Unit 6

The Age of Industrialization 1865-1917

The Changing American Landscape

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Unit #6 Overview

The goal of this unit is to explore how the economic shift of industrialization in the late 19th century impacted the social, political, and foreign policy of a changing American culture. This unit is one of the most challenging to teach because of the wide variety of changes that are taking place in a relatively short period of time. There are so many seemingly unrelated themes to cover such as political corruption, the rise of factories, monopolies, the rise of major cities in the East, poverty, scientific theories, racism, the West, the start of Reservations, and Populism just to name a few. Students tend to have difficulty connecting one theme to another. The central idea we will emphasize in this unit is how the economic change of industrialization impacted different groups in America. As the economy changed so dramatically from an agriculturally based society to an industrial society many social conditions changed as well. Industrialization became the catalyst for the sweeping changes in American culture from 1865-1917. Some groups and individuals benefitted from this change in the economy. Other groups were exploited by the economic change or were given little opportunity to take advantage of the growth in the economy. This unit explores how values about the American Dream began to conflict with the reality of the economic changes that were taking place. Why did certain individuals and groups respond to industrialization differently? Once we explore the general components of industrialization, we will look more closely at the response of certain individuals and groups.

Critical Thinking

Rather than focus just on the series of events that took place, our focus becomes why certain groups reacted to this period the way they did.

Decision Making

In a period where racism was on the rise, we look more closely at **Sound reasoning.** Why did so many people choose to respond to immigrants the way they did? Were they reasonable in their analysis of what was taking place in this period? Did certain groups respond reasonably to the changes they were forced to adhere to in a period of rapic economic change?

The Lessons

Lesson #1: Power-point on general trends of the period

The teacher presents general characteristics of the time period 1865-1917

Lesson #2: Analysis of the Time Period

Students analyze how attitudes and values connect to major events of the period

Lesson #3: Factory Simulation

The students simulate working in a factory to understand why labor Unions came into existence

Lesson #4: Poverty, Wealth, and Race

Students are asked to consider why certain theories came about regarding race and poverty and why certain groups came into existence as a response to the changes taking place in the late 19th century.

Lesson #5: Birth of a Nation

The teacher can clips from the classic film *Birth of a Nation* to show how racist were the attitudes toward African Americans.

Lesson #6: Westward Expansion and the End of the Frontier

The teacher can use a power-point lecture to discuss the myth and reality of the American West

Lesson #7: Clash of Cultures with Native Americans

This lecture combines notes with film footage that highlights certain incidents that took place in the late 1800s that symbolize the start of the Reservation system and the simultaneous destruction of free Native American culture in the West.

Lesson #8: The Populist Movement and the Wizard of Oz

The Wizard of Oz was written as an allegory of the Populist Movement in the late 1800s. The students learn about the Populist Movement based on this popular children's story.

Lesson #8: Imperialism

Students do an activity related to analyzing the foreign policy of imperialism.

Lesson #9: Progressivism

Students analyze the effectiveness of the Progressive presidents

Lesson #10: Student Essays

Students write essays based on a variety of topics

Overview of the Time Period

- 1. The teacher can begin by asking students to consider the impact of Globalization in recent years. In short, Globalization created more free trade and investment among countries, lowered trade barriers, and shifted manufacturing centers in the world. Globalization is an economic issue that has tremendous political and cultural significance in the world. You can ask students what they think is the possible impact of Globalization on both the United States and other countries such as China or Mexico. Globalization is a good example of how an economic concept dramatically influences the political and social life of a country.
- 2. Begin the power-point on the *Age of Industrialization* during the period 1865-1917. This power-point is not designed as an in-depth understanding of this period. The power-point is highlighting some of the changes that were taking place as a result of industrialization.

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Analysis of the Time Period

After the power-point you can use the student handout entitled *Making Connections, The Age of Industrialization*, and *Understanding the Impact of Industrialization* to ask students to analyze the trends, values, and policies of the period 1865-1917. Rather than merely study what happened, we are asking the students to analyze why the events occurred based on the trends and values that were dominant in the period.

Making Connections

1865-1917

The economic and social changes of the period 1865-1917 can be attributed to the rise of industrialization. In 1-2 sentences write down how industrialization connected to each theme below.

RACISM LABOR ISSUES
PROBLEMS OF URBANIZATION CLASS CONFLICTS
WEST Immigration Issues
Industrialization → Racism
Industrialization→Labor
Industrialization → Class
Industrialization → Immigration

Unit #6: Age of Industrialization, 1865-1917			
Industrialization → West			
Industrialization — Urbanization			

The Age of Industrialization

1865-1900

Understanding the Impact of Industrialization

Trends in History

Trends in history tend to be broad issues that take place in a historical time period. These bigger issues tend to be the result of an issue that influences a lot of people such as a war, an economic change, or a reform movement. For the period 1865-1917 the major issue was how industrialization impacted so many people. Industrialization forced people to assess their own values which ultimately determined what type of events unfolded.

Values in History

Values are the individual beliefs that are most dominant in a historical time period. Values tend to be remarkably consistent from one period to another. Some values, however, become much more dominant in one period than another. When a lot of individuals share similar values then the values become more influential. These values will then take on more political, economic, and social significance.

Events in History

Events in history are the specific issues that result from the bigger trends and the values that play out in a given time period. Events tend to represent the interests of specific groups that get their voice heard. Events take the form of political policies passed, certain presidents elected, and individuals who make an impact on a time period. Specific events need to be understood in light of the bigger issues and individual values that are most dominant.

Based on the age of industrialization lists, analyze the questions below in 2-3 sentences. As a part of your analysis, connect the values in the third column to the trends and events in the first two columns.

- 1. Why would a high level of poverty exist at a time of great prosperity?
- 2. Why would racism be on the rise so much?
- 3. Why would it take the government so long to respond to the problems?
- 4. During a time of such exploitation and poverty in cities, why was a major revolution not started among poor people?
- 5. Why would farmers form a political party to represent their economic interests while other groups would simply accept their poor conditions?

Factory Simulation

This simulation is designed to help students recognize how difficult it was for Unions to get organized in the late 19th century. To this end, the classroom will serve as a factory. Desks can be arranged in several rows. Each row of students is responsible to make a paper product (i.e. a paper airplane). Each student in the row is only allowed to participate in one step of the process to make the final product. After the student performs their one task they must pass on the paper to the next student. A different manager is responsible for production for each row. The teacher can serve as the factory owner. Any student in the row can be fired from their job for any reason. Other students not sitting in a row represent newly arrived immigrants who are willing to take the place of the working students who get fired. You can time out the activity. The teacher should speed up the process every few minutes because you are trying to increase productivity.

You can follow up the simulation with a discussion about why such a struggle with labor was so difficult to resolve during this period. Use the questions below as a guide.

