the U.S. and the world enjoyed relatively peaceful conditions in which a great many people were able to enjoy life and did not have to be so concerned about merely surviving.

## Thomas Alva Edison (1847-1931)

Thomas Edison symbolized this period of American history in many ways. Edison was an inventive genius and shrewd entrepreneur. He patented over 1,000 inventions, and his work helped begin several major industries (such as electric

utilities and motion pictures).

Edison received only three months of formal schooling. As his mother homeschooled him, he was an experimenter and independent businessman from his teen years.

Edison and his skilled research team developed and improved the phonograph (1877), the incandescent light bulb (1879), and the motion-picture camera (1891) and projector (1896). His company also took the first steps in the production and distribution of electricity to serve a wide area.

Inventor Nikola Tesla developed and businessman George Westinghouse promoted the alternating current system of electrical power that replaced Edison's direct current format. This allowed even wider distribution of electric current.

*These advertisements from 1907 highlight electric fans, motors, hair dryers, and water heaters.*



## Alexander Graham Bell (1847-1922)

Alexander Graham Bell's interests led him to use the technology of his day to invent one device, the telephone, that changed the world. Bell's interest was in speech and in the transmission of sound along wires. His grandfather and father were actors, and his father became a speech teacher. Alexander's father developed a system of written symbols to illustrate verbal sounds that he used in teaching the deaf. Alexander also became a teacher of the deaf. While experimenting with a device

called a multiple telegraph (which was intended to send telegraph signals to several receivers at once), Bell hit upon a way to send sounds along electrical wires. Thus Bell created the telephone in 1876.

The device caught on when Bell presented a series of public demonstrations in which he sent and received vocal sounds to and from a remote location. Bell established a company to build the devices and to string connecting wires between subscribers. The company began the practice of renting telephones to subscribers instead of selling them outright, a practice that telephone companies continued until late in the 20th century. Bell separated himself from direct involvement in the business fairly soon, but the Bell Telephone System became an American institution.

Bell's wife, who had been one of his students, was deaf. Mrs. Bell was never able to use her husband's invention directly. She always had to have someone listen on the telephone and communicate to her what the person on the other end was saying.



*Alexander Graham Bell with his wife, Mabel, and their daughters Elsie (left) and Marian (c. 1885)*

## The Automobile

Several different inventors developed automobiles, or horseless carriages, about the same time. Brothers Frank and Charles Duryea built the first successful gasoline-powered car in the U.S. in 1893. They began producing it commercially in 1896, the same year that Henry Ford unveiled his first successful model.

Ransom Olds introduced mass production to the automobile industry in 1901. His company made 400 cars the first year, and they sold for \$650 each. Henry Ford developed mass production techniques after founding the Ford Motor Company in 1903. Businessmen organized General Motors in 1908. The Ford Model T went into production in 1908, and the Ford Motor Company sold more than 15 million over the next 20 years. You could get any color you wanted—as long as it was black.

Names that endured in the automotive industry for decades were part of its early history. David Buick built his first car in 1903. Louis Chevrolet started his motor car company in 1911. Horace and John Dodge made bicycle parts before founding the Dodge Motor Company in 1914. Other innovators, such as the Studebaker brothers and Charles Nash, started companies that only lasted for a time.

In 1914 Henry Ford made nationwide news when he announced that he was going to raise the salary of the assembly line workers at his company to the unheard-of rate of five dollars per day, almost double what they had been getting. When he did

this, he encouraged the workers to invest some of their earnings in the company. This gave the employees a reason to stay with Ford, and it also gave back to the company a significant amount of the salary increase in the form of employee investments.

In 1900 some 8,000 automobiles were in use in the United States. By 1920 Americans owned 8.1 million cars and 1.1 million trucks.

Improvements in related industries such as rubber production and petroleum refining also helped spur the industry. In turn the increasing number of car owners helped bring about a demand for better and safer roads.

## Other Inventions

Man took flight with the Wright Brothers' airplane on December 17, 1903. Orville and Wilbur Wright designed and built their flying machine in their bicycle shop in Ohio. Orville flew the heavier-than-air machine 120 feet in 12 seconds near the windy Outer Banks seacoast of Kitty Hawk, North Carolina. Progress in flying proceeded rapidly. In 1919 a U.S. Navy plane crossed the Atlantic by way of the Azores. That same year a two-man crew flew nonstop from Newfoundland to Ireland.

The Italian Guglielmo Marconi sent the first wireless telegraph signal by radio in 1895. In 1901 he sent and received messages across the Atlantic. Three years later, a radio broadcast of voice and music took place for the first time. Marconi won the Nobel Prize in Physics in 1909. Radio came into widespread use in the 1920s.

A steady stream of practical inventions began to make life in America look more like what we know today than what it had been 100 years earlier. With automobile and airplane travel, rapid electronic communication, improved health care, and a wide variety of packaged and prepared foods—the kind of life we know in America began to take shape in the late 19th and early 20th centuries.



*This 1921 photo shows Henry Ford, Thomas Edison, President Warren Harding, and Harvey Firestone, a leading tire manufacturer, on a group vacation.*



*First successful flight of the Wright Flyer (1903)*

## The Panama Canal

People had dreamed of a water route through Central America since the early 1500s, when Spanish explorers crossed the 40-mile-wide land bridge that connects North and South America and that separates the Atlantic and Pacific Oceans. They understood that such a passage would be invaluable to world exploration, travel, and trade. The story of the Panama Canal highlights how several trends intertwined in the late 19th and early 20th centuries. It involves international geopolitics, business and economics, and technological innovation.

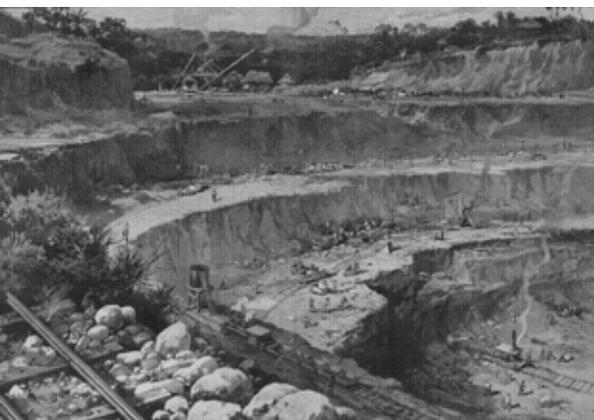
In 1846 the United States concluded a treaty with the country of New Granada (later known as Colombia, of which Panama was a province) that gave the U.S. the right to build a means of transit across the Isthmus of Panama. The Senate ratified the treaty in 1848. The matter held little interest to most Americans until prospectors discovered gold in California that year. Then it became a matter of huge interest.

Thousands of people wanted to go from the Eastern U.S. to California, but no easy route existed. They had to choose between a difficult journey across the Western U.S. territories or a difficult voyage around South America. Both routes were expensive and required weeks of travel. In 1850 an American company undertook to build a railroad across Panama. It was completed in 1855 and was an immediate financial success.

