

## U.S. History SUMMER ASSIGNMENT

All Work is due no later than Friday August 17, 2017

Daily Grade Assignment 1: The GILDED AGE- 10 Open Response Questions

Daily Grade Assignment 2: The PROGRESSIVE ERA- 10 Open Response Questions

TEST Grade Assignment 3: Visual Representation of the Rights Protected in the Bill of Rights

### THE GILDED AGE

#### OVERVIEW

The Gilded Age and the first years of the twentieth century were a time of great social change and economic growth in the United States. Running from 1877 to the turn of the century, the Gilded Age saw rapid industrialization, urbanization, the construction of great transcontinental railroads, innovations in science and technology, and the rise of big business. Afterward, the first years of the new century that followed were dominated by progressivism, a forward-looking political movement that attempted to redress some of the ills that had arisen during the Gilded Age. Progressives passed legislation to rein in big business, combat corruption, free the government from special interests, and protect the rights of consumers, workers, immigrants, and the poor.

Machine party politics blossomed in large U.S. cities during the Gilded Age. Powerful political “bosses,” like William “Boss” Tweed at Tammany Hall in New York, coerced urban residents into voting for favored candidates, who would then give kickbacks and bribes back to the bosses in appreciation for getting them elected. Bosses would also spend money to improve constituents’ neighborhoods to ensure a steady flow of votes for their machines. In this sense, party bosses and machine politics actually helped some of the poorest people in the cities. Many politicians elected during the Gilded Age were the product of machine party politics.

Driven by the industrial North, the United States experienced a flurry of unprecedented growth during the Gilded Age, with a continent full of seemingly unlimited natural resources and driven by millions of immigrants ready to work. In fact, some historians have referred to this era as America’s second Industrial Revolution, because it completely changed American society, politics, and the economy. Mechanization and marketing were the keys to success in this age: companies that could mass-produce products and convince people to buy them accumulated enormous amounts of wealth, while companies that could not were forced out of business by brutal competition.

The railroad industry enabled raw materials, finished products, food, and people to travel cross-country in a matter of days, as opposed to the months or years that it took just prior to the Civil War. By the end of the war, the United States boasted some 35,000 miles of track, mostly in the industrialized North. By the turn of the century, that number had jumped to almost 200,000 miles, linking the North, South, and West. With these railroads making travel easier, millions of rural Americans flocked to the cities, and by 1900, nearly 40 percent of the population lived in urban areas.

## IMPORTANT PEOPLE

Jane Addams: Social activist who founded **Hull House** in Chicago in 1889 to help immigrants improve their lives in the city's slums. Addams won the Nobel Prize for Peace for her efforts, which raised awareness of the plight of the poor and opened up new opportunities for the advancement of American women.

Susan B. Anthony: civil rights leader women's right to vote

William Jennings Bryan: Nebraska congressman who gave the famous "**Cross of Gold**" speech and was the Democratic Party nominee for president in the election of 1896. Bryan was the greatest champion of inflationary "**free silver**" around the turn of the century. A Democrat, the **Populist Party** later chose to back him in the election of 1900. Bryan ran for president in 1896, 1900, and 1908 but lost every time.

Andrew Carnegie: Scottish immigrant who built a steel empire in Pittsburgh through hard work and ruthless business tactics. Carnegie hated organized labor and sent in 300 Pinkerton agents to end the 1892 **Homestead Strike** at one of his steel plants. Around the turn of the century, Carnegie became one of the nation's first large-scale **philanthropists** by donating more than \$300 million to charities, hospitals, libraries, and universities.

Eugene V. Debs: Labor supporter who helped organize the **Pullman Strike** in 1894. Debs later formed the **Socialist Party** in the early 1900s and ran unsuccessfully for the presidency in 1908 against William Howard Taft and William Jennings Bryan and again in 1912 against Roosevelt, Taft and Wilson.

WEB DuBois: African-American civil rights leader of the early twentieth century, he was a founding member of the NAACP

Henry Ford: American industrialist founded Ford Motor Company, moving assembly line

James A. Garfield: Twentieth U.S. president, elected in 1880, who spent less than a year in office before he was assassinated. The assassin was a Republican Stalwart who wanted Garfield's vice president, **Chester A. Arthur**, to become president. Garfield's death compelled Congress to pass the **Pendleton Act** in 1883 to reform civil service.

