



GRADE 8 LOUISIANA SOCIAL STUDIES

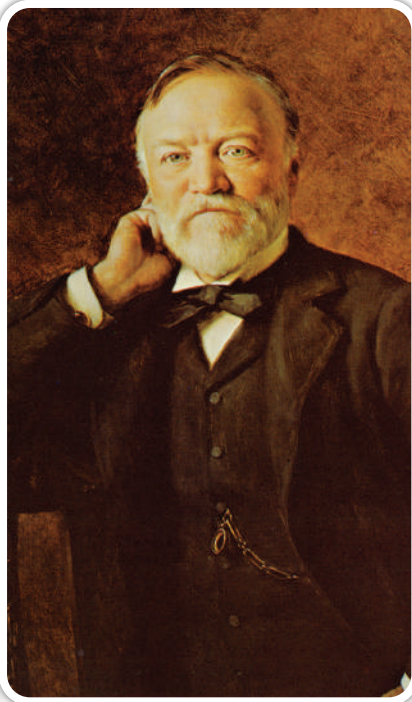
# The Changing Nation



Flatiron Building

## Student Workbook

Andrew Carnegie



Madam C. J. Walker



Free Silver Movement



Growing cities



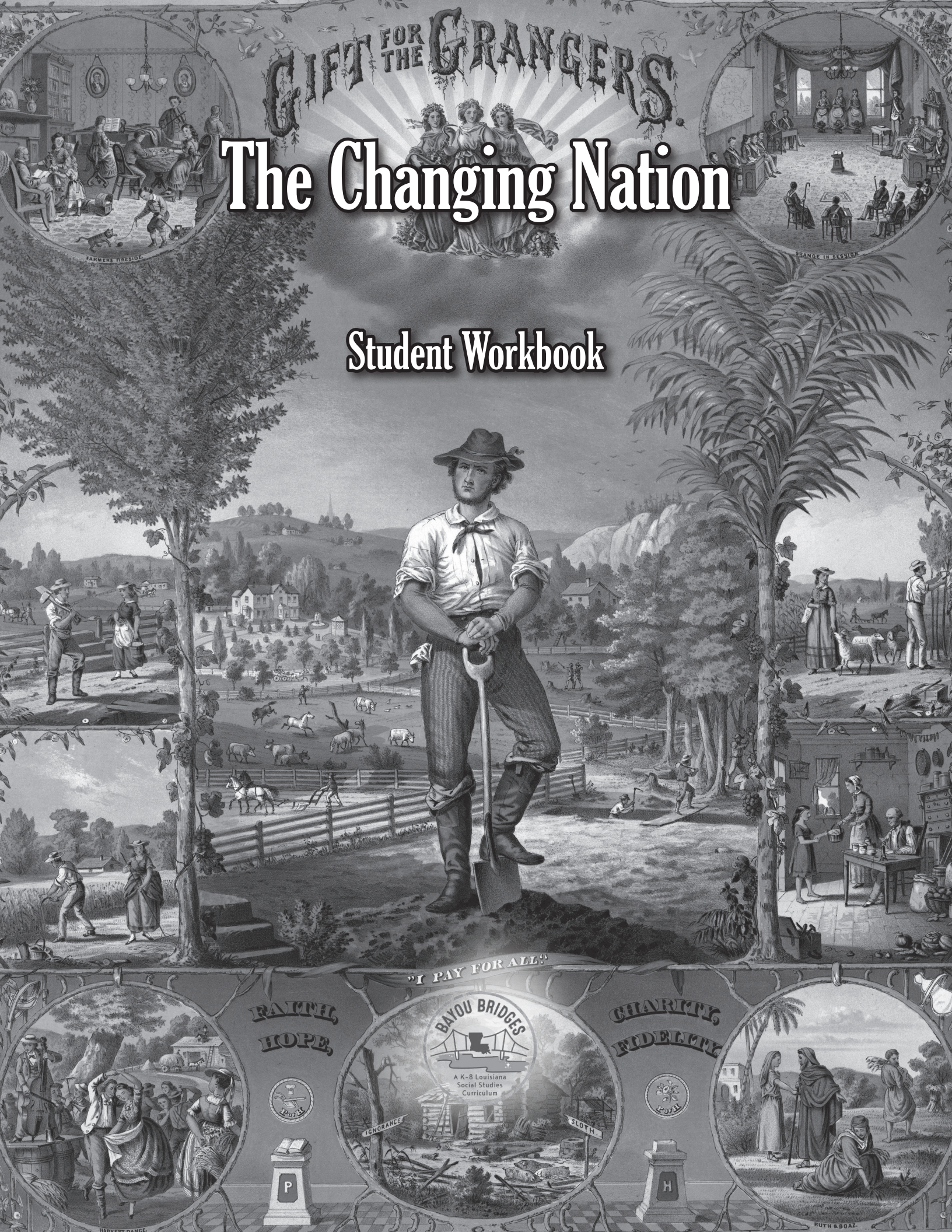




GIFT FOR THE GRANGERS

# The Changing Nation

## Student Workbook





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# The Changing Nation

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# Chapter 1: Industrialization, Immigration, and Urbanization

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

**Student Reading Notes**

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Transformation	
Who Immigrated and Why?	

<b>The Realities of Immigration</b>	
<b>African Americans Move North</b>	
<b>The Effects of Urbanization</b>	



<b>The Second Industrial Revolution</b>	
<b>The Role of Railroads</b>	
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## Primary Sources

### PRIMARY SOURCE A: "THE GOSPEL OF WEALTH" BY ANDREW CARNEGIE

*Andrew Carnegie was a wealthy industrialist who made a massive fortune from the steel industry. In this essay, Carnegie explains the importance of philanthropy in addressing the growing economic inequality in the United States.*

The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. . . . But whether the change be for good or ill, it is upon us, beyond our power to alter, and, therefore, to be accepted and made the best of. . .

This, then, is held to be the duty of the man of wealth: To set an example of modest, unostentatious living, shunning display or extravagance; 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 he 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—the man of wealth thus becoming the mere trustee and agent for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves.

**Source:** Carnegie, Andrew. "The Gospel of Wealth." *The Gospel of Wealth, and Other Timely Essays*. New York: The Century Co., 1900. pp. 1–2, 15.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**Primary Source Analysis**

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

## Primary Sources

### PRIMARY SOURCE B: *WITH POOR IMMIGRANTS TO AMERICA* BY STEPHEN GRAHAM (1914)

*In this excerpt, Stephen Graham describes being on a ship with other immigrants traveling to the United States.*