Ferdinand de Lesseps was a French diplomat and promoter whose vision led to the building of the Suez Canal across Egypt. Workers completed the Suez project in 1869. The Suez Canal eliminated the need for ships sailing between Europe and Asia to go around Africa. People around the world hailed the canal as a triumph of planning, engineering, and construction. The people of France took understandable pride in the accomplishment.

De Lesseps then turned his attention to Central America. By creating another canal there, ships would have a complete naval pathway around the center of the globe. De Lesseps obtained the rights from New Granada to build a canal, and construction began in 1881. The organizers and leaders of the work were French, but most of the laborers were black men from islands in the Caribbean.

The task of building a canal across Central America would be more difficult than at Suez. De Lesseps' idea of a sea-level canal was simply not workable given the terrain in Panama. Work-related accidents and tropical diseases took a heavy toll among the workers. As many as 20,000 people died during the French-directed efforts. The project also suffered from



*Illustration of French work on the canal (1885)*

the misappropriation of funds. The company that oversaw the project went bankrupt, and construction halted in 1887.

American interest in a Central American canal increased dramatically because of the Spanish-American War in 1898, when matters in the Caribbean and the Pacific became of great concern to Americans. When the war erupted, the battleship *Oregon* needed six weeks to go from California around South America to the Caribbean. Newspapers reported the ship's progress every day, and this drama convinced most Americans of the need to build a canal.

The French company that had overseen the failed effort in Panama offered to sell its canal rights there to the U.S. for \$40 million. America was ready to snap up the offer, and it also offered to pay Colombia a lump sum of \$10 million as well as \$250,000 in annual rent to Colombia for a six-mile-wide canal zone. However, Colombia balked at the offer in the hope of getting more money.

President Theodore Roosevelt and many other Americans were furious at this insult by the Colombian government. Fortunately for the United States, the leaders of the province of Panama chafed at Colombia's rule and resented Colombia's refusal to accept the American offer. Panamanian leaders envisioned their land being the crossroads of international trade and did not want to let the opportunity slip away. Panamanian representatives secretly went to Washington, D.C., to inquire about the possibility of American assistance if a revolution in Panama created a separate nation

there. The U.S. officially refused the request, but representatives of the American government indicated that America would not interfere if a revolution got underway.

Word got out that an American warship would be in the area of Panama on November 2, 1903. The gunboat *Nashville* did arrive in Panama on that day, but Colombia also sent a detachment of troops headed for Panama City. Panamanians seized and imprisoned the Colombian officers. With this move, the revolution began, and the insurrectionists soon declared victory. (In 1921 the United States paid Colombia \$25 million to settle any outstanding issues and resentments from the events of November 1903.)

*Panamanian soldiers guarding a village (1903)*



Panamanians organized a new government on November 4, and the U.S. recognized it on November 6. The United States and Panama signed a treaty on November 18, 1903, giving the U.S. a 99-year lease for a 10-mile-wide strip on which it would build a canal. America pledged to pay Panama \$10 million as well as \$250,000 a year for the lease. Exemplifying the deeply intertwined maneuvers in the Panama deal is the fact that the representative for the new Panamanian government who concluded the treaty with the U.S. was Philippe Bunau-Varilla, a French engineer who had worked for the French company that originally made the offer to the United States.



*President Roosevelt, wearing a white suit, sits on a steam shovel in Panama (1906)*

American-led work in Panama began in 1904. After the first leaders of the work resigned following brief stints, Roosevelt put U.S. Army engineering officers in charge of the work since, as he put it, they could not resign. American technology and engineering made the work feasible. Little of what the French had done was of much use to the Americans. The American plan involved using and diverting existing waterways as well as building locks that could be closed around ships to raise and lower them as needed along the canal route. As with the earlier French project, the large majority of laborers were black men from the Caribbean who came to Panama seeking jobs. President Roosevelt paid a brief visit to the work site, thus becoming the first U.S. president to leave the country while in office.

One development that made the Panama Canal possible was the conquering of yellow fever and other jungle diseases that had made the area inhospitable. Few people at the time believed that mosquitoes had anything to do with transmitting disease. Most thought that vapors rising from the damp ground were the cause. However, Dr. Walter Reed proved shortly after the Spanish-American War that mosquitoes transmitted yellow fever. His research taught the world that getting rid of mosquitoes greatly reduced the incidence of yellow fever. Other researchers and physicians led the efforts in Panama to drain standing water and to do away with other breeding areas for mosquitoes. These improvements radically transformed the region and helped to fight the spread of diseases that had taken many lives.



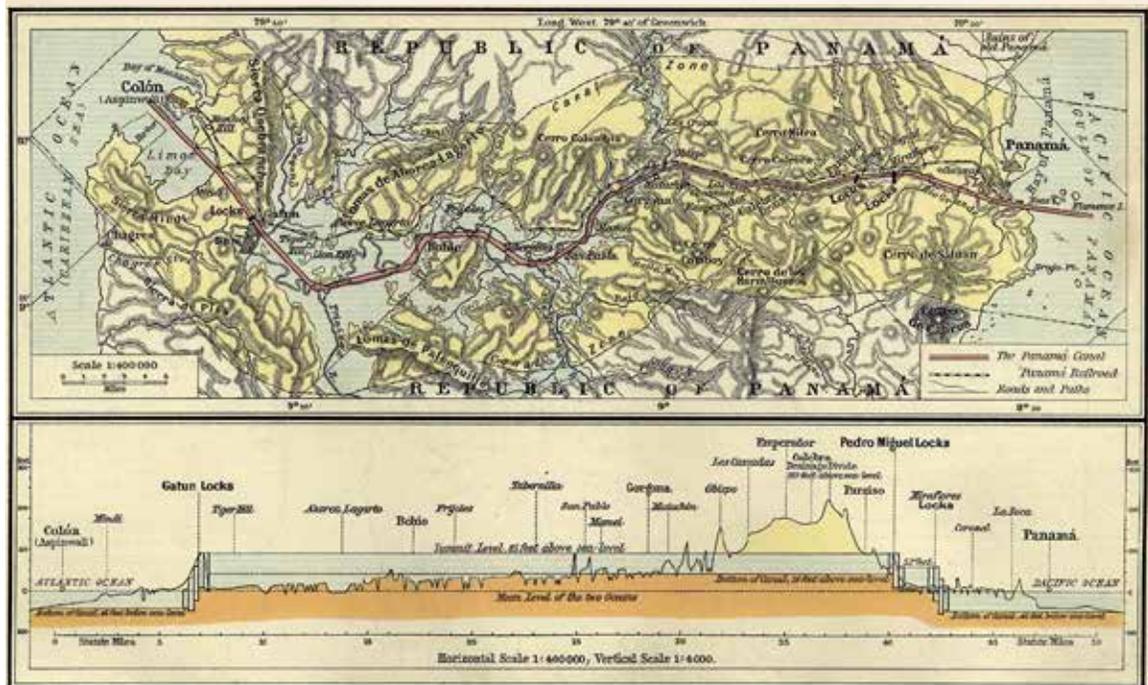
*This 1904 cartoon in Judge magazine pictures Theodore Roosevelt and describes the Panama Canal as “a crown he is entitled to wear.” In 1911 Theodore Roosevelt, commenting on his desire to take decisive action, remarked in a speech, “I took the Isthmus, started the canal and then left Congress not to debate the canal, but to debate me.”*

