

COURSE: A.P. United States History	GRADE(S): 12
UNIT 6: Post-Reconstruction Era (The Gilded Age)	TIMEFRAME: One Week and a Half - 90 Minute Periods

<p>NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • How the rise of corporations, heavy industry, and mechanized farming transformed the American people. • Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. • The rise of the American labor movement and how political issues reflected social and economic changes. • Federal Indian policy and United States foreign policy after the Civil War.
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<p>STATE STANDARDS:</p> <ul style="list-style-type: none"> • 5.1.12.A- Evaluate the major arguments advanced for the necessity of government. • 5.1.12.B- Analyze the sources, purposes and functions of law. • 5.1.12.C- Evaluate the importance of the principles and ideals of civic life. • 5.1.12.D- Analyze the principles and ideals that shape the government of Pennsylvania and apply them to the government. • 5.1.12.E- Evaluate the principles and ideals that shape the United States and compare them to documents of government. • 5.1.12.F- Analyze and assess the rights of people as listed in the Pennsylvania Constitution and the Constitution of the United States. • 5.1.12.G- Analyze and interpret the role of the United States flag in civil disobedience and in patriotic activities. • 5.1.12.H- Analyze the competing positions held by the framers of the basic documents of government of Pennsylvania and United States. • 5.1.12.I- Analyze historical examples of the importance of the rule of law explaining the sources and functions of law. • 5.1.12.J- Analyze how the law promotes the common good and protects individual rights. • 5.1.12.L- Analyze Pennsylvania and United States court decisions that have affected principles and ideals of government in civic life. • 5.1.12.M- Evaluate and analyze the importance of significant political 	<p>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> • Describe the political corruption of the Grant administration and the most unsuccessful efforts to reform politics in the Gilded Age. • Describe the economic crises of the 1870s and the growing conflict between “hard money” and “soft money” advocates. • Explain the intense political partisanship of the Gilded Age, despite the parties’ lack of ideological difference and poor quality of political leadership. • Indicate how the disputed Hayes-Tilden election of 1876 and how it led to the Compromise of 1877 and the end of Reconstruction. • Describe how the end of Reconstruction led to the loss of black rights and the imposition of the Jim Crow system of segregation in the South. • Explain the rise of the class conflict between business and labor in the 1870s and the growing hostility to immigrants, especially the Chinese. • Explain the rise of the political conflict in the early 1890s, and the failure of Cleveland to address growing farm and labor discontent. • Show how the farm crisis and the depression of the 1890s stirred growing social protests and class conflict, and fueled the rise of the Populist Party. • Explain how the transcontinental railroad network provided the basis for the great post-Civil War industrial transformation. • Identify the abuses in the railroad industry and the first efforts at industrial regulation by the federal government. • Describe how the economy came to be
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<p>speeches and writings in civic life.</p> <ul style="list-style-type: none"> • 5.2.12.A- Evaluate an individual's civic rights, responsibilities and duties in various governments. • 5.2.12.B- Evaluate citizens' participation in government and civic life. • 5.2.12.C- Interpret the causes of conflict in society and analyze techniques to resolve those conflicts. • 5.2.12.D- Evaluate political leadership and public service in a republican form of government. • 5.2.12.E- Analyze how participation in civic and political life leads to the attainment of individual and public goals. • 5.2.12.F- Evaluate how individual rights may conflict with or support the common good. • 5.2.12.G- Evaluate what makes a competent and responsible citizen. • 5.3.12.A- Analyze the evaluate the structure, organization and operation of the local, state and national governments including domestic and national policy-making. • 5.3.12.B- Analyze the responsibilities and powers of the national government. • 5.3.12.C- Evaluate the process of how a bill becomes the law on a federal, state, and local levels. • 5.3.12.D- Evaluate how independent government agencies create, amend and enforce regulations. • 5.3.12.E- Evaluate the role of political parties in election campaigns. • 5.3.12.F- Evaluate the elements of the election process. • 5.3.12.G- Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights. • 5.3.12.H- Evaluate the impact of interest groups on the political process. • 5.3.12.I- Evaluate how and why government raises money to pay for its operations and services. • 5.3.12.J- Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda. • 5.3.12.K- Evaluate the strengths and weaknesses of various systems of governments. • 5.4.12.A- Analyze the impact of international economic, technological and cultural developments on the 	<p>dominated by giant "trusts," such as those headed by Carnegie and Rockefeller in the steel and oil industries.</p> <ul style="list-style-type: none"> • Discuss the growing class conflict caused by industrial growth and combination, and the early efforts to alleviate it. • Indicate how industrialists and their supporters attempted to explain and justify great wealth and increasing class division through "natural law" and the "Gospel of Wealth." • Explain why the South was generally excluded from industrial development and fell into a "third world" economic dependency. • Analyze the social changes brought by industrialization, particularly the altered position of working men and women. • Explain the failures of the Knights of Labor and the modest success of the American Federation of Labor. • Describe the new industrial city and its impact on American society. • Describe the "New Immigration" and opposition from many native-born Americans. • Discuss the efforts of social reformers and churches to alleviate urban problems and the plight of the new immigrants. • Analyze the changes in American religious life in the late nineteenth century, including the reaction to Charles Darwin's evolutionary theories and the expansion of Catholicism and Judaism. • Explain the changes in American education from elementary to college level. • Describe the literary and cultural life of the period, including the widespread trend towards "realism." • Explain the growing national debates about morality in the late nineteenth century, particularly in relation to the changing roles of women and family. • Describe the nature of the cultural conflicts and battles that accompanied the white American migration into the Great Plains and the Far West. • Explain the development of federal policy towards Native Americans in the late nineteenth century. • Analyze the brief flowering and decline of the cattle and mining frontiers. • Explain the impact of the closing of the frontier, and long-term significance of the frontier for American history.
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- government of the United States.
- 5.4.12.B- Analyze the United States' interaction with other nations and governmental groups in world events.
- 5.4.12.C- Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.
- 5.4.12.D- Explain how foreign policy is developed and implemented.
- 6.1.12.C- Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12.D- Describe historical examples of expansion, recession and depression internationally.
- 6.2.12.B- Evaluate the operation of noncompetitive markets.
- 6.2.12.I- Evaluate government decisions to provide public goods.
- 6.2.12.J- Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.
- 6.3.12.A- Analyze actions taken as a result of scarcity issues in the regional, national and international economics.
- 6.3.12.B- Evaluate the economic reasoning behind a choice.
- 6.3.12.C- Evaluate the allocation of resources used to produce goods and services.
- 6.3.12.E- Analyze the opportunity cost of decisions by individuals, businesses, communities and nations.
- 6.4.12.B- Analyze the relationships between trade, competition and productivity.
- 6.4.12.C- Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12.D- Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.
- 6.4.12.E- Analyze how United States consumers and producers participate in the global production and consumption of good or services.
- 6.4.12.F- Evaluate how trade is influenced by comparative advantage and opportunity costs.
- 6.5.12.A- Analyze the factors influencing wages.