"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."

After supper I left my friend and went upstairs alone. The weather had changed, and the electric lights of the ship were blazing through the rain, the decks were wet and windswept, and the black smoke our funnels were belching forth went hurrying back into the murky evening sky. The vessel, however, went on.

Downstairs some were dancing, some singing, some writing home laboriously, others gossiping, others lying down to sleep in the little white cabins. There was a satisfaction in hearing the throbbing of the engines and feeling the pulse of the ship. We were idle, we passed the time, but we knew that the ship went on.

Going above once more at nine, I found the rain had passed, the sky was clear and the night full of stars. In the sea rested dim reflections of the stars, like the sad faces we see reflected in our memory several days after we have gone from home. I stood at the vessel's edge and looked far over the glimmering waves to the horizon where the stars were walking on the sea. "What will it be like in America?"

**Source:** Graham, Stephen. *With Poor Immigrants to America*. New York: Macmillan, 1914. pp. 33–34.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.2

Use with Chapters 1–3

### Primary Source Analysis

<b>SOURCE:</b>	
<b>CONTENT</b> What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b> Who created this source? When?	
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<b>CONCLUSION</b> 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 1.2**

**Use with “The New Colossus.”**

**Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b> What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b> Who created this source? When?	
<b>COMMUNICATION</b> What is the purpose of the source? Who is the intended audience?	
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<b>CONCLUSION</b> Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

### PRIMARY SOURCE C: FROM PREAMBLE TO THE KNIGHTS OF LABOR PLATFORM

The alarming development and aggressiveness of capitalists and corporations, unless checked, will inevitably lead to the pauperization and hopeless degradation of the toiling masses.

