

**Social Studies Lesson Plan-SS.912.A.2.1**  
**Review of the Causes and Consequences of the Civil War**

***Please note: Instructional time required to complete this lesson will vary according to the ability level of students.***

1.           **Title: Causes, Course, & Consequences of the Civil War - Eleventh Grade**

2.           **Overview - Big Ideas:**

**Enduring Understandings**

**Causes**

- Identify fundamental economic differences between the North and the South
- Identify sectional differences over the national bank, protective tariffs, internal improvements, and the extension of slavery into new territories
- Review the doctrine of states' rights, nullification, secession, and compact theory
- Review the Missouri Compromise (1820)
- Identify the Wilmot Proviso (1846) and the free-soil movement and analyze how they contributed to the sectional crisis
- Identify the Compromise of 1850 and analyze how it contributed to the sectional crisis
- Assess the significance of *Uncle Tom's Cabin* (1852)
- Identify the Kansas-Nebraska Act (1854) and analyze how it contributed to the sectional crisis
- Analyze the significance of the formation of the Republican Party and the collapse of the second two-party system (Whigs vs. Democrats)
- Identify the ruling in the *Dred Scott* case (1857) and analyze its significance
- Identify the role of prominent abolitionists such as William Lloyd Garrison and Frederick Douglass
- Analyze the significance of the Lincoln-Douglas Debates (1858)
- Analyze the significance of the election of 1860
- Identify reasons for South Carolina's secession and analyze its significance
- Differentiate between Buchanan's view of secession vs. Lincoln's view

- Evaluate how the people and factors mentioned above all contributed to the outbreak of the Civil War

### **Events**

- Review the advantages of the North vs. the South in the Civil War
- Review the steps taken by the North and the South to mobilize for the Civil War
- Review the steps taken by the North and the South to raise money and troops to fight the war
- Differentiate the military strategies of the Union forces vs. the Confederate forces
- Review the role of foreign affairs and diplomacy in the Civil War
- Review the role of Lincoln as president during the Civil War
- Analyze the significance of women and African Americans during the Civil War
- Analyze the significance of the *Emancipation Proclamation* and Lincoln's *Gettysburg Address*
- Identify and review the main events of the Civil War on both fronts (East & West)

### **Consequences**

- Analyze the significance of Lincoln's assassination in 1865
- Assess how the Civil War established the supremacy of the federal government
- Assess how the Civil War ended the threat of secession
- Evaluate the impact of the Civil War on the economies of the North and the South
- Identify the casualties and financial losses caused by the Civil War
- Compare and contrast Lincoln's "Ten Percent" Plan vs. Congressional Reconstruction (Wade-Davis Proposal)
- Assess the presidency of Andrew Johnson (1865-1869)
- Assess the significance of the black codes
- Identify and analyze the significance of the Reconstruction Amendments (13, 14, & 15)
- Assess how the Civil War changed the labor system in the South from slavery to sharecropping, tenant farming, and the crop-lien system

- Analyze the elements of "Radical Reconstruction" under the rule of prominent Republican leaders such as Charles Sumner and Thaddeus Stevens
- Identify the members of the Republican coalition that ruled the South from 1865-1877, including carpetbaggers, scalawags, freedmen, and poor whites
- Analyze the significance of the Civil Rights Act of 1866
- Analyze the significance of the Freedmen's Bureau
- Analyze the significance of the First Reconstruction Act (1867)
- Assess the significance of the Election of 1876 and the Compromise of 1877
- Evaluate the role of the KKK during Reconstruction
- Analyze the significance of racial segregation and "Jim Crow" laws in the South

### **Essential Questions**

- What were the general or long-term causes of the Civil War?
- What were the immediate or specific causes of the Civil War?
- To what extent can the Civil War be considered a "total war"?
- What role did foreign affairs and diplomacy play in the Civil War?
- How were the military strategies of the Union forces different from those of the Confederate forces?
- What resources did the North have that gave it a significant advantage over the South during the Civil War?
- How did the economies of the North and the South differ during the Civil War?
- How did the Civil War change Americans' view of the role of the federal government?
- How did the Civil War change Americans' view of African Americans?
- How did the Civil War affect the rights of women?
- How did Southerners' view of the South change after the Civil War?
- What was the impact of the *Emancipation Proclamation* on the Civil War?
- Why was Lincoln's *Gettysburg Address* a major turning point in the war?
- How did the Civil War impact the economy of the South?

- What conditions were placed upon the Southern states before permitting them to return to the Union and to assume their former rights?
- Which branch of the federal government determined the conditions for the return of the Southern states?
- What political, legal, and economic rights did African Americans gain after the Civil War?
- How did Southern Democrats regain political power toward the end of Reconstruction?
- Why did Reconstruction end?

### 3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies

#### **Eleventh Grade NGSSS-SS Benchmarks:**

Main End of Course Exam Tested Benchmarks:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.2.1 Review causes and consequences of the Civil War.

Additional Benchmarks Addressed through this Lesson:

- SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5 Assess how Jim Crow laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6 Compare the effects of the black codes and the Nadir on freed people and analyze the sharecropping system and debt peonage as practiced.

4. **Key Vocabulary:**

states' rights, compact theory, nullification, secession, popular sovereignty, Free-Soil Movement, fugitive slave law, Underground Railroad, Freeport Doctrine, Confederacy, Anaconda Plan, blockade, cotton diplomacy, *habeas corpus*, conscription, emancipation, black codes, Copperheads, freedmen, impeachment, carpetbaggers, scalawags, Reconstruction, Radical Republicans, KKK, home rule, "New South", Jim Crow laws, Redeemers, sharecropping, crop-lien system, tenant farmers, poll taxes, grandfather clause, literacy tests, amnesty, "Solid South," total war, pocket veto

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

***What key knowledge and skills will students acquire as a result of this lesson?***

This lesson can be completed in three separate parts: causes, course, and consequences of the Civil War. After students complete this lesson, they will be able to identify multiple causes of the Civil War. Students will also be able to differentiate between long-term and immediate causes. An understanding of the complexity of these causes should be apparent. Students should also be able to understand the chronology of the basic events of the Civil War. Students should be able to compare and contrast the military strategies used by both sides. Students should be able compare and contrast relative strengths, weaknesses, advantages, and disadvantages for both sides. Finally, students should be able to identify and analyze multiple consequences of the Civil War, including Reconstruction and why it ended and the impact that had on the political, legal, social, and economic rights of African Americans in the South from 1865-1877.

***What will students be able to do as a result of such knowledge and skills?***

As a result of acquiring the knowledge and skills addressed in this lesson, students will be able to complete a chart comparing sectionalism in the North, the South, and the West and how each region viewed the following issues: protective tariffs, the national bank, internal improvements, and the extension of slavery into new territories. Students should be able to define key vocabulary terms such as nullification, secession, emancipation, sharecropping, black codes, and Reconstruction. Students should also be able to complete crossword puzzles assessing their understanding of key vocabulary relating to the causes and effects of the Civil War. Furthermore, students should be able to complete a detailed timeline illustrating major causes, events, the course of, and consequences of the Civil War. Additionally, students should be able to complete graphic organizers on the causes, problems, and consequences of the Civil War. Students should be able to complete a short newspaper editorial either supporting or opposing the *Emancipation Proclamation* (alternative assessment). Furthermore, students should be able to write a five-paragraph, expository essay analyzing both the causes and effects of the Civil War, citing specific examples from the lesson.

Finally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

**Both formative and summative assessments** are included.

**6. Materials Needed:**

- Attachment A: Reading: "Causes, Course, & Effects of the Civil War"
- Attachment B: Graphic Organizers (Directions)
- Attachment C: Graphic Organizer (Sectionalism & Causes of the Civil War)
- Attachment D: Graphic Organizer (Effects of the Civil War)
- Attachment E: Crossword Puzzles (Vocabulary)
- Attachment F: Crossword Puzzles (Solutions)
- Attachment G: Essay Prompts
- Attachment H: Post Quiz

**7. Steps to Deliver the Lesson:**

*A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives*

- a. Lesson Opening: This lesson can be completed in three parts as it relates to the causes, events, and consequences of the Civil War. The reading portion of this lesson can also be completed in three separate parts. Start by reviewing the major issues and events of the sectional crisis in the 1840's-50's that led to the Civil War. Ask the students to identify specific issues and events that contributed to the sectional crisis and make a list of these issues on the whiteboard. It is important for students to activate prior knowledge during this part of the lesson. They should be able to identify, among other things, the role that the Constitution, states' rights, compact theory, nullification, protective tariffs, the national bank, internal improvements, economic differences between North, South, and West, and secession played in bringing about the Civil War. Ask students to link these issues to specific causes leading to the Civil War. Continue to the second part of the lesson by reviewing the major events of the war, including the advantages of North versus South, the different war strategies employed by each side, mobilization, and turning-point battles. Finally, ask students to *anticipate* how the issues and events that led to the Civil War might have been resolved after the

war was concluded in 1865. Complete the lesson by reviewing major effects and consequences of the Civil War.

- b. Vocabulary: Working independently or in small groups, have students define all of the specialized terminology presented in this lesson using the attached article, their textbooks, and/or Internet resources. The vocabulary for this unit on the causes and effects of the Civil War correlates to chapters 10-12 from the textbook *The Americans* by McDougal & Littell, if a different textbook is in use, please refer to the chapters available in the text that are associated with the Civil War. In addition, students should be asked to identify all of the elements of the following congressional legislation or court cases: the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, and the ruling of the *Dred Scott* case. Furthermore, students should identify all of the terms in the vocabulary section of this lesson, including all of the bold terms found in the attached reading titled, "Causes and Effects of the Civil War." Finally, students can complete two crossword puzzles to assess their understanding of key vocabulary terms (Attachment E).
- c. Reading: Distribute Attachment A (Reading). Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article attached to this lesson or the relevant section of your textbook. Stop, discuss, and check for understanding during appropriate points in the reading.
- d. Timeline(s): Working independently or in small groups, have students make a comprehensive timeline of all of the issues and events that occurred during the sectional crisis (1846-1860). Students can also be asked to complete a separate timeline on the major events of the Civil War (1861-1865). Finally, students can be asked to complete a timeline of all of the major issues and events of the Reconstruction period (1865-1877). Timelines can be completed in either vertical or horizontal styles.
- e. Graphic Organizer(s): Working independently or in small groups, have students complete graphic organizers (Attachment C) identifying how each section of the country (North, South and West) felt about the following issues: the Constitution, compact theory, states' rights, the national bank, internal improvements, protective tariffs, the extension of slavery into the new territories, and secession. Each chart should show how each section felt about the issues listed above and why. Students can also be asked to prepare a graphic organizers identifying all of the other causes and consequences of the Civil War that they can identify (Attachment D). Students can also make graphic organizers comparing relative strengths and weaknesses of North vs. South, as well as graphic organizers contrasting military strategies in both regions.

- f. Essay(s): Have students write a five-paragraph, expository essay based on one of the questions presented in Attachment G.
- g. Post Quiz: Finally, have students take the post quiz associated with this lesson (Attachment H). Go over the quiz with the students and check for understanding as needed. Re-explain concepts not readily understood.

**8. Specific Activities: (From Guided to Independent)**

*Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent*

- a. Have students re-trace the routes of the Underground Railroad on a map.
- b. Have students create a journal entry from the perspective of a Union soldier or a Confederate soldier.
- c. Have students write a short editorial, either supporting or opposing the *Emancipation Proclamation*.
- d. Have students create a newspaper headline from the perspective of the North and the South reflecting public opinion on the assassination of President Lincoln.
- e. Have students imagine that they are an African American sharecropper, a carpetbagger, and a White Southern Democrat. Have the students write a paragraph for each supporting their position on Reconstruction.
- f. Circulate the room to monitor students' abilities in writing the journal entry or the newspaper headline. If students have difficulty with this assignment, model a sample journal entry or newspaper headline on the whiteboard.
- g. Have students share their completed journal entries, editorials, and newspaper headlines with the class.

**9. Differentiated Instruction Strategies:**

*How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies*

- a. As students are completing their graphic organizers, timelines, and essays, work individually with students who are having difficulty with this task.
- b. While students are completing the journal entries, editorials, newspaper headlines, work on an individual basis with students who are having difficulty.



**10. Technology Integration:**

*Activities incorporating technology; e.g., address lesson content through online resources*

- a. Have students visit the U.S. Civil War Center to find more information on the Civil War:  
<http://www.cwc.lsu.edu/>  
This is a site whose mission is to “locate, index, and/or make available all appropriate private and public data regarding the Civil War and to promote the study of the Civil War from the perspectives of all professions, occupations, and academic disciplines.”
- b. Have students study the history of African-Americans in the Civil War:  
[http://www.itd.nps.gov/cwss/history/aa\\_history.htm](http://www.itd.nps.gov/cwss/history/aa_history.htm)  
This National Park Service site explores the history of the United States African- American troops.
- c. Have students study the history of Civil War Women:  
<http://scriptorium.lib.duke.edu/collections/civil-war-women.html>  
This site includes original documents, links, and biographical information about several women and their lives during the Civil War.
- d. Have students study the assassination of President Abraham Lincoln:  
<http://memory.loc.gov/ammem/alhtml/alrintr.html>  
Part of the American Memory series with introduction, timeline, and gallery.
- e. Have students view Selected Civil War Photographs:  
<http://memory.loc.gov/ammem/cwphtml/cwphome.html>  
The Library of Congress site with more than 1,000 photographs, many from Matthew Brady (cut and paste the link into your web browser if it does not launch automatically after you click on it).
- f. Have students study the timeline of the Civil War:  
<http://www.historyplace.com/civilwar/index.html>  
A complete timeline of the Civil War that is well illustrated with photographs.

## 11. Lesson Closure:

*Methods to draw ideas together, review concepts, etc.*

- a. After completing and reviewing the post quiz students, ask students the following questions to conclude the lesson:
- What were the general or long-term causes of the Civil War?
  - What were the immediate or specific causes of the Civil War?
  - How were the military strategies of the Union forces different from those of the Confederate forces?
  - What resources did the North have that gave it a significant advantage over the South during the Civil War?
  - How did the economies of the North and the South differ during the Civil War?
  - How did the Civil War change Americans' view of African Americans?
  - How did the Civil War affect the rights of women?
  - How did Southerners' view of the South change after the Civil War?
  - What was the impact of the *Emancipation Proclamation* on the Civil War?
  - Why was Lincoln's *Gettysburg Address* a major turning point in the war?
  - How did the Civil War impact the economy of the South?
  - What conditions were placed upon the Southern states before permitting them to return to the Union and to assume their former rights?
  - What political, legal, and economic rights did African Americans gain after the Civil War?
  - How did Southern Democrats regain political power toward the end of Reconstruction?
  - Why did Reconstruction end?
- b. **For home learning:** The Civil War was a very divisive and controversial event in U.S. history, and many political cartoons were developed during this time period to record the significance of this event. Students should be able to identify the Speaker, Occasion, Audience, Purpose, Subject, and Tone (S.O.A.P.S.) of the cartoon. **Have students find and analyze a political cartoon on the causes and/or consequences of the Civil War.**

## Attachment A: Reading- **Causes, Course, & Effects of the Civil War**

Reading adapted from: "Reading Study Guide" The Americans by McDougal Littell

Historians have identified at least four main causes of the conflict between the North and the South: 1) *slavery*, as a growing moral issue in the North, versus its defense and expansion in the South; 2) *constitutional disputes* over the nature of the federal Union and states' rights; 3) *economic differences* between the industrializing North and the agricultural South over such issues as tariffs, banking, and internal improvements; and 4) *political blunders and extremism* on both sides. This article summarizes the main events leading up to the Civil War and discusses the major social, economic, and political changes that took place after the war. In this article, the term "sectional" refers to the different and distinct views held by people living in the North, South, and West leading up to the Civil War.

### **Sectional Views Differ on Key Political Issues**

1. **Protective Tariff.** The North favored a protective tariff to safeguard its industry and manufacturing from foreign competition. The South, having little industry to protect, opposed the enactment of such a tariff because it increased the cost of goods that Southerners had to buy. The West supported the North's position on this issue because it relied on trade and merchants from the North.

2. **National Bank.** The North demanded a federally backed national bank because a strong banking system helped to stabilize currency and credit. The South and the West argued that a national bank tended to tighten money and credit and placed too much power in the hands of a few bankers. These two regions supported cheap money and locally controlled state banks – both of which would make borrowing easier.

3. **Internal Improvements.** The West insisted that roads and canals be built at the federal government's expense to speed transportation and facilitate the shipment of surplus products to market. This demand was supported by the North because better transportation helped to expand its trade. The South, whose trade with the West was limited, resented paying for projects that provided little benefit to its people. It also claimed that federally funded internal improvements were unconstitutional.

4. **Cheap Western Land.** To encourage settlement, the West asked the federal government to make land available in the territories at low cost and on easy terms. The South,

seeking to expand its plantation system, its production of cotton, and to extend slavery into the newly acquired territories, also favored cheap land. The North, however, opposed the idea because westward migration reduced the supply of labor for its mills and factories.

5.     **The Nature of the Union.** The United States was formed out of 13 separate colonies. By adopting the Constitution, the states created a national government but also kept their own state governments. Disputes later arose as to which rights and powers had been retained by the states and which had been transferred to the federal government. These disputes led to the controversy over **nullification** (the right of state governments in the South to invalidate federal legislation that went against their interests) and **secession** (the act of Southern states formally breaking away from and leaving the Union).

6.     **Slavery.** In the South, slavery increased in importance with the invention of the cotton gin and the expansion of the plantation system. The region's slave population grew from 650,000 in 1790 to 3.2 million by 1850. Slave ownership in the South was distributed rather unevenly. Three-fourths of the white population consisted of small farmers and city dwellers who owned no slaves. Of the remaining fourth of the white population that actually owned slaves, more than half owned 5 or fewer and nearly all of the others held less than 20. The large planters, with 50 or more slaves, represented about 2% of the South's landowners. But they wielded so much power that they dominated the South economically, politically, and socially. Non-slaveholding whites in the South generally supported the planter class in its defense of slavery. Some hoped to acquire slaves of their own and become plantation owners. Others believed that slave labor was essential to the South's development and prosperity. And nearly all held the view that blacks were racially inferior and were therefore destined to occupy a lower social position than whites. In the first half of the 19th century, the **extension** of slavery into new western territories acquired after the Mexican-American War (1846-1848) became an explosive sectional issue that divided the nation into two opposing camps: North and South. In this instance, the designation of "**North**" meant all the non-slaveholding, or free, states and territories; and "**South**" referred to those areas that permitted the practice of slavery.

### **How did the North and the South Differ?**

By the early 1850's, the North and South had grown very far apart. The North was industrial. It had 20,000 miles of railroad track, factories, and an immense population living in large cities. Many immigrants came to the North to find jobs in the factories. These immigrants

opposed slavery. The South remained rural and agricultural, relying on the production of cotton and the use of slavery. It had very little industry and few immigrants.

In 1846, Congress debated the **Wilmot Proviso**. This was a bill that would ban slavery in the new territories acquired from Mexico. Northerners favored the bill. They felt that more slave states would give the South too much power in Congress. Southerners opposed the Proviso. They argued that they had a right to slaves in the new territories because slaves were property – and property was protected by the Constitution. The Wilmot Proviso never passed.

In 1849, California asked to enter the Union as a free state. Southerners thought it should be a slave state since most of it lay south of the **Missouri Compromise** line (this imaginary line running through the western territories was created in 1820. South of the line, slavery was legal; north of the line it was outlawed.) President Zachary Taylor supported California's admission as a free state. Taylor believed that its climate and terrain were not suited to slavery. More importantly, Taylor felt that the South would be better off leaving the slavery issue up to individual territories rather than Congress – and its many abolitionist members. However, Taylor soon found that feelings in the South were more passionate than he had expected. Southerners saw the move to block slavery in the territories as an attack on the southern way of life. They began to question whether the South should remain in the Union.

### **What was the Compromise of 1850?**

By 1849, the question of statehood for California topped the national agenda. Northerners demanded the abolition of slavery in the District of Columbia. Southerners accused the North of failing to enforce the **Fugitive Slave Act** of 1793. As the tension mounted, some southern states threatened secession, or formal withdrawal from the union. In Congress, **Senator Henry Clay** of Kentucky presented the **Compromise of 1850**. To please the North, the compromise called for California to be admitted as a free state. To satisfy the South, the compromise called for a stricter **fugitive slave law**. This law required Northerners to return escaped slaves to their masters.

Other provisions of the compromise had elements that appealed to the North and South. For example, Northerners were happy with a provision that gave **popular sovereignty** to the territories of New Mexico and Utah. This allowed the people living in these territories to decide for themselves whether to be a slave or free state. The provision appealed to Southerners as well. Congress debated the Compromise of 1850 for months. The North, represented by

**Senator Daniel Webster** of Massachusetts, supported the plan. The South, represented by **Senator John C. Calhoun** of South Carolina, opposed the compromise. The compromise failed to pass. **Senator Stephen A. Douglas** of Illinois then took action. He was able to pass the compromise by submitting each part of the plan as a separate bill. Finally, the Compromise of 1850 became law. However, it did not settle the issue of slavery for very long.

