

Gymnázium, základní škola a mateřská škola Hello s.r.o.



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Název aktivity/lekce:	USA in 19th century
Doporučený ročník:	8. – 9. třída
Doporučená úroveň jazyka:	A2-B1
Cíl:	žák popíše vývoj USA v 19. století, identifikuje klíčové mezníky vývoje a zhodnotí hlavní pozitiva a negativa Žák diskutuje o výhodách a nevýhodách dodatku a nošení zbraní
Čas:	45 minut
Vyhotovil:	Mgr. Dennis Hennhofer

USA in 19th century

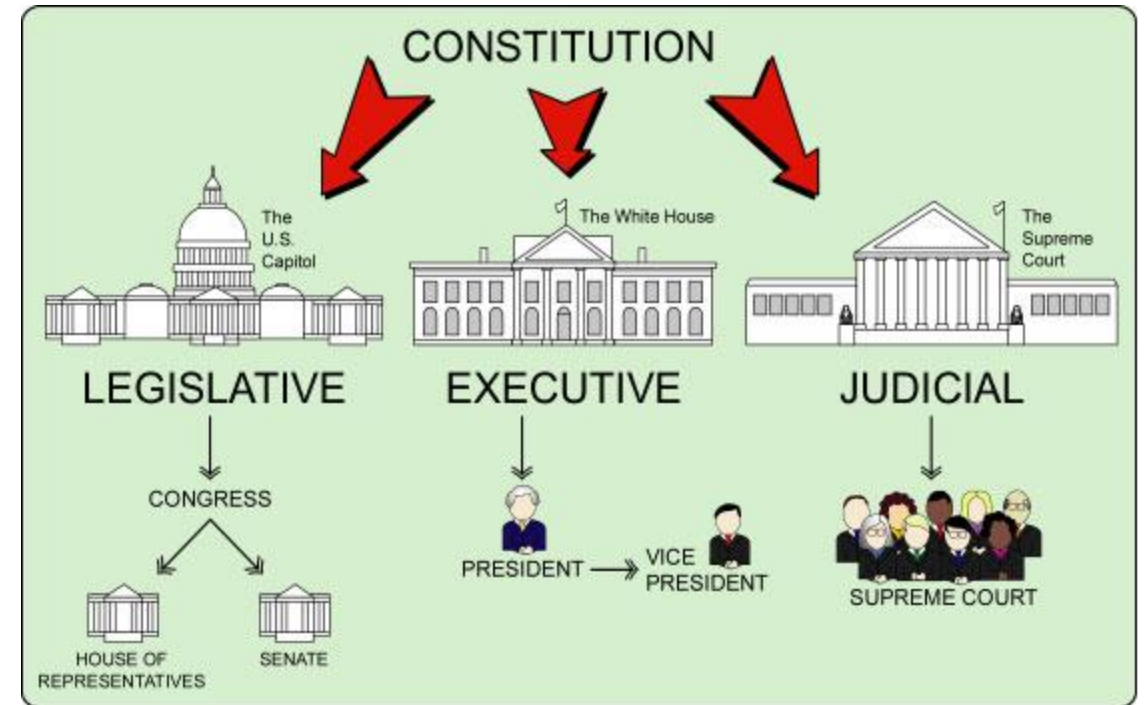
Mgr. Dennis Hennhofer

Content

- Constitution and its amendments
- Indians
- Territorial expansion
- Monroe Doctrine
- Economy
- American Civil War
- Golden Age
- Immigration and Czech Compatriots

Constitution and its amendments

- 1787 – Constitution of the United States
- Confederation → federation
- 1791 – first 10 Amendments = Bill of Rights
 - First: freedom of religion, speech or press
 - Second: right of individuals to keep and bear arms
- Federalists x republicans → basis of the US political system



Indians

- Discrimination and resettlement on west → decrease of Indian population
- Army → armed settlers
- Indian confederacy supported by UK → 1811 rebellion led to second war with UK (1812-1814)
- Sitting Bull (1831-1890)
 - Sioux leader and shaman, first scalp when 14 y. o.
 - Last winner against Americans in battle of Little Bighorn (1876)
 - Forced to live in Indian Reservation