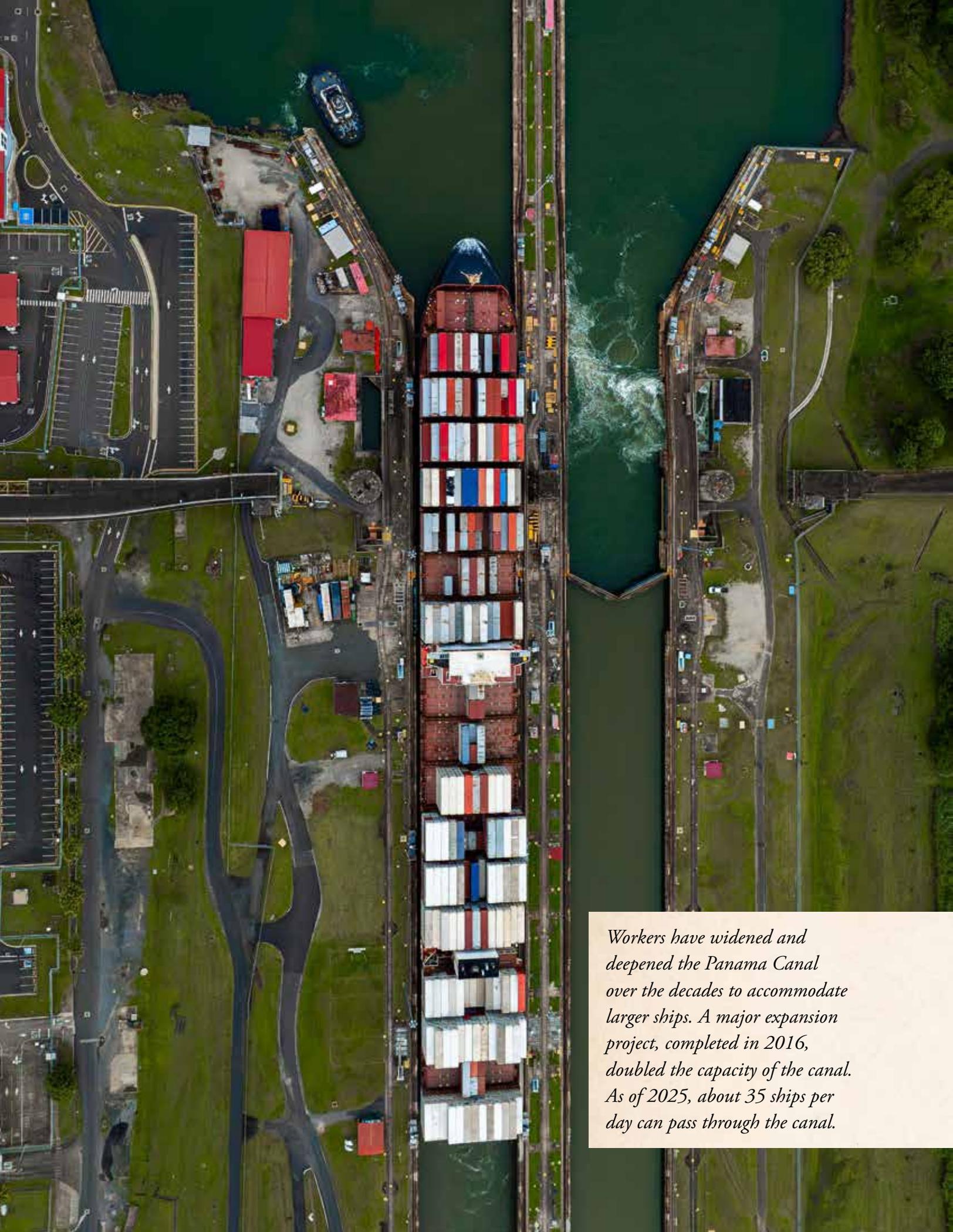
The Panama Canal was an astounding engineering accomplishment. It opened to the commerce of all nations on August

15, 1914, at a cost of about \$350 million. About 5,600 workers lost their lives during the 10 years that the U.S. oversaw the work.

The canal shortened a trip between New York and San Francisco from 13,932 miles around Cape Horn to 6,059 miles through the canal. Unlike the French debacle, the American effort came in under budget without any financial scandal. The canal opened about six months ahead of schedule.

*These overhead and side views of the Panama Canal are from William R. Shepherd's Historical Atlas (1911).*





*Workers have widened and deepened the Panama Canal over the decades to accommodate larger ships. A major expansion project, completed in 2016, doubled the capacity of the canal. As of 2025, about 35 ships per day can pass through the canal.*

The United States operated the canal peacefully and profitably through times of war and peace. However, some came to see the American presence there as a vestige of American imperialism. During the tenure of President Jimmy Carter, the U.S. Senate ratified treaties that gave legal control of the canal to Panama in the year 2000 and permanently guaranteed the canal's neutrality.

**You make him to rule over the works of Your hands;  
You have put all things under his feet, all sheep and oxen,  
and also the beasts of the field,  
The birds of the heavens and the fish of the sea,  
whatever passes through the paths of the seas.  
O Lord, our Lord, how majestic is Your name in all the earth!  
Psalm 8:6-9**

## **Assignments for Lesson 84**

- Read these selections in *American Voices*, page 296-297:
  - “His Eye Is On the Sparrow” by Civilla Martin and Charles Gabriel
  - “I Stand Amazed” by Charles Gabriel
- Continue reading *Mama's Bank Account*.
- Work on memorizing 1 Timothy 6:20-21.
- Work on your project.
- Answer the questions for Lesson 84 in the *Student Review*.
- Study the review questions for Lessons 81, 82, 83, and 84 to prepare for the quiz you are to take after Lesson 85.
- Optional supplemental resources available: [notgrass.com/EA5084](http://notgrass.com/EA5084)

## Bible Study: Liberal and Conservative

The ferment of change in America at the turn of the century also affected the country's practice of religion. Change in American Christianity took two different directions in the late 19th and early 20th centuries. Each change was in some sense a reaction to the other, and each continues to have an impact today. Some Christians absorbed the materialistic spirit of the age, while others reacted to the age by searching for a deeper, more personal, guiding faith.

