

Franklin Learning Center

Rise of Industrial America/The Gilded Age

Group Research and Presentation Project

US History

Time Period: 1865-1900

Description of the Unit:

This unit will focus on how the United States developed into a modern nation after the Civil War. During this time, there was a massive expansion of the Western part of the United States, which led to an influx of new occupations, specifically ranching and mining. Additionally, conflicts with Native Americans arose as Americans displaced native tribes. An increase in industry led to an expansion of the United States infrastructure. As a result, some became enormously wealthy, while many struggled. Income inequality in the United States expanded as big businesses grew, while some regions remained in an agrarian lifestyle. However, people became aware of the need for fairer working conditions, as the expansion of Unions became an increasingly important topic.

As a byproduct of expansion of industry and opportunity, there was a massive influx of different ethnic groups to different parts of the United States. As the population of the United States grew, the government put in policies to control the population influx of the United States and Nativism made a strong resurgence. As the population and infrastructure of the United States grew, so too did the size of cities and buildings within these cities (known as urbanization). Due to the shift in ideas towards immigrants and drastic increase in the size of the United States, policies by the government and ideas on society in general. Ideas such as populism grew as a means to combat elitism in the United States and the lower and middle classes strove to have their voice heard. However, one of the biggest polarizing factors during this time period was segregation. Policies to deny African Americans the right to vote and civil liberties were established and became the mainstream norm. However, the rise of black intellectuals like Booker T. Washington and W.E.B. DuBois led to a means by which African Americans were able to combat racial discrimination. These individuals set the stage for the civil rights struggles of the 20th Century to demand civil liberties and fight for justice for African Americans.

Description of the Project:

In small groups, you will select a topic from the following, conduct independent research, and prepare an extended (at least 10 minute) presentation using google slides. Presentations should fully explain your **Key Concept** and use the **Main Points** to present detailed, outside research on your topic.

Topics:

1. **Miners, Ranchers and Farmers:** (American Vision Page 414 to 423; Extra Information: AP 643 to 657):
 - a. **Key Concept 6.1:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
 - b. **Main Points:**
 - i. Railroads led to westward expansion (connect to **RAILROADS**), the Homestead Act
 - ii. Gold rush, bonanza, boomtowns, ghost towns.
 - iii. Cowboys, “the long drive,” stockyards (connect to **URBANIZATION**), the open range vs. barbed wire.
 - iv. How might all of the above lead to conflict with **NATIVE AMERICANS**?
2. **Native Americans During the 1860’s and onward:** (American Vision 425 to 430; Extra Information AP 633 to 642):
 - a. **Key Concept 6.2:** The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

(Native Americans)

b. **Main Points:**

- i. Reservations, annuities, Sioux Wars (Sand Creek Massacre, Wounded Knee Massacre, Little Bighorn), Indian Peace Commission, The Ghost Dance
- ii. The Dawes Act & Assimilation

3. **The Rise of Industry/ Industrialization in America:** (American Vision 436 to 441; Extra Information AP 574 to 576, 581 to 589 up to Knights of Labor)

- a. **Key Concept 6.1:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States

b. **Main Points:**

- i. New resources and technologies (oil, telephone, electricity, automobile, etc.)
- ii. Laissez-Faire, Entrepreneurs, Robber Barons vs. Captains of Industry
- iii. Industrial jobs & working conditions (connect to **IMMIGRATION, URBANIZATION, & UNIONS**)

4. **Railroads:** (American Vision 442 to 446, Extra Information AP 565-574 stop at Miracles of mechanization)

- a. **Key Concept 6.1:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States

b. **Main Points:**

- i. How the gov't. encouraged railroad development: Pacific Railway Act, Land Grants, Insider Trading.
- ii. Economic impact of railroads (connect to **INDUSTRIALIZATION and MINERS, RANCHERS, AND FARMERS**)
- iii. Conditions of railroad workers (esp. migrant chinese workers!)
- iv. Corruption and railroads: The Credit Mobilier Scandal.

5. **Big Business:** (American Vision 447 to 453; Extra Information AP: 575 at Trust Titan to 580 stop at Government Tackles).