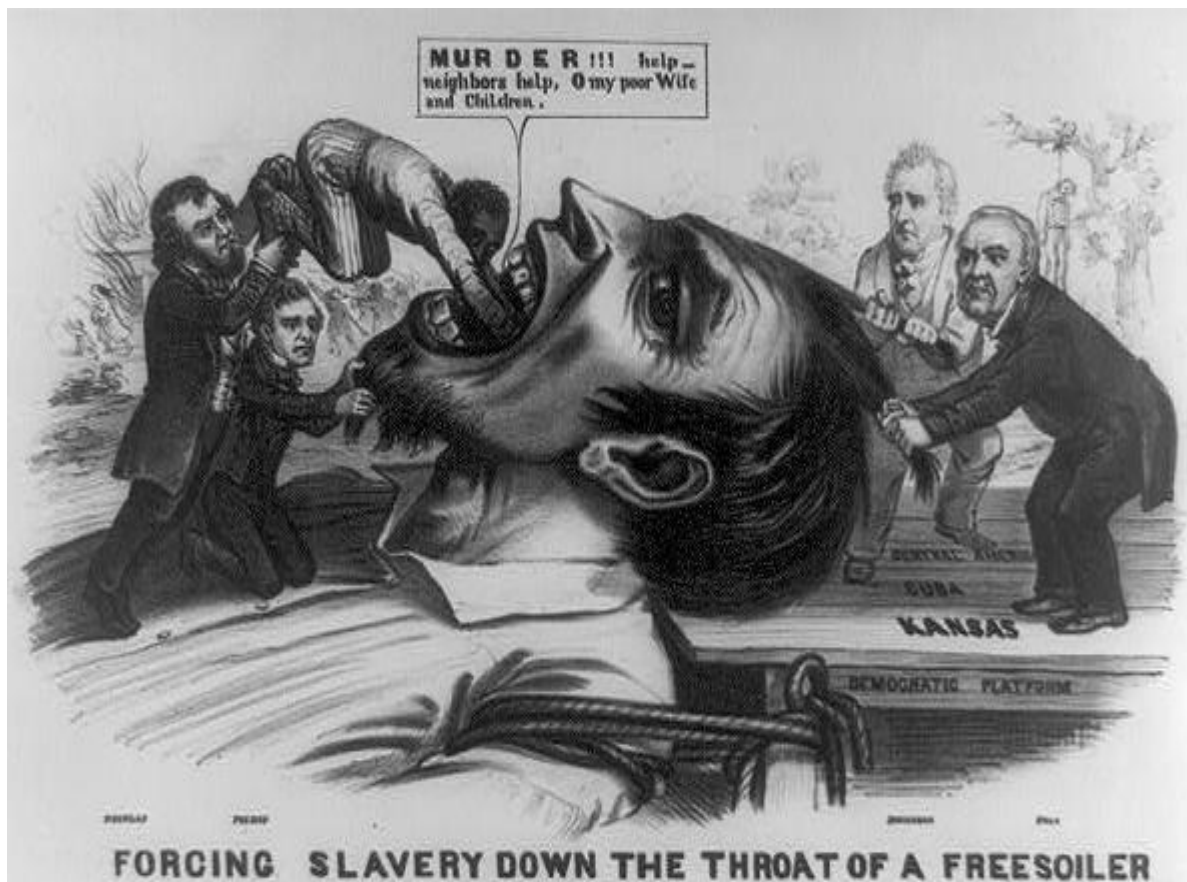
The Compromise of 1850 made the new **Fugitive Slave Act** much stricter. It required harsh punishment for escaped slaves – and for anyone who helped them. This made many Northerners angry. As a result, Northern states passed **personal liberty laws**. These laws banned the imprisonment of escaped slaves. The laws also guaranteed that escaped slaves would have jury trials. In addition, free African Americans and white abolitionists organized the **Underground Railroad**. This was a secret network of volunteers who hid fugitives on their dangerous journey north to freedom. **Harriet Tubman**, an escaped slave, was a famous leader of the Underground Railroad.

Meanwhile, a popular book helped many in the North see the fight to ban slavery as a moral struggle. In 1852, **Harriet Beecher Stowe** published ***Uncle Tom's Cabin***. This novel showed the horrors of slavery. The book prompted Northern abolitionists to increase their protests against the Fugitive Slave Act. Southerners criticized the book as an attack on their way of life. Several Southern writers wrote novels that attempted to show that *Uncle Tom's Cabin* was based on lies. However, they were unable to dispel the growing belief that slavery was evil and that it damaged families, both white and black.

### **What Conflict Arose Over the Nebraska Territory?**

In 1854, the issue of slavery in the territories erupted once again. That year, Stephen Douglas proposed splitting the Nebraska Territory into two new territories – Nebraska and Kansas. Douglas had several motives. He was anxious to organize these territories because he believed that most of the nation's people wished to see these new western lands become part of the Union. Douglas also believed that continued expansion would help unify the nation. He assumed that one state would enter as a free state, the other as a slave state. This would keep a balance between the North and South. However, what Douglas did not realize was how strongly the North had come to oppose slavery. The entire Nebraska territory was north of the Missouri Compromise line. Because of this, the North argued that both Nebraska and Kansas should be free states. Northerners opposed Douglas's proposal. They saw it as an attempt to increase slavery.

Douglas's bill caused bitter debates in Congress. **The Kansas-Nebraska Act** became law in 1854. It split Nebraska into the territories of Nebraska and Kansas. These territories would be organized based on the principle of popular sovereignty. Each state would decide whether or not to allow slavery. The Kansas-Nebraska act was so controversial, however, that it led to the formation of the **Republican Party**. The Republican Party, of which **Abraham Lincoln** later became a prominent member, was opposed to the extension of slavery into the new western territories.



### Why did Violence Erupt in Kansas?

Proslavery and antislavery people rushed into Kansas. Each side wanted to have enough people to decide the vote on slavery its way. Violence soon erupted in Kansas. **John Brown**, a fierce opponent of slavery, killed five proslavery people in a raid. This killing triggered

dozens of violent actions throughout the territory. About 200 people were killed. Because of the violence on both sides, the territory was nicknamed "**Bleeding Kansas.**"

The widening gulf between North and South affected the nation's political parties as well. As the debate over slavery grew more intense, national parties splintered or broke apart – and groups started new parties, such as the Republican Party.

### **What was the *Dred Scott* Decision?**

As new political parties formed, the North and South grew further apart. Several events led to the final split between the North and the South. The first was an 1857 Supreme Court decision involving a slave named Dred Scott. Scott claimed that residing in the free states made him a free man. In ***Dred Scott vs. Sandford***, Chief Justice Roger B. Taney wrote that being in a free state did not make a slave free. The court also ruled that slaves were considered property according to the Constitution. As a result, African Americans, including slaves, were not considered citizens, and therefore could not file lawsuits in federal courts. Finally, the *Dred Scott* ruling overturned the Missouri Compromise by stating that Congress could *not* exclude slavery in the western territories because it would deny white people of their property. Southerners cheered the decision. They felt that it allowed slavery to be extended into all the western territories.

### **How Did Lincoln and Douglas View Slavery?**

In 1858, Stephen Douglas ran for re-election to the Senate in Illinois. Republican Abraham Lincoln ran against him. They held a series of debates about slavery in the territories. Douglas opposed slavery but favored popular sovereignty – each territory's right to choose. Lincoln also opposed slavery. However, he did not support popular sovereignty. He called slavery "a vast moral evil" and insisted on federal legislation to outlaw slavery. Their second debate took place in Freeport, Illinois. In that debate, Senator Douglas issued what became known as the **Freeport Doctrine**. It was a call for people in the western territories to get around the *Dred Scott* decision by electing representatives who would not enforce slave property laws. The Freeport Doctrine basically reinforced the idea of popular sovereignty. It was very controversial, and it turned many Southerners against Douglas who had aspirations to become president in 1860.



## What Were the Results of the Presidential Election of 1860?

The Republican candidate, Abraham Lincoln, won the presidential election of 1860. He received no electoral votes in the South. Lincoln's victory convinced Southerners that they had lost their political power in the United States. They feared an end to their whole way of life. As a result, Southern states began to leave the Union. South Carolina seceded on December 20, 1860. By February, 1861, six other states followed. They formed the **Confederacy** or Confederate States of America with its capital in Montgomery, Alabama (later moved to Richmond, Virginia once that state joined the confederacy). They elected **Jefferson Davis** president. What many people had feared – a divided country – had finally happened.

## Evaluating the Causes of the Civil War

It is clear that the Civil War was caused by many interlocking and complex factors. No one factor can be considered the sole, determining cause. The expansion of slavery, constitutional disputes over states' rights, economic and social differences between North and South, political disagreements, and the failure of compromise were all general causes of the Civil War. The publication of *Uncle Tom's Cabin*, "Bleeding Kansas," the *Dred Scott* case, the Freeport Doctrine, and even the election of Lincoln and the Republicans in 1860 can all be considered specific causes of the Civil War. Taken together, all of these factors played a prominent role in causing the war, with the most immediate cause being the Confederate attack on Ft. Sumter.

## How Did the Civil War Begin?

The Confederate states took over federal property in the South, especially forts. In April of 1861, the Confederacy demanded that the Union surrender **Fort Sumter**, in Charleston Harbor, South Carolina. President Lincoln refused to abandon the fort. However, he sent only food for the people there. In March of 1861, the Confederacy attacked the fort and seized it. In response, Lincoln decided to go to war. The Civil War had begun. The remaining slave states quickly took sides. Virginia and three other states joined the Confederacy. Only four slave states remained loyal to the Union. They were Maryland, Delaware, Kentucky, and Missouri.

## **What Advantages Did the North and the South Have Over Each Other?**

The North retained a number of significant advantages over the South at the outset of the Civil War.

1. The North retained control of more than two-thirds of the states. These included 19 free states and 4 slaveholding border states: Maryland, Delaware, Kentucky, and Missouri. The North also retained the northwestern part of Virginia, whose pro-Union inhabitants in 1863 formed the state of West Virginia. However, strong pro-Southern sentiment existed in the four border states and in the southern parts of Ohio, Indiana, and Illinois.
2. The Northern population totaled 22 million, as compared with the South's 9 million, of whom 3.5 million were slaves. This was a significant advantage when it came to recruiting soldiers to fight in the war and to producing war materials.
3. Northern manufacturing represented over 90% of the country's industry. The North had abundant textile factories, iron and steel mills, and armament plants. The South, on the other hand, had few factories and had to depend largely upon imports for manufactured goods.
4. The North contained over 20,000 miles of railroad, more than double the Southern railroad facilities.
5. The North possessed more than three-fourths of the nation's financial resources. Being short of capital, the South had great difficulty in financing the war.
6. The North maintained control of the navy and merchant marine.

The South, nonetheless, controlled a few advantages of its own, so the war was not as one-sided as many people might think.

1. The South consisted of a geographically compact group of 11 states. The seven states of the deep South that had seceded following Lincoln's election were joined by four border states from the upper South: Arkansas, Tennessee, North Carolina, and Virginia. However, the South contained some areas of pro-Union sentiment.
2. Southerners were fighting essentially a defensive war, held the interior, or shorter, lines of communication, and knew their own terrain.

3. The South retained the loyalty of some truly outstanding military leaders, notably **Thomas J. "Stonewall" Jackson** and **Robert E. Lee**, whereas Lincoln struggled at first to find the right military leadership for the Union army.

4. Southerners were accustomed to an outdoor life of riding horses, farming, and hunting. They were therefore better prepared than Northern factory workers and shopkeepers for hardships as soldiers.

5. The South had many friends in Britain and France who favored the Southern aristocracy. These nations also depended on imports of Southern cotton. Southern statesmen therefore expected Britain and France to rally to their support.

### **How Did the North and the South Mobilize to Fight the War?**

The North mobilized to fight the war in a number of different ways. In order to get men to fight, the North at first relied on volunteers. When volunteer enlistments fell off, the North offered new volunteers cash bounties to get them to join the Union army. When that proved ineffective, the North had no choice but to pass a **conscription** (draft) law in 1863. In total, the Union recruited approximately 2 million men, twice the number of Southern soldiers. Furthermore, the North raised money to fight the war by imposing higher taxes and issuing paper money called **greenbacks**. The North also sold bonds to banks and wealthy individuals to raise money for the war.

In the South, Confederate armies consisted mostly of volunteers at first, since most people on both sides felt that the war would not last very long. After the initial enthusiasm of these volunteers had worn off, the South instituted its own draft in 1862. It provided many exceptions, however, such as for slave overseers, and even permitted wealthy draftees to escape military service by hiring substitutes. The draft in both the North and the South generated much opposition and hostility, prompting many in the lower classes to call the Civil War a "a rich man's war and a poor man's fight." The South was able to eventually put together a force of 1 million men. To raise money, the Confederate government levied taxes, sold bonds, and issued tremendous quantities of paper money without any backing in gold and silver. European bankers eventually grew to doubt the South's ability to repay loans since the Northern naval blockade prevented the export of Southern cotton and tobacco.

## What War Strategy Did the North and the South Use in the Civil War?

The North under Lincoln adopted a two-pronged approach to fighting the war. On the one hand, the North implemented the **Anaconda Plan**. Like a great boa constrictor, the North would squeeze the South into submission by using a **naval blockade** to block off the southern coasts, seizing control of the Mississippi River, and cutting off supplies of food and other essential commodities to the South. This plan pointed to the West as the main focus of military operations in the early part of the war. Furthermore, Lincoln eventually decided on waging a **two-front war** against the Confederacy. He would keep the pressure on Virginia in the East in the hope that a breakthrough would occur there, while at the same time, he would authorize an advance down the Mississippi Valley with the aim of splitting the Confederacy down the middle. The purpose of this plan was to isolate Texas, Arkansas, and Louisiana and to keep them from helping the Confederate cause.

Jefferson Davis, on the other hand, took personal control of the Confederate military effort. He chose to wage mainly a **defensive war** in the hope that he could make the Union pay for attacks into the South. The idea was to defend the South by putting up an aggressive defense that would force the North to quit once it grew tired of fighting the war. Consequently, it was an **"offensive defense"** that Southern commanders put into effect under Davis's leadership.

## What Political Problems Did Both Lincoln and Davis Face?

Neither side in the Civil War was completely unified. Some Northerners sided with the Confederates. Some Southerners sympathized with the Union. Both governments had to figure out what to do about dissenters. Both presidents Davis and Lincoln expanded their presidential power to keep order and to put down opposition. Both presidents suspended the right of ***habeas corpus***. This is a court order that says that person who is jailed has to appear before the court to determine why he or she is being jailed. Suspending this right allowed police to arrest and hold dissenters without trial. Lincoln even went as far as to declare **martial law** which is the imposition of military rule over rebellious areas in the South. Most historians have concluded that Lincoln was a more effective president than Davis, despite the growing controversy surrounding his violation of certain aspects of the Constitution. Lincoln unified the Republican Party and earned their support. Davis, on the other hand, is remembered as a less effective leader than Lincoln. He was a poor military strategist and appointed his favorites to positions of military leadership. He lacked initiative and did not respond to economic problems

in the Confederacy very well, especially the growing food shortage. He was even opposed and obstructed by state governors within the Confederacy.

### **What was the Significance of the *Emancipation Proclamation*?**

By July of 1862, Lincoln had already decided to use his powers as commander in chief of the armed forces to free all slaves in the states then at war with the Union. He justified this policy by calling it a "military necessity." After the Battle of Antietam in Maryland in 1862, Lincoln issued a proclamation that slaves in all states still in open rebellion against the Union after January 1, 1863 would be "then, thenceforward, and forever free." He went on to add that the military and naval authorities of the United States had to recognize and maintain the freedom of slaves living in these areas.

Since Lincoln's proclamation applied **only** to slaves residing in Confederate states **outside** of Union control, it did not immediately free a single slave. Slavery in the four border states of Maryland, Delaware, Kentucky, and Missouri was allowed to continue. Even so, the ***Emancipation Proclamation*** was of major importance. Not only did it commit the United States government to a policy of abolishing slavery in the South, but it also enlarged the purpose of the war. Now, for the first time, Union armies were fighting against the moral evil of slavery as an institution and not merely against secession and rebellion. The immediate effect of the *Emancipation Proclamation* was to strengthen the courage and moral resolve of the Union.

### **What was the Significance of the *Gettysburg Address*?**

In 1863, **General Robert E. Lee** decided again to invade the North. Lee's forces clashed with the Union army at Gettysburg, Pennsylvania. The Union army defeated Lee's troops after three days of fierce fighting in one of the bloodiest battles of the Civil War. Each side lost more than 50,000 soldiers. The Battle of Gettysburg was considered a turning point in the war. Northerners became rejuvenated due to the fact that they had finally broken through and defeated Lee's army. It also convinced Great Britain and France to not enter the war on behalf of the Confederacy.

In November 1863, a cemetery was dedicated at Gettysburg. President Lincoln delivered a short speech. The ***Gettysburg Address*** honored the dead and asked Americans to rededicate themselves to preserving the Union. Lincoln declared that the United States had been "conceived in liberty and dedicated to the proposition that all men are created equal," and

he urged Americans to "highly resolve" that "government of the people, by the people, for the people, shall not perish from the earth." In the *Gettysburg Address*, Lincoln reminded the American people that the Civil War had, in some ways, become America's second war for independence.

### **The Civil War Changes the Nation: Consequences**

The Civil War changed the nation in many ways. The nation experienced significant political changes. After the war, no state ever threatened secession again. The federal government became much more powerful and a part of peoples' everyday lives. During the war, the federal government had passed conscription and an income tax law for the first time.

The Civil War also affected the nation's economy. During the war, the federal government did much to help businesses in the nation. The government helped fund a national railroad system. The government also passed the **National Banking Act** of 1863 which created a new national banking system.

The war widened the economic gap between the North and the South. The Northern economy boomed, as the region produced many different kinds of goods. The Southern economy, however, had collapsed. The labor system of slavery was gone. Southern industry and railroads were destroyed. Many farms also lay in ruins. As a result, the South would remain poor for many decades.

The human cost of the war was huge. It was the first **total war** in United States history since it mobilized and used every available resource. More than 600,000 soldiers died. More than 500,000 were wounded. Nearly 10% of the nation's population had served in the military, leaving their jobs, farms, and families.

The war also led to great changes in individual lives. After the war, African Americans' lives began to slowly improve – at least on paper. In 1865, the nation added the **Thirteenth Amendment** to the Constitution. It abolished slavery everywhere in the United States.

After the war, military leaders in both the North and the South had to find a new direction for their lives. Many veterans returned to their small towns or farms. Some moved to large cities in search of work or to the West to build the railroads or to mine gold. Women also made important strides. They created benevolent organizations to help injured war veterans and poor

people. **Clara Barton**, for example, helped to start the American Red Cross. This organization provided help to civilians as well as soldiers in times of natural disaster or war.

Only five days after General Lee surrendered at Appomattox, President Lincoln was shot by a Southern sympathizer. Lincoln was at a play in Ford's Theater in Washington, D.C., when he was shot in the head by John Wilkes Booth. The president died the next day. Lincoln's body was carried by train from Washington to his hometown of Springfield, Illinois. Seven million people, or almost one-third of the Union population, turned out to pay their respects.

### **What was Reconstruction?**

Another major consequence of the Civil War was **Reconstruction**. Reconstruction was the period of rebuilding or "reconstructing" the South after the Civil War. It also refers to the process of bringing the Southern states back into the nation. Reconstruction lasted for 12 years from 1865-1877.

Toward the end of the war, President Lincoln made a plan for Reconstruction that was easy on the South. It included pardoning former Confederates if they would swear allegiance to the Union. It also called for a state to be readmitted in the Union as soon as 10% of the state's voters swore allegiance to the nation. It was known as the **Ten Percent Plan**. Four states applied for readmission under Lincoln's plan. But a small group of Republicans called **Radical Republicans**, blocked them. The Radicals thought Lincoln's plan was too easy on the South. They wanted to punish the South for the war. They also wanted to give African Americans the right to vote. The Radical Republicans were led by **Representative Thaddeus Stevens** of Pennsylvania and **Senator Charles Sumner** of Massachusetts. In July 1864, the Radicals passed the **Wade-Davis Bill**. This bill called for Congress, not the president, to be in charge of Reconstruction. The bill also declared that a state could be readmitted to the Union when a majority – not just 10% – of its voters swore allegiance to the Constitution. The Wade-Davis Bill supported a 50% loyalty oath but was vetoed by Lincoln before his assassination.

After Lincoln's assassination, **Andrew Johnson** became president. Johnson adopted a Reconstruction plan very similar to what Lincoln had wanted before he died. Many states met the terms of Johnson's plan for readmission to the Union. As a result, these states were readmitted to the Union. In December 1865, Southern members of Congress began arriving once again in Washington. The Radical Republicans, however, refused to seat the new Southern members of Congress because many state governments in the South limited suffrage

(the right to vote) to whites and passed laws that discriminated against African Americans known as **black codes**. Johnson vetoed much of the legislation proposed by the Radical Republicans in Congress.

