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Curriculum Unit on the Gilded Age in the United States

American History Lesson Plans

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The Making of Modern America: Quantifying Chaos

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Authors: David Evensen, Betsy Glade, Dylan Koenig, Olivia Lee-Benton, Cassandra Nelson, Kayla Peterson, Payton Pulkrabek, Tomas Stoffel, Nickolas Szymanski, Alex Voigt, and Nathan Zick

Grade Levels: 9-12

Time: Three class periods of one-hour each: Day 1: Brainstorm topics and make group assignments, begin student research; Day 2: continue research and construct posters; Day 3: Display and Explain posters to the rest of the class. Teacher will point out that the rest of the unit will explore certain of these issues more deeply.

Focus Statement: As we begin to explore the Gilded Age (1870-1900), that era in American History sandwiched between the Civil War/Reconstruction and the Progressive Era to the Great War, we want students to grasp the enormity of the changes impacting the lives of Americans who have largely been engaged in farming in many cases not so different than their ancestors had for several hundreds of years. Technological changes in the first half of the 19th century contributed to some mechanization and manufacturing, but the enormity of the Civil War and the acquisition of the entire continental territory in the 1850s, accelerated changes in the production of goods, in the development of communication and transportation, in the growth of cities, in the opportunities for immigrants, for participation in politics, and in the reach of the government. In this lesson, students will dip into the many changes over the decades from 1860 to 1900 by searching for information on a variety of topics, including: Banking or Finance, Demographics, Government, Industrialization, Immigration, Middle Class Angst, Military, Natural Resources, Politics, Racism, Robber Barons/Captains of Industry, Technological Innovations, Transportation, Urbanization, Voter Turnout, and Xenophobia.

The National Council for History Education recommends that students develop several habits of mind as they study history and the one we will attempt to build in this lesson is: Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other. Students will begin by looking at what is familiar to them about the topics under discussion in their own time and then explore a time in history when department stores and malls providing unlimited options for purchasing food, clothing, shoes, household goods, technology, and other things did not exist. Nor did some populous cities, national political campaigns, and celebrity and entertainment news. Students will explore the evolution of the modern consumer culture and participatory democracy in the late nineteenth century by doing web-based research on a variety of topics and sharing their acquired knowledge with their peers.

MN Standard: This is the number and the Standard in narrative form, not cut and pasted from the Department of Education website. As we'll all be using 9/12 4.20, be sure to include which benchmark(s) you plan to address as well, so:

MN Standard 9/12/4.20 As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an industrial United States 1870-1920.

MN Standard Benchmarks: 9/12/4.20.1 Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions; 9/12/4.20.2 Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population; 9/12/4.20.3 Analyze how the shift to mechanized farming and

industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country; and 9/12/4.20.7 Evaluate the effectiveness of political responses to the problems of industrialism, monopoly, capitalism, urbanization and political corruption.

Learning Objective(s):
- Students will identify social, political, economic, and demographic changes in the Gilded Age
- Students will conduct research on the World Wide Web and in the library to find changes in American society in the Gilded Age
- Students will work collaboratively in teams to create visual representations of change in the Gilded Age
- Students will educate their peers on the dramatic social, political, economic, and demographic changes taking place in the United States in the late 19th century
- Students will explore how the dramatic changes that take place in the United States after the period of Reconstruction shape the nation for the next century

Resources:

- Web Quests and Source material
- Poster making materials (magazines, scissors, rulers, calculators, protractors, compasses, tape, glue, poster boards, markers, colored paper)
- Access to computers for research
- Printers (preferably color)

Methods/Procedures
Beginning (15 minutes):
- Begin with brainstorm about modernity. You might ask how many students went to the mall this weekend, how many went to the movies, how many went on a trip, etc., to get at consumerism, entertainment as an industry or pastime, and transportation. [Keep track of their responses on the board in the form of a list.] Teacher could throw out some topics about which the students might contribute, namely: Banking or Finance, Demographics, Government, Industrialization, Immigration, Middle Class Angst, Military, Natural Resources, Politics, Racism, Robber Barons/Captains of Industry, Technological Innovations, Transportation, Urbanization, Voter Turnout, and Xenophobia. [Continue writing responses on the board.]
- Ask the students to think about a time before there were roads, railroads, or flight paths to travel around the country, before one could walk into the Gap or Sears Roebuck, for that matter, and buy ready-made clothes off the rack, or before food and drugs were regulated, or the water supply was protected. Ask students to walk back to a time when what we take for granted today emerged from a country that was largely agrarian or farm-based and rural, to one that is largely industrial, urban, and service-oriented.

