Grade 8 Louisiana Social Studies

The Changing Nation

Flatiron Building

Teacher Guide

Andrew Carnegie

Madam C. J. Walker

Free Silver Movement

Growing cities

The Changing Nation

Teacher Guide

Creative Commons Licensing

This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

https://creativecommons.org/licenses/by-nc-sa/4.0/

Copyright © 2024 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-152-1

THE CHANGING NATION

Table of Contents

Introduction 1

The Changing Nation Sample Pacing Guide 12

01 TOPIC: Industrialization, Immigration, and Urbanization 16

02 TOPIC: Populism and the People's Party 33

03 TOPIC: Reform Movements 43

Teacher Resources 56

The Changing Nation
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 8

UNIT 2

Introduction

About This Unit

The Big Idea

During the 1800s, increased immigration and industrialization led to rapid change in the United States, which resulted in populist and progressive reform movements to address economic, social, and political issues.

The half century between the end of the Civil War in 1865 and the beginning of the First World War in 1914 was a period of rapid change in the United States. The Second Industrial Revolution, along with an influx of immigrants from Europe and Asia, transformed America from a primarily agrarian nation into a manufacturing powerhouse. America's population and cities grew during this time, as did the income disparity between the emerging industrialist class and the people they employed. At the same time, farmers struggled under the burden of declining crop prices, overproduction, and high interest rates. A number of movements emerged to address the myriad concerns of the so-called Gilded Age. Farmers turned to populism and formed organizations to advocate for their interests. Workers formed unions to improve working conditions and pay. Progressive reformers took on other economic, social, and political causes, including regulating big business, improving urban housing, and ending child labor.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- continued westward expansion through the completion of the transcontinental railroad and incentives to move West
- removal of Native Americans from their land and destruction of their ways of life through conflicts with settlers, breaking of treaties, and severe depletion of the bison population
- conflicts between settlers and Native Americans, including the Sand Creek Massacre, the Battle of the Little Bighorn, and the Battle of Wounded Knee
- creation of the myth of the American West through Wild West shows and popular stories
- creation of legal racial segregation through Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*
- limitation of African Americans' political participation through revisions to the Louisiana Constitution
- opening of the first Historically Black Colleges and Universities
- work of early civil rights reformers, including Booker T. Washington, W. E. B. DuBois, Ida B. Wells, and Mary Church Terrell

What Students Need to Learn

- causes and effects of the Second Industrial Revolution, including:
  - urbanization and its effects
  - push and pull factors of immigration and the immigrant experience
  - role of laissez-faire capitalism
  - increased mechanization and technological innovations
  - expansion of railroads
  - the rise of big business
  - factory conditions and the formation of unions
- causes and effects of populism and the People's Party, including:
  - declining crop prices and increased production
  - high interest rates, inflation, and the dominance of railroads
  - Granger movement
  - Free Silver Movement, "bimetallism," and William Jennings Bryan
  - formation of the Farmers' Alliance(s) and the People's Party
  - elections of 1892 and 1896

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1865 to 1916.

1865–1914	Eleven million Americans move from rural to urban areas.
1865–1914	Twenty-five million immigrants move to the United States.
1867	The Granger movement is founded.
1869	The Knights of Labor (KOL) is founded.
1871–1900	The number of rail lines grows dramatically, increasing from forty-five thousand miles (72,420 km) of track to nearly two hundred thousand miles (321,900 km).
1873	Congress passes an act that stops the production of silver coins and begins shifting the country to the gold standard.
1886	The American Federation of Labor (AFL) is founded.
1887	Congress passes the Interstate Commerce Act to regulate big businesses.
1889	Jane Addams founds the Hull House in Chicago, one of the nation's first social settlements.
1890	Congress passes the Sherman Antitrust Act to regulate big businesses.
1892	The People's Party is formed.
late 1800s	Entrepreneurs such as Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt control monopolies in their industries.

late 1800s–early 1900s	More than two million children are sent to work in factories, mines, and mills in the United States.
1890–1920	Muckrakers bring attention to problems in American society.
1906	The Antiquities Act is passed, enabling Theodore Roosevelt to create eighteen national monuments, two hundred million acres (eighty-one million hectares) of national forest, dozens of wildlife sanctuaries, and five national parks.
1906	Congress passes the Pure Food and Drug Act and the Meat Inspection Act.
1910s	American industry produces a third of the world's manufactured goods.
1913	The Seventeenth Amendment is ratified, changing the way U.S. senators are elected.
1913	Louisiana adopts a new constitution.
1916	Congress passes the Keating-Owen Child Labor Act.

- causes and effects of progressive reform movements, including:
  - the Gilded Age
  - muckrakers: Jacob Riis, Ida Tarbell, Upton Sinclair, and Thomas Nast
  - regulating big business: Sherman Antitrust Act, Clayton Antitrust Act
  - Theodore Roosevelt: trust busting and conservation
  - settlement house movement
  - factory conditions and the Triangle Shirtwaist Factory disaster
  - child labor reforms
  - changes to the Louisiana Constitution

At a Glance

The most important ideas in Unit 2 are the following:

- The period from 1865 to 1914 was characterized by rapid economic growth and technological and social change resulting from industrialization, immigration, and urbanization.
- Populism and the People's Party emerged to address the needs and demands of America's farmers, including currency reform and increased regulation of railroads.
- Progressive reformers worked to improve society by addressing political, economic, and social issues that began in the Second Industrial Revolution and lasted through the Gilded Age.

What Teachers Need to Know

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Unit Resources

Student Component

The Changing Nation Student Volume—three chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

The Changing Nation Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Changing Nation* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 56.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Changing Nation Timeline Card Slide Deck—eighteen individual images depicting significant events and individuals related to changes in the United States between 1865 and 1916. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline

may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1865–1914

Chapter 1

1865–1914

Chapter 1

1867

Chapter 2

1869, 1886

Chapter 1

1871–1900

Chapter 1

1873

Chapter 2

1887, 1890

Chapter 3

1889

Chapter 3

1892

Chapter 2

Late 1800s

Chapter 1

Late 1800s–Early 1900s

Chapter 1

1890–1920

Chapter 3

1906

Chapter 3

1906

Chapter 3

1910s

Chapter 1

1913

Chapter 3

1913

Chapter 3

1916

Chapter 3

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 2 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses a different aspect of industrialization and resulting reform movements in the United States in the late 1800s and early 1900s. Many of these events developed simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Changing Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Progressive Era spanned multiple years, but the passage of the Pure Food and Drug Act occurred in 1906.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Pacing Guide

The Changing Nation unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of twenty-five days has been allocated to *The Changing Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 8 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

https://www.coreknowledge.org/bayou-bridges-online-resources

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource "About Teaching with Primary Sources":

https://www.coreknowledge.org/bayou-bridges-online-resources/

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	How did immigration, industrialization, and urbanization change America in the late 1800s and early 1900s?
2	What factors contributed to the emergence of the People's Party during the late 1800s?
3	How did reformers respond to the effects of industrialization and urbanization?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	immigration, industrialization, urbanization, economy, malnutrition, discrimination, nativism, capitalism, laissez-faire, mechanization, diagnostic, corporation, monopoly, trust, sweatshop, strike, collective bargaining, injunction, lockout
2	agrarian, populism, inflation, cooperative, platform
3	progressive, exposé, political machine, loophole, civic center, lawsuit, socialist

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 78–84. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Vertical and Horizontal Integration (AP 1.4)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.5)
- Chapter 3—Domain Vocabulary: Chapters 2–3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

A Special Note About *The Freedom Framework*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called "The Freedom Framework," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Burns, Ken. *Grover Cleveland, Again! A Treasury of American Presidents*. Illustrated by Gerald Kelley. New York: Random House Children's Books, 2016.

Easton, Emily. *Enough! 20 Protestors Who Changed America*. Illustrated by Ziyue Chen. New York: Random House Children's Books, 2018.

Hollihan, Kerrie Logan. *Theodore Roosevelt for Kids: His Life and Times; 21 Activities*. Chicago: Chicago Review Press, 2010.

Jarrow, Gail. *The Poison Eaters: Fighting Danger and Fraud in Our Food and Drugs*. New York: Boyds Mills & Kane / Calkins Creek, 2019.

Mahoney, Ellen. *Nellie Bly and Investigative Journalism for Kids: Mighty Muckrakers from the Golden Age to Today*. Chicago: Chicago Review Press, 2015.

Myers, Walter Dean, and Bonnie Christensen. *Ida B. Wells: Let the Truth Be Told*. New York: HarperCollins, 2015.

Osborne, Linda Barrett. *This Land Is Our Land: A History of American Immigration*. New York: Harry N. Abrams, 2016.

Rohmer, Harriet, ed. *Honoring Our Ancestors: Stories and Pictures by Fourteen Artists*. New York: Children's Book Press, 2013.

Takaki, Ronald. *A Different Mirror for Young People: A History of Multicultural America*. Adapted by Rebecca Stefoff. Salem, OR: Triangle Square Press, 2012.

Ziegelman, Jane. *97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement.* New York: Harper Paperbacks, 2011.

The Changing Nation Sample Pacing Guide

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
The Changing Nation				
"Industrialization, Immigration, and Urbanization" Core Lesson (TG & SV, Chapter 1)	"Industrialization, Immigration, and Urbanization" Core Lesson (TG & SV, Chapter 1) "Domain Vocabulary: Chapter 1" (TG, Chapter 1 Additional Activities, AP 1.5)	"Primary Source: 'The Gospel of Wealth' by Andrew Carnegie" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: *With Poor Immigrants to America* by Stephen Graham (1914)" (TG & SV, Chapter 1, AP 1.2)	Chapter 1 Learning Lab	"PRIMARY SOURCE ACTIVITY: 'The New Colossus'" (TG, Chapter 1 Additional Activities, AP 1.2)

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
The Changing Nation				
"Angel Island and the Chinese Exclusion Act" (TG, Chapter 1 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Child Labor in Photographs" (TG, Chapter 1 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Child Labor in Photographs" (TG, Chapter 1 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Preamble to the Knights of Labor Platform" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)	Chapter 1 Assessment

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
The Changing Nation				
"Populism and the People's Party" Core Lesson (TG & SV, Chapter 2)	"Primary Source: 'I Feed You All' (1875)" (TG & SV, Chapter 2) and "Primary Source: Excerpts from *The Louisiana Populist* (June 5, 1896)" (TG & SV, Chapter 2, AP 1.2)	Chapter 2 Learning Lab	"PRIMARY SOURCE ACTIVITY: Preamble to the Platform of the People's Party (1892)" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)	Chapter 2 Assessment

Week 4

Day 16	Day 17	Day 18	Day 19	Day 20
The Changing Nation				
"Reform Movements" Core Lesson (TG & SV, Chapter 3)	"Reform Movements" Core Lesson (TG & SV, Chapter 3) "Domain Vocabulary: Chapters 2–3" (TG, Chapter 3 Additional Activities, AP 3.1)	"Primary Source: 'The Senatorial Round House' by Thomas Nast (1886)" (TG & SV, Chapter 3) and "Primary Source: 'What Does the Working Man Want?' by Samuel Gompers" (TG & SV, Chapter 3, AP 1.2)	Chapter 3 Learning Lab	"PRIMARY SOURCE ACTIVITY: Declaration of the Conservation Conference (1908)" (TG, Chapter 3 Additional Activities, AP 1.2)

Week 5

Day 21	Day 22	Day 23	Day 24	Day 25
The Changing Nation				
"PRIMARY SOURCE ACTIVITY: Food Regulation in the Progressive Era" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: The Muckrakers in Action" (TG, Chapter 3 Additional Activities, AP 1.2)	Chapter 3 Assessment	Unit 2 Performance Task Assessment	Unit 2 Performance Task Assessment

The Changing Nation Pacing Guide

_____**'s class**

(A total of twenty-five days has been allocated to *The Changing Nation* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
The Changing Nation				

Week 2

Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
The Changing Nation				

Week 3

Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
The Changing Nation				

Week 4

Day 16	Day 17	Day 18	Day 19	Day 20
The Changing Nation				

Week 5

Day 21	Day 22	Day 23	Day 24	Day 25
The Changing Nation				

CHAPTER 1

TOPIC: Industrialization, Immigration, and Urbanization

The Framing Question: How did immigration, industrialization, and urbanization change America in the late 1800s and early 1900s?

Primary Focus Objectives

- ✓ Explain the causes and effects of industrialization in the United States. **(8.8, 8.8.a)**
- ✓ Describe the business practices that emerged during the Second Industrial Revolution and their effects. **(8.8, 8.8.c)**
- ✓ Summarize the causes and effects of immigration to the United States during the late 1800s and early 1900s. **(8.9, 8.9.b)**
- ✓ Discuss the working conditions and experiences of the labor force during the Second Industrial Revolution. **(8.9, 8.9.c)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigration*, *industrialization*, *urbanization*, *economy*, *malnutrition*, *discrimination*, *nativism*, *capitalism*, *laissez-faire*, *mechanization*, *diagnostic*, *corporation*, *monopoly*, *trust*, *sweatshop*, *strike*, *collective bargaining*, *injunction*, and *lockout*. **(8.SP.1)**

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Industrialization, Immigration, and Urbanization":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Pages

AP 1.1
AP 1.2
AP 1.4

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- display copy of Vertical and Horizontal Integration (AP 1.4)
- individual student copies of the National Archives Analyze a Photograph worksheet
- image from the Internet of the McCormick reaper

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheet and image may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

immigration, n. the act of coming to live permanently in a new country (2)

Example: A famine in the 1800s caused an increase in immigration from Ireland to the United States.
Variations: immigrant (n.), immigrate (v.)

industrialization, n. a shift to the widespread use of machines and factories to produce goods (2)

Example: As a result of industrialization, the number of people working in factories grew in the late 1800s.
Variations: industrialize (v.), industrial (adj.), industry (n.)

urbanization, n. the formation and growth of cities (2)

Example: One effect of urbanization was a lack of suitable housing in places like New York City.
Variations: urbanize (v.), urban (adj.)

