

Activity Page 1.1

Use with Chapter 1

Letter to Family

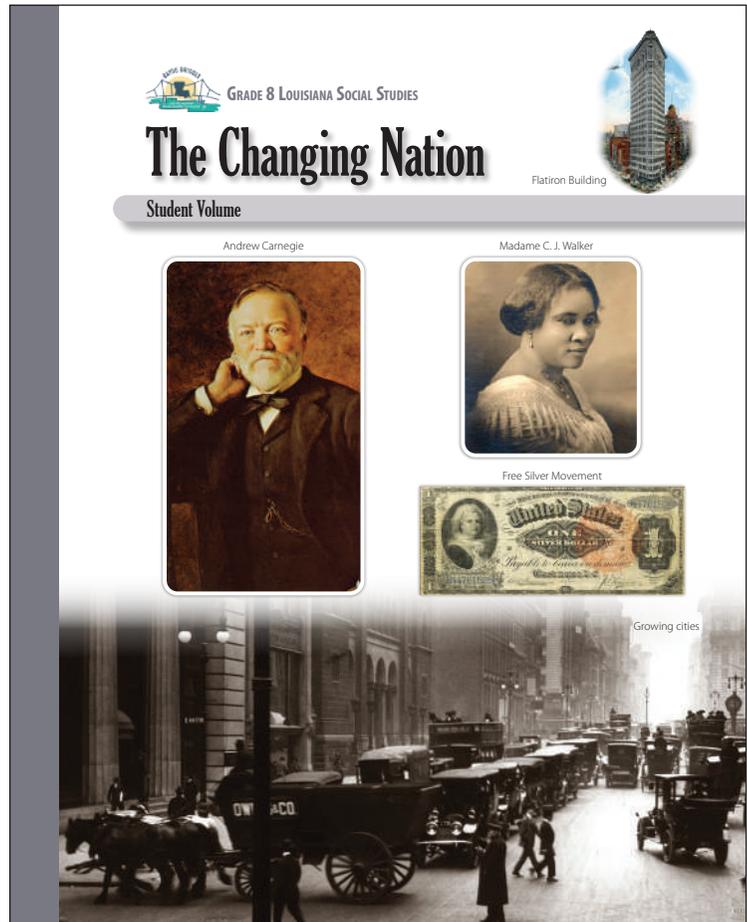
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the causes and effects of the Second Industrial Revolution, the rise of the populist movement, and reform movements during the Progressive Era.

In this unit, students will study industrialization and urbanization; analyze the impact of technological innovations like mechanization; explore historical events like the founding of the Free Silver Movement and settlement houses; study historical figures like Andrew Carnegie, Jacob Riis, and Theodore Roosevelt; and analyze primary sources, maps, and graphs.

As part of their exploration, students will also learn a little bit about push and pull factors for immigration; the immigrant experience during the late 1800s and early 1900s; the negative effects of industrialization and urbanization, including workers' working and living conditions; and the Triangle Shirtwaist Factory fire. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar and to foster an accurate understanding of historical events.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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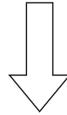
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Activity Page 1.3

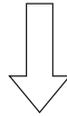
Use with Performance Task

Claims and Evidence

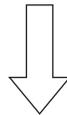
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



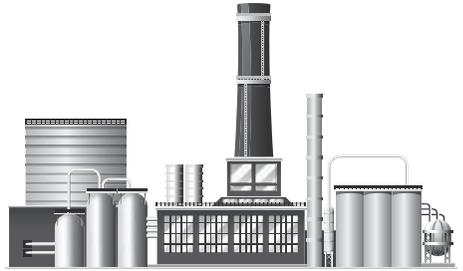
RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

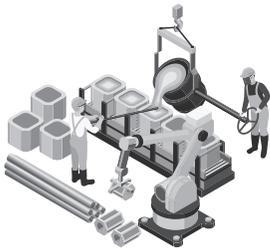
Vertical and Horizontal Integration

Vertical Integration: Carnegie Steel Company

(Owns all levels of production)



Railroads and Ships



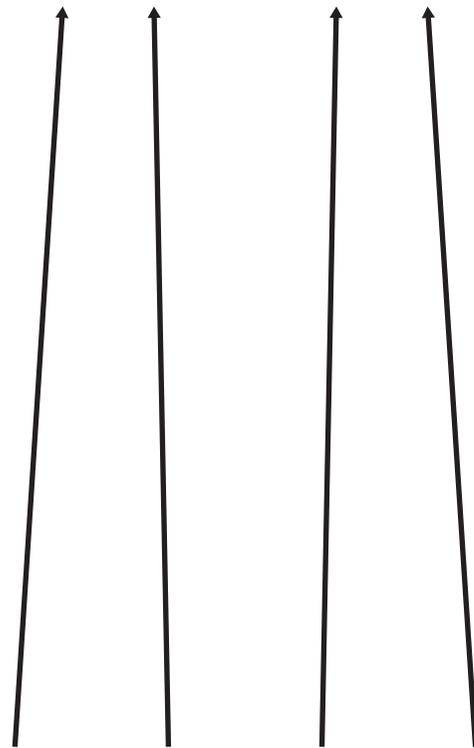
Steel Mills



Coke Fields and Iron Ore Deposits

Horizontal Integration: Standard Oil Company

(Buys competing companies to control one level of industry)



Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each term.

- | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. immigration | a) the formation and growth of cities |
| 2. industrialization | b) a type of large business |
| 3. urbanization | c) unfair treatment of a person or group because of beliefs about that group of people |
| 4. economy | d) a combination of corporations created to reduce competition and control prices |
| 5. malnutrition | e) a preference for people born in a country rather than immigrants |
| 6. discrimination | f) the process of replacing human or animal labor with machine labor |
| 7. nativism | g) the act of coming to live permanently in a new country |
| 8. capitalism | h) the complete control of the supply of a good or service by one person, country, or company |
| 9. laissez-faire | i) related to identifying a disease or a problem |
| 10. mechanization | j) a shift to the widespread use of machines and factories to produce goods |
| 11. diagnostic | k) a philosophy that calls for very little or no government involvement in the economy |
| 12. corporation | l) the negotiation of better wages and working conditions by a group, such as a union |
| 13. monopoly | m) a state of poor health due to not having enough healthy food |
| 14. trust | n) a practice of workers refusing to work until the company meets their demands in negotiations |
| 15. sweatshop | o) an economic system in which resources and businesses are privately owned and the government does not control prices |
| 16. strike | p) the closure of a business by an owner to gain concessions from workers during a labor dispute |
| 17. collective bargaining | q) the way a country manages its money and resources to produce, buy, and sell goods and services |
| 18. injunction | r) a factory in which employees work for long hours in unsafe conditions for a low wage |
| 19. lockout | s) a court order that specifies an action a person or group must or must not take |

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

agrarian	populism	inflation	cooperative
platform	progressive	exposé	political machine
loophole	civic center	lawsuit	socialist

Across:

2. the policies supported by a political party
4. relating to farming or agriculture
7. an organization that is owned and operated by its users for economic benefit
8. a gap or deficiency in a law that enables individuals and organizations to evade the law's stated purpose
9. a rise in prices and a fall in the purchasing value of money
10. a person who supports an economic system in which major industries are owned by the government rather than by private businesses
11. a written account that reveals the often scandalous findings of an investigation

Down:

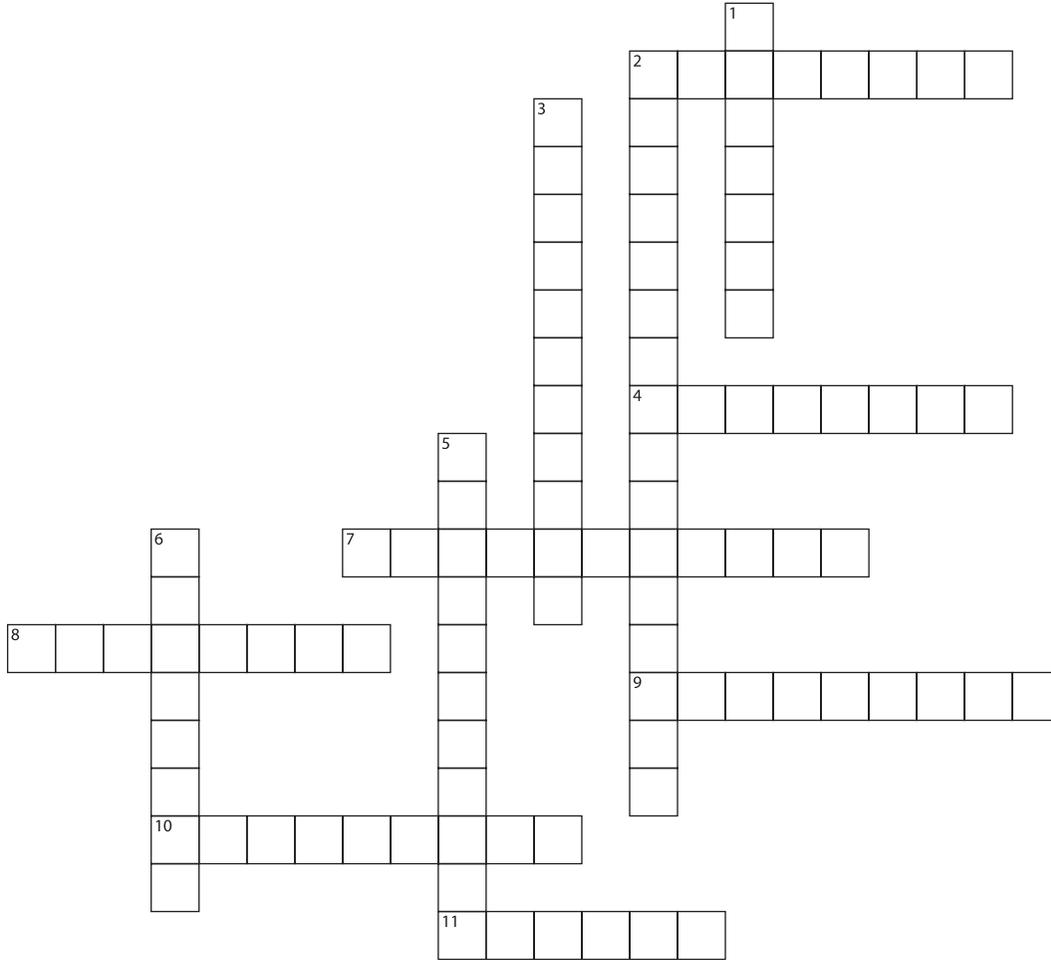
1. a process in which the courts decide a disagreement or enforce a right
2. a group that maintains political control, usually of a city, through bribery and intimidation
3. a building for public performances, sporting events, etc.
5. moving toward new ideas, policies, or opportunities
6. a political perspective that gives priority to the interests of ordinary people

Name _____

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Activity Page 3.1 (continued)