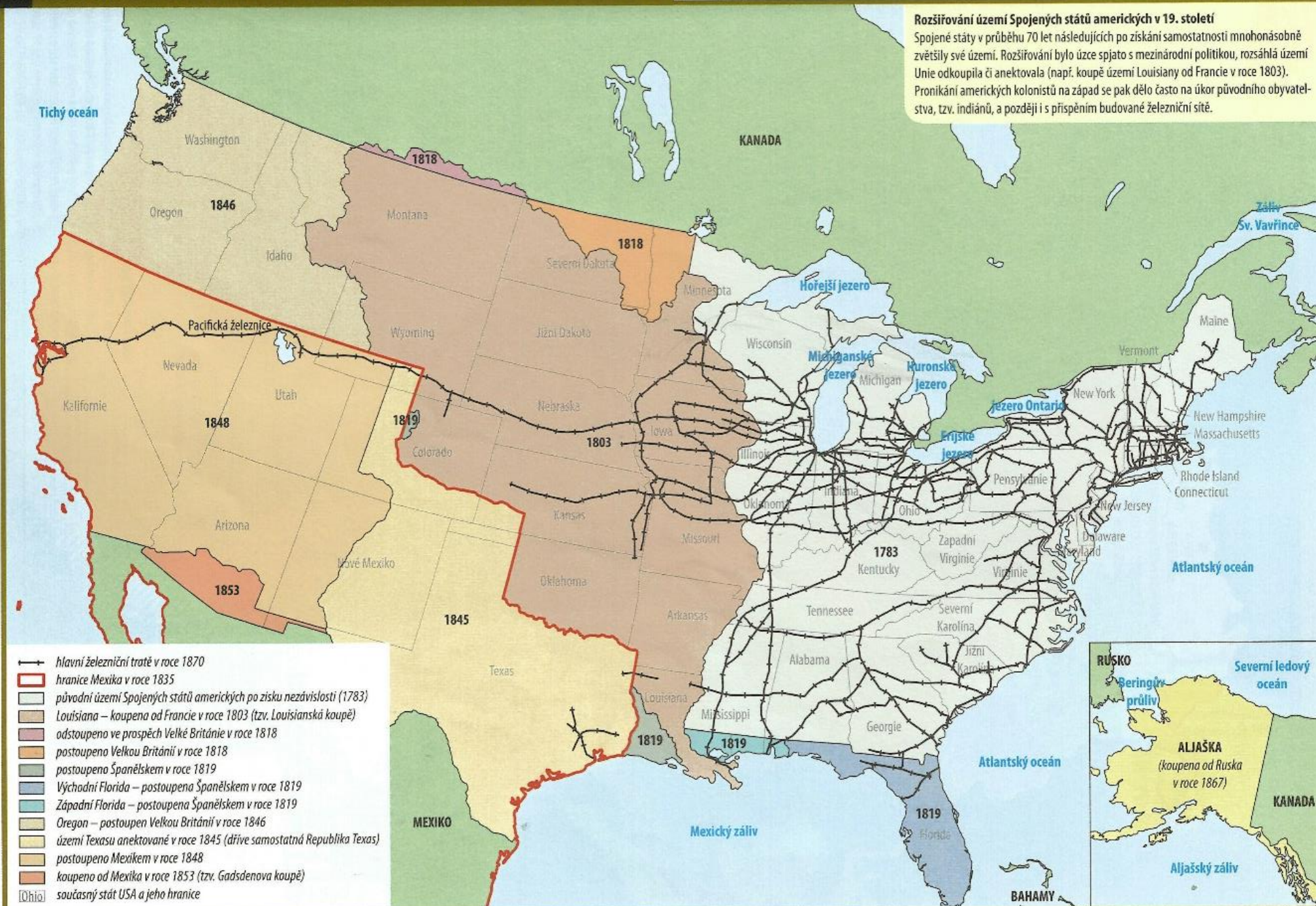


Territorial expansion

- First country which gained more territory by purchase than war or marriage
- 1803 – Louisiana → the area of USA doubled!
- 1818 – adapting the border with Canada to the 49th parallel
- 1819 – buying Florida from Spain
- 1845 – annexation of Texas
- By 1853 area extension to west coast
- 1859 – Hawaii – last state which has joined the USA
- 1867 – buying Alaska from Russia

Rozšiřování území Spojených států amerických v 19. století

Spojené státy v průběhu 70 let následujících po získání samostatnosti mnohonásobně zvětšily své území. Rozšiřování bylo úzce spjato s mezinárodní politikou, rozsáhlá území Unie odkoupila či anektovala (např. koupě území Louisiany od Francie v roce 1803). Pronikání amerických kolonistů na západ se pak dělo často na úkor původního obyvatelstva, tzv. indiánů, a později i s přispěním budované železniční sítě.