Follow-up questions:

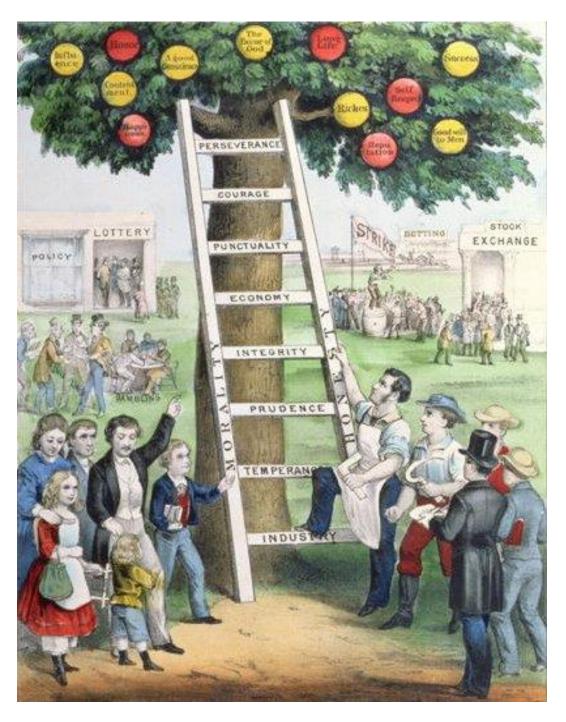
- 1. What kind of control did a worker have over his or her job?
- 2. What were the options for the newly arrived immigrants who were working in these factories?
- 3. Were the immigrants being exploited or were they just happy to be working and living in America?
- 4. How would you describe the immigrant view of America in the late 1800s?
- 5. Who had the most power in factories?
- 6. Why didn't factory workers consistently rebel against this type of work?
- 7. Why would it be difficult for workers to strike or form a Union in a factory?
- 8. Why was it so difficult for Unions to represent unskilled workers?
- 9. How did factory conditions lead to racial tension?

- 10. How did factory conditions lead to class struggles?
- 11. What kind of values had to exist in order for this type of economic condition to flourish?
- 12. Why would Unions during this period often be labeled as un-American?
- 13. Why would this type of system create more wealth than a farming economy?
- 14. Why would this type of system create an uneven distribution of wealth?
- 15. What potential power did laborers have in working in factories?
- 16. Why was there not a revolution against these types of exploitive conditions?
- 17. Why would the government not respond to the exploitation taking place?

Poverty, Wealth and Race

Much of the material for this lesson is taken from, "Race and Membership in American History: The Eugenics Movement," a resource book by Facing History and Ourselves. Facing History is an organization committed to studying the historical development of race. At a time in the late 19th century when millions of immigrants were pouring into the country to work in factories the question of race and poverty began to appear on the forefront of the minds of "native born" Americans. At the same time Charles Darwin's theory of evolution was being considered as a way of classifying races and explaining increasing levels of poverty that was becoming evident in the U.S. Added to the mix of theories about race and poverty were the traditional views rooted in long held beliefs about morality, personal responsibility, and religion.

- 1. The students can begin by looking at the painting, *The Ladder of Fortune*. The teacher should not give the students any prompts. You should allow the students to draw their own conclusions about what they think the painting means. The students should be able to draw a variety of conclusions that highlight traditional values in American culture.
- 2. The teacher can use the power-point *Racism in the Industrial Era* to highlight how the Eugenics theory about classifying races helped form values about race. The power-point also includes several IQ tests that were given to newly arrived immigrants in the late 19th century.
- 3. Using the sheet entitled *Judging the Rationality of a Theory*, the students are asked to consider some of the leading ideas of the period to explain why so much poverty existed, how the sudden increase of wealth was justified,, and consider what was increasingly seen as the menace of racial differences. In small groups the students can represent one of the positions as they answer the questions. They may do additional research on each topic if time permits. Then they can do a debate on the perplexing questions of the period. How rational were the decisions people were making during this period? On what basis do we judge the rationality of these decisions?
- 4. The part 2 PBS film, "Race: The Power of an Illusion" http://www.pbs.org/race/000_About/002_04-about-02.htm is a powerful film about how notions of race were wedded into American thinking throughout the 19th century and early 20th century. After the debate you can show all or part of part 2 of this documentary.



The Ladder of Fortune (1875)ⁱ

Judging the Rationality of a Theory

During the period of industrialization in the late 19th century many theories began to develop about race, poverty, and wealth. Industrialization triggered a sudden upsurge of wealth for some, visible poverty for others, and the dramatic increase of immigrants pouring into the country to work in factories. Which of the following theories are the most rational for the time period? How do we judge the rationality of a decision that ultimately becomes a movement or, in certain cases, public policy? Your goal in your group is to represent one of the positions below as you answer the debate questions on the back.

Laissez Faire Capitalism-The leading industrialists of the period believed in laissez faire capitalism. They believed that individuals who follow their own self-interest automatically work to the benefit of society as a whole. Competition among individuals forces people to work harder and become more efficient. The result is the best products at the cheapest price. Government should support free trade and competition and intervene as little as possible so as not to limit the free market system.

Social Darwinism-This theory applied evolution to social conditions. Survival of the fittest should be applied to the human race. The wealthy and brightest are the fittest to survive in society. The poor should not be supported by the government or charities because they are the least fit to survive. They should be left to die a natural death. As a result, only the fittest and the brightest will be left who will then pass on their positive traits to the next generation.

The Gospel of Wealth-The theory was proposed by wealthy philanthropists like Andrew Carnegie. The wealthy have a responsibility to distribute their wealth to good causes in order to promote the best interests of society and to create opportunity for other people who are also willing to work hard. Poverty could be limited if philanthropists would use their wealth to create opportunities for others.

The Social Gospel- This was a movement primarily among Evangelical Christian groups designed to help the poor and to fight against too much individualism, immorality, slums, alcoholism, crime, and racial tensions. This belief centered on the premise that if people are exposed to good conditions such as good schools, church, and a strong family then they will turn out to be good people. Individuals and the government should strive to help poor people to rid society of the social ills plaguing society.

The Ku Klux Klan-The Klan formed soon after the Civil War ended. They first formed to intimidate newly freed African Americans and to prevent them from voting and to limit their economic opportunity. As time progressed the Klan also extended their hatred to Jews, immigrants, Catholics, and any other group who did not represent what they considered to be

real Americans. The Klan became increasingly popular in both the South and urban North as the late 19th century and early 20th century unfolded.

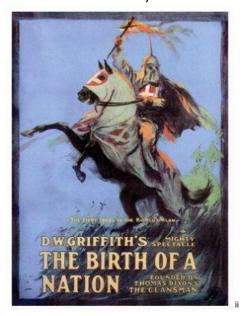
The Eugenics Movement-Differences among people can be scientifically quantified in terms of racially superior and inferior traits. Some ethnic groups are more racially superior to others. One goal of the government should be to rid society of inferior traits from certain groups. Through testing and scientific research racial groups can be ranked from the most intelligent to the least. Allowing the most intelligent group to reproduce with the least intelligent will naturally dilute the highest race.

Debate Questions

- 1. What is the best way to address increasing poverty in the cities? Why do you think your position is sound?
- 2. Do you think industrialization is good for the country?
- 3. What is your opinion about the rising number of immigrants pouring into the country?
- 4. Is Americanism being reinforced or is it being lost as a result of industrialization?