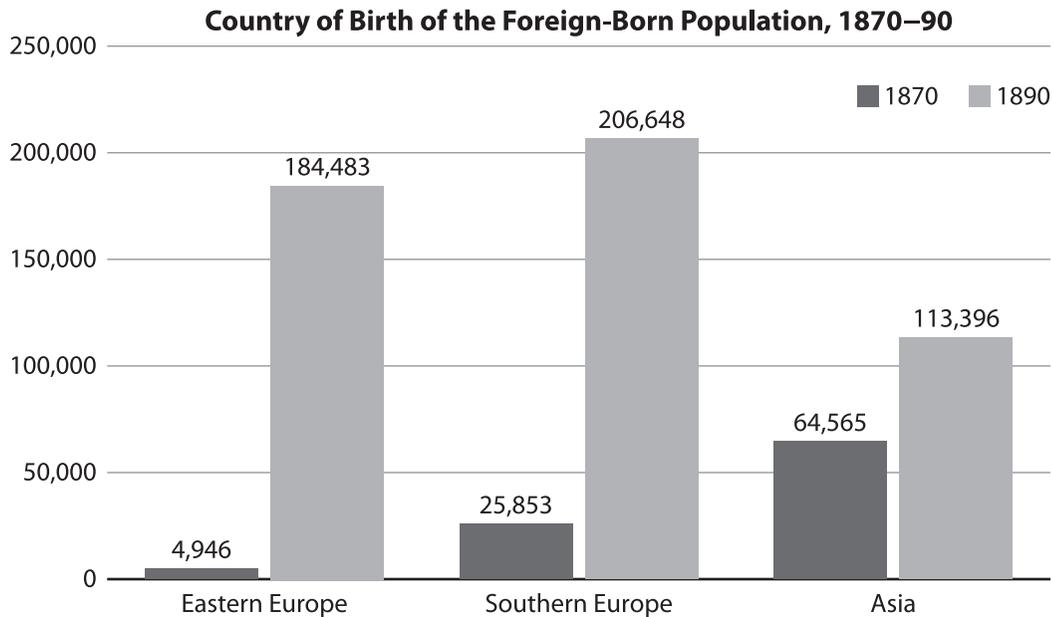
Use with Chapter 2



Assessment: Chapter 1—Industrialization, Immigration, and Urbanization

A. On your own paper, write that letter(s) that provides the best answer.

1. Use the graph to answer the question.



What was one consequence of the data shown in the chart? (8.4, 8.6, 8.6.a, 8.8, 8.9, 8.9.b)

- a) growth in the number of skilled workers in the United States
- b) persistence of nativism and anti-immigrant prejudice and violence
- c) legal segregation of cities according to people's ethnic and religious affiliations
- d) increase in the number and type of social services provided by the government

2. Use the image to answer the question.

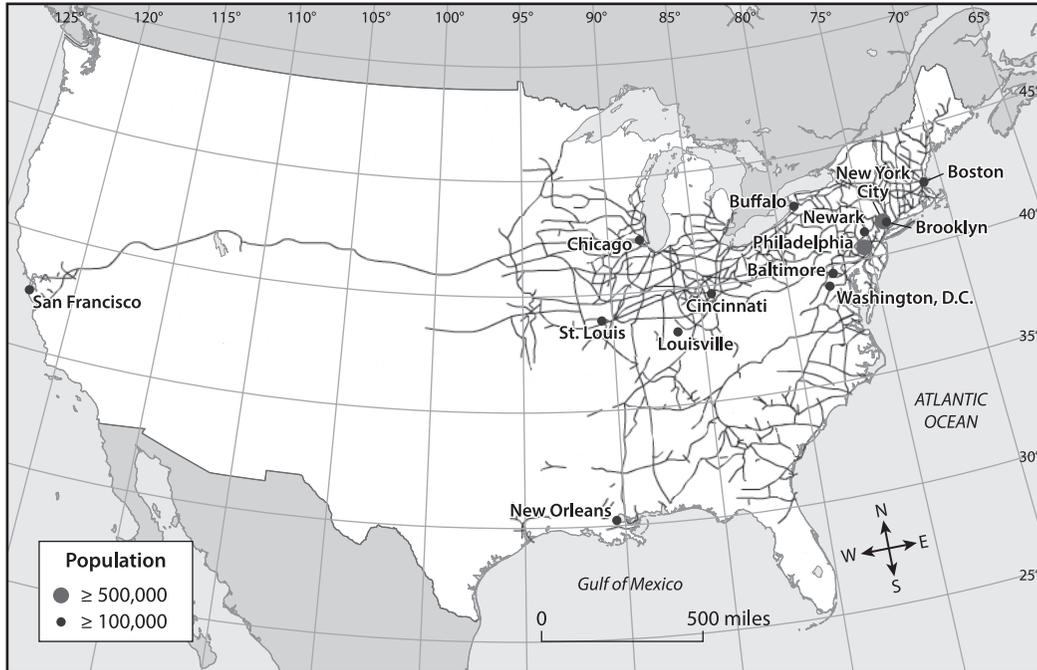


What were the challenges of living in these types of buildings? Select the **two** correct answers. (8.6, 8.6.a, 8.9, 8.9.c)

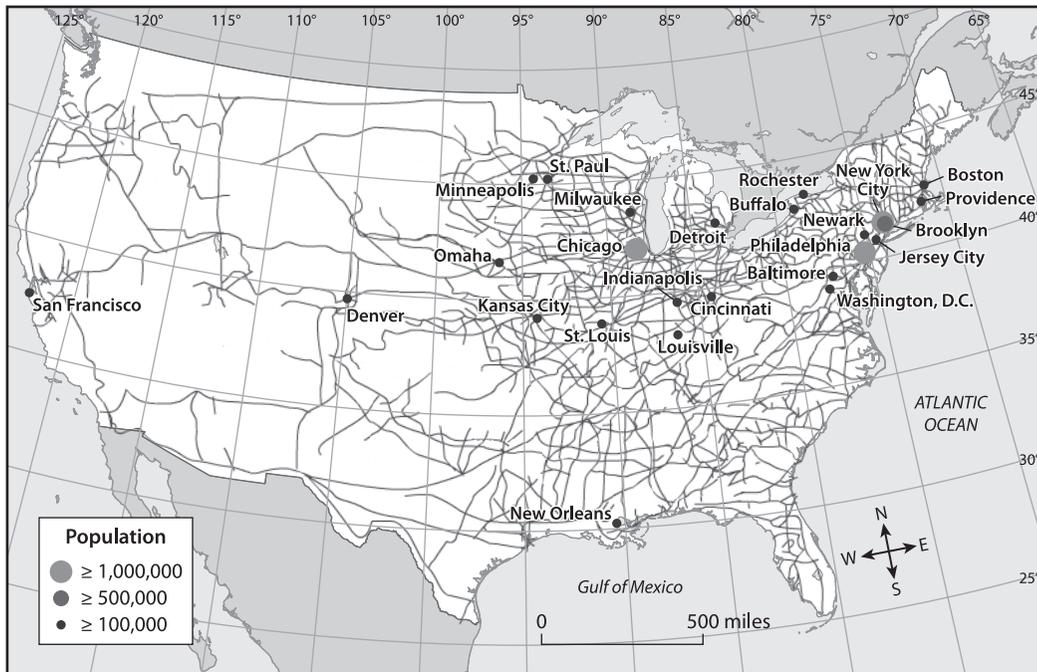
- a) They had little fresh air or sunlight.
- b) They lacked sufficient plumbing.
- c) They were expensive to build.
- d) They were made of bricks.
- e) They caused air pollution.