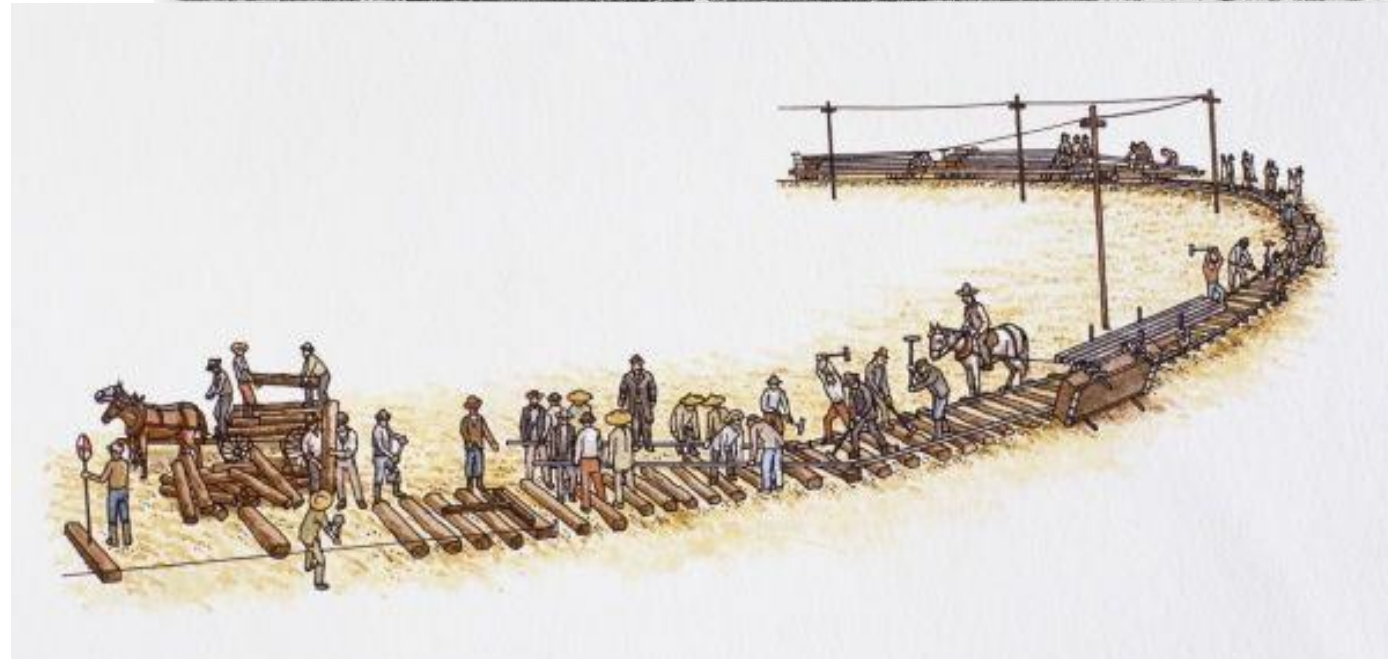
Monroe Doctrine



- 1823 – James Monroe's speech in Congress
- 2 goals:
 - End colonisation of western hemisphere
 - End European way of ruling – monarchy → republic

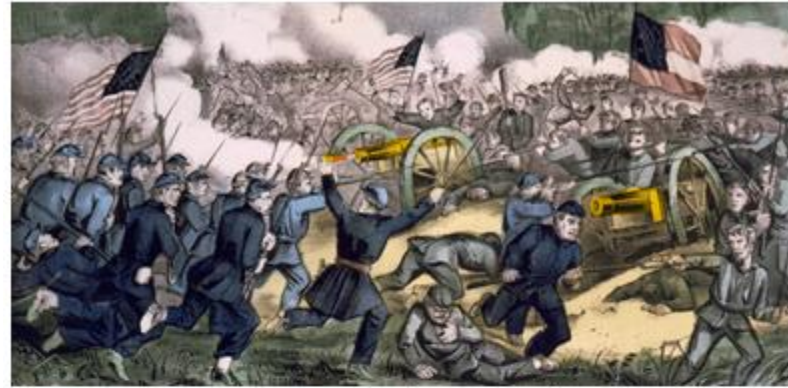
Economy

- Most important goods for export – cotton → cheap thanks to slaves on South → abolitionists
- North became industrial
- Midwest – settlers focused on agriculture (grain)
- In about half of the century – railway rush