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (3)

Example: During the late 1800s, the United States shifted from an agrarian economy to an industrial economy.
Variations: economies, economize (v.), economics (n.), economical (adj.)

malnutrition, n. a state of poor health due to not having enough healthy food (4)

Example: A potato famine in Ireland caused many people to suffer from malnutrition.
Variations: malnourish (v.), malnourished (adj.), malnourishment (n.)

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people (6)

Example: Many immigrants to the United States faced discrimination, including being prevented from applying for certain jobs.
Variations: discriminate (v.), discriminatory (adj.)

nativism, n. a preference for people born in a country rather than immigrants (6)

Example: During the late 1800s and early 1900s, people who supported nativism believed the United States should limit immigration from certain parts of the world.
Variations: nativist (n.), nativist (adj.)

capitalism, n. an economic system in which resources and businesses are privately owned and the government does not control prices (8)

Example: Under capitalism, entrepreneurs are free to start any business of their choosing.
Variations: capitalist (n.), capitalist (adj.), capital (n.)

laissez-faire, n. a philosophy that calls for very little or no government involvement in the economy (8)

Example: The government's laissez-faire approach to the economy allowed some large businesses to take advantage of their customers.
Variations: laissez-faire (adj.)

mechanization, n. the process of replacing human or animal labor with machine labor (9)

Example: As a result of mechanization, a worker used a machine to stitch the sole of a shoe rather than doing it by hand.
Variations: mechanize (v.), mechanical (adj.), mechanism (n.)

diagnostic, adj. related to identifying a disease or a problem (12)

Example: Marie Curie's diagnostic tool made it possible to identify broken bones.
Variations: diagnostics (n.), diagnose (v.), diagnosis (n.)

corporation, n. a type of large business **(12)**

Example: The corporation owned factories in several states.
Variations: corporations, corporate (adj.), incorporate (v.)

monopoly, n. the complete control of the supply of a good or service by one person, country, or company **(13)**

Example: Andrew Carnegie had a monopoly on steel production in the United States during the second half of the 1800s.
Variations: monopolies, monopolize (v.)

trust, n. a combination of corporations created to reduce competition and control prices **(13)**

Example: Standard Oil Company formed a trust to keep oil prices high.
Variations: trusts

sweatshop, n. a factory in which employees work for long hours in unsafe conditions for a low wage **(16)**

Example: Workers in the sweatshop toiled for sixteen hours a day in dark, cramped, dirty rooms.
Variations: sweatshops

strike, n. a practice of workers refusing to work until the company meets their demands in negotiations **(18)**

Example: Union members decided to walk out of the factory and go on strike after the company owners failed to raise hourly wages.
Variations: strikes, strike (v.)

collective bargaining, n. the negotiation of better wages and working conditions by a group, such as a union **(18)**

Example: Through collective bargaining, the union used the strength of its numbers to force the company owners to meet its demands.

injunction, n. a court order that specifies an action a person or group must or must not take **(18)**

Example: The business owner requested an injunction to end the union's protests outside of the factory.
Variations: injunctions

lockout, n. the closure of a business by an owner to gain concessions from workers during a labor dispute **(19)**

Example: Unwilling to raise the hourly wage for workers, the manager instituted a lockout to prevent the workers from earning any wages at all.
Variations: lockouts

The Core Lesson 35 MIN

Introduce *The Changing Nation* Student Volume 5 MIN

Distribute copies of *The Changing Nation* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention working conditions in factories, industrialists like Andrew Carnegie, the Granger movement, and Progressive Era reforms.

Introduce "Industrialization, Immigration, and Urbanization" 5 MIN

Introduce the chapter by explaining that in the early 1800s, the United States experienced what historians call the First Industrial Revolution. During this era, the first factories were established in the United States, the first railroads were built, steamboats and steamships improved water travel, the telegraph improved long-distance

communication, and people began to move to cities. After the Civil War in the 1860s, changes like these picked up speed, creating the Second Industrial Revolution, which students will read about in this chapter.

Call students' attention to the Framing Question. Tell students to look for details about how immigration, industrialization, and urbanization changed America in the late 1800s and early 1900s as they read the text.

Guided Reading Supports for "Industrialization, Immigration, and Urbanization"

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Transformation," pages 2–3

Scaffold understanding as follows:

Read the first paragraph of the section on page 2 aloud.

CORE VOCABULARY—Point out the vocabulary terms *immigration*, *industrialization*, and *urbanization*, and explain their meanings.

Read the remainder of the section on page 3 aloud.

CORE VOCABULARY—Point out the vocabulary term *economy*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What is the name of the period of change caused by industrialization, immigration, and urbanization after the Civil War? **(8.1, 8.8)**

» This period of change is called the Second Industrial Revolution.

LITERAL—What drew immigrants to the United States between 1865 and 1914? **(8.1, 8.2, 8.9, 8.9.b)**

» The promise of finding work in the expanding American economy drew immigrants to the United States.

"Who Immigrated and Why?" and "Ellis Island," pages 3–5

Scaffold understanding as follows:

Have students read the first two paragraphs of the section "Who Immigrated and Why?" on pages 3–4 independently.

CORE VOCABULARY—Point out the vocabulary term *malnutrition*, and explain its meaning.

SUPPORT—Explain that Ireland was under the political control of Great Britain at the time of the potato famine, but the British did not reach out and send food to the starving Irish people. Instead, they continued the practice of exporting food from Ireland to England.

SUPPORT—Students in the Bayou Bridges program may recall learning about the Columbian Exchange in Grade 5. Remind them that the potato is native to the Americas and was brought to Europe as part of the exchange and became the staple of many European diets.

SUPPORT—Call attention to the graph of immigration statistics on page 4. Explain that this graph shows multiple data sets organized by region and date. Point out the three regions represented on the graph: eastern Europe, southern Europe, and Asia. Then point out the two data sets for each region. Tell students that the data set on the left represents total immigration from a specific region in the year 1870, and the data set on the right represents total immigration from that same region in 1890. Ask: Which regions saw the greatest increase in immigration between 1870 and 1890? (*Eastern and southern Europe saw the greatest increases in immigration between 1870 and 1890.*) **(8.2, 8.4)**

Have students read the last two paragraphs of the section "Who Immigrated and Why?" on pages 4–5 independently.

SUPPORT—Tell students that the German Revolutions of 1848 were caused by several factors, including the growth of socialist and republican movements in Europe and the abdication of the French king. Germans, especially those in the lower classes, revolted and attempted to establish a unified elected German government. Political infighting, disagreements, and pushback from conservative and pro-monarchy forces ultimately defeated these attempts.

SUPPORT—Explain that in Europe, Jewish people were often required to live in cramped areas called *ghettos*. Some ghettos were fenced-in streets in a city called a *Judengasse*. In some places, Jewish people were only allowed to travel outside the ghetto into other parts of a city at specific times or on specific days.

Have students read the sidebar "Ellis Island" on page 5 with a partner.

SUPPORT—Explain to students that Ellis Island wasn't the only major immigration station in the United States. Angel Island, located near San Francisco, served as the main immigration facility for the West Coast of the United States from 1910 to 1940. It was known as the "Ellis Island of the West," but immigrants were treated differently at Angel Island. Concerned that people coming into the United States from Asia could not assimilate as well into American culture as Europeans, officials forced people coming through Angel Island to undergo a much stricter screening process.

After students read the text, ask the following questions:

LITERAL—What "pushed" Irish people to leave Ireland for the United States beginning in 1845? **(8.1, 8.2, 8.9, 8.9.b)**

» The potato blight and resulting lack of food pushed many Irish people to immigrate to the United States beginning in 1845.

LITERAL—In which cities did most Irish immigrants settle in the United States? **(8.1, 8.2, 8.9, 8.9.b)**

» Most Irish immigrants settled in Boston, New York City, Albany, Buffalo, Cleveland, and Chicago.

EVALUATIVE—Why did more than a million Germans immigrate to the United States between 1845 and 1855? **(8.1, 8.2, 8.9, 8.9.b)**

» Some were farmers and laborers in search of better jobs and better economic opportunities. Later, doctors, lawyers, and skilled artisans fled the aftermath of the Revolutions of 1848.

EVALUATIVE—Why did Jewish people immigrate to the United States? **(8.1, 8.2, 8.9, 8.9.b)**

» Jewish people immigrated to escape poverty and religious persecution.

LITERAL—What was Ellis Island? **(8.9, 8.9.b)**

» Ellis Island was an immigration processing center in New York Harbor.

"The Realities of Immigration," pages 5–7

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 5–6 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *discrimination* and *nativism*, and explain their meanings.

SUPPORT—Explain that nativism was rooted in xenophobia, or feelings of prejudice against people from other countries. Nativists were concerned that the influx of immigrants with their different languages, religions, and cultures would in some way hurt the American identity and way of life. In reality, the United States has been a nation of immigrants from its onset, with diverse peoples from different places and backgrounds living here since colonial times.

Invite a volunteer to read the fourth paragraph of the section on page 6 aloud.

SUPPORT—Explain that anti-Catholic sentiment was the result of the Protestant Reformation that took place in Europe in the 1500s. Note that Catholics had existed in North America since colonial times, and the Maryland colony was founded as a refuge for Catholics who were persecuted in England. Students in the Bayou Bridges program may recall reading about the Protestant Reformation in Grade 5 and the founding of Maryland in Grade 6.

Invite a volunteer to read the fifth paragraph of the section on page 6 aloud.

SUPPORT—Call attention to the graph of immigration statistics on page 4. Ask: How does immigration from Asia compare to immigration from Europe during this time? (*Asian immigration grew, but only modestly compared to the two regions in Europe.*) **(8.2, 8.4)**

SUPPORT—Explain that prejudice against Chinese people was so fierce that in 1882, the United States Congress passed the Chinese Exclusion Act, a law that banned further Chinese immigration to the country for ten years and prohibited Chinese immigrants from becoming U.S. citizens. The act was renewed multiple times, effectively banning Chinese immigration for decades.

Invite a volunteer to read the remaining paragraph of the section on pages 6–7 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What types of jobs did most immigrants take? **(8.9, 8.9.b)**

» Most immigrants took unskilled jobs for low pay, working as servants, sweeping streets, hauling trash, and selling food from carts. They also worked in factories, mines, and mills.

LITERAL—What factors contributed to nativism? **(8.9, 8.9.b)**

» Discrimination and fear that immigrants were taking jobs and lowering wages contributed to nativism.

EVALUATIVE—How did the experience of Chinese immigrants compare to immigrants from Europe? Why did their experience differ? **(8.3, 8.9, 8.9.b)**

» Chinese immigrants experienced extreme prejudice and violence compared to other immigrant groups. Their different styles of dress and cultural and religious practices set them apart from European immigrants.

LITERAL—In what ways was the immigrant experience positive? **(8.9, 8.9.b)**

» Immigrants found Americans who welcomed and helped them, and they also found and built communities that offered assistance. Growing immigrant populations also contributed to increased political power.

"African Americans Move North," page 7

Scaffold understanding as follows:

Read the section on page 7 aloud.

SUPPORT—Remind students what segregation was and is. (Segregation is the forced separation of people on the basis of race.) Remind students that segregation was a central part of the Jim Crow laws they read about in Unit 1, *A Nation in Conflict*. Explain that African Americans still experienced discrimination and prejudice in the North, but the higher wages and economic opportunities outweighed this. Tell students that they'll learn more about the migration of African Americans and its impact in the next unit, when they study the Great Migration.

After reading the text, ask the following questions:

EVALUATIVE—Why did African Americans move north after slavery ended? **(8.9, 8.9.a)**

» They hoped to find better jobs and better schools than in the South.

LITERAL—What opportunities did African Americans find in northern cities during the First World War? **(8.9, 8.9.a)**

» They found work in factories producing materials for the war effort.

"The Effects of Urbanization," pages 7–8

Scaffold understanding as follows:

Have students read the section on pages 7–8 independently.

SUPPORT—Call attention to the term *tenements* in the first paragraph of the section. Explain that tenements are apartment buildings that meet minimal health and safety standards. These buildings were often crowded and poorly maintained. Call attention to the image of tenements on page 8. Note how the buildings are very close together. Ask: Why do you think the tenants of these buildings hung their laundry to dry in this way? (*Answers will vary but may include: It was easier and quicker to dry their clothes outside because they did not have clothes dryers inside.*) **(8.9.a, 8.9.b)**

After students read the text, ask the following questions:

EVALUATIVE—What factors caused rapid urbanization in the United States? **(8.1, 8.9, 8.9.a)**

» The use of farm machinery decreased the need for agricultural labor, leading people to move from rural areas to urban areas in search of work. Increased immigration to U.S. cities also contributed to rapid urbanization.

EVALUATIVE—What issues did rapid urbanization cause for cities like New York? **(8.9, 8.9.c)**

» Rapid urbanization caused housing shortages and led to the construction of cramped, unsafe, and unsanitary tenements. Urbanization also caused sanitation issues, the rapid spread of disease, and air pollution.

"The Second Industrial Revolution," pages 8–9

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 8–9 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *capitalism* and *laissez-faire*, and explain their meanings.

Note: The term *laissez-faire* is pronounced (/leh*say/fair/). Say the term aloud, and have students repeat it after you.

SUPPORT—Explain that New York passed the Bakeshop Act in 1895 in an attempt to improve working conditions for bakers. The act made it illegal for bakers to work more than ten hours a day and more than sixty hours a week. John Lochner, a bakery owner, was charged twice for breaking the law. He appealed his second charge to the Supreme Court. In *Lochner v. New York* (1905), the court ruled that the Bakeshop Act violated Lochner's right to form contracts under the due process clause of the Fourteenth Amendment. According to the majority opinion, the act did not actually protect the workers' health, and the Bakeshop Act was ruled unconstitutional.

Have students read the remaining two paragraphs of the section on page 9 with a partner.

CORE VOCABULARY—Point out the vocabulary term *mechanization*, and explain its meaning.

SUPPORT—Reiterate that assembly lines broke production into a series of repetitive tasks. In a shoe factory, for example, a worker might sit for hours at a leather-stitching machine, stitching leather soles to "uppers." Another worker would focus on putting holes and grommets where the shoes would be laced. Yet another might work at nailing the heels to the soles. In this way, many more shoes could be produced in a day than had been produced by one person undertaking each step in the process.