3. Use the maps to answer the question.

Railroads, 1860



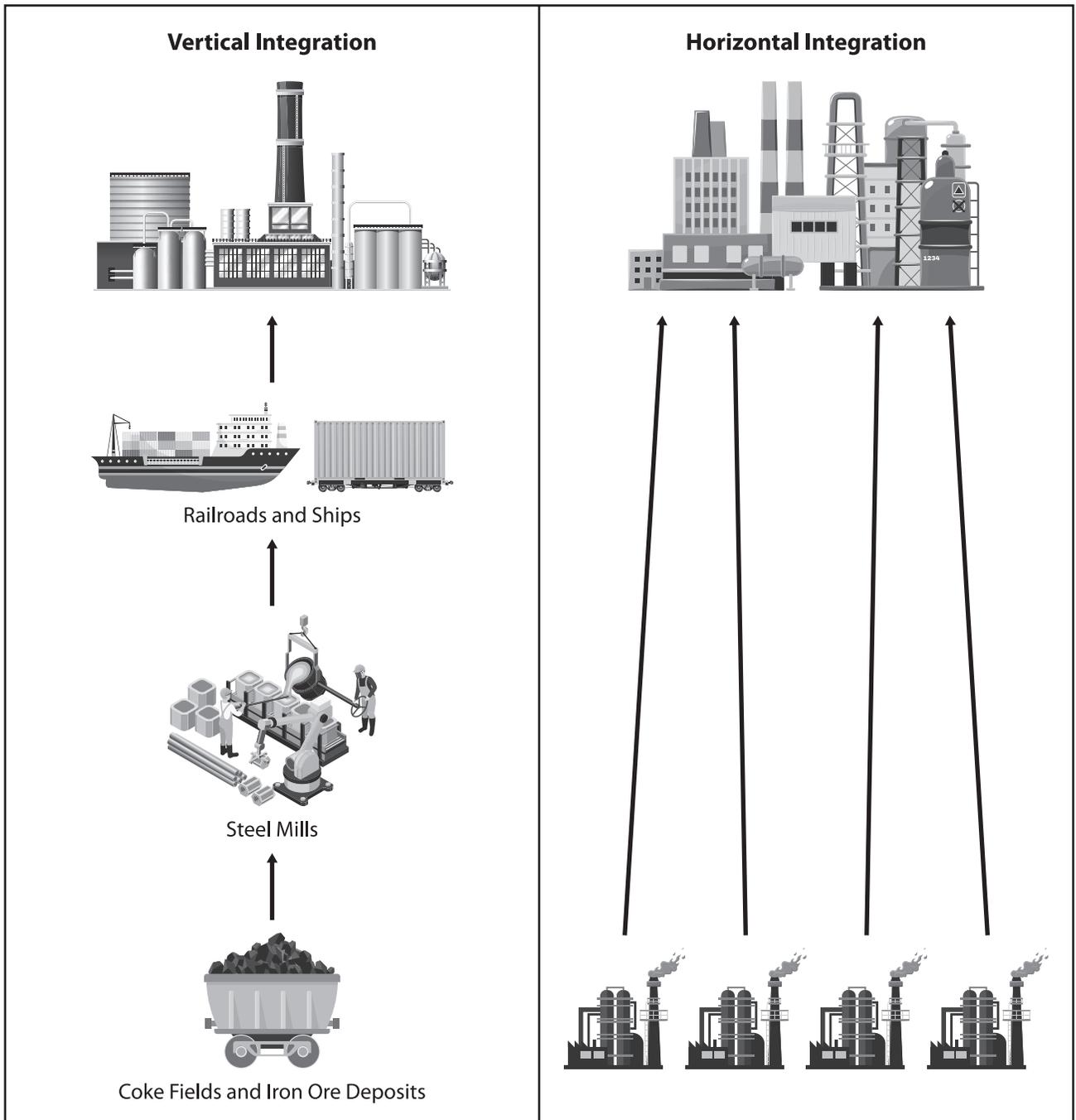
Railroads, 1890



How did the changes shown in the maps contribute to industrialization? Select the **two** correct answers. (8.4, 8.5, 8.6, 8.6.a, 8.8, 8.8.b)

- a) They opened new markets.
- b) They encouraged local lines.
- c) They decreased competition.
- d) They conserved Native lands.
- e) They made transportation faster.

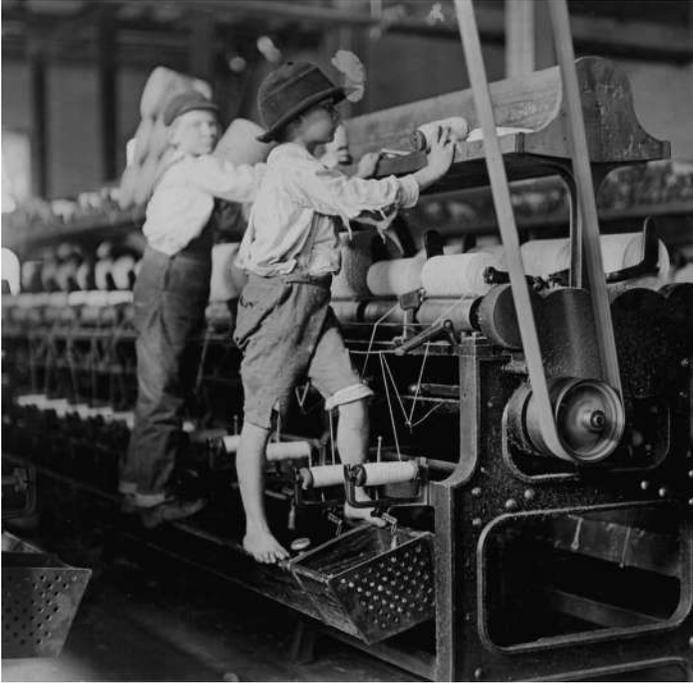
4. Use the diagram to answer the question.