Birth of a Nation and African-Americans

What type of opportunities did African-Americans receive from 1865-1900? One of the most compelling ways of answering this question is to use the 1915 film, "Birth of a Nation." This silent film depicts the rise of the Ku Klux Klan as the saviors of the South against the increasing power of newly freed African-Americans. The film is too long to show in its entirety. The teacher can pick and choose clips of the film that highlight the attitudes of the time. At a time when industrialization was creating wealth and opportunity for some, other groups such as African-Americans were given little or no opportunity due to segregation, racism, and a return to the lowest status as citizens. This film was widely acclaimed in its day. A private screening of the film was shown at the White House. President Woodrow Wilson said, "it is like writing history with lightning. And my only regret is that it is all so terribly true". In Wilson's book, *History of the American People*, he wrote that "The white men were roused by a mere instinct of self-preservation...until at last there had sprung into existence a great Ku Klux Klan, a veritable empire of the South, to protect the Southern country."



In the landmark Supreme court case, *Plessy v. Ferguson* (1896) the Supreme court ruled that racial segregation in public facilities was constitutional. The case stated that "separate but equal" facilities were legal in the U.S. The case represents how attitudes are carried out into public policy. The teacher can ask the students to try to outline how this process takes place. In this particular case the individual attitudes and values, even when it is based on racist beliefs, can become enshrined into public policy..

Westward Expansion and the End of the Frontier

In 1893 the historian Frederick Jackson Turner presented his famous thesis in "The Significance of the Frontier in American History." Turner argued that the existence of free land out West best explained the unique American culture. A census taken in 1890, however, revealed that the unclaimed, open West had now disappeared. The railroad created the last opportunity for settlers to claim the best agricultural land. Turner argued that every American generation returned "to primitive conditions on a continually advancing frontier line." The frontier was, according to Turner, "the meeting point between savagery and civilization" The frontier, "begins with the Indian and the hunter; it goes on with the disintegration of savagery by the entrance of the trader... the pastoral stage in ranch life; the exploitation of the soil by the raising of unrotated crops of corn and wheat in sparsely settled farm communities; the intensive culture of the denser farm settlement; and finally the manufacturing organization with the city and the factory system." The frontier also brought about the American cultural traits of "that coarseness and strength combined with acuteness and acquisitiveness; that practical inventive turn of mind, quick to find expedients; that masterful grasp of material things... that restless, nervous energy; that dominant individualism."

- 1. You can begin the discussion about the West by using the power-point, *The West*. The power-point examines the myth and reality of the American West.
- 2. You can also ask the students to consider the following question related to the idea of "influence."

What had the most significant influence on the development of American values? How can you support your argument?

- The frontier West
- The Protestant religion
- The Constitution
- Slavery and the Civil War
- Industrialization
- The PBS documentary The West Episode 5 also adds good visuals and a valid interpretation on the significance of the West http://www.pbs.org/weta/thewest/program/episodes/five/

The Clash of Cultures with Native Americans

In this lesson we explore the clash of cultures that took place between white settlers pouring out West this period and the remaining Native American tribes in the West. The clash of values between white settlers and Native Americans meant that the reservation system would be implemented in order to open up the last best agricultural land for Whites. Several incidents highlight the destruction of free Native American culture in the West. The lesson is designed to be combine lecture with film footage that highlights the some of the last forms of resistance among Native Americans. The lecture notes are as follows:

The Destruction of the Buffalo

The teacher can begin by showing the 10 minute clip of the film, *Dances With Wolves*, that shows the Plains Indians looking out at the destruction of the buffalo out on the open Plain. The Plains tribes relied on the buffalo as their main source of food. The military and white settlers began killing the buffalo to the point of near extinction of the buffalo. In 1874, Secretary of the Interior Delano testified before Congress, "The buffalo are disappearing rapidly, but not faster than I desire. I regard the destruction of such game as Indians subsist upon as facilitating the policy of the Government, of destroying their hunting habits, coercing them on reservations, and compelling them to begin to adopt the habits of civilization." (The Military and United States Indian Policy, p. 171). In short, by the late 1880s the buffalo reached a point of near extinction.

Chief Joseph and the Nez Perce

In 1877 the Nez Perce were pressured to sign away the Wallowa Valley in Oregon and be placed on a reservation in Idaho. Rather than submit to the order, Chief Joseph decided to lead 800 Nez Perce to Canada where they could live free. The Cavalry felt it was their duty to overtake the Nez Perce. With 2,000 U.S. soldiers in pursuit, Joseph outmaneuvered the Cavalry for 3 months on a trek of over 1,700 miles. When the Nez Perce were 40 miles from the border of Canada, they were overtaken by the Cavalry. When Chief Joseph surrendered he said these words:

"Tell General Howard I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our chiefs are killed; Looking Glass is dead, Too-hul-hul-sote is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead. It is cold, and we have no blankets; the little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are—

perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever."

Geronimo

The teacher can begin by showing the first 15 minutes of the film, *Geronimo*. The segment shows the Apache being ordered to stay on a reservation. By the mid 1870s most Native Americans had been placed on reservations. Geronimo and a small band of 39 Apache fled the reservation and began raiding for about 10 years. Geronimo became the most feared Native American of his day. He was eventually captured in 1886. The last 30 minute segment of the film shows his capture. He was then taken to a reservation in Florida.

The Massacre at Wounded Knee 1890

The Massacre at Wounded Knee in South Dakota is one of the most tragic stories in American history. By 1890 the reservation system had been well established. The buffalo had reached a point of near extinction. Most reservations did not allow Native Americans to live self-sufficiently. They became dependents of Indian Agents of the government for their existence. In 1890 the Lakota Sioux desperately began following a mystic religion lead known as the Ghost Dance. A leader named Wovoka prophesied that if the Sioux danced hard enough the dead would soon join the living in a world where the Indians could live their old life. The dancing would protect them from the bullets of the U.S. military. The result would be a massacre of 300 Sioux. This incident would be the last form of "resistance" from Native Americans.

The American Experience documentary, *The Way West*, tells the story of the incident. The last 30 minutes of the documentary does a good job telling the ending story of the West and the end of the free Native American life.

The Populist Movement and the Wizard of Oz

Few people realize that the classic film, *The Wizard of Oz*, is an allegory of the Populist movement that began in the mid 1880s. As the article, *A Political Allegory of Failed American Populist Movement* indicates, the children's story was written as a lesson to children about the different groups who were being impacted by industrialization and the seeming limits of politics. In the original book Dorothy is wearing silver slippers instead of red slippers as the movie version portrays. Since the Wizard of Oz was one of the first color films, silver slippers were not as visible to the viewer as red.

- 1. The teacher can first pass out to the students the sheet where they try to match the Wizard of Oz characters to the Populist themes. The students find this activity wildly amusing because they are able to connect a historical issue with something they are familiar with.
- 2. The teacher can also show a few clips of the film, *The Wizard of Oz*, to illustrate some of the Populist issues. The students have the most problem with the idea of silver backing the dollar instead of gold in order to create inflation. The Populist farmers believed that putting more money into circulation would allow them to more easily pay off their debts to the evil eastern banking establishment.
- 3. You can conclude the lesson by reading excerpts of William Jennings Bryan's famous Cross of Gold speech delivered at the Democratic National Convention in 1896. Bryan's dramatic speaking style won him the nomination as the Democratic candidate.

