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INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 9: 1877-1898

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CHAPTER 9 INTRODUCTORY ESSAY: 1877–1898

Review Questions

- The high rate of voter participation in the late nineteenth century existed
Answer: B. despite the fact that the major parties did not have significant policy differences
- The Dawes Severalty Act of 1887
Answer: B. sought to end tribal identity by parceling and redistributing reservation land
- What industry had the most significant impact on the development of industrialization in the United States in the late nineteenth century?
Answer: C. Railroads
- Andrew Carnegie is most closely associated with which event?
Answer: D. The growth of the American steel industry
- The business innovations of Gustavus Swift took place in
Answer: A. integrated meat packing
- Vertical integration in business is best described as
Answer: A. control of all aspects of an industry from origin to distribution in the marketplace
- Which industrialist was known for using both vertical and horizontal integration in consolidating his business?
Answer: B. John D. Rockefeller
- The main focus of the Sherman Antitrust Act was to
Answer: D. break up business monopolies
- A strategy industrialists used to counteract their negative public image was to
Answer: D. invest in popular philanthropic causes
- Which statement best describes the change in the nature of work in the United States during the nineteenth century?
Answer: A. The factory system required workers to conform to schedules that maximized efficiency.
- Which statement best describes the change in the nature of work in the United States during the nineteenth century?

Answer: B. Demands for regulatory laws

12. The progress of labor unions during the late nineteenth century can be described as

Answer: C. hampered by government officials at the state and federal level

13. What change in policy had the least significant effect on the development of the American West?

Answer: C. The presentation of the Turner thesis

14. The Fort Laramie Treaty of 1868 was the first treaty that

Answer: B. called for the placement of American Indians on reservations

15. The concept of Social Darwinism influenced which trend in the United States during the late nineteenth century?

Answer: B. The justification of the “superiority” of white Anglo-Saxon Protestants

16. Life in the South in the 1880s was more difficult for African Americans than during the period of Radical Reconstruction due to

Answer: A. the passage of Jim Crow laws

17. How did many African Americans who supported the ideas of Booker T. Washington respond to Jim Crow laws in the South?

Answer: B. Many became accommodationists, learning a trade to earn a living and become economically independent.

18. The most significant factor that brought European immigrants to the United States during the late nineteenth century was

Answer: C. jobs resulting from the industrial revolution

19. Disgruntled farmers in the North and the South reacted to unresponsive federal policies of the late nineteenth century by

Answer: A. forming a new political party

Free Response Questions

1. Analyze the effect of organized labor’s battles with management over wages and working conditions during the Gilded Age.

Answer: During the last quarter of the nineteenth century, three major strikes and multiple localized strikes illustrated organized labor’s drive to improve working conditions and raise wages. Workers went on strike in 1877 (The Great Uprising or Great Railroad Strike), 1892 (The Homestead Steel Lockout), and 1893 (The Pullman Strike). The strikes were largely unsuccessful in winning improved wages or working conditions, because they were suppressed with help from private armies, the National Guard, jailing of labor leaders, and/or involvement of the military.

2. Analyze the reasons various groups migrated to the North American West between 1840 and 1890.

Answer: Several opportunities began to attract American settlers to the western half of North America. As railroad mileage increased, allowing more Americans to move further west, and as people were encouraged by the Homestead Act of 1862, the Great Plains soon became populated with farmers. Also, cattle production became more lucrative, because ranchers could drive cattle to railroad hubs for transport back east. With the acquisition of more territory, the relegation of American Indians to reservations, and growing economic opportunity, the West became the region for resourceful individualism that took advantage of government policies favoring railroads and the distribution of public lands. Such policies stimulated the western economy in the late nineteenth century, particularly for newly established farmers, miners, and ranchers.

3. Describe the responses of African Americans to the social and political changes of the late nineteenth century.

Answer: Despite the Reconstruction Amendments and political gains won in the Civil War and Reconstruction, African Americans saw their opportunities to exercise constitutionally protected rights decline in the late nineteenth century. The so-called Jim Crow laws and a series of Supreme Court decisions, as well as tactical victories by white supremacists, resulted in repression of newly won rights. African Americans in the South responded creatively to the challenge of economic and political subordination. One school of thought, led by Booker T. Washington, argued for ameliorating unfavorable circumstances in the South by building up resources and skills of African Americans. This accommodationist approach was furthered by Washington's Tuskegee Institute, which specialized in agricultural and mechanical instruction and inspired a wave of college and university development that white southerners tended to support. An alternative view urged African Americans to reject the limits imposed by a racist society and demand equal opportunity and an end to discrimination. Its champion, W. E. B. Du Bois, helped establish the National Association for the Advancement of Colored People. Both sets of recommendations proved valid; blacks in the South and elsewhere built up their economic and cultural resources while keeping their focus on citizenship rights. A third response encouraged migration out of the South to destinations in the West, in Africa, and in northern cities. Blacks heading north found increased job opportunities compared with the South, but racism was evident in all parts of the country.

4. Explain the motivations behind the development of the Populist movement.

Answer: Populism had its origins among angry farmers for whom post-Civil War "grange" (The National Grange of the Order of Patrons of Husbandry) organizations offered a platform to critique what they perceived to be the oppressive role of banks and railroads in agricultural life. Farmers often blamed big business (but especially railroads) for a long-term decline in prices they received for their goods and for unfair charges for the transportation of their crops. By the 1890s, their program had broadened to appeal to industrial workers. Populists denounced the concentration of wealth and power, advocated the regulation and nationalization of railroads and banks, and called for the inflationary free coinage of silver. Farmers also sought common cause with industrial workers and demanded reforms such as currency inflation, which would ease the burden of debtors, and the eight-hour day, a key demand of factory laborers.

AP Practice Questions

1. The context illustrated by the political cartoon was

Answer: B. corrupt elections in major cities run by political machines

2. Which of the following groups would most strongly agree with the criticism embodied in the political cartoon?

Answer: D. Civil service reformers

3. The political cartoon most directly illustrates a government policy that

Answer: C. limited immigration of selected groups

4. The illustrator of this political cartoon would most likely support

Answer: A. unrestricted Chinese immigration

NARRATIVES

The Transcontinental Railroad

Review Questions

1. The most significant reason for building the transcontinental railroad was

Answer: C. to tie California more closely to the rest of the country

2. The first transcontinental railroad was completed in what state/territory?

Answer: B. Utah

3. Along with the Chinese, another group of immigrants who helped to build the railroad and suffered discrimination was the

Answer: D. Irish

4. The main reason for the Gadsden Purchase was to provide

Answer: B. a southern route for the transcontinental railroad

5. The Pacific Railroad Act of 1862 was easily passed by Congress as a result of the

Answer: B. fact that southern states had seceded from the Union

6. A significant difference between the construction of the transcontinental railroad and that of railroads that already existed in the United States was that the transcontinental railroad was

Answer: C. built through sparsely populated areas

Free Response Questions

1. Analyze the reasons for building the transcontinental railroad during the second half of the nineteenth century.

Answer: After California was admitted to the Union, the commercial and communications ties between it and the rest of the country were weak at best. With the new state's population rapidly growing due to the gold rush and increasing gold production, it became a priority of the federal government to improve those ties as quickly as possible. Before the Pony Express, it took more than 40 days to send communication and/or travel between San Francisco and the east coast of the United States. The completion of the railroad dramatically shortened that time.

2. Explain the reasons for the eventual selection of the first route of the transcontinental railroad.

Answer: In 1853, believing the southern route was the best, the United States purchased from Mexico a strip of land in what is now Arizona and New Mexico. However, as the Civil War began, the southern route was rejected and the Union selected a more central route (it had been originally believed that a more northern route would face difficulties because of snow), taking the transcontinental railroad across the north central part of the country. Although there was great difficulty getting through the Sierra Nevada and parts of the Rockies, the middle route used some existing passes through the mountains. Construction began in 1863 and was completed in 1869.

AP Practice Questions

1. Which of the following events had the most significant impact on the development described in the excerpt?

Answer: B. The admission of California to the Union

2. According to this author, what event made it seem natural and lawful for the federal government to be broadly involved in promoting economic growth?

Answer: B. The Civil War

3. What event does the author describe in this passage?

Answer: B. Joining of two railroads to complete the first transcontinental railroad

4. According to this author, the only event in American history more exciting than the ceremony he describes was

Answer: A. the colonies' commitment to break away from England

The Brooklyn Bridge

Review Questions

1. The Brooklyn Bridge linked Brooklyn to

Answer: B. Manhattan

2. The Brooklyn Bridge was considered one of the three “engineering wonders” of the nineteenth century, along with

Answer: D. the Eiffel Tower and the Crystal Palace

3. What increased as a result of the construction of the Brooklyn Bridge?

Answer: A. The number of people who commuted daily from Brooklyn to Manhattan

4. What industrial innovation facilitated the building of the Brooklyn Bridge?

Answer: C. The Bessemer process

5. The development that allowed work to be done below the water level was

Answer: B. the airtight caisson

6. The Brooklyn Bridge is an excellent example of what type of bridge?

Answer: C. A suspension bridge

Free Response Questions

1. Explain the reasons a bridge was needed between Brooklyn and New York City in the late nineteenth century.

Answer: New York City and Brooklyn had quickly grown into two of the nation's largest cities. Transportation between them was challenging, partly because Manhattan is an island and river ferries in the East River were unavailable when the water froze in the winter. Any bridge connecting the two would also need to be tall enough for large ships to travel underneath. The successful completion of the Brooklyn Bridge facilitated the movement of people and goods between Brooklyn and Manhattan.

2. To what extent did the Industrial Revolution enable the building of the Brooklyn Bridge?

Answer: Builders benefited from advances in metallurgy in the early nineteenth century, including the Bessemer process, which reduced the cost of producing steel. Thus, production of steel wire at much lower cost facilitated the construction of longer spans.

AP Practice Questions

1. The ideas expressed in the excerpt are most closely associated with

Answer: C. the need for reliable mass transportation in an industrial city

2. Which of the following contributed most directly to the need for the innovation described in the excerpt?

Answer: A. Industrialization

3. The innovation described in the passage is most similar to the

Answer: B. opening of the Erie Canal

George Custer, Sitting Bull, and the Battle of the Little Bighorn

Review Questions

1. The Fort Laramie Treaty of 1851 largely provided for

Answer: C. the guarantee that settlers would be allowed to safely cross American Indian territory on their way westward

2. The Oglala Sioux leader Black Hawk refused to sign the Fort Laramie Treaty of 1851 because

Answer: B. the land the Americans wanted had already been captured by the Oglala Sioux

3. Despite the guarantee of autonomy in the Fort Laramie Treaty of 1868, American Indians experienced an invasion of their traditional territory by American prospectors seeking gold in

Answer: C. the Black Hills

4. In fighting against the advancement of settlers on his people's land, Sitting Bull was most like which eighteenth-century American Indian leader?

Answer: C. Pontiac

5. All the following occurred after the death of Lieutenant Colonel George Custer except

Answer: C. the American Indians were forced to sign a revised Fort Laramie Treaty

6. As an immediate act of revenge for the death of General Custer and 200 of his men, the U.S. government

Answer: B. took claim to the Black Hills

Free Response Questions

1. Analyze the impact of the Indian Wars on the American Indian population at the end of the nineteenth century.

Answer: After the defeat of General Custer, the Indian Wars were devastating for American Indian tribes and culture. American Indian populations suffered heavy losses in these wars, and they lost their tribal grounds for hunting and agriculture. In the early twentieth century, the U.S. government restricted most Indians to reservations as Americans continued to settle the West. Many Americans saw the reservation system as a more humane alternative than war, but it wrought continued damage to American Indian culture.

2. Compare the Treaty of Fort Laramie of 1851 with that of 1868 and explain the reason for the new treaty.

Answer: The 1851 Fort Laramie Treaty guaranteed vast western lands and made other commitments to various American Indian tribes. In addition, the treaty provided safe passage for American emigrants through the territory and allowed the government to build roads there. However, because white settlers violated the terms of the initial treaty, continued fighting led the two sides to sign the 1868 Fort Laramie Treaty, which created the Great Sioux Reservation. The new agreement reduced the amount of land reserved to the Sioux, though it guaranteed the Sioux hunting rights and removal of forts from the area. However, the Americans saw it as part of the process of establishing reservations for Indian tribes and eventually assimilating them into American culture with schools, agriculture, and private plots of land.

AP Practice Questions

1. The most significant motivation for the agreement excerpted was

Answer: D. the use of American Indian territory by American citizens

2. A significant result of the treaty excerpted was

Answer: C. continued fighting between the American military and American Indians

3. Which of these most directly influenced the circumstances described?

Answer: C. Manifest Destiny

William “Boss” Tweed and Political Machines

Review Questions

1. Before becoming known as “Boss” Tweed, William Tweed served briefly as

Answer: C. a member of Congress

2. Tammany Hall’s treatment of immigrants who lived in New York City can be best described as

Answer: B. aiding immigrants with basic services

3. Tammany Hall and Boss Tweed were most closely associated with which political party?

Answer: C. Democrats

4. The Tweed Ring made most of its money from graft. One major example was

Answer: C. inflating the cost of major city projects such as the courthouse

5. During the late nineteenth century, Thomas Nast was best known as

Answer: D. a critic of Tweed who sketched political cartoons exposing his corruption

6. An event that propelled William Tweed to a position of respect and more power in New York City was his

Answer: B. success in restoring order after the draft riots in 1863

Free Response Questions

1. Explain the positive and negative effect of the Tweed Ring on New York City.

Answer: Tammany Hall undoubtedly helped the city’s immigrants and poor in many ways.

Thousands of recent immigrants in New York were naturalized as American citizens, and men had the right to vote. The Tweed Ring also provided basic services for the price of a vote and made sure immigrants had jobs, a place to live, food, medical care, and money for coal to heat their apartments during the winter. In addition, Boss Tweed contributed millions of dollars to the institutions that benefited and cared for the immigrants, such as their neighborhood churches and synagogues, Catholic schools, hospitals, orphanages, and charities. However, Tammany Hall’s graft also enriched members of the Tweed Ring by padding the expenses of major public projects such as the courthouse and Brooklyn Bridge, inflating the costs to the city and its taxpayers. Dishonesty and greed degraded the rule of law. Local government jobs were awarded on patronage rather than merit and talent. The Tweed Ring’s practice of paying people to vote numerous times, often under the protection of sheriffs and deputies, as well as blatantly stuffing ballot boxes with fake votes directly challenged the purpose of having elections in the first place. The Tweed Ring used violence to enforce its power and received payoffs from the criminal activities it permitted to operate.