SUPPORT—Remind students of what they read in the chapter opener about rural-to-urban migration during this time. Lack of need for agricultural laborers was a part of this migration.

After students read the text, ask the following questions:

EVALUATIVE—How did America's economy change from before the Civil War to the 1910s? **(8.8, 8.8.a)**

» Before the Civil War, most Americans were farmers. By 1880, more people worked in manufacturing than in agriculture, and by the 1910s, the United States was producing a third of the world's manufactured goods.

EVALUATIVE—How did laissez-faire capitalism contribute to industrial growth? **(8.8, 8.8.a)**

» Through laissez-faire capitalism, the federal government placed few regulations on businesses, allowing them to pay low wages and require long hours in poor working conditions. This helped businesses grow quickly.

EVALUATIVE—Why was mechanization important to industrialization? **(8.8, 8.8.a)**

» Mechanization made it possible to produce more goods in less time for less money.

"The Role of Railroads," pages 9–11

Scaffold understanding as follows:

Read the section on pages 9–11 aloud.

SUPPORT—Review what students read about the transcontinental railroad in Unit 1, *A Nation in Conflict*. Explain that many Chinese immigrants worked on America's growing network of railroads, especially in the West. Note that laying railroad tracks was very difficult, sometimes dangerous, work.

SUPPORT—Call attention to the maps showing railroad expansion on page 10. Ask: Which regions had the greatest concentration of railroads in 1860 and in 1890? (*The Northeast and the Midwest had the greatest concentration of railroads in 1860 and 1890.*) How did the number of transcontinental railroads change between 1860 and 1890? (*The number of transcontinental railroads went from just one in 1860 to more than a dozen in 1890.*) What evidence from the maps supports the claim that there is a connection between urbanization and the growth of railroads? (*The number and populations of major cities grew between 1860 and 1890 as the number of railroads grew.*) Explain to students the difference between correlation and causation. (Correlation demonstrates a pattern between two or more events. Causation means that one thing directly caused another.) Ask students to consider whether they think the urbanization and railroad expansion shown on the maps demonstrates correlation or causation. What additional information might they need to support their response? **(8.4, 8.5, 8.7, 8.7.c, 8.8, 8.8.b)**

After reading the text, ask the following questions:

EVALUATIVE—How did the Pacific Railway Act of 1862 change the United States? **(8.1, 8.8, 8.8.b)**

» The Pacific Railway Act of 1862 authorized the construction of the first transcontinental railroad and resulted in the rapid expansion of railways across the United States.

EVALUATIVE—How did railroads drive industrialization? **(8.1, 8.8, 8.8.b)**

» Railroads were used to transport raw materials and finished goods. They helped open new markets across the country. They were also major consumers of raw materials.

EVALUATIVE—What was a negative cost of railroad expansion? **(8.1, 8.8, 8.8.b)**

» Railroad expansion resulted in the displacement of Native Americans and the destruction of their traditional ways of life.

"Technological Innovations," pages 11–12

Scaffold understanding as follows:

Have students read the section on pages 11–12 with a partner.

CORE VOCABULARY—Point out the vocabulary term *diagnostic*, and explain its meaning.

SUPPORT—Direct students to the image of the Flatiron Building at the beginning of Chapter 3 on page 36. Explain that steel's lighter weight and immense strength was central to the construction of skyscrapers like the Flatiron Building.

SUPPORT—By 1927, Ford's workers had built fifteen million Model T cars. Explain that Ford's use of the assembly line helped drive costs down so people, including his own workers, could afford to buy his cars.

After students read the text, ask the following questions:

LITERAL—What technology made the building of skyscrapers possible? **(8.8, 8.8.b)**

» Elevator technology enabled the building of skyscrapers.

EVALUATIVE—How might the new inventions mentioned in this section have changed daily life? **(8.8, 8.8.b)**

» The new inventions made some jobs easier and quicker, and made it easier to travel or get around, which provided people with more time and greater productivity.

"The Beginnings of Big Business," pages 12–14

Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of the section on pages 12–13 aloud.

CORE VOCABULARY—Point out the vocabulary terms *corporation* and *monopoly*, and explain their meanings.

SUPPORT—Explain that corporations offer their owners many benefits, including a concept known as "corporate personhood." Under U.S. law, corporations act on behalf of their owners and have many of the same rights as individuals, including the ability to own property and enter into contracts. As a legal "person," a corporation can be held liable (responsible) for its actions instead of the people who own, operate, and work for the corporation. Explain that this liability is not completely protective, but it does add a significant layer of protection for people who own corporations.

Invite volunteers to read the next two paragraphs of the section on page 13 aloud.

CORE VOCABULARY—Point out the vocabulary term *trust*, and explain its meaning.

Activity Page

AP 1.4

SUPPORT—Display Vertical and Horizontal Integration (AP 1.4) to reiterate and illustrate the information about Andrew Carnegie's and John D. Rockefeller's business practices. Ask: How does vertical integration compare to horizontal integration? (*Vertical integration focuses on controlling parts of multiple industries to produce a product or service, while horizontal integration focuses on controlling the same type of business within an industry.*) Based on the illustration, how did the two types of integration get their names? (*Vertical integration gets its name because it controls every aspect of production from top to bottom, or vertically. Horizontal integration gets its name because it controls companies across an industry, or horizontally.*) **(8.3, 8.8, 8.8.c)**

SUPPORT—Tell students that they'll learn about the backlash against Standard Oil in Chapter 3.

Invite a volunteer to read the next paragraph of the section on pages 13–14.

SUPPORT—Explain that Vanderbilt University in Nashville, Tennessee, is named after Cornelius Vanderbilt, who helped fund the university when it was founded.

Invite a volunteer to read the next paragraph of the section on page 14 aloud.

SUPPORT—Call attention to the word *mergers* in the text. Explain that a merger happens when one business absorbs another. Note that J. P. Morgan purchased Andrew Carnegie's company, Carnegie Steel, and formed the United States Steel Corporation. Explain that Chase Bank today is a successor of J. P. Morgan's banking empire. Its full legal name is J. P. Morgan Chase Bank.

Invite a volunteer to read the remaining paragraph of the section on page 14 aloud.

SUPPORT— Madam C. J. Walker is also notable for her philanthropy and activism. She donated money to the NAACP's anti-lynching fund and bequeathed nearly $100,000 to orphanages, institutions, and individuals. Her will also directed two-thirds of the future net profits of her estate to charity. She also petitioned Congress to pass laws that protected African Americans.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did corporations create monopolies? **(8.8, 8.8.c)**

» Corporations created monopolies to reduce or eliminate competition.

EVALUATIVE—How did John D. Rockefeller form a monopoly? **(8.8, 8.8.c)**

» John D. Rockefeller formed a monopoly through horizontal integration. He purchased other competing oil refineries.

EVALUATIVE—Why was John Pierpont Morgan significant to the Second Industrial Revolution? **(8.8, 8.8.c)**

» He provided the capital needed to grow industries, and he also helped arrange numerous mergers.

EVALUATIVE—How are horizontal and vertical integration similar? How are they different? **(8.8.c)**

» Both horizontal and vertical integration allow corporations to form monopolies and control industries. Horizontal integration differs from vertical in that it focuses on owning as many companies as possible within the same industry. Vertical integration, on the other hand, focuses on owning parts of different industries to lower costs and increase profits.

EVALUATIVE—How did Madam C. J. Walker stand apart from other entrepreneurs of the time? **(8.8, 8.8.c)**

» Madam C. J. Walker, born Sarah Breedlove, was a woman entrepreneur at a time when business and most aspects of life were dominated by men.

"Captains of Industry or Robber Barons?," pages 14–15

Scaffold understanding as follows:

Have students read the section on pages 14–15 with a partner.

SUPPORT—Tell students that Carnegie believed that "the man who dies rich dies disgraced." He was determined to give away his massive fortune and ultimately donated

$350 million by the time of his death in 1919, an amount worth more than $6 billion in 2023. Carnegie was so rich that he couldn't give his money away fast enough. He still managed to earn more than he donated.

After students read the text, ask the following questions:

LITERAL—What does it mean to be a "captain of industry"? **(8.8, 8.8.c)**

» A captain of industry is a leader of an important business who is seen as doing good from their position of leadership.

LITERAL—What is a "robber baron"? **(8.8, 8.8.c)**

» *Robber baron* is a term used for a wealthy entrepreneur who grew immensely rich off of the labor of others.

EVALUATIVE—How were Carnegie, Rockefeller, Morgan, and Vanderbilt both captains of industry and robber barons? **(8.8, 8.8.c)**

» Possible answer: They were leaders of important businesses who enabled thousands of workers to make a living, but they also used unscrupulous business practices to build and maintain their business empires.

EVALUATIVE—Why are Carnegie and Rockefeller considered philanthropists? **(8.8, 8.8.c)**

» They donated large parts of their fortunes to benefit society.

"Factory Conditions" and "Child Labor," pages 15–17

Scaffold understanding as follows:

Have students read the section "Factory Conditions" on pages 15–16 independently.

CORE VOCABULARY—Point out the vocabulary term *sweatshop*, and explain its meaning.

Have students read the section "Child Labor" on pages 16–17 with a partner.

SUPPORT—Explain that over the years, breathing in cloth fibers in textile factories could cause a disease called "brown lung." In coal mines, the air was often thick with coal dust. The coal dust congested workers' lungs and caused an illness called "black lung," which frequently led to cancer.

SUPPORT—Direct students to the image of the boys in a factory on page 17. Ask students what details they notice in the image. What do those details tell them about child labor? Have students make a claim supported by details in the image. **(8.6, 8.6.a, 8.7, 8.7.a)**

Note: You may wish to have students complete a National Archives Analyze a Photograph worksheet about the image.

After students read the text, ask the following questions:

LITERAL—What was factory work like? **(8.9.c)**

» Factory work was repetitive and exhausting. Workers were pushed to work long hours and earned low wages.

LITERAL—What is a sweatshop? **(8.9.c)**

» A sweatshop is a factory or workshop in which people work long hours in unsafe conditions for very low wages.

EVALUATIVE—What were the differences between farm work and factory work for children? **(8.9.c)**

» On farms, children had a chance to be outside, and they worked with their families. In factories, children were inside in often hazardous conditions for long hours. The working conditions in factories and mines could cause lifelong health problems.

"Unions," pages 17–19

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 17–18 independently.

CORE VOCABULARY—Point out the vocabulary term *strike*, and explain its meaning.

SUPPORT—Explain to students that a skilled worker is someone who learns a trade or skill through special training. Examples of skilled trades include carpentry and masonry. Unskilled labor does not require any special training.

SUPPORT—Standard of living is a measure of wealth and well-being in a society. It describes both people's minimum needs and wants and the availability of resources to meet those needs and wants. Explain that while economic data showed that overall wealth had increased during this time, it was not distributed in an equitable way.

Have students read the remainder of the section on pages 18–19 independently.

SUPPORT—Call attention to the word *concessions* in the third paragraph of the section. Explain that concessions were goals of the unions that business owners begrudgingly met.

CORE VOCABULARY—Point out the vocabulary terms *collective bargaining* and *injunction*, and explain their meanings.

SUPPORT—Explain that many former KOL members joined the AFL. Explain that the AFL still exists today as part of the AFL-CIO, an organization made up of sixty unions.

SUPPORT—Call attention to the word *agitation* in the fourth paragraph of the section. Explain that in the context of Gompers's quote, *agitation* describes the unions' repeated and persistent efforts to gain support for their demands and pressure business owners to meet those demands.

After students read the text, ask the following questions:

EVALUATIVE—Why did workers form unions? **(8.8, 8.8.c)**

» They wanted to improve their working conditions and standard of living, and they recognized they had strength in numbers to achieve their goals.

EVALUATIVE—Why was Samuel Gompers important to the labor movement? **(8.8, 8.8.c)**

» Samuel Gompers was important to the labor movement because he helped form a large labor organization called the American Federation of Labor. He and the

AFL organized workers to bargain for safer working conditions, better hours, and higher wages.

LITERAL—Whose side were the courts on during this time? **(8.8, 8.8.c)**

» The courts were largely on the side of business owners. They granted injunctions against striking workers and rarely ruled against employers for mistreating or underpaying workers.

"Strikes and Retaliation," pages 19–21

Scaffold understanding as follows:

Read the first two paragraphs of the section on pages 19–20 aloud.

CORE VOCABULARY—Point out the vocabulary term *lockout*, and explain its meaning.

SUPPORT—Review with students the definition of *strike* on page 18. Explain the difference between a strike and a lockout: a strike is when workers push the company to meet their demands, whereas a lockout is when a company owner pushes workers to meet the company's demands. In a strike, workers choose to stop working; in a lockout, that decision is made by the business owner.

SUPPORT—Display the image of the McCormick reaper. Note that the McCormick reaper was a horse-drawn reaper. It dramatically reduced the amount of manual labor needed to harvest grain.

Have students read the remainder of the section on pages 20–21 with a partner.

SUPPORT—Explain that the result of the Homestead Steel Strike was not just a loss for the steelworkers who worked for Carnegie Steel Company. It set the entire labor movement back several decades.

After students read the text, ask the following questions:

LITERAL—What happened at Chicago's Haymarket Square on May 4, 1886? **(8.8, 8.8.c)**

» A strike grew violent when someone in the crowd threw a bomb at the police. People were killed, and eight people were convicted of conspiracy.

EVALUATIVE—Why did the Homestead Steel Strike backfire? **(8.8, 8.8.c)**

» The Homestead Steel Strike backfired because the Carnegie Steel Company hired Pinkertons to keep the workers out, several people died, and the governor supported the company rather than the workers.

Primary Source Feature: "The Gospel of Wealth" by Andrew Carnegie, page 22

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 22.

Introduce the source by reviewing what students read about Andrew Carnegie and his philanthropy. (Andrew Carnegie was a Scottish immigrant who became a wealthy industrialist.

He later went on to donate the bulk of his fortune to charitable causes.) Explain that Carnegie espoused his views of wealth and society in an essay called "The Gospel of Wealth," from which this excerpt was taken. Explain that the word *gospel* refers to a religious message or teaching.