### Theological Liberalism

In the 1800s, schools of theology in Germany began raising questions about the inspiration and authority of Scripture. Also in the 19th century, some scholars, influenced by Darwin's theory of evolution, suggested that the Bible was merely the result of evolutionary editing over a period of years. The main problem with this line of thinking is that, if this were true, how could a person know what was true and what was error? No evidence exists to support this idea. The ancient, handwritten Greek and Hebrew manuscripts from which modern versions are translated are remarkably consistent in their content.

*The General Assembly of the Presbyterian Church established Princeton Theological Seminary in Princeton, New Jersey, in 1812. The seminary chapel, pictured in the foreground, was built in 1834.*

Some liberal theologians also questioned the accounts of the life of Jesus in the New Testament. The problem was that they merely used their own ideas to interpret the reliable and consistent Scriptures.

These changes in theological studies in Europe influenced some schools of theology in the United States. Many suffered division as some professors accepted these new ideas while others firmly defended the view of Scripture that Christians had held since the early days of the church. For example, faculty left Princeton Theological Seminary in 1929 and founded Westminster Theological Seminary in Philadelphia, Pennsylvania.

## Conservative Reaction

Meanwhile, and partly in reaction, conservative religious activity increased. The period around the turn of the 20th century was the day of huge evangelistic crusades in big cities with preaching by men such as Dwight L. Moody (1837-1899). Moody established the Chicago Evangelization Society in 1886 to help train people for city mission work. It became the Moody Bible Institute after his death.

*Dwight Moody (pictured below with beard) saw the need for mission work among all segments of society. He established a Sunday school in one of the worst neighborhoods of Chicago in the 1850s. President-elect Abraham Lincoln visited and spoke at the school before he went to Washington, D.C. to become president.*



Billy Sunday (1862-1935) was a professional baseball player who began a career with the Chicago White Stockings in 1883. Three years later, he had a religious conversion, and in 1891 he quit baseball to go into full-time evangelistic preaching. Sunday was known for his dramatic and often theatrical messages. The country witnessed numerous revival meetings led by Moody, Sunday, and others in the decades before the Great War (World War I).

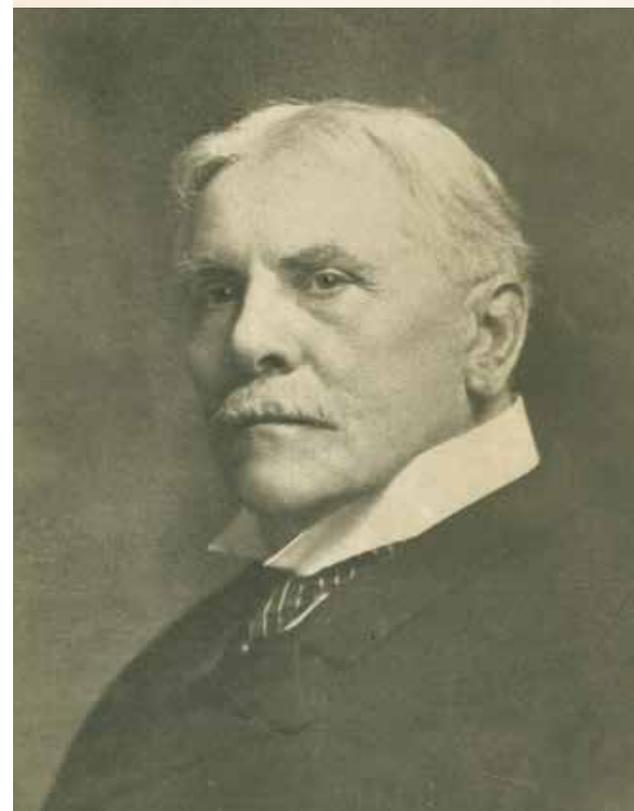
*Emily Hartwell (far left) was born in China to missionary parents in 1859. After studying in the United States as a young woman, she returned to China and served there for over 50 years. This photo was taken in 1902.*



Missionary societies increased their activity in other countries. As advances in travel and communication helped Americans become more aware of the world, Christians sought to respond to Christ's Great Commission to go into all the world and teach the good news. Missionaries went to Africa, Hawai'i, Asia, and other parts of the world as well as to the Indigenous peoples in the American West.

John Darby (1800-1882) and Cyrus Scofield (1843-1921) popularized the method of Biblical interpretation known as dispensational premillennialism. This was an attempt to apply the message and prophecies of the Bible to world history. Dispensational premillennialism holds that mankind's existence is divided into seven dispensations: innocence, conscience, human government, promise, law, grace, and kingdom. It says that we now live in the sixth dispensation and that the next period will be the millennium when Christ will reign on Earth. Classic dispensationalism held to English Bishop James Ussher's 17th century dating of Creation to have been around 4000 BC and expected the millennium to begin around 2000 AD. The Scofield Reference Bible, published in 1909 and revised in 1919, has copious notes interpreting all of Scripture from the perspective of dispensational premillennialism.

*Cyrus Scofield (c. 1920)*



Yet another trend from this period was the Holiness movement that arose primarily in the Methodist Church. This teaching held that a second work of grace called entire sanctification perfected Christians. Holiness believers who came out of the Methodist Church formed the Church of the Nazarene in 1908. A branch of Holiness called Pentecostalism also arose in the early 1900s. This movement, which holds that miraculous gifts are still practiced today, gave rise to denominations such as the Assemblies of God.

## Division in the Restoration Movement

The churches of the Restoration movement, begun a century earlier as a result of the Second Great Awakening, suffered a division that reflected the divergent views of the day. Many members wanted their churches to stay with what they saw as the old paths of Biblical teaching and patterns of worship. Others accepted practices not specifically addressed in the New Testament, such as the use of mechanical instruments in their assemblies and the creation of missionary societies separate from the local church.

Members of the Restoration movement did not see themselves as a denomination in the usual sense, so no official division took place. However, a 1906 religious census that the U.S. government took (something the U.S. Census Bureau does not do now) revealed that the more conservative congregations were generally called Churches of Christ, while those accepting newer practices were often called Christian Churches.

The Christian Churches suffered another division later in the 20th century as more conservative congregations separated from the group that has come to be known as the Disciples of Christ. Churches today that call themselves Christian Churches or Churches of Christ continue to be generally conservative and congregationally autonomous, while the Disciples of Christ see themselves as a mainline denomination. Many religious bodies experienced these same divisions throughout the country during this period.

*Christian Church in  
Plantersville, Alabama (1896)*



While all of the theological debates and all of these actions and reactions were taking place, a group of wealthy businessmen funded a publication project that proposed to set out the basic tenets of traditional, conservative Biblical interpretation. The effort utilized some of the best known conservative scholars of the day. The material appeared in a series of booklets called *The Fundamentals* starting in 1910. The group sold about three million copies over a three-year period. The coming of the Great War ended the series. The title of the series and the conservative orientation of the teaching in the booklets led to those who held to these beliefs being called Fundamentalists.