   Middle: Instructional Strategies / Learning Activities (1 hour and 45 minutes):
- Explain to students that they will be getting into groups [Method could be counting off, using pre-existing groups, letting students choose their groups, among others] to conduct surface research into the topics discussed above at a time when they emerge or expand to modern levels in the United States, namely in the era between 1870 and 1900, the Gilded Age. You might want to explore how it

got its name, which, according to Wikipedia, comes from two novelists. "The term was coined by writer Mark Twain in *The Gilded Age: A Tale of Today* (1873), which satirized an era of serious social problems masked by a thin gold gilding." [Found at https://en.wikipedia.org/wiki/Gilded_Age, accessed October 7, 2015]

- Each group will be assigned a research topic and a web quest and source guide to access information about the changes over time from roughly 1860, when 80% of the population were farmers living in rural areas, to 1900, when there was a significantly smaller percentage living that life. They are looking for quantifiable changes over time, for instance, what is the U.S. population in 1860, 1870, 1880, 1890, and 1900? What is the population of cities in the same time? What cities did not exist in 1860, but do in 1870, 1880, 1890, or 1900?
- Dispatch students to Library to work with librarians and teacher doing research in stacks and on-line.
- Students find or create visual representation of expansion in areas of urbanization, demographics, economics, politics (voter participation), industry, transportation (railroad miles). Also find or create an image representative of the growth, and write narrative describing the changes represented on graphs or pie charts on a poster.

End / Summary (55 minutes): Should include Evaluation / Assessment / Student Achievement
- Upon completion (Day 3), posters are displayed around the room and each group will teach the rest of the class what they learned about a particular topic.
- Teacher will refer students to posters as they engage in other lessons in the unit.

Assignment if there is one (5 minutes):
- Preparation for next lesson (textbook reading, other document reading)

Afterwards

Provisions for Individual Differences (physical, emotional, mental, language, etc.)**:**
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-
-

Self-Reflection (What worked? What needs Improvement? What changes would I make before doing the lesson again?)

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Banks in the Gilded Age
Web Quest

Using these websites students can find information about banks during the gilded age, such as number of banks that failed and succeeded, distribution of wealth. Using this information students can make graphs (charts) to visualize and compare the wealth of banks and the people of the US.

Barga, Michael. "The Long Depression (1873-1878)" *The Social Welfare History Project* http://www.socialwelfarehistory.com/eras/civil-war-reconstruction/the-long-depression/ (accessed October 5, 2015)

Chabot, Benjamin. "How Costly were the banking Panics of the Gilded Age" *Yale University and NBER,* 25 September, 2007 http://economics.yale.edu/sites/default/files/files/Workshops-Seminars/Economic-History/chabot-080929.pdf (accessed October 4, 2015)

Grossman, Richard S. "US Banking History, Civil War to World War II" *Wesleyan University.* 16 March, 2008. http://eh.net/encyclopedia/us-banking-history-civil-war-to-world-war-ii/ (accessed October 6, 2015)

PBS Editorial Team. "Andrew Carnegie." *American Experience* *http://www.pbs.org/wgbh/amex/carnegie/gildedage.html* (accessed October 5, 2015)

Shmoop Editorial Team. "Economy in The Gilded Age" *Shmoop University, Inc.* 11 November 2008. http://www.shmoop.com/gilded-age/economy.html (accessed October 7, 2015)

Immigration in the Gilded Age

Web Quest

1.) "Statistical Review of Immigration 1820-1910." Accessed September 30, 2015.
http://www.latinamericanstudies.org/immigration/immigration_1820-1903.pdf

An impressively comprehensive primary source of immigration statistics during a period of time that includes the Gilded Age. For the purposes of this project, students will focus primarily on the year-to-year statistical portion of this source. More specifically, they will use pages 32-40 of the study to make comprehensive charts of immigration for various countries during the Gilded Age. Students will look at the immigration numbers of each country from year to year on the study and cross-reference those with other tertiary sources listed to come up with immigration trends for different countries and the various factors that contributed to those trends.