Read the italicized introductory text aloud. Explain that by 1890, according to historian Eric Foner, the richest 1 percent of Americans owned more wealth than the other 99 percent.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

- **unostentatious, adj.** not showy; unassuming
- **trustee, n.** an appointed person who oversees or administers property on behalf of others

TURN AND TALK—Have students summarize Andrew Carnegie's main ideas in their own words.

After the volunteers have read the text, ask the following questions:

LITERAL—What does Carnegie say is the "problem" of his age? **(8.6, 8.6.a, 8.8, 8.9)**

» Carnegie says the problem of the age is the "proper administration of wealth."

EVALUATIVE—How does Carnegie show bias in his view of the rich versus the poor? **(8.6, 8.6.a, 8.6.b, 8.8, 8.9)**

» Carnegie explains that it is "the duty of the man of wealth" to set examples and shape society. This shows that he believes that rich people should hold greater sway in society than others. His view of wealthy people as trustees also suggests that he considers poor people less capable of managing money.

EVALUATIVE—What assumptions does Carnegie make about wealthy and poor people? Cite evidence to support your response. **(8.6, 8.6.a, 8.6.b, 8.8, 8.9)**

» Carnegie assumes that wealthy people have good judgment when making decisions to benefit the community and that poor people do not have good judgment. He also assumes that wealthy people are inherently better than poor people. This is evidenced when he says that wealthy people should use their "superior wisdom, experience, and ability to administer" to help the poor.

INFERENTIAL—Do you think the people Carnegie employed during this time would agree with Carnegie's idea of the trustees? What additional sources would help you answer this question? **(8.6, 8.6.a, 8.6.d, 8.8, 8.9)**

» Answers will vary but may include: Carnegie's employees likely would not agree that wealthy people should act as trustees. They'd likely prefer the wealthy to be less so and would prefer that the working class earn better wages and enjoy a higher standard of living. Additional sources that would help answer this question include letters and journal entries, materials from unions at the time, and newspaper articles written from the perspective of working-class Americans.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students work with a partner to analyze the excerpt.

Primary Source Feature: *With Poor Immigrants to America* by Stephen Graham, page 23

Scaffold understanding as follows:

Background for Teachers: Stephen Graham was a Scottish journalist and writer born in the late nineteenth century. In 1914, he traveled aboard a ship filled with Germans, Swedes, Italians, and Russians who were immigrating to the United States to gain an understanding of the country that was about to welcome them and learn about life in America.

Direct students to the Primary Source Feature on page 23.

Introduce the source by reviewing what students have read about immigration to the United States. Explain that in this excerpt, Graham describes the mood of the people on the ship who were awaiting a new life in America.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

murky, adj. thick and heavy

laboriously, adv. characterized by hard work

throbbing, v. pounding and vibrating

glimmering, v. shining unsteadily

After the volunteers have read the text, ask the following questions:

LITERAL—What is Graham suggesting about the abilities of Americans in the first paragraph of the excerpt? **(8.6, 8.6.a, 8.6.b, 8.8, 8.9)**

» He says that they are very creative and can turn negative ideas and objects into things that are positive and productive.

LITERAL—What did passengers on the ship do to keep themselves busy? **(8.6, 8.6.a, 8.6.b, 8.8, 8.9)**

» Passengers danced, sang, wrote letters, talked to each other, and slept.

EVALUATIVE—Why does Graham describe clear skies, a skyful of stars, and glimmering ocean waves when asking "What will it be like in America?" **(8.6, 8.6.a, 8.6.b, 8.8, 8.9)**

» Graham uses imagery that brings out positive emotions in the reader to suggest that America will be hopeful and cheerful.

Activity Page

AP 1.2

Distribute the Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(8.1)**
- Review and discuss the Framing Question: "How did immigration, industrialization, and urbanization change America in the late 1800s and early 1900s?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "How did immigration, industrialization, and urbanization change America in the late 1800s and early 1900s?"
  - » Key points students should cite include: the United States was transformed by immigration, industrialization, and urbanization between 1865 and 1914; immigrants came to the United States for many reasons, including better opportunities and to escape persecution; immigrants experienced discrimination and nativism; African Americans migrated north after the Civil War in search of better opportunities; urbanization contributed to unsafe living conditions in tenements and insufficient sanitation; the Second Industrial Revolution was made possible by laissez-faire capitalism and mechanization; railroads expanded quickly after the Civil War and had numerous positive and negative effects; the Second Industrial Revolution was characterized by technological innovations like electricity, automobiles, telephones, and skyscrapers; corporations formed monopolies and trusts to increase profits and reduce competition; wealthy industrialists like Andrew Carnegie and John D. Rockefeller left a mixed legacy as robber barons and philanthropists; unions formed in response to unsafe working conditions, long workdays, and low wages.
- Choose two of the Core Vocabulary terms (*immigration*, *industrialization*, *urbanization*, *economy*, *malnutrition*, *discrimination*, *nativism*, *capitalism*, *laissez-faire*, *mechanization*, *diagnostic*, *corporation*, *monopoly*, *trust*, *sweatshop*, *strike*, *collective bargaining*, *injunction*, or *lockout*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page

AP 1.1

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 2

TOPIC: Populism and the People's Party

The Framing Question: What factors contributed to the emergence of the People's Party during the late 1800s?

Primary Focus Objectives

- ✓ Explain the effects of capitalism and the growing industrial economy on American farmers during the 1800s. **(8.8, 8.8.a)**
- ✓ Analyze the social, political, and economic changes that contributed to populism. **(8.9)**
- ✓ Discuss the causes and effects of the Granger movement, Farmers' Alliance(s), and People's Party. **(8.9, 8.9.d)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *agrarian*, *populism*, *inflation*, *cooperative*, and *platform*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Populism and the People's Party":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of National Archives Analyze a Poster worksheet

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the worksheet may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

agrarian, adj. relating to farming or agriculture **(24)**

Example: After the Civil War, the United States rapidly shifted from having an agrarian economy to an industrial one.
Variations: agrarian (n.), agrarianism (n.)

populism, n. a political perspective that gives priority to the interests of ordinary people **(25)**

Example: Populism became increasingly popular among farmers who struggled to defend their interests against large banks and the railroads.
Variations: populist (adj.), populist (n.)

inflation, n. a rise in prices and a fall in the purchasing value of money (28)

Example: Members of the Free Silver Movement hoped that inflation would make it easier for farmers to pay back their debts.
Variations: inflate (v.), inflationary (adj.)

cooperative, n. an organization that is owned and operated by its users for economic benefit (30)

Example: Members of the cooperative could purchase tools and seed at low prices.
Variations: cooperatives, co-op, cooperative (adj.)

platform, n. the policies supported by a political party (31)

Example: The People's Party platform addressed a number of issues, including promoting democracy through the direct election of senators.
Variations: platforms

The Core Lesson 35 MIN

Introduce "Populism and the People's Party" 5 MIN

Introduce the chapter by reviewing what students read in Chapter 1. (Immigration, industrialization, and urbanization resulted in many changes in the United States. Laissez-faire government gave rise to major corporations and wealthy entrepreneurs while the working class struggled to get by.) Explain that industrialization and wealth inequality did not only affect cities. They also affected farmers in rural areas. In this chapter, students will read about the impact of industrialization and capitalism on farmers and how farmers and their representatives responded.

Call students' attention to the Framing Question. Tell students to look for factors that contributed to the emergence of the People's Party during the late 1800s as they read the text.

Guided Reading Supports for "Populism and the People's Party" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A New Movement Emerges" and "Agrarian Distress," pages 24–27

Scaffold understanding as follows:

Read the section "A New Movement Emerges" on pages 24–25 aloud.

CORE VOCABULARY—Point out the vocabulary terms *agrarian* and *populism*, and explain their meanings.

Have students read the first two paragraphs of the section "Agrarian Distress" on pages 25–26 independently.

SUPPORT—Explain to students that in the country's early history, most farming was done using human power. This began to change in the first half of the 1800s with the invention of horse- and oxen-drawn machines like the steel plow and mechanical reapers and threshers. Steel plows could more easily cut through soil, making it easier to plant crops. Reapers are

used to harvest crops, while threshers separate grain from the stalk. Another important innovation was commercial fertilizer.

SUPPORT—Call attention to the graph of crop prices on page 26. Explain that this graph tracks the price per bushel of two different crops, corn and wheat, between 1868 and 1890 in Chicago, Illinois. Point out the *x*-axis; this shows the date. Point out the *y*-axis; this shows the price per bushel. Explain that a bushel is a unit of measurement equal to 9.3 gallons (35.2 liters). Next, point out the lines representing corn and wheat on the graph. Have students trace each line with their finger as you explain that the graph tracks the price of each crop in a given year. The data points for each crop are connected with a line to better represent change over time. Ask: What trend in crop prices does the graph show? (*The graph shows a downward trend in crop prices.*) Why do you think the price of wheat dropped dramatically between 1868 and 1870? (*Answers will vary but may include: The Civil War may have caused crop prices to go up, and they came back down after the war ended. The adoption of new technology and machines may have also increased crop production and lowered prices.*) Can this graph be used to draw conclusions about larger agricultural trends during this time, and why or why not? (*Answers will vary but may include: This graph only shows data for two different crops and their prices in one city. This makes it difficult to draw conclusions about other trends in agriculture at the time.*) **(8.1, 8.4, 8.6, 8.6.d, 8.8, 8.8.b)**

Have students read the remaining three paragraphs of the section "Agrarian Distress" on pages 26–27 with a partner.

SUPPORT—Explain that the decision farmers made to grow and sell more crops to earn more money, which backfired and caused prices to decrease even more, is an example of a phenomenon economists call the "tragedy of the commons." This occurs when a group of individuals use shared resources without recognizing that if everybody uses that resource, everybody will suffer.

SUPPORT—Call attention to the name *Patrons of Husbandry* in the third paragraph of the section. Explain that a patron is a supporter of something, while *husbandry* is a synonym of *agriculture*.

SUPPORT—Call attention to the word *lobbied* in the fourth paragraph of the section. Explain that lobbying means to try to influence elected officials to act in favor of a cause, organization, or business. Industries still lobby legislators today.

SUPPORT—Note that the term *colored* is an out-of-date term that refers to African Americans. It is different from "people of color," which includes all non-white people.

SUPPORT—Explain that the term *Bourbon Democrat* has roots in French history. The Bourbon kings ruled France after the end of Napoleon Bonaparte's reign until 1848, when the Second Republic was proclaimed. The Bourbons wanted to undo the changes introduced by the French Revolution and Napoleon, especially the expansion of democracy. The name Bourbon Democrats was given to members of the Democratic Party who, like the Bourbon kings, resisted change and attempted to return the South to the pre–Civil War way of life during and after Reconstruction. Note that the Bourbon Democrats referred to themselves as Redeemers. Their goal was to "redeem" the South by bringing white people back into power.

After students read the text, ask the following questions:

EVALUATIVE—How did mechanization affect farmers? **(8.1, 8.8, 8.8.a, 8.8.b, 8.9, 8.9.c)**

» Mechanization affected farmers by making it easier to produce more crops. This led to excess crop production, which drove prices down, forcing many farmers into debt.

LITERAL—What was the original purpose of the Patrons of Husbandry and the Granger movement? How did the Granger movement change over time? **(8.9, 8.9.d)**

» The original purpose of the Patrons of Husbandry and the Granger movement was to educate farmers. It was also a social organization. Over time, the Granger movement became more political, and its members lobbied state legislatures to pass new laws to protect farmers' interests.

EVALUATIVE—Who was included in and excluded from the Granger movement? **(8.9, 8.9.d)**

» Women leaders were included at a time when women lacked representation in larger society. However, African Americans were prevented from joining.

EVALUATIVE—How did the views of Bourbon Democrats differ from those of members of the Granger movement? What effect did this have? **(8.3, 8.9, 8.9.d)**

» The Bourbon Democrats favored a laissez-faire approach to government and business interests instead of helping struggling farmers. These views helped populism grow.

"Populism vs. Railroads and Banks," pages 27–28

Scaffold understanding as follows:

Read the section on pages 27–28 aloud.

SUPPORT—Explain to students that interest on a loan is the cost of borrowing money. The higher the interest rate, the more expensive it is to borrow money. Explain that loans must be paid back over an agreed-upon time frame. For example, a farmer in the 1800s may have borrowed a thousand dollars that had to be paid back within twelve months. The figures below show the total cost of that loan, including interest, at different interest rates.

- 5 percent = $1,027.29
- 10 percent = $1,054.99
- 15 percent = $1,083.10
- 20 percent = $1,111.61
- 30 percent = $1,169.85
- 40 percent = $1,229.66

Today, interest rates can range from 2 percent to as high as 30 percent.

SUPPORT—Explain that the Granger cases had mixed results for farmers. In *Munn v. Illinois*, Munn and Scott, a Chicago-based company that owned grain warehouses, was found guilty of violating an Illinois law that set maximum grain storage prices. The company's owners claimed that Illinois's law was unconstitutional because it illegally deprived them of their property and violated their right to due process under the Fourteenth Amendment. However, the Supreme Court determined that Illinois's law was constitutional—the company's grain warehouses were used by the public, and the states had the right to pass laws to protect public interests. *Wabash v. Illinois* had a much different outcome. The Supreme Court effectively ruled that the states could not regulate interstate railroad lines. Explain that this ruling resulted in the passage of the Interstate Commerce Act in 1887, which students will learn more about in Chapter 3.

After reading the text, ask the following questions:

EVALUATIVE—Why did farmers pay higher shipping rates than large corporations? **(8.8, 8.8.a, 8.8.b, 8.9, 8.9.d)**

» National rail lines competed for corporations' business, resulting in lower rates. Farmers, on the other hand, relied on local lines that did not have much competition, resulting in higher shipping rates.

EVALUATIVE—Why did banks charge farmers higher interest rates for loans? What impact did this have on farmers? **(8.8, 8.8.a, 8.8.b, 8.9, 8.9.d)**

» Banks claimed that lending to farmers was riskier than lending to other types of businesses because farmers could not predict how much they would produce. When crop prices dropped, farmers had an increasingly difficult time paying back their loans and had to take out new loans to cover their costs.