Why did businesses use the practice shown on the left side of the diagram? (8.6, 8.6.a, 8.8, 8.8.a)

- a) to raise hourly wages
- b) to control an entire industry
- c) to avoid paying federal taxes
- d) to own all levels of production

5. Use the image to answer the question.



What tasks did workers like these do in factories? (8.6, 8.6.a, 8.9, 8.9.c)

- a) adding laces to finished shoes
 - b) fixing broken thread on machines
 - c) picking small bits of coal from piles
 - d) sewing buttons onto shirts and pants
6. Use the image to answer the question.



What was one outcome of this event? (8.6, 8.6.a, 8.9, 8.9.c)

- a) Unions held peaceful protests against police violence.
- b) Unions used lockouts to negotiate for shorter workweeks.
- c) Employers hired detectives to spy on labor union activities.
- d) Employers claimed the labor movement was full of radicals.

7. Use this excerpt to answer the question.

This, then, is held to be the duty of the man of wealth: To set an example of modest, unostentatious living . . . ; to provide moderately for the legitimate wants of those dependent upon him; and, after doing so, to consider all surplus revenues which come to him simply as trust funds, which is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community.

—from “The Gospel of Wealth”

Based on this excerpt, which term would the author use to describe himself? (8.6, 8.6.a, 8.8.c)

- a) industrialist
- b) entrepreneur
- c) robber baron
- d) philanthropist

Use the T-chart to answer questions 8 and 9.

Cornelius Vanderbilt	John D. Rockefeller

8. Which detail belongs in the Cornelius Vanderbilt column? (8.8, 8.8.c)
- a) made water travel faster and cheaper
 - b) offered rail service from New York to Chicago
 - c) arranged numerous mergers between corporations
 - d) kept costs low by owning mines and mills in Pennsylvania
9. Which detail belongs in the John D. Rockefeller column? (8.8, 8.8.c)
- a) owned about 90 percent of the oil refineries in the United States
 - b) established one of the most influential banks in the United States
 - c) provided necessary capital to grow fledgling industries
 - d) built an empire by selling hair care products
10. Why is Madam C. J. Walker significant? (8.8, 8.8.c)
- a) She organized a labor union for garment workers.
 - b) She started a successful business producing clothing.
 - c) She was a role model for self-made women entrepreneurs.
 - d) She donated hundreds of millions of dollars to build libraries.
11. How did laissez-faire government contribute to the Second Industrial Revolution? (8.8, 8.8.a)
- a) It increased labor costs.
 - b) It decreased crop production.
 - c) It left businesses unregulated.
 - d) It introduced the system of capitalism.

12. What is one pull factor that contributed to urbanization? (8.9, 8.9.a, 8.9.b)

- a) economic opportunities in factories
- b) more land for farming
- c) religious persecution
- d) political unrest

13. What was one goal of collective bargaining? (8.9, 8.9.c)

- a) to obtain better working conditions
- b) to teach a trade to unskilled workers
- c) to obtain injunctions against business owners
- d) to force business owners to meet worker demands

14. Use this excerpt to answer the question.

“We are going to a great country,” [I said,] “where a great people will look at us with creative eyes, making the beautiful out of the ugly, the big and generous out of the little and mean, the headstone out of the rock that the builders rejected.”

—Stephen Graham, *With Poor Immigrants to America*

Which statement is best supported by the excerpt? (8.6, 8.6.a, 8.8.c)

- a) Immigrants expected to find a better life in the United States.
- b) Immigrants sometimes faced prejudice and discrimination in the United States.
- c) Immigrants came to the United States to escape poverty, religious persecution, and political unrest.
- d) Immigrants who came to the United States in the late 1800s and early 1900s were often poor with limited skills.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Mechanization was the most important factor in driving the Second Industrial Revolution.

Use evidence from the chapter to support or refute this claim. (8.1, 8.6, 8.6.a, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.8, 8.8.a, 8.8.b, 8.8.c)

Assessment: Chapter 2—Populism and the People's Party

A. On your own paper, write the letter(s) that provides the best answer.

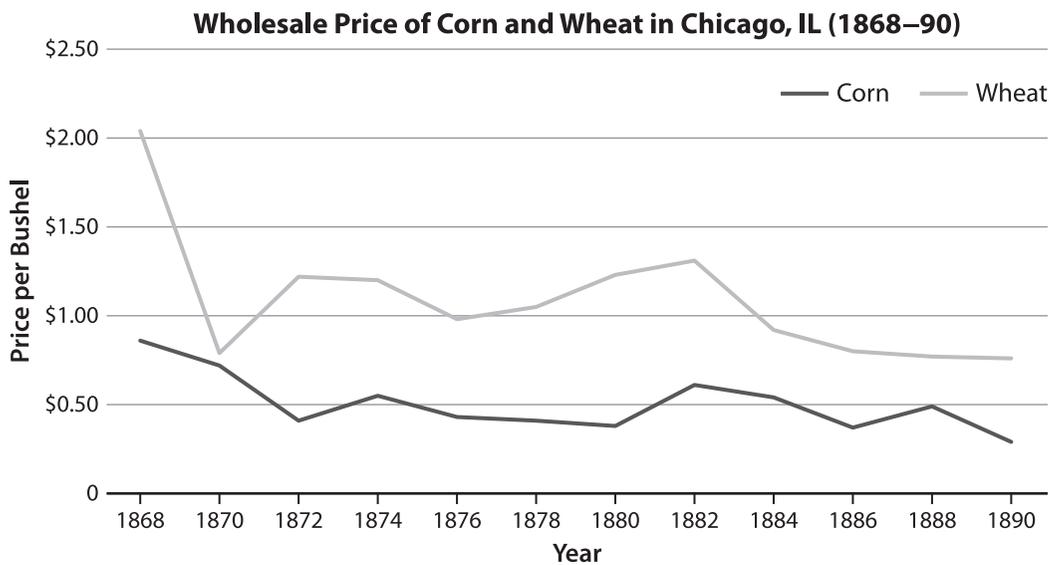
1. Use the image to answer the question.