William McKinley: Congressman and twenty-fifth U.S. president. As a member of Congress, McKinley managed to pass the **McKinley Tariff** in 1890, which raised the protective tariff rates on foreign goods to an all-time high. In 1896, he ran for president on a pro-**gold standard** platform against Democrat William Jennings Bryan; McKinley's campaign manager, **Mark Hanna**, and wealthy plutocrats ensured that McKinley won the presidency. Although McKinley personally opposed the **Spanish-American War**, he asked Congress to declare war against Spain in 1898, fearing that the Democrats would unseat him in the next election. An anarchist assassinated him in 1901.

Theodore Roosevelt: Twenty-sixth U.S. president, who took office after the assassination of **McKinley** in 1901. Roosevelt, already famous for his aggressive policies, continued them as president both at home and abroad. He sought to protect American consumers, regulate big business, conserve natural resources, and help organized labor. His **Roosevelt corollary** to the Monroe Doctrine asserted American influence and power in Latin America.

Booker T Washington: African-American intellectual from the Gilded Age to the early Progressive Era. He is most famous for his work with the Tuskegee Institute and the Atlanta Compromise. His acceptance of "separate but equal" and seeming accommodation of the status quo led to criticism from activists like WEB DuBois.

Frances Willard: was a 19<sup>th</sup> century educator, temperance reformer and women's suffragist.

## Social Issues of the Gilded Age that were addressed in the Progressive Era

### 1. CHILD LABOR

#### Why did children work?

Their families needed more money, school was not required, & factories wanted cheap labor.

#### What type of work did children do?

Agricultural work, factory work, sewing, selling goods on the street, working as servants

#### Was their work dangerous?

Some jobs were quite dangerous. Sometimes they used children's small size to their advantage so a child might have to go furthest into an underground mine since they could fit best. Many children died at work.

#### Why did it end?

During the Gilded Era & Progressive Era people began getting angry about the conditions their children worked in. They began to protest which eventually succeeded in creating laws about the hours children could work and requiring them to attend school.



### 2. WOMEN'S RIGHTS



From 1830s onwards women's rights was a big issue. In the late 1800s leaders began making progress in the women's rights movements although it wasn't until 1920 that women were officially allowed to vote in the US.

**Suffrage = women's right to vote or campaign to get the right to vote.**

### 3. URBANIZATION

The Industrial Revolution was when businesses began using new technology to create factories which produced goods faster, such as the Bessemer Process in steel production that made Andrew Carnegie wealthy. More people were needed to work. This changed American life forever. Suddenly daily life was driven by the demands of business.

More & more people moved to the city (urbanization). Many people were extremely poor there but at least they could get some help. Help came from religious & private organizations, not the government. People began to realize how unsanitary the city was and how horrible the living conditions were for many people. Twelve people might live in one small room without a toilet or windows that opened.



## 4. SEGREGATION



After the Civil War ended in 1865 thousands and thousands of newly freed African Americans had to begin building lives for themselves. Some former slaves found this easier than others. Some slaves had experience with work that was more marketable than others and it was still hard to find jobs when people were extremely racist.

Unfortunately there was also a time of economic hardship, like today, after the war. There was also still a huge amount of racism. States even passed Jim Crow laws that prevented former slaves from exercising their civil rights. In 1896 the Supreme Court ruled in Plessy v Ferguson that “separate but equal” facilities did not infringe on minorities’ 14<sup>th</sup> Amendment rights.

African American leaders W. E. B. DuBois and Booker T. Washington became community leaders but disagreed over how African Americans should handle their situation. DuBois was for education and Washington was for economic independence; that is, he believed African Americans should aim to build up their own strong economy. This was the very beginning of the civil rights movement that lasted up through the 1970s and beyond.



### 4. Assimilation and Nativism

With so many new immigrants to America, assimilation became an important concept. Assimilation is when you adapt to blend in. A modern day example would be as a new student in a high school you might dress the way others dress or use their slang.

One major way immigrants were assimilated was through school. Like today schools taught in English which meant the immigrant children had to learn English. The schools also taught American culture and the responsibilities of American citizenship.

One of the other goals of school was to instill a strong work ethic in the immigrant children and teach them discipline. The goal was to help the nation grow and become wealthier.