LITERAL—What were the "Granger cases"? **(8.8, 8.8.a, 8.8.b, 8.9, 8.9.d)**

» The Granger cases were challenges to state laws that protected farmers from railroads and banks. The Supreme Court decided some cases in favor of farmers and others in favor of railroads and banks.

"The Currency Debate," pages 28–30

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 28 aloud.

CORE VOCABULARY—Point out the vocabulary term *inflation*, and explain its meaning.

Invite a volunteer to read the next paragraph of the section on pages 28–29 aloud.

SUPPORT—Explain that other countries around the world were also moving toward the gold standard at this time. Ask: What benefit would there be to having multiple countries on the gold standard? (*Answers will vary but may include: Multiple countries on the gold standard would create a consistent exchange rate between different currencies.*) **(8.2)**

Invite volunteers to read the next two paragraphs of the section on page 29 aloud.

SUPPORT—Explain that the prefix *bi–* in *bimetallism* means two. Ask students to give examples of other words that use the same prefix. (*Answers will vary but may include: bicycle, binocular, bilingual*)

Invite a volunteer to read the remaining paragraph of the section on pages 29–30 aloud.

SUPPORT—Explain that the "cross of gold" in William Jennings Bryan's speech is a biblical reference. He is comparing the plight of farmers and other people under the gold standard to the crucifixion of Jesus Christ. Ask: Why do you think Bryan would draw this kind of comparison? (*Answers will vary but may include: He drew the comparison for dramatic effect. Many people at the time were familiar with the story of Jesus's crucifixion and would have understood its significance.*) **(8.6, 8.6.a, 8.6.b)**

SUPPORT—Explain that there were several benefits to the gold standard. It was one way to keep inflation low. If other countries were on the gold standard, it also made determining

exchange rates between currencies easier. Tell students that the United States remained on the gold standard to some degree until 1971.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How did the views of proponents of the gold standard and Free Silverites differ? **(8.3, 8.9, 8.9.d)**

» Proponents of the gold standard argued that it helped the government keep tighter control over the country's money supply. Free Silverites, on the other hand, argued that the gold standard hurt farmers and other Americans by limiting the money supply.

LITERAL—What is *bimetallism*? **(8.9, 8.9.d)**

» Bimetallism is a system in which paper currency could be tied to both silver and gold, and the amount of silver coins would be unlimited.

LITERAL—What was the "Cross of Gold" speech? **(8.9, 8.9.d)**

» The "Cross of Gold" speech was a speech given by William Jennings Bryan at the 1896 Democratic Party Convention. The goal of the speech was to encourage the United States government to adopt bimetallism.

"The People's Party," pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *cooperative* and *platform*, and explain their meanings.

SUPPORT—Call attention to the term *sharecroppers* in the last paragraph of the section. Students in the Bayou Bridges program may recall reading about sharecroppers in their Grade 7 study of Reconstruction. Remind students that a sharecropper lived on and farmed a portion of their landlord's land. In exchange, the sharecropper provided a portion, or share, of their crop to the landlord as payment. The landlord often provided or leased housing and equipment to the sharecropper, the cost of which was also paid for with crops. Explain that sharecropping became a common practice after the Civil War and kept many African Americans impoverished and tied to the land where they worked.

After students read the text, ask the following questions:

LITERAL—What was the People's Party? **(8.9, 8.9.d)**

» The People's Party was a political party formed by leaders of the Farmers' Alliance movement.

LITERAL—What goals were included in the People's Party's platform? **(8.8.b, 8.9, 8.9.d)**

» The People's Party's platform championed free silver, public ownership of railroads and communication lines, the direct election of senators, a federal income tax, public warehouses to store surplus crops, and an eight-hour workday for nonfarmers.

INFERENTIAL—Where was populist support strongest in Louisiana? Why was this the case? **(8.9, 8.9.d)**

» Populist support was strongest in rural areas of Louisiana. This was because farmers, including sharecroppers, lived in these areas.

"Elections of 1892 and 1896," pages 31–33

Scaffold understanding as follows:

Have students read the section on pages 31–33 independently.

SUPPORT—Explain that what happened to the People's Party is not unusual. Throughout U.S. history, it has been common for a third party to emerge around a single issue or constituency, gain support, and then be absorbed into one of the major parties. Often, pressure from third parties, like the Populists, causes the platforms of major parties to change. Have students research to identify a third party that exists today. (*Students might name the Green Party or the Libertarian Party.*)

SUPPORT—Call attention to the election maps on page 33. According to the 1892 election map, where was Populist support strongest? (*Populist support was strongest in the Midwest and the West.*) What do the election outcomes shown in the maps suggest about the views of Americans during this time? (*The maps suggest that Americans' views were changing during this time. This is demonstrated by the increase in support for the Democratic Party between 1892 and 1896.*) **(8.4, 8.5, 8.6.c, 8.9, 8.9.d)**

After students read the text, ask the following questions:

LITERAL—Who was the Populist candidate for president in 1892? **(8.9, 8.9.d)**

» James B. Weaver was the Populist candidate for president in 1892.

EVALUATIVE—Why was the People's Party less successful in the South? **(8.9, 8.9.d)**

» The People's Party was less successful in the South because voters' desire for reform was outweighed by racial prejudice. They voted for Democratic candidates who promised to uphold Jim Crow laws.

EVALUATIVE—Why did the People's Party come to an end? **(8.9, 8.9.d)**

» The People's Party was mostly absorbed into the Democratic Party in the election of 1896. When William Jennings Bryan, the Democratic candidate for president, lost the election, the People's Party ended.

Primary Source Feature: "'I Feed You All' (1875)," page 34

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 34.

Introduce the source by reviewing what students have read about the Granger movement. (Members of the movement were populists who organized members to fight unfair business practices and lobbied state legislatures to pass laws that protected farmers' interests.)

Point out that this poster is called "I Feed You All." The title is inspired by the Granger movement's motto "I Pay for All." Note the smaller scenes surrounding the central vignette clockwise from the upper left corner: a lawyer ("I Plead for All"), a seated President Ulysses S. Grant ("I Rule for All"), an officer leading a charge ("I Fight for All"), a clergyman at his pulpit ("I Preach for All"), a shipowner watching his vessel through a window ("I Sail for All"), a shopkeeper in a general store ("I Buy & Sell for All"), a doctor with a scale and drugs ("I Physic You All"), a broker at his window ("I Fleece You All"), a trader (I Bull & Bear for All"), and a railroad owner watching his locomotive ("I Carry for All").

Have students complete a National Archives Analyze a Poster worksheet about the image with a partner.

After students have completed the worksheet, ask the following questions:

EVALUATIVE—Why is the farmer placed at the center of the poster? **(8.6, 8.6.a, 8.9, 8.9.d)**

» The farmer is at the center of the poster to show that without farmers, nothing else in American life would be possible, because farmers feed people such as doctors, clergy, and shopkeepers.

EVALUATIVE—What attitude does the artist have toward brokers? Why? **(8.6, 8.6.a, 8.9, 8.9.d)**

» The artist does not like brokers, which is indicated by the caption "I Fleece You All." The word *fleece* suggests that the artist thinks that brokers cheat people.

EVALUATIVE—Who is the intended audience of this poster? How do you know? **(8.6, 8.6.a, 8.9, 8.9.d)**

» The intended audience of this poster is other farmers. The Grangers wanted to build support for their movement by appealing to other farmers. Because a farmer is placed at the center of American life, the poster would make other farmers recognize their importance and convince them to support the movement.

INFERENTIAL—What do you think was the reason for placing the years 1776 and 1876 on the poster? **(8.6, 8.6.a, 8.7, 8.7.a, 8.9, 8.9.d)**

» The artist want to acknowledge the country's one hundredth birthday and illustrate the importance of farmers throughout the nation's first hundred years.

Primary Source Feature: "Excerpts from the *Louisiana Populist* (June 5, 1896)" page 35

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 35.

Introduce the source by reviewing what students read about populism in Louisiana and the *Louisiana Populist*. (The People's Party formed in Louisiana in 1892 in opposition to the Bourbon Democrats. Populist support was strongest in rural areas. The *Louisiana Populist* was a publication that promoted the People's Party and populist causes. First published in 1894, it also promoted white supremacy.)

Have students read the excerpts with a partner.

SUPPORT—Explain the meaning of the following terms in the text:

- **tender, n.** money
- **flaunts, v.** shows off
- **precinct, n.** an administrative district
- **disbursing agencies, n.** people or groups that make payments
- **speculators, n.** people who makes risky investments
- **subsistence, n.** the minimum requirements needed to live

After students read the excerpts, ask the following questions:

LITERAL—What is the main purpose of the article? What underlying principle do the excerpts share? **(8.7, 8.7.a)**

» Answers will vary but may include: The main point of the article is to encourage people to join the People's Party. The underlying principle shared by the excerpts is the need to work together to bring about change.

EVALUATIVE—What evidence from the excerpts supports the idea that the author believes in strength in numbers? **(8.6, 8.6.a, 8.9, 8.9.d)**

» The author shows their belief in strength in numbers when they say, "It is true Populism to abide by the will of the majority. There is no other road to success in politics. Stick together, vote together, work together, and pray together."

EVALUATIVE—What does the author mean when they say, "If the farmer is not watchful, the weeds will choke out his small grain"? **(8.6, 8.6.a, 8.9, 8.9.d)**

» The author is comparing the actions of corporations and politicians to weeds; Populists need to fight back against legislation that harms them, or else they will lose what they have.

EVALUATIVE—How are the author's views similar to those of William Jennings Bryan in the "Cross of Gold" speech? **(8.6, 8.6.a, 8.6.c, 8.7, 8.7.b, 8.9, 8.9.d)**

» Both the author of this excerpt and William Jennings Bryan support currency reform.

EVALUATIVE—Why does the author say, "Populists must be represented on the board of election managers or be counted out"? **(8.6, 8.6.a, 8.6.c, 8.7, 8.7.a, 8.7.c, 8.9, 8.9.d)**

» The author is claiming that if Populists aren't on elections boards, their votes won't be counted.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(8.1)**
- Review and discuss the Framing Question: "What factors contributed to the emergence of the People's Party during the late 1800s?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "What factors contributed to the emergence of the People's Party during the late 1800s?"
  - » Key points students should cite include: mechanization increased agricultural output and reduced the need for human labor; overproduction contributed to declining crop prices and increased debt for farmers; the Patrons of Husbandry formed to educate and organize farmers before evolving into the Granger movement; Grangers lobbied state legislatures to pass laws that protected farmers' interests; populists favored increased oversight of railroads and banks and supported the Free Silver Movement; the Farmers' Alliance shared similar goals to the Granger movement but was more radical and political; the People's Party formed from the Farmers' Alliance, championed national reform, and ran candidates in the elections of 1892 and 1896; the People's Party in Louisiana was strongest in rural areas but struggled to overcome the Bourbon Democrats; the People's Party was ultimately absorbed into the Democratic Party in 1896.
- Choose two of the Core Vocabulary terms (*agrarian*, *populism*, *inflation*, *cooperative*, or *platform*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 3

TOPIC: Reform Movements

The Framing Question: How did reformers respond to the effects of industrialization and urbanization?

Primary Focus Objectives

- ✓ Identify political, social, and economic issues resulting from the Second Industrial Revolution. **(8.8, 8.9)**
- ✓ Describe the causes and effects of the Progressive movement, including the role of muckrakers. **(8.9, 8.9.e)**
- ✓ Explain how the federal government worked to curb big business. **(8.9, 8.9.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *progressive*, *exposé*, *political machine*, *loophole*, *civic center*, *lawsuit*, and *socialist*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Reform Movements":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- image from the Internet of the Triangle Shirtwaist Factory memorial
- individual student copies of National Archives Analyze a Photograph worksheet (optional)
- individual student copies of National Archives Analyze a Cartoon worksheet
- images from the Internet of monopoly octopus cartoons

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheets and images may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

progressive, adj. moving toward new ideas, policies, or opportunities **(37)**

Example: The progressive reformer lobbied the government to pass new legislation to end child labor.
Variations: progressivism (n.), progress (v.), progress (n.)

exposé, n. a written account that reveals the often scandalous findings of an investigation **(39)**

Example: The exposé caused public outrage by detailing the horrible conditions in the factory.
Variations: exposés, expose (v.)

"political machine" (phrase) a group that maintains political control, usually of a city, through bribery and intimidation **(40)**

Example: Leaders of the political machine paid the local police to turn a blind eye to their crimes.
Variations: political machines

loophole, n. a gap or deficiency in a law that enables individuals and organizations to evade the law's stated purpose **(42)**

Example: When the federal government raised taxes on manufacturing, some business owners found a loophole by moving their factories overseas.
Variations: loopholes

civic center, n. a building for public performances, sporting events, etc. **(44)**

Example: Members of the community gathered at the civic center to watch the community play.
Variations: civic centers

lawsuit, n. a process in which the courts decide a disagreement or enforce a right **(47)**

Example: The workers filed a lawsuit against the factory owners when the owners failed to follow a new law that required fire escapes.
Variations: lawsuits

socialist, n. a person who supports an economic system in which major industries are owned by the government rather than by private businesses **(48)**

Example: The socialist argued that it was important for the government to take a greater role in the economy to protect citizens.
Variations: socialists, socialism (n.), socialist (adj.)

The Core Lesson 35 MIN

Introduce "Reform Movements" 5 MIN

Introduce the chapter by reviewing what students read in Chapters 1 and 2 about growing wealth inequality and other problems that developed as a result of industrialization and urbanization. (Entrepreneurs like Andrew Carnegie and John D. Rockefeller grew very wealthy while the working class earned low wages working long hours in often unsafe conditions. Urbanization contributed to a variety of social and economic problems, including tenement houses, poor sanitation, risk of fire, and the spread of disease. Farmers faced declining crop prices and a cycle of debt that also kept them impoverished.) Explain that in this chapter, students will read how people brought attention to these problems and how the government and others tried to solve them.

Call students' attention to the Framing Question. Tell students to look for how reformers responded to the effects of industrialization and urbanization as they read the text.