2. Evaluate the impact of the political machine on U.S. cities in the late nineteenth and early twentieth centuries.

Answer: Tammany Hall and the Tweed Ring, as a case study, are an infamous model of Gilded Age urban corruption. Political machines corruptly ran several major cities throughout the United States, particularly in the Northeast and Midwest where millions of immigrants had settled. The machines provided some essential services for immigrants, but their corruption destroyed the public’s expectation of good government and civil society by undermining the rule of law. By the early twentieth century, Progressive reformers began to target the bosses and political machines to reform city government in the United States.

AP Practice Questions

1. Thomas Nast's intent in drawing the political cartoon was to

Answer: B. show how corrupt Boss Tweed and Tammany Hall were in New York politics

2. Which of the following emerged to seek to correct the problems created by the situation lampooned in the cartoon?

Answer: B. The Progressive Era

3. Which group probably benefited most from the situation portrayed in the cartoon?

Answer: A. Immigrants to the United States

Andrew Carnegie and the Creation of U.S. Steel

Review Questions

1. Which statement about Andrew Carnegie and J. P. Morgan is correct?

Answer: D. Morgan was from a wealthy family and Carnegie was not.

2. Andrew Carnegie successfully used what strategy to build the most successful steel company in the world?

Answer: C. He used consolidation to gain control of raw materials and reduce competition.

3. To whom did Andrew Carnegie sell U.S. Steel?

Answer: D. J. P. Morgan

4. Which most accurately describes Andrew Carnegie's charitable contribution to American society?

Answer: C. He spent most of his fortune building libraries and museums and endowing other philanthropic endeavors.

5. The business model Andrew Carnegie used to build his successful steel empire consisted of

Answer: D. both vertical and horizontal integration

6. Andrew Carnegie put forth his philanthropic beliefs in his famous work entitled

Answer: A. "The Gospel of Wealth"

Free Response Questions

1. Describe the business strategy Andrew Carnegie used to amass his great fortune.

Answer: Carnegie's business strategy was simple. He saved a large part of the profits earned during prosperous times to protect his business and give him flexibility in bad economic times. Carnegie used those earnings to expand during depressions, when construction costs were low and competitors were forced to the wall and had to sell cheaply. Most importantly, he was open to constant technological and business innovation to reduce operating costs even by a little, because they had much more impact on profits than construction costs. In addition, Carnegie Steel bought up sources of raw materials and shipping (vertical integration) and bought out competitors (horizontal integration) to dominate the steel industry. By the 1890s, the Carnegie Steel company was the largest and most profitable steel company in the world.

2. Explain how Andrew Carnegie was able to transform the American steel industry.

Answer: Carnegie's foresight into the potential of steel as a better manufacturing material than iron and his business strategies enabled him to change the American steel industry. Carnegie bought up its sources of raw materials and shipping (vertical integration) and bought out and absorbed its competitors (horizontal integration). He used profits from boom times to expand during depressions when construction costs were low and competitors were forced to sell cheaply. In this way, his company became the largest and most profitable steel company in the world.

AP Practice Questions

1. Andrew Carnegie's motivation for writing the excerpt was that he believed the rich

Answer: A. had a philanthropic responsibility to help those who were less privileged

2. Which of the following groups would support the concept of helping the poor as expressed in the excerpt?

Answer: D. Settlement house workers

3. Factors that allowed people like Andrew Carnegie to amass a large personal fortune in this era included the

Answer: B. Industrial Revolution's new technologies and processes

Cowboys and Cattle Drives

Review Questions

1. The legendary cattle towns of the late nineteenth-century resulted from

Answer: A. the expansion of railroads across the Great Plains

2. Which of the following best describes the trail drives between 1867 and 1887?

Answer: C. Cowboys endured harsh conditions and frequent boredom.

3. After the Big Die-Up of 1886–1887, the western ranching industry

Answer: A. gradually shifted from big cattle companies to smaller, family-owned operations

4. Cowboys are symbols of American culture for all the following reasons except

Answer: D. they promoted the virtues and benefits of subsistence farming

5. During the early cattle drives, several western railheads were located in

Answer: B. Kansas

6. Which was an important effect of long trail drives on the Western environment?

Answer: A. Near-extinction of the bison

Free Response Questions

1. Explain the rise and fall of the Cattle Kingdom between 1867 and 1887.

Answer: Economic factors that contributed to the rise of the Cattle Kingdom include competition among railroads to attract the business of cattlemen, the high prices available in stockyards, and demand for the beef in eastern markets. Contributing to profitability of the business were the free grass along the cattle drive and the low wages accepted by cowboys. Environmental factors also contributed to the growth of the western trails. The longhorns were hardy, and there were few bison left to compete with them for space. Because the longhorns carried a tick very dangerous to other breeds of cattle, several states banned them, and the cattle towns were built west of major farming areas. Collapse of the Cattle Kingdom came as a result of overstocking and overgrazing of the range, combined with the cycles of summer droughts and brutal winters that caused the Big Die-Up in 1886–1887.

2. Compare the mythic image of the cowboy with the historical realities of the ranching industry in the late nineteenth century.

Answer: Cowboys have sometimes been viewed as the pure embodiment of American core values such as freedom, honesty, individualism, opportunity, and self-sufficiency and are often depicted in common culture as strong and independent men who were victorious by the end of every movie. However, cowboy life was more complex and less glamorous than often depicted. Cowboys were generally ethnically diverse wage workers, not independent cattlemen. The work was influenced by a

long and rich Hispanic tradition, because profitable ranches had existed in Mexico since the 1500s. Life on the cattle range consisted of hard, dirty, and often boring work, sometimes including conflict between the large cattle companies and smaller ranchers. Racial discrimination was common, as was mistreatment of animals and grasslands in the pursuit of higher profits. But the somewhat mythical image of the cowboy survived in popular culture because of the enduring appeal of American independence and individualism in an increasingly regimented economy and society in the twentieth century.

AP Practice Questions

1. Freedman Nat Love's being asked to join the group of "cow boys" signals what development in the identity of the American West?

Answer: A. Workers were hired based on their skills, not necessarily their race.

2. Events such as those depicted in the excerpt demonstrated that the American West was a region where

Answer: A. "rugged individualism" was prevalent

3. Which development contextualizes the situation described in the excerpt?

Answer: C. The West provided opportunity for those who were willing to take a risk.

Ida B. Wells and the Campaign against Lynching

Review Questions

1. Before becoming a crusader for antilynching legislation, Ida B. Wells worked primarily as a

Answer: D. journalist

2. During the 1890s, many whites across the Deep South believed lynching was

Answer: C. needed to preserve the social order

3. The idea of lynching African Americans carried over from

Answer: A. the humiliation, discrimination, and lawless violence inflicted on enslaved African Americans

4. To continue to advocate for African American equality, Ida B. Wells helped organize the

Answer: C. National Association for the Advancement of Colored People

Free Response Questions

1. Explain how events in Ida B. Wells's life influenced her work in the anti-lynching crusade.

Answer: Ida B. Wells had been born into slavery in 1862 during the Civil War. In May 1884, she boarded a train to Nashville with a first-class ticket, but she was told she had to sit in the car reserved for African Americans. After refusing and being forcibly removed from the train, she took her case to court, winning \$500 before the Tennessee Supreme Court overturned the verdict. After this experience, she began to write about and speak against the deplorable conditions of the segregated school where she taught, resulting in her losing her job. The most significant event that led Wells to crusade for anti-lynching laws was the lynching of her close friend Thomas Moss and two other African American men in Memphis in March 1892.

2. Evaluate the impact of Ida B. Wells's crusade for anti-lynching legislation.

Answer: Ida B. Wells courageously launched a campaign to publicize the horrors of lynching and began writing and lecturing about it across the country. She published two pamphlets, *A Red Record: Lynchings in the United States* and *Southern Horrors: Lynch Law in All Its Phases*, in which she documented 241 lynchings. She exploded the myth that lynchings were carried out in retribution for

black men raping white women, because the overwhelming majority of sexual relationships were consensual or merely the products of fear in white imaginations. In 1898, she went to Washington, DC, to implore President William McKinley to make reforms against lynching and discrimination. She continued to fight against the unfair treatment of African Americans and became a cofounder of the National Association for the Advancement of Colored People. Though her work was slow to yield progress, Wells was successful in publicizing the brutality of lynching and her courageous writings and activism launched a decades-long crusade against the crime.

AP Practice Questions

1. From the excerpt, a historian might conclude Wells believed

Answer: B. lynching was a national atrocity, not only a Southern atrocity

2. What would be a logical conclusion from the information Wells provided in the speech excerpted here?

Answer: C. Federal protection of American citizenship is the remedy for lynching.

3. The viewpoints expressed by Ida B. Wells suggest that popular support for civil rights issues mainly came from

Answer: D. the African American community

The Annexation of Hawaii

Review Questions

1. What became the crucial justification for finalizing Hawaiian annexation?

Answer: D. The United States went to war with Spain.

2. Under which U.S. president did the annexation of Hawaii occur?

Answer: B. William McKinley

3. All the following were reasons some Americans opposed Hawaiian annexation except

Answer: A. they supported the movement of the Hawaiian people to become an independent democratic nation

4. When Americans first began to visit and then settle in Hawaii, their main motivation was to

Answer: D. convert the natives to Christianity

5. The ruling Hawaiian monarch who was receptive to American annexation of the islands was

Answer: A. King Kamehameha III in the 1850s

6. In addition to the fact that Hawaii had a climate conducive to growing a profitable sugar crop, a major argument put forth by American businesspeople (who lived in Hawai'i) for annexation was that

Answer: B. the islands were an excellent gateway to the East and Asian trade

Free Response Questions

1. Explain why U.S. attitudes toward the annexation of Hawaii changed at the end of the nineteenth century.

Answer: The Spanish-American War of 1898 caused the American public and Congress to change their attitude toward the annexation of Hawaii. Immediately after Admiral George Dewey defeated the Spanish fleet in the first major naval engagement of the war, the Battle of Manila Bay in the Philippines, annexationists resubmitted the joint resolution that had been pending since 1897 for a vote. President McKinley lobbied Congress to pass it, claiming the U.S. military would greatly benefit from using Hawaii as a coaling station and naval base in its fight against the Spanish Navy

in the Pacific. He pitched annexation as a necessary war measure. On June 15, 1898, the House passed the resolution by a vote of 209 to 91; three weeks later, the Senate passed it by vote of 42 to 21.

2. Describe how the strong economic link between the United States and Hawaii developed during the second half of the nineteenth century.

Answer: American and British missionaries came to Hawaii as early as the 1820s to convert the population to Christianity. The climate offered ideal conditions for planting sugar cane, and over time, these new settlers acquired large tracts of land. Western business investors replaced traditional agricultural practices with a plantation economy based on capitalist systems of private land ownership, taxation, and wage labor. These plantations were extraordinarily profitable for the investors, and by the 1870s, American business interests dominated Hawaii's sugar industry. They also exerted great influence over the weakened monarchy. The United States and Hawaiian governments signed a reciprocity agreement in 1875 that gave Hawaii duty-free access to export sugar exclusively to the United States, making Hawaii economically dependent on U.S. trade.

AP Practice Questions

1. Queen Liliuokalani's protest claims violation of all the following rights except

Answer: B. property rights of the sugar trust

2. Queen Liliuokalani's main argument is based upon the fact that

Answer: A. Hawaii was an independent kingdom

3. With respect to its goals and political and economic debates, annexation of Hawaii was most similar to what other event?

Answer: C. Annexation of Texas

4. The annexation of Hawaii is most closely associated with the

Answer: C. Age of global expansion

Jane Addams, Hull House, and Immigration

Review Questions

1. In her 1902 book *Democracy and Social Ethics*, Jane Addams's main argument embraced

Answer: B. corporate and business support for laws to improve the conditions of workers

2. Jane Addams's Hull House was a social experiment designed to

Answer: D. reduce social tensions through an alliance of middle-class and working-class people

3. Jane Addams supported a number of political agendas, which included

Answer: C. laws limiting the workday to eight hours and extending suffrage to women

4. Jane Addams's personal philosophy was based on the

Answer: C. ideals of equality and democracy as espoused by Abraham Lincoln

5. In the late nineteenth and early twentieth centuries, Jane Addams was considered the embodiment of

Answer: B. the Progressive movement

6. In the early twentieth century, Jane Addams's reputation as "the most dangerous woman in America" among her political opponents was due to her strong belief in

Answer: C. pacifism and keeping the United States out of World War I

Free Response Questions

1. Describe how Jane Addams applied her conception of American democracy to the problems of immigration and race.

Answer: Jane Addams applied her conception of American democracy to the problems of immigration and race through her vision of a cooperative society where all had equal respect and rights regardless of ethnic background, class standing, gender, or racial origins. She felt the key to a more democratic society was to foster closer social relationships like the ones she promoted at Hull House.

2. Explain Jane Addams's opposition to war and how she equated war with her resistance to the exploitation of immigrants.

Answer: Jane Addams saw war to be as much an obstacle to a more just and fair society as economic and political exploitation. She saw war, with its focus on enmity, as being a threat to the dream of a cooperative and humane world as much as economic abuse and bigotry were. During World War I, she dove into the politics of pacifism as she had earlier committed to the cause of the poor. War created enmity and division as much as social prejudice. For her, war was antidemocratic.