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HEADLINE: A POLITICAL ALLEGORY OF FAILED AMERICAN POPULIST MOVEMENT

BYLINE: By PETER DREIER

Almost all Americans know the characters from "The **Wizard of Oz.**" But few are aware that the story originally was written as a political allegory.

It may seem harder to believe than the Emerald City, but the Tin Woodsman represents the American industrial worker, the Scarecrow the struggling farmer and the Wizard the president, who is powerful only as long as he succeeds in deceiving the people.

"The Wonderful Wizard of Oz" was written by Lyman Frank Baum in 1900, during the collapse of the **Populist movement.** Through the Populist party, Midwestern farmers, in alliance with some urban workers, had challenged the banks, railroads and other economic interests that squeezed farmers through low prices, high freight rates and continued indebtedness.

The Populists advocated government ownership of railroads and the telephone and telegraph industries. They also wanted silver coinage. Their power grew during the 1893 depression, the worst in U.S. history until then, as farm prices sank to new lows and unemployment was widespread.

In 1894, Jacob S. Coxey, a Populist lumber dealer from Massillon, Ohio, led a mass march of unemployed workers to Washington to demand a federal works program. That same year, President Grover Cleveland called in federal troops to put down the nationwide Pullman strike at that time, the largest strike in American history. As the Populists saw things, the monopolies were growing richer, the workers and farmers, ever poorer.

In the 1894 congressional elections, the Populist party got almost 40 percent of the vote. It looked forward to winning the presidency, and the silver standard, in 1896.

But in that election, which revolved around the issue of gold vs. silver, Populist Democrat William Jennings Bryan lost to Republican William McKinley by 95 electoral votes. Bryan, a congressman from Nebraska and a gifted orator, ran again in 1900, but the Populist strength was gone.

Baum viewed these events from both rural South Dakota, where he edited a local weekly, and urban Chicago, where he wrote Oz. He mourned the destruction of the fragile alliance between the Midwestern farmers (the Scarecrow) and the urban industrial workers (the Tin Woodsman). Along with Bryan (the Cowardly Lion with a roar but little else), they had been taken down the yellow brick road (the gold standard) that led nowhere. Each journeyed to Emerald City seeking favors from the Wizard of Oz (the president). Dorothy, the symbol of Everyman, went along with them, innocent enough to see the truth before the others.

Along the way they meet the Wicked Witch of the East who, Baum tells us, had kept the little Munchkin people "in bondage for many years, making them slave for her night and day." She also had put a spell on the Tin Woodsman, once an independent and harworking man, so that

each time he swung his axe, it chopped off a different part of his body. Lacking another trade, he "worked harder than ever," becoming like a machine, incapable of love, yearning for a heart. Another witch, the Wicked Witch of the West, clearly symbolizes the large industrial corporations.

Like Coxey's Populist army en route to Washington, the small group heads toward Emerald City where the Wizard rules from behind a papier-mache facade. Oz, of course, is the abbreviation for ounce, the standard measure for gold.

Like all good politicians, the Wizard can be all things to all people. Dorothy sees him as an enormous head. The Scarecrow sees a gossamer fairy. The Woodsman sees an awful beast, the Cowardly Lion "a ball of fire, so fierce and glowing he could scarcely bear to gaze upon it."

Later, however, when they confront the Wizard directly, they see he is nothing more than "a little man, with a bald head and a wrinkled face."

"I have been making believe," the Wizard confesses. "I'm just a common man." But the Scarecrow adds, "You're more than that ... you're a humbug."

"It was a great mistake my ever letting you into the Throne Room," admits the Wizard, a former ventriloquist and circus balloonist from Omaha.

This was Baum's ultimate Populist message. The powers-that-be survive by deception. Only people's ignorance allows the powerful to manipulate and control them.

Dorothy returns to Kansas with the magical help of her Silver Shoes (the silver issue), but when she gets to Kansas she realizes her shoes "had fallen off in her flight through the air, and were lost forever in the desert." Still, she is safe at home with Aunt Em and Uncle Henry, simple farmers.

Baum realized perhaps that the silver issue had been lost, but that silver was not the crucial issue anyway. The Populists had been led astray - the real question was that of power. With the Wizard of Oz dethroned, the Scarecrow (farmers) rules Emerald City, the Tin Woodsman (industrial workers) rules in the East, and the Lion (Bryan) protects smaller beasts in "a small old forest." In Baum's vision farm interests gain political power, industry moves West, and Bryan, perhaps, returns to Congress.

Baum's characters resonated with American popular culture at the turn of the century. He even displayed an early sympathy for American Indians of the plains, symbolized in the story by the Winged Monkeys in the West, whose leader tells Dorothy, "Once ... we were a free people, living happily in the great forest ... This was many years ago, long before Oz came out of the clouds to rule over this land."

COLUMN: A CLASSIC RECONSIDERED

'The Wonderful Wizard of Oz'

LOAD-DATE: March 7, 1995

Dreier, Peter. "A POLITICAL ALLEGORY OF FAILED AMERICAN POPULIST MOVEMENT." 7 Mar. 1995. Lexis Nexis. Reed Elsvier Inc. Lucas Family Library, Atherton. 27 May 2009.

The Populist Movement and the Wizard of Oz

Try to match the Populist issues with the Wizard of Oz themes

Populist Issues

The Wizard of Oz

	Populist Issues	The Wizard of Oz
1.	Farmers just wanted to get back to their farms out	Silver shoes (Red shoes
	West	in the movie)
2.	The President of the U.S. who was not responsive	Yellow Brick Road
	to the needs of farmers	Gray Kansas Setting
3.	Natural disasters always tried to work against the	Trying to get home
	farmers	Dorothy
4.	Water was like magic to the farmers	Munchkins
5.	William Jennings Bryan was the leader of the	Tin Man
	Populist Movement who courageously ran for	Scarecrow
	President in 1896	Cowardly lion
6.	In 1894 a group of unemployed workers called	Walk to Emerald City
	Coxey's Army marched on the U.S. Capital to	Winged Monkeys
	demand a federal works program	Wicked Witch of the
7.	Farmers represented the hope of humanity who	East
	simply wanted to return to their farms	Killed the wicked witch
8.	Farmers were viewed as ignorant and unable to	of the East
	understand the political and economic issues of	The Wizard of Oz
	the day	Fairgrounds
9.	The Irish were seen as overtaking politics in D.C.	Green people guarding
10.	The dehumanized factory worker	the Emerald City
11.	Political campaigning was seen as corrupt and full	The field of Poppy
	of empty promises	flowers
12.	Farmers life on the western Plain was simple and	
	family centered	
13.	The Gold Standard backed the dollar and	
	prevented farmers from paying their debts	
14.	work force who were being pressed down by the	
	exploitive factory system	
	Bankers were seen as the enemy of the farmer	
16.	Indians were seen as being an enemy of the	
	farmer who was under the control of the Eastern	
	establishment	
17.	The farmers wanted to have silver back up the	
	dollar to create inflation so they could pay their	
	debts	