Christians were also involved in the drive to outlaw the sale of alcoholic beverages. Some secularists recognized the damaging effect of alcohol on individuals and families, but by far most of the energy and numbers of the Prohibition movement came from Christians. Unfortunately, a fair number of Protestants were also involved in anti-Catholic and anti-Jewish activities as increasing numbers of Catholic and Jewish immigrants came to America from Eastern and Central Europe.

**Beloved, while I was making every effort to write you about our common salvation, I felt the necessity to write to you appealing that you contend earnestly for the faith which was once for all handed down to the saints.**

**Jude 3**

## Assignments for Lesson 85

- Read these selections in *American Voices*, page 298-299:
  - “Softly and Tenderly” by Will L. Thompson
  - “Give Me the Bible” by Priscilla Owens
- Finish reading *Mama’s Bank Account*. Literary analysis is available in the *Student Review*.
- Recite or write 1 Timothy 6:20-21 from memory.
- Complete your project for the unit.
- Answer the review questions for Lesson 85 and for *Mama’s Bank Account* in the *Student Review*.
- Take the quiz for Unit 17 in the *Quiz and Exam Book*.
- Optional supplemental resources available: [notgrass.com/EA5085](http://notgrass.com/EA5085)



*Detail from Cousin Reginald Spells Peloponnesus, Norman Rockwell (American, 1918)*

## Image Credits

Images marked with one of these codes are used with the permission of a Creative Commons Attribution or Attribution-Share Alike License. See the websites listed for details.

|                 |   |
|-----------------|---|
| CC BY 2.0       | <a href="https://creativecommons.org/licenses/by/2.0/">creativecommons.org/licenses/by/2.0/</a>             |
| CC BY 3.0       | <a href="https://creativecommons.org/licenses/by/3.0/">creativecommons.org/licenses/by/3.0/</a>             |
| CC BY 4.0       | <a href="https://creativecommons.org/licenses/by/4.0/">creativecommons.org/licenses/by/4.0/</a>             |
| CC BY-SA 2.0    | <a href="https://creativecommons.org/licenses/by-sa/2.0/">creativecommons.org/licenses/by-sa/2.0/</a>       |
| CC BY-SA 2.5    | <a href="https://creativecommons.org/licenses/by-sa/2.5/">creativecommons.org/licenses/by-sa/2.5/</a>       |
| CC BY-SA 3.0    | <a href="https://creativecommons.org/licenses/by-sa/3.0/">creativecommons.org/licenses/by-sa/3.0/</a>       |
| CC BY-SA 3.0 DE | <a href="https://creativecommons.org/licenses/by-sa/3.0/de/">creativecommons.org/licenses/by-sa/3.0/de/</a> |
| CC BY-SA 3.0 NL | <a href="https://creativecommons.org/licenses/by-sa/3.0/nl/">creativecommons.org/licenses/by-sa/3.0/nl/</a> |
| CC BY-SA 4.0    | <a href="https://creativecommons.org/licenses/by-sa/4.0/">creativecommons.org/licenses/by-sa/4.0/</a>       |

The dark blue textured background is by imnoom / Shutterstock.com

The light beige textured background is by SoomO2020/ Shutterstock.com.

|     |  |     |   |
|-----|--|-----|---|
| i   | Bob Jagendorf / Flickr / CC BY 2.0   | 568 | Harvard University, Houghton Library                  |
| iii | Library of Congress  | 569 | Smithsonian Institution Archives                      |
| iv  | Library of Congress  | 570 | Library of Congress                                   |
| v   | Carol M. Highsmith Archive, Library of Congress  | 571 | Library of Congress                                   |
| vi  | flysnowfly / Shutterstock.com  | 572 | Top: Library of Congress<br>Bottom: Wikimedia Commons |
| 551 | Library of Congress  | 574 | University of Michigan Special Collections Library    |
| 553 | Library of Congress  | 575 | Library of Congress                                   |
| 554 | Top: Library of Congress<br>Bottom: Cornell University Collection of Political Americana, Cornell University Library | 576 | Library of Congress                                   |
| 555 | Library of Congress  | 577 | Left: Wikimedia Commons<br>Right: National Archives   |
| 556 | Library of Congress  | 578 | Library of Congress                                   |
| 557 | Wikimedia Commons  | 579 | Library of Congress                                   |
| 558 | Library of Congress  | 580 | Top: Wikimedia Commons<br>Bottom: Library of Congress |
| 559 | Internet Archive   | 581 | Library of Congress                                   |
| 561 | Library of Congress  | 582 | Library of Congress                                   |
| 562 | Library of Congress  | 583 | Wikimedia Commons                                     |
| 563 | Library of Congress  | 585 | Prince Roy / Flickr / CC BY 2.0                       |
| 564 | Top: DiAnna Paulk / Shutterstock.com<br>Bottom: Library of Congress  | 587 | National Gallery of Art                               |
| 565 | Library of Congress  | 589 | Duke University Libraries                             |
| 567 | Library of Congress  | 590 | Library of Congress                                   |
|     |  | 591 | Library of Congress                                   |

- 592 Library of Congress  
593 Library of Congress  
594 Top: Nyttend / Wikimedia Commons  
Bottom: Wikimedia Commons  
595 Library of Congress  
597 Library of Congress  
598 Library of Congress  
599 Wikimedia Commons  
601 Architect of the Capitol  
602 Doris A. and Lawrence H. Budner Theodore  
Roosevelt Collection, DeGolyer Library,  
Southern Methodist University  
604 Library of Congress  
605 Cornell University Library  
606 Richard / Flickr / CC BY 2.0 cc by 20  
607 Wikimedia Commons  
608 fl1photo / Shutterstock.com  
610 Library of Congress  
611 Library of Congress  
612 Library of Congress  
613 Library of Congress  
614 Wikimedia Commons  
615 Library of Congress  
616 Library of Congress  
617 Top: Library of Congress  
Bottom: University of Texas Libraries, The  
University of Texas at Austin  
618 Jose Mario Espinoza / Shutterstock.com  
620 Top: Library of Congress  
Bottom: EQRoy / Shutterstock.com  
621 Library of Congress  
622 Top: Library of Congress  
Bottom: Wikimedia Commons  
623 Chris Pruitt / Wikimedia Commons /  
CC BY-SA 3.0  
625 Library of Congress  
627 Crossnore School  
628 Library of Congress  
629 Library of Congress  
630 Library of Congress  
631 Library of Congress  
632 Library of Congress  
633 Library of Congress  
634 Library of Congress  
635 Top: Library of Congress  
Bottom: Wikimedia Commons  
637 National Archives  
638 Memorial postcard  
639 Top: Library of Congress  
Bottom: Bibliothèque nationale de France  
640 Top: Bundesarchiv, Bild 183-R05148 /  
CC BY-SA  
Bottom: Wikimedia Commons  
641 Library of Congress  
642 Library of Congress  
643 Library of Congress  
644 Library of Congress  
645 Top: U.S. Department of Defense  
Bottom: Library of Congress  
646 U.S. Army  
647 Library of Congress  
648 National Archives  
649 Sgt. Tatum Vayavananda / U.S. Department  
of Defense  
650 Tipoune / Wikimedia Commons  
651 Library of Congress  
652 Wikimedia Commons  
653 National Library of Ireland  
654 Library of Congress  
655 Library of Congress  
656 Library of Congress  
657 Library of Congress  
658 Copyright Elin B @ Nordic Touch, www.  
nordictouch.co.uk / Flickr / CC BY 2.0  
660 Library of Congress  
661 Library of Congress  
662 Library of Congress  
665 Metropolitan Museum of Art  
667 Library of Congress  
668 Library of Congress  
669 Library of Congress  
670 Wikimedia Commons  
671 *Punch*  
672 Library of Congress  
673 Library of Congress  
674 Library of Congress  
675 Library of Congress  
677 Library of Congress  
678 Library of Congress  
679 Library of Congress  
680 Library of Congress  
681 Library of Congress  
682 Charlene Notgrass  
683 Library of Congress  
684 Top: FBI  
Bottom: Walter P. Reuther Library, Wayne  
State University  
685 Library of Congress  
686 Everett Collection / Shutterstock.com  
687 Library of Congress  
688 Nationaal Archief (Netherlands)  
690 Library of Congress  
691 Top: Library of Congress  
Bottom: Phillip / Flickr / CC BY 2.0  
692 Library of Congress  
693 Library of Congress  
694 Library of Congress  
695 Library of Congress  
697 Smithsonian Institution Archives  
698 Library of Congress  
699 Smithsonian Institution  
700 Smithsonian Institution  
701 Library of Congress  
702 Ray Notgrass