AP Practice Questions

1. In the statement, Jane Addams is advocating an idea that would support

Answer: C. assimilation and acceptance of new immigrants

2. Which of the following groups would most likely oppose the sentiments expressed in the excerpt?

Answer: B. Nativists in the 1850s

3. In addition to an increase in immigration from Europe, what factor led to the events described in the excerpt?

Answer: A. Rapid industrialization and the need for unskilled workers

Ignatius Donnelly and the 1892 Populist Platform

Review Questions

1. The Southern Farmers' Alliance was the first organization to propose the idea of

Answer: C. a subtreasury system to store crops in taxpayer-funded government warehouses

2. The Omaha Platform proposed all the following ideas except

Answer: B. equal tax rates for all wage earners

3. Ignatius Donnelly, the author of the preamble to the Omaha Platform, inspired Populist voters with his

Answer: C. dramatic imagery of a nation divided between rich and poor

4. Those who favored free coinage of silver at a ratio of 16 silver dollars to one gold dollar argued it would

Answer: A. inflate money and raise prices for goods

5. In the 1896 election, the Democratic Party effectively neutralized the Populist challenge to the traditional two-party system by

Answer: D. nominating pro-silver politician William Jennings Bryan for president

6. The People's (or Populist) Party was most successful in what region of the United States?

Answer: D. The West

7. The 1890s political label "silverite" refers to a person who

Answer: C. supported a 16-to-1 ratio of silver to gold as currency

Free Response Questions

1. Explain how the challenges faced by farmers in the late nineteenth century contributed to the Populist movement.

Answer: After the Civil War, farmers faced several challenges: railroads linked once-isolated communities into a complex web of relationships with various partners, farmers had to deal with railroad rates, credit was difficult to obtain, and prices for crops fell. Many farmers fell into debt. Cooperative efforts to overcome these problems during the 1870s and 1880s began with the Grange Movement and the rise of the Southern Farmers' Alliance. Initially, these organizations experimented with cooperative stores and campaigns to challenge creditors. Common struggles and demands led farmers to forge partnerships across regional and racial lines and work for political action, culminating in the Omaha Platform.

2. Explain the downfall of the Populists movement.

Answer: The downfall of the Populists was caused by their risky compromise with the Democrats, the failure to bridge racial divides nationwide, the inability of the free-silver idea to draw votes from industrial workers, and the Republican Party's portrayal of Populists as radical and reckless. After William Jennings Bryan's defeat to William McKinley in 1896, the Populists' influence as an independent political force faded.

3. Evaluate the success of Populism as a movement for significant social, economic, and political change.

Answer: Several Populist reforms did gather political support, including specific remedies proposed to solve the agricultural crisis, the movement's appeals for working-class solidarity across industries and among races, the effort to eliminate political corruption, the vision of greater economic opportunity and a more equitable distribution of wealth, and the affirmation of core democratic values. Some Populist reforms were implemented later, such as direct election of U.S. Senators and a graduated income tax. Populism failed to advance the rights of women and African Americans and compromised founding principles in favor of electoral gain.

AP Practice Questions

1. Resolution 4 in the excerpt has most in common with what other political movement?

Answer: C. Know Nothings of the 1850s

2. What was a major impetus for the social and political movement that inspired the excerpt?

Answer: B. Unfair treatment of farmers by the railroad companies

3. Several ideas for reform expressed by the Populist Party were

Answer: A. later incorporated into U.S. policy as constitutional amendments or laws

The Homestead Strike

Review Questions

1. The Amalgamated Association of Iron and Steel Workers eventually called off the Homestead Strike because

Answer: D. AA lost the support of other unions in the face of government intervention in the strike

2. An important cause of the Homestead Steel Strike in 1892 was that

Answer: B. Henry Clay Frick locked the workers out of the mill after negotiations failed

3. The most significant cause of the troubles that led to the Homestead Steel Strike of 1892 was

Answer: C. a salary dispute

4. At the time of the Homestead Steel Strike, Henry Clay Frick was

Answer: C. in charge of operations of Andrew Carnegie's Pittsburgh-area steel works

5. Henry Clay Frick's ultimate goal in regard to the Iron and Steel Workers union was to

Answer: B. break the power of the union

6. The ultimate result of the Homestead Steel Strike could be described as a victory for

Answer: C. Carnegie Steel, because it broke the power of the labor union

Free Response Questions

1. Explain how Henry Clay Frick, Andrew Carnegie, Amalgamated Association of Iron and Steel Workers, and Governor Robert Pattison each contributed to the Homestead Steel Strike.

Answer: Henry Clay Frick did not want to negotiate; he wanted to prove a point to the union.

Andrew Carnegie speeded up production and did not address wages or working conditions, nor did he take a strong role in addressing the union or the strike. The Amalgamated Association of Iron and Steel Workers tried to use violence to exert its power. Governor Robert Pattison used state and military force to intervene in a labor conflict.

2. Explain how the Homestead Steel Strike was resolved.

Answer: The Homestead Strike collapsed after the arrival of the Pennsylvania state militia. The AFL and its leader, Samuel Gompers, attempted to hold boycotts at Homestead recruiting stations across the country, but Henry Clay Frick was able to hire replacements regardless and reopen the steel mill by July 15. With waning public support, the AFL refused to further intervene in the strike, and many members of the AA went back to work. Eventually, the AA agreed to end the strike and accept management's terms.

3. Explain how the outcome of the Homestead Steel Strike changed relations between labor and management in the steel industry.

Answer: Carnegie Steel effectively broke the Amalgamated Association's power in the steel industry, and its influence would never return to what it was during the Gilded Age. The use of physical force and intimidation by both workers and management affected public opinion of labor unions as many came to view strikes as unnecessary and violent acts.

AP Practice Questions

1. Which of the following most strongly influenced the events described in the excerpt?

Answer: C. The expansion of industrialization and capitalism

2. During the second half of the nineteenth century, which of the following was the most common outcome of events like those described in the excerpt?

Answer: C. Violence led to major losses for labor union members.

3. According to the excerpt, the union at the Homestead plant believed Frick would be unsuccessful in breaking their strike because

Answer: B. the workers at Homestead would be harder to defeat and replace than those in the coke fields had been

Plessy v. Ferguson (1896)

Review Questions

1. African American activist W. E. B. Du Bois observed that, before the ruling in *Plessy v. Ferguson*,

Answer: C. legal segregation in Louisiana did not exist until the 1890 law

2. Homer Plessy was selected as a test case for challenging the Louisiana segregation law because he was

Answer: B. seven-eighths white but under Louisiana law legally black

3. According to the majority opinion in the *Plessy v. Ferguson* decision,

Answer: A. the Fourteenth Amendment could not have been intended to abolish distinctions based on color

4. According to the dissenting opinion in the *Plessy v. Ferguson* decision,

Answer: D. the Constitution is color-blind and neither knows nor tolerates classes among citizens

5. In the majority opinion, the interpretation of the Fourteenth Amendment included all the following except the idea that

Answer: A. the Constitution does not have jurisdiction over private transportation

6. “The destinies of the two races in this country are indissolubly linked together, and the interests of both require that the common government of all shall not permit the seeds of race hate to be planted under the sanction of law” is a quote from

Answer: C. Justice John Marshall Harlan’s dissent in *Plessy v. Ferguson*

Free Response Questions

1. Compare the argument made in the majority opinion of the *Plessy v. Ferguson* Supreme Court decision with that established in the dissenting opinion.

Answer: The majority opinion in *Plessy* declared that although the Fourteenth Amendment does grant civil and political equality, it does not secure “social equality.” The Court held that the Louisiana law was a reasonable regulation and within the discretion of the state legislature to “preserv[e] . . . the public peace and good order.” The lone dissenter, Justice John Marshall Harlan, argued in response to the majority’s dismissal of the Fourteenth Amendment argument that the Louisiana statute was clearly aimed at discriminating only against blacks. For Harlan, the black citizens in New Orleans who protested the Louisiana statute had no doubt about its intents and consequences.

AP Practice Questions

1. The overarching concept of Justice Harlan’s dissenting opinion in *Plessy v. Ferguson* can best be stated as

Answer: A. the Constitution is color-blind

2. During the time as the *Plessy v. Ferguson* decision, some members of the African American community were engaged in

Answer: B. documenting lynching incidents across the country

3. Which of these statements is an accurate paraphrase of the excerpt?

Answer: C. Boasting of freedom does not make sense as long as the law itself degrades our fellow citizens.

DECISION POINTS

The Chinese Exclusion Act

Review Questions

1. The Burlingame Treaty of 1868 provided for all the following except

Answer: D. allowing Americans to emigrate to China

2. The most outspoken supporters of Chinese exclusion were

Answer: B. West Coast Democrats

3. Objection to Chinese immigration in the 1880s was most similar to what earlier sentiment?

Answer: C. Nativism in the 1840s and 1850s

4. During the 1850s and 1860s, many Chinese migrants found work

Answer: B. building the Transcontinental Railroad

5. The Chinese Exclusion Act was signed into law by President

Answer: D. Chester Arthur

6. The main argument for excluding Chinese immigrants from the United States centered on concern about

Answer: B. Chinese labor undercutting job opportunities for others

Free Response Questions

1. Explain the impulses that prompted the Chinese Exclusion Act and the arguments made against the law?

Answer: Impulses that prompted the Chinese Exclusion Act included the fact that politicians, labor unions, and others on the West Coast advocated limiting or prohibiting Chinese immigration; fear that Chinese immigrants created unfair job competition; racism; and the belief that the Chinese were unwilling to adapt to American culture and norms. Arguments against the law cited the principles of equal opportunity and diversity, as expressed by Frederick Douglass and Republican Senator Blanche Bruce, and the case for encouraging trade with China, as set forth by East Coast elites and President Rutherford B. Hayes.

2. Explain why Frederick Douglass opposed Chinese Exclusion.

Answer: Prominent African Americans valued the freedom to move and migrate because many of them were former slaves; they valued protections granted by the Fourteenth Amendment and believed those protections applied to all groups living in the United States, including the Chinese; and they understood the importance of building a diverse and “composite” nation.

AP Practice Questions

1. This political cartoon was primarily a response to

Answer: B. anti-Asian nativism

2. The issues addressed in the political cartoon are similar to which issue from the first half of the nineteenth century?

Answer: C. Attitudes toward Irish immigrants

3. On the basis of the ideas presented in the cartoon, the cartoonist would most likely agree with which of the following statements?

Answer: A. “The Chinese in this country have been for the most part peaceable and industrious.”

POINT-COUNTERPOINTS

Were the Titans of the Gilded Age “Robber Barons” or “Entrepreneurial Industrialists”?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		Claim B
Claim A	Were the industrial titans of the Gilded Age “robber barons” seeking profit at the expense of their workforce, or were they simply entrepreneurial industrialists whose rapidly growing industries provided thousands of well-paying jobs to less-skilled workers?	
Summarize this argument in one sentence, using your own words: Answer: Historian A argues that “big business” corporations hurt small businesses and created monopolies that, in turn, challenged the power of the federal government to regulate them.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Although both authors agree in describing the large impact that Gilded Age big business had on the economy, Historian A focuses on the negative impacts of lobbying and power while Historian B focuses on their philanthropy and the creation of jobs.	Summarize this argument in one sentence, using your own words: Answer: Historian B argues that the term “robber barons” does not apply to the big businesses of the late 1800s and instead, they benefitted society by creating well-paying jobs, donating a large amount of wealth, and making the lives of their customers better.
Select and record the sentence or sentences that best demonstrate the historian’s argument: Answer: “Competition bred innovation and invention, but monopoly stifled it, turning creative entrepreneurs into maintainers of an extremely comfortable, prosperous status quo.”		Select and record the sentence or sentences that best demonstrate the historian’s argument: Answer: “So the robber barons, far from being robbers, were the prime creators of the modern economy and helped mightily to propel the country to a position of global economic supremacy and to make the average American, and the country as a whole, far richer.”

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Accounts from workers could give perspective on their working conditions; laws like the state incorporation laws, Sherman Antitrust Act, and Clayton Antitrust Act could show the government tried to limit the powers of corporations.

Explain how this debate reveals different interpretations of the effects of business consolidation.

Answer: This debate highlights the actions of business leaders to increase profits and their wealth, both personal and corporate, by using innovative technology and pro-growth government policies. Although both sides agree that monopolies are harmful and consolidation brings down costs for customers, these authors focus on how the decisions of business leaders affected the employees of these large corporations and how civil society as a whole was either improved or worsened.

Were Urban Bosses Essential Service Providers or Corrupt Politicians?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Were urban bosses corrupt politicians who manipulated the political system for their own control and gain, or were they providing essential services for immigrants and enabling the growth of cities despite corrupt means?	Claim B
Summarize this argument in one sentence, using your own words: Answer: Historian A argues that urban bosses improved the quality of living for immigrants by providing them jobs and helping them become American citizens.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Although both historians agree that the urban bosses used immigrants to buy votes, Historian A argues the immigrants were benefitting from the exchange, whereas Historian B argues the urban bosses exploited the immigrants.	Summarize this argument in one sentence, using your own words: Answer: Historian B argues that only the well-connected immigrants benefitted from political machines and the large amount of corruption led to dangerous living and working conditions for immigrants.
Select and record the sentence or sentences that best demonstrate the author’s argument: Answer: “Urban bosses assisted immigrants in ways beyond simply providing food, jobs, and shelter in exchange for votes.”		Select and record the sentence or sentences that best demonstrate the author’s argument: Answer: “Only, as usually happened with boss-run cities, it was the common people who were taken.”

Which argument do you find more convincing? Explain what evidence led you to this point of view.
Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Primary sources could include: voting records, newspaper articles from the time period, accounts from immigrants, political cartoons, and so forth.

Explain how this debate highlights how political machines thrived, in part, by providing immigrants and the poor with social services.

Answer: This debate focuses on how political machines can be successful. By essentially buying votes from a vulnerable population in exchange for basic public services and the ability to gain citizenship, the political machines were successful in retaining power.

Was Frederick Jackson Turner’s Frontier Thesis Myth or Reality?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was Turner’s thesis a myth about the individualism of the American character and the influence of the West or was it essentially correct in explaining how the West and the advancing frontier contributed to the shaping of individualism in the American character?	Claim B
Summarize this argument in one sentence, using your own words: Answer: Historian A argues that Turner’s definition of individualism was narrowed by racial nationalism and he misattributed the narrowing of individualism to the “fading” of the frontier instead of the rise of corporations.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Both historians agree that Turner’s argument was very Eurocentric and ignored the culture of non-Europeans.	Summarize this argument in one sentence, using your own words: Answer: Historian B argues that Turner’s thesis is correct in saying that the American West was a progressive process and the American character would be lost now that its ability to expand and conquer was over.
Select and record the sentence or sentences that best demonstrate the author’s argument: Answer: “It was the rise of the modern corporation, not the supposed fading of the frontier, which narrowed the meaning of individualism and opportunity as Americans had previously understood them.”		Select and record the sentence or sentences that best demonstrate the author’s argument: Answer: “Politically and socially, according to Turner, the American character—including traits that prioritized equality, individualism, and democracy—was shaped by moving west and settling the frontier.”

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Primary sources could be: Turner's thesis, the Homestead Act, accounts from settlers moving west, and so forth.