Guided Reading Supports for "Reform Movements" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Turn of the Century," "Progressivism and the Gilded Age," and "Robert La Follette," pages 36–38

Scaffold understanding as follows:

Have students read the sections "The Turn of the Century" and "Progressivism and the Gilded Age" on pages 36–38 with a partner.

CORE VOCABULARY—Point out the vocabulary term *progressive*, and explain its meaning.

TALK IT OVER Although the wealth gap in the United States today is not as large as it was in the Gilded Age, it is significant. In fact, according to the U.S. Census Bureau, in 2017, the top 10 percent of households had more than $1 million, but the bottom 10 percent had no wealth and owed, on average, nearly $6,000. In addition, the United States has many billionaires, including Elon Musk, Jeff Bezos, Bill Gates, and Warren Buffett. While this is the result of capitalism at work and can be viewed as examples of financial success within this economic system, some Americans believe that the most successful among us could or should contribute more. As a result, some politicians would like to introduce laws that would place a higher tax burden on the wealthiest Americans. Their thinking is that the increased tax revenue could be used in a number of beneficial ways, including the creation of programs intended to help Americans, especially those in poverty. (Before the debate, it's important to note that many of the ultra-wealthy do, as Andrew Carnegie did, engage in philanthropic work. Bill Gates, for example, has invested billions of dollars to improve global health. In these instances, it was their personal choice rather than a law. Also note that the United States already has a graduated rate income tax system, in which people with higher incomes pay higher tax rates on earnings above certain amounts.) Have the class debate solutions to the great disparity in wealth or whether a solution is needed.

Read the sidebar "Robert La Follette" on page 38 aloud.

SUPPORT—Call attention to the terms *initiative*, *referendum*, and *recall*. Explain that initiatives, referendums, and recalls are all ways to increase democracy and participation in the government by empowering citizens to take action without support from elected or public officials. Each method requires citizens to collect a certain number of signatures in support of the desired action. If enough signatures are collected, the initiative, referendum, or recall appears on the ballot for voters to decide directly whether to pass a new law or amendment, end an existing law, or remove an elected official from office. Louisiana does not have the initiative or referendum.

After reading the text, ask the following questions:

LITERAL—What does it mean to "gild" something? **(8.1)**

» To gild something is to put a thin layer of gold over something ordinary.

LITERAL—What was the wealth difference between the richest Americans and all other Americans during the Gilded Age? **(8.8, 8.8.c, 8.9)**

» During the Gilded Age, the richest 1 percent of Americans owned more wealth than the other 99 percent of Americans combined.

LITERAL—What was one goal of progressives? What is an example of how they achieved this goal? **(8.9, 8.9.e)**

» One goal of progressives was to make politics more democratic. An example of how they achieved this goal was through the passage of the Seventeenth Amendment, which allowed for the direct election of U.S. senators.

"The Muckrakers," pages 38–41

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on pages 38–39 aloud.

SUPPORT—Call attention to the photograph taken by Jacob Riis on page 39. Explain that Jacob Riis's photographs have become important primary sources of this era. The images show us the lives of people who would otherwise have been invisible because they did not have the ability or resources to leave behind the same records that wealthy and middle-class people could. Ask: How do Riis's photographs help us have a fuller understanding of life during the Second Industrial Revolution? (*Answers will vary but may include: Jacob Riis's photographs show how working-class people, especially people from immigrant backgrounds, lived and worked during this time. They show the wealth disparity that existed in the United States.*) You may choose to have students complete a National Archives Analyze a Photograph worksheet about the photograph. **(8.2, 8.6, 8.6.a, 8.9, 8.9.c, 8.9.e)**

Invite a volunteer to read the next paragraph of the section on page 39 aloud.

CORE VOCABULARY—Point out the vocabulary term *exposé*, and explain its meaning.

SUPPORT—Review what students read about John D. Rockefeller and Standard Oil in Chapter 1. (Rockefeller created a monopoly in the oil industry through horizontal integration. He purchased competing refineries until he controlled around 90 percent of the oil industry.) Tell students they'll learn more about antitrust regulation later in the chapter.

Invite volunteers to read the next paragraph and the quote from Upton Sinclair on page 40 aloud.

SUPPORT—Explain that *The Jungle* was originally printed in serial form—that is, one chapter at a time in a series of magazine issues—before being printed as a book. Ask: Why would serializing the story have stirred greater support for Sinclair's cause? (*Answers will vary but may include: Serializing would have made Sinclair's story more accessible to the masses. It also would have built interest in his story by revealing shocking details bit by bit, building suspense from one publication to the next.*) **(8.9, 8.9.e)**

Invite a volunteer to read the next paragraph of the section on page 40 aloud.

SUPPORT—Explain that the Pure Food and Drug Act made it illegal for businesses to misrepresent or adulterate the foods, medications, and beverages that they made, sold, or transported. To adulterate means to intentionally worsen the quality of something. One example is using a toxic dye to make fruit look more appealing. The Meat Inspection Act, like the Pure Food and Drug Act, made it illegal for meatpacking facilities to sell adulterated meat. It set sanitation standards for slaughterhouses and meatpacking facilities and also provided for inspections by government officials. Explain that the Meat Inspection Act is still on the books today. Government inspectors continue to inspect processing plants to make sure they are clean.

Invite volunteers to read the remainder paragraphs of the section on pages 40–41 aloud.

CORE VOCABULARY—Point out the vocabulary term *political machine*, and explain its meaning.

SUPPORT—Political machines can also work to achieve positive things. Some historians even point to ways in which Boss Tweed and Tammany Hall helped the poor and aided business development. Tweed built considerable support within immigrant communities

by helping recent immigrants in numerous ways, including finding places to live and employment. But whatever good Boss Tweed's ring may have done, his name remains synonymous with political corruption.

SUPPORT—Point out the Thomas Nast cartoon of Boss Tweed. Explain that cartoons are a primary source too. They don't necessarily give us facts about the past, but they do tell us how people felt about certain issues. Have students consider why cartoons are so effective. Refer back to the Jacob Riis photograph on page 39. Have students compare photographs and cartoons as sources of information. Ask: What parallels are there between the two forms of media? (*Answers will vary but may include: Both photographs and cartoons are visual representations of moments in the past. They reflect what is important to the people who create them.*) Have students examine the cartoon of Boss Tweed. Ask: What message is the cartoon sending? (*Answers will vary but may include: The cartoon is sending the message that Boss Tweed is motivated by money.*) You may choose to have students complete a National Archives Analyze a Cartoon worksheet about the political cartoon. **(8.3, 8.6, 8.6.a, 8.6.b, 8.6.c, 8.6.d, 8.9, 8.9.e)**

After the volunteers read the text, ask the following questions:

LITERAL—Who were the muckrakers? **(8.9, 8.9.e)**

» Muckrakers were journalists who worked to explore and expose problems and challenges of society.

EVALUATIVE—How did Jacob Riis's book help the poor? **(8.9, 8.9.a, 8.9.b, 8.9.e)**

» By reading Riis's book, people learned how bad conditions were for the poor, which led to the passage of a law that required courtyards to allow light and air in new apartment buildings.

LITERAL—What did Ida Tarbell's exposé contribute to? **(8.9, 8.9.e)**

» Ida Tarbell's exposé contributed to the passage of laws that regulate trusts and monopolies.

LITERAL—Where did Upton Sinclair go undercover, and why? **(8.9, 8.9.e)**

» Upton Sinclair went undercover in a meatpacking plant so he could see and document the dangerous conditions that affected food safety.

"Regulating Big Business," pages 41–43

Scaffold understanding as follows:

CORE VOCABULARY—Point out the vocabulary term *loophole*, and explain its meaning.

Read the section on pages 41–43 aloud.

SUPPORT—Tell students that the Supreme Court's ruling on the Sherman Antitrust Act did not stop Theodore Roosevelt from using the law extensively during his presidency. Students will read about this later in the chapter.

SUPPORT—Call attention to the octopus cartoon on page 43, and read the caption aloud. Explain that the octopus was a popular symbol for monopolies in this era. Share other examples of monopoly cartoons—one published in 1899 and another in 1904—from

the Internet. Have students look for similarities between the three cartoons. Ask: Why is the octopus an appropriate symbol for monopolies? (*Answers will vary but may include: Monopolies have many parts, like arms. The cartoons show the octopus strangling industry and government, much like monopolies do to their competition.*) You may choose to have students complete a National Archives Analyze a Cartoon worksheet for any or all of the octopus cartoons. **(8.3, 8.6, 8.6.a, 8.6.c, 8.8, 8.8.a, 8.8.c)**

After reading the text, ask the following questions:

EVALUATIVE—What were the effects of laissez-faire government during the late 1800s and early 1900s? **(8.8, 8.8.a)**

» As a result of laissez-faire government, there were no federal laws that established minimum wages or the length of a workday. Factory and mine conditions and child labor were also unregulated.

EVALUATIVE—Was the Sherman Antitrust Act effective? Why or why not? **(8.8, 8.8.a, 8.9.f)**

» The Sherman Antitrust Act was ineffective because its language was unclear. It was also weakened by the Supreme Court in 1895.

LITERAL—What was the purpose of the Clayton Antitrust Act? **(8.8, 8.8.a, 8.9.f)**

» The purpose of the Clayton Antitrust Act was to strengthen the Sherman Antitrust Act by closing loopholes, clarifying important terms, and including new regulations.

"Social Reform" and "Dorothea Dix," pages 43–44

Scaffold understanding as follows:

Have students read the section "Social Reform" and the sidebar "Dorothea Dix" on pages 43–44 with a partner.

CORE VOCABULARY—Point out the vocabulary term *civic center*, and explain its meaning.

SUPPORT—Guide students to identify a civic center in their community, if one exists.

SUPPORT—During the First World War, Jane Addams was a founder and the first head of the Women's International League for Peace and Freedom. In 1931, she became the first American woman to win the Nobel Peace Prize.

SUPPORT—Although the settlement house movement worked to help the impoverished, settlement houses typically aimed to help immigrants and were not always open to African Americans. Some settlement organizations did open separate settlement houses for African Americans. Black female activists and reformers began a settlement house movement of their own in urban areas.

After students read the text, ask the following questions:

LITERAL—What was the purpose of settlement houses and settlement workers? **(8.2, 8.9, 8.9.b, 8.9.e)**

» Settlement houses provided places in poor districts of cities where settlement workers could organize kindergartens, clubs, classes, playgrounds, festivals, and libraries for immigrants and others in the neighborhood.

LITERAL—What did settlement workers encourage the urban poor to do? **(8.2, 8.9, 8.9.b, 8.9.e)**

» Settlement workers encouraged the urban poor to become involved in making their cities better by going before government officials and advocating for themselves and their neighborhoods.

LITERAL—What changes did Dorothea Dix bring about through her work? **(8.1)**

» She got state governments to build hospitals and institutions to care for people who needed mental health care. She improved living conditions for those in need.

"The Triangle Shirtwaist Factory Fire," pages 44–45

Scaffold understanding as follows:

Read the section on pages 44–45 aloud.

SUPPORT—Remind students that a sweatshop is a factory in which employees work for long hours in unsafe conditions for low wages.

SUPPORT—Explain that a strike by garment workers in 1909 was put down when factory owners agreed among each other to refuse all demands and hired thugs to beat up strikers.

SUPPORT—Point out that "locking the exterior doors to the factory to prevent the workers from leaving to use the bathroom" means there were no bathrooms in the factory itself. Today, that would be against the law. In the early 1900s, however, there were no laws requiring facilities such as bathrooms.

SUPPORT—Display the image of the Triangle Shirtwaist Factory memorial. Explain that the memorial was built in October 2023 to honor the 146 victims of the Triangle Shirtwaist fire. It lists the names of those who died and includes quotes from eyewitnesses.

After reading the text, ask the following questions:

LITERAL—What were conditions like at the Triangle Shirtwaist Factory? Who worked there? **(8.9.c)**

» The Triangle Shirtwaist Factory was a sweatshop that forced workers to work long hours in unsanitary conditions. Most of the employees were young immigrant women.

EVALUATIVE—What factors led to the deadly fire? **(8.9.c)**

» The factory had piles of scrap fabric all over the floor. It lacked fire extinguishers, and the building had only one fire escape. The firefighters' ladder only reached to the sixth floor, leading workers to jump down elevator shafts and from the top stories of the building.

EVALUATIVE—What were the effects of the Triangle Shirtwaist Factory fire? **(8.9.c)**

» The Triangle Shirtwaist Factory fire received national coverage. It led New York to pass dozens of new state laws that protected workers' safety.

"Child Labor Reforms," pages 45–46

Scaffold understanding as follows:

Have students read the section on pages 45–46 with a partner.

SUPPORT—Explain that child labor laws were not enforced until the New Deal in the 1930s. Students will read about the New Deal in Unit 4, *Prosperity and Decline*.

After students read the text, ask the following questions:

LITERAL—What debate complicated the issue of child labor? **(8.9.c)**

» The issue of child labor was complicated by a debate over whether states or the federal government had the responsibility to regulate it.

EVALUATIVE—How was Lewis Hine similar to Jacob Riis? **(8.3)**

» Lewis Hine, like Jacob Riis, was a photographer. He took photos of child laborers across the country. His work, like Jacob Riis's photos in *How the Other Half Lives*, led to public demands for action.

LITERAL—What was the Keating-Owen Child Labor Act? Was it effective? **(8.9.c)**

» The Keating-Owen Child Labor Act was passed in 1916 and made it illegal for factories, shops, and mines to sell products made by children under a certain age or by children under sixteen who worked more than eight hours a day or at night. The law was ultimately ineffective because it was overturned by the Supreme Court.

"Progressivism and the Presidency," pages 46–48

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 46–47 aloud.

CORE VOCABULARY—Point out the vocabulary term *lawsuit*, and explain its meaning.

SUPPORT—Explain that while President Theodore Roosevelt agreed with Upton Sinclair that the food and drug industry needed to be better regulated, he felt Sinclair was too extreme. "Tell Sinclair to go home and let me run the country for a while," he said.

SUPPORT—Point out the Theodore Roosevelt cartoon on page 47, and read the caption aloud. Explain that it refers to Roosevelt saying, "Speak softly and carry a big stick." Ask students what they think the saying means. You may choose to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. **(8.6, 8.6.a, 8.9, 8.9.g)**

Have students read the remainder of the section on pages 47–48 independently.