### **What was the Congressional Plan for Reconstruction?**

Congress, under the control of the Radical Republicans, voted to override Johnson's vetoes. It passed a law creating the **Freedmen's Bureau** in 1865 which gave food and clothing to former slaves and set up hospitals, schools, and jobs for freed blacks that had been former slaves. Congress also passed the **Civil Rights Act of 1866**. The act declared that Southern states could not enact racist black codes that severely limited the social and economic rights of African Americans in the South. Additionally, Congress also passed the **Fourteenth Amendment** in 1868 which applied to all state governments. This amendment gave African Americans full citizenship rights under the Constitution. The amendment also stated that all citizens, including African Americans, could not be deprived of life, liberty, and property without due process under the law. It also called for equal protection for all citizens under the law. Johnson opposed the Fourteenth Amendment because he felt that it was too harsh on the South. It passed anyway. Congress also passed the **Reconstruction Act of 1867**. The act declared that state governments created under Lincoln and Johnson's plan was invalid. Furthermore, the act put the Southern states under military control and called for new state constitutions. The law also said that no state could re-enter the Union until it approved the Fourteenth Amendment and gave the right to vote to African-American men. Johnson, once again, vetoed the bill. Congress overrode his veto. Tired of Johnson's opposition, Republicans in Congress attempted to **impeach** the president in order to remove him from office. As a result, Johnson became the first president in U.S. history to be impeached. He was found not guilty and remained in office, though severely weakened as president. Finally, in 1870, the **Fifteenth Amendment** was ratified with support from Republicans in Congress. It gave African Americans the right to vote and barred states from depriving them of this important right.

### **What Political Groups Existed in the South During Reconstruction?**

By 1870, all former Confederate states had been readmitted to the Union. Republicans – the party that had long opposed slavery – ran their governments. The South faced terrible economic conditions throughout Reconstruction. Many plantations and small farms had been destroyed. The population of the South was also devastated. More than one-fifth of the adult white men of the Confederacy died in the war. Tens of thousands of Southern African-American



men also died. The women and children who stayed home often suffered from malnutrition and illness. The Southern state governments began public works programs to repair the region's physical damage. They also provided social services such as schools and hospitals. State governments raised taxes to pay for these programs.

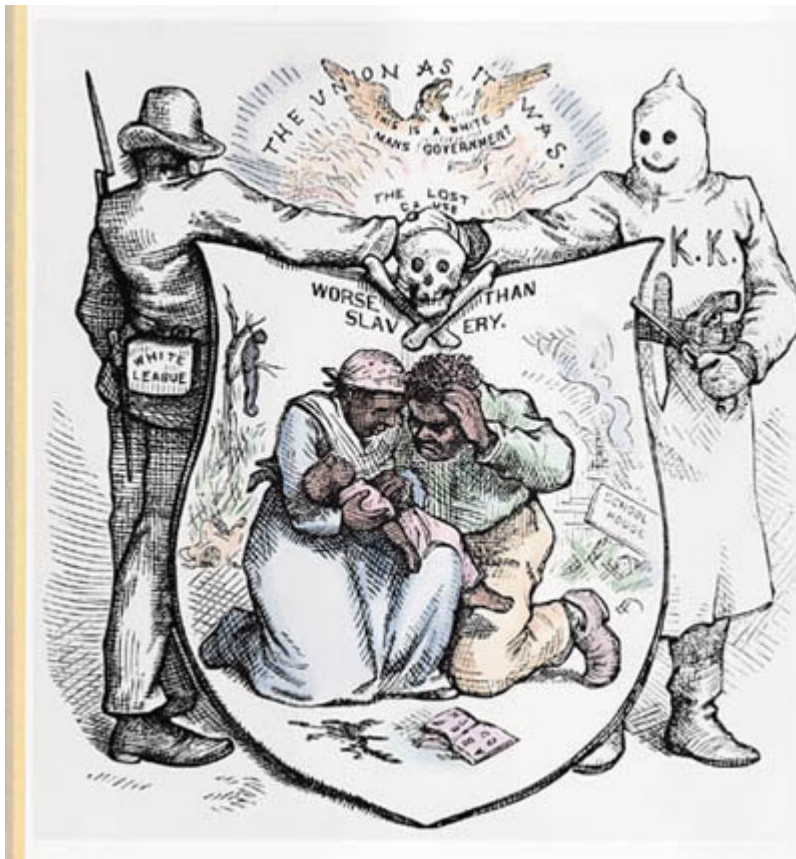
Four different groups made up the Republican party in the South. **Scalawags** were white Southerners and small farmers who supported the Republican Party because they did not want wealthy planters to regain power. **Carpetbaggers** were Northerners who had moved to the South to help with rebuilding. Some carpetbaggers moved to the South to help reform Southern society, while others moved there to make money. The third group was **freedmen** (former black slaves) eager to vote after slavery and to take part in the political process for the first time. The lives of African Americans improved if only for a short time. After the war, many African Americans organized schools, churches, and volunteer organizations. Many others participated in government and politics, while more than a dozen served in Congress until 1877. Finally, the fourth group was composed of **poor whites** who had no land and who did not want the oppressive planters to return to power.

### **How Did the Southern Economy Change After the Civil War?**

African Americans wanted to own and farm their own land. Congress, however, failed to redistribute land to the vast majority of African Americans after the war. Meanwhile, Southern planters wanted to return to the plantation system. To regain their control over land and labor, Southern planters turned to two systems that kept African Americans under their control. One system was known as **sharecropping**. To survive, many former slaves became sharecroppers. Sharecropping is a system in which landowners gave a few acres of land to their farm workers. The farmers kept a small portion of the money from the sale of their crops and gave the rest to the landowners. Sharecropping, however, quickly became another way for white landowners to control the labor of black in the South after the war. Another system in which whites controlled the labor of African Americans was **tenant farming**. Tenant farmers rented land from the landowners for cash. Another change in the Southern economy was the fact that cotton was no longer in great demand. The world demand for Southern cotton began to drop as other countries increased their cotton production. As a result, the price of Southern cotton fell dramatically.

## Opposition to Reconstruction

Many racist Southerners did not like the notion of greater rights for African Americans – especially the right to vote. Some Southerners formed terrorist groups that opposed civil and political rights for African Americans. One such group was the **Ku Klux Klan** ("KKK"). This group used violence and intimidation to keep blacks and other Republicans from voting in the South. Another group opposed to Reconstruction was called the **Redeemers**. The Redeemers were Southern white supremacists who supported racism and the diversification of the Southern economy to focus on other crops and even industrialization. They wanted to "redeem" the South after what they felt was the humiliating impact of Reconstruction.



## Why Did Reconstruction End?

In the mid-1870's, several Supreme Court decisions weakened the power of the Fourteenth and Fifteenth Amendments. At the same time, more and more people in the North wanted to reconcile with the South. Many Radical Republicans passed away or moved on to

other important national issues. As time passed, the nation focused on the scandals and the economic problems of the nation. The country began to lose interest in the problems of the South. As Republican power in the South weakened, Southern Democrats began to recapture many state governments with the help of the KKK and the Redeemers. Democrats referred to their return to power as redemption as they built a **"Solid South."** The Solid South was a **"New South"** that was supposed to be more modern and free from Republican control for the next hundred years.

In 1876, Republicans decided not to run Grant for a third term. Instead, they chose **Rutherford B. Hayes**. The Democrats chose **Samuel H. Tilden**. Tilden won the popular vote. However, he fell short of the number of electoral votes needed to win the election. Congress appointed a commission to settle the election. Democrats and Republicans made a political deal called the **Compromise of 1877**. This deal made it so that Democrats allowed Hayes to become president after Republicans agreed to withdraw federal troops from the South, thereby ending Reconstruction. As a result, Democrats took control of all of the state governments in the South once again. They restricted the rights of freed slaves, and African Americans were left susceptible to KKK violence without the protection of federal troops. Democrats wiped out social programs and got rid of many public schools. They even passed **poll taxes, literacy tests, and grandfather clauses** to keep African Americans from exercising their right to vote. In the end, Reconstruction had failed to gain equal rights for African Americans. It also led to segregation in the form of **"Jim Crow"** laws and continued violence against blacks in the South. However, the Fourteenth and Fifteenth still remained part of the Constitution. In later years, these amendments would be used to strengthen African Americans' rights during the Civil Rights Movement of the 1950's and 1960's.

**Instructions for Completing the Graphic Organizers on  
the Civil War**

**Instructions for Completing the Graphic Organizer Titled "Sectionalism & the Causes of  
the Civil War":**

Working independently or in small groups, have students complete graphic organizers (Attachment C) identifying how each section of the country (North, South and West) felt about the following issues: the Constitution, compact theory, states' rights, the national bank, internal improvements, protective tariffs, the extension of slavery into the new territories, and secession. Each chart should show how each section felt about the issues listed above and why.

**Instructions for Completing the Graphic Organizer (Hierarchy Chart) on the Effects of the  
Civil War:**

Working independently or in small groups, have students complete a hierarchy chart (Attachment D) identifying the political, social, and economic consequences of the Civil War with specific examples and explanations. The term "Effects of the Civil War" should go in the top box, followed by the terms "political," "social," and "economic" in the middle boxes. This should be followed by specific examples with explanations in the empty boxes at the bottom of the page.

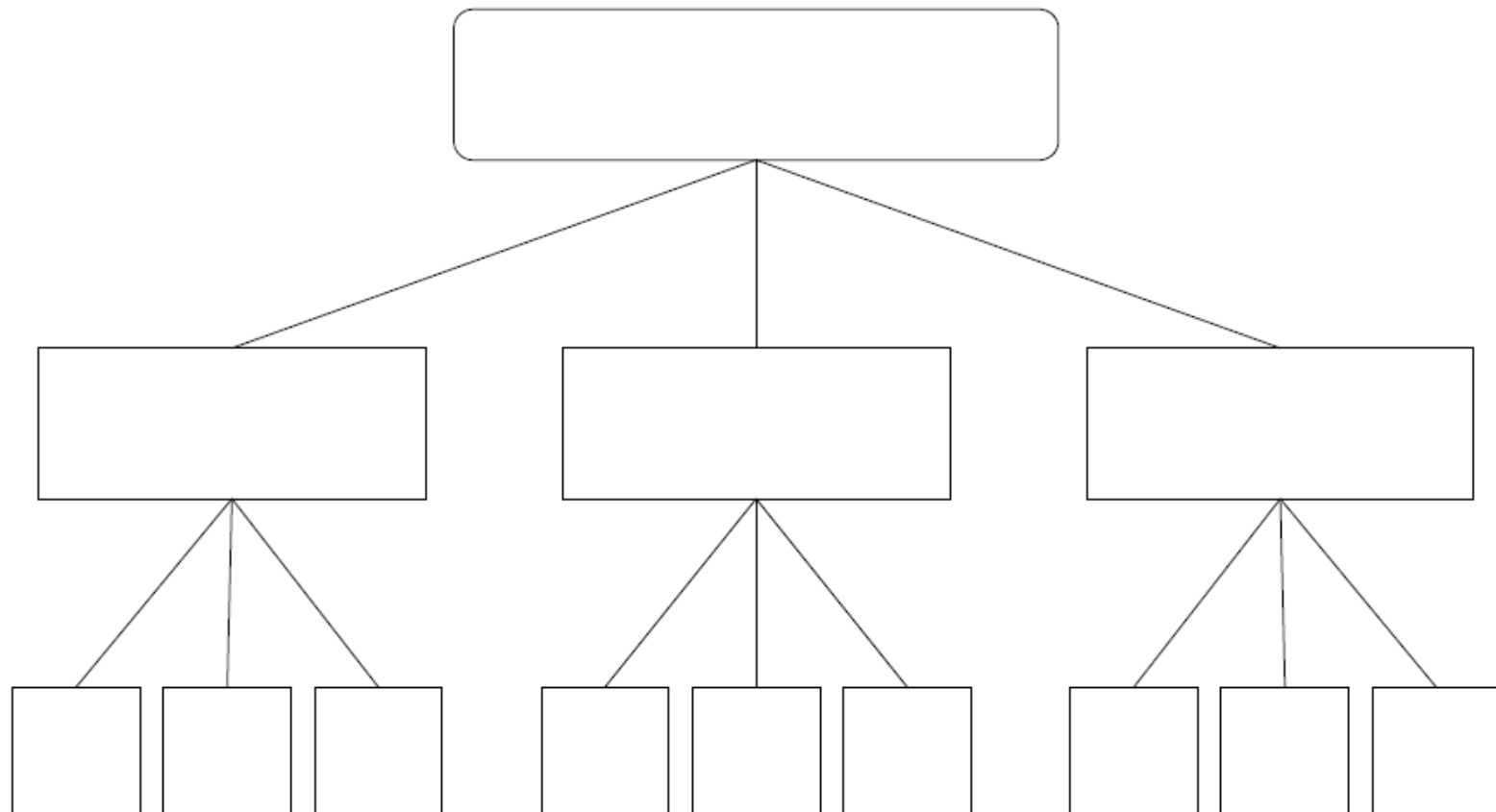
**Attachment C****Sectionalism & the Causes of the Civil War**

|                              | North | South | West |
|------------------------------|-------|-------|------|
| The Role of the Constitution |       |       |      |
| States' Rights               |       |       |      |
| Compact Theory               |       |       |      |
| Nullification                |       |       |      |

|                       |  |  |  |
|-----------------------|--|--|--|
|                       |  |  |  |
| Protective Tariffs    |  |  |  |
| National Bank         |  |  |  |
| Internal Improvements |  |  |  |
| Economic Differences  |  |  |  |
| Secession             |  |  |  |

Attachment: D

## Hierarchy Chart



## Crossword Puzzle- Attachment E

### *The Union in Peril*

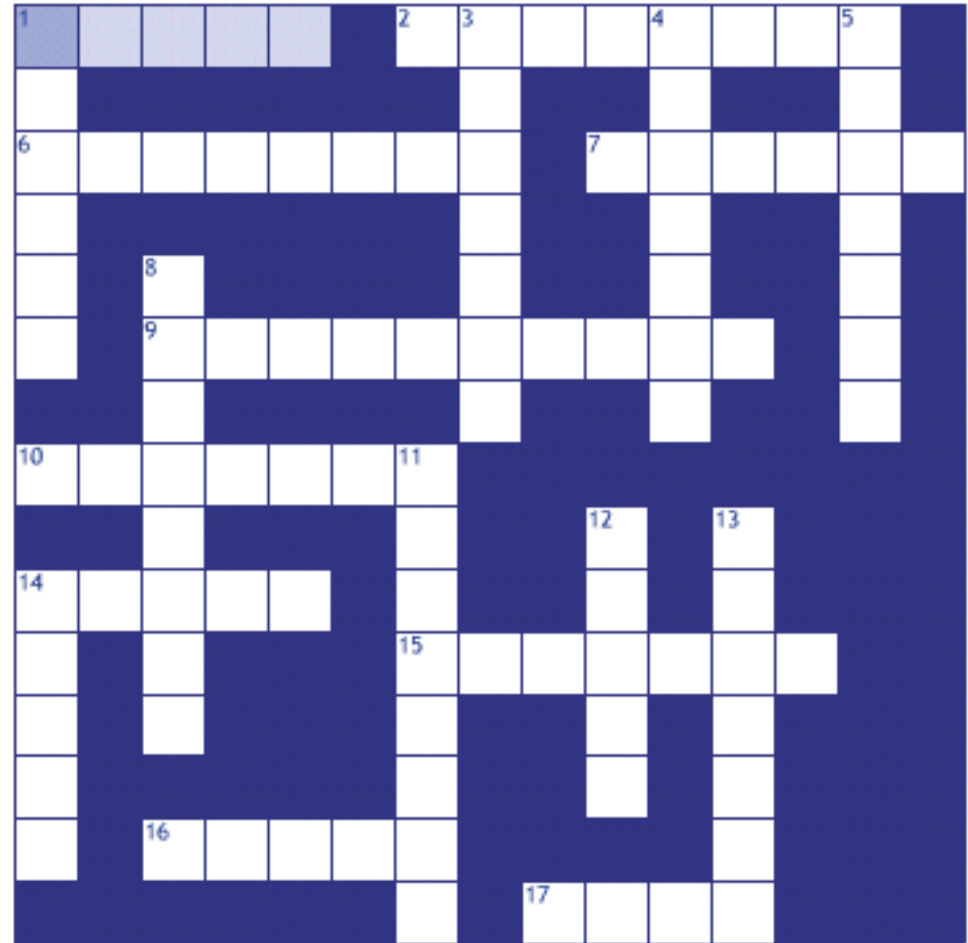
*The Americans* © McDougal Littell Inc.

#### Across

1. Chief justice who decided the Dred Scott case
2. Kansas during violent antebellum times
6. President who endorsed the Lecompton constitution
7. Senator beaten for antislavery beliefs
9. From the Free-Soilers and antislavery Democrats came this party
10. John Brown was hanged for this
14. Slave who sued for freedom and lost Supreme Court case
15. Lincoln believed that slavery was \_\_\_\_\_
16. Confederate president
17. "The Great Compromiser"

#### Down

1. Underground Railroad "conductor" who helped slaves escape
3. Debated Douglas during U.S. Senate race
4. Strong believer in popular sovereignty for western states
5. Abolitionist editor who helped form Republican Party
8. Party opposed to expansion of slavery (two words)
11. Policy of favoritism to U.S.-born people
12. Radical Kansas abolitionist
13. Popular sovereignty gave residents of Utah and New Mexico the right to vote on this issue
14. Wrote Uncle Tom's Cabin





## Crossword Puzzle- Attachment E

### *The Civil War*

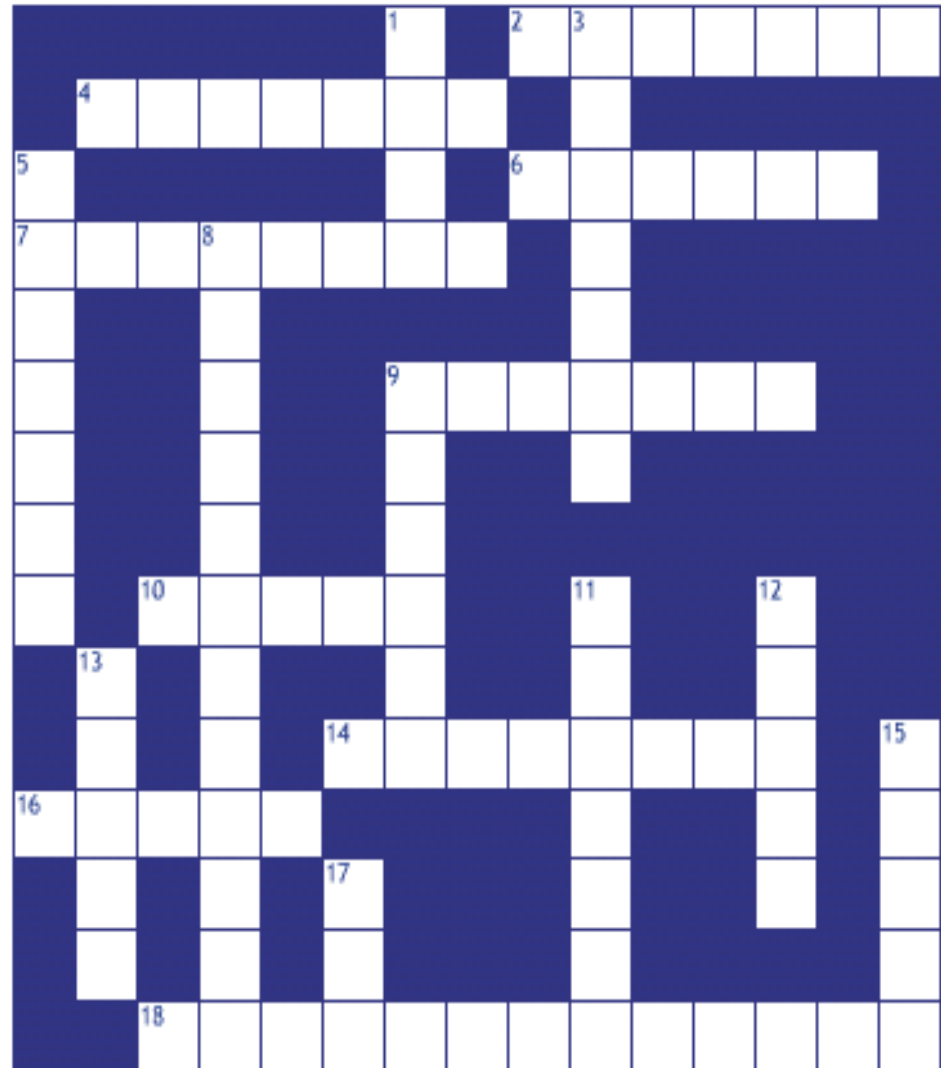
*The Americans* © McDougal Littell Inc.