Explain how this debate highlights the movement of American settlers to both rural and boomtown areas of the West in hope of achieving self-sufficiency and independence.

Answer: It is a fact that many American settlers moved to rural and boomtown areas of the West in hope of achieving self-sufficiency and independence. The debate over the legitimacy of the Turner thesis highlights differences in the ways historians make sense of resulting changes in the American identity and in America itself. The sought-after self-sufficiency and independence were far more available to Americans of European ancestry than to groups such as American Indians, African Americans, Asians, or other minority groups.

PRIMARY SOURCES

Cartoon Analysis: Thomas Nast Takes on “Boss” Tweed, 1871

Sourcing Questions

1. Who was the artist of these political cartoons?

Answer: Thomas Nast drew these cartoons.

2. What was the artist’s goal in creating these cartoons?

Answer: Nast wanted to draw attention to the corruption of Boss Tweed.

3. Why did Boss Tweed fear these cartoons?

Answer: Tweed feared the cartoons because most of his constituents were illiterate, yet they could still understand the message of Nast’s cartoons.

Comprehension Questions

1. How do these cartoons demonstrate that Boss Tweed had an unfair grip over politics in New York? Use specific examples from the cartoons to support your answer.

Answer: Source A implies Tweed controls the counting of votes, so he controls who wins. Source B implies Tweed’s money determined the outcome of the Democratic convention. Source C shows Tweed sitting on a throne in the crowd, having let loose a tiger that is mauling a woman who represents a republic and law. Nast implies Tweed makes a mockery of law and republican values. Sources A and C taunt the reader by asking “What are you going to do about it?” implying that even though Tweed is clearly in the wrong, no one will question him because he is too powerful.

2. Which cartoon do you feel is most effective? Explain.

Answer: Student answers will vary but should be supported by specific evidence from the cartoon of their choice.

Historical Reasoning Questions

1. According to Thomas Nast’s portrayal, what threat did Boss Tweed represent to constitutional principles and a healthy civil society?

Answer: Tweed made a mockery of elections by controlling them through bribes and corruption. Although he provided essential services to immigrants, his power in New York City was above the law, and Thomas Nast criticized him for flouting the rule of law.

2. What is the role of a free press in questioning governmental actions in a constitutional republic?

Answer: A free press, guaranteed in the First Amendment, is essential to ensure that citizens are informed and can hold government accountable when it acts in a way that is contrary to the law.

3. Do you think political cartoons play the same role in questioning government today as they did in Thomas Nast’s time? Explain.

Answer: Student opinions will vary but should be supported by specific evidence.

The Dawes Act, 1887

Sourcing Questions

1. What economic goals did the Dawes Act seek to accomplish?

Answer: The Dawes Act sought to reduce poverty among American Indians.

2. What social goals did the Dawes Act seek to accomplish?

Answer: It sought to destroy the tribal reservation system and motivate individual American Indians to assimilate into mainstream American society.

Comprehension Questions

1. How much land did the Dawes Act allot to individual Indians?

Answer: A one-quarter section for a head of family, a one-eighth section for a single person or orphan, one-sixteenth section for children.

2. How long did individuals have to select their land?

Answer: Four years.

3. What happened if an individual did not select their land?

Answer: An agent appointed by the Secretary of the Interior would choose a lot for them.

4. What conditions came with the allotment of land?

Answer: It would be held in trust by the U.S. government for 25 years.

5. How were the Indians who accepted the land to be treated by state or territorial law?

Answer: The same as any other land owner.

6. What incentive was offered to Indians who accepted the land, lived apart from their tribe, and adopted a “civilized” (Western) way of life?

Answer: Full U.S. citizenship.

Historical Reasoning Questions

1. How did the Dawes Act fit into the founding tradition of the United States, with a focus on promoting and protecting natural rights?

Answer: Students should discuss in some manner that the act established private property among the American Indians. Some may also note that, according to John Locke, the “pursuit of happiness” from the Declaration of Independence has its roots in a right to private property, and thus this act would allegedly bring the American Indians into the “natural” order by establishing property rights for the individual. They should also recognize that it sought to include the American Indians under the essential social contract of the United States under the Declaration of Independence and the Constitution by conferring full citizenship.

2. In what ways did the Dawes Act violate the natural rights of American Indians?

Answer: Students should observe that the Dawes Act was a fundamental violation of natural rights in that the American Indians did not have a choice whether to participate. This is a violation of the right to pursue happiness in their chosen manner. It also fails to recognize that there was a private property right in the collective property of the tribal groups. They may also note that a social contract must be voluntary to be valid and just.

Images from the Carlisle Indian School, 1880s

Sourcing Questions

1. Briefly describe the context for relationships between American Indians and Anglo-Americans after the Civil War.

Answer: Anglo-Americans were moving west in record numbers and ran into conflict with the American Indian people who already lived west of the Mississippi. This led to military conflict and later, the federal government enacted the Dawes Act, which allowed the government to survey and divide American Indian land for individuals, rather than communal or tribal, ownership.

2. The photos are of Apache children who attended the Carlisle school. Why were these “before” and “after” photographs taken?

Answer: These photos were taken to show that the process of assimilating American Indian youth at schools like Carlisle was successful.

Comprehension Questions

1. List at least three adjectives to describe the children in this figure.

Answer: Answers may include: Tired, sad, sullen, bedraggled, nervous, rebellious (young men with crossed arms).

2. List at least three or more adjectives to describe the children in this figure.

Answer: Answers may include: Neat, serious, proper, posed.

3. Based on these images, how had these children’s lives changed in four months?

Answer: These images show a dramatic physical transformation. Boys and girls are dressed in formal attire and their hair is cut and styled.

4. What additional historical information would you need to fully answer question 2?

Answer: There is no information given about their daily lives, such as what the children studied, how they spent free time, if they had contact with their families.

5. Note that children’s names are listed under the image in Source B. How do these names reveal the process of assimilation?

Answer: The names are Christian (European) names. Teacher note: Pratt insisted that the students receive a Christian name and no longer use their given name.

Historical Reasoning Questions

1. According to Pratt, what is his goal in opening the Carlisle Indian School?

Answer: Pratt wants to fully transform American Indians by bringing them up in U.S. culture. He believes if he does this when they are young, the transformation will be successful and the Indian children will only know and accept American culture, rejecting their own. The implication is that Western culture is vastly superior to American Indian cultures.

2. Can these images be used as proof of the success of his goal? Explain.

Answer: Students should note there is a clear physical transformation of the students in these images, but the images were taken by Pratt or school staff to show his success. These images do not reveal whether the young people truly accepted what they were taught at the school, and they ignore the students’ voice. Students may also make connections to American Indians like Sitting Bull who actively resisted white settlers’ encroachment by fighting back and/or cultural transformation such as the Sun Dance.

Grover Cleveland’s Veto of the Texas Seed Bill, 1887

Sourcing Questions

1. Who wrote this document?

Answer: President Grover Cleveland.

2. Who was the author’s intended audience, beyond Congress?

Answer: The voters.

Comprehension Questions

1. Cleveland argued that “an appropriation” was not warranted by the Constitution. What would be the original source of the funds if such an action occurred?

Answer: Federal taxpayers.

2. What in this statement would lead us to believe Cleveland is a strict constructionist? Why?

Answer: He argued that in the Constitution there is no mention or justification for taking an action on behalf of the individual.

3. Who had already aided the farmers in Texas? What does Cleveland imply by stating this?

Answer: Cleveland states that individuals have already contributed to help the farmers. He implies that personal charity can address this problem, rather than the federal government.

Historical Reasoning Questions

1. Examine the Farm Laborers—Average Monthly Earnings chart to determine whether there was a significant difference in the economic hardships faced by farmers in Texas (West South Central) compared with farmers in other regions of the United States. Hypothesize additional reasons for the problems.

Answer: The region Texas is in (West South Central) has higher wages than two of the other regions (East South Central and South Atlantic) and higher wages than the U.S. average in 1880. This could be due to the two lower-waged regions being the majority of the Confederate States of America still recovering from Reconstruction, with most of its labor force consisting of freedmen and poor white sharecroppers.

2. In his veto message, Cleveland stated: “Federal aid in such cases encourages the expectation of paternal care on the part of the Government and weakens the sturdiness of our national character, while it prevents the indulgence among our people of that kindly sentiment and conduct which strengthens the bonds of a common brotherhood.” Summarize this statement in your own words. Do you think this belief holds true in the present day when natural disasters occur in the United States? Support your opinion with specific examples.

Answer: Cleveland is saying that providing federal relief to the farmers of Texas would create a dependency on the part of the federal government that would be detrimental in the long run (“weakens the sturdiness of our national character.”) Student opinions will vary. Typically, private charity and federal assistance are provided in the occurrence of natural disasters or tragedies.

Edward Bellamy, Looking Backward, 2000–1887, 1888

Sourcing Questions

1. Who wrote this passage and when?

Answer: Edward Bellamy wrote this novel in 1887.

2. What was happening in the United States when this was written? Explain the context.

Answer: Bellamy was living and writing in a time when the economic shift from a rural society to an urbanized one was having a dramatic effect on society, including unregulated exploitation of labor and intense poverty for many.

3. What motivated Bellamy to write this novel?

Answer: As a socialist, Bellamy believed the current system of private property and competition was harmful to society. Students may speculate that he hoped to convince others of his point of view in his novel.

Comprehension Questions

1. Describe the analogy; for example, who was where on the coach?

Answer: The rich were on top of the coach being pulled by the masses of the commoners, or the people, who were replacing the horses.

2. According to his analogy, where did the majority of people work and what does that say about society?

Answer: Most of the people were on the bottom of society, resulting in a lack of socioeconomic mobility.

3. Where did everyone want to be on the coach and why?

Answer: Everyone wanted to be on top of the coach because that would release them from the drudgery of their lives.

4. What did Bellamy mean by this statement: "By the rule of the coach a man could leave his seat to whom he wished, but on the other hand there were many accidents by which it might at any time be wholly lost"?

Answer: One of the ways to the top was inheritance; however, that was not always reliable, resulting in an unstable society.

5. Was anyone completely secure in this coach? Be sure to explain and cite the text.

Answer: No one was happy in the world of the nineteenth century, as anyone could lose a seat in the coach at any time, creating a very unpredictable life in the late 1800s.

6. What was the similarity between the cost of labor in 1887 and in 2000?

Answer: The price of the article was tied to the wage of the labor.

7. What caused the difference in cost in 1887 compared with 2000 and how did that provide for a more equitable system?

Answer: People were paid on the basis of the hours they worked, not on profession. Therefore, what mattered in 2000 was hours worked, not what the hours were spent on, creating an equitable system because talent and skill no longer determined income.

8. What would also be in large supply and why was that important?

Answer: Necessary goods, things that people need, resulting in the ideal that no one would be without an item needed to live in the world.

9. What happened to the goods that remained unsold and why was that necessary in a completely equitable society?

Answer: The goods were destroyed: these goods were not purchased, so if they were not destroyed then they would have to be given away, demonstrating favorability and destroying the notion of complete equity.

10. Why were both the rich and the poor in a bad situation in the late nineteenth century?

Answer: The wealthy were thrust into a meaningless or mindless life, whereas the rest of the masses were thrust into poverty.

11. How was life in the twenty-first century better for women and children?

Answer: Women were no longer held back and restricted to the home, children were cared for and educated (i.e., not put to work in mills).

12. Overall, how had life improved for everyone because of this new equitable system?

Answer: The stress of trying to make ends meet or the pressures of life no longer exist, thus suicide or violence resulting from such pressures no longer exist.

13. According to Bellamy, what is "simple and obvious" about a society based on selfishness? How is this a critique of nineteenth-century society?

Answer: A society based on selfishness will only lead people to behave selfishly and brutally. Bellamy implies that the selfishness of the time in which he writes has led to many problems in society.

14. How were people put into an impossibly hypocritical situation in the nineteenth century?

Answer: In the nineteenth century, according to Bellamy, people were forced to be selfish and do whatever they need to do to survive, including harming others if necessary, thus going against their own human nature.

Historical Reasoning Questions

1. According to the character Julian West, what was life like for the average U.S. citizen during the late 1800s?

Answer: For most, life was very difficult and unhappy. Bellamy gives the analogy of pulling a coach in sandy soil to represent life for the average person.

2. In Bellamy's view, how did disparity in wealth affect the general health of the country?

Answer: The disparity of wealth not only affected the poor; it affected the rich as it led them to become "debauched" due to idle minds and bodies. The extreme competition and uncertainty of this way of life also took their toll of society as a whole, not only the poor.

3. According to this text, to solve the problems of the nineteenth century, what did Bellamy believe needed to occur?

Answer: Bellamy believed a reorganization of the means of production was needed to cure poverty and its related issues. Essential goods should be kept in surplus so they are not subject to the laws of supply and demand and, therefore, could not run out, according to Bellamy. Wages should be set on the basis of hours worked to create a more equitable system and to address income disparity.

4. How did a democratic and capitalist system reform itself to seek to achieve many of Bellamy's ideals without fully embracing socialism?

Answer: Overtime, Congress passed legislation resulting in protections for workers and consumers. Progressive reformers also successfully influenced the passage of several: the Sixteenth Amendment (establishment a federal income tax), the Seventeenth Amendment (direct election of senators), the Eighteenth Amendment (Prohibition), and the Nineteenth Amendment (women granted right to vote). Unions also worked for changes to protect workers.

Ida B. Wells, "Lynch Law," 1893

Sourcing Questions

1. Who wrote this document?

Answer: Ida B. Wells wrote this document.

2. What was the author's purpose in writing this?

Answer: Wells wanted to educate the greater public about the barbarism of lynching. Along with her co-authors, she also wanted to explain why African Americans were not playing an active role in the Chicago World's Fair.

Comprehension Questions

1. Define "lynch law" according to this paragraph. When did this term originate?

Answer: "Lynch law" originated in 1780 and refers to a group of private, unauthorized citizens (a mob) inflicting punishment.

2. Who were the "masked mobs" Wells referred to in this sentence?

Answer: The KKK and other white supremacist groups.

3. What reason was commonly given for attacking African Americans in the years immediately following the Civil War? What reason was given for attacking them c. 1893, when Wells wrote this pamphlet?

Answer: In the years following the Civil War, African Americans were attacked for trying to vote and the KKK was behind many of these attacks. Circa 1893, average citizens attacked African American men who were charged with assaulting white women.