It is imperative, if we desire to enjoy the full blessings of life, that a check be placed upon unjust accumulation, and the power for evil of aggregated wealth.

This much desired object can be accomplished only by the united efforts of those who obey the divine injunction, "In the sweat of thy face shalt thou eat bread."

Therefore we have formed the Order of Knights of Labor for the purpose of organizing and directing the power of the industrial masses, not as a political party, for it is more—in it are crystallized sentiments and measures for the benefit of the whole people; but it should be borne in mind, when exercising the right of suffrage, that most of the objects herein set forth can only be obtained through legislation, and that it is the duty of all to assist in nominating and supporting with their votes only such candidates as will pledge their support to those measures, regardless of party. But no one shall, however, be compelled to vote with the majority; and calling upon all who believe in securing "the greatest good to the greatest number" to join and assist us, we declare to the world that our aims are:

- I. To make industrial and moral worth, not wealth, the true standard of individual and National greatness.
- II. To secure to the workers the full enjoyment of the wealth they create, sufficient leisure in which to develop their intellectual, moral and social faculties; all of the benefits, recreation and pleasures of association; in a word, to enable them to share in the gains and honors of advancing civilization.

**Source:** Tisdale, W. S. *The Knights' Book: Matters Concerning Capital; The Principles and Aims of the Noble Order of the Knights of Labor; Chivalry and Knighthood of the Middle Ages; The Passage of Arms; The Battle for Honor and Renown*. New York: Concord Co-operative Printing, 1899, pp. 7–8.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b>  What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b>  Who created this source? When?	
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<b>CONCLUSION</b>  Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

[illegible]

**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                                      |

## Chapter 2: Populism and the People's Party

---

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

### Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A New Movement Emerges	
Agrarian Distress	
Populism vs. Railroads and Banks	

<b>The Currency Debate</b>	
<b>The People's Party</b>	
<b>Elections of 1892 and 1896</b>	

### PRIMARY SOURCE D: "I FEED YOU ALL" (1875)



**NOTE:** Go to page 34 of the Student Reader to see this source in full color.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b>  What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b>  Who created this source? When?	
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<b>CONCLUSION</b>  Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

## Primary Sources

### PRIMARY SOURCE E: EXCERPTS FROM *THE LOUISIANA POPULIST* (JUNE 5, 1896)

All men who recognize the necessity for reform should join the People's party. . . .

All money should be full legal tender whether it suits the bankers or not. . . .

To fund a debt is only another way of robbing the people slowly, but surely. . . .

Let us march in solid phalanx [close formation of soldiers] against the common enemy—the Republican-Democratic Machine. . . .

If every man who complains of money being scarce would vote the Populist ticket we would carry the nation by an immense majority. . . .

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. . . .

Put in from now until the national and state conventions meet on organizing. Never stop until a Populist club flaunts its banner to the breeze in every voting precinct. Populists must be represented on the board of election managers or be counted out. . . .

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. . . .

Money is the most subtle and refined of disbursing agencies; that the proper function of money is to serve a public use; and that to allow private persons or corporations to issue money and control its volume and the rates of interest is to put the people's property in the hands of speculators.

The earth is the primary source of subsistence. Labor the primary source of production. Transportation the means of distributing property. Money is the medium for exchanging values. These four propositions cover the whole field of human exertion. These principles are fundamental. All the rest are matters of detail. . . .

**Source:** *The Louisiana Populist*. (Natchitoches, Natchitoches Parish, La.), 05 June 1896. *Chronicling America: Historic American Newspapers*. Library of Congress. p. 1.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b>  What type of document is it? What does it say? Briefly summarize it.	
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<b>CONCLUSION</b>  Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

### PRIMARY SOURCE F: *FROM THE PREAMBLE TO THE PLATFORM OF THE PEOPLE'S PARTY (1892)*

We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influence dominating both these parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform. They have agreed together to ignore, in the coming campaign, every issue but one. They propose to drown the outcries of a plundered people with the uproar of a sham battle over the tariff, so that capitalists, corporations, national banks, rings, trusts, watered stock, the demonetization of silver and the oppressions of the usurers may all be lost sight of. They propose to sacrifice our homes, lives, and children on the altar of mammon; to destroy the multitude in order to secure corruption funds from the millionaires.