2.) "US Immigration Trends 1880 - 1900." : The Late 1800's. Accessed September 30, 2015.
http://www.emmigration.info/us-immigration-trends-1880-1900.htm

A comprehensive tertiary source on the immigration trends of the late 1800s, as well as extensive background information on the major countries from which immigration took place during that time. For the purposes of this project, students will use this website to contextualize the data from the immigration statistics source and come up with succinct lists on the various factors contributing to immigration booms from different countries. Also, students will come up with a short list for the visual pertaining to the various "trends" of immigration during the Gilded Age.

3.) Everett, Joseph. "Beyond New York: Other U.S. Ports of Entry." March 4, 2006. Accessed September 30, 2015. http://ancestrylibrary.custhelp.com/app/answers/detail/a_id/4763/~/beyond-new-york:-other-u.s.-ports-of-entry.

A tertiary source website focused on the various ports frequently utilized by incoming immigrants during the Gilded Age. For the purposes of this project, students will use the information from this website to create a visual of major U.S. ports and what factors contributed to them being major ports.

4.) Library of Congress. "Immigration: Challenges for New Americans." Immigration - Primary Source Set. Accessed October 2, 2015.
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/

An excellent collection of primary source photos, cartoons and maps on the topic of immigration. For the purpose of this project, students will use this source to add imagery to their display and select pictures they feel capture the spirit and culture of immigration during the Gilded Age.

5.) Layson, Hana, and Daniel Greene. "Digital Collections for the Classroom." Immigration and Citizenship in the United States, 1865-1924:. May 3, 2014. Accessed October 7, 2015.
http://dcc.newberry.org/collections/immigration-and-citizenship

Another collection of primary source pictures and cartoons for students to access, as well as analysis and interpretation of those images to help give students a context of what they're looking at. Students will use this website as both a resource for images – similar to the Library of Congress collection – and as a resource for background information to help them contextualize the data and imagery they will encounter on this project.

Labor in the Gilded Age

Web Quest

Production and Employment

http://www.fasttrackteaching.com/ftap/TE-S6-P13&14.html Please scroll to the bottom of the page. Here you will find 4 separate graphs.

The first graph depicts the amount of raw steel (used to make multiple products in factories) during the Gilded Age (1870-1900). Notice the increase in the amount of steel produced between the years of 1870-1880, 1880-1890, and 1890-1900. Note how much steel was produced and why this is possible.

Now, look at the third graph. This graph displays the number of workers (in millions) during the Gilded Age (1870-1900). The green line represents the number of people working on farms. Notice the steady increase in farming. The red line shows the total number of employment.

On your poster, either recreate graphs 1 and 3 or draw some sort of image to show this data.

Manufacturing Employment

http://highered.mheducation.com/sites/dl/free/0809222299/45391/USHistory4.html On this site, please scroll down to the section labeled "The Industrial Revolution" with the yellow bar graph showing the number of manufacturing workers in the U.S. What can you observe from this bar graph?

On your poster, draw a graph similar to this one.

Earnings

http://www.shmoop.com/gilded-age/statistics.html Please scroll down to the information labeled "By the Numbers". Look at the first two statistics about the farmer's share of the Gross Domestic Product (farmer's share of the wealth) in the 1870' compared to the 1890's. What do you notice? Next, look at the average pay of a worker during the 1890's. Notice the amount of pay received and the amount of hours worked. What can you infer about the lifestyle of people in that time period?

On your poster, draw a representation of this data.

Strikes

http://faculty.weber.edu/kmackay/notable_labor_strikes_of_the_gil.htm Please scroll down to where the site talks about The Great Strike of 1877, the Haymarket Riot of 1886, the Homestead Strike of 1892, and the Pullman Strike of 1894. Notice the numbers in each of these versus the content.