The Populist Movement and the Wizard of Oz

Populist Issues

The Wizard of Oz

- Farmers just wanted to get back to their farms out West
- 2. The President of the U.S. who was not responsive to the needs of farmers
- 3. Natural disasters always tried to work against the farmers
- 4. Water was like magic to the farmers
- 5. William Jennings Bryan was the leader of the Populist Movement who courageously ran for President in 1896
- 6. In 1894 a group of unemployed workers called Coxey's Army marched on the U.S. Capital to demand a federal works program
- 7. Farmers represented the hope of humanity who simply wanted to return to their farms
- 8. Farmers were viewed as ignorant and unable to understand the political and economic issues of the day
- 9. The Irish were seen as overtaking politics in D.C.
- 10. The dehumanized factory worker
- 11. Political campaigning was seen as corrupt and full of empty promises
- 12. Farmers life on the western Plain was simple and family centered
- 13. The Gold Standard backed the dollar and prevented farmers from being able to pay their debts
- 14. work force who were being pressed down by the exploitive factory system
- 15. Bankers were seen as the enemy of the farmer
- 16. Indians were seen as being an enemy of the farmer who was under the control of the Eastern establishment
- 17. The farmers wanted to have silver back up the dollar to create inflation so they could pay their debts

- _17__Silver shoes (Red shoes in the movie)
- _13__Yellow Brick Road
- _12__Gray Kansas Setting
- _1__Trying to get home
- 7 Dorothy
- _14__Munchkins
- 10 Tin Man
- 8 Scarecrow
- 5 Cowardly lion
- _6__Walk to Emerald City
- _16__Winged Monkeys
- _15__Wicked Witch of the East
- __4__Killed the wicked witch of the East
- __2_The Wizard of Oz
- _11__Fairgrounds
- _9__Green people guarding the Emerald City
- __3__The field of Poppy flowers





I would be presumptuous, indeed, to present myself against the distinguished gentlemen to whom you have listened if this were but a measuring of ability; but this is not a contest among persons. The humblest citizen in all the land when clad in the armor of a righteous cause is stronger than all the whole hosts of error that they can bring. I come to speak to you in defense of a cause as holy as the cause of liberty—the cause of humanity...

But we stand here representing people who are the equals before the law of the largest cities in the state of Massachusetts. When you come before us and tell us that we shall disturb your business interests, we reply that you have disturbed our business interests by your action. We say to you that you have made too limited in its application the definition of a businessman. The man who is employed for wages is as much a businessman as his employer. The attorney in a country town is as much a businessman as the corporation counsel in a great metropolis. The merchant at the crossroads store is as much a businessman as the merchant of New York. The farmer who goes forth in the morning and toils all day, begins in the spring and toils all summer, and by the application of brain and muscle to the natural resources of this country creates wealth, is as much a businessman as the man who goes upon the Board of Trade and bets upon the price of grain. The miners who go 1,000 feet into the earth or climb 2,000 feet upon the cliffs and bring forth from their hiding places the precious metals to be poured in the channels of trade are as much businessmen as the few financial magnates who in a backroom corner the money of the world...

It is for these that we speak. We do not come as aggressors. Our war is not a war of conquest. We are fighting in the defense of our homes, our families, and posterity. We have petitioned, and our petitions have been scorned. We have entreated, and our entreaties have been

disregarded. We have begged, and they have mocked when our calamity came. We beg no longer; we entreat no more; we petition no more. We defy them!..

You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in the country...

If they dare to come out in the open field and defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

Imperialism

Understanding Foreign Policy

This lesson is designed first to help students understand foreign policy on a general level. Then the concepts of foreign policy are applied to the period of Imperialism that took place in the U.S. from 1890-1909.

- Use the power-point entitled Understanding Foreign Policy to introduce the concept of foreign policy. The power-point highlights the components of economic interests, ideological interests, and security interests to understand our reasons for engaging in foreign policy.
- 2. The students can use the sheet *Modern Foreign Policy Events* to apply the 3 principles of understanding foreign policy.

Imperialism

The teacher should begin by explaining the idea of imperialism in the late 1890s. Imperialism was a result of many foreign policy factors that came into play at the same time. The combination of an age of industrialization, the growth of big business and the need for new markets and raw materials, the advent of the mass circulated newspaper, urbanization, Darwinian interpretations of cultural superiority, the end of the western frontier, and European expansionism all contributed to a new kind of foreign policy for the U.S. Imperialism in the U.S. fueled the debate between expansionists who wanted a strong navy, economic gain, and military security. Anti-imperialists argued that it was wrong to subjugate others for our own gain.

- 3. The lesson asks the students to consider what they would do if they were late 19th century politicians. Use the handout called *How Imperialistic are You?* This sheet is designed to ask the student to make a decision about a series of Imperialistic events that took place from 1890-1909. After this, pass out the sheet entitled *Answers to* How imperialistic are you? Have the students judge their answers against the actions of the US. Then, rate themselves against politicians and famous people from the past.
- 4. Afterwards, answer the question on the extent to which Imperialism was justified or not during this time period.

Modern Foreign Policy Events

What was the national interest for each of the following U.S. foreign policy events in recent years? Rank the influence each reason has on the event.

Economic Ideological Security	
	1991 - Gulf War; US leads a UN-authorized coalition to repel an Iraqi invasion out of neighboring Kuwait.
	1991-2003 - Iraq sanctions; US and Britain maintain no-fly zones in teh north and south of Iraq with periodic bombings.
	1991-1993 - An agreement is made with Russia to limit nuclear weapons.
	1992-1993 - Somalia Mission. President George H.W. Bush sent 28,000 US troops to a UN mission to distribute food in war-torn Somalia.
	1993 - NAFTA. Clinton and a bipartisan coalition passes the North American Free Trade Agreement, a free trade pact with Canada and Mexico in order to trade farm products.
	1994 - Haiti. US uses threats of force to oust a military dictatorship in Haiti and restores the elected President Aristide
	2001 - Al Queda terrorists launch 9-11 Attack against US. President George W. Bush, with a strong backing in Congress and NATO, declares "War on Terror."
	2003 - Bush aggressively promotes democracy in teh Middle East, and isolates other states that comprise the "Axis of Evil," namely Iraq, Iran and North Korea.
	2003 - US-led coalition invades Iraq to overthrow Saddam Hussein. Troops remain to fight insurgency against the UN-approved

How Imperialistic Are You?

democratic government.vi

Take this quiz to determine how imperialistic you are. Answer each question with what path you would take if you were a politician living in the late 1800s. DO NOT answer the questions

with the actual actions of the US. After answering each question, rank the influence economic, security, and ideological reasons had on your decision.

1. 1867 - Alaska

Russia offers you, as Secretary of State, the right to buy Alaska. Alaska is almost entirely unexplored and has untapped resources. Unfortunately, most of the land is icy and unusable. With most of the public against purchasing the land, what do you do?

- a.) Buy the land and incorporate the territory by using the Elastic Clause
- b.) Reject Russia's offer
- c.) Bring the issue to a popular vote, which will most likely result in the territory not being purchased

Economic reasons	Ideological reasons	Security reasons
2. 1867 – Midway Island		
It is 1867 and the US is finally	emerging as a power in the Pacif	ic. An American captain of a
shipping vessel has discovere	d an uninhabited atoll halfway b	etween the mainland United
States and Asia and has claimed	d it for the US. What do you do, as a	member of Congress?
a.) Incorporate the isla	nd as a US Territory	
b.) Allow the captain to	use the island privately, even thou	gh it is not part of the US
c.) Make the tiny island	l a naval base to expand American N	laval Power in the Pacific
Economic reasons	Ideological reasons	Security reasons

3. 1893 - Hawaii

American sugar planters in Hawaii have overthrown Queen Lili'uokalani. Americans have been involved in Hawaii since the first missionaries arrived years ago. Even though the US government was not directly responsible for the overthrow of the Hawaiian monarch, it did perform a distinctive part. An independent, democratic government has been established. What do you do?