Assembled on the anniversary of the birthday of the nation, and filled with the spirit of the grand general and chief who established our independence, we seek to restore the government of the Republic to the hands of "the plain people," with which class it originated. We assert our purposes to be identical with the purposes of the National Constitution, to form a more perfect union and establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity. . . .

We believe that the power of government—in other words, of the people—should be expanded . . . as rapidly and as far as the good sense of an intelligent people and the teachings of experience shall justify, to the end that oppression, injustice and poverty, shall eventually cease in the land.

. . . We ask all men to first help us to determine whether we are to have a republic to administer, before we differ as to the conditions upon which it is to be administered, believing that the forces of reform this day organized will never cease to move forward, until every wrong is remedied, and equal rights and equal privileges securely established for all the men and women of this country.

**Source:** Porter, Kirk Harold, comp. *National Party Platforms*. New York: Macmillan, 1924, pp. 167–168.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b>  What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b>  Who created this source? When?	
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<b>CONCLUSION</b>  Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

**Chapter 2 Check for Understanding:** What factors contributed to the emergence of the People's Party during the late 1800s?

[illegible]



# Chapter 3: Reform Movements

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

## Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Turn of the Century	
Progressivism and the Gilded Age	

<b>The Muckrakers</b>	
<b>Regulating Big Business</b>	
<b>Social Reform</b>	

<b>The Triangle Shirtwaist Factory Fire</b>	
<b>Child Labor Reforms</b>	
<b>Progressivism and the Presidency</b>	

<b>The Louisiana Constitution of 1913</b>	
<b>Working Together</b>	

PRIMARY SOURCE G: "THE SENATORIAL ROUND HOUSE" BY THOMAS NAST (1886)



**NOTE:** Go to page 50 of the Student Reader to see this source in full color.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.2

Use with Chapters 1–3

### Primary Source Analysis

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



**PRIMARY SOURCE H: "WHAT DOES THE WORKING MAN WANT?" BY SAMUEL GOMPERS**

... They tell us that the eight-hour movement can not be enforced, for the reason that it must check industrial and commercial progress. I say that the history of this country, in its industrial and commercial relations, shows the reverse. ... It means greater prosperity; it means a greater degree of progress for the whole people. ...

My friends, the only thing the working people need besides the necessities of life, is time. Time. Time with which our lives begin; time with which our lives close; time to cultivate the better nature within us; time to brighten our homes. Time, which brings us from the lowest condition up to the highest civilization; time, so that we can raise men to a higher plane. ...

What we want to consider is, first, to make our employment more secure, and, secondly, to make wages more permanent, and, thirdly, to give these poor people a chance to work. ...

We want eight hours and nothing less. We have been accused of being selfish, and it has been said that we will want more; that last year we got an advance of ten cents and now we want more. We do want more. You will find that a man generally wants more. ... We live in the latter part of the nineteenth century. In the age of electricity and steam that has produced wealth a hundred fold, we insist that it has been brought about by the intelligence and energy of the workingmen, and while we find that it is now easier to produce it is harder to live. 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.

**Source:** *Pittsburg Dispatch*. (Pittsburg [Pa.]), 02 May 1890. p. 1. *Chronicling America: Historic American Newspapers*. Lib. of Congress.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b> What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b> Who created this source? When?	
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<b>CONSIDERATION</b> What point of view is being expressed? What examples of bias or judgment does it include, if any?	
<b>CONCLUSION</b> 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 1.2**

**Use with Declaration of the Conservation Conference (1908).  
Primary Source Analysis**

<b>SOURCE:</b>	
<b>CONTENT</b>  What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b>  Who created this source? When?	
<b>COMMUNICATION</b>  What is the purpose of the source? Who is the intended audience?	
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<b>CONCLUSION</b>  Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