Labor Unions

http://dcc.newberry.org/collections/chicago-workers-during-the-long-gilded-age Scroll down to where the website displays documents from the Knights of Labor. Keep on scrolling down noticing each primary source document on the left hand side.

Natural Resources in the Gilded Age

Web Quest

Use the following sources / information found to gather information in order to create a visually stimulating poster showing where natural resources were found and how much they were exploited during the gilded age. Your poster should be filled with graphs, maps and photographs to describe what happened, not text. These poster are supposed to be an overview of what types of resources were used and how much rather than going into a lot of depth. The class will go more in depth on this subject later in the unit.

"Business, Labor, and Technology in the Gilded Age (1868-1922)." Teaching Modules. Accessed October 1, 2015. http://americanhistory.unomaha.edu/module_display.php?mod_id=130&review=yes#1336.

Davidson, James. "Appendex section 6." In Prentice Hall America History of Our Nation, A6. Upper Saddle River, New Jersey: Pearson Education, 2009.

Mokry, Joel. "Graphs and Tables, Economics 3-23-2." Northwestern.edu. http://faculty.wcas.northwestern.edu/~jmokyr/Graphs-and-Tables.PDF.   12

Maps, The national atlas of the United States of America. Library of Congress. Accessed September 29, 2015.   http://www.loc.gov/resource/g3701gm.gct00013/?sp=4&st=gallery

Stuckey, Byer. "The West Crossroads." American Nation in the Modern Era. Austin: Holt, Rinchart and Winston, 2003. Print.

"The Gilded Age." Teachers: Where Teachers Come First. 2015. Accessed October 5, 2015. http://www.scholastic.com/teachers/article/gilded-age

Politics of the Gilded Age
Web Quest

With the sources given below students will make a poster using the data from the sources. Data that the students will use will be in quantitative form. Students will be expected to make a graph, map or other method to present the data given about presidential elections from 1870 through 1900. Students have creative freedom when it comes to how they want their post to look when it is finished. Have fun!!!

Boyer, Paul S., Sterling Stuckey, and Rinehart Holt. "Chapter8: Politics of the Gilded Age" In   Holt American Nation in the Modern Era. 1st ed. Vol. 1. Austin, Texas: Holt, Rinehart,   and Winston, 2005.

"Dave Leip's Atlas of U.S. Presidential Elections." Dave Leip's Atlas of U.S. Presidential Elections. Accessed September 30, 2015.
          -When you get to the website you must click on "election results" which can be found on the very top of the page (Second from the left)
          -Then you must choose the election year that you want, click the drop box that states "general by year" and choose the year that you would like
          - Under the map that shows on the screen is a list of data a statistics. This is where you will find the information that you are looking for, for this project.

"Elections." Counting the Votes. Accessed September 30, 2015.
          http://www.countingthevotes.com/elections/.
          -On this website students will have to choose a year and election that they want to know more information about.

"Scribner's Statistical Atlas of the United States, Showing by Graphic Methods Their Present   Condition and Their Political, Social and Industrial Development." The Library of   Congress. Accessed September 30, 2015.   http://www.loc.gov/resource/g3701gm.gct00009/?st=gallery.

"U. S. Electoral College: Historical Election Results 1789-1996." National Archives and Records   Administration. Accessed September 30, 2015.   http://www.archives.gov/federal-register/electoral-college/scores.html#1880.

The Rise of Middle Class Professionalism in the Gilded Age

Web Quest

The Middle Class, on the rise over the course of the first half of the century, begins to take steps to assure its position in society in the face of the rapid changes of the last half of the 19th century. To that end, they build and expand institutions of Higher Learning to train practitioners in the fields of law, medicine, journalism, and many others. They also create professional organizations to monitor those entering various professional fields. Below are a number of organizations that emerge over the course of the century. Chart their emergence onto the national scene. Below this list is a list of colleges and universities that are founded during the Gilded Age. Include a visualization of the growth of these institutions during the Gilded Age

Professional Organizations:

A History of Speech Language Pathology—Nineteenth Century:
http://www.acsu.buffalo.edu/~duchan/new_history/hist19c/professionalism.html

American Historical Association, AHA History and Archives: http://historians.org/about-aha-and-membership/aha-history-and-archives

American Bar Association: http://www.americanbar.org/aba.html

American Medical Association, Our History: http://www.ama-assn.org/ama/pub/about-ama/our-history.page?