- a. **Key Concept 6.1:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States

b. **Main Points:**

- i. Big Business Practices: Corporations, Stock, Stockholders, Monopolies, Trusts, and Holding Companies
- ii. Economics of Big Business: Economies of Scale, Horizontal Integration, Vertical Integration
- iii. "Captains of Industry" vs. "Robber Barons" (give examples, connect to **INDUSTRIALIZATION**)

6. **Unions:** (American Vision 454 to 459; Extra Information AP 586 to 592):

- a. **Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

b. **Main Points:**

- i. Explain Trade Unions and Industrial Unions and their strategies (strikes, collective bargaining, arbitration, etc.) (connect to **INDUSTRIALIZATION and BIG BUSINESS**)
 1. MAKE SURE TO DISCUSS WEALTH DISPARITY & WORKING CONDITIONS
- ii. How did industries respond to Unions? (lockouts, blacklisting, strikebreakers, pinkertons, scabs, etc.)
- iii. Explain how Marxism influenced Unions.
- iv. The Railroad Strike, The Pullman Strike, and the Haymarket Affair (causes and effects)

7. **Immigration** (American Vision 464 to 468; Extra Information AP 548 to 551, 599 to 609)
- a. **Key Concept 6.2:** The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
 - b. **Main Points:**
 - i. Where immigrants came from and how they got here (Ellis Island & Angel Island).
 - ii. Ethnic neighborhoods and tenement housing (connect to **URBANIZATION**)
 - iii. Effects of immigration (economic, cultural, etc.) and responses to immigration (nativism, Chinese Exclusion Act, etc.)
8. **Urbanization:** (American Vision 469 to 475; Extra Information AP 595 to 599, 609-10):
- a. **Key Concept 6.2:** The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
 - b. **Main Points:**
 - i. Skyscrapers & steel superstructure, mass transit, tenements.
 - ii. Segregation and class divisions in cities (connect to **IMMIGRATION**).
 - iii. “City problems:” alcohol & saloons, gambling, environmental & health problems (connect to **THE GILDED AGE**)
 - iv. Political Corruption (party machine and bosses, graft, Tammany Hall, Boss Tweed) (connect to **POLITICS AND REFORM**)
9. **Gilded Age:** (American Vision 476 to 480; Extra Information AP 543 to 544, 579 for Gospel of Wealth, 609 to 612, 620 to 623 for Realism stop at Family and Women):
- a. **Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
 - b. **Main Points:**
 - i. Explain “The Gilded Age.” Individualism & Social Darwinism. Andrew Carnegie: the Gospel of Wealth & Philanthropism (connect to **BIG BUSINESS**)
 - ii. Realist Art & Literature (Upton Sinclair)
 - iii. Modern Leisure: sports (boxing, baseball), popular culture & music (vaudeville & ragtime), Coney Island.
10. **Rebirth and Reform:** (American Vision Page 481 to 486; Extra Information AP Page 548 to 612 to 618)
- a. **Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.
 - b. **Main Points:**
 - i. Progressivism. Social Darwinism vs. Reform Darwinism (connect to **THE GILDED AGE**), The Temperance Movement (connect to **URBANIZATION**).
 - ii. The Social Gospel, The Settlement House Movement, the YMCA & Salvation Army, the start of public education (role of schools in americanization, connect to **IMMIGRATION**)

Requirements for Presentations:

1. **The Presentation:**
 - a. **Key Concept:**
 - i. This should be read and explained in your presentation. I recommend you dedicate either your first or last slide to it:
 1. Explain what the key concept means.
 2. How your topic relates to it.

3. You can do this at the beginning or end of your slides.

b. **Main Points:**

- i. These give you a start on the content you must include your presentation.
- ii. Use these to tell a story--**DON'T JUST DEFINE EACH TERM**
- iii. Connect your main points back to your key concept throughout the presentation.
- iv. Work with other groups to connect to other topics as specified (**THIS IS PART OF YOUR GRADE**)

c. **Primary Source:**

- i. You'll need to find one sources, print out/ copy a class set and give them out to students.
- ii. ANYONE/ANYTHING FROM THAT TIME PERIOD
 - 1. These include first hand accounts, data from the time period, literature, etc.

d. You must have at least 5 slides, minimum one image per slide. NO MORE THAN 10 SLIDES

- i. Slide information must be in your own words, unless properly cited.
- ii. No more than **4 lines** of text per slide.
- iii. There needs to be a flow/ order. The slides should connect to one another/ you must explain how they relate.

e. **When you present:**

- i. At least 10 minutes
- ii. You can have notecards
- iii. DO NOT READ DIRECTLY FROM SLIDES OR NOTECARDS
- iv. Make sure the information is accurate
- v. Be able to answer questions about information/your primary/secondary sources on your slides.

Timeline: PLEASE NOTE. THIS SCHEDULE IS TENTATIVE. IF I FIND THAT STUDENTS AREN'T USING THE TIME IN CLASS PROPERLY, I'LL MOVE UP PRESENTATIONS.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	16:	17: Assign groups/ expectations, begin initial research	18: Research	19: Research, assembling presentations	20: Assembling Presentations!	21
22	23: Practice presentations!	24: Presentations -Miners and Ranchers - Native Americans! -Rise of Industry - Railroads	25: Presentations - Railroads - Big Business - Unions - Immigration	26: Presentations - Urbanization - The Gilded Age - Rebirth and Reform -Politics and Reform - Populism	27:	28