Organizations called “reform organizations” formed. They wanted reform, or change, to improve the lives of people. Thankfully these reform organizations were relatively successful and helped many people. Some of the organizations were people who believed in the Social Gospel, a movement in Protestant Christianity to provide social services to the poor and tried to apply Christian principles to help improve social conditions and behaviors.

Others simply opposed immigration, calling themselves Nativists they favored the interests of established inhabitants over newcomers. Nativists pushed Congress to pass the Chinese Exclusion Act in 1883 which prevented Oriental immigrants from becoming U.S. Citizens



ASSIGNMENT 1 QUESTIONS

1. How were party bosses agents of political corruption? Be sure to support your answer with evidence from the text (justify).
2. What positive contribution did party bosses make? Be sure to support your answer with evidence from the text (justify).
3. Organize the "important people" into three categories: politician, reformer, or industrialist.
4. Which of the "important people" is the best role model? Justify your response (explain why & support with evidence from the reading).
5. Organize the issues from "worst & most pressing" to least significant.
6. Justify, (explain why & support with evidence from the reading), why you chose the one you did for "worst."
7. Justify why you chose the one you did for least significant.
8. Which issues faced in the Gilded Age do we still face today, and what can we do to fix it?
9. How was the Gilded Age unfair for most Americans? Be sure to support your answer with evidence from the text (justify).
10. Gilded can be defined as "covered thinly with gold leaf or gold paint." It can also mean, "wealthy and privileged." Why is the era from 1877 until the turn of the century called the "Gilded" Age. Be sure to support your answer with evidence from the text (justify).

### Muckrakers

The pen is sometimes mightier than the sword. It may be a cliché, but it was all too true for journalists at the turn of the century. The print revolution enabled publications to increase their subscriptions dramatically. What appeared in print was now more powerful than ever. Writing to Congress in hopes of correcting abuses was slow and often produced zero results. Publishing a series of articles had a much more immediate impact. Collectively called MUCKRAKERS, a brave cadre of reporters exposed injustices so grave they made the blood of the average American run cold.

### Steffens Takes on Corruption

The first to strike was LINCOLN STEFFENS. In 1902, he published an article in MCCLURE'S magazine called "TWEED DAYS IN ST. LOUIS." Steffens exposed how city officials worked in league with big business to maintain power while corrupting the public treasury. More and more articles followed, and soon Steffens published the collection as a book entitled *THE SHAME OF THE CITIES*. Soon public outcry demanded reform of city government and gave strength to the progressive ideas of a city commission or city manager system.

### Tarbell vs. Standard Oil

IDA TARBELL struck next. One month after Lincoln Steffens launched his assault on urban politics, Tarbell began her McClure's series entitled "HISTORY OF THE STANDARD OIL COMPANY." She outlined and documented the cutthroat business practices behind John Rockefeller's meteoric rise. Tarbell's motives may also have been personal: her own father had been driven out of business by Rockefeller.

Once other publications saw how profitable these exposés had been, they courted muckrakers of their own. In 1905, **THOMAS LAWSON** brought the inner workings of the stock market to light in *FRENZIED FINANCE*. **JOHN SPARGO** unearthed the horrors of child labor in *THE BITTER CRY OF THE CHILDREN* in 1906. That same year, **DAVID PHILLIPS** linked 75 senators to big business interests in *THE TREASON OF THE SENATE*. In 1907, **WILLIAM HARD** went public with industrial accidents in the steel industry in the blistering *MAKING STEEL AND KILLING MEN*. **RAY STANNARD BAKER** revealed the oppression of Southern blacks in *FOLLOWING THE COLOR LINE* in 1908.