American Dental Association: ADA History and Presidents of the ADA: http://www.ada.org/en/about-the-ada/ada-history-and-presidents-of-the-ada

American Veterinarian Medical Association: History of the AVMA:
https://www.avma.org/About/WhoWeAre/Pages/history.aspx

ASPCA: http://www.aspca.org/about-us/about-the-aspca

Nursing:
http://ourstory.info/1/USSC.html
http://womenshistory.about.com/od/civilwar/p/ussc_civil_war.htm

Colleges and Universities, 1862-1900:
Morrill Land Grant College Act: http://www.nal.usda.gov/morrill-land-grant-college-act
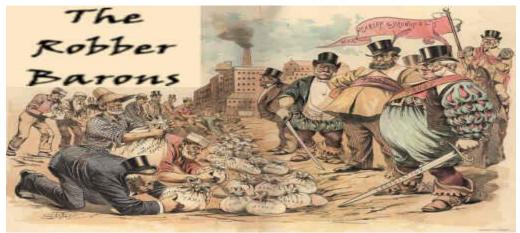
http://www.loc.gov/rr/program/bib/ourdocs/Morrill.html

List of land grant colleges by state: https://en.wikipedia.org/wiki/List_of_land-grant_universities

Another list: http://www.higher-ed.org/resources/land_grant_colleges.htm

Robber barons/captains of industry in the gilded age

Web Quest

[four pages]

Picture from: https://tiefenbrun10a.wikispaces.com/Captains+of+Industry

Today we will embark on a Web Quest to gather information on the "Robber Barons" of the Gilded Age (1965-1900). Attached you will find web links to aid your exploration and information gathering on these "Captains of Industry". As you explore these sites, fill in the blank information boxes located below each link. You will use this information to create bar graphs, pie charts, collages, and line graphs to share with your classmates.

Have fun!

Picture from: http://battleofhomestead.org/battle.php

Wage of the common man

National Bureau of Economic Research   http://www.nber.org/chapters/c2486.pdf

Fill in this information from page 15

Male	1870	1880	1889	1899
Farm Labor				
Non Farm Labor				
Carpenter				
Cotton Mfg				
Wool Mfg				
Shoe Mfg				
Iron Mfg				
Female	x	x	x	x
Cotton Mfg				
Wool Mfg				

Create a bar graph using this information

<u>Richest of the rich</u>

The forty richest people in America's history http://www.celebritynetworth.com/articles/entertainment-articles/30-richest-americans-time-inflation-adjusted/   *Use this website for both activities on this page.*

Find the dates of death of these Americans. Use tally marks under the correct era.

Date of Death	1820-1864	1865-1900	1901-1945	1946-1990	1991-Still Living
Tally ->					

Create a pie chart using this information

<u>Second Activity</u>

Print pictures of these Americans who lived during the Gilded Age 1865-1900

Use these pictures to create a collage. Add the name, businesses, and birth/death dates to their pictures

<u>Subsidies to Big Business</u>

Encyclopedia.com   http://www.encyclopedia.com/doc/1G2-3406400787.html

Fill in the information below

Public Domain _____acres

_____acres transferred to Rail Roads

	California	Kansas	Minnesota	Montana	North Dakota	Washington	21 other states
Acres transferred to Rail Roads ->							
millions of acres							

Create a pie chart using this information

One pie chart will show public domain acres and acres transferred to Rail Roads

One pie chart will show the distribution of this free land per state

Big Business of the Gilded Age

Big businesses

http://www.cliffsnotes.com/study-guides/history/us-history-ii/industrial-america/big-business-steel-and-oil

Use this website to gather information to create a collage of symbols (trains…) that represent big business in the Gilded Age

Be prepared to share these graphs with your classmates. Every group member must participate in the presentation.