- a.) Request that the new government reinstate the rightful ruler, Queen Lili'uokalani
- b.) Allow the new government to remain in power, but form a treaty establishing exclusive trade rights
- c.) Start a naval base on the island, in addition to part b.
- d.) Incorporate Hawaii as a fully-fledged US territory

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Economic reasons	Ideological reasons	Security reasons

4. 1898 – Spanish-American War

Spain has continually violated the Monroe Doctrine for the last seventy years. Its oppression of Cuba has forced the Cubans to rebel against the colonial rulers. And, most recently, the USS Maine sank in Havana harbor, killing 260 crewmen. The public suspects Spain of sinking the

What do you do? a.) Support the rebels fig	against Spain for dominion of the	
Economic reasons	Ideological reasons	Security reasons
5. 1898 – Aftermath of Spanish	-American War	
·	, Spain ceded lots of its Pacific and do you do with this new, free land	
a.) Establish a network o	of military bases throughout the o	ceans of the world
b.) Form a new state tha	at comprises all American territory	in the Pacific
c.) Allow the native peop	oles to form their own governmen	ts
d.) Send businessmen to	start American businesses on the	e islands, but don't integrate
the lands as part	t of the US.	
Economic reasons	Ideological reasons	Security reasons
6. 1898 – Philippines		
The Philippines are the most im	portant islands taken over after tl	he Spanish-American war. The
country has a huge population a	and many resources. How do you	react to the difficult prospect
of ruling a country 7,000 miles a	way?	
a.) Make the Philippines	a state.	
b.) Rule it as a territory a	and exploit its vast resources	
c.) Allow the natives to r	ule it, but keep economic ties and	l a military base in Manila.
d.) Allow the natives to	rule it and don't interfere with the	ir business.
Economic reasons	Ideological reasons	Security reasons

7. 1899 – American Samoa

A native king has ruled Samoa for the last several centuries. Many Americans want to take over the weak nation partially run by Germany. It is in a strategic military and economic location. What do you do?

- a.) Take over the country and remove the natives from power.
- b.) Let them be. It is not ours in any way.
- c.) Try to form economic bonds but allow the natives to continue in power.
- d.) Start a military base on the island and trade whatever the natives want for the rights.

Economic reasons	Ideological reasons	Security reasons
	0	'

8. 1900 - Boxer Rebellion and Open Door Policy

For the past several decades, America had employed the "Open Door Policy" with China. This policy was mutually beneficial. In 1900, the Chinese "Boxer Rebellion" transformed society and forced all western influences out of the country. How do you, as an American politician, react?

- a.) Force trade relations on the Chinese people
- b.) Abandon the country and ban trading with the Asian nation
- c.) Wait for the Chinese to make the first move

Economic reasons	Ideological reasons	Security reasons
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9. 1902 – The Panama Canal

There is a half-built canal through Panama that could be taken over. A passage through canal would improve shipping and transportation from the East Coast to the West. Also, it would improve American naval dominance throughout the western hemisphere. However, Columbia controls Panama at this point. Do you...

- a.) Take over Panama and finish the canal?
- b.) Encourage the Columbians to build the canal?
- c.) Pay for the canal to be finished and acquire rights to use it?
- d.) Keep going the long way around the horn of South Africa?

Economic reasons	Ideological reasons	Security reasons

10. 1904 - Roosevelt Corollary to the Monroe Doctrine

In the aftermath of the Spanish-American war, many Europeans continued to colonize and interfere in the western hemisphere. Also, many European creditors have pulled back their debts and are destabilizing the Latin American economy. Do you...

- a.) Issue an official warning to the European nations?
- b.) Take an aggressive military stance against the European powers?
- c.) Ignore the issue?

Unit #6: Age of Industrialization, 18	05-1917			
Economic reasons	Ideological reasons	Security reasons		

Answers to How Imperialistic Are You?

Compare your answers to the scores below and add up the amount of points you accumulate over the course of the quiz. While you do so, take a look at what the US actually did and compare our ancestors' choices to your own.

1. 1867 - Alaska

In this case, the United States' actions are closest to choice a. Alaska was purchased in 1867 for \$7.2 million dollars (approximately two cents per acre). It became an official territory in 1912 and the 49th state in 1959. The Gold Rush of 1890 caused many people to settle the territory.

a.) 3 points b.) 0 points c.) 1 point

Economic and security reasons were the driving forces behind the Alaskan purchase.

2. 1867 - Midway Island

The US's actions in Midway most reflect option c. Midway was a military base and ultimately became very important during WWII. The island was used as a refueling station for both naval and commercial ships throughout the early 1900s. The navy extensively relied on Midway Island.

a.) 2 points b.) 1 point c.) 3 points

Security and economic reasons were the driving forces behind the Midway Island territory.

3. 1893 - Hawaii

American politicians took actions closest to part 3. Hawaii existed as an independent nation for several years. After a few decades of trade and naval influence, Hawaii was incorporated as a territory and eventually became the 50th state. The US government officially apologized to the decedents of the Hawaiian monarchy for purposefully

a.) 0 points b.) 2 points c.) 3 points d.) 4 points

Economic, security, and ideological reasons all affected the Hawaiian coup.

4. 1898 - Spanish American War

America started a war with the Spanish in 1898. This is consistent with option b. After the war, the US took lots of land and became an even larger naval and economic force. The Spanish-American War affected US policy in the Pacific and Caribbean for years to come.

a.) 1 point b.) 4 points c.) 0 points

Economic and ideological reasons were the reasons behind the Spanish-American War.

5. 1898 - Aftermath of the Spanish-American War Spain ceded lots of land to the US after the war. The US, for the most part, took this land and conquered the people in order to expand its naval and economic power. This is most similar to option a. b.) 3 points c.) 0 points d.) 1 point a.) 2 points Economic and security reasons caused the US reaction to the Spanish cession of land. 6. 1898 - Philippines The US took over the Philippines after the Spanish-American war and exploited the country's natural resources. It was an official territory and very economically profitable. The US ruled the Filipinos until the Jones Act gave them their freedom in 1946. This is closest to option b. a.) 4 points d.) 0 points b.) 3 point c.) 2 points Economic and ideological reasons set the stage for the integration of the Philippines as a US territory. 7. 1899 - American Samoa The US's actions closely follow option a. We removed the natives from power and The US's actions in Midway most reflect option c. Midway was a military base and ultimately became very important during WWII. The island was used as a refueling station for both naval and commercial ships throughout the early 1900s. The navy extensively relied on Midway Island. a.) 4 points b.) 0 points c.) 1 point d.) 3 points Security and economic reasons were the driving forces behind the takeover of American Samoa. 8. 1900 - Boxer Rebellion and Open Door Policy The Boxer rebellion was violently suppressed by many Western nations, including the US. The closest option is a. After the rebellion, trade returned and China returned to a semblance of normalcy. b.) 0 points a.) 3 points c.) 1 point Economic and ideological reasons were the driving forces behind the suppression of the Boxer Rebellion. 9. 1902 - The Panama Canal The US completed the construction of the Panama canal under Teddy Roosevelt. We did not take over Panama, but we did construct it and had the rights to use it unrestrictedly. This path is closest to part c. a.) 4 points d.) 0 points b.) 1 point c.) 3 points

Economic and security reasons were the driving forces behind the construction of the Panama Canal.

