Unit VI: Gilded Age

Assignment 1:

Readings:

Chapter 25: Whole Chapter

Other selected sources:

Andrew Carnegie: Robber Baron Turned Robin Hood, Richard Ernsberger

Socratic Seminar Readings

The 1894 Pullman Strike: Chicago's Daily Papers Report the News

Topics:

2nd Industrial Revolution

Late 19th century economic theory => i.e. Laisse Faire, Gospel of Wealth, Social Darwinism Robber Barons and Captains of Industry => Carnegie, JP Morgan, Vanderbilt, Rockefeller and others

Expansion of US Workforce

Rise of US labor movement => Unionization (Knights of Labor vs AFL)

Homework Questions & elements:

- 1. **Handout:** The 1894 Pullman Strike: Chicago's Daily Papers Report the News => read the article and answer the questions that accompany it
- 2. Handout: Socratic Seminar readings => Robber Barons or Captains of Industry? . . Read BOTH of the articles that we will be discussing and fill out the Author's Thesis Paper for each article. You DO NOT need to fill out the Final analysis section as part of the assignment we will complete that section in class as an activity.
- 3. What was Social Darwinism? Do you believe in its main philosophies and tenets? Why or why not?
- 4. What new invention or innovation do you believe was the most important in driving American industrialization in the late 19th century?

Assignment 2:

Readings:

Chapter 25: 551-554

Chapter 26: 565-582

Chapter 27: 605-620

Chapter 28: Whole chapter

Other selected sources:

Henry Grady, The New South

The Politics of Oz by Michael Dregni

How the Other Half Lives, Jacob Riis

Theodore Dreiser, Sister Carrie: (The Lure of the Material)

Topics:

The New South: Industrialization, Jim Crow and the "Solid South"

Mechanization of Agriculture in late 1800's => Impacts and examples

Populism and Farmer Response in late 19th century

Urbanization and the New Immigration => tenements, Southern Europe and Chinese Exclusion Act

Consumerism and new conspicuous consumption

Homework Questions & elements:

- 1. Handout: Henry Grady, The New South => read the article and answer the questions that accompany it
- 2. Handout: The Politics of Oz by Michael Dregni => read the article and answer the questions that accompany it
- 3. Handout: How the Other Half Lives, Jacob Riis => read the article and answer the questions that accompany it
- 4. Handout: Theodore Dreiser, Sister Carrie: (The Lure of the Material) => read the article and answer the questions that accompany it
- 5. How did the source of immigration change in the 1880's? Why was this such a big deal? How did Americans respond to the new wave of increasingly large numbers of immigrants?
- **6.** Was the South really a "New South" by 1900? Why or why not? (Consider things such as race, politics and economics)

Assignment 3:

Readings:

Chapter 26: 582-596

Chapter 24: whole chapter

Other selected sources:

Frederick Jackson Turner, *The Significance of the American Frontier* Helen Hunt Jackson, *A Century of Dishonor* John Muir, *Hetch Hetchy Valley* Ida B Wells, *Lynch Law in America*

Topics:

Politics in the Gilded Age – Machines, Graft and the Forgettable Presidents
The closing of the American Frontier => Plains Indian Wars, Dawes Act
The Environmental impact of western migration & start of US conservation movement
Gilded Age culture and Society

African Americans movements and leaders during the Gilded Age => Ida B Wells & antilynching movement; Booker T Washington & WEB Dubois

Homework Questions & elements:

- 1. **Handout:** Helen Hunt Jackson, A Century of Dishonor => read the article and answer the questions that accompany it
- 2. Handout: John Muir, Hetch Hetchy Valley => read the article and answer the questions that accompany it
- 3. *Handout:* Ida B Wells, *Lynch Law in America* => read the articles and answer the questions that accompany it
- 4. Which African American leader do you believe had a better program for the improvement of blacks in America WEB Dubois or Booker T Washington? Why?
- 5. Was the Dawes Act a good plan to improve the economic prospects and social life of Natives? Why was it instituted and what effects did it have on Native communities?

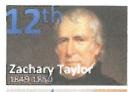
Six Degrees of Separation: from the Homestead Act to the Battle of Wounded Knee

For each Six Degrees of Separation assignment students will be required to select six events in chronological order that link the first event in the series with the last. Students will then write the name of each selected event and use their research as well as their knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees of Separation assignment per unit.

Unit VI: The Gilded Age

61. Sierra Club –
62. Sherman Antitrust Act –
50. Pullman Strike (1893-94) –
51. Dawes Act –
52. Bonanza Farms —
53. Vaudeville
54. tenement –
55. Pendleton Act –
56. Tammany Hall
57. Cross of Gold Speech –
58. Interstate Commerce Act –
59. Samuel Gompers –
60. National Women's Suffrage Association (NWSA)-

Presidents of the Late 1800's



12. Zachary Taylor (1849—1850). Whig.



13. Millard Fillmore (1850—1853). Whig.



14. Franklin Pierce (1853—1857). Democratic.



15. James Buchanan (1857—1861). Democratic.



16. Abraham Lincoln (1861—1865). Republican.



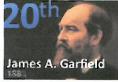
17. Andrew Johnson (1865—1869). Democratic.



18. Ulysses S. Grant (, 1869—1877). Republican.



19. Rutherford B. Hayes (1877—1881). Republican.



20. James A. Garfield (1881). Republican.



21. Chester A. Arthur (1881—1885). Republican.



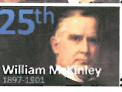
22. Grover Cleveland (1885—1889). Democratic.



23. Benjamin Harrison (1889—1893). Republican.



24. Grover Cleveland (1893—1897). Democratic.



25. William McKinley (1897—1901). Republican.