SUPPORT—Explain that Theodore Roosevelt visited Yosemite National Park in 1903, thirteen years after it became a national park. Roosevelt was shocked to see that trees had been cut down in the valley and that sheep were permitted to graze where they pleased. This inspired him to increase the federal government's role in protecting Yosemite and conserving this land and other places for future generations. Historians point out, however, that Native Americans and immigrant families were sometimes pushed off their lands to make room for the new national parks. Mount Rushmore, for example, was carved in the Black Hills of South Dakota on land considered sacred by the Lakota Sioux.

SUPPORT—Note that Progressive Era presidents leave behind a mixed legacy. Theodore Roosevelt achieved many things, such as trust-busting and conservation, through progressive legislation, but he also held views that would be considered racist today and did little to champion African American causes. Woodrow Wilson also advanced progressive causes; however, he resisted civil rights for women (more on women's suffrage in Unit 3, *The Changing World*) and resegregated the federal government.

After students read the text, ask the following questions:

EVALUATIVE—How did Theodore Roosevelt use the government to institute reforms as president? **(8.1, 8.9, 8.9.g)**

» Theodore Roosevelt pushed for government regulation of food and drugs, railroads, and the oil industry. He used the Sherman Antitrust Act to dissolve "bad trusts."

EVALUATIVE—Why was the Antiquities Act of 1906 significant? **(8.1, 8.9, 8.9.g)**

» The Antiquities Act of 1906 was significant because it empowered the federal government to designate areas of cultural and archaeological importance. This allowed Theodore Roosevelt to create eighteen national monuments.

EVALUATIVE—How were Theodore Roosevelt, William Howard Taft, and Woodrow Wilson similar? **(8.1, 8.3, 8.9, 8.9.g)**

» All three were progressive presidents who instituted numerous progressive reforms.

"Eugene V. Debs and Socialism," pages 48–49

Scaffold understanding as follows:

Have students read the sidebar on page 48 with a partner.

CORE VOCABULARY—Point out the vocabulary term *socialist*, and explain its meaning.

SUPPORT—Explain that socialism and communism share similarities but are different. Socialists believe that the government should own or regulate the production, distribution, and sale of goods. Communism is a radical form of socialism and holds that all property and industry should be owned by the public, with the government in control.

SUPPORT—Tell students that Debs was sent to prison for ten years for violating the Sedition Act of 1918, which limited free speech during World War I. Debs intentionally broke the law because he believed it was unjust. He ran for president from prison in the election of 1920 and captured about a million votes.

After students read the text, ask the following questions:

LITERAL—Who did socialists in the Progressive Era believe should own businesses? **(8.9)**

» Progressive Era socialists wanted public ownership of such things as railroads, banks, and factories.

LITERAL—Who was Eugene V. Debs? **(8.9)**

» Eugene V. Debs was a founding member of the Socialist Party of America. He ran for president five times and championed causes like a federal minimum wage, shorter working hours, and workers' compensation.

"The Louisiana Constitution of 1913" and "Working Together," page 49

Scaffold understanding as follows:

Read the section "The Louisiana Constitution of 1913" on page 49 aloud.

> **SUPPORT**—Remind students that they read excerpts from the Louisiana Constitution of 1898 in Unit 1, *A Nation in Conflict*.

Invite a volunteer to read the section "Working Together" on page 49 aloud.

After the volunteer reads the text, ask the following questions:

> **EVALUATIVE**—How did the Louisiana Constitution of 1913 reflect the spirit of the Progressive Era? **(8.12.i)**
>
> » The Louisiana Constitution of 1913 included measures related to juvenile justice, trust-busting, education, and public administration.
>
> **EVALUATIVE**—Why was the Louisiana Constitution of 1913 ineffective? **(8.12.i)**
>
> » The Louisiana Constitution of 1913 was not carefully reviewed and was very confusing. The state supreme court also invalidated many parts of the constitution because the convention that drafted it exceeded its authority. As a result, the state reverted mostly back to the constitution of 1898, which was written to disenfranchise African Americans.
>
> **EVALUATIVE**—Why were reformers and elected leaders able to accomplish so much during this era? **(8.9.e)**
>
> » Reformers and elected leaders were able to accomplish so much because they worked together to tackle big issues.

Primary Source Feature: "'The Senatorial Round House' by Thomas Nast (1886)," page 50

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 50.

Introduce the source by reviewing what students read about Thomas Nast, including the Boss Tweed cartoon. (Thomas Nast was a cartoonist during the Progressive Era. His cartoons helped take down William "Boss" Tweed, a political boss who ran Tammany Hall in New York.) Explain that this is another Thomas Nast cartoon.

Have students look at the image. Ask: What industry is being depicted? (*the railroad industry*) How do you know? (*The people look like locomotives.*)

Point out that this cartoon is called "The Senatorial Round House." The figures are meant to be U.S. senators. Ask: What is the cartoon saying about the relationship between the railroad and the Senate? (*Answers will vary but may include: The railroad industry controls the Senate.*)

Have students complete a National Archives Analyze a Cartoon worksheet about the image with a partner.

After students have completed the worksheet, ask the following questions:

EVALUATIVE—What government institution is shown in the image? How do you know? **(8.6, 8.6.a, 8.9, 8.9.e)**

» The U.S. Senate is being shown in the image. This is evidenced by the title of the cartoon.

EVALUATIVE—What is the purpose of Nast's cartoon? **(8.6, 8.6.a, 8.9, 8.9.e)**

» The purpose of Nast's cartoon is to point out corruption in the railroads and in the government.

EVALUATIVE—Who is the intended audience of Nast's cartoon? How do you know? **(8.6, 8.6.a, 8.9, 8.9.e)**

» The intended audience of Nast's cartoon is voters. His cartoon would have been published in a magazine or newspaper that would have been read by average Americans.

EVALUATIVE—What detail(s) in the cartoon show the railroad industry's goals? **(8.6, 8.6.a, 8.6.b, 8.9, 8.9.e)**

» The senator (or locomotive) who is speaking has a large dollar symbol on his front. This suggests that a goal of the railroad industry was to influence legislation to protect its owners' wealth.

INFERENTIAL—Based on this cartoon and the one featuring Boss Tweed, what claim can you make about Thomas Nast? **(8.6, 8.6.a, 8.7, 8.7.a, 8.9, 8.9.e)**

» Answers will vary but may include: Thomas Nast was focused on a wide variety of issues. He was opposed to corruption in many forms. He thought it was important to make issues of corruption known to the general public.

Primary Source Feature: "'What Does the Working Man Want?' by Samuel Gompers," page 51

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 51.

Introduce the source by reminding students that in the late nineteenth century, Samuel Gompers was the president of the American Federation of Labor, which worked to improve the lives of workers by bargaining with employers for better hours, safer working conditions, and higher wages. Gompers gave this speech at a May Day parade in Louisville, Kentucky. May Day is an international holiday that commemorates workers and the labor movement. It's similar to Labor Day.

Invite volunteers to read the source aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What argument does Gompers make in response to those who claim an eight-hour workday would stop progress? **(8.6, 8.6.a, 8.9, 8.9.c)**

» He argues that history has shown the opposite is true—that more time for workers means greater prosperity for all.

LITERAL—What does Gompers say that workers need besides the necessities of life? **(8.6, 8.6.a, 8.9, 8.9.c)**

» He says they need time.

LITERAL—What demands other than time does Gompers make? **(8.6, 8.6.a, 8.9, 8.9.c)**

» He wants employment to be more secure, wages to be more permanent, and poor people to be given a chance to work.

EVALUATIVE—Why did Gompers believe that workers deserve to earn more money? **(8.6, 8.6.a, 8.9, 8.9.c)**

» The development of electricity and steam power brought much greater wealth to the country, and it was due to the intelligence and energy of workers.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(8.1)**
- Review and discuss the Framing Question: "How did reformers respond to the effects of industrialization and urbanization?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "How did reformers respond to the effects of industrialization and urbanization?"
  - » Key points students should cite include: the Gilded Age was characterized by massive disparities in wealth and standard of living; muckrakers, photographers, and cartoonists brought attention to these disparities and other social issues; progressive reformers used activism and legislation to effect social, economic, and political change; the Seventeenth Amendment increased democracy by allowing for the direct election of senators; muckrakers were journalists who uncovered a variety of issues in the United States, including unsanitary conditions in meatpacking plants, how the urban poor lived, the business practices of trusts like Standard Oil, and political machines; the federal government used laws like the Sherman Antitrust Act and the Clayton Antitrust Act to regulate the actions of big businesses and "bust" trusts; settlement houses were established in poor immigrant neighborhoods in cities to provide community and education resources; the Triangle Shirtwaist Factory fire resulted in the passage of new laws to protect workers; progressive reformers worked to end child labor in the United States; Theodore Roosevelt was a progressive president known for trust-busting and environmental conservation; the Louisiana Constitution of 1913 was very confusing and upheld laws that restricted the rights of African Americans.
- Choose two of the Core Vocabulary terms (*progressive*, *exposé*, *political machine*, *loophole*, *civic center*, *lawsuit*, or *socialist*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

UNIT 2

Teacher Resources

Chapter Assessments: *The Changing Nation* 57

- Chapter 1: Industrialization, Immigration, and Urbanization 57
- Chapter 2: Populism and the People's Party 63
- Chapter 3: Reform Movements 68

Performance Task: *The Changing Nation* 74

- Performance Task Scoring Rubric 75
- Performance Task Activity: *The Changing Nation* 77

Activity Pages 78

- Letter to Family (AP 1.1) 78
- Primary Source Analysis (AP 1.2) 79
- Claims and Evidence (AP 1.3) 80
- Vertical and Horizontal Integration (AP 1.4) 81
- Domain Vocabulary: Chapter 1 (AP 1.5) 82
- Domain Vocabulary: Chapters 2–3 (AP 3.1) 83

2022 Louisiana Standards for Social Studies: Grade 8 85

Answer Key: *The Changing Nation* 91

A. On your own paper, write that letter(s) the 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)**

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.

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)**

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)**

Performance Task: *The Changing Nation*

Teacher Directions: The late nineteenth and early twentieth centuries were characterized by significant economic, political, and social change. Industrialization gave rise to new levels of wealth and prosperity for some Americans, while countless others struggled to survive, earning the period of the 1870s to the 1890s period the nickname "the Gilded Age."

Activity Page

AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

Prompt:

To what extent is "the Gilded Age" an appropriate name for this time period? **(8.1, 8.2, 8.3, 8.6, 8.6.a, 8.6.b, 8.6.c, 8.6.d, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.8.a, 8.8.c, 8.9)**

Make a claim and support it using evidence from the unit reading and activities.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	"The Gilded Age" is an appropriate description for the period of the late nineteenth and early twentieth centuries.
Reason:	Industrialization created immense wealth for a small percentage of Americans.
Evidence:	Entrepreneurs grew wealthy from the efforts of the working class. Workers in factories, mills, and mines worked for long hours in dangerous conditions in exchange for very low wages. The overall standard of living in the country grew, but the effects were not distributed equally. People like the muckrakers uncovered inequalities that characterized the Gilded Age and brought attention to the harsh realities underlying the era.
Counterclaim and Answer:	"The Gilded Age" is not an accurate description of the era because it implies that all working-class people suffered as a result of industrialization; in fact, mechanization made consumer goods available to many more people. Despite this fact, by 1890, the richest 1 percent of Americans owned more wealth than the other 99 percent.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the Second Industrial Revolution and the Progressive Era; a few minor errors may be present. Response may cite some or all of the following details: • By 1890, 1 percent of the population owned more wealth than the other 99 percent. • Entrepreneurs like Andrew Carnegie and John D. Rockefeller grew wealthy from the hard labor of the working class and unsavory business practices. • Factory and mill workers and miners worked for long hours in unsafe conditions for low wages. • Laissez-faire government policies resulted in the formation of monopolies and trusts that reduced competition and hurt workers and consumers. • The labor movement experienced opposition from business owners and the courts. • The overall standard of living improved, but its effects were not distributed equally. • Farmers, as well as industrial workers, experienced hardship as a result of industrialization and mechanization. • Despite it being a period of innovation and rapid expansion, muckrakers uncovered the inequalities and corruption that existed during this time. • The populist movement emerged to protect and secure the interests of farmers against big businesses, high-interest loans, and inflated shipping rates from railroads. • Theodore Roosevelt and subsequent presidents used the Sherman Antitrust Act and the Clayton Antitrust Act to disassemble trusts.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the Second Industrial Revolution and the Progressive Era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the Second Industrial Revolution and the Progressive Era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the Second Industrial Revolution and the Progressive Era. The presentation may exhibit major issues with organization and/or focus.

Name _____ Date _____

Performance Task Activity: *The Changing Nation*

Industrialization, immigration, and urbanization made the late nineteenth and early twentieth centuries a period of rapid change and growth in the United States. The period from the 1870s to the 1890s is known as "the Gilded Age."

Give a presentation answering the following prompt:

To what extent is "the Gilded Age" an appropriate name for this time period?

Make a claim and support it using evidence from the unit reading and activities.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Changing Nation* as well as from the sources and resources in the unit activities.

Name _____ Date _____

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?	

Name _____ Date _____

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?*

Name _____ Date _____

Activity Page 1.4 Use with Chapter 1

Vertical and Horizontal Integration

Vertical Integration: Carnegie Steel Company

(Owns all levels of production)

Horizontal Integration: Standard Oil Company

(Buys competing companies
to control one level of industry)

Name _____ Date _____

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 _____ Date _____

Activity Page 3.1 (*continued*) Use with Chapter 2

2024 Louisiana Student Standards for Social Studies:

Grade 8

8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.

8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.

8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.

8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.

8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.

8.6 Use a variety of primary and secondary sources to:

- **a)** Analyze social studies content.
- **b)** Evaluate claims, counterclaims, and evidence.
- **c)** Compare and contrast multiple sources and accounts.
- **d)** Explain how the availability of sources affects historical interpretations.

8.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a)** Demonstrate an understanding of social studies content.
- **b)** Compare and contrast content and viewpoints.
- **c)** Analyze causes and effects.
- **d)** Evaluate counterclaims.