#### Across

2. Abolished by the 13th Amendment
4. Union ironclad ship
6. Tax that takes a percentage of a person's earnings
7. Union plan to defeat Confederacy
9. First battle of the Civil War (two words)
10. Union commander at the end of the war
14. Bloodiest battle in U.S. history
16. U.S. region whose economy was destroyed during Civil War
18. Worst Confederate prison camp

#### Down

1. The Confederacy faced a \_\_\_\_\_ shortage during the war
3. Made Gettysburg Address
5. Confederate general Stonewall \_\_\_\_\_
8. Drafting of citizens into the war
9. Union nurse
11. Marched to and burned Atlanta
12. Group whose job opportunities expanded during the war
13. Assassinated Lincoln
15. Accurate gun developed during the war
17. Confederate army leader who surrendered to Grant



**Solutions to Crossword Puzzle # 1 Titled "The Union in Peril"**

**Across**

- 1. Taney
- 2. "Bleeding"
- 6. Buchanan
- 7. Sumner
- 9. Republicans
- 10. treason
- 14. Scott
- 15. immoral
- 16. Davis
- 17. Clay

**Down**

- 1. Tubman
- 3. Lincoln
- 4. Douglas
- 5. Greeley
- 8. Free-Soil
- 11. Nativism
- 12. Brown
- 13. slavery
- 14. Stowe

## Solutions to Crossword Puzzle # 2 Titled "The Civil War"

### Across

- 2. slavery
- 4. monitor
- 6. income
- 7. anaconda
- 9. Bull Run
- 10. Grant
- 14. Antietam
- 16. South
- 18. Andersonville

### Down

- 1. food
- 3. Lincoln
- 5. Jackson
- 8. conscription
- 9. Barton
- 11. Sherman
- 12. women
- 13. Booth
- 15. rifle
- 17. Lee

**Essay Prompts for Lesson on Causes, Course, & Effects  
of the Civil War**

**Causes**

1. Why did California's request to be admitted into the Union cause a problem?
2. How did Lincoln and Douglas differ in their views on slavery?
3. Why did the Southern states secede after Lincoln's election in 1860?

**Events**

4. What advantages did the North have over the South?
5. Compare and contrast the North's plan for winning the Civil War versus the South's plan.
6. How did the Civil War affect the lives of American women?

**Effects**

7. How, and with what results, did African Americans try to rebuild their lives after the Civil War?
8. To what extent did the Civil War alter the South's economic system in terms of labor, crops, and industrialization?
9. How and why did Southern Democrats regain political power toward the end of Reconstruction?

**Low-Complexity Items:**

1. In 1857, which act of Congress was declared unconstitutional by the United States Supreme Court in the *Dred Scott* decision?
  - a. The Fugitive Slave Law
  - b. The admission of California
  - c. The Missouri Compromise
  - d. The Kansas-Nebraska Act
  
2. What was the chief reason for the opposition of the South to the election of Abraham Lincoln in 1860?
  - a. Lincoln's resistance to secession
  - b. Lincoln's demand for the immediate abolition of slavery
  - c. Lincoln's hostility to the extension of slavery into new territories
  - d. Lincoln's insistence on equal education for blacks and whites
  
3. Which of the following was an element of the Compromise of 1850?
  - a. the admission of Maine into the Union
  - b. the admission of California into the Union
  - c. the repeal of the Missouri Compromise
  - d. the abolition of slavery in Kansas
  
4. *Uncle Tom's Cabin*, a story that influenced many men and women to join the abolition movement, was written by what author?
  - a. Frederick Douglass
  - b. William Lloyd Garrison
  - c. Horace Greeley
  - d. Harriet Beecher Stowe

5. Before the Civil War, why did the South object to high protective tariffs?
- a. It kept the price of cotton low.
  - b. It increased the cost of slaves.
  - c. It increased the prices of manufactured goods.
  - d. It helped Western farmers at the expense of Southern planters.

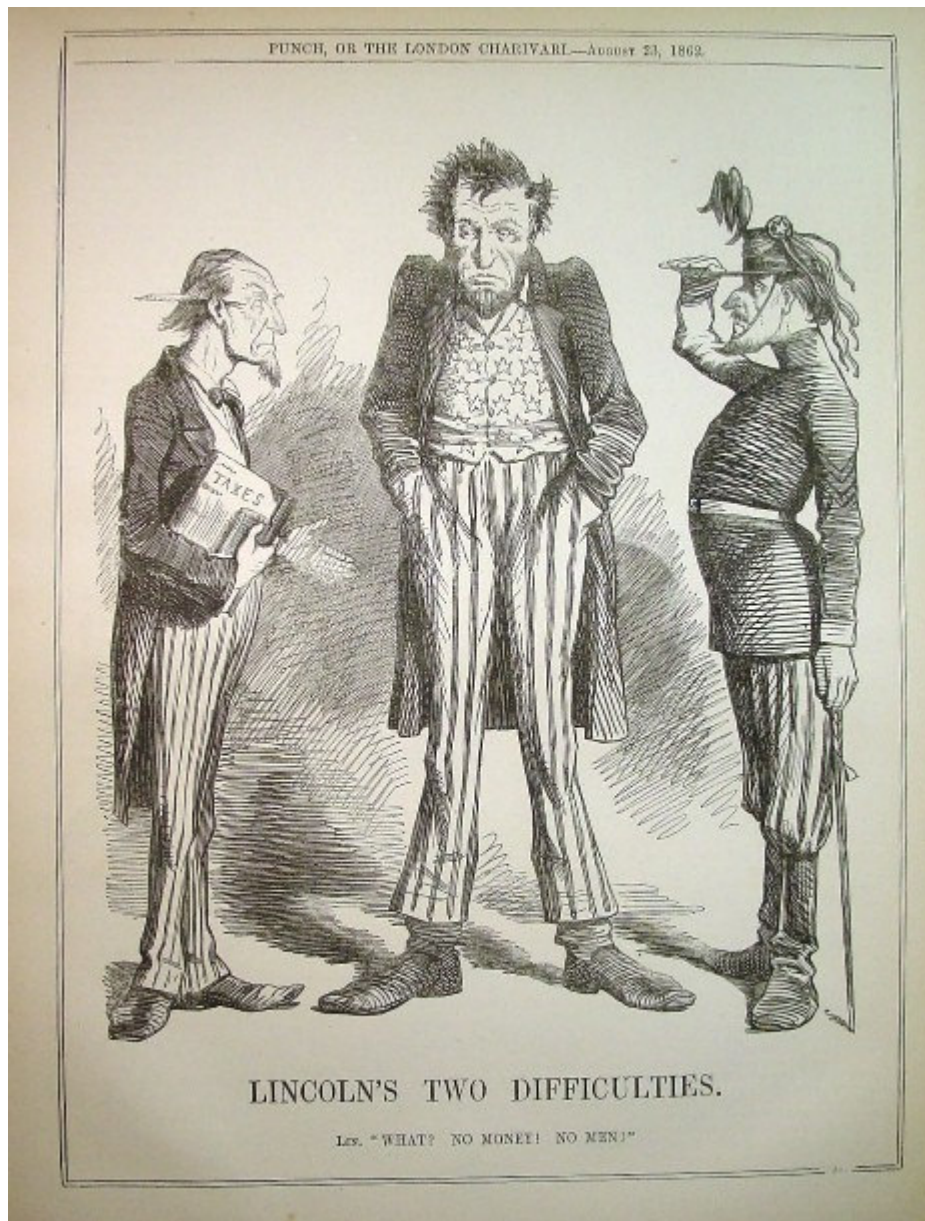
**Moderate-Complexity Items:**

6. Which of the following was a direct result of the passage of the Kansas-Nebraska Act?
- a. the beginning of the abolitionist movement
  - b. the migration of settlers out of the Kansas-Nebraska Territory
  - c. the formation of the Republican Party
  - d. the organization of the first Underground Railroad
7. What was the significance of the *Dred Scott* decision?
- a. Congress could not prohibit slavery in the Western territories.
  - b. Only Congress could prohibit slavery in any part of the United States.
  - c. The people of the territory could outlaw slavery by popular sovereignty.
  - d. The fugitive slave law was severely weakened.
8. Which of the following was a significant result of the Lincoln-Douglas debates?
- a. Douglas failed to be re-elected senator from Illinois.
  - b. The Missouri Compromise was repealed.
  - c. Lincoln supported the doctrine of popular sovereignty.
  - d. Douglas lost the support of the South for the presidency.

9. Which of the following was the most immediate cause of the Civil War?
- a. the *Dred Scott* decision
  - b. the attack on Ft. Sumter in Charleston
  - c. the passage of the Thirteenth Amendment
  - d. the first battle at Bull Run in Virginia
10. Which of the following was the most important military objective of the Union army during the Civil War?
- a. to split the Confederacy in two by taking control of the Mississippi River
  - b. to capture the city of Atlanta in Georgia
  - c. to convince the British and the French to support the Union
  - d. to convince runaway slaves to join the Union army
11. Which of the following was the most significant advantage for the Confederate forces during the Civil War?
- a. superior military generals
  - b. superior industrial production
  - c. superior food production
  - d. superior transportation networks

**High-Complexity Items:**

Use the cartoon below and your knowledge of U.S. history to questions 12 and 13.



Source: **John Tenniel**, from *Punch Magazine*, 1862

From **Lincoln in Caricature** by Rufus Rockwell Wilson  
The cartoon, Lincoln's Two Difficulties, drawn by another hand than Tenniel, appeared in London Punch on August 23, 1862. The President, in the guise of Uncle Sam, with hands in pocket and a perplexed expression on his face, exclaims to a tax collector on his right and to a soldier on his left: "What? No money! No men!"

<http://historygallery.com/prints/PunchLincoln/1862difficulties/1862difficulties.htm>



12. According to the cartoon, what are President Lincoln's "two difficulties"?

- a. paying government salaries and building support in Congress
- b. reducing taxes and finding good generals
- c. avoiding bankruptcy and stopping the draft riots
- d. financing the war and finding enough soldiers to fight

13. According to the cartoon, why was Lincoln in a difficult situation?

- a. because the Confederacy had sufficient supplies of money
- b. because the Confederacy had sufficient supplies of soldiers
- c. because the Union was facing bankruptcy
- d. because the Union was facing serious military setbacks

Use the speakers' statements below and your knowledge of U.S. history to answer questions 14, 15, and 16.

**Speaker A:** "Secession caused this war, and all those who supported it must now be punished."

**Speaker B:** "The nation will heal most quickly if we forgive the Southerners and welcome them back into the Union."

**Speaker C:** "The freedmen must be given economic assistance and guaranteed constitutional rights in order to protect themselves."

**Speaker D:** "The war may have ended, but the fight must continue to preserve the system of white supremacy in the South."

14. Which of the following group of speakers best represents the views and attitudes of the Radical Republicans who controlled Congress during Reconstruction?

- a. Speakers A & D
- b. Speakers A & C
- c. Speakers B & C
- d. Speakers B & D

15. The position taken by Speaker B is closest to the beliefs expressed by what group or person?
- a. Abraham Lincoln
  - b. Thaddeus Stevens
  - c. the Carpetbaggers
  - d. the Ku Klux Klan
16. Which of the following events is most consistent with the position supported by Speaker D?
- a. the passage of the Civil Rights Act of 1866
  - b. the creation of the Freedmen's Bureau
  - c. the passage of the Fourteenth Amendment to the Constitution
  - d. the rise of the Redeemers in the "New South"

**Use the quotation below and your knowledge of U.S. history to answer questions 17 and 18.**

"On the coast of South Carolina, after a year of experimenting on the willingness of freedmen to work and their ability to support themselves, a plan was begun of cutting up the large estates into twenty and forty acre plots, to be sold to the freedmen at government prices.... This plan was eminently fair and just; it was also a radical abolishment of slavery. It made the freedman owner of his own labor, and also an owner of a fair share of the land.... At the first sale of these lands, the freedmen came up promptly and bought largely, showing the thrift and shrewdness of men worthy of citizenship."

-- **James McCune Smith**, quoted in *Witness for Freedom: African-American Voices on Race, Slavery, and Emancipation*

17. According to the point of view expressed in the quotation, what was the best way to help former slaves?
- a. to encourage plantation owners to hire former slaves
  - b. to allow plantation owners to buy back their land
  - c. to divide large plantations into smaller plots
  - d. to assist former slaves in gaining ownership of land

18. Which of the following groups would have been most likely to agree with the point of view expressed in the quotation?
- a. Redeemers
  - b. Radical Republicans
  - c. Southern Democrats
  - d. Ku Klux Klan

**Answers to the Post Quiz on the Causes, Events, & Effects of the Civil War**

1. C
2. C
3. B
4. D
5. C
6. C
7. A
8. D
9. B
10. A
11. A
12. D
13. C
14. B
15. A
16. D
17. D
18. B

**U.S. History- Senior High School**

**Lesson Plan Quiz Blueprint**

**Lesson # 1**

**NGSSS-SS Main Benchmark: SS.912.A.2.1**

**Title of Lesson: Causes, Course, & Consequences of the Civil War**

**Grade Level: 11th Grade**

**Pacing Guide Connection: 11th Grade U.S. History 1st Nine Weeks Topic 1: Civil War & Reconstruction**

| <b>Question #</b> | <b>Benchmark<br/>11th Grade Tested</b>                        | <b>Answer</b> | <b>Complexity<br/>Level</b> |
|-------------------|---|---------------|-----------------------------|
| 1                 | SS.912.A.2.1 Review causes and consequences of the Civil War. | C             | Low                         |
| 2                 | SS.912.A.2.1 Review causes and consequences of the Civil War. | C             | Low                         |
| 3                 | SS.912.A.2.1 Review causes and consequences of the Civil War. | B             | Low                         |
| 4                 | SS.912.A.2.1 Review causes and consequences of the Civil War. | D             | Low                         |

|    |   |   |          |
|----|---|---|----------|
| 5  | SS.912.A.2.1 Review causes and consequences of the Civil War. | C | Low      |
| 6  | SS.912.A.2.1 Review causes and consequences of the Civil War. | C | Moderate |
| 7  | SS.912.A.2.1 Review causes and consequences of the Civil War. | A | Moderate |
| 8  | SS.912.A.2.1 Review causes and consequences of the Civil War. | D | Moderate |
| 9  | SS.912.A.2.1 Review causes and consequences of the Civil War. | B | Moderate |
| 10 | SS.912.A.2.1 Review causes and consequences of the Civil War. | A | Moderate |
| 11 | SS.912.A.2.1 Review causes and consequences of the Civil War. | A | Moderate |
| 12 | SS.912.A.2.1 Review causes and consequences of the Civil War. | D | High DBQ |
| 13 | SS.912.A.2.1 Review causes and consequences of the Civil War. | C | High DBQ |

|    |  |   |          |
|----|--|---|----------|
| 14 | SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.   | B | High DBQ |
| 15 | SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.   | A | High DBQ |
| 16 | SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.   | D | High DBQ |
| 17 | SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. | D | High DBQ |
| 18 | SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. | B | High DBQ |

### **Social Studies Lesson Plan-SS.912.A.3.1**

## **Analyze the Economic Challenges to American Farmers and Farmers' Responses to These Challenges in the Mid to Late 1800's**

***Please note: Instructional time required to complete this lesson will vary according to the ability level of students.***

1. **Title:** The Farm Problem in U.S. History from 1850-1900: Economic Challenges, Social Changes, & Political Solutions - Eleventh Grade

2. **Overview - Big Ideas:**

Enduring Understandings

### **Economic Challenges**

- Identify the Homestead Act of 1862
- Identify the Dawes Severalty Act of 1887
- Identify the range wars
- Identify and review the characteristics of the farming boom in U.S. history from 1865-1890
- Assess the role of the U.S. government in promoting the farming boom in this time period
- Identify and analyze specific economic challenges to American farmers in this time period
- Identify and assess the reasons for agricultural overproduction from 1865-1900
- Assess the reasons for falling (or low) agricultural prices in this time period
- Assess the impact of the gold standard on agricultural prices
- Assess the impact of foreign competition on agricultural production
- Assess the impact of high mortgage rates on agricultural production
- Assess the impact of high interest rates on agricultural production
- Assess the impact of insufficient and expensive credit for farmers on agricultural production
- Assess the impact of high railroad rates on agricultural production
- Assess the impact of high insurance costs on agricultural production



- Assess the impact of high middlemen fees on agricultural production
- Assess the impact of high prices for manufactured goods on agricultural production
- Analyze how the factors listed above contributed to the "farm problem" in U.S. history after 1890
- Analyze how the factors listed above contributed to the plight of the American farmer after 1890
- Evaluate the validity of farmers' complaints to the economic problems listed above

### **Farmers' Responses**

- Identify the National Grange Movement (The Patrons of Husbandry)
- Assess the significance of the Granger Movement as a response to the farm problem
- Analyze the importance of farmers' alliances as a response to the farm problem
- Analyze the significance of the colored farmers' alliance
- Identify the National Farmers' Alliance (Northwestern Alliance)
- Identify the Farmers' Alliance and Industrial Union (Southern Alliance)
- Analyze why farmers sought cheap paper money as a response to the farm problem
- Analyze why farmers supported the unlimited coinage of silver as a response to the farm problem
- Evaluate both sides of the pro-silver debate
- Identify the elements of the Ocala Demands
- Identify Leonidas Polk, Thomas Watson, Mary Elizabeth Lease, and James Weaver
- Analyze the factors that gave rise to the Populist Party in 1892
- Identify and assess the elements of the Populist Party platform
- Compare and contrast the Ocala Demands to the Populist Party platform
- Evaluate the successes and failures of the Populist Movement
- Analyze the causes that led to the Panic of 1893

- Assess President Cleveland's opposition to the Populist Movement
- Analyze the role of the Populist Movement in the election of 1896
- Analyze the role of William Jennings Bryan and the Populist Party in the election of 1896
- Analyze the significance of William Jennings Bryan's "Cross of Gold" speech
- Evaluate the successes and failures of the Populist Movement

### **Essential Questions**

- What economic problems confronted American farmers in the 1890's?
- How were Granger laws supposed to help farmers?
- How were farmers' alliances supposed to help farmers?
- How did farmers contribute to the problem of overproduction during the farming boom?
- According to American farmers, what was the main cause of falling agricultural prices?
- To what extent were farmers' complaints regarding the farm problem valid?
- Why did farmers think that an increased money supply would help solve their economic problems?
- Why did farmers support cheap paper money?
- Why did farmers favor coining silver money?
- What did the ratio of 16:1 mean when it came to the coinage of silver?
- Why did President Cleveland want the nation to return to the gold standard?
- What is bimetallism?
- According to farmers and other supporters of free silver, how would bimetallism help the economy?
- To what extent did the Ocala Demands contribute to the Populist Party platform?
- What caused the Panic of 1893?
- Why was the metal that backed paper currency such an important issue in the 1896 presidential campaign?

- What stand did the Republicans take on the money issue in their party platform of 1896?
- What role did William Jennings Bryan play in the election of 1896?
- Why was William Jennings Bryan "Cross of Gold" speech important?

### 3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies

Eleventh Grade NGSSS-SS Benchmarks

Main End of Course Exam Tested Benchmarks:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800's.

Additional Benchmarks Addressed through this Lesson:

- SS.912.A.3.26 Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.

### 4. **Key Vocabulary:**

Great Plains, open range, range wars, barbed wire, dry farming, sod houses, agrarian farming boom, speculation, bonanzas, "farm problem," mortgages, the National Grange, co-ops, *laissez-faire*, Granger laws, farmers' alliances, Northwestern Alliance, Southern Alliance, Populism, the Populist Party, specie, "Battle of the Standards," bimetallism, gold standard, 16:1 ratio, Exodusters, Homestead Act, Dawes Severalty Act, free unlimited coinage of silver, "Crime of 1873," Ocala Demands, Bland-Allison Act, Sherman Silver Purchase Act, "Cross of Gold" speech

### 5. **Evidence of Student Understanding (Assessment) in this Lesson:**

***What key knowledge and skills will students acquire as a result of this lesson?***

After students complete this lesson, they will be able to identify all of the economic challenges faced by American farmers after the Civil War. Students will also be able to identify and analyze all of the factors that contributed to the farm problem in U.S. history. As a conclusion to this part of the lesson, students should be able to evaluate these factors and determine their validity. In the second part of the lesson, students will be able to identify multiple ways that

farmers responded to these serious economic challenges. Finally, students will be able to evaluate the long-term consequences of farmers' responses to the economic challenges that they faced at the end of the 19th century.

***What will students be able to do as a result of such knowledge and skills?***

As a result of acquiring the knowledge and skills addressed in this lesson, students will be able to analyze a political cartoon on the impact of the Granger Movement in U.S. history. Students will be able to identify the speaker, occasion, audience, purpose, subject, and tone of the cartoon. Additionally, students will be able to complete a graphic organizer in the form of a Venn diagram to compare and contrast similarities and differences between the Ocala Demands and the Populist Party platform. Students will also be able to complete a crossword puzzle to review key vocabulary terms important to farmers and the economics challenges that they faced from 1865-1900. Furthermore, students will be able to write a five-paragraph, expository essay on both the economic challenges faced by farmers and farmers' responses to these problems during the same time period.

Finally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both **formative and summative assessments** are included.