What functions did the group shown in the poster serve? Select the **two** correct answers. (8.6, 8.6.a, 8.9, 8.9.d)

- a) educating farmers
- b) lobbying legislators
- c) expanding civil rights
- d) building grain elevators
- e) promoting industrialization

Use the graph to answer questions 2 and 3.



2. Which factor contributed to the trends shown in the graph? (8.4, 8.6, 8.6.a, 8.8, 8.8.a, 8.8.b)
- a) decreased surplus
 - b) increased regulation
 - c) decreased competition
 - d) increased mechanization
3. What was one result of the trends shown in the graph? (8.4, 8.6, 8.6.a, 8.8, 8.8.a, 8.8.b)
- a) Farmers went into debt.
 - b) Farmers moved to rural areas.
 - c) Farmers produced fewer crops.
 - d) Farmers stored their own grain.
4. Use the quote to answer the question.

“You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold.”

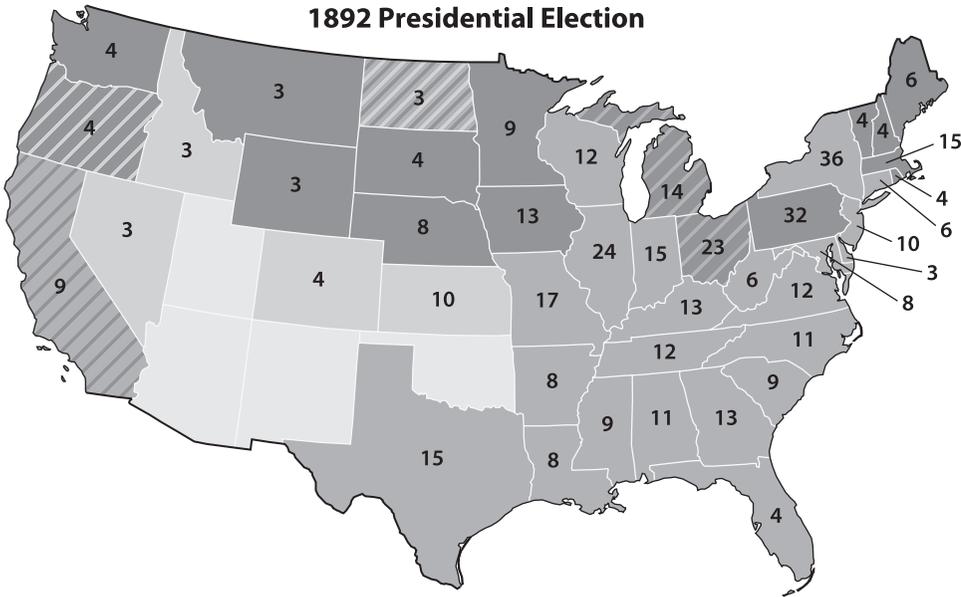
Which statement would the speaker of the quote agree with? (8.6, 8.6.a, 8.9, 8.9.d)

- a) Farmers need a way to print their own money.
- b) Farmers need a place to socialize with each other.
- c) The United States government should adopt bimetallism.
- d) The United States government should buy surplus crops.

Use the maps to answer questions 5 and 6.

(D) (R) (P)

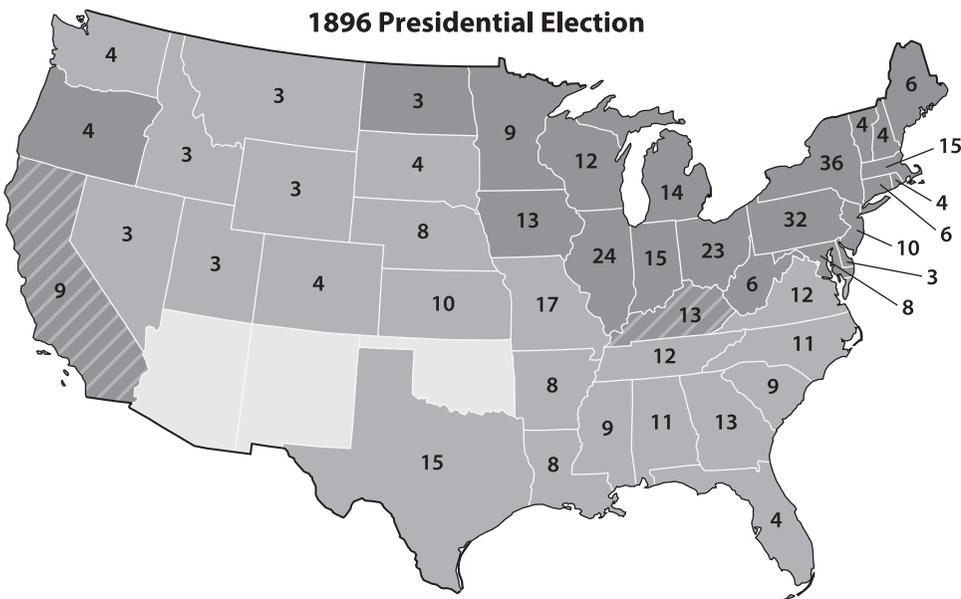
1892 Presidential Election



Grover Cleveland (Democratic) 277 electoral votes	Benjamin Harrison (Republican) 145 electoral votes	James B. Weaver (People's) 22 electoral votes
Split their electoral votes between multiple candidates	Territories not yet admitted as states	

(R) (D)

1896 Presidential Election



William McKinley (Republican) 277 electoral votes	William Jennings Bryan (Democratic) 145 electoral votes
Split their electoral votes between multiple candidates	Territories not yet admitted as states

5. In which states did the Populist candidate for president win electoral votes in 1892? Select the **three** correct answers. (8.4, 8.5, 8.9, 8.9.d)
- a) Florida
 - b) Idaho
 - c) Kansas
 - d) Maine
 - e) Nevada
 - f) Texas
6. Which conclusion is supported by the maps? (8.4, 8.5, 8.6, 8.6.b, 8.9, 8.9.d)
- a) The Democratic Party became more popular in the Midwest.
 - b) The Republican Party was supported by populists in the South.
 - c) More people supported free silver in the North than in the South.
 - d) More people favored the gold standard in the West than in the East.
7. Use the quote to answer the question.