8.8 Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.

- **a)** Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
- **b)** Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
- **c)** Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.

8.9 Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.

- **a)** Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.

b) Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.

c) Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.

d) Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.

e) Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.

f) Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.

g) Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.

h) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.

i) Analyze the events leading to Plessy v. Ferguson (1896) and the consequences of the decision, including changes to the Louisiana Constitution.

j) Explain the emergence of the Jim Crow system and how it affected Black Americans.

k) Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.

8.10 Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.

a) Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.

b) Analyze Frederick Turner's "The Significance of the Frontier in American History."

c) Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.

d) Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.

e) Analyze the events leading to and effects of the U.S. acquisition of Hawaii.

f) Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.

g) Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

a) Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.

b) Explain the reasons for the initial U.S. policy of neutrality and isolationism.

c) Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the Lusitania, and the Zimmerman Telegram.

d) Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.

e) Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and Schenck v. United States (1919).

f) Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.

g) Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.

h) Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

a) Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.

b) Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.

c) Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.

d) Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.

e) Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).

f) Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.

g) Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.

h) Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.

i) Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.

j) Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.

k) Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.

b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of "Hoovervilles," and soup kitchens.

c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.

d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.

e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.

b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.

c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.

d) Describe the role of alliances during World War II, including the Allies and Axis Powers.

e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).

f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).

g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.

h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.

i) Explain the causes and effects of Japanese internment in the United States during World War II.

j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun "Frenchies", the Women's Army Corps (WAC), and the Navajo Code Talkers.

k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.

l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen's Readjustment Act (GI Bill).

m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States' critical role in the Allied victory.

n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.

o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8802 and Executive Order 9981.

b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.

c) Analyze how the murder of Emmett Till affected support for the civil rights movement.

d) Analyze the importance of the Brown v. Board of Education (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.

e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.

f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.

g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.

h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.

i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.

j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).

k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.

b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).

c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.

d) Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.

e) Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.

f) Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.

g) Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

a) Explain how events and developments of the modern era have affected American society.

b) Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.

c) Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.

d) Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Answer Key: *The Changing Nation*

Student Volume Questions

Chapter 1

p. 3 Think Twice These events are referred to as the Second Industrial Revolution because they were part of an economic revolution that included the growth of factories, mills, and mines following the First Industrial Revolution.

p. 5 Think Twice Poverty, religious persecution, and political unrest drove immigration to the United States.

p. 7 Think Twice Having political power would make it easier for members of an immigrant group to find work or get help, and having well-known immigrants in high positions or positions of respect might change prejudices against them.

p. 8 Think Twice Urbanization worsened the quality of life in cities by contributing to poor sanitation, cramped conditions, and pollution.

p. 9 Think Twice Student answers will vary but may include: Many hands were needed to do the work in factories, and without immigrants, the factories would not have produced so many goods so quickly. Because the factories could pay immigrants less, the goods were more affordable, and companies sold more.

p. 11 Think Twice Railroads produced a service by providing transportation to businesses and travelers. They were consumers because they used raw materials and finished goods produced by other industries.

p. 12 Think Twice Electricity led to the invention of things like elevators and vacuum cleaners. The telephone made it possible to communicate instantly with friends and family members. Both inventions increased productivity for businesses.

p. 14 Think Twice Madam C. J. Walker managed to build a successful business at a time when women and African Americans were afforded few opportunities.

p. 15 Think Twice Student responses will vary but may include: Entrepreneurs of the Second Industrial Revolution can be seen as both captains of industry and robber barons. Their companies and corporations resulted in numerous innovations and massive economic growth in the United States. These individuals also grew immensely wealthy from the labor of others.

p. 19 Think Twice Business owners and managers opposed unions. The Knights of Labor were likely concerned that they would be stopped if these groups knew what they were doing.

p. 21 Think Twice Student answers will vary but may include: Employers profited more when workers worked longer days. Better working conditions are often created through expensive safety and comfort measures. Employers simply did not want their workers to be able to make demands of them.

Chapter 2

p. 26 Think Twice The Granger movement catered specifically to farmers, and it allowed women to join its leadership.

p. 28 Think Twice Student answers will vary but may include: The higher interest rates were wrong and unfair to farmers. They were justified because loans to farmers were riskier than loans to industrialists.

p. 29 Think Twice Moving to the gold standard would decrease demand for the silver they mined, which would in turn hurt their profits.

p. 31 Think Twice The People's Party wanted to reduce the influence of powerful people over elections and government.

Chapter 3

p. 40 Think Twice Student answers will vary but may include: Journalists do have a role to play in highlighting social issues. As in the past, journalists investigate governments and corporations to ensure that their work benefits people and to expose them if their work does harm.

p. 42 Think Twice Student answers will vary but may include: Congress may have taken a long time to take action against monopolies and trusts because members benefited from them in some way financially. Members of Congress may not have considered trusts and monopolies a big issue until there was pressure from their constituents to act.

p. 44 Think Twice They were places where people could meet to learn, socialize, and enjoy different forms of entertainment. They were also places where progressive reformers organized supporters to tackle issues facing their community and pursue government change.

p. 47 Think Twice Industrialization resulted in the consumption of natural resources, and by extension the destruction of natural resources and natural spaces.

p. 49 Think Twice Debs promised fundamental changes that would relieve the problems attributed to corporate power and special interests and provide economic security.

Chapter Assessments

Chapter 1

A. **1.** b **2.** a, b **3.** a, e **4.** d **5.** b **6.** d **7.** d **8.** b **9.** a **10.** c **11.** c **12.** a **13.** a **14.** a

B. Students should clearly and accurately support or disprove the claim using evidence, such as mechanization led to the widespread adoption of assembly lines in factories; mechanization reduced production times and costs; laissez-faire government allowed businesses to grow rapidly; the expansion of railroads opened new markets, decreased transportation times, and reduced transportation costs. Answers should include explanations of how the evidence supports or refutes the claim.

Chapter 2

A. **1.** a, b **2.** d **3.** a **4.** c **5.** b, c, e **6.** a **7.** c **8.** d **9.** c **10.** c **11.** b

B. Students should clearly and accurately support or disprove the claim using evidence, such as the People's Party only existed for a few years before becoming a part of the Democratic Party; the People's Party won many seats in Congress and at the state level in 1892; causes supported by the People's Party were picked up by other reformers; the People's Party was unsuccessful in the South. Answers should include explanations of how the evidence supports or refutes the claim.

Chapter 3

A. **1.** c **2.** c **3.** b **4.** c, d **5.** a **6.** d **7.** a **8.** c **9.** b **10.** a **11.** c, d **12.** b **13.** a **14.** d **15.** a

B. Students should clearly and accurately support or disprove the claim using evidence, such as muckrakers exposed various social, political, and economic issues during the Progressive Era; their work resulted in the passage of different reforms and laws; Upton Sinclair's work led to the passage of the Pure Food and Drug Act and the Meat Inspection Act; Ida Tarbell's work led to the passage of antitrust legislation; Thomas Nast called out corruption and helped end the influence of William "Boss" Tweed; Jacob Riis called attention to the plight of the working class; other reform movements improved conditions for laborers, provided services to immigrant families and the urban poor, and helped end child labor. Answers should include explanations of how the evidence supports or refutes the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: "The Gospel of Wealth" by Andrew Carnegie

Content: The excerpt is from an essay. It explains Andrew Carnegie's views on the relationship between wealthy people and poor people. He says that he thinks wealthy people are responsible for managing society's money and giving it away on behalf of poor people.

Creation: The source was created by Andrew Carnegie during the late 1800s.

Communication: The purpose of the source is to explain Andrew Carnegie's views on wealth and society. It is a way to justify his wealth and the wealth of others like him. The intended audience is other wealthy people, as well as poor people.

Context: During this time, entrepreneurs were becoming very wealthy from the labor of others. These laborers were paid very little.

Connection: This source relates to the context because it is an explanation of how wealthy people should behave. It is also a justification of their wealth to poor Americans.

Consideration: This document shows the point of view of a very wealthy person. It shows bias in favor of wealthy people and against poor people. This is shown by Carnegie's description of wealthy people's "superior" traits and abilities that can be used to help the poor.

Conclusion: Andrew Carnegie was very out of touch with what was happening in the United States. He had an unrealistic view of the relationship between the wealthy and the poor. It helps answer the Framing

Question by showing how industrialization caused the gap between the rich and the poor to grow.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: *With Poor Immigrants to America* by Stephen Graham (1914)

Content: This excerpt from a book describes the experiences of the author aboard a ship that is carrying immigrants from Europe to the United States. He describes his positive feelings about the United States, the weather conditions on board, and the activities of the other people on the ship.

Creation: The source was written by Stephen Graham in 1914.

Communication: The purpose of the source is to explain Graham's views on America and the experience of traveling on a ship to the United States. It is a way explain to readers why people come to the United States and how they feel about it.

Context: At the time, many people were immigrating from Europe to the United States in search of a better life.

Connection: This source explains what makes the United States attractive to immigrants.

Consideration: This document shows the point of view of a European who is observing the people who have chosen to move to the United States. The author uses language that shows bias in favor of the United States by writing that people in the United States are great, make cities beautiful, behave generously, and are resourceful.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

Source: Excerpts from the *Louisiana Populist* (June 5, 1896)

Content: The document is from a newspaper article. It is an argument for why people should join the People's Party in Louisiana.

Creation: The document was created by a newspaper writer in 1896.

Communication: The purpose of the source is to encourage people to join the People's Party. It is also intended to encourage members of the People's Party to take certain political actions.

Context: Farmers in the United States were struggling during this time. This article was also published in the same year as a presidential election.

Connection: This source relates to the context because it is promoting political action during an election that was important to the People's Party.

Consideration: The point of view being expressed is from a person in favor of the People's Party and more protections for farmers. The excerpt is biased against corporations and the gold standard.

Conclusion: Money was a very important issue for the People's Party. It helps answer the Framing Question by identifying a factor that contributed to the emergence of the People's Party.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature

Source: "What Does the Working Man Want?" by Samuel Gompers

Content: This is a speech by Samuel Gompers that argues for a shorter workday and better overall conditions for workers.

Creation: The speech was given in the late nineteenth century.

Communication: The purpose of the source is to explain why the labor movement is making its demands.

Context: Labor conditions were terrible for workers at the time. They worked long hours for low pay in unsafe factories.

Connection: This source relates to the context because it discusses the demands of workers and why they will not be satisfied for a long time.

Consideration: Gompers's point of view is strongly pro-worker, as he is the head of the American Federation of Labor.

Conclusion: Workers had to fight very hard to improve labor conditions at the time. People did not believe they deserved to have shorter hours and better pay, so leaders like Gompers needed to explain why he believed they were wrong.

Domain Vocabulary: Chapter 1 (AP 1.5)

1. g
2. j
3. a
4. q
5. m
6. c
7. e
8. o
9. k
10. f
11. i
12. b
13. h
14. d
15. r
16. n
17. l
18. s
19. p

Domain Vocabulary: Chapters 2–3 (AP 3.1)

Across

2. platform
4. agrarian
7. cooperative
8. loophole
9. inflation
10. socialist
11. exposé

Down

1. lawsuit
2. political machine
3. civic center
5. progressive
6. populism

CKHG™

Core Knowledge History and Geography™

in partnership with

Illustration and Photo Credits

Alpha Stock / Alamy Stock Photo: 5p

Andrew Carnegie American philanthropist / Lebrecht Authors / Bridgeman Images: Cover B, 5j, 78b

Archive Collection / Alamy Stock Photo: 6a

Chicago Haymarket Labor Riot of 1886, engraving published in Harper's Weekly, 15 May 1886 (engraving) / American School, (19th century) / American / Private Collection / Peter Newark Pictures / Bridgeman Images: 5d, 60b

ClassicStock / Alamy Stock Photo: Cover E, 78e

Everett Collection Historical / Alamy Stock Photo: 5n

Garment Factory Workers (b/w photo) / Underwood Archives / UIG / Bridgeman Images: 5o

GL Archive / Alamy Stock Photo: Cover C, 78c

History and Art Collection / Alamy Stock Photo: 5l, 69

I Feed You All, 1875/Universal History Archive/UIG / Bridgeman Images: 67

Immigrant Women Sitting on Steerage Deck 1893 (photo) / Universal History Archive / UIG / Bridgeman Images: 5b

Mother and children Work until 9 P.M. frequently and at times until 10 P.M. or midnight and then sometimes up working before school. 1912 (photo)/Universal History Archive/UIG / Bridgeman Images: 6b

New York: Flat Iron Building / Lebrecht History / Bridgeman Images: Cover A, 78a

Niday Picture Library / Alamy Stock Photo: 5a, 5m, 57

'No Molly-Coddling Here', 1904 (litho)/American School, (20th century) / American/Private Collection/J. T. Vintage / Bridgeman Images: 71

photo-fox / Alamy Stock Photo: 68

Portrait of Jane Addams, c.1901 (photo) / Private Collection / Prismatic Pictures / Bridgeman Images: 5h

Small boys climbing on spinning frame to mend broken threads and replace empty bobbins at Bibb Mill, Macon, Georgia, 1909 (b/w photo) / Hine, Lewis Wickes (1874–1940) / American / Private Collection / Bridgeman Images: 5k, 60a

The Octopus Who Strangles the World, cartoon from 'The Minneapolis Times', reproduced in 'Lectures Pour Tous', 1902–03 (engraving) (b/w photo) / American School, (20th century) / American / Private Collection / © Archives Charmet / Bridgeman Images: 5g, 70

The Senatorial Round-House, from 'Harper's Weekly', 1886 (engraving)/Nast, Thomas (1840–1902) / American/Private Collection/Peter Newark American Pictures / Bridgeman Images: 72

World History Archive / Alamy Stock Photo: Cover D, i, iii, 5c, 5f, 63, 78d

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org

Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history,
integrating topics in geography, civics, economics, and the arts,
exploring civilizations, cultures, concepts, and skills specified in the
2022 Louisiana Student Standards for Social Studies

Bayou Bridges
units at this level include:

A Nation in Conflict
The Changing Nation
The Changing World
Prosperity and Decline
The World at War
The Postwar Era
The Modern Era

www.coreknowledge.org

ISBN: 979-8-88970-152-1