4. Why was it significant to note that lynchings took place in broad daylight?

Answer: This implied the individuals involved in the lynching had no fear of being recognized, nor did they fear any repercussions for their actions.

5. Summarize the injustice Wells described in this paragraph.

Answer: Those who participated in the lynching are often the accuser and judge. They came from positions of power and, therefore, were not questioned or held accountable for their actions.

6. Explain the hypocrisy of the charge of rape as an excuse for lynching.

Answer: Wells explained that charges of rape coming from African American women were always ignored.

7. According to Wells, what was needed for an African American to be lynched?

Answer: Merely the word of a white person.

8. Why was lynching a threat to law?

Answer: Lynching destroyed law because there was no attempt at fairness or justice. All that was required was an accusation, no proof, and the mob did its work.

9. According to this quote from the *Inter-Ocean*, what accounted for the shift in the charges that led to lynchings from attempting to vote to rape?

Answer: Public opinion turned against murdering African Americans for voting—a right guaranteed under the Fifteenth Amendment. If voting could no longer be used as “justification” for lynching, a new cause had to be found—attacking white women.

Historical Reasoning Questions

1. What conclusion can you draw from the two tables Wells presented in this excerpt?

Answer: The number of lynchings steadily increased in the 1890s. Wells implies this is due to the change in the charge that is most commonly used for justifying lynchings: assaulting white women.

2. What are the most powerful or important passages in this article? Justify your response.

Answer: Answers will vary. Students should defend their answer with logical reasoning.

3. What principles of a constitutional government are relevant in considering the tragedy of lynching?

Answer: Lynching mocks the idea of equality under the law and due process. As Wells points out, the lynch mob was often the accuser, jury, judge, and executioner, and never suffered any consequences for their extralegal actions.

4. How does this document demonstrate changes or continuities from the Reconstruction Era regarding race relations?

Answer: In the immediate aftermath of the Civil War, progress was made in granting freed men political rights with the passage of the Reconstruction Amendments. Efforts were made to ensure educational and economic opportunities were available to freedmen with the creation of the Freedmen's Bureau. However, white supremacist groups fought back against these changes in the

1870s and with the end of the federal occupation of the South, state Jim Crow laws undid much of this progress. By the 1890s when Wells was writing, racial violence continued and was becoming normalized.

Frederick Jackson Turner, “The Significance of the Frontier in American History,” 1893

Sourcing Questions

1. Who wrote this document?

Answer: Historian Frederick Jackson Turner wrote this essay.

2. Who was the author’s audience?

Answer: He was writing for an audience of fellow historians meeting at the American Historical Association in 1893.

Comprehension Questions

1. What did Turner say was officially closed?

Answer: The author declared the American frontier closed, because there was no longer any unsettled land.

2. According to the author, American history had been the history of what process? Why?

Answer: He argues that American history was the history of the colonization of the Great West. The author believes the existence of an area of free land, and the advancement of American settlement westward to fill up that free land, explain American development.

3. In your own words, describe what the author meant in this quote.

Answer: Students should answer that the author believed that the settlements in the West were more characteristic of American individualism than the history of settlements on the Atlantic Coast prior to the Revolutionary War.

4. Turner said Americans “must accept the conditions which it [the frontier] furnishes, or perish.” What did he mean?

Answer: The settlers needed to adapt to their surroundings to survive.

5. What did the frontier promote for the American people?

Answer: It promoted a composite nationality for the American people.

6. Turner said the frontier was productive of what?

Answer: The frontier was productive of individualism.

7. To what did American intellect owe its striking characteristics?

Answer: American intellect owed its striking characteristics to the frontier.

8. With the closing of the frontier, what else closed?

Answer: The first period of American history.

Historical Reasoning Questions

1. Summarize the Turner Frontier Thesis in one or two sentences in your own words. Discuss the validity of the author’s argument.

Answer: The first part of this answer will vary. The second part will consist of answers that explain how the settlers had to adapt to their surroundings in terms of shelter, food, and water, thus demonstrating how Americans tend to adapt and are self-sufficient. Westward settlements continued demonstrating these aspects to more of a degree.

2. In what ways do you agree or disagree with Turner's thesis, on the basis of what you have learned about U.S. history thus far?

Answer: Students may agree that, to understand what the American identity is, one must consider the strength, resiliency, and courage necessary to build successful lives as successive generations had pushed the frontier west over a long time. They may note that the American character of individualism and liberty was indeed shaped by the frontier and the West, and that same spirit extends itself to conquer new frontiers in science and exploration, for example, pointing to researchers studying space and the oceans. One disagreement could be that American settlers had always adapted this way and, therefore, the westward expansion did not demonstrate anything different than earlier settlements and their adaptations. Another disagreement could be that there are additional aspects of American development that influence national characteristics, including immigration, culture, gender, among others. Furthermore, many historians now argue the American character was actually shaped more by developments and attitudes in the eastern urban centers of the country.

Booker T. Washington, "Speech to the Cotton States and International Exposition," 1895

Sourcing Questions

1. Who authored this document?

Answer: Booker T. Washington.

2. What do you know about this author, which might influence his message?

Answer: He was born in the South and spent his life there. He founded the Tuskegee Institute in Alabama, which focused on helping blacks develop practical skills in agriculture and other vocations. His emphasis was on education for immediate, practical results.

3. Who was the intended audience?

Answer: Some parts of the speech are directed at an audience of blacks, other sections are directed at whites. Washington clearly believes other African American leaders will hear or read his words.

4. What might this audience already believe about black-white relations in the South? About the New South movement?

Answer: Many whites in the South and the North strongly supported a Jim Crow order in which southern blacks were second-class citizens. Many blacks lived with this reality and were frustrated by it, but saw few real alternatives. Some whites and blacks in the South hoped to move the South away from dependence on agriculture, especially cotton, but they were the minority.

Comprehension Questions

1. What seemed to be Booker T. Washington's advice for southern blacks?

Answer: Booker T. Washington believed African Americans could improve their own condition much easier than they thought; they had the capacity to do it themselves without help from outside groups. Success would come through practical education in vocational trades and in agriculture.

2. How was the kind of education Booker T. Washington was suggesting different from higher education available for whites?

Answer: Although higher education available for upper class whites was based on academic advancement, Washington believed blacks should put their energy into practical education that would improve their chances for the kinds of vocations that would be available to them.

3. Who seemed to be the intended audience for this part of the speech?

Answer: Whites in the South.

4. How does the advice given here fit with the New South movement?

Answer: He encouraged southern whites to use black, rather than immigrant, labor to build the railroads and labor in the factories.

5. What advantage did Washington believe black labor had over immigrant labor?

Answer: Blacks speak English and are familiar with southern customs. They are loyal to the United States.

6. What benefits, according to Washington, would accrue to the whole South if it relied on black labor for its development?

Answer: Crime would be reduced, progress and prosperity for all would increase.

Historical Reasoning Questions

1. Why might many African American leaders be upset with the advice that Washington offers here?

Answer: Washington accepts social segregation and discrimination.

2. What does Washington seem to be saying in this final passage about the relative importance of economic opportunity versus political and civil rights?

Answer: He seems to suggest that economic progress must come first, and then African Americans will be “prepared” for political and civil rights.

3. In future years, W. E. B. Du Bois and other African American leaders considered Booker T. Washington to represent a betrayal of the ideas of Reconstruction. What Reconstruction ideas does he seem to be abandoning?

Answer: Washington seems to accept Jim Crow segregation and the nullification of the Fourteenth and Fifteenth Amendments. He seems to be giving up, for a time, the promise of black equality, civil rights, and the right of black men to vote. Although he acknowledges that “It is important and right that all privileges of the law be ours,” he indicates that blacks will need to be patient as the white race comes to see the justice and benefits of the two races “pulling the load upward” together.

Cartoon Analysis: Immigration in the Gilded Age, 1882–1896

Sourcing Questions

1. What were the major events in the country at the time these cartoons were published?

Answer: The period after the Civil War was a time of enormous economic growth. There was a huge demand for skilled and unskilled laborers to do the new jobs being created thanks to technology. Many immigrants came to the United States to fill these jobs.

2. How were the immigrants regarded by American-born workers? How did many factory owners regard the influx of immigrants in the Gilded Age?

Answer: Members of the existing labor force often resented the new immigrants and treated them with hostility. Factory owners were happy to welcome cheap labor.

Comprehension Questions

1. Based on this image, what was the prevailing view of the Chinese at the time this cartoon was created?

Answer: Most viewed the Chinese as undesirable immigrants, as indicated in the cartoon by all other nationalities, Congress, and Uncle Sam are building a wall to keep them out.

2. Does the artist support this view? Explain.

Answer: Accept reasoned answers. Students should note that the artist has pointed out the irony of trying to keep Chinese immigrants out of the United States while the United States is forcibly opening up trade with China (depicted by the American ship tearing a hole in the wall around China).

3. Based on this depiction of the Irishman, what was the artist's opinion of the Irish people?

Answer: The artist implies the Irish are radical (by their participation in Clan na Gael) and prone to violence (by including a large knife in the man's hand). The facial features of the Irishman are ape-like, implying the artist believed the Irish to be inferior. Most crucially, the Irishman does not join the other immigrants in the "citizenship" melting pot, implying the artist does not think the Irish worthy or capable of assimilation and citizenship.

4. What additional image in this cartoon supports the artist's view of the Irish?

Answer: The woman representing the United States looks at the Irish man with a worried expression. The other immigrants, dressed in the traditional garb of their countries of origin, also look at the Irish man with worried expressions

5. Compare this image with the previous cartoon, "The Anti-Chinese Wall" from 1882.

Answer: Both cartoons single out a particular group as being "undesirable" for America, the Chinese in the Anti-Chinese Wall, and the Irish in this cartoon. Both cartoons depict different immigrant groups using caricatures and stereotypes.

6. According to the artist, what problems did the immigrant bring to the United States?

Answer: The immigrant brings anarchy, disease, superstition, poverty, and "Sabbath Desecration." The last point singles out this immigrant as Jewish.

7. Explain the irony of the sign on the wall and Uncle Sam's expression.

Answer: Uncle Sam looks disgusted by the immigrant and holds his nose, which is in direct contrast to the "Welcome" sign on the wall for the immigrant.

Historical Reasoning Questions

1. Do these cartoons present immigrants in a positive or negative light? Support your answer with evidence.

Answer: These three cartoons portray immigrants by using negative stereotypes and imagery that is racist or hostile to religious and ethnic groups. Many of the immigrants entering the country after the Civil War were from parts of the world where the cultures differed widely from previous generations of immigrants, making it more difficult for the Gilded Age immigrants to assimilate with the U.S. population. Cartoons B and C clearly depict an anti-immigrant stance. The figures representing the United States (Columbia and Uncle Sam) look on the immigrants with alarm or disgust.

2. Evaluate how views of immigration have changed or stayed the same in U.S. history from the founding era to the Gilded Age. What parallels with the modern immigration debate can be identified? Explain.

Answer: Students should note that the United States has always been a country of immigrants. With the exception of American Indians, all people in the United States came from other parts of the world originally and brought their existing customs, culture, language, and so forth, with them. Different immigrant groups have been persecuted and targeted throughout history. Students may note that

imagery of a wall to keep immigrants out appears in all three cartoons, as well the relevance of a wall in the current discourse on immigration in the United States.

William Jennings Bryan, “Cross of Gold” speech, 1896

Sourcing Questions

1. Who wrote this document and when?

Answer: William Jennings Bryan, a candidate for the Democratic presidential nomination, gave this speech at the Democratic National Convention in 1896.

2. Explain the events in the realm of industry and banking in the mid-1890s that provided the context for this speech.

Answer: During the Gilded Age, many western and southern farmers were deeply concerned about the lack of currency to pay their debts. They were advocating federal government intervention into the economy.

3. Who was the author’s audience? How might that audience have affected the document’s content?

Answer: Bryan’s audience was the Democratic National Convention, which is a group of important party members. They might have either pushed him to more radical version of the speech or caused him to calm his rhetoric.

4. What do you believe was the author’s point of view or perspective?

Answer: As a politician from Nebraska, Bryan clearly identified with the small-scale farmer as opposed to the large northeastern financial interests.

Comprehension Questions

1. Who did Bryan believe can and should decide this important question?

Answer: He believed the American people were the only suitable option to resolve these issues.

2. What was Bryan’s argument against those who believed his policies would harm businesses?

Answer: He argued that there were more businessmen than merely the large industrialists—coal miners, small proprietors, and every wage earner were actually businessmen.

3. What did Bryan mean when he said their “war is not a war of conquest?”

Answer: Bryan argued that the Democratic Party was not seeking to upend American society or displace any particular group. Instead, it merely sought a voice for those who had been ignored by large financial and political interests.

4. What did Bryan mean when he said their “war is not a war of conquest?”

Answer: In his view, they had begged and entreated too long for political support. Now, they would defy those who would deny them their rights.

5. Why did Bryan approve of the income tax?

Answer: Bryan believed the income tax was a legitimate form of government action. The income tax was never illegal until one person on the Supreme Court decided to invalidate the measure. Bryan believed it should be reissued and used to help benefit the nation.

6. Why did Bryan believe government was better suited than private individuals to coin and issue money?

Answer: He argued that one of the legitimate purposes of government is to coin and issue money because it is wrapped up in sovereignty. A nation must be able to regulate its currency. On the flip side, if a private individual controlled currency, then that person would possess too much power within a society.

7. Why were the Democrats in general, and Bryan in particular, choosing to focus on the gold standard to such a high degree?

Answer: Democrats believed the gold standard was the most important issue and had harmed more people than tariffs or any other financial issue.

8. In Bryan's view, what part of society was in favor of the gold standard?

Answer: The only segments of society that supported the gold standard were the rich industrialists and commercial interests. Most Americans, especially farmers, opposed the gold standard.

9. Did Bryan think cities or farms are more important? Why?

Answer: Bryan believed cities could not thrive without farms, whereas farms could easily survive without cities. The reason for this was that farms are self-sustaining, whereas cities cannot feed themselves.

10. What did Bryan mean when he said that "you shall not crucify mankind upon a cross of gold?"

Answer: He means the northeastern interests cannot demand that all Americans respect their desire for a "hard currency" if it harms the rest of the population. He used religious imagery as he proclaimed that everyday Americans refused be crucified to benefit the commercial interests.