- Describe the revolutionary changes in farming on the Great Plains.
- Describe the economic forces that drove farmers into debt, and describe how the Grange, the Farmers' Alliances, and the Populist Party organized to protest their opposition.

<ul style="list-style-type: none"> • 6.5.12.B- Evaluate how changes in education, incentives, technology and capital investment alter productivity. • 6.5.12.C- Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation. • 6.5.12.D- Analyze the role of profits and losses in the allocation of resources in a market economy. • 6.5.12.E- Compare distribution of wealth across nations. • 6.5.12.F- Assess the impact of entrepreneurs on the economy. • 7.1.12.A- Analyze data and issues from a spatial perspective using the appropriate geographic tools. Spatial patterns of human features that change over time. • 7.1.12.B- Analyze the location of places and regions. Cultural change. • 7.2.12.A- Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems. • 7.3.12.A- Analyze the significance of human activity in shaping places and regions by their population characteristics. • 7.3.12.B- Analyze the significance of human activity in shaping places and regions by their cultural characteristics. • 7.3.12.C- Analyze the significance of human activity in shaping places and regions by their settlement characteristics. • 7.3.12.D- Analyze the significance of human activity in shaping places and regions by their economic characteristics. • 7.3.12.E- Analyze the significance of human activity in shaping places and regions by their political characteristics. • 7.4.12.A- Analyze the impacts of physical systems on people. • 7.4.12.B- Analyze the impacts of people on physical systems. • 8.1.12.A- Evaluate chronological thinking. • 8.1.12.B- Synthesize and evaluate historical sources. • 8.1.12.C- Evaluate historical interpretation of events • 8.1.12.D- Synthesize historical research. 	
<p>SUGGESTED ACTIVITIES:</p> <p>Outline: Lest the types of methods used by "Robber Barons" to eliminate competition</p> <p>Research and prepare a report on important topics of the labor movement in the Gilded Age: <i>Commonwealth v. Hunt</i> (1842), Formation of the</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Free-Response essay</p> <p>Objective test with DBQ</p>

Knights of Labor, Baltimore and Ohio Railroad Strike, Formation of the American Federation of Labor, Haymarket Affair, Pullman Strike, Anthracite Coal Strike and Danbury Hatters' Strike, and Mary Harris (Mother) Jones

Analyze the justification of the name given to the Gilded Age, "The Era of Good Stealings"

Analyze the Presidential administrations of Garfield through Cleveland

Analyze the Political, Social, and Economic justification for the Populist Movement

Compare and contrast the Presidential Elections of 1892 and 1896

Compare and contrast Native American relations with the new western migration

Analyze Primary Source Documents

Lecture

Cooperative Groups

Prepare an annotated timeline of the unit. Include dates, people, events, and acts. Identify, if possible, as social, political or economic in nature.

Debate: Should the United States have relied on Chinese and Irish labor to develop the West?

Panel Discussion: Conservative Social Darwinism, Progressive Social Darwinism, Social Gospel, Gospel of Wealth.

"You are a neighborhood temperance leader. What are some of your pressing concerns?" Prepare a panel discussion presentation.

SUGGESTED RESOURCES:

The American Pageant- Chapters 23-26

The American Spirit- Chapters 23-26

Workbook- Doing the DBQ
DBQ 1979

Houghton-Mifflin Website-

<http://college.hmco.com/history/us/kennedy/am>

_pageant/13e/student_home.html

Suggested Unit 6 Documents:

- The Chinese in San Francisco
- A Southern Senator Defends Jim Crow
- *How The Other Half Lives*
- Four Views of the Statue of Liberty
- Consumerism
- Theodore Roosevelt Downgrades the Indians
- Mrs. Mary Lease Raises More Hell
- A Populist Condemns George Pullman