10. 1904 - Roosevelt Corollary to the Monroe Doctrine

hemisphere. It took a threatening stance against the Europeans. In this case, the actual event is between options a and b. b.) 4 point a.) 2 points c.) 0 points <u>Security</u> and <u>economic</u> reasons were the driving forces behind the Alaskan purchase. Add up the scores you received on the quiz. Write it here: ____ / 36. You earned this score. Take this number and put it on the scale below. **Bourbon Democrats Teddy Roosevelt** 0 18 36 From your position on this line and your analysis of the events, was the US policy of Imperialism justified? Be sure to consider the pros and cons of each issue and the balance of security, ideological, and economic reasons.

America did issue the Roosevelt Corollary, which warned Europeans against interference in the western

Lesson #9

Progressivism

This lesson explores the effectiveness of the Progressive presidencies of Teddy Roosevelt and Woodrow Wilson. The students are asked to use the sheet *The Problems of Industrialization* and the sheet on *Policies and Issues under Teddy Roosevelt* and *Policies and Issues under Woodrow Wilson* to determine which president was more effective. The lesson reinforces the idea of how to write a thesis statement. In the thesis the students should not merely list what the president did. They should use the list of policies passed to interpret the extent to which the president is effective or not. There should be a wide range of thesis statements offered. There is no right or wrong answer, but the students should write a reasonable statement that displays the ability to analyze the effectiveness of the President.

The Problems of Industrialization

Industrialization brought about major problems in American culture in the late 19th and early 20th century. The political response to these problems was named Progressivism. Teddy Roosevelt and Woodrow Wilson were the leading Progressive presidents. How effective were they in addressing the problems of this period? Effectiveness can be based on how directly the legislation solved the problem, and who benefitted the most from the legislation. List the terms that apply under each category from the sheet, *Policies and Issues under Teddy Roosevelt* and *Policies and Issues under Woodrow Wilson*. When you write a thesis statement at the bottom, don't list terms. Write a statement about how you define effectiveness.

	Roosevelt	<u>Wilson</u>
Urban Problems		
Political Corruption		
Business Corruption		
Working Conditions		
Agricultural Problems		
Racism		
Rights for Women and Minorities		

Which President was more effective in addressing the problems of industrialization?

Init 6: The Age of Industrialization, 1865-1917				

Policies and Issues under Teddy Roosevelt 1901-1908

The Square Deal	Roosevelt's program during his presidency which included control of corporations, consumer protection, and conservation of natural resources.
Anthracite Coal Strike 1902	The Anthracite Coal Mine workers went on strike demanding a 20% pay increase to a nine-hour work day, and Union recognition. This strike crippled the nation in the winter of 1902 and led to the creation of the Fact Finding Committee to arbitrate the problem. When the committee ruled against the management, Roosevelt threatened to use the army to enforce the ruling if management didn't comply. The workers got a nine-hour working day and a 10% pay increase.
Hepburn Act 1906	This act increased the power of the Interstate Commerce Commission so that it could regulate interstate trade and examine the finances of companies requesting a raise in rates.
Meat Inspection Act 1906	This act decreed that the preparation of meat shipped over state lines would be subject to federal inspection from beginning to end.
Pure Food and Drug Act	It tried to prevent the mislabeling of food and drugs. It also banned harmful drugs and chemicals in food and medicine being shipped between states.
Muckrakers	Name applied in 1906 by Roosevelt to a group of journalists who exposed the abuses of power and corruption in American political and business life.
Thornstein Veblen	A noted social critic, he wrote the influential Theory of the Leisure Class in 1899, in which he protested false values and waste in American society.
Jacob Riis	A Muckraker, he published <i>How the Other Half Lives</i> in 1890, which exposed the poverty and squalor of living conditions in new York City slums and led to corrective legislative. As a reported, he documented slum conditions with his camera, campaigning for improvements in education, child labor laws, housing codes, and playground construction.
Lincoln Steffens	As a leading muckraker and managing editor of MClure's magazine, he exposed the corruption in government, business, and labor during the early twentieth century. His articles appeared in book form in 1906 as The Shame of the Cities and The Struggle for Self-Government.

lda Tarbell	She became famous as a leading muckraker through her series of articles in McClure's magazine on political and corporate corruption. Her History of the Standard Oil Company in 1904 led to the outlawing of monopolies in the United States.
Upton Sinclair	Best known for his muckraking novel The Jungle (1906), which exposed the conditions of the meat packing industry in Chicago. Outrage fueled by the book led to reform legislation such as the Pure Food and Drug Act.
John Dewey	He wrote The School and Society. In his book Dewey said that we learn through our experiences. He wanted teachers to show pupils that learning was interesting. He also stressed the need of training for life in the classroom. Considered one of America's foremost philosophers.
Frank Norris	He wrote The Octopus in 1901. It dealt with the struggle wheat farmers had with the powerful railroads and a monopolized market. He also wrote The Pit, a book that also told about the destruction of farmers by railroads and markets.
Initiative	The initiative was part of the Omaha Platform and is used today. The public can initiate or put a law on the ballot to be voted on. This is done by collecting a specified number of signatures.
Referendum	A referendum is a vote of the people which has already been passed by the Legislature. Referendums may be conducted on controversial legislation.

Policies and Issues under Woodrow Wilson, 1912-1920

The New Freedom	In Wilson's New Freedom platform, he wanted freedom of opportunity for everybody and a return to an era of small entrepreneurs, laissez-faire economics and unlimited competition. He attacked the "triple wall of privilege" (tariff, trusts, and banks). During his administration Congress passed the Federal Reserve Act and the Clayton Anti-Trust Act. It broadened the Constitution by passing the 17th amendment allowing direst election of Senators, the 18th Amendment prohibiting the sale of alcohol and the 19th amendment giving women the right to vote. The Panama Canal opened in 1914. The U.S. purchased the Virgin Islands and entered into World War I.
Louis Brandeis	Brandeis was a lawyer who helped Wilson draft New Freedom ideas. He was the first prominent Jew in politics and the first Jew to become a Chief Justice in the Supreme Court.
Eugene V. Debs	Eugene V. Debs was the Socialist Party candidate in the elections of 1908 and 1912. He received nearly a million votes in 1912. The Socialist Party advocated government ownership of industry and utilities.
Wobblies 1905	This Industrial Workers of the World led by William H. Haywood was a left-wing radical organization of unskilled workers. They chanted "An injury to one is an injury to all," and attempted to abolish capitalism by striking, boycotting, and even sabotaging businesses. "Wobblies" was the nickname for the IWW.
Pujo Committee 1911	This committee was created by a Democratically dominated Congress to investigate banking. It found a large banking trust controlled by Morgan and Rockefeller. They were on a total of 341 Boards of Directors, and together controlled companies worth a total of \$22 billion.
Federal Reserve Act 1913	Also named the Glass Owen Act, it created the Federal Reserve System. This system allowed flexibility in the amount of currency in circulation. It also gave banks the right to write promissory notes in times of crisis to ease the burden on the common man. The system was administered by the Federal Reserve Board.
Underwood Tariff Bill 1913	This tariff brought the first significant drop in rates since the Civil War, from 40.8% to 27%. It was also the first tariff to adopt a graduated income tax that offset the loss in revenue.
Federal Trade Commission	This commission controls companies that do interstate business and makes sure that these companies are not involved in harmful practices or false advertising.
Clayton Antitrust Act 1914	Many loopholes from the Sherman Antitrust Act were closed with this because this act forbade interlocking directors and companies from holding stock in competing companies. However, labor

unions and farm organizations were exempt from this act.