- 703 Library of Congress  
705 Eric Draper / White House  
706 Carol M. Highsmith Archive, Library of Congress  
708 Library of Congress  
709 Library of Congress  
710 National Archives  
711 Library of Congress  
712 Library of Congress  
713 Library of Congress  
714 National Archives  
715 Library of Congress  
717 Library of Congress  
718 Library of Congress  
719 Fibonacci Blue / Flickr / CC BY 2.0  
720 Library of Congress  
721 Library of Congress  
723 Library of Congress  
724 Library of Congress  
725 Library of Congress  
726 Top: Bundesarchiv, Bild 183-G00630 / CC BY-SA 3.0 DE  
Bottom: National Archives  
727 Library of Congress  
728 Top: Library of Congress  
Bottom: National Council of American-Soviet Friendship  
729 Library of Congress  
730 Library of Congress  
731 Library of Congress  
732 Top: Bundesarchiv, Bild 183-L15327 / CC BY-SA 3.0 DE  
Bottom: Bundesarchiv, Bild 183-H12751 / CC BY-SA 3.0 DE  
733 America First Committee  
734 Library of Congress  
736 Library of Congress  
737 Library of Congress  
738 Library of Congress  
739 Library of Congress  
740 Wikimedia Commons  
743 Library of Congress  
745 U.S. Navy  
746 FDR Presidential Library and Museum / Flickr / CC BY 2.0  
747 Library of Congress  
748 U.S. Naval History and Heritage Command  
749 Top left: Imperial Japanese Navy  
Top right: U.S. Navy  
Bottom: Library of Congress  
750 Library of Congress  
751 Library of Congress  
752 Library of Congress  
753 Library of Congress  
754 National Archives  
755 Top: U.S. Coast Guard  
Bottom: Ministry of Information (UK)  
756 National Archives  
757 U.S. Army Signal Corps  
758 National Archives  
759 Forrest R. Whitesides / Wikimedia Commons / CC BY-SA 3.0  
760 Top: National Archives  
Bottom: U.S. Marine Corps  
761 Manhattan Project  
762 Top: Library of Congress  
Bottom: U.S. Army  
763 U.S. Army  
764 Smithsonian Institution  
766 Wesley Notgrass Collection  
767 Wesley Notgrass Collection  
768 Wesley Notgrass Collection  
769 Wesley Notgrass Collection  
770 Wesley Notgrass Collection  
771 Wesley Notgrass Collection  
772 Wesley Notgrass Collection  
773 Wesley Notgrass Collection  
774 Wesley Notgrass Collection  
775 FDR Library  
776 Library of Congress  
777 Library of Congress  
778 Wesley Notgrass Collection  
779 Science History Institute, Philadelphia  
781 National Archives  
782 Natalia Bratslavsky / Shutterstock.com  
783 User GrahamColm / Wikimedia Commons / CC BY-SA 3.0  
784 Wikimedia Commons  
785 Hynek Moravec / Wikimedia Commons / CC BY 3.0  
786 U.S. Capitol  
787 U.S. Air Force  
788 Top: U.S. Air Force  
Bottom: Users maix -and- Alphathon / Wikimedia Commons / CC BY-SA 3.0  
789 U.S. Army  
790 National Archives  
791 Top: Library of Congress  
Bottom: National Archives  
792 Top: Library of Congress  
Bottom: Wikimedia Commons  
793 User Cmglee / Wikimedia Commons / CC BY-SA 3.0  
794 Library of Congress  
796 National Archives  
797 U.S. Air Force  
798 U.S. Information Agency  
800 Library of Congress  
801 Top: Library of Congress  
Bottom: Truman Library  
802 Library of Congress  
803 Pfc. James Cox / National Archives  
804 Left: U.S. Navy  
Right: National Archives