**6. Materials Needed:**

- Attachment A: Reading: "Economic Challenges to American Farmers & Farmers' Responses to These Challenges: 1865-1900"
- Attachment B: Political Cartoon (Farmers' Responses)
- Attachment C: Graphic Organizer (Directions)
- Attachment D: Graphic Organizer (Venn Diagram)
- Attachment E: Crossword Puzzle (Vocabulary)
- Attachment F: Crossword Puzzle (Solution)
- Attachment G: Essay Prompts
- Attachment H: Post Quiz

**7. Steps to Deliver the Lesson:**

*A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives*

- a. Lesson Opening: This lesson can be completed in two basic parts. The first part consists of having students identify all of the major economic challenges faced by American farmers from 1865-1900. The second part consists of having students analyze the responses farmers used to deal with the economic challenges they faced during this time period. Start by reviewing how the American West was transformed after the Civil War, including the treatment of Native Americans by the U.S. government. Next, ask students to identify specific issues and events that contributed to the economic problems faced by American farmers. Make a list of these issues on the whiteboard. Continue to the second part of the lesson by reviewing the different ways that farmers responded to the economic challenges they faced. Finally, ask students to determine the extent to which these responses changed American society politically, economically, and socially. Complete the lesson by evaluating the long-term consequences of these changes.
- b. Vocabulary: Working independently or in small groups, have students define all of the specialized terminology presented in this lesson using the attached article, their textbooks, and/or Internet resources. The vocabulary for this unit on the economic challenges faced by American farmers and their responses to these challenges correlates to chapter 13 from the textbook *The Americans* by McDougal & Littell. Additionally, students should identify all of the terms in the vocabulary section of this lesson, including all of the bold terms found in the attached reading titled "Economic Challenges to American Farmers & Farmers' Responses to These Challenges: 1865-1900." Finally, students can complete a crossword puzzle to assess their understanding of key vocabulary terms (Attachment E).
- c. Reading: Distribute Attachment A (Reading). Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article attached to this lesson or the relevant section of your textbook. Stop, discuss, and check for understanding during appropriate points in the reading.
- d. Political Cartoon: Distribute Attachment B (Political Cartoon). Working independently or in small groups, have students analyze the cartoon titled "The Farmers & the Railroads: The Grange Awakening the Sleepers." Students must use the S.O.A.P.S.Tone method for the analysis of primary sources. Have student identify and analyze the Speaker, Occasion, Audience, Purpose, Subject, and Tone of the cartoon.
- e. Graphic Organizer(s): Working independently or in small groups, have students complete a graphic organizer (Attachment C) in the form of a Venn diagram. The purpose of this diagram is to compare and contrast the Ocala Demands and the Populist Party platform. Students should label the first circle "Ocala Demands" and the second circle "Populist Party

Platform." Students should then list **differences** between the two in the areas *outside* of the overlapping region and **similarities** *inside* the area created by the overlapping region.

- f. Essay(s): Have students write a five-paragraph, expository essay based on one of the questions presented in Attachment G.
- g. Post Quiz: Finally, have students take the post quiz associated with this lesson (Attachment H). Go over the quiz with the students and check for understanding as needed. Re-explain concepts not readily understood.

## 8. **Specific Activities: (From Guided to Independent)**

*Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent*

- a. Have students create a poster promoting life in the Great Plains (different territories by group).
- b. Have students create a timeline of events, including the following: congressional acts, new technologies, and land opportunities that contributed to the westward movement.
- c. Have students assume the roles of farmers or railroad owners. Then have them write letters to newspapers complaining about the farmers' plight or the defending their opposition to the government's regulation of the railroads.
- d. Have students organize a chart that identifies the elements of the Populist Party platform.
- e. Have students organize a class debate on the issue of gold vs. silver in the election of 1896.
- f. Have students create political cartoons that depict and illustrate the influence of populist ideology on American political traditions and culture.

## 9. **Differentiated Instruction Strategies:**

*How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies*

- a. As students are completing their posters, timelines, charts, letters, and debates, work individually with students who are having difficulty with this task.

- b. While students are completing their posters, timelines, charts, letters, and debates, work on an individual basis with students who are having difficulty.

**10. Technology Integration:**

*Activities incorporating technology; e.g., address lesson content through online resources*

- a. Have students visit the following website site in order to learn background information on the Granger Movement in U.S. history:  
<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1860-1900/Grange-Movement.aspx>

This site provides great resources and primary sources on the Granger Movement.

- b. Have students study the history of the Populist Party by visiting the following site <http://projects.vassar.edu/1896/populists.html>

This site provides great factual information, including primary sources, on the historic election of 1896.

- c. Have students study the following PowerPoint presentations for more information on the following topics:

The American West (<http://tahgrant.dadeschools.net/jan10.asp>)

Homestead Act (<http://tahgrant.dadeschools.net/jan10.asp>)

Frederick Jackson Turner (<http://tahgrant.dadeschools.net/jan10.asp>)

**11. Lesson Closure:**

*Methods to draw ideas together, review concepts, etc.*

- a. After completing and reviewing the post quiz students, ask students the following questions to conclude the lesson:
- What economic problems confronted American farmers in the 1890's?
  - How were Granger laws supposed to help farmers?
  - How were farmers' alliances supposed to help farmers?
  - To what extent were farmers' concerns regarding the farm problem valid?

- Why did farmers think that an increased money supply would help solve their economic problems?
- Why did farmers support cheap paper money?
- Why did farmers favor coining silver money?
- To what extent did the Ocala Demands contribute to the Populist Party platform?
- Why was the metal that backed paper currency such an important issue in the 1896 presidential campaign?
- What role did William Jennings Bryan play in the election of 1896?
- Why was William Jennings Bryan "Cross of Gold" speech important?

b. **For home learning:**

William Jennings Bryan once said: "Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country."

- a. Write a paragraph explaining the meaning of Bryan's statement.
- b. Write a paragraph telling why you agree or disagree with Bryan's statement.



**Economic Challenges to American Farmers  
& Farmers' Responses to These Challenges:  
1865-1900**

Reading: Adapted from "Reading Study Guide," The Americans, McDougal Littell

**Effects of the Civil War on the West**

Western farmers prospered as the Civil War increased the demand for agricultural production. To overcome labor shortages, farmers purchased improved farm machinery, especially more efficient plows and reapers. Northern and Western farmers experienced heavy demand for food for the Union army and for the thriving industrial cities in the Northeast. As a result, farmers brought increased acreage under cultivation, employed more machines, and enjoyed relatively high agricultural prices. Western agriculture was further developed by Congressional acts such as the **Homestead Act of 1862**, which gave 160 acres of land free to any head of a family who promised to cultivate the land for five years; the **Morrill Act of 1862**, which encouraged agricultural education by providing for the establishment of special colleges with land grants from the government; and land grants for transcontinental railroads. Congress even passed the **Dawes Severalty Act of 1887**, which was designed to free up western land for white settlers and railroad companies by breaking up traditional Native American tribal lands. The Dawes Act attempted to assimilate Native Americans into white culture by turning them into farmers and dividing tribal lands into small plots for distribution among members of the tribe. The Dawes Act, however, had a very damaging effect on the lives of Native Americans by destroying tribal life and culture. Much of the land distributed under the Dawes Act ended up falling into the hands of white **speculators** (people who made money by selling land at high prices). Despite these problems, free homesteads (large farms) and improved transportation, in addition to the natural resources of the West, attracted many Easterners and immigrants after the Civil War. As a result, the population of the West increased rapidly. Finally, while the federal government generally adopted a *laissez-faire* (the idea that the government should not interfere in economic matters) policy toward the economy during this time period, it also took steps to promote business, industry, and agriculture. The Homestead Act is a good example of this policy with regard to farmers.

**American Farmers on the Great Plains Until 1900**

Many factors encouraged settlement by farmers to the West. Farmers came to realize that the Great Plains were very fertile and capable of producing abundant harvests. In addition,

the new transcontinental railroads provided easy and relatively inexpensive access to the region. The Homestead Act also promoted settlement by farmers to the West by providing access to cheap land. However, less than one of out of every five settlers secured free homesteads, and these homesteads were usually the less desirable lands. In fact, the vast majority of these homesteads failed, and most farmers were compelled to buy the more desirable lands that were granted to the railroads or to the new states, or that were acquired, often fraudulently, by land speculators.

Like miners and cattle ranchers before them, millions of farmers moved into the West in the decades after 1870 to seek crop **bonanzas** (a period of sustained wealth and growth) and new ways of life. Some realized their dreams, but many fought just to survive. Between 1870 and 1900, farmers cultivated more land than ever before in U.S. history. They peopled the **Great Plains** (the area between the Mississippi River and the Rocky Mountains characterized by treeless, flat, fertile, and grassy farmland) from Dakota to Texas, pushed the Native Americans out of their traditional tribal lands, and poured into the basins and foothills of the Rocky Mountains. By 1900, the western half of the United States contained almost 30% of the population, compared to less than 1% percent just a half century later. Between 1870-1900, the population of the Great Plains tripled.

In some areas, the newcomers were blacks who had fled the South because they were fed up with racist black codes, Klan violence, beatings and murders, and even a sharecropping system that had exploited their labor for the profit of white landowners. In 1879, about 6,000 African Americans known as **Exodusters** left their homes in Louisiana, Mississippi, and Texas to establish new and freer lives in Kansas and Oklahoma. Once there, they farmed or worked as laborers; women worked in the fields alongside the men or cleaned houses and took in washing to make ends meet. All told, the Exodusters homesteaded 20,000 acres of land, and though they met prejudice, it was not as extreme as what they had known in the South. "I asked my wife did she know the ground she stands on," said John Solomon Lewis, a black Louisianan, soon after arriving. "She said, 'No!' I said it is free ground; and she cried like a child for joy."

For blacks and whites alike, farming on the Great Plains presented new problems. There was little surface water and lumber for homes and fences was scarce since trees were rare. As a result, Plains farmers were forced to build **sod houses**. Thick prairie sod (clumped dirt) was laid down in the shape of bricks, creating small houses that provided little light and air

and that leaked when it rained. Sod houses were both cheap and easy to build, however, costing around \$2.78 to build.

As a result of the difficult conditions on the Great Plains, farmers adopted new techniques to meet the tough conditions that they encountered on the Great Plains. For one thing, they needed cheap and effective fencing material. In 1874, **Joseph F. Glidden**, a farmer from Illinois, invented **barbed wire** (strong interwoven metal wire with sharply pointed barbs at close intervals). This was an important invention because it allowed farmers to fence in their farms and homesteads. It was also important because it allowed farmers to separate and distinguish their property from other farmers, settlers, and cattle ranchers living and working in the Great Plains. As a result, farmers, arriving in increasing numbers, fenced in parts of the **open range** and thus reduced the grazing land available for the cattle ranchers. Cattlemen fought bitter **range wars** with the farmers for control of this land. The cattle ranchers lost. Furthermore, from 1885-1887, severe winters and an especially dry summer destroyed entire cattle herds, ending the cattle boom and ushering in the era of the American farmer.

To compensate for a frequent lack of rainfall on the Great Plains, farmers developed new farming techniques such as **dry farming**. By plowing furrows into the dirt and creating a dust mulch to fill the furrow after water had been poured in, farmers loosened the soil and slowed the evaporation of moisture. Farmers also used European varieties of plants that could withstand the harsh Plain winters. For example, new, more durable varieties of wheat were introduced making wheat farming more profitable.

### **The Farming Boom From 1870-1890**

The height of the farming boom came on the heels of the cattle boom that had ended by the mid 1880's. Farm technology also improved dramatically during this time period, contributing greatly to the growth of the farming boom. The plow, the harrow, the grain drill, the baling press, the cord binder, the thresher, and the McCormick reaper all contributed to an explosion in agricultural production after 1870. By 1890, more than 900 hundred companies manufactured farm machinery and scientific agriculture flourished due to new discoveries linking soil minerals and plant growth. By the late 1870's, agricultural production was so great that huge **bonanza farms** were created. Bonanza farms were enormous farms including tens of thousands of acres of land. Oliver Dalrymple, the most famous of the bonanza farmers, cultivated 61,000 acres of land, hired armies of workers, bought machinery by the train load, and planted on a scale that dazzled the west. Bonanza farms captured the country's

imagination. Dalrymple, for example, produced more than 600,000 bushels of wheat in 1881. Then a period of drought began. Rainfall dropped between 1885-1890, and the large-scale growers found it hard to compete with smaller farmers who diversified their crops and cultivated more intensely. Many of the large bonanza farms slowly disintegrated, and Dalrymple himself went bankrupt in 1896. Like the cattle boom which preceded it, the farming boom ended sharply after 1890. A severe drought in 1887 cut harvests, and other subsequent droughts wiped out thousands of new farmers on the western plains. Between 1888 and 1892, more than half the population of western Kansas left. Farmers grew angry and restless. They complained about many factors that had made their lives more difficult contributing to the plight of the American farmer.

### **Farmers' Complaints Following the Civil War**

American farmers had many complaints following the droughts of the 1880's. In fact, farm discontent was a worldwide phenomenon between 1870-1900. With the new means of transportation and communication, farmers everywhere were caught up in a complex international market that they neither controlled or entirely understood. Taken together, all of the complaints identified below are known as the **"farm problem"** in U.S. history.

1. **Low Agricultural Prices.** After the Civil War, the demand for agricultural products declined and prices fell. This happened because supply exceeded demand once the war ended. Another factor that contributed to low agricultural prices was **overproduction**. Because of new and very effective developments in technology, American farmers contributed to the overproduction of agricultural products such as wheat, corn, and cotton. As a result, agricultural prices fell off dramatically. For example, wheat farmers, who in 1866 received more than \$2.00 per bushel, received less than \$.60 in 1894. Corn and cotton farmers suffered similar sharp declines in prices. With such low prices, farmers had great difficulty earning a living.

2 **Foreign Competition.** American farmers also faced increased competition in world markets from newly developed farmlands in Argentina, Australia, and Canada. Increased competition from overseas markets added even more supply to the already saturated American agricultural market. As a result, prices fell off even more.

3. **The Gold Standard.** A gold standard means that national money (currency) can freely be converted to gold at a fixed price. Currency backed by gold has higher value than cheap paper currency not supported by **specie** (gold or silver in fixed quantities). As a

result, the gold standard that existed in the United States in 1879 actually hurt farmers because it contributed to low prices due to the higher value of the currency. It actually resulted in the **deflation** (falling prices) of agricultural prices. Farmers complained bitterly about this and supported a policy of a currency backed by **bimetallism** (both gold and silver) in order to increase prices.

4. **Insufficient and Expensive Credit.** Since farmers were considered poor credit risks, Northeastern banks were often reluctant to grant them loans. Despite state laws prohibiting **usury** (excessively high interest rates), farmers often had to pay excessive interest rates, as high as 25% per year, to secure loans for mortgages or to support their farms. Farmers unable to repay these loans and/or mortgage payments lost their homes and farms.

5. **High Interest Rates.** Since farmers were considered poor credit risks because the majority of farms and homesteads failed in the long run, Northeastern banks charged very high interest rates for farmers to secure loans. These high interest rates put an enormous burden on farmers. Many farmers were crushed under the weight of these high interest rates, and many lost their homes and farms.

6. **High Mortgage Rates.** Farm mortgages in this time period were common because many farmers mortgaged their property to expand their land holdings or buy new farm machinery. Some farmers used mortgages to actually buy their first farms. Mortgages could become very burdensome and in some cases, threatened the very livelihood of many farmers who had to pay high rates to secure these special loans (**mortgages**).

7. **High Railroad Rates.** Farmers relied on railroad companies and Eastern merchants and bankers to ship their products from the West to markets in the Midwest and Northeast. These farmers complained that railroad companies charged very high rates to have these products shipped. Since each railroad had a virtual monopoly over the transportation of crops from the small farm towns along its tracks, farmers were forced to endure poor service and very high shipping rates. The rule that guided the railroads in determining their rates was the following dismissive expression: "what the traffic will bear." Farmers also complained that the railroad companies offered favorable rates to wealthy Northeastern industrialists at the expense of American farmers who paid high rates.

8. **High Rates Charged by Middlemen.** Farmers complained that they received only about half the price that city consumers paid for their agricultural products. Farmers blamed this

situation on the high rates charged by middlemen: grain storage elevators, warehouse operators, packinghouses, insurance companies, wholesale distributors, merchants, and especially railroad companies.

9. **High Insurance Costs.** Like other middlemen, insurance companies charged farmers high rates to secure their products as they were being shipped to markets in the East. Farmers complained bitterly about these high rates.

10. **High Prices for Manufactured Goods.** Finally, while farmers themselves received low agricultural prices, they paid dearly for manufactured goods produced in the Northeast. Farmers blamed high prices for manufactured goods upon two factors. The first one was high tariff rates, which kept out many foreign goods and thus protected American manufacturers from foreign competition (there was no tariff to protect American *agricultural* products, however). The second one was the growth of business monopolies, which reduced domestic competition that would have lowered the prices of manufactured goods domestically. Farmers complained bitterly about both.

### **Evaluating the Validity of the Farm Problem and Farmers' Complaints**

American farmers complained bitterly, among other things, about declining prices for their products, rising railroad rates for shipping them, and burdensome mortgages. Some of these grievances were valid. Farm profits were certainly low; agriculture in general tends to produce low profits because of the ease of entry into the industry. It is also true that the prices of farm commodities fell between 1865 and 1890 – corn sold at sixty-three cents a bushel in 1881 and twenty-eight cents in 1890 – but they did not fall as low as did other commodity prices. Despite the fact that farmers received less for their crops, their purchasing power actually increased.

Neither was the farmers' second major grievance – rising railroad rates – entirely justified. Railroads actually fell during these years, benefiting shippers of all products. Farm mortgages, the farmers' third major grievance, were common because many farmers mortgaged their property to expand their holdings or buy new farm machinery. While certainly burdensome, most mortgages did not bring hardship. They were often short, with a term of four years or less, after which farmers could renegotiate at new rates. Furthermore, the new machinery the farmers bought with their mortgages enabled them to triple their output and increase their income.

Additionally, the terms of the farm problem varied from area to area and from year to year. New England farmers suffered from overworked land; farmers in western Kansas and Nebraska went broke in a severe drought that followed a period of unusual rainfall. Many Southern farmers were trapped in the sharecropping or crop-lien system that kept them in debt. They called it the "anaconda" system because of the way it coiled slowly and tightly around them.

A study of farms in the Midwest between 1860 and 1900 suggests that farm income rose substantially in the 1860's, fell during the devastating depression of 1873, rose again in the 1880's during the farm boom, and remained roughly constant in the 1890's. There were also large variations in farm profits from county to county, again indicating the absence of clear nationwide patterns. The bottom line was that farmers who had good land close to railroad transportation did well; others did not.

Some farmers did have valid grievances, though many understandably tended to exaggerate them. More important, many farmers were sure their condition had declined, and this perception – as bitterly real to farmers as any actual fact – sparked growing anger. Equally upsetting, everyone in the 1870's and 1880's seemed excited about cities and factories, not farms. Farmers had become "hayseeds," a word that first appeared in 1889, and they watched their offspring leave for city lights and new careers.

## **Farmers' Responses to Economic Challenges**

### **The Agrarian Crusade (1865-1900)**

To improve their economic conditions, farmers undertook an **Agrarian Crusade**. The term agrarian is interchangeable with the term agricultural. Farmers joined or created special organizations such as the National Grange, the Greenback-Labor Party, and the Populist Party to demand help from the states and from the federal government. These movements signaled the beginning of a significant change in American economic thinking: 1) away from the doctrine of *laissez-faire* and 2) toward the doctrine of government responsibility for the economic well-being of all Americans.

## **The Granger Movement**

The Patrons of Husbandry, or **National Grange**, founded by Oliver H. Kelley in 1867, was first created as a social organization composed of local farmers' clubs. The Grange provided social, cultural, and educational activities for its members who felt frequently isolated on the Great Plains. Later, as farmers became discontented with their worsening economic conditions, they joined their local Granges, and these groups became active in state politics. Farmers elected Granger spokesmen to state legislatures, and several Midwestern states passed **Granger laws** regulating the rates and practices of grain elevators and railroad companies. However, in 1886, in the case of *Wabash v. Illinois*, the Supreme Court ruled that since railroads were engaged in interstate commerce, they were not subject to regulation by the states.

Furthermore, to eliminate the excessive profits of middlemen, the Grangers established cooperatives, or "**co-ops**." Owned and operated by farmers, these organizations were to do the middleman's work: grading, packing, selling, shipping crops, and buying farm equipment and other goods at wholesale prices. The profits that the cooperatives earned were to be distributed to their farmer owners. Although these early co-ops failed because of insufficient capital and poor management, they were nonetheless an important first step in unifying American farmers behind a common purpose. The Grange made lasting contributions to the agrarian crusade of the 1880's. The Grange taught farmers to work together to solve their common problems. The Grange also inspired federal railroad regulation, which started in 1887 with the creation of the Interstate Commerce Act. The Granger Movement even stimulated the development of mail-order houses, such as Montgomery Ward and Sears Roebuck, to compete with local middlemen. Finally, the Grange was successful in paving the way for successful present-day farm cooperatives and still serves rural communities today by providing social activities – meetings, lectures, picnics – and by lobbying on behalf of farmers.

## **Farmers' Alliances (The Alliance Movement)**

After the decline of the Granger movement, American farmers turned to farmers' alliances to seek solutions to their economic and political problems. By 1890, two major farmers' alliances were formed to defend the rights of farmers and to promote their interests: 1) the **Northwestern Alliance** (National Farmers' Alliance) located on the Plains west of the Mississippi, and 2) the **Southern Alliance** (Farmers' Alliance and Industrial Union).