American Civil War (1861-1865)

- 1861 – Seven southern states declared independence → the Confederate States → president Jefferson Davis, capital Richmond (Virginia)
- First two years South was winning → 1863 battle of Getysburg → next two years North was winning
- 1863 – Abraham Lincoln ended slavery → Black could join the army
- 1865 – Lincoln was assassinated in theater by Southern extremist
- Consequences:
 - Ku Klux Klan
 - segregation



Golden Age

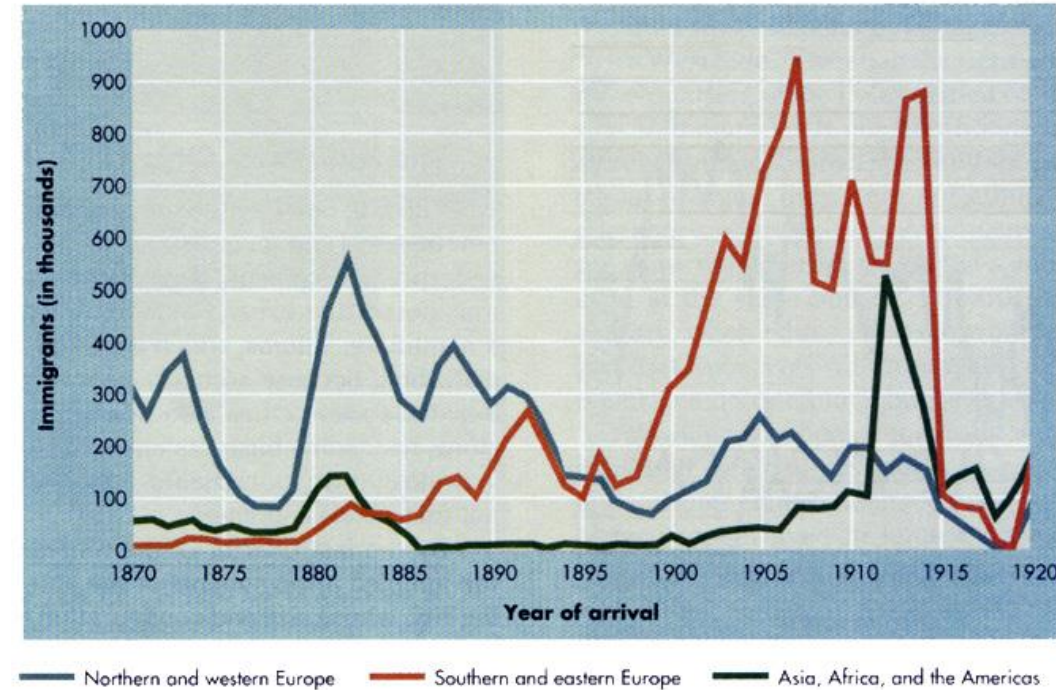
- Settling the Wild West
- Pacific Express Railway
- By the end of 19 th century the most industrial country in the world
- large oil deposits were discovered → oil fever



Immigration and Czech Compatriots

- Country of immigrants
- Young people with American Dream
- Many waves of immigration – e. g. 1850 369 000 immigrants from Europe (15 % of whole population)
- Most immigrants from UK, Ireland and Germany
- Czech Compatriots especially by the end of 19 th century

Immigration to the United States, 1870–1920



Worksheet

- 1.) Complete the timeline according to presentation.



- 2.) Read the text below and guess its origin.

“A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.”

- 3.) Create a T-chart with pros and cons according to the statement above. Choose the side you are in favour with. Find a schoolmate which has the opposite opinion and give him or her at least one more argument for your side. Then agree on at least two arguments for both sides which you both find relevant and strong.