Historical Reasoning Questions

1. What did Bryan's speech illustrate about the economic, political, and social tensions in the Gilded Age?

Answer: Answers will vary by student. Example: Bryan's speech illustrated that labor, farmers, and ordinary workers felt forgotten by the government, ignored, and left to the greed of the big corporation owners and bankers. Bryan critiqued the establishment economically, politically, and socially. Economically, he believed the commercial and railroad interests possessed too much power over average Americans. Politically, he believed those same commercial interests held too much sway over the American government and the populist element of the Democratic Party wanted to harness that authority to benefit small stakeholders. Finally, in terms of social relations, Bryan's speech demonstrated the divisions between urban and rural elements in American society throughout the Gilded Age.

2. Why do you believe the Democrats ultimately selected Bryan as their standard bearer in 1896?

Answer: Answers will vary by student. Example: I believe the Democrats selected Bryan because he had the support of the populist element within their party. Although the southern elite had held sway over the party since the end of the Civil War, the times were changing in the 1890s. By 1896, only Grover Cleveland had been elected on the Democratic ticket. As a result, they selected him in their bid for an electoral victory.

LESSONS

The Annexation of Hawaii DBQ

Handout A: Student Document Packet

Document 1: Fredrick Jackson Turner, The Significance of the Frontier in American History, 1893

1. What change in the nature of the United States does the 1890 census announce?

Answer: It announces the closing of the frontier in the West.

2. What does Turner see as the “peculiarity” of American institutions?

Answer: They are shaped by the transformation of wilderness areas into civilized areas. This availability of opportunity, according to Turner, has shaped the American character in a way that no other people on Earth have been shaped

Document 2: Alfred Thayer Mahan, The Interest of America in Sea Power, Present and Future, 1897

1. According to Mahan, what three things “constitute the chain of maritime power”? How does this connect to Frederick Jackson Turner’s frontier thesis in Document 1?

Answer: Mahan asserts that the “turning of the eyes outward” (i.e., looking to foreign rather than internal markets), the production power of the United States, and the need to conduct foreign trade all point to a need to focus on maritime or naval power. In Document 1, Turner asserts that the frontier has closed, which gives support to Mahan’s first point about shifting to look at foreign rather than internal markets.

2. What is the importance of the Hawaiian Islands, according to Mahan?

Answer: They are strategically important for commerce and national security (their “favorable position for maritime and military control”).

3. If Hawaii were not controlled by the United States, how does Mahan see the island nation as a potential threat to U.S. national security?

Answer: If controlled by a hostile power, it would allow that power to “menace” the Pacific coast of the United States as well as trade in the Pacific.

4. Why does Mahan assert that the United States has a right to claim Hawaii?

Answer: Mahan unapologetically claims it is in the self-interest of the United States to annex Hawaii. A nation has the right to achieve security and prosperity, which Mahan calls “the necessity of carrying its life.”

Document 3: Map of U.S. Imperial Acquisitions 1865–1900

1. What important countries could be reached by steamships after re-coaling in Hawaii?

Answer: Students should be able to identify that China, Japan, The Philippines, and Australia were accessible so long as U.S. ships had access to Hawaii.

2. How does this map support the evidence provided in Document 2: Alfred Thayer Mahan’s The Interest of America in Sea Power, Present and Future?

Answer: Mahan called for naval bases to support a larger navy, which would require securing coaling stations (island possessions) in the Pacific Ocean.

Document 4: “Bayonet” Constitution of the Kingdom of Hawaii, 1887

1. In what ways do the first two articles of the Bayonet Constitution establish principles in line with the founding principles of the United States?

Answer: It established a natural rights foundation similar to that of the Declaration of Independence and the Bill of Rights.

2. How do articles 13, 20, and 21 limit the Hawaiian monarchy?

Answer: They create a separation of powers in the government and make the King answerable to the legislature and the courts. These articles also prevent government from specifically benefitting the royal family.

3. What group of people has their political power increased by articles 56, 57, and 59?

Answer: These articles enfranchised Americans who were not native Hawaiians. They did this by requiring only three years' residency and/or property qualifications to have rights equal to those of native Hawaiian citizens. This was done at the expense of Asian residents, who were excluded from voting under the Constitution.

Document 5: President Grover Cleveland, Message about Hawaii, December 18, 1893

1. What does Cleveland see as illegitimate about how the United States acquired Hawaii?

Answer: That it was taken by force, advocated by Americans with a financial stake in the action. The takeover had no support from the Hawaiian people, either through popular support or via revolutionary action.

2. What does Cleveland see the United States as losing if it gains Hawaii by this proposed treaty of annexation?

Answer: Its honor, morality, and right to stand for justice. He also says that it would be an insult to the U.S. national character, as well as to the Hawaiian people.

3. How does Cleveland believe the Hawaii situation should be justly resolved?

Answer: Through legislative action by the Congress.

Document 6: Petition against the annexation of Hawaii, 1897

1. What was the position of the Hawaiian Patriotic League on annexation?

Answer: They were opposed in "any form or shape."

Document 7: Newlands Resolution, July 7, 1898

1. What does the resolution claim about the wishes of the native-born Hawaiians?

Answer: That they have consented to relinquishing their sovereignty.

2. What is the new relationship between the United States and Hawaii as of July 4, 1898?

Answer: Hawaii is now under the legal control of the United States as a dependent territory.

Industry and Immigration in the Gilded Age

Warm-Up Activity

1. How many passengers total are listed on this page?

Answer: 33; You might point out that there were ten men, nine women, and 14 infants and children up to age 13 years.

2. How many of the passengers do not appear to be traveling with a family unit? How can you tell?

Answer: 13; They are not listed with other passengers with the same last name embarking from the same port.

3. Notice the ages of the passengers: Oldest? Youngest? Additional details?

Answer: 50; two 5-month-old babies; 14 of the 33 are younger than 19 years; only three are 40 years or older

4. Do any children appear to be traveling without a parent? What scenarios might have resulted in these children being sent without an adult?

Answer: Three siblings are traveling without an adult: Annie, Anthony, and Phillip Moore. Accept reasoned responses; perhaps their parents or other relatives were already in New York waiting for them, which was a common practice.

5. It appears that for four mothers who are traveling with their children, no father is listed. At a time when women's roles and rights were limited in the United States and elsewhere, why might these mothers have moved to America with their children?

Answer: Kranedy, Spruce, Hirschberg, Reilgili

Accept reasoned responses; perhaps the fathers were already in the United States.

6. What was the most common citizenship listed?

Answer: Russia: 20 people; Ireland: seven; England: five; United States: one

7. What was the most common destination?

Answer: New York: 23 people: four family groups and nine individuals traveling alone; Minnesota: a married couple; Pittsburgh, PA, one family. One passenger each listed the following destinations: Nebraska; New York; Connecticut; Trenton, NJ; Philadelphia, PA.

8. What were the most common callings [occupations]?

Answer: Wife: six women; spinster: four; laborer: three; artisan: two; and one each: smith, machinist, tailor, tanner, farmer. Note that spinster is a term for a single woman; all adult women listed either wife or spinster as their calling.

9. Summarize the Read/Write column under "Intended Destination or Location."

Answer: Of the 19 adults, five do not read and write: 4 women and 1 man.

10. Note the number of pieces of luggage for the passengers and how long they intended to stay in the United States.

Answer: People then were accustomed to getting by with fewer material possessions. These were not likely to have been wealthy people to begin with and had probably sold all their worldly goods to be able to pay for their transportation and buy the necessities when they arrived in the United States. Maybe there were limits on luggage allowed or extra charges for luggage.

11. What characteristics did all of these passengers have in common?

Answer: Accept reasoned responses; for example, they all survived a dangerous and difficult voyage and all intended a "protracted sojourn," or lengthy stay in the United States.

Handout B: *Nevada Manifest*

1. How many passengers are listed on this page?

Answer: 33 passengers

2. What are the age ranges of the passengers?

Answer: Infant to 50 years

3. List four or five of their occupations.

Answer: Wife, spinster, laborer, artisan, smith, machinist, tailor, tanner, farmer

4. Where are most of the passengers from?

Answer: Russia

5. What is the intended destination of most passengers?

Answer: New York

Handout C: Letters from Polish Immigrants to Their Families in Poland Letter 1

1. According to Julian Kszeszowski, how did employers select workers in the United States?

Answer: Employers in the United States selected workers just as people bought animals in the market in Poland: they looked for those who were strong, young, and healthy.

2. According to this letter, what were some keys to success in America?

Answer: Keys for workers to find success in America were to be strong, young, healthy, energetic, and industrious; speak English; live in a good neighborhood; have a friend to help out in hard times.

3. What advantages did workers have in the United States compared with Poland?

Answer: Workers in the United States could make money much faster than they could in Poland; America was the richest country in the world.

4. Why did Julian say the work was so hard everywhere in the United States? Explain.

Answer: The work was so hard because “all of the wealth is in the earth.” The writer may have been thinking of agriculture and/or mining in the United States. Note that Nanticoke is in a mining region of Pennsylvania.

5. What clues did the writer give that he found it difficult to adjust to life in America?

Answer: He twice mentioned speaking the language as a challenge, and he advised having a friend “so that he would not make out as I did. . . .”

6. On balance, did the writer seem to be satisfied with his choice to make a new life in another country?

Answer: Accept reasoned responses.

Letter 2

1. How did Joseph and Josephine Lipinski describe their ocean voyage to the United States?

Answer: The writers described their voyage by referring to the “terror and misery” they suffered.

2. What are some pluses about working in the United States?

Answer: Pluses of working in the United States included not needing to work as hard to survive as was necessary in Poland, and they stated that they were “getting along fairly well.”

3. What are some minuses about working in the United States?

Answer: Minuses of working in the United States include working deep underground, the lack of work during the winter, loneliness, and that some people have found “greater misery in America than they did in the old country.”

4. On balance, how do the Lipinskis evaluate their decision to immigrate to America?

Answer: They do not seem satisfied with their situation even though it is possible to live better and earn more money than in Poland. However, they are too frightened of the ocean voyage to go home.

Letter 3

1. What unfortunate situation related to his work did Leon Makowiecki describe to his mother?

Answer: Makowiecki described an unsuccessful strike, “work has stopped. . . . We went back to work for the same money, but we are now working only three days a week.”

2. How did Makowiecki describe his situation and attitude at the time of his letter?

Answer: Makowiecki seemed discouraged but tried to insert a cheerful thought in his letter to his mother: “I do not know how much longer the work will go on like this. Right now a man hardly makes enough to live on. But perhaps that will not last long.”

3. The writer’s mother had asked him whether he likes it better in America or in the old country. How did he respond?

Answer: He stated that, in spite of the difficulties he faced, he liked America better because he could earn more money more quickly to send back to help his mother.

4. What do the three letters have in common? How can letters like these help reveal the developing national identities of the era from 1865 to 1898?

Answer: Features in common among the letters include the following:

- It was possible to make more money in the United States than in Poland.
- The transition to a new country was difficult.
- Success required hard work.
- The authors of the letters seem to intend to remain in America.

National identity among immigrants was based on a determination to work hard, expect difficulties, try to learn American language and culture, and maintain connections with family back home in Poland.

Handout D: Debate over Immigration Laws 1896–1897

Document 1: Henry Cabot Lodge Speech in the Senate, March 16, 1896

(Excerpts)

1. How does Lodge balance emotional appeal and reason in his language in this excerpt?

Answer: Emotional/inflammatory/overblown terms include “swelled rapidly to enormous proportions,” “most alien to the great body of the people,” “most undesirable and harmful part of our present immigration,” “appalling danger,” “flood of low, unskilled, ignorant, foreign labor,” “graver and more serious,” entire

2. What does Lodge mean by “race”? By “our race”?

Answer: nationality, language group, and culture; whites of Anglo-Saxon heritage who speak English

3. What specific evidence did Lodge give that immigrants were a threat to the “mental and moral qualities” of America, or that there was danger from immigrants “changing the quality of our race and citizenship through the wholesale infusion of races whose traditions and inheritances, whose thoughts and whose beliefs are wholly alien to ours, and with whom we have never assimilated or even been associated in the past”?

Answer: None. He asserted that it is “proven” that the races (meaning nationalities, language groups, and cultures) most affected by the proposed literacy test are the same as those excluded by the law at the time: criminals, diseased people, paupers, and contract laborers. Lodge further asserted that “these facts prove” that these same immigrants were the most undesirable and harmful part of immigration. Furthermore, he quoted a French writer, Gustave Le Bon, who described the supposed superior “mental constitution” of the Anglo-Saxon race.

Teacher note: In the whole speech from which these excerpts are taken, Lodge’s approach to evidence is to quote a couple of French writers who have the “highest scientific training” and, therefore, are believed to be unbiased.

4. Lodge’s suggested solution to the problems he described was that prospective immigrants be required to pass a literacy test as a condition of admittance to the country. To what extent do you believe such a test would solve the economic and social problems that concerned him? To what extent would having more literate and educated immigrants make them more likely to absorb an American identity?

Answer: Accept reasoned responses. Students may note that, at least on the *Nevada* in 1892, of 33 passengers listed, there were only five adult passengers who could not read and write.

5. According to Lodge's framework, what was the proper approach to creating the "American identity"?

Answer: Continued dominance of what he called "our race"

Teacher note: A hierarchy of "races," meaning nationalities, language groups, or cultures, seems to have been accepted as supported by the science of the late nineteenth century.

Document 2: Grover Cleveland's Veto Message, March 2, 1897 (Excerpts)

1. How does Cleveland balance emotional appeal and reason in his language in this excerpt?

Answer: Emotional/inflammatory/overblown terms include "radical departure," "zealous watchfulness." On the other hand, Cleveland used qualifiers such as "in my opinion," "I believe," "appears to me," "has convinced me." These phrases give the message a more reasoned tone.

2. How does Cleveland address the issue of race?

Answer: He does not use the term, either in these excerpts, or in the complete speech, available at the provided link.

3. What specific evidence does Cleveland give that the restrictive bill under consideration was unwise, as well as "unnecessarily harsh and oppressive"?