The Southern Alliance was formed in Texas in 1875. By 1890, the Southern Alliance claimed more than a million members. It welcomed to membership the farmers' "natural friends" – country doctors, schoolteachers, preachers, and mechanics. It *excluded* lawyers, bankers, merchants, and warehouse operators. These people were viewed as "parasites" because they profited from the labor of others. The Southern Alliance was a very effective organization. It published newspapers and sent lecturers all over the United States to promote and publicize farmers' issues. The Southern Alliance also established cooperative grain elevators, marketing associations, and retail stores – all designed to bring farmers together to make greater profits. The Southern Alliance was also affiliated with the **Colored Farmers' Alliance** that enlisted black farmers in the South. The Colored Farmers' Alliance, however, encountered much opposition in the South. Striking black workers who were part of this alliance were lynched and killed by racist white Southerners, effectively destroying this important organization.

On the Great Plains, the Northwestern Alliance, a smaller organization, was formed in 1880. Its objectives were similar to those of the Southern Alliance, but it disagreed with the Southern Alliance's emphasis on secrecy, centralized control, and separate organizations for blacks. The Northwestern Alliance sponsored mainly social and economic programs, but it turned quickly to politics to find effective solutions to the farmers' problems. After some early successes, the Northwestern Alliance merged with the Southern Alliance to form the **National Farmers' Alliance and Industrial Union** in 1889 ("Alliance"). The Alliance developed very effective leadership, and **Thomas Watson**, **Leonidas Polk**, and **Mary Elizabeth Lease** quickly emerged as the most successful leaders. Mary Elizabeth Lease, in particular, was a feisty and outspoken young woman who was an aggressive defender of farmers' rights. Her enemies referred to her as "Mary Yellin" due to the fact that she urged farmers to "raise less corn and more hell."

The Alliance became immensely popular and very effective in politics. In 1890, it adopted the **Ocala Demands** in Florida to push for farmers' rights. The Ocala Demands called for farmers to be permitted to store their crops in government warehouses in exchange for loans. This proposal had the added benefit of allowing prices to go up as demand for crops increased. The Ocala Demands also called for the free unlimited coinage of silver in the **ratio of 16:1** (16 ounces of silver for every 1 ounce of gold that was coined). Prior to this proposal, the government developed a monetary practice known as **bimetallism** (when the government uses two metals – gold and silver – for the coinage of money). Farmers supported the unlimited coinage of silver because it would have led to the creation of cheap money that would have

actually inflated (increased) agricultural prices. Cheapening the value of money would increase prices and make the repayment of the farmers' debts easier. The Ocala Demands also called for an end to protective tariffs, an end to national banks, a federal income tax, the direct election of U.S. senators, and tighter government regulation of railroad companies. For the most part, the Ocala Demands were not implemented during this time period.

The Ocala Demands were partially successful in other ways, however. In 1873, in an event that farmers refer to as the "**Crime of '73**," the U.S. government decided to **demonetize** silver, effectively ending the coinage of silver money. This infuriated farmers, and the Ocala Demands convinced the government to begin coining silver again. The government accomplished the re-coinage of silver through passage of the **Bland-Allison Act** (1878) and the **Sherman Silver Purchase Act** (1890). The Ocala Demands also prompted political changes through the formation of a national third party to promote agrarian reform.

### **The Populist Party**

After the 1890 elections, Alliance leaders urged the formation of a national third part to promote reform and to help improve the lives of American farmers and workers. In July, 1892, a special convention in Omaha, Nebraska, formed the new **Populist Party**. The term "populist" means people, so in reality these farmers were forming a new people's party. The Populist Party represented men and women, blacks and whites, and both farmers and workers. It was a very inclusive organization. The Populist Party was started when farmers came to believe that industrialist and bankers from the Northeast controlled both the Democratic and Republican parties.

In 1892, the Populists adopted a party platform that was very similar to the Ocala Demands. This made sense because many Populists had earlier been members of the Alliance that gave rise to the Ocala Demands. However, the Populist Party added explicitly political elements to their party platform. The Populists adopted the following program: 1) the free and unlimited coinage of silver at the ratio of 16:1; 2) a graduated income tax (a tax by which wealthier people pay more); 3) government ownership of telegraph, telephone, and railroad companies; 4) the secret ballot; 5) the direct election of U.S. senators; 6) better working conditions for workers; 7) higher wages and shorter hours for workers; and 8) immigration restrictions to reduce competition from new immigrants. This platform was designed to remedy the abuses of big business and to promote greater democracy. The Populist Party was so successful at first that they were even able to run a candidate in the presidential election of

1892, a man by the name of **James Weaver**. Weaver did not win that election (Cleveland did), but with over 1 million popular votes, his third party candidacy was one of the most successful in U.S. history. Populist governors were also elected in several states, along with U.S. senators, U.S. congressmen, and state legislators.

### **The Panic of 1893**

The **Panic of 1893** was a major economic depression that occurred in 1893. It was caused by a stock market crash after business investment dropped off sharply in the railroad and construction industries. Banks cut back on loans causing businesses to fail. Factories and mines across the country shut down. Farmers were especially hard hit since banks were no longer able to loan them money. Thousands of farms across the country were forced to shut down. As a result, people became restless and angry. **President Cleveland**, a pro-business Democrat from New York, was perceived as being out of touch and grossly insensitive to the needs of farmers and workers. He was also attacked for supporting a pro-business gold standard, whereas most farmers and workers supported the free coinage of silver so that prices would go up.

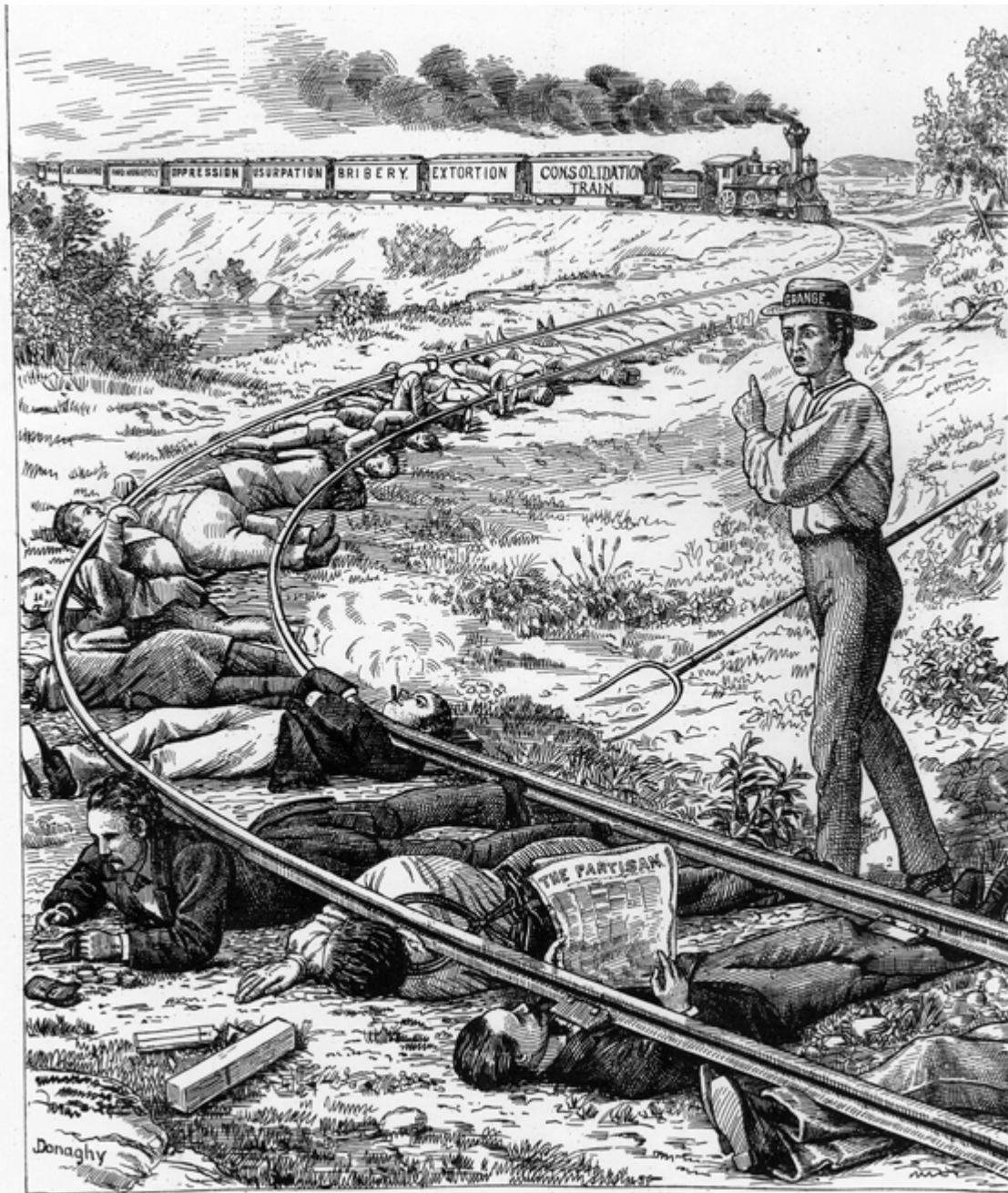
### **The Election of 1896**

The **election of 1896** was a major turning point for farmers and the Populist Party. Farmers and silver supporters gained control of the Democratic nominating convention. They cheered **William Jennings Bryan**, a Democrat from Nebraska, who delivered an emotional attack upon the gold standard in his famous “**Cross of Gold**” speech. Bryan was a throwback to Jeffersonian times when people supported an agrarian America. In his nomination speech, Bryan uttered some of the most famous words in U.S. history and concluded his speech by saying to William McKinley (the pro-gold, Republican nominee) the following: “you shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.” These words convinced most Democrats and Populists to support Bryan against McKinley in the presidential election of 1896. Although McKinley won the election, many Populist proposals were later adopted under different leadership. The graduated income tax, crop loans to farmers, the secret ballot, and the direct election of U.S. senators were all early Populist ideas.

## **Evaluating the Success of the Populist Party**

The Populist Party was one of the most successful and influential third parties in U.S. history. Although they failed to achieve many of their goals at the time, many early Populist reforms were later adopted and implemented by Progressive-era reformers after 1900. The graduated income tax was later incorporated into the Constitution as the Sixteenth Amendment (1913). The direct election of U.S. senators was also incorporated into the Constitution as the Seventeenth Amendment (1913). Government regulation of telephone, telegraph, and railroad companies was achieved under the progressive reforms of Presidents Teddy Roosevelt and William Howard Taft. Banking reform was later achieved under the presidency of Woodrow Wilson. Populist ideas lived on far after the Populist Party itself had died off in 1896. The Populist Party may not have been successful in the long run, but Populist *ideas* continued to thrive well into the twentieth century.

Attachment B :      **"The Farmers & the Railroads: The Grange Awakening the Sleepers"**



**Source:** Created by Donaghy in 1873. From Smith, Carter, ed. *American Historical Images on File: Key Issues in Constitutional History*. New York: Facts on File, 1988.

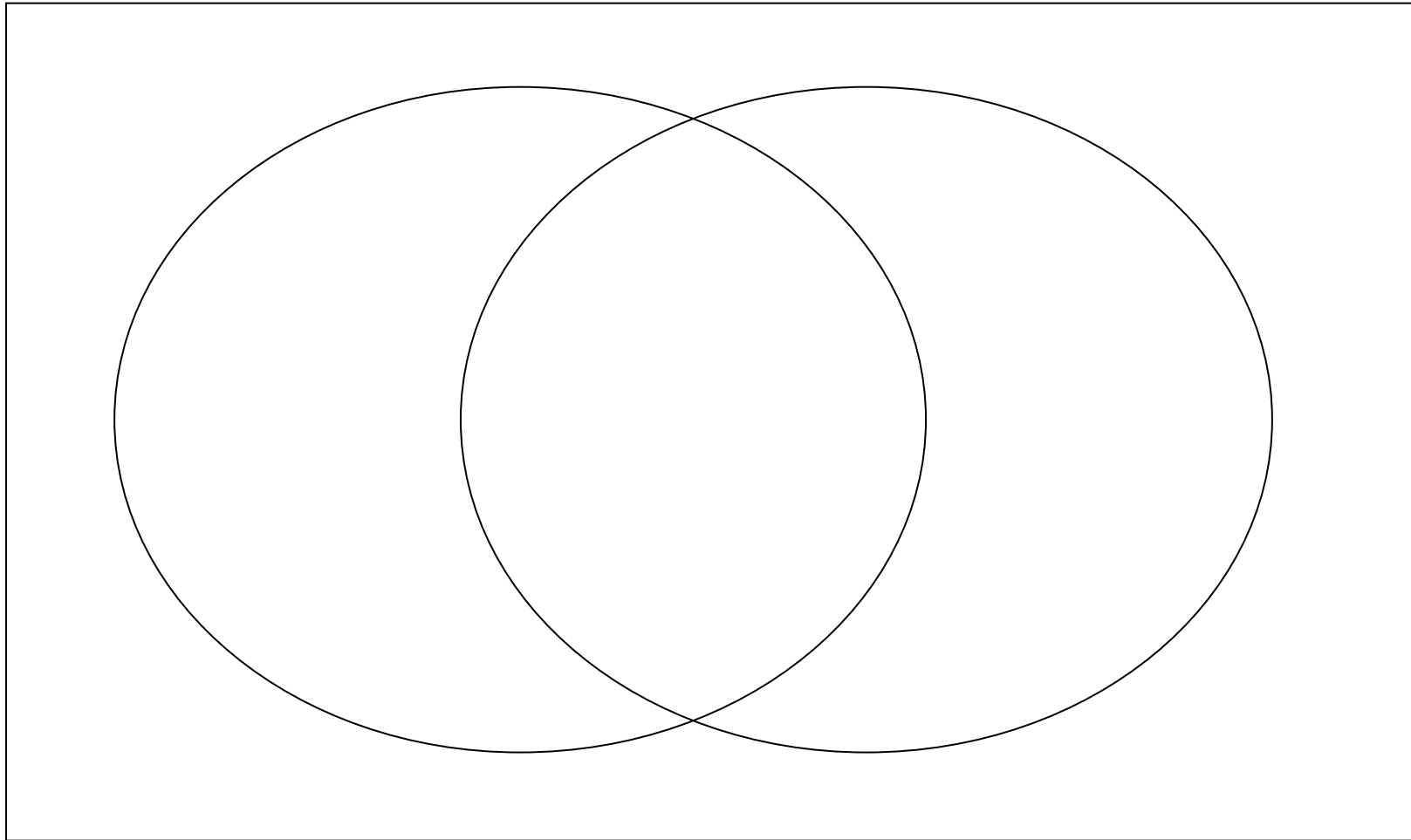
Attachment C **Instructions for Completing the Graphic Organizers**

**Instructions for Completing the Graphic Organizer Titled "Venn Diagram on the Ocala Demands Vs. the Populist Party Platform":**

Working independently or in small groups, have students complete a graphic organizer (Attachment C) in the form of a Venn diagram. The purpose of this diagram is to compare and contrast the Ocala Demands and the Populist Party platform. Students should label the first circle "Ocala Demands" and the second circle "Populist Party Platform." Students should then list **differences** between the two in the areas *outside* of the overlapping region and **similarities** *inside* the area created by the overlapping region.

Attachment D

## Venn Diagram on the Ocala Demands Vs. the Populist Party Platform



## Attachment E: Crossword Puzzle

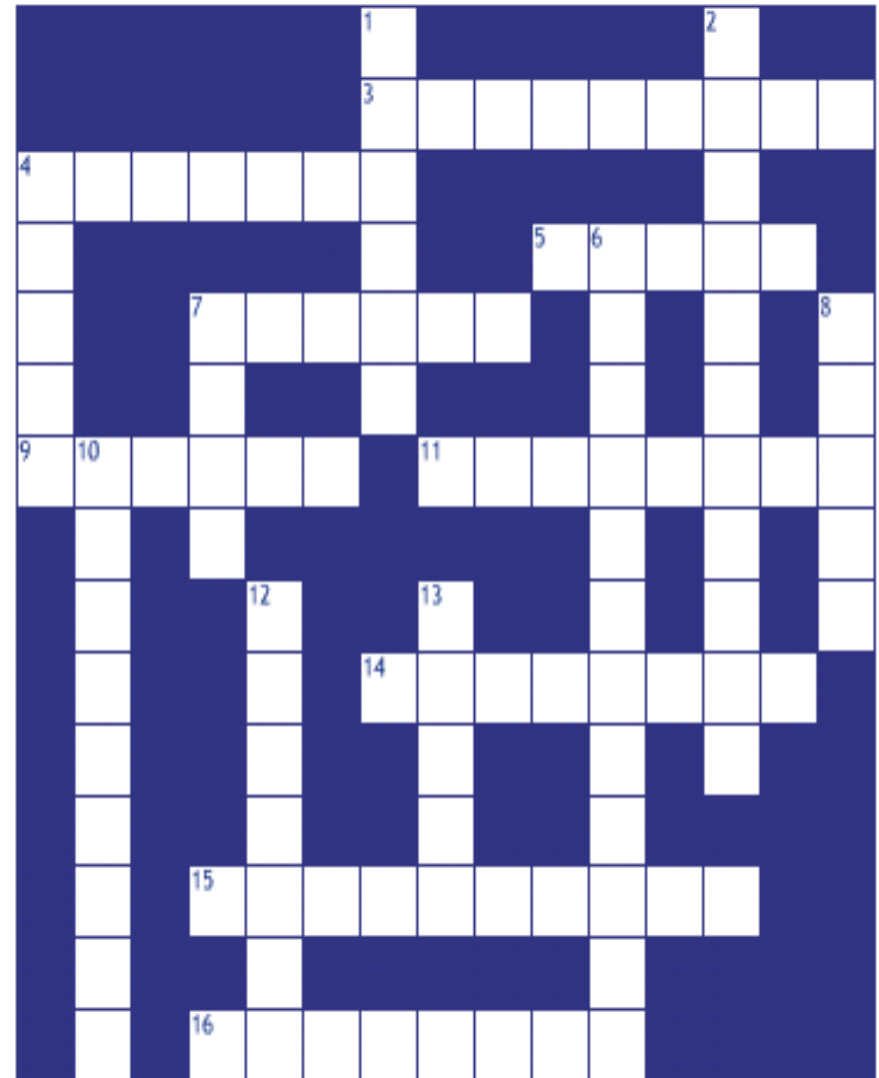
### Across

3. Moving of cattle to shipping centers
4. A large farm that grows one crop
5. Act intended to "Americanize" Native Americans
7. Farmers' organization that fought the railroads
9. Started the farmer reform group, Patrons of Husbandry
11. His election collapsed populism
14. Movement to increase influence of laborers
15. Its invention ended the wide-open West
16. Cattle suited to dry Southwest conditions

### Down

1. Great" grassland of West Central U.S.
2. Use of both gold and silver as monetary units
4. Sacred Sioux hills flooded by miners
6. Adoption of the beliefs of a dominant culture
7. Lured many to the West
8. Populist supporter who gave "Cross of Gold" speech
10. African American who moved from the South to Kansas
12. Great Plains animal that came near to extinction
13. Increased Native American mobility

*The Americans* © McDougal Littell Inc.





**Solution to the Crossword Puzzle Titled "Changes on the Western Frontier"**

**Across**

- 3. long drive
- 4. bonanza
- 5. Dawes
- 7. Grange
- 9. Kelley
- 11. McKinley
- 14. Populism
- 15. barbed wire
- 16. longhorn

**Down**

- 1. Plains
- 2. bimetallism
- 4. Black
- 6. assimilation
- 7. gold
- 8. Bryan
- 10. Exodusters
- 12. buffalo
- 13. horse

**Essay Prompts for Lesson on the Economic Challenges  
to American Farmers and Farmers' Responses to These  
Challenges in the Mid to Late 1800's**

**Economic Challenges**

1. What were the main complaints put forward by American farmers after the Civil War?
2. To what extent were farmers' three main complaints regarding agricultural prices, mortgage rates, and railroad fees valid?

**Farmers' Responses**

3. Identify and explain three ways that farmers responded to the economic challenges they faced from 1865-1900.
4. How did the National Grange and farmers' alliances contribute to the formation of the Populist Party in 1892?
5. Why was the election of 1896 a major turning point in U.S. history?

**Analyze the Economic Challenges to American Farmers  
& Farmers' Responses to These Challenges in the Mid  
to Late 1800's -- Post Quiz**

**Low-Complexity Items:**

1. Which of the following goals was accomplished by the Homestead Act?
  - a. It provided farmers with good jobs.
  - b. It provided farmers with cheap loans.
  - c. It provided farmers with low tariffs.
  - d. It provided farmers with cheap land.
  