John Spargo's 1906 *The Bitter Cry of the Children* exposed hardships suffered by child laborers, such as these coal miners. "From the cramped position [the boys] have to assume," wrote Spargo, "most of them become more or less deformed and bent-backed like old men ... "



### The Meatpacking Jungle

Perhaps no muckraker caused as great a stir as UPTON SINCLAIR. An avowed Socialist, Sinclair hoped to illustrate the horrible effects of capitalism on workers in the Chicago meatpacking industry. His bone-chilling account, *THE JUNGLE*, detailed workers sacrificing their fingers and nails by working with acid, losing limbs, catching diseases, and toiling long hours in cold, cramped conditions. He hoped the public outcry would be so fierce that reforms would soon follow. The clamor that rang throughout America was not, however, a response to the workers' plight. Sinclair also uncovered the contents of the products being sold to the general public. Spoiled meat was covered with chemicals to hide the smell. Skin, hair, stomach, ears, and nose were ground up and packaged as head cheese. Rats climbed over warehouse meat, leaving piles of excrement behind. Sinclair said that he aimed for America's heart and instead hit its stomach. Even President Roosevelt, who coined the derisive term "muckraker," was propelled to act. Within months, Congress passed the PURE FOOD AND DRUG ACT and the MEAT INSPECTION ACT to curb these sickening abuses.

## THE PROGRESSIVE ERA

### IMPORTANT PEOPLE

Upton Sinclair- leading muckraker and journalist. Wrote the Jungle which inspired the Pure Food & Drug Act and Meat Inspection Act

Ida B. Wells- African American journalist, editor, suffragist, civil rights leader.

Susan B. Anthony- civil rights leader women's right to vote

Frances Willard Temperance activist (prohibition) and civil rights leader (women's right to vote)

W.E.B DuBois- Early civil rights leader, PhD, and co-founder of the NAACP

Theodore Roosevelt Rough Rider (Hero of San Juan Hill, Spanish American War), , sportsman- big game hunter, Progressive president, environmentalist, trustbuster

William H. Taft, Roosevelt's vice-president- he will become president after Roosevelt's 2 terms. His compromises in the Progressive platform appeared to favor big business. Roosevelt challenged him in the 1912 Republican primary and lost, then caused his loss to Wilson.

Woodrow Wilson, Democratic President, he signed the Federal Reserve Act and led the US during WWI. His 14 point plan for peace and League of Nations though great ideals, ultimate failed to gain the support they needed

William J Bryan 4 time presidential candidate who first ran as a Populist Candidate

Robert La Follette: Progressive Governor of Wisconsin who led his state to be a front runner in Progressive Era reforms in the early 1900s

### **Progressive Reforms**

16<sup>th</sup> amendment- income tax legal

17<sup>th</sup> amendment- direct election of senators, changed from Senators being selected by the State Legislatures

18<sup>th</sup> amendment- Prohibition of alcoholic beverages

19<sup>th</sup> amendment- women's right to vote

Initiative- progressive reform allowing private individuals to introduce legislation

Referendum- direct democracy allowing the people to vote to decide an issue or law

Recall- a petition of registered voters that forces an elected official to face a special election.

Anti-trust laws- are federal and state laws that regulate the conduct and organization of business corporations, generally to promote fair competition, for the benefit of consumers. Sherman Anti-trust Act 1890 & Clayton Antitrust Act of 1914

Pure Food and Drug Act- was passed after the publication of The Jungle by Upton Sinclair. It revealed unsanitary meat packing practices in Chicago.

National Park System- began in 1872 with Yellowstone National Park and has expanded to cover 450 national, historical, recreational and cultural areas in the U.S. and its territories.

ASSIGNMENT 2 QUESTIONS

1. What was a muckraker?
2. What motivated the muckrakers?
3. How effective were the muckrakers?
4. The Keating-Owen Child Labor Law that severely restricted under what circumstances people under 18 are allowed to work resulted from which muckraker's efforts?
5. How did Upton Sinclair's book *The Jungle* impact the relationship between the federal government and the food industry?
6. List the three progressive presidents in chronological order.
7. Which of the "important people" worked most towards the ratification of the 18<sup>th</sup> Amendment?
8. Which of the "important people" worked most towards the ratification of the 19<sup>th</sup> Amendment?
9. How would the progressive reforms- referendum and recall—make the government more responsive to the will of the people.
10. Explain why Ida Tarbell would either support or oppose the Clayton Anti-Trust Act of 1914.

## TEST GRADE PROJECT

Create a visual presentation [poster, powerpoint, book, movie] that illustrates the Rights protected in the first 10 Amendments to the U.S. Constitution (The Bill of Rights) that were ratified in 1791.

### THE BILL OF RIGHTS

#### **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

#### **Amendment II**

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.

#### **Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

#### **Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

#### **Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

#### **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

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**Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

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**Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.