Answer: Rather than making broad claims, Cleveland took apart the literacy test bill's components and examined them one by one. He used practical experience to refute them. A few examples:

- Regarding the idea of a threat from immigrants to the political and social fabric of the nation, Cleveland noted, "A century's stupendous growth, largely due to the assimilation and thrift of millions of sturdy and patriotic adopted citizens, attests the success of this generous and free-handed policy. . . ."
- Regarding the argument that the quality of recent immigrants was undesirable, Cleveland rebutted, "The time is quite within recent memory when the same thing was said of immigrants who, with their descendants, are now numbered among our best citizens."
- Regarding the claim that an influx of foreign labor deprived American workers of their jobs, Cleveland pointed out "so far as this condition now exists among our people it must be conceded to be a result of phenomenal business depression and the stagnation of all enterprises in which labor is a factor."
- Refuting the notion that illiterate people were a danger to peace and order, Cleveland asserted, "Violence and disorder do not originate with illiterate laborers. They are, rather, the victims of the educated agitator."
- Cleveland counseled careful attention to the real causes of any problems that arose from illiterate immigrants: "If any particular element of our illiterate immigration is to be feared for other causes than illiteracy, these causes should be dealt with directly, instead of making illiteracy the pretext for exclusion. . . ."

4. According to Cleveland's framework, what was the proper approach to creating the "American identity"?

Answer: Continued adherence to immigration policy that was "a generous and free-handed policy which, while guarding the people's interests, exacts from our immigrants only physical and moral soundness and a willingness and ability to work," policy that welcomed such immigrants in a manner that was "just and adequate, free from uncertainties, and guarded against difficult or oppressive administration."

Debating Industrial Progress: Andrew Carnegie vs. Henry George

Handout B: Structured Academic Controversy Directions and Graphic Organizer

Essential Question: Is industrial progress a positive force for human progress?

Source A: Henry George, <i>Progress and Poverty</i> , 1879	Source B: Andrew Carnegie, "The Gospel of Wealth," 1889
Central argument: Answer: Industrialization had fundamentally changed the human condition, and thus required changes to our fundamental social contract, by emphasizing collective rights, rather than those of the individual.	Central argument: Answer: The new industrial age has created unlimited possibilities for the exceptional individual and society as a whole can benefit from his success.
Major points: Answer: <ul style="list-style-type: none"> • New technology and industrialization has created conditions of poverty and idleness for those in the labor force • The improvements brought by such technology have been distributed very unevenly, benefitting only those who control capital, rather than those who labor. It has increased the gulf separating the classes. • The needs of the group now outweigh protecting the individual. 	Major points: Answer: <ul style="list-style-type: none"> • The days when things were more equal were not good for either group. The growing gap is a necessary part of the general growth of progress. Although the poor have less now than the rich, they enjoy more than the rich did in the pre-industrial age. • The greatest social challenge that the growing wealth gap has created is a lack of understanding about the lives of the other class. Their lives operate in separate spheres, in which there is almost no interaction on a personal level. • The essential basis of civilization is the protection of private property (the individual). It is essential for man to benefit from his own efforts for human progress to continue.
Consensus statement: Answer: Industrialization and the Industrial Age brought about unprecedented changes to Americans' lives. Not all Americans experienced these changes in the same way. It is useful for those who believe group needs are more important than individual liberty and those who believe the opposite to understand how reasonable people can support each side. Mutual understanding and respect can make possible the kind of deliberation and dialogue necessary for self-government.	

Populists and Socialists in the Gilded Age

Reflection and Analysis Questions for each platform

1. What was the origin of each party, and what was the group identity of each party's membership?

Answer: The Populist Party was an outgrowth of the farmers' alliances that reflected rural discontent, especially in the West and the South, through the economic downturn of the period from the 1870s to 1890s. Group identity: farmers and rural America. The Socialist Party was part of an international movement that grew out of similar dissatisfaction with economic hardship among industrial employees.

2. What were the main problems each party hoped to solve?

Answer: In both cases, the main problems were related to what the Populists and Socialists saw as the inherent flaw of capitalism, its greed, and the resulting poverty and misery of all but the wealthiest capitalists.

3. What were the main solutions by which each party sought to change American society and institutions?

Answer: The Populist Party platform asserted that its goals were consistent with the U.S. Constitution; the power of government would be increased to end oppression and poverty. The Socialist Party platform called for significant revision of the Constitution and complete replacement of the capitalist system with a cooperative system, but it provides no details about how those changes would be implemented.

4. Which platform is more specific in its demands?

Answer: The Populist Party platform is more specific.

5. What important ideas did Populists and Socialists hold in common?

Answer: Greed of capitalism was the root of many social and economic problems.

6. What roots can you find in philosophical ideas from earlier organizations or movements?

Answer: In the farm movement, gradual phases of organization included local farm cooperatives and farmers' alliances. The Socialist Party developed from a merger between the Social Democratic Party and the Socialist Labor Party, with the support of some labor unions, and progressive social reformers.

7. How did these parties reflect class and regional identities changing over time?

Answer: The Socialist Party had greater influence in the East and Midwest, whereas the Populist Party had more support in the West and South.

8. How did populists and socialists differ regarding their beliefs about the federal government's role in the social and economic life of the United States?

Answer: Populists saw the federal government as a source of strength and a vehicle for the reforms they demanded through political action. Socialists maintained there was no hope for the oppressed as long as the capitalist class was permitted to mislead and betray the people. However, the socialist platform offers no specifics about how capitalism and class rule would be abolished.

Handout C: Comparison of Populist and Socialist Platforms

What problems did Socialists and Populists identify?			
Differences		Similarities	Differences
Populist 1892		Socialist 1898	
Answer: Government corruption	Urban workers denied right to organize	Needed: trade union movement and	Answer: Socialists listed fewer specific problems in their platform. (Note: Although the

		independent political action	<p>Social Democratic Party did not list as many specific problems as the Populists had in their platform, socialist writers such as Eugene V. Debs in his writings and speeches cited many of the same specific troubles as the Populists.) See, for example, Debs: "Social Democracy," February 1898</p> <p>https://www.marxists.org/archive/debs/works/1898/980200-debs-socialdemocracy.pdf; and Debs, "Social Democracy," October 1898</p> <p>https://www.marxists.org/archive/debs/works/1898/981001-debs-socialdemocracy.pdf</p>
Answer: Demoralized people	Fruits of toil stolen by capitalists	Private ownership of means of production and distribution of wealth	
Answer: Newspapers subsidized or muzzled	Answer: The wealthy classes endanger liberty	Answer: Capitalism, the private ownership of the means of production, causes insecurity of subsistence	
Answer: Public opinion silenced	Answer: Two classes: tramps and millionaires	Answer: Two distinct classes with competing interests	
Answer: Businesses prostrated	Answer: Two distinct classes with competing interests	Answer: Poverty, misery, degradation	
Answer: Homes covered with mortgages			

Answer: Labor impoverished			
Answer: Land concentrated in hands of capitalists			
Answer: Imported pauperized labor			
Answer: Hireling standing army			
Answer: Insufficient money in circulation			
Answer: Two great political parties struggle for power and plunder			

What solutions did Socialists and Populists demand?			
Differences	Similarities		Differences
Populist 1892	Socialist 1898		
Answer: National currency issued by the government	Purposes identical with Constitution's Preamble		Revision of Constitution to remove obstacles to complete control of the government by the people
Answer: Increased money in circulation, unlimited coinage of silver and gold	Power of govt expanded to address oppression, injustice, and poverty	Socialism, collective ownership of means of production	Answer: Brotherhood of man
Answer: Graduated income tax	Answer: Wealth belongs to him who creates it	Answer: Establishment of system of cooperative production and distribution	Answer: Abolition of war

Answer: Limit state and national revenues	Answer: People must own the railroads		Answer: Public ownership of all industries: railroads; telegraph; telephone; transportation; communication; water works; gas, electric plants, and other public utilities; mines
Answer: Government owns and operates the railroads	Answer: Shortened work hours	Answer: Initiative, referendum, recall	Answer: Abolition of capitalism and class rule
Answer: Land taken from railroads		Answer: In general, Socialists' demands were more broad and sweeping—more drastic—than those of Populists.	Answer: Equal political and economic rights
Answer: Secret ballot			Answer: National insurance of working people against accidents
Answer: Fair pensions for Union soldiers			Answer: Government manages all land, forests, and waterways
Answer: Restrict emigration			Answer: Labor legislation to be made national
Answer: Abolition of Pinkerton private police force			Answer: Public works to employ people
Answer: Limit president and vice president to one term			Answer: All useful inventions to be free
Answer: Direct vote to elect U.S. senators			Answer: Equal civil and political rights for women
Answer: Opposition to subsidy for any private corporation			Answer: Construction of grain elevators, magazines, cold storage buildings
			Answer: Uniting of postal, railroad, telegraph, and telephone services
			Answer: Uniform postal rate for railroad transportation of agricultural products
			Answer: Public credit to be used to improve roads, soil, irrigation, and drainage

Debating Strategies for Change: Booker T. Washington vs. W.E.B. Du Bois

Handout B: Structured Academic Controversy Directions and Graphic Organizer

Essential Question: What is the best method for achieving equality and integration into American society?

Source A: Booker T. Washington. Speech before the Atlanta Cotton States and International Exposition, 1895	Source B: W. E. B. Du Bois, Niagara Movement Speech, 1905
Central argument: Answer: African Americans must integrate themselves economically into mainstream American society; that will lead to greater social and civil equality.	Central argument: Answer: Du Bois is prioritizing changes in laws and policies that affect African Americans, and believes this is the best route to achieving equality in all aspects.
Major points: Answer: <ul style="list-style-type: none"> • Improvements in economic opportunities for African Americans will benefit the entire community, not just African Americans. • African Americans make up approximately one-third of the population of the South and their sizeable population makes it impossible to ignore their economic impact, both as consumers and as labor. • African American labor should be preferred to that of immigrants because African Americans are more intimately connected with white Americans than immigrants can ever be. Washington emphasizes their shared experiences and values, and claims that African Americans have a loyalty that no foreigner can ever have. • Washington sees it as a “folly” to think that whites could ever be forced to treat African Americans as their equals and that progress will only be made gradually, by African Americans integrating themselves into mainstream American life 	Major points: Answer: <ul style="list-style-type: none"> • The Niagara Movement demands “full manhood” rights; the political, civil, and social rights that all other native-born (male) Americans enjoy. • Du Bois specifically calls for full voting rights, an end to discrimination in public accommodations, fair treatment by law enforcement and the courts. • Du Bois says that this movement is willing to sacrifice all they have in this struggle and invokes the names of others who fought and died for equality such as Nat Turner and John Brown.
Consensus statement:	

Answer: Both Du Bois and Washington are seeking to achieve equality for African Americans and have a strategy for how this is most likely to be accomplished in a meaningful way. They differ in their priorities and their focus. Washington sought to integrate African Americans into the work and business world, at the bottom when necessary; through their increased purchasing power as a consumer block, political and social reform would eventually be inevitable. Du Bois sought to force changes in laws and thought these changes would lead to economic equality.

Unit 5 Civics Connection: Civil Rights and Economic Freedom

Handout A: Civil Rights and Economic Freedom Student Packet

Civil and Political Rights in the Gilded Age Timeline

Natural Rights, Civil Rights, and/or Political Rights	Government Action
Natural rights	1. 1865. Thirteenth Amendment This amendment abolished slavery throughout the United States and any place subject to U.S. jurisdiction, and gave Congress the power to enforce the amendment by appropriate legislation. (advanced equality)
Political rights	2. 1866. Tennessee delegates were readmitted to Congress. (advanced equality)
Natural rights Civil rights Political rights	3. 1866. Civil Rights Act This law defined citizenship in the United States for the first time by stipulating that anyone born in the United States and not subject to a foreign country was a citizen of the United States, regardless of race, color, or former condition as a slave. The law also stated that any citizen has the same rights as a white person with respect to property rights, the right to sue and be sued, employment, housing, and equal protection of the law. President Andrew Johnson vetoed the law, but it was passed by both houses of Congress in 1866, and then reenacted as Section 18 of the Enforcement Act of 1870. The law did not provide for federal penalties, and those suffering from discrimination usually had little access to legal help. Furthermore, racist attitudes along with actions of terrorist groups such as the Ku Klux Klan prevented realization of the goals of the law. (advanced equality)
Answer: Political rights	4. 1868. By the end of July, Arkansas, Florida, North Carolina, South Carolina, Louisiana, and Alabama were readmitted to Congress after ratifying the Thirteenth and Fourteenth Amendments. Answer: Step toward equality
Answer: Natural rights Civil rights Political rights	5. 1868. Fourteenth Amendment ratified The Fourteenth Amendment was the first amendment to limit state power. Senator Jacob M. Howard of Michigan introduced the joint resolution proposing the Fourteenth Amendment in the Senate May 23 1866: "The great object of the first section of this amendment is . . . to restrain the power

	<p>of the States and compel them at all times to respect these great fundamental guarantees.” Howard further stated that the Fourteenth Amendment’s equal protection clause was designed to give “to the humblest, the poorest, the most despised of the race, the same rights and the same protection before the law as it gives to the most powerful, the most wealthy, or the most haughty.”</p> <p>Representative John A. Bingham of Ohio authored the privileges and immunities, due process, and equal protection clauses of the Fourteenth Amendment. In 1871 Bingham explained that “the privileges and immunities of citizens of the United States . . . are chiefly defined in the first eight amendments to the Constitution. . . .The eight articles [amendments] . . . were never limitations upon the power of the States, until made so by the Fourteenth Amendment.” Bingham clarified that the intention of the Amendment was to extend the guarantees of the Bill of Rights against state action.</p> <p>Components of the Fourteenth Amendment:</p> <ul style="list-style-type: none"> • All persons born or naturalized in the United States are citizens (birthright citizenship) • Forbids states to abridge privileges or immunities of U.S. citizens • Forbids states to deprive any person of life, liberty, or property without due process of law • Forbids states to deny any person the equal protection of the law <p>Answer: Step toward equality</p>
Answer: Political rights	<p>6. 1870. Virginia was readmitted to Congress in January after ratifying the Thirteenth, Fourteenth, and Fifteenth Amendments.</p> <p>Answer: Step toward equality</p>
Answer: Political rights	<p>7. 1870. Fifteenth Amendment ratified in February.</p> <p>The Fifteenth Amendment forbids state or federal authorities to deny or abridge the right of U.S. citizens to vote because of race, color, or previous condition of servitude.</p> <p>Answer: Step toward equality</p>
Answer: Political rights	<p>8. Mississippi, Texas, and Georgia were readmitted to Congress by mid-July 1870, after ratifying the Reconstruction amendments.</p> <p>Answer: Step toward equality</p>
Answer: Political rights	<p>9. Enforcement Act of 1870</p> <p>The Enforcement Act of 1870 prohibited denial of the right to vote on racial grounds and prohibited conspiracies that deny the constitutional rights of any citizen.</p> <p>Answer: Step toward equality</p>
Answer: Civil rights	<p>10. Slaughterhouse Cases (1873)</p> <p>The Louisiana legislature enacted a public health measure establishing a slaughterhouse monopoly outside of the city of New Orleans. Other butchers</p>