[illegible]

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:

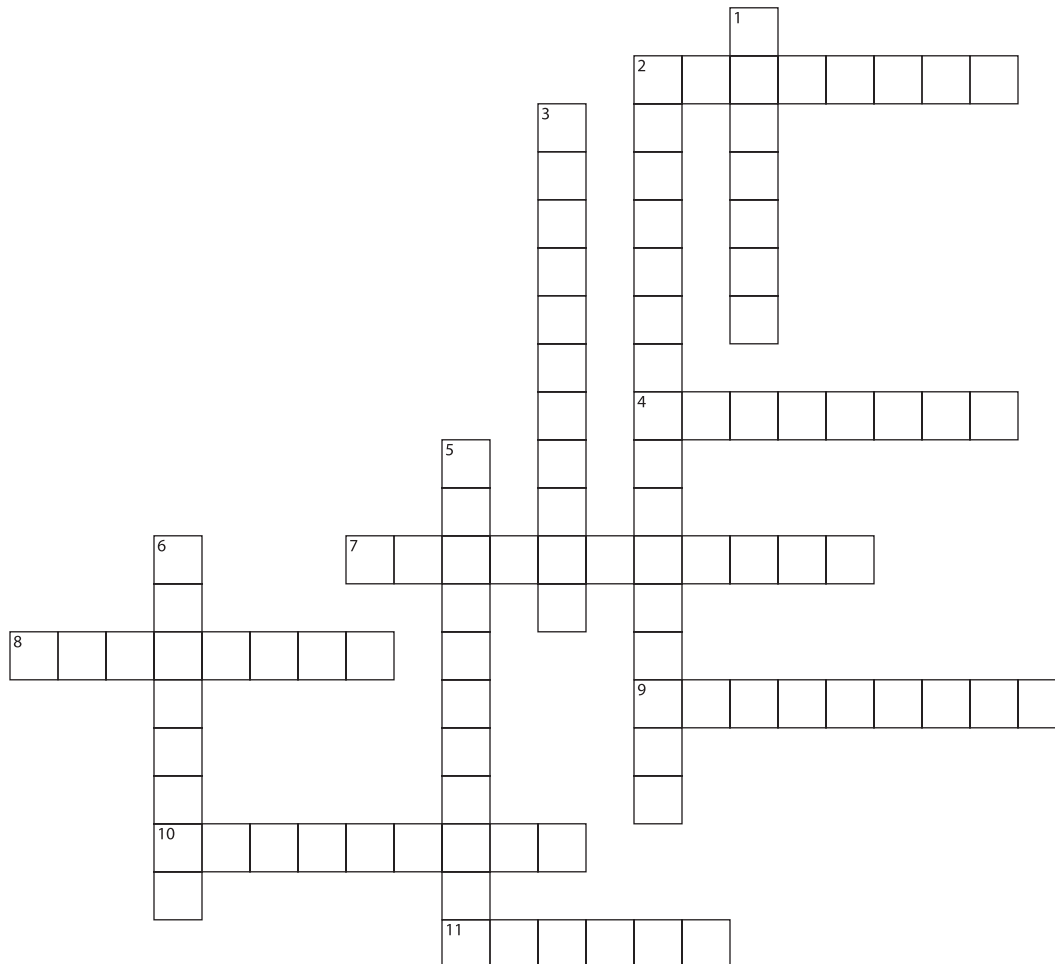
1. a process in which the courts decide a disagreement or enforce a right
2. a group that maintains political control, usually of a city, through bribery and intimidation
3. a building for public performances, sporting events, etc.
5. moving toward new ideas, policies, or opportunities
6. a political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

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 3.1 (continued)

## Use with Chapter 2







Name \_\_\_\_\_

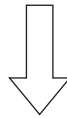
Date \_\_\_\_\_

Activity Page 1.3

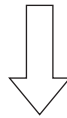
Use with Performance Task

Claims and Evidence

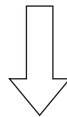
**STATE THE CLAIM** *What opinion or position are you defending?*



**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?*

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