Technological Innovation in the Gilded Age

Web Quest

Boyer, Paul S., Sterling Stuckey, and Rinehart Holt. "Chapter 6: The Second Industrial Revolution." In *Holt American Nation in the Modern Era*, 192-199. 1st ed. Vol. 1. Austin, Texas: Holt, Rinehart, and Winston, 2005.

Shmoop Editorial Team. "Age of Great Inventions." Shmoop.com November 11, 2008. Accessed September 30, 2015.

"2.1 Growth and Transformation: The United States in the Gilded Age." Growth and Transformation: The United States in the Gilded Age. Accessed September 30, 2015.

"19th Century Inventions 1867 to 1899." About.com Inventors. Accessed September 30, 2015.

Transportation in the Gilded Age

WebQuest

Goal: The task is to research how transportation changed over time in the Gilded Age. You and your group will create a poster to organize your findings so that your other classmates will be able to see and learn about. You are looking for numbers or statistics that you can then turn into a visual. A graph or a chart would be a few examples of what type of visual you could create.

Resources: Use any of these resources to find information you will use to make your poster.

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3147

http://www.loc.gov/collections/railroad-maps-1828-to-1900/articles-and-essays/

http://www.ushistory.org/us/36a.asp

http://www.history.com/topics/inventions/transcontinental-railroad

http://railroad.lindahall.org/index.html

http://amhistory.si.edu/onthemove/

The U.S. Navy in the Gilded Age
Web Quest

Create a poster on the production numbers, and change over time of the United States Navy during the Gilded Age, using these following resources for information.

1. https://books.google.com/books?hl=en&lr=&id=77wNLMJn8CEC&oi=fnd&pg=PR17&dq=United+states+naval+production&ots=y0lfHViYXY&sig=hYdvL1pTKjvGHtylh5-2xhkQGM4#v=onepage&q=United%20states%20naval%20production&f=false
2. https://books.google.com/books?hl=en&lr=&id=xeOa1QnctBUC&oi=fnd&pg=PR9&dq=six+frigates+the+epic+founding+of+the+united+states+navy&ots=r5Q8-czKNI&sig=tOBIWXG2SZJAschih07WHe-UKRY#v=onepage&q=six%20frigates%20the%20epic%20founding%20of%20the%20united%20states%20navy&f=false
3. https://books.google.com/books?hl=en&lr=&id=c_VtMBG6vw0C&oi=fnd&pg=PR13&dq=six+frigates+the+epic+founding+of+the+united+states+navy&ots=v1tmACRGvf&sig=gOZn0D-7tN30QWFhqnl9BDA-FeY#v=onepage&q&f=false (Skip to last page)
4. http://www.loc.gov/pictures/search/?q=united%20states%20navy&co=hh
5.
6. http://www.history.navy.mil/

Urbanization in the Gilded Age

Web Quest

The Making of Modern America: Quantifying Chaos

Today you will be focusing on the trend of urbanization in the Gilded Age. Below is a list of websites for you to explore regarding this phenomenon. You are to interpret the data you find and display your findings on a poster to share with the class. Some questions to consider:

What was the change in the overall population from 1870 to 1900?

Where were a majority of these people located? Why do you think that is?

Were certain categories of individuals concentrated in certain areas?

Congress. 1908. Accessed October 2, 2015.

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/distribution_map.pdf

2. **"Historical Census Browser." University of Virginia Library. Accessed October 2, 2015.**

http://mapserver.lib.virginia.edu/

3. **"Chapter B: Population Characteristics and Migration." In Historical Statistics of the United States, 16-38. Washington D.C.: United States Bureau of Census, 1949.**

http://www2.census.gov/prod2/statcomp/documents/HistoricalStatisticsoftheUnitedStates1789-1945.pdf
(copy of chapter on website)

4. **McIlwraith, Thomas F., and Edward Muller. "Population Growth, Migration, and Urbanization: 1860-1920." In North America: The Historical Geography of a Changing Continent, 285-306. Second ed. Lanham, Maryland: Rowman & Littlefield Publishers, 2001.**

https://cascourses.uoregon.edu/geog471/wp-content/uploads/2010/01/WardImmigration.pdf
(copy of chapter on this website)