“If the farmer is not watchful, the weeds will choke out his small grain. So it is with the people in politics; it is a continual warfare against class legislation, which destroys all popular rights. Save the crop, farmers, or it will be useless to plant another year.”

—from *The Louisiana Populist* (June 5, 1896)

Based on the quote, what is the author’s purpose? (8.6, 8.6.a, 8.6.b, 8.9, 8.9.d)

- a) to encourage farmers to start corporations
 - b) to encourage banks to forgive all loans
 - c) to encourage farmers to fight for their rights
 - d) to encourage banks to lower interest rates
8. Why did people in rural areas of Louisiana oppose the Bourbon Democrats? (8.9, 8.9.d)
- a) The Bourbon Democrats introduced Jim Crow laws to the state.
 - b) The Bourbon Democrats were unable to resolve a debt crisis in the state.
 - c) The Bourbon Democrats adopted a new constitution without support from citizens.
 - d) The Bourbon Democrats did little to help farmers or sharecroppers after the Civil War.
9. Use the list to answer the question.

People’s Party Platform

- public warehouses for surplus crops
- eight-hour workday for nonfarmers
- ?

Which reform belongs on the list? (8.9, 8.9.d)

- a) adoption of state income taxes
- b) free gold to increase inflation
- c) public ownership of railroads
- d) direct election of presidents

10. How did cooperatives benefit members of the Farmers' Alliance? (8.9, 8.9.d)

- a) They encouraged states to adopt laissez-faire policies.
- b) They offered lower interest rates than bank loans.
- c) They offered lower prices than retail suppliers.
- d) They encouraged states to regulate railroads.

11. Use the image to answer the question.



Why does the artist who made this poster believe farming is the most important job in society? (8.6, 8.6.a, 8.9, 8.9.e)

- a) Agriculture is the largest part of the U.S. economy.
- b) Agriculture supports all other jobs and industries.
- c) Agriculture generates more wealth than other industries.
- d) Agriculture requires greater effort than other jobs and industries.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The People's Party had a significant impact on American politics.

Use evidence from the chapter to support or refute this claim. (8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.8, 8.8.a, 8.8.b, 8.9, 8.9.c, 8.9.d)

Assessment: Chapter 3—Reform Movements

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.



One effect of photos like this was the passage of laws that _____. (8.6, 8.6.a, 8.9, 8.9.e)

- a) ended child labor
 - b) ended sweatshops
 - c) improved urban housing
 - d) improved public education
- 2.** Use the quote to answer the question.

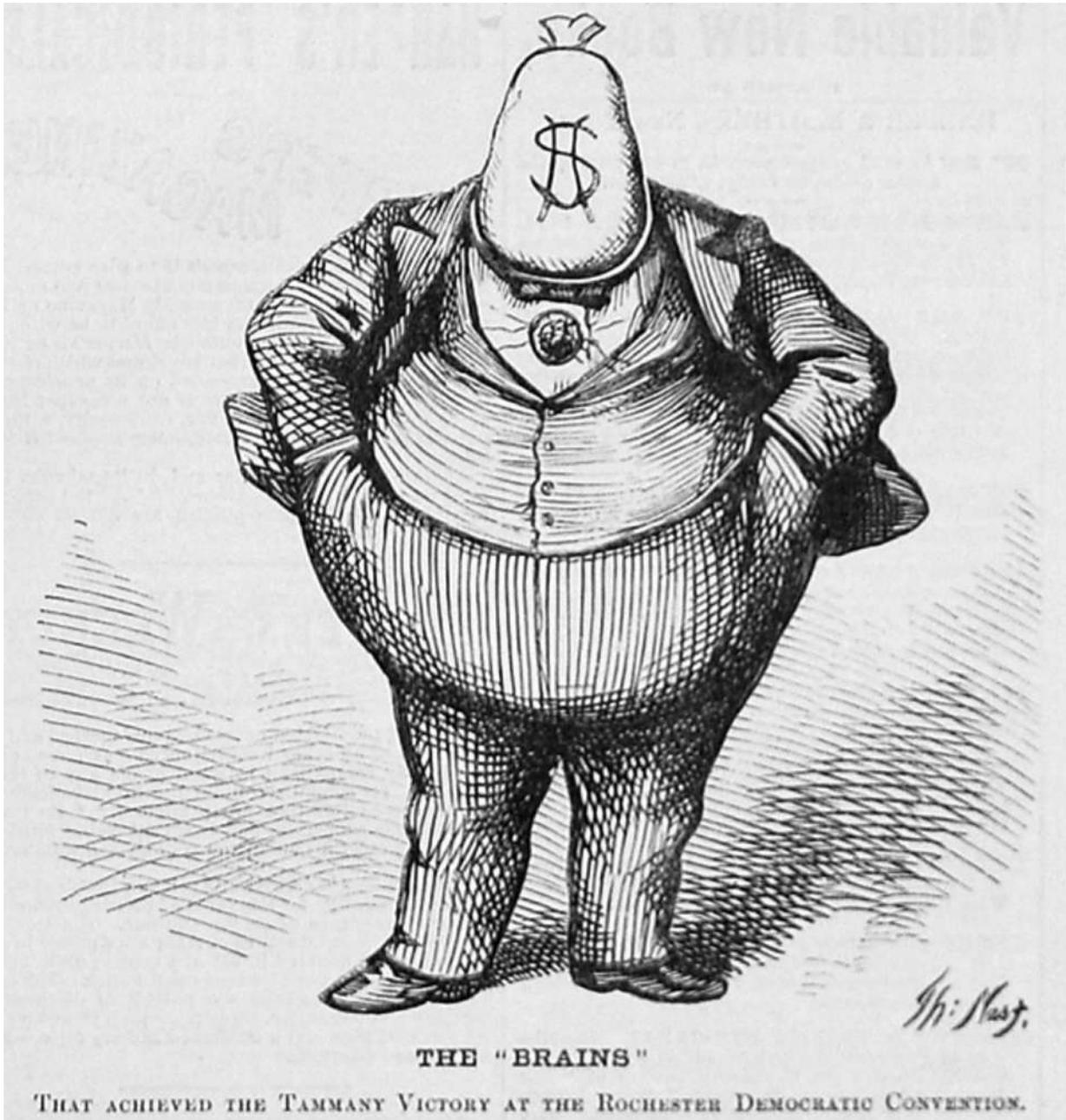
“There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit. . . . There would be meat stored in great piles . . . rats would race about on it. . . . The packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together.”