	<p>could use the facility for a fee. Those butchers argued that the new law deprived them of their property rights, not to benefit the common good, but to enrich wealthy and politically connected businessmen. In a 5–4 decision, Justice Samuel F. Miller wrote for the majority that the equal protection clause was clearly meant to guarantee equal treatment of blacks, not to expand property rights for whites. Furthermore, the Privileges or Immunities Clause did not protect a property right to work in a profession of one’s choice. The right to labor had always been among the issues protected under state law by the various state constitutions, and the federal government declined to interfere in that relationship.</p> <p>One result of the opinion was that future litigants rarely based a federal claim on the Fourteenth Amendment’s Privileges or Immunities Clause. Another result was that the decision undermined the ability of the federal government to protect the civil rights of freedmen. Though this case related to economic rights, those who opposed protection of noneconomic civil liberties for blacks could (and did) point to this decision in arguing that civil rights are completely under the jurisdiction of the states.</p> <p>Answer: Retreat from equality</p>
<p>Answer: Civil rights Political rights</p>	<p>11. Civil Rights Act of 1875</p> <p>This law was the last major component of Reconstruction passed by Congress. It prohibited discrimination on the basis of race in all public accommodations, such as theaters, public schools, churches, transportation, and cemeteries. Furthermore, it provided that individuals could not be excluded from jury service because of race.</p> <p>Answer: Step toward equality</p>
<p>Answer: Political rights</p>	<p>12. <i>United States v. Reece</i> (1876)</p> <p>This case arose from a city election in Kentucky, and was the first case involving the Fifteenth Amendment. The Court ruled that the Fifteenth Amendment did not confer the right to vote but prohibited excluding a voter on racial grounds. This left the states free to impose obstacles to voting which, although not technically excluding voters on racial grounds, were applied disproportionately against African Americans. Their right to vote would be determined by state and local regulations.</p> <p>Answer: Retreat from equality</p>
<p>Answer: Natural rights Civil right</p>	<p>13. <i>United States v. Cruikshank</i> (1876)</p> <p>In the Colfax Massacre of 1873, more than 100 black men were killed in violence prompted by a disputed election for Louisiana governor. Three white men were found guilty of participating in a conspiracy to prevent blacks from voting, violating the 1870 Enforcement Act. The defendants appealed their conviction. The case made its way to the Supreme Court, and the Court ruled unanimously that the Fourteenth Amendment’s Due Process and Equal Protection clauses limit action by state officials, not discriminatory action by individuals. Any punishment applied against the Colfax defendants would be under the jurisdiction of the state of Louisiana. It was unlikely that the</p>

	<p>southern states would take action against those who committed such offenses.</p> <p>Answer: Retreat from equality</p>
Answer: Civil rights	<p>14. <i>Hall v. DeCuir</i> (1878)</p> <p>The Supreme Court declared unconstitutional a Louisiana law forbidding segregation on public transportation, ruling that such laws were a burden on interstate commerce. Only Congress had constitutional authority to regulate interstate transportation. In this case, Josephine DeCuir, a black woman, sued a steamship company for denying her access to a stateroom reserved for whites, on a trip between two Louisiana cities. Even though this particular case did not involve interstate transportation, Chief Justice Morrison R. Waite wrote in the unanimous decision, “If each state was at liberty to regulate the conduct of carriers while within its jurisdiction, the confusion likely to follow could not but be productive of great inconvenience and unnecessary hardship.”</p> <p>Answer: Retreat from equality</p>
Answer: Political rights	<p>15. <i>Strauder v. West Virginia</i> (1880)</p> <p>The Supreme Court overturned a West Virginia law that explicitly made “all white male persons” eligible for jury service. Justice William Strong wrote for the majority in a 7–2 decision, “the law in the States shall be the same for the black as for the white; that all persons, whether colored or white, shall stand equal before the laws of the States.”</p> <p>Answer: Step toward equality</p>
Answer: Political rights	<p>16. <i>Virginia v. Rives</i> (1880)</p> <p>The Supreme Court held that the mere absence of blacks on juries, no matter how common, systematic, and obvious, was not a violation of the Fourteenth Amendment’s equal protection clause. Justice William Strong wrote for the court that there is no “right to have the jury composed in part of colored men.”</p> <p>Answer: Retreat from equality</p>
Answer: Civil rights	<p>17. Civil Rights Cases (1883)</p> <p>The Court ruled narrowly regarding the Reconstruction Amendments in a group of five cases involving private businesses (theaters, hotel, restaurant, and train) that had refused to serve blacks. Overturning the Civil Rights Act of 1875, Justice Joseph Bradley wrote for the 8–1 court that the Fourteenth Amendment applied only to discriminatory state actions: “Individual invasion of individual rights is not the subject matter of the amendment. . . It would be running the slavery argument into the ground to make it apply to every act of discrimination which a person may see fit to make as to the guests he will entertain, or as to the people he will take into his coach or cab or car, or admit to his concert or theater.” Therefore, in Civil Rights Act of 1875, Congress had exceeded its power to enforce the Thirteenth and Fourteenth Amendments.</p>

	Answer: Retreat from equality
Answer: Civil rights	<p>18. State laws barring discrimination 1884–1890s</p> <p>Though the Supreme Court declined to interpret the equal protection of the law to prevent discrimination in most situations, some states did bar discrimination in public places. Connecticut, New Jersey, Iowa, and Ohio did so in 1884. By 1897, 11 more states, all in the North and West, had enacted similar laws.</p> <p>Answer: Step toward equality</p>
Answer: Civil rights	<p>19. <i>Plessy v. Ferguson</i> (1896)</p> <p>A Louisiana statute required railroads to provide “equal but separate accommodations for the white and colored races,” and required passengers to use the rail cars assigned to their respective race. Homer Plessy challenged the constitutionality of the law, believing it violated the Fourteenth Amendment’s Equal Protection Clause. Justice Henry Billings Brown wrote for the majority in the 7–1 decision upholding Louisiana’s law:</p> <p style="padding-left: 40px;">If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other’s merits and a voluntary consent of individuals. . . . Legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.</p> <p>Justice John Marshall Harlan dissented, writing that the arbitrary separation of the races “cannot be justified upon any legal grounds”:</p> <p style="padding-left: 40px;">“The white race deems itself to be the dominant race in this country. And so it is in prestige, in achievements, in education, in wealth and in power. So, I doubt not, it will continue to be for all time, if it remains true to its great heritage and holds fast to the principles of constitutional liberty. But in view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved.</p> <p>Answer: Retreat from equality</p>

Historical Reasoning Questions

1. Why did the return to power of traditional white leadership in the South decrease the likelihood of effective federal laws to protect the rights of African Americans?

Answer: Many of those leaders, whether they had been slaveholders or not, harbored racist attitudes, resented the loss of the former way of life, and reflected those same sentiments of their constituents. Elected to their state legislatures, they influenced state laws and they elected U.S. senators.

2. To what extent did the U.S. Constitution permit laws that addressed whether individuals invade the rights of other individuals on the basis of racial preferences? (Refer to the Court's 1883 ruling in the Civil Rights Cases.)

Answer: According to the Civil Rights Cases, the Fourteenth Amendment did not provide a remedy for individual discrimination. Students may suggest other provisions of the Constitution that would apply in this situation.

3. Refer to James Madison's remarks in the introduction of the timeline. To what extent did the Supreme Court fulfill the lofty goals expressed by the nation's Founding documents with respect to equality for African Americans after the Civil War?

Answer: The Supreme Court of the 1870s and 1880s failed to move toward equality because it limited the application of state and national laws intended to protect equal rights of African Americans.

Economic Freedom Timeline

1. Government action	2. Effect and significance	3. Constitutional principle(s)	4. Who was likely to favor this action?
1. 1860–1900 Federal government land grants to railroads	Provided significant subsidies to railroads. Railroads used the land for laying the tracks themselves and sold many additional acres to finance additional building.	Federalism	Big business owners (railroad companies); consumers
2. 1868 Fourteenth Amendment	Defined birthright citizenship Prohibited states from: <ul style="list-style-type: none"> • abridging privileges or immunities of citizens, • depriving any person of life, liberty, or property without due process • denying to any person equal protection of the law 	Federalism Equality Due process Liberty Private property	African Americans
3. 1870s Granger laws	State laws such as the one at issue in <i>Munn v. Illinois</i> regulating practices of grain storage facilities and railroads	Federalism	Farmers
4. 1877 <i>Munn v. Illinois</i> , majority opinion by Chief	U.S. Supreme Court upheld state law regulating rates of grain storage operators on the basis of the public interest argument	Answer: Federalism	Answer: Farmers

1. Government action	2. Effect and significance	3. Constitutional principle(s)	4. Who was likely to favor this action?
Justice Morrison R. Waite			
5. 1877 <i>Munn v. Illinois</i> , dissent by Justice Stephen Field	Justice Field agreed with Munn and Scott that the Granger law deprived them of their property without due process; opposed direct interference with the free market	Answer: Due Process; Private Property	Answer: Big business owners (grain storage operators)
6. 1881 Kansas prohibition law	State law prohibiting the manufacture of any alcoholic beverage without a special license	Answer: States Powers	Answer: Prohibition reformers
7. 1886 <i>Wabash, St. Louis and Pacific Railway Company v. Illinois</i>	U.S. Supreme Court ruled that state laws regulating interstate railroads violated the Commerce Clause and were unconstitutional. Only Congress could regulate interstate commerce. The decision invalidated many of the Granger laws.	Answer: Private Property; Federal government's commerce power	Answer: Big business owners (railroads)
8. 1887 Interstate Commerce Act/Commission	Law required railroads to apply "reasonable and just" rates without favoritism; however, when the ICC prosecuted railroads, the courts usually ruled in favor of the railroads.	Answer: Due Process; Checks and Balances	Answer: Farmers at first; over time, the railroads were able to avoid most ICC adverse rulings
9. 1887 <i>Mugler v. Kansas</i> , majority opinion by Justice John Marshall Harlan	The Supreme Court ruled the Kansas prohibition law was within the state's power to regulate health and morals.	Answer: States powers	Answer: Prohibition reformers
10. 1887 <i>Mugler v. Kansas</i> , dissent by Justice Stephen Field	Justice Field agreed with Mugler's position that seizure of the property and prohibition of the manufacture of beer for sale outside the state was a violation of the Fourteenth Amendment's due process clause.	Answer: Due process; Private property	Answer: Big and small business owners (breweries)
11. 1890 <i>Chicago, Milwaukee and St. Paul Railroad Company v. Minnesota</i>	The Supreme Court struck down the Minnesota railroad commission policy regulating railroad rates, ruling that "The question of the reasonableness of a rate charged for transportation by a	Answer: Federalism; Checks and balances	Answer: Big business owners (railroads)

1. Government action	2. Effect and significance	3. Constitutional principle(s)	4. Who was likely to favor this action?
	railroad company is eminently a question for judicial investigation.”		
12. 1890 Sherman Antitrust Act	Outlawed “every contract, combination in the form of trust or otherwise, or conspiracy in restraint of trade.”	Answer: Federalism; Private property	Answer: Consumers
13. 1895 <i>U.S. v. E.C. Knight</i> , majority opinion by Chief Justice Melville Fuller	U.S. Supreme Court ruled that the Constitution gives Congress the power to regulate commerce, not manufacturing. The Sherman Act could not be applied to the Sugar Trust. The ruling effectively neutralized the power of Congress to act against monopolies for 40 years.	Answer: Federalism	Answer: Big businesses
14. 1895 <i>U.S. v. E.C. Knight</i> , dissent by Justice John Marshall Harlan	Justice Harlan argued that the Constitution gives the federal government the power to legislate to prevent monopolies, the Sherman Antitrust Act provided a process for doing so, and the federal government should protect competition.	Answer: Federalism	Answer: Consumers
15. 1897 <i>Allgeyer v. Louisiana</i>	The U.S. Supreme Court acknowledged that the right to make lawful contracts was protected by the Fourteenth Amendment’s Due Process Clause.	Answer: Freedom of contract; Due process	Answer: Big business owners
16. 1898 <i>Holden v. Hardy</i>	The Supreme Court upheld a regulation limiting miners’ hours of work, on the basis of the police power of the state.	Answer: States powers	Answer: Labor
17. 1898 <i>Smyth v. Ames</i>	The Supreme Court struck down Nebraska’s regulation of railroad rates, on the basis of the Due Process Clause and an expectation of “fair return” on “fair value.”	Answer: Due process; Private property	Answer: Big business owners (railroads)
18. 1870s–1890s Use of troops to stop strikes	Government involvement to restore order usually broke the strikes.	Answer: Federalism; Private property	Answer: Big business owners
19. 1905 <i>Lochner v. New York</i>	The most important case asserting a freedom of contract; the Court struck down limiting the hours of bakers, stating that baking was not a threat to	Answer: Federalism; Freedom of contract	Answer: Big business owners

1. Government action	2. Effect and significance	3. Constitutional principle(s)	4. Who was likely to favor this action?
	health and that the state had unconstitutionally exercised its police powers.		
20. 1908 <i>Muller v. Oregon</i>	The Court unanimously upheld a state law limiting working hours for women in factories and laundries to ten hours a day.	Answer: Federalism; Freedom of contract	Answer: Labor

Historical Reasoning Question

Analyze the results of Column 4 to determine what group(s) experienced the greatest number of legal victories during the Gilded Age. Use your background knowledge of the era to explain why this group won so many legal victories.

Answer: Accept reasoned responses. Big business won in eight of the timeline entries, farmers in three, consumers in two, reformers in two, labor in one, and African Americans in one. Over time, the decisions were more and more likely to favor big business. One possible reason for this is that big businesses in the Gilded Age had the money and political influence (sometimes through corrupt action) to secure legal assistance in pursuit of their goals in the courts, and other groups were less able to do so.

UNIT 5 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
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