Seaman's Act	This law required that sailors receive decent wages, fair treatment and food. However, it severely
1915	hampered American shipping because it raised shipping expenses.
Workmen's	This act granted assistance to federal civil service employees during periods of disability.
Compensation	
Act 1916	
Adamson Act	This act established an eight-hour work day with extra pay for overtime throughout the nation.
1916	However, this act only applied to interstate railroad workers.
Federal Highway	In this act, the federal government promised matching funds to those appropriated for highway
Act 1916	construction.
Pancho Villa	He was a Mexican who was angry that the U.S. government recognized Carranza as the leader of
	Mexico instead of him. He led a band of outlaws and invaded Columbus, New Mexico, where he
	killed 17 Americans. He was viewed as a national hero in Mexico.
Jones Act 1916	This act made both houses in the Filipino legislature elective, gave the vote to men over 21 and
	allowed independence for the Philippines when they were capable of caring for themselves.
Sixteenth	Congress had the power to lay and collect taxes on incomes.
Amendment 1913	
Seventeenth	Direct election of Senators by the people.
Amendment 1913	
Eighteenth	Manufacture, sale, or transportation of liquor is prohibited.
Amendment 1919	
Nineteenth	Women were finally given the right to vote.
Amendment 1920	

Lesson #10

Assessment Projects on the Age of Industrialization

One of the most fascinating components of studying history is to answer rather perplexing questions about a time period. Most students are not able to answer such questions because they don't know how to break down a question. If they are given a clear format they can begin the process of knowing how to analyze a difficult question. This particular assignment can be completed in class over several class periods, in the library as a more extensive research assignment, as a take-home assignment, a group project and presentation, or as an in-class essay. The level of difficulty of the questions will require some class time with teacher input.

- Begin by passing out the essay questions. The students can pick their own question or they can be assigned a question. These questions can be given as an individual essay or as a group project where the students present their analysis to the rest of the class
- The students need to outline and write a rough draft of their essay if they are going to master this type of writing style. This type of essay is asking students to analyze and write with some depth. The more they do this process the better writers and better thinkers they become.

Student Projects on the Age of Industrialization Answering Perplexing Questions

Your goal is to answer one of the following questions in a 4-5 paragraph essay by using the essay question outline provided.

- 1. Why would a revolution not take place among poor people during this period of tremendous exploitation?
- 2. Why would the Chinese be excluded from the country sooner than other ethnic groups?
- 3. Why would segregation and "separate but equal" facilities in *Plessy vs. Ferguson* become an accepted way to deal with race relations?
- 4. Why would scientific movements like Eugenics and classifying groups based on race become an accepted thinking?
- 5. Why would the Reservation system become an accepted form of dealing with Native Americans?
- 6. Why would farmers fight for their political and economic rights while other groups just accepted their condition?
- 7. Why would such a limited view of freedom become an accepted norm for African-Americans?
- 8. Did industrial capitalism reinforce American values of economic opportunity or go against our traditional values?
- 9. Did the industrial system provide more opportunities for women or did the factory system merely exploit women?

Essay Question Outline The Age of Industrialization

When you structure an essay in U.S. History you are using specific events to analyze a question. You should use two or three body paragraphs to represent the different ways to address the question.

Paragraph #1: Thesis Paragraph

- I. Introduction
- Write a brief introduction that may give some relevant background information to the question. This information should be no more than 2-3 sentences. What key ideas lead up to your topic?

Steps to writing your introduction

- Try to frame your topic by stating a few of the key events and broad issues that most directly relate to your topic.
- Is your topic primarily a political, economic, or social issue? What other political, economic, or social issues are the most related to your topic?

II. Thesis Statement

Your thesis statement is a 1-2 sentence direct response to the question. If you had to answer
your question in 1-2 sentences, this would be your response. Each component of your thesis
statement should include one of your body paragraphs. If you have two body paragraphs then
you state two parts of a thesis statement. If you have three body paragraphs then you should
state three parts of your thesis statement.

Steps to writing your thesis statement

- Start by just giving your own opinion about how to answer the question. You are not
 just stating the right answer. Remember that history is interpreted. Your interpretation
 is just as valid as anyone else as long as you can support your argument. After you do
 more research on your topic you may end up changing your thesis.
- Do some research on your topic. The more you gather information the more easily you can write a thesis statement.

Paragraph #2: 1st Body Paragraph

- I. Topic Statement
- The first sentence in your body paragraph should be your topic statement. Your topic statement tells the reader what this particular paragraph is about. Your topic statement is similar to one of the components of your thesis statement. Your topic sentence should be no more than 1 sentence.

II. Terms and Historical Facts

• After your topic statement you need to begin using specific facts such as key events or important people to back up your main point. Each body paragraph should have 2-3 historical

terms from your time period. Only define the term based upon your thesis. Don't give any more information about the term than is necessary to back up your thesis.

Steps to writing your thesis statement

 Jot down as many historical facts as possible. These historical facts come from your textbook, primary source documents, or any other type of research you are doing. You may not use all of the historical facts your initially list. Only use the historical facts that best support your thesis.

III. Analysis

Analysis means that you are explaining how you support your overall argument. You are
interpreting how your key terms support your thesis. Remember that you are presenting an
argument rather than merely describing what is happening in a time period. Analysis is giving an
interpretation on why something is happening rather than merely describing what is taking
place. In your analysis you go back to the thesis question idea to make an interpretation, based
on your facts above, about how to interpret the question. Your analysis should be the biggest
part of your paragraph.

Steps to writing good analysis

- o If your topic has to do with making a decision then you should use the links of the decision chain to help you analyze your topic.
- o If you analyze other parts of history then you need to ask yourself what is the best way for you to make sense out of the issue you are interpreting.

Paragraph #3: 2nd and 3rd Body Paragraph

The second and third body paragraph follows the same structure as the first body paragraph. The 2^{nd} body paragraph, of course, is the 2^{nd} topic you are using to back up your thesis. The 3^{rd} body paragraph is the 3^{rd} topic in your thesis.

Paragraph #4: Conclusion

Your conclusion is all analysis. Now you are analyzing the entire question rather than just one paragraph's worth of information. You should wrap up your argument in the conclusion by showing the reader that you have clearly supported your argument. Your conclusion should be no more than 3-4 sentences.

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