—from *The Jungle* by Upton Sinclair

What law was passed in response to this text? (8.6, 8.6.a, 8.9, 8.9.e)

- a) Keating-Owen Act
- b) Sherman Antitrust Act
- c) Pure Food and Drug Act
- d) Interstate Commerce Act

3. Use the cartoon to answer the question.



What issue was exposed by this cartoon and others like it? (8.6, 8.6.a, 8.9, 8.9.e)

- a) the business practices of trusts
- b) the influence of political machines
- c) the struggles of immigrant families
- d) the unsanitary conditions in factories

4. Use the cartoon to answer the question.



Which laws were used to address the business practice shown in this cartoon? Select the **two** correct answers. (8.6, 8.6.a, 8.9, 8.9.f)

- a) Keating-Owen Act
- b) Meat Inspection Act
- c) Clayton Antitrust Act
- d) Sherman Antitrust Act
- e) Interstate Commerce Act

5. Use the quote to answer the question.

“America’s future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live.”

—Jane Addams

Which statement would the author of the quote agree with? (8.6, 8.6.a, 8.9, 8.9.e)

- a) Settlement houses are important centers of community and learning.
 - b) Society would benefit from better institutional mental health care.
 - c) Public ownership of corporations would expand democracy.
 - d) Tenement buildings should be improved in major cities.
6. Use the cartoon to answer the question.



Which aspect of Theodore Roosevelt’s presidency is illustrated in this cartoon? (8.6, 8.6.a, 8.9, 8.9.f, 8.9.g)

- a) settling strikes between owners and employees
- b) protecting consumers from unsafe food products
- c) conserving natural spaces for future generations
- d) regulating big businesses and trusts

7. Use the cartoon to answer the question.



Based on this cartoon, which statement would artist Thomas Nast agree with? (8.6, 8.6.a, 8.9, 8.9.e)

- a) The railroad industry has too much influence over the government.
 - b) The railroad industry benefits both businesses and consumers.
 - c) Senators should protect the interests of corporations.
 - d) Senators should be elected directly by citizens.
8. Why do some historians refer to the period from the 1870s to the 1890s as the Gilded Age? (8.9)
- a) Reforms improved society in a variety of ways.
 - b) Reforms brought an end to laissez-faire government.
 - c) A few Americans were extremely wealthy while many others lived in poverty.
 - d) A few American businesses manufactured most of the goods for the entire world.
9. How did the Seventeenth Amendment expand democracy? (8.9, 8.9.e)
- a) It gave voting rights to recent immigrants.
 - b) It provided for the direct election of U.S. senators.
 - c) It required all states to allow initiatives and referendums.
 - d) It enabled state legislatures to choose U.S. representatives.
10. Which individual's work resulted in the passage of antitrust laws? (8.9, 8.9.e)
- a) Ida Tarbell
 - b) Dorothea Dix
 - c) Upton Sinclair
 - d) Eugene V. Debs

11. Which factors contributed to the Triangle Shirtwaist Factory fire? Select the **two** correct answers. (8.9, 8.9.c)
- a) The windows were locked from the outside.
 - b) Workers toiled for thirteen hours a day.
 - c) The building had only one fire escape.
 - d) The factory lacked fire extinguishers.
 - e) Firefighters were slow to arrive.
12. How did Lewis Hines contribute to the movement to end child labor? (8.9, 8.9.e)
- a) He gave speeches around the United States.
 - b) He took photos that showed working conditions.
 - c) He overturned an earlier ruling by the Supreme Court.
 - d) He wrote legislation that set a minimum age for workers.
13. How did the Antiquities Act of 1906 aid Theodore Roosevelt’s conservation efforts? (8.9, 8.9.g)
- a) It empowered him to create national monuments.
 - b) It allowed him to fine factories that created pollution.
 - c) It allowed him to distribute raw materials to corporations.
 - d) It empowered him to break apart businesses for the public good.
14. How did the Louisiana Constitution of 1913 reflect the spirit of the Progressive Era? (8.12.i)
- a) It limited the power of the state Supreme Court.
 - b) It extended voting rights to African Americans.
 - c) It clarified language from earlier documents.
 - d) It included measures to bust trusts.

15. Use the quote to answer the question.

“We do want more, and when it becomes more, we shall still want more. And we shall never cease to demand more until we have received the results of our labor.”

—Samuel Gompers, “What Does the Working Man Want?”

Based on the quote, why does Gompers promise that workers will continue to fight for better labor conditions? (8.6, 8.6.a, 8.6.b, 8.9, 8.9.d)

- a) He believes businesses will not willingly give workers what they deserve.
 - b) He believes businesses recognize the importance of workers.
 - c) He believes workers should control their workplaces.
 - d) He believes workers are selfish and greedy.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Compared to other Progressive reform movements, the muckrakers had the greatest impact.

Use evidence from the chapter to support or refute this claim. (8.6, 8.6.a, 8.6.b, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.9, 8.9.e)