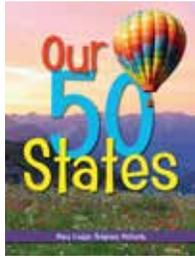
- 805 U.S. Army Signal Corps  
806 National Guard  
807 U.S. Department of Defense  
808 Stefan Krasowski / Flickr / CC BY 2.0  
809 israeltourism / Flickr / CC BY 2.0  
810 Top: Wikimedia Commons  
Bottom: Charles Ayoub / Wikimedia Commons  
811 Top: National Archives  
Bottom: Library of Congress  
812 Library of Congress  
813 Billy Graham Evangelistic Association  
814 Library of Congress  
815 Library of Congress  
817 National Archives  
818 Library of Congress  
819 Library of Congress  
820 Top left: Zaereth / Wikimedia Commons  
Top right: NASA  
Bottom: Federal Highway Administration  
821 Library of Congress  
822 Left: U.S. Army  
Right: The United States Army Band / Flickr / CC BY 2.0  
823 Left: National Archives  
Right: U.S. Navy  
824 Library of Congress  
825 Left: Library of Congress  
Right: National Archives  
826 Library of Congress  
827 Gino Santa Maria / Shutterstock.com  
828 Library of Congress  
830 Top: Library of Congress  
Bottom: Eisenhower Library  
831 Los Angeles Times Photographic Collection, University of California, Los Angeles  
832 CIA  
833 Top left: National Archives  
Top right: U.S. Air Force  
Bottom left: Eisenhower Library  
Bottom right: USAID  
834 U.S. Naval History and Heritage Command  
835 Top: Library of Congress  
Bottom: Kako Escalona / Shutterstock.com  
837 NASA/JPL  
838 Top: NASA / JPL-Caltech  
Bottom: V. Malyshev / RIA Novosti Archive, image #159271 / CC BY-SA 3.0  
839 Top: Jamling Tenzing Norgay / Wikimedia Commons / CC BY-SA 3.0  
Bottom: JFK Library  
840 Top: User Victor-ny / Wikimedia Commons / CC BY-SA 3.0  
Bottom: Library of Congress  
842 University of Idaho Library  
843 Library of Congress  
844 Library of Congress  
845 Library of Congress  
847 Library of Congress  
849 JFK Library  
850 National Archives  
851 Robert Knudsen / John F. Kennedy Presidential Library and Museum, Boston  
852 Library of Congress  
853 National Archives  
854 Top: National Archives  
Bottom: Cecil Stoughton / LBJ Library  
855 Library of Congress  
856 Library of Congress  
857 Library of Congress  
859 Library of Congress  
860 Library of Congress  
861 Library of Congress  
862 Top: Library of Congress  
Bottom left: Library of Congress  
Bottom right: Carol M. Highsmith Archive, Library of Congress  
863 LBJ Library  
865 National Archives  
866 LBJ Library  
867 National Archives  
868 Top: National Archives  
Bottom: Library of Congress  
869 NBC  
871 U.S. Marine Corps / National Archives  
872 Carl Wycoff / Flickr / CC BY 2.0  
873 National Archives  
874 LBJ Library  
875 Top: Library of Congress  
Bottom: Kheel Center, Cornell University Library  
876 NASA  
877 NASA  
878 U.S. Information Agency  
879 Karen Martin / Library of Congress  
881 Library of Congress  
882 U.S. Army Chaplains Museum  
885 Library of Congress  
887 Debby Wong / Shutterstock.com  
888 Nixon Presidential Library  
889 Library of Congress  
890 Ronald L. Haeberle / U.S. Army  
891 National Archives  
892 Karl Schumacher / Gerald R. Ford Library  
893 National Archives  
894 Nixon Presidential Library  
895 Nixon Presidential Library  
896 Ian Mackenzie (266110805) / Flickr / CC BY 2.0  
897 Library of Congress  
898 Library of Congress  
899 Ford Library  
900 National Archives  
901 National Archives

- 902 Ford Library
- 903 Top: U.S. Marine Corps  
Bottom: Library of Congress
- 904 Library of Congress
- 905 Jimmy Carter Library
- 906 Top: Library of Congress  
Bottom: Wikimedia Commons
- 907 Top: Wikimedia Commons  
Bottom: National Archives
- 908 Library of Congress
- 909 Library of Congress
- 911 National Archives
- 912 Library of Congress
- 913 Wikimedia Commons
- 915 Library of Congress
- 918 Everett Public Library
- 919 Library of Congress
- 920 Rick Diamond / The Carter Center
- 921 Top: Jonestown Institute  
Bottom: Fotocollectie Anefo Bert Verhoeff  
Dutch National Archives / CC BY-SA 3.0 NL
- 923 Missouri Historical Society
- 925 Ronald Reagan Presidential Library
- 926 National Archives
- 927 Ronald Reagan Presidential Library
- 928 Top: Ronald Reagan Presidential Library  
Bottom: NASA
- 929 U.S. Centers for Disease Control
- 930 SPC 5 Vincent R. Krittts / U.S. Army
- 930 Bernard A. Cardali / U.S. Navy
- 932 Ronald Reagan Presidential Library
- 933 TSGT Pat Nugent / NARA
- 934 Left: SPC Douglas Ide / U.S. Army  
Right: TSGT M. J. CREEN / U.S. Air Force
- 935 National Archives
- 936 W. Liller / NASA
- 937 Ronald Reagan Presidential Library
- 938 Library of Congress
- 939 Notgrass Family Collection
- 940 Spirit of America / Shutterstock.com
- 941 Rob Crandall / Shutterstock.com
- 942 Top left and top right: National Archives  
Bottom: U.S. Department of Defense
- 943 Top: National Archives  
Bottom: Carol M. Highsmith Archive, Library  
of Congress
- 944 Left: Wikimedia Commons  
Right: User Alvesgaspar / Wikimedia  
Commons / CC BY-SA 3.0
- 946 Top: U.S. Air Force  
Bottom: George H. W. Bush Library
- 947 Russell Roederer / U.S. Army
- 948 Top: Mass Communication Specialist 1st  
Class Leah Stiles / U.S. Navy  
Bottom: Staff Sgt. Dean Wagner / U.S.  
Department of Defense
- 949 George H. W. Bush Library
- 951 National Archives
- 953 User Marsyas / Wikimedia Commons /  
CC BY-SA 3.0
- 955 Wikimedia Commons
- 956 Marsyas / Wikimedia Commons / CC BY-SA  
3.0
- 957 Primaryspace / Wikimedia Commons
- 959 Florida State University, College of Nursing
- 961 Ralph Alswang / Clinton Library
- 962 National Archives
- 963 National Archives
- 964 Jim Winstead / Flickr / CC BY 2.0
- 965 MSGT Fernando Serna / U.S. Air Force
- 966 National Archives
- 967 Top left and right: U.S. House  
Bottom: National Archives
- 968 Left: Eugene Chavez / U.S. Air Force  
Right: BasilioC / Wikimedia Commons
- 969 FEMA
- 970 Denverjeffrey / Wikimedia Commons /  
CC BY 3.0
- 971 SSGT James D. Mossman / U.S. Army
- 972 Top: Jerome Howard, Civilian / U.S. Army  
Bottom: Government Press Office (Israel) /  
CC BY-SA 3.0
- 973 Top: Dan Hadani Collection, The Pritzker  
Family National Photography Collection, The  
National Library of Israel / CC BY 4.0  
Bottom: National Archives
- 974 Top: MIKI Yoshihito / Flickr / CC BY 2.0  
Bottom: White House
- 975 Sgt. Don L. Maes / U.S. Marine Corps
- 976 Top: SrA Tana R. Hamilton / U.S. Air Force  
Bottom: Michael Bükler / Wikimedia  
Commons / CC BY-SA 3.0
- 977 SRA Tana R. Hamilton / U.S. Air Force
- 978 Sharon Farmer / National Archives
- 979 U.S. Department of Defense
- 980 Library of Congress
- 981 Ford Presidential Museum
- 982 U.S. House
- 984 Eric Valenne geostory / Shutterstock.com
- 985 Top: Internet Archive Wayback Machine  
Bottom: James Duncan Davidson / Flickr /  
CC BY 2.0
- 986 Sean London / Shutterstock.com
- 987 Seattle Municipal Archives / Flickr /  
CC BY 2.0
- 988 Tech. Sgt. Rick Sforza / U.S. Air Force
- 989 David Wilson / Flickr / CC BY 2.0
- 990 Joseph Sohm / Shutterstock.com
- 991 National Archives
- 992 Wikimedia Commons
- 995 Jen Kim / Library of Congress
- 997 Jeffmock / Wikimedia Commons /  
CC BY-SA 3.0