2. During the period 1860-1900, the number of farms in the United States increased from about 2 million to 5.5 million. What was a basic reason for this increase in the number of farms?
  - a. the irrigation of desert areas in the West
  - b. the generous land policy of the federal government
  - c. the creation of agricultural colleges in the West
  - d. the overcrowded conditions of cities in the Northeast
  
3. After the Civil War, most American farmers lived in what geographical region?
  - a. in the area west of the Rocky Mountains
  - b. in the area known as the Great Plains
  - c. in the area known as the American South
  - d. in the area of the industrialized Northeast

4. What was the name given to African-American farmers from the South who moved to Oklahoma and Kansas in the West?
  - a. Exodusters
  - b. Freedmen
  - c. Scalawags
  - d. Sharecroppers
  
5. In the late 19th century, American farmers supported which of the following?
  - a. the Granger Movement against the railroads
  - b. the Republican Party against the Populist Party
  - c. the protective tariff against free trade
  - d. the gold standard against the free coinage of silver
  
6. Which of the following was an issue in the presidential election of 1896?
  - a. the government's tariff policy
  - b. the government's land policy
  - c. the government's money policy
  - d. the government's bank policy
  
7. Which of the following was an element of the Ocala Demands?
  - a. government warehouses to store crops
  - b. high protective tariff rates
  - c. higher prices for manufactured goods
  - d. government ownership of railroad companies

**Moderate-Complexity Items:**

8. Following the Civil War, what effect did the decline in agricultural prices have upon farmers in the West?
  - a. It helped them by lowering the prices of manufactured goods.
  - b. It helped them by creating greater demand for their crops.
  - c. It hurt them by reducing the money they had to pay back loans.
  - d. It hurt them by increasing the value of their mortgages.
  
9. Which of the following was the most important invention developed by farmers in the West to increase their productivity?
  - a. barbed wire
  - b. dry farming
  - c. sod houses
  - d. open range
  
10. Which of the following was the most significant complaint expressed by American farmers following the Civil War?
  - a. strong foreign competition
  - b. high interest rates
  - c. high railroad rates
  - d. low agricultural prices

11. Which of the following is a major reason why the Populist Party can be considered a successful third party in U.S. history?
- a. Its candidate won the presidential election of 1896.
  - b. Its members controlled Congress throughout the 1890's.
  - c. Its goals were eventually realized by Progressive reformers.
  - d. Its ideas became an important part of the Republican Party platform.
12. In the last third of the 19th century, which of the following was the most controversial issue involving American farmers?
- a. internal improvements
  - b. labor unions
  - c. immigration restrictions
  - d. cheap money

**High-Complexity Items:**

Speakers A, B, C, and D are all discussing the role of a specific political party in the presidential election of 1896. Use the speakers' statements below and your knowledge of U.S. history to answer questions 13-17.

- Speaker A:** "The members of that political party are so radical! Why, they would absolutely do away with capitalism in this country."
- Speaker B:** "No. They merely want more direct participation by the people in their government. Perhaps they are just far ahead of their times!"
- Speaker C:** "Their candidate is a very clever politician. A Democrat, he steals their thunder by embracing their complaints and adopting their best issues. Then they give him their overwhelming support."

**Speaker D:** "It is important to remember that there are factors other than the candidates themselves that often determine the outcome of important elections."

13. To which political party are the speakers referring in their conversation?
  - a. The Republican Party
  - b. The Populist Party
  - c. The Democratic Party
  - d. The Socialist Party
  
14. The concern of Speaker A about capitalism is based on the fact that this party supported which of the following views?
  - a. the idea of currency supported by bimetallism
  - b. the idea of government ownership of railroad companies
  - c. the idea of a graduated income tax based on wealth
  - d. the idea of the direct election of U.S. senators
  
15. To which candidate does Speaker C refer to as a "clever politician"?
  - a. William Jennings Bryan
  - b. James Weaver
  - c. William McKinley
  - d. Grover Cleveland
  
16. The reference by Speaker B to this party being far ahead of its times is supported by which of the following views?
  - a. the party's victory in a presidential election many years later
  - b. the party's victory in the following congressional elections
  - c. the party's lasting influence over future reformers and politicians
  - d. the party's prediction that the United States would soon turn to imperialism

17. When Speaker D mentions "factors ... that determine elections," he is referring to which of the following?
- a. the debate over protective tariffs
  - b. the debate over monetary policy
  - c. the debate over falling agricultural prices
  - d. the debate over poor working conditions

Use the quotation below and your knowledge of U.S. history to answer questions 18-20.

"Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold."

-- **William Jennings Bryan**, Democratic Convention Speech,  
Chicago, July 8, 1896

18. According to the point of view expressed in the quotation, which party supported a gold standard?
- a. The Republican Party
  - b. The Populist Party
  - c. The Democratic Party
  - d. The Whig Party
19. Which of the following groups would have been most likely to agree with the point of view expressed in the quotation?
- a. workers
  - b. merchants
  - c. bankers
  - d. farmers



20. What is the main idea expressed by the quotation?
- a. that the gold standard should be opposed by farmers and workers
  - b. that the gold standard would have a positive impact on the economy
  - c. that the gold standard would benefit bankers and merchants
  - d. that the gold standard would increase agricultural prices

**Answers to the Post Quiz on the Economic Challenges to American Farmers & Farmers'  
Responses to These Challenges in the Mid to Late 1800's -- Post Quiz**

1. D
2. B
3. B
4. A
5. A
6. C
7. A
8. C
9. B
10. D
11. C
12. D
13. B
14. B
15. A
16. C
17. B
18. A
19. D
20. A

**U.S. History- Senior High School**

**Lesson Plan Quiz Blueprint**

**Lesson #2**

**NGSSS-SS Main Benchmark: SS.912.A.3.1**

**Title of Lesson: Economic Challenges to American farmers in the mid to late 1800's**

**Grade Level: 11th Grade**

**Pacing Guide Connection: 11th Grade U.S. History 1st Nine Weeks Topic 2: Final Settlement of the West**

| Question # | Benchmark<br><br>11th Grade Tested  | Answer | Complexity<br>Level |
|------------|---|--------|---------------------|
| 1          | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | D      | Low                 |
| 2          | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | B      | Low                 |
| 3          | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | B      | Low                 |
| 4          | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | A      | Low                 |
| 5          | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | A      | Low                 |

|    |   |   |          |
|----|---|---|----------|
| 6  | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | C | Low      |
| 7  | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | A | Low      |
| 8  | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | C | Moderate |
| 9  | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | B | Moderate |
| 10 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | D | Moderate |
| 11 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | C | Moderate |
| 12 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | D | Moderate |
| 13 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | B | High DBQ |
| 14 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | B | High DBQ |
| 15 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers'   | A | High DBQ |

|    |   |   |          |
|----|---|---|----------|
|    | responses to these challenges in the mid to late 1800s.   |   |          |
| 16 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | C | High DBQ |
| 17 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | B | High DBQ |
| 18 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | A | High DBQ |
| 19 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | D | High DBQ |
| 20 | SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. | A | High DBQ |

### **Social Studies Lesson Plan-SS.912.A.3.2**

#### **Examine the Social, Political, & Economic Causes, Course, & Consequences of the Second Industrial Revolution that Began in the Late 19th Century**

**Please Note: Instructional time required to complete this lesson varies according to the ability level of students.**

**1. Title: The Causes, Course, & Consequences of the Second Industrial Revolution in the Post-Civil War Period**

**2. Overview - Big Ideas:**

#### **Enduring Understandings**

##### **Causes**

- Review the causes of the first Industrial Revolution in U.S. history that occurred
- Assess the importance of abundant natural resources and raw materials in promoting the Second Industrial Revolution ("SIR")
- Assess the importance of a large population and a growing labor force in promoting the SIR
- Assess the importance of expanding domestic and international consumer markets in promoting the SIR
- Examine the availability of capital and investments in promoting the SIR
- Analyze the role that new technology and inventions played in promoting the SIR
- Analyze the role that protective tariffs played in promoting the SIR
- Analyze the role that the farming boom played in promoting the SIR
- Evaluate the role that the government played in promoting the SIR through its policy of *laissez-faire*, land grants, loans, and subsidies for the development of new business enterprises
- Assess the role that the railroad played in promoting the SIR by facilitating transportation and stimulating the growth of other industries
- Examine the role that new forms of business organization (such as pools, trusts, holding companies, and monopolies) played in promoting the SIR

### **Course**

- Review the characteristics of the first Industrial Revolution in U.S. history (1815-1865)
- Analyze the factors that gave rise to the first corporations
- Assess the importance of monopolies, pools, and holding companies
- Define the terms vertical and horizontal integration
- Identify the advantages and disadvantages of "Big Business"
- Identify the characteristics of mass production
- Assess the importance of Vanderbilt and the railroad industry
- Assess the importance of Carnegie and the steel industry
- Assess the importance of Rockefeller and the oil industry
- Assess the importance of Morgan and the finance industry
- Assess the importance of Armour, Norris, and Swift and the meat-packing industry
- Assess the importance of Duke and the tobacco industry
- Assess the importance of DuPont Family and the chemicals industry
- Compare and contrast Social Darwinism vs. the "Gospel of Wealth"
- Compare and contrast "robber barons" vs. "captains of industry"
- Analyze the significance on new retailing, advertising, and marketing techniques
- Identify and assess the importance of new technological developments, inventions, and inventors from 1865-1900

### **Consequences**

- Analyze the "Gilded Age" as a consequence of the Second Industrial Revolution ("SIR")
- Analyze the characteristics and significance of political machines
- Analyze workers' responses to the SIR
- Identify and analyze the role that specific labor unions played in achieving better wages, hours, and conditions for workers
- Assess the importance of strikes and boycotts

- Analyze the significance of the Great Railroad Strike and the Haymarket Riot
- Compare and contrast the roles played by Samuel Gompers, Eugene Debs, and other labor leaders
- Identify the steps that the government took to bring monopolies under control
- Evaluate the role of the Sherman Anti-Trust Act from 1890-1914
- Identify the origins of the Progressive Movement (1890-1920)
- Investigate how industrialization after the Civil War contributed to urbanization and its related problems.
- Evaluate the significance of the changing role of government from *laissez-faire* to more direct government intervention over the economy

### **Essential Questions**

- What natural resources were most important for industrialization?
- What were the major causes of industrialization after the Civil War?
- What was the most important factor in promoting the Second Industrial Revolution ("SIR") and why?
- How did industrial development impact the environment after the Civil War?
- What were the effects of railroad expansion?
- How did the growth of the railroad industry affect the development of other industries?
- What were some positive and negative effects of the growth of railroads?
- How did the railroads affect cities?
- Why were farmers upset with the railroad companies?
- How did the Grangers, who were largely poor farmers, do battle with the giant railroad companies?
- What are some examples of new merchandising methods developed after the Civil War?
- Why did entrepreneurs form trusts?
- What were Andrew Carnegie's management and business strategies?
- How did John D. Rockefeller consolidate control of the oil business?



- What strategies enabled big businesses to eliminate competition?
- How did economic factors limit industrialization in the South?
- What important inventions were developed by Thomas Alva Edison?
- What specific inventions made industrialization possible?
- How did electricity change the lives of Americans?
- What was Social Darwinism and how was it used to justify the growth of monopolies and trusts?
- What was the "Gospel of Wealth" and how did it compare to Social Darwinism?
- How did political machines control cities during the "Gilded Age"?
- What were some forms of corruption practiced by party bosses?
- How did industrial working conditions contribute to the growth of the labor movement?
- How did craft unions and industrial unions differ?
- What tactics did labor unions use to convince management to meet their demands?
- Why did the Great Railroad Strike of 1877 and the Haymarket Square Riot (1886) cause the public to resent the labor movement?
- How successful was the Sherman Anti-Trust Act (1890) in accomplishing its goals?
- How does the Second Industrial Revolution (1865-1915) compare to the First Industrial Revolution in U.S. history (1815-1865)?
- What were the origins of the Progressive Movement?
- How did industrialization contribute to urbanization after 1865?
- How and why did the role of government change from *laissez-faire* to direct government intervention after 1900?

### 3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies  
Eleventh Grade NGSSS-SS Benchmarks

Main Tested Benchmarks:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Additional Benchmarks Addressed through this Lesson

- SS.912.A.3.3 Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5 Identify significant inventors of the Industrial Revolution, including African Americans and women
- SS.912.A.3.6 Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.

4. **Key Vocabulary:**

Market Revolution, "putting-out system," "Lowell Girls", power loom, capital, corporation, stockholders, board of directors, pool, *laissez-faire*, , vertical integration, horizontal integration, board of trustees, trusts, mergers, "big business," consolidation, monopoly, patronage, holding company, subsidiary, robber barons, captains of industry, rebates, strikes, injunctions, consolidation, patent, interstate commerce, marketing, investment banking, Bessemer steel process, Social Darwinism, Gospel of Wealth, "Gilded Age," political machines, graft, kickback, party bosses, boycott, strike

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

***What key knowledge and skills will students acquire as a result of this lesson?***

This lesson can be completed in three parts: causes, course, and consequences of the Second Industrial Revolution ("SIR") after the Civil War. After students complete this lesson, they will be able to identify and analyze all of the social, political, and economic causes of the SIR. Students will also be able to identify the course of the SIR. Finally, students will be able to identify and analyze the consequences of the SIR. In the first part of this lesson, students will be able to identify and assess the significance of the factors that contributed to the SIR such as natural resources, population growth, technology, and government

policy. In the second part of the lesson, students will be able to identify the course of the SIR in terms of the rise of corporations, monopolies, trusts, vertical integration, horizontal integration, the characteristics of mass production, the development of specific industries, and significant inventors and inventions. In the third part of the lesson, students will be able to identify and analyze specific consequences of the SIR such as the "Gilded Age," political machines, the rise of the labor movement, labor unions, strikes, government anti-trust policy, urbanization, and the rise of Progressivism.

***What will students be able to do as a result of such knowledge and skills?***

As a result of acquiring the knowledge and skills addressed in this lesson, students will be able to analyze a political cartoon on the impact of political machines during the "Gilded Age" in U.S. history. Students will be able to use a specific worksheet for the analysis of primary sources developed by the Education Staff at the National Archives in Washington, DC. Additionally, students will be able to complete a graphic organizer on the effects/consequences of the rapid growth of railroads after the Civil War. Students will also be able to complete a crossword puzzle to review key vocabulary terms important to the causes, course, and consequences of the Second Industrial Revolution ("SIR") in U.S. history. Furthermore, students will be able to write a five-paragraph, expository essay on the causes, course, and consequences of the SIR.

Finally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both **formative and summative assessments** are included.

**6. Materials Needed:**

- |               |  |
|---------------|--|
| Attachment A: | Reading: "The Causes, Course, & Consequences of the Second Industrial Revolution ("SIR") in the Post-Civil War Period" |
| Attachment B: | Political Cartoon (Boss Tweed)   |
| Attachment C: | Political Cartoon Analysis Worksheet   |
| Attachment D: | Instructions for Graphic Organizer (Web Diagram on Effects/Consequences of SIR)  |
| Attachment E: | Graphic Organizer (Web Diagram on Effects/Consequences of the SIR )  |
| Attachment F: | Crossword Puzzle (Vocabulary)  |
| Attachment G: | Crossword Puzzle (Solution)  |

Attachment H: Essay Prompts

Attachment I: Post Quiz

**7. Steps to Deliver the Lesson:**

*A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives*

- a. Lesson Opening: This lesson can be completed in three parts. The first part consists of having students identify and analyze all of the major causes of the Second Industrial Revolution ("SIR") after the Civil War. The second part consists of having the students identify and analyze the course of the SIR after the Civil War. Finally, the third part consists of having the students identify and analyze all of the major effects and consequences of the SIR after the Civil War. Start by reviewing the causes and effects of the first Industrial Revolution in U.S. history during the Market Revolution from 1815-1865. Next, ask the students to identify specific issues and events that contributed to the development of the SIR after the Civil War. Make a list of these issues and events on the whiteboard. Continue to the second part of the lesson by reviewing the course of the SIR in terms of new technological developments, new business practices, and the rise of big businesses (railroads, steel, and oil). Finally, ask the students to evaluate the full range of consequences of the SIR from politics in the "Gilded Age" and political machines, to the rise of the labor movement and labor strikes. Complete the lesson by evaluating the long-term consequences of these changes, such as the rise of urbanization and the Progressive Movement after 1900.
- b. Vocabulary: Working independently or in small groups, have students define all of the specialized terminology presented in this lesson using the attached article, their textbooks, and/or Internet resources. The vocabulary for this unit on the causes, course, and consequences/effects of the Second Industrial Revolution ("SIR") correlates to chapter 14 from the textbook *The Americans* by McDougal & Littell. Additionally, students should identify all of the terms in the vocabulary section of this lesson, including all of the bold terms found in the attached reading titled, "The Causes, Course, & Consequences of the Second Industrial Revolution in the Post-Civil War Period." Finally, students can complete a crossword puzzle to assess their understanding of key vocabulary terms (Attachment F).
- c. Reading: Distribute Attachment A (Reading). Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article attached to this lesson or the relevant section of your textbook. Stop, discuss, and check for understanding during appropriate points in the reading.

- d. Political Cartoon(s): Distribute Attachment B (Political Cartoon on Boss Tweed by Thomas Nast). Working independently or in small groups, have students analyze the cartoon titled "The Rich Growing Richer, the Poor Growing Poorer." Students must use the method for analyzing primary sources developed by the Education Staff at the National Archives in Washington, DC. This method is presented in the form of a worksheet that must be completed by students (Attachment C).
- e. Graphic Organizer(s): Working independently or in small groups, have students complete a graphic organizer (Attachment E) in the form of a web diagram. The purpose of this diagram is to identify all of the effects/consequences of the rapid growth of railroads after the Civil War. Examples can include other industries that were developed as a result of the growth of the railroad industry, such as steel and oil.
- f. Essay(s): Have students write a five-paragraph, expository essay based on one of the questions presented in Attachment H.
- g. Post Quiz: Finally, have students take the post quiz associated with this lesson (Attachment I). Go over the quiz with the students and check for understanding as needed. Re-explain concepts not readily understood.

**8. Specific Activities: (From Guided to Independent)**

*Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent*

- a. Have students create a web illustrating factors (technological, communication, growing markets and natural resources) that contributed to the Industrial Revolution.
- b. Have students create a chart that identifies each step in the process of vertical and horizontal integration.
- c. Have students create an advertisement for a department store catalogue for a product that farmers would have used during this time period.
- d. Have students identify the goals of the Knights of Labor and contrast them to those of the American Federation of Labor. Have students choose an industrial occupation and create a list of demands as members of each labor union.
- e. Have students organize an informal class debate on the issue of whether men like Carnegie and Rockefeller were "robber barons" versus "captains of industry."

- f. Have students work in small groups to analyze the various reasons for strikes during the late 19<sup>th</sup> century and the government's response to labor unrest.

9. **Differentiated Instruction Strategies:**

*How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies*

- a. As students are completing their webs, charts, advertisements, lists, and debates, work individually with students who are having difficulty with this task.
- b. While students are completing their webs, charts, advertisements, lists, and debates, work on an individual basis with students who are having difficulty.

10. **Technology Integration:**

*Activities incorporating technology; e.g., address lesson content through online resources*

- a. Have students visit the following website in order to learn background information on the inventions and technological developments produced by Alexander Graham Bell: **Alexander Graham Bell Family Papers at the Library of Congress**

<http://memory.loc.gov/ammem/bellhtml/bellhome.html>

Contains papers and primary sources from 1862 to 1939. Includes a chronology, images, selected documents, and interpretive essays about Bell.

- b. Have students visit the following website in order to learn background information on Andrew Carnegie and his contributions to industrial development in the United States: **The Richest Man in the World: Andrew Carnegie**

<http://www.pbs.org/wgbh/amex/carnegie/>

This is an American Experience/PBS site that provides images and information about Carnegie's life and activities (cut and paste the link into your web browser if it does not launch automatically after you click on it).

- c. Have students visit the following website in order to learn background information on John D. Rockefeller and his contributions to industrial

development in the United States: **John D. Rockefeller and the Standard Oil Company**

<http://www.micheloud.com/FXM/SO/>

This study, with accompanying images by Francois Micheloud, tells of the rise of Rockefeller and his company.

- d. Have students visit the following website in order to learn background information on the development of the labor movement in U.S. history after the Civil War: **American Labor History**

<http://www.geocities.com/CollegePark/Quad/6460/AmLabHist/index.html>

This site takes an in-depth look at the history of the labor movement in America.

- e. Have students visit the following website in order to learn background information on the conflict between labor and management in United States history: **Labor-Management Conflict in American History**

<http://ehistory.osu.edu/osu/mmh/laborconflict/>

This Ohio State University site includes primary sources on some major events in the history of the labor management conflict in the United States. Cut and paste the link into your web browser if clicking on it does not work.

## 11. **Lesson Closure:**

*Methods to draw ideas together, review concepts, etc.*

- a. After completing and reviewing the post quiz students, ask students the following questions to conclude the lesson:
- What natural resources were most important for industrialization?
  - What were the major causes of industrialization after the Civil War?
  - What were the effects of railroad expansion?
  - How did the growth of the railroad industry affect the development of other industries?
  - What are some examples of new merchandising methods developed after the Civil War?
  - What were Andrew Carnegie's management and business strategies?

- How did John D. Rockefeller consolidate control of the oil business?
- What strategies enabled big businesses to eliminate competition?
- How did political machines control cities during the "Gilded Age"?
- What were some forms of corruption practiced by party bosses?
- How did industrial working conditions contribute to the growth of the labor movement?
- How successful was the Sherman Anti-Trust Act (1890) in accomplishing its goals?
- How did industrialization promote urbanization from 1865-1920?
- How and why did the role of government change from *laissez-faire* to direct government intervention after 1900?

b. **For home learning:**

Using their textbooks, the attached reading article, or the Internet, have students research important American inventors during the period 1865-1915.

- a. For HW, have students make a timeline, either vertical or horizontal, that identifies every *major* industrial invention of this time period. Student should also identify the purpose and significance of each invention.
- b. For HW, have students identify two important African-American inventors, two important Latino inventors, and two important women inventors from the United States during the time period 1865-1915. What did they invent and why was it important?



## **The Causes, Course, & Consequences of the Second Industrial Revolution in the Post-Civil War Period**

Reading: Adapted from "Reading Study Guide." The Americans. McDougal Littell

### **American Industry In 1850**

In 1850, America was still predominantly a land of farms, villages, and small businesses. Fewer than 1 million people were employed in mills and factories, and the nation's annual output of manufactured goods amounted to only 1 billion dollars. Most of the country's manufacturing was centered in the Northeast. The typical manufacturing enterprise consisted of a small plant owned and operated by a single proprietor or a group of partners, producing a limited amount of good for the local market. The Market Revolution (1815-1845) contributed to early industrialism in the United States by promoting the development of the textile industry in New England after 1815. Most of the labor in those days was done by women and children working under harsh and unsafe conditions. The factory form of production was rare before 1820, and most manufacturing was done in households, small workshops, or small mills. As late as 1820, about two-thirds of the clothing worn by Americans was made entirely in households by female family members using the **"putting-out"** system of manufacturing. Under this system, merchants provided family members with textile fabric, picked up the finished products, paid the workers, and distributed the clothing to nearby markets to be sold.

Later, Samuel Slater, an American entrepreneur, was the first person to bring British textile technology to the United States. As a result, the first fully developed factory was created in 1813 in Massachusetts by Francis Cabot Lowell, an entrepreneur who used Slater's ideas and introduced the British power loom into his factories. He became famous for hiring single, young, white women to work in his factories. These women came to be known as "Lowell Girls," and there is a town in Massachusetts named Lowell in honor of Francis Cabot Lowell. Lowell is remembered as the first person to develop a complete textile manufacturing business in the United States.

### **Industrial Growth in the United States from 1865-1900**

The second half of the 19th century was a period of great industrial growth for the United States. The Civil War stimulated expansion by creating a huge demand for weapons, war supplies, farm equipment, and machinery of all kinds. After the war, the extension of railway networks and the development of the nation's coal, iron, lumber, petroleum, oil, and water resources brought industrialization to the Midwest and then to the Far West and the South. As

a result of technical improvements and inventions, new products came into use, old industries were transformed, and new industries rose in importance.

### **Factors Contributing to the Second Industrial Revolution ("SIR")**

The following factors contributed to the nation's rapid industrial growth: 1) wealthy Europeans and Americans eagerly invested in American industrial enterprises; 2) the government maintained high tariffs to protect U.S. industries against foreign competition; 3) the government maintained a policy of *laissez-faire* (not interfering with the economy) to promote business expansion, while at the same time providing companies with land grants, loans, and subsidies to further fuel this expansion; 4) abundant natural resources supplied industry with necessary raw materials; 5) a continuous flow of immigrants and a large population provided industry with an ample labor force; and 6) an ever-increasing population offered an expanding market for consumer goods and manufactured products.

### **Rise of Corporations**

Small, privately owned enterprises lacked the financial resources to build huge factories, purchase expensive machinery, or extend their markets nationally and internationally. To enable companies to raise large amounts of working **capital** (cash), the corporate form of business came into use in the 19th century.

A **corporation** is a company usually owned by many people, each of whom becomes a part owner by purchasing shares of stock in the company. The **stockholders** then elect a **board of directors** to manage the enterprise. When money is needed for expansion, additional shares may be offered for sale to the general public. Stockholders may terminate their investment in the business by selling their stock to others. Although its individual stockholders may change, the corporation itself has perpetual (continuing) life.

### **Corporations Combine to Form Larger Units**

As corporations grew in size and wealth, a trend toward business **consolidation** (or combination) developed. Seeking higher profits, business leaders took steps to reduce or eliminate competition by arranging agreements with competitors to **merge** with one another to form a single (and larger) company. They also sought to acquire complete control, or a **monopoly**, of a particular industry by linking their companies with others to form

"supercorporations." In the late 1800's, the following new forms of business combination and practices emerged:

1. **Pool.** A pool was an informal agreement by competing companies to fix prices, share profits, or divide the market for their products. The first pooling arrangement was made in 1870 by rival railroads in the Midwest. It soon became a common practice among other competing railroads and then spread to other industries. Because pooling agreements were not legally binding and were frequently broken, the pool system was replaced by the trust.
2. **Trust.** A trust was a giant business combination consisting of a number of corporations engaged in the same field or in related fields. These corporations would in many cases merge with one another to form **monopolies** (when a single company dominates an entire industry) or **oligopolies** (when two or more companies dominate an entire industry). The stockholders in the individual companies assigned their stock to the trustees and received, in exchange, trust certificates entitling each stockholder to a proportionate share of the trust's profits. In 1882, 40 companies representing 90% of the country's oil refining business established the **Standard Oil Trust**. Within the next decade, trusts were also formed in many other industries including the steel business.
3. **Holding Company.** Starting in 1887, the courts began to rule that trust agreements were illegal, especially after the passage of the **Sherman Anti-Trust Act** of 1890. As a replacement, the holding company was developed. Such a company did not itself engage in the production and distribution of goods or services. Rather, it held a controlling stock interest in a number of related enterprises, called **subsidiaries**, and devoted itself to directing their operations. By 1900, there were 185 holding companies, representing one-third of all the capital invested in manufacturing activities in the country.
4. **Vertical Integration.** Vertical Integration is a type of business organization in which a single company owns and controls the entire process from the unearthing of the raw materials, to the manufacturing and sale of the finished product. The **Carnegie Steel Company** was the first vertically integrated company in U.S. history. Such companies combined coal and iron mines, transportation companies, blast furnaces, and rolling mills into integrated networks. A current example is the oil industry, in which a single firm commonly owns the oil wells, refines the oil, and sells gasoline at roadside stations.

5. **Horizontal Integration.** Horizontal Integration is a type of business organization in which a firm is being taken over by, or merged with, another firm which is in the same industry and in the same stage of production as the merged firm. Rockefeller's Standard Oil Company is a good example of a company that was both vertically and horizontally integrated.

### **Advantages of Big Business**

The term "**big business**" is used to refer to large corporations that control major industries. Big business is able to provide the consumer with new and improved products and services at reduced prices. It can do so because it has the financial resources to 1) build modern, efficient plants, 2) acquire up-to-date, specialized machinery, 3) purchase raw materials in large quantities, 4) conduct scientific research, 5) establish a nationwide or worldwide distribution network, and 6) increase sales through advertising.

### **Disadvantages of Big Business**

However, big business also has effects that are harmful to the economy and the consumer. It tends to 1) become monopolistic, 2) destroy competition, 3) drive out small businesses, 4) concentrate enormous wealth and power in the hands of a few, and 5) wield excessive power over government officials.

### **Mass Production**

To make possible the manufacturing of large quantities of goods at low prices, American industry devised the techniques of mass production.

1. **Standardization of Parts.** The parts that make up a finished product are all of a standard size, shape, weight, etc. Machines make each part separately, and the parts are then assembled into the finished the product. the idea of standardized, interchangeable parts was put forward by Eli Whitney as early as 1798 when he started manufacturing muskets.

2. **Assembly Line.** In this system, manufactured goods are assembled on a conveyor belt. As the belt moves along, each worker on the assembly line attached another part to the article being produced. When the product reaches the end of the line, it is complete and ready for use. The principle of the assembly line was popularized by Henry Ford in the production of the Model-T automobile.

3. **Labor-Saving Machinery.** Machines were perfected as a substitute for or as an aid to human labor. One machine operator could do a job that previously required the work of many workers.

4. **Division of Labor.** In the manufacturing process, each worker performed only one operation, making the process cheaper and more efficient, but also more repetitive. Previously, a skilled technician, working independently, produced the entire product.

## **New Industries Arise in the Late 19th Century**

### **Railroads**

After the Civil War, railroad construction and operation became the country's biggest business and remained such for the next 50 years. The rail network expanded until it connected all parts of the country. Short, independent lines were merged into large systems, thus making possible uninterrupted coast-to-coast passenger trips and freight shipments. In 1869, the nation completed work on its first **transcontinental railroad** -- a railroad that crossed the entire continent. In the years that followed, railroad tracks spread throughout the country. By 1890, more than 200,000 miles of rail lines zigzagged across the United States. The government promoted the settlement of the West by giving railroad companies land grants, loans, and subsidies (money) to build railroads to the West. Railroads made long-distance travel a possibility for many Americans. However, building and running the railroads was difficult and dangerous work. Those who did most of the work were Chinese and Irish immigrants. Accidents and diseases affected thousands of railroad builders each year. By 1888, more than 2,000 workers had died. Another 20,000 workers had been injured.

Railroads eventually linked the many different regions of the United States. Railroads made it easier for people to travel long distances. They also helped many industries grow. The iron, steel, coal, lumber, and glass industries all grew partly because the railroads needed their products. Railroads also increased trade among cities, towns, and settlements. This allowed many communities to grow and prosper. Railroads also led to the creation of new towns.

**George Pullman**, for example, built a large town to house the workers he needed. Pullman was famous for inventing lavish sleeping cars for trains. His workers eventually rebelled against him due to low wages and high rents.

The railroad industry offered people the chance to become rich. As a result, the industry attracted many corrupt individuals. In the late 19th century, railroads engaged in many abuses

that caused great hardship to Western farmers and to small shippers of freight. Among these practices were 1) charging excessive rates, 2) charging more for carrying freight over short distances, where there were no competing railroads, than for long hauls in competitive territory, 3) granting **rebates** (refunds) to large shippers, and 4) obtaining legislation favorable to their interests by political activity, bribery, and corruption. In response to these abuses, the Granger Movement took political action. They convinced some states to pass laws regulating railroad activity. By 1887, Congress passed the **Interstate Commerce Act**. The act gave the federal government even more power over the railroads by regulating their commercial practices and rates. The railroad companies, however, continued to resist all government intervention.

In 1869, **Cornelius Vanderbilt** became famous for consolidating a number of short railroad lines between New York City and Buffalo to the country's first great railroad system, the New York Central. It was later extended westward to the Great Lakes region and northeastward to Boston. Vanderbilt pioneered the use of steel rails, steel railroad bridges, and double tracks.

## **Steel**

William Kelly, a Kentucky blacksmith, discovered a new method of converting iron to steel (1851). Working independently, Henry Bessemer, an Englishman, developed a similar process (1856). In the **Bessemer Process**, cold air is forced through molten iron to remove its impurities. Then some carbon is added to create a tough and elastic steel. The first Bessemer converter was put into operation in the United States in 1864. This process made possible the production of huge quantities of steel at low cost. Steel soon became the basic material of the economy -- used for rails, trains, machinery, wire, pipe, bridges, frameworks for buildings, ships, automobiles, and innumerable consumer products. The steel industry was originally centered in Pittsburgh, Pennsylvania but later spread to Birmingham, Alabama and to the Great Lakes region (Buffalo, Cleveland, & Chicago).

**Andrew Carnegie**, called the "Steel King," dominated the iron and steel industry in the late 19th century. Operating in the Pittsburgh area, he organized a vast enterprise that produced one-fourth of the nation's steel. The **Carnegie Steel Company** owned not only the production facilities (blast furnaces and coke ovens) but also the sources of supply (coal fields, limestone deposits, and iron mines) and the means of transportation (railroads and ore ships) necessary for manufacturing and marketing steel. Andrew Carnegie also attempted to control the entire steel industry and became one of the wealthiest men in the world in the process. Through **vertical integration**, he bought companies that supplied his raw materials such as iron

and coals. He also used **horizontal integration** by buying out or merging with other steel companies to eliminate competition. In 1900, the Carnegie Steel Company produced more steel than the entire country of Great Britain. Carnegie eventually sold his company to J.P. Morgan for 500 million dollars, making Carnegie a multi-billionaire by today's standards. Morgan later created the United States Steel Corporation, which quickly became the first billion dollar company in the world. Furthermore, Carnegie's success helped popularize the theory of **Social Darwinism**. This theory, based on the ideas of biologist Charles Darwin, said that "natural selection" enabled the best-suited people to survive and succeed. Social Darwinism supported the ideas of competition, hard work, responsibility, and no government intervention in society. However, by 1889 Carnegie also supported "**the Gospel of Wealth**," which was the belief that wealthy people should give back and help improve society by using **philanthropy** (donating money) to build schools, libraries, and parks.



## Petroleum & Oil

Edwin L. Drake in 1859 drilled the world's first successful oil well in Pennsylvania. Oil prospectors rushed to the area, and other producing wells were soon drilled. Railroad tank cars and pipelines were built to transport the oil to refineries. Here, the thick black liquid was processed into 1) kerosene, which replaced whale oil and candles for home lighting, and 2) oil and grease, which proved superior to animal fat as lubricants for machinery. These were the

main uses of petroleum until the development of the gasoline engine, the rise of the automobile, airplane, and petrochemical industries, and the use of fuel oil for heating.

**John D. Rockefeller** entered the oil refining business in the 1860's and soon became one of the nation's industrial giants. His **Standard Oil Company** bought out competitors or drove them out of business. He secured a monopoly, gaining almost complete control of the refining, transportation, and distribution. He hated competition (he saw it as wasteful) and sought to completely eliminate his competitors. He was so successful, in fact, that at one point the Standard Oil Company dominated 90% of the oil business. His company, like Carnegie Steel, was both vertically and horizontally integrated. Many farmers and workers across the country turned against Rockefeller because of the way that he exploited and took advantage of them. The Standard Oil Company was such a huge monopoly that it even controlled many of the same railroad companies that were accused of exploiting farmers. Eventually, the Standard Oil Company, which became the nation's first trust, was dissolved by order of the courts and was broken up into a number of smaller, independent units as a result of President Teddy Roosevelt's strong enforcement of the **Sherman Anti-Trust Act** (1890).



Finally, some people viewed men like Carnegie and Rockefeller as "**robber barons.**" This was a negative depiction that portrayed these men as exploiters of working-class Americans who formed monopolies and trusts in order to become incredibly wealthy. Others viewed Carnegie and Rockefeller more positively, depicting them as "**captains of industry**" who promoted technology, progress, and development by moving the country forward. The truth is probably somewhere in the middle.



## **Finance**

**J. Pierpont Morgan** was the owner of the largest private banking and securities house in America. He reorganized many bankrupt railroads during the late 19th century. In 1901, Morgan and his associated purchased the Carnegie Steel Company and merged it with other steel producers to form the enormous monopoly known as the United States Steel Corporation. This was the nation's first billion-dollar company.

## **Meat-Packing**

**Philip D. Armour, Nelson Morris, and Gustavus Swift** were all important pioneers in the development of the meat-packing industry, which was located in Chicago and other Midwestern cities close to the cattle raising areas. Here, great numbers of pigs and cows were slaughtered and prepared for market. The waste parts of the animals were converted into by-products such as glue, soap, and fertilizer. Refrigerated railroad cars transported the meat to all parts of the country.

## **Tobacco**

**James Duke** and his brother Benjamin formed the **American Tobacco Company**. They absorbed their competitors by threatening to ruin them through price wars. The huge tobacco and cigarette trust that they built was ordered dissolved by the Supreme Court in 1911.

## **Chemicals**

The DuPont family started manufacturing gunpowder in Delaware in 1801. Later, the **DuPont Company** became one of the world's leading companies in the development and manufacturing of chemicals, dyes, plastics, and synthetic fibers.

## **New Merchandising Methods**

### **Retailing Techniques Change**

Before the rise of big business, people purchased their everyday supplies from either 1) a small shop, where a particular kind of product was both manufactured and sold, or 2) a general store, which sold groceries, utensils, tools, fabrics, and other goods. Foodstuffs were generally sold in bulk, rather than in packages. The needs of isolated farm families in the West were met by peddlers who drove through rural areas, their wagons stocked with wares. When

mass-produced products began to appear, merchants developed new types of stores and new methods of merchandising such as the following:

1.     **Specialty Shops.** To offer a better selection of goods, stores began to specialize in a single type of product, such as groceries or hardware. Storekeepers obtained merchandise from many different suppliers.
2.     **Chain Stores.** Enterprising merchants opened a chain of similar stores at different locations. Savings effected through large-scale purchasing and efficient management were passed on to consumers in the form of lower prices. The first grocery store chain, which later became known as the Great Atlantic and Pacific Tea Company (A & P), was founded in 1859. Frank W. Woolworth started his five-and-ten-cent variety store chain in 1879.
3.     **Department Stores.** In these stores, goods of every description were sold under one roof. Each product category, such as women's clothing or home appliances, was featured in a separate department. Pioneers in the development of department stores included Alexander T. Stewart in New York City (1862), Marshall Field in Chicago (1865), and John Wanamaker in Philadelphia (1876). These merchants developed successful enterprises by buying goods in large quantities, selling for cash, creating demand through advertisements and marketing, and offering quality merchandise at fair prices.
4.     **Selling By Mail.** Mail-order selling was pioneered by two companies: Montgomery Ward (1872) and Sear, Roebuck (1895). Illustrated catalogs listing a wide variety of merchandise at reasonable prices were mailed to rural dwellers. Prospective customers studied the catalogs, chose what they wanted, and sent back their orders by mail.
5.     **Advertising & Marketing.** Advertising in newspapers and magazines became an important means of bringing products and services to the attention of the public. In 1867, businesses spent about \$50 million on advertising, and by 1900, they spent more than \$500 million, and the figure was increasing rapidly. Advertisers were important in bringing producers and consumers together, thereby forging a national market.
6.     **Packaging.** Manufacturers packaged their products in compact, distinctive containers, thus eliminating the need to cut, measure, or weigh articles being sold. Packaging also helped create brand awareness.

## Top 10 Significant Industrial Revolution Inventors & Inventions

The Industrial Revolution that occurred in the 19th century was of great importance to the economic future of the United States. Three industrial developments led the way to the industrialization in America: (1) transportation was expanded; (2) electricity was effectively harnessed; and (3) improvements were made to industrial processes. Of all of the inventions on this list, the **steam engine** commercialized by James Watt was probably the most important.

The following is a list of key events and dates during the Second Industrial Revolution:

| Person   | Invention  | Date          |
|--|--|---------------|
| James Watt   | <a href="#">First reliable Steam Engine</a>                    | 1775          |
| Eli Whitney  | <a href="#">Cotton Gin</a> , Interchangeable parts for muskets | 1793,<br>1798 |
| <a href="#">Robert Fulton</a>                          | Regular Steamboat service on the Hudson River                  | 1807          |
| Samuel F. B. Morse                                     | <a href="#">Telegraph</a>                                      | 1836          |
| Elias Howe   | <a href="#">Sewing Machine</a>                                 | 1844          |
| Isaac Singer   | Improves and markets Howe's Sewing Machine                     | 1851          |
| Cyrus Field  | Transatlantic Cable  | 1866          |
| Alexander Graham Bell                                  | <a href="#">Telephone</a>                                      | 1876          |
| <a href="#">Thomas Edison</a> ("Wizard of Menlo Park") | Phonograph, Incandescent Light Bulb, motion picture machine    | 1877,<br>1879 |
| <a href="#">Nikola Tesla</a>                           | Induction Electric Motor                                       | 1888          |
| <a href="#">Rudolf Diesel</a>                          | Diesel Engine  | 1892          |
| Orville and Wilbur Wright                              | <a href="#">First Airplane</a>                                 | 1903          |
| <a href="#">Henry Ford</a>                             | Model T Ford, Assembly Line                                    | 1908,<br>1913 |

Other notable inventors and their contributions:

**Peter Cooper** built the first steam **locomotive** in U.S. history (1830). **Cyrus McCormick** mechanized the harvesting of wheat by developing the first **mechanical reaper** (1831). **Samuel Colt** developed the first successful repeating pistol (the **revolver**) in 1836. **Richard Gatling** perfected the rapid-fire, revolving **machine gun** (1862). **Charles Goodyear** developed the **vulcanization of rubber**, which made rubber more useful by preventing it from sticking and melting in hot weather (1839). **George Pullman** developed the first railroad sleeping car suitable for long-distance travel known as the **Pullman passenger car** (1859). **Elisha Otis** developed a practical passenger **elevator** in 1852. This device made possible the construction of tall building, or skyscrapers. **Lyman Blake** and **Gordon McKay** developed the **shoe-stitching machine** and began mass producing shoes in a factory (1858). **Lewis Waterman** perfected the fountain pen (1884). **Christopher Sholes** developed the first practical typewriter (1868). **Ottmar Mergenthaler** invented the **linotype machine** (1884), which greatly sped up the setting of type. **George Eastman** invented the simplified **Kodak Camera** (1888). **Arthur D. Little** developed **rayon** (a