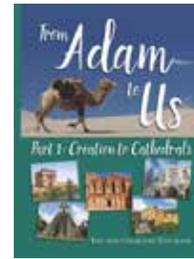
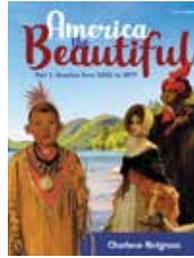
- 998 Keith Wright, Civilian / U.S. Department of Defense
- 999 Village Square / Flickr / CC BY 2.0
- 1000 National Atlas of the United States
- 1001 User Raul654 / Wikimedia Commons / CC BY-SA 3.0
- 1002 SSGT Jeromy K. Cross / U.S. Air Force
- 1003 Petty Officer 2nd Class Kyle Niemi / U.S. Coast Guard
- 1005 Library of Congress
- 1006 Left: TSGT CEDRIC H. RUDISILL / U.S. Air Force  
Right: Journalist 1st Class Preston Keres / U.S. Navy
- 1007 Carol M. Highsmith's America Project, Library of Congress
- 1008 Jolanta Gora-Wita / Library of Congress
- 1009 Left: George W. Bush Library  
Right: National Archives
- 1010 Top and bottom left: Carol M. Highsmith Archive, Library of Congress  
Bottom right: Tanenhaus / Flickr / CC BY 2.0
- 1012 mikedray / Shutterstock.com
- 1013 National Archives
- 1014 National Archives
- 1015 Top: National Archives  
Bottom: miker / Shutterstock.com
- 1016 National Archives
- 1018 Top: Senior Master Sgt. Thomas Meneguín / U.S. Air Force  
Bottom: Mason Votes Rachael Dickson / Flickr / CC BY 2.0
- 1019 angela n. / Flickr / CC BY 2.0
- 1020 Left: Mallory Benedict PBS NewsHour / Flickr / CC BY 2.0  
Right: Library of Congress
- 1021 Pete Souza / White House
- 1022 National Archives
- 1024 National Archives
- 1025 Robert Way / Shutterstock.com
- 1026 Wikimedia Commons
- 1027 National Archives
- 1029 Dan Keck / Library of Congress
- 1031 Top: lev radin / Shutterstock.com  
Bottom: Pete Souza / White House
- 1032 Top: U.S. Department of Justice  
Bottom: Michael Candelori / Shutterstock.com
- 1033 National Archives
- 1034 John Theodor / Shutterstock.com
- 1036 Susan B Sheldon / Shutterstock.com
- 1037 michelmond / Shutterstock.com
- 1038 Top: Carol M. Highsmith Archive, Library of Congress  
Bottom: Library of Congress
- 1039 DCStockPhotography / Shutterstock.com
- 1040 Petermgrund / Wikimedia Commons / CC BY-SA 4.0
- 1041 White House
- 1042 lev radin / Shutterstock.com
- 1043 Adam Schultz / White House
- 1044 Left: Ringo Chiu / Shutterstock.com  
Right: lev radin / Shutterstock.com
- 1045 NASA Earth Observatory / Joshua Stevens / NASA-NOAA GOES project and LANCEEODIS Rapid Response
- 1047 Maxim Elramsisy / Shutterstock.com
- 1048 Mass Communication Specialist 1st Class Vanessa White / U.S. Department of Defense
- 1049 Volodymyr TVERDOKHLIB / Shutterstock.com
- 1050 Sean Pavone - / Shutterstock.com
- 1051 Library of Congress
- 1052 Top: Steve Skjold / Shutterstock.com  
Bottom: Philip Arno Photography / Shutterstock.com
- 1054 Top: JHVEPhoto / Shutterstock.com  
Bottom: Jeffrey Beall / Wikimedia Commons / CC BY 4.0
- 1055 refrina / Shutterstock.com
- 1057 Sheila Fitzgerald / Shutterstock.com
- 1059 Staff Sgt. Quinton Russ / U.S. Department of Defense
- 1060 Top: U.S. Department of Defense  
Bottom: Sgt. Jacob Harrer / U.S. Marine Corps
- 1061 Pete Souza / White House
- 1062 Lance Cpl. Brian L. Wickliffe / U.S. Marine Corps
- 1063 Maj. Myles Caggins / U.S. Army
- 1064 Pfc. Nikko-Angelo Matos / U.S. Army
- 1066 Lawrence Jackson / White House
- 1067 Library of Congress
- 1068 Tyger Ligon / Shutterstock.com
- 1069 U.S. Department of Housing and Urban Development
- 1070 Joe Ferrer / Shutterstock.com
- 1071 Chad Davis / Flickr / CC BY 2.0
- 1073 U.S. Army
- 1074 Conrad Longmore / Wikimedia Commons
- 1075 National Archives
- 1076 Top: Molly Riley / White House  
Bottom: jamesonwu1972 / Shutterstock.com
- 1078 Top: Library of Congress  
Bottom: National Archives
- 1079 Tulane Public Relations / Flickr / CC BY 2.0
- 1080 Library of Congress
- 1081 City of Marietta, GA / Flickr / CC BY 2.0
- 1082 David / Flickr / CC BY 2.0
- 1084 Carol M. Highsmith Archive, Library of Congress
- 1085 Library of Congress
- 1087 Pete Souza / White House
- 1088 Philip Halling / Wikimedia Commons / CC BY-SA 2.0
- C-1 Wikimedia Commons

# Find Your Next Curriculum

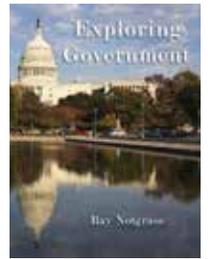
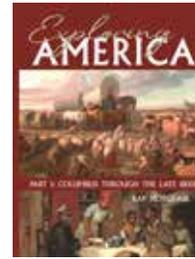
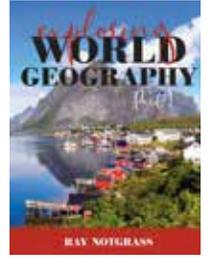
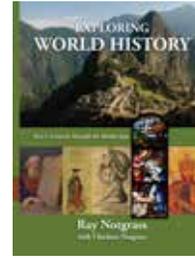
## Elementary



## Middle School



## High School



**NOTGRASS**  
**HISTORY**



Visit our website to purchase curriculum, listen to Ray's podcast, read Charlene's blog, watch videos, access our mobile web app, connect with other parents, and explore additional supplemental resources.

[NOTGRASS.COM](http://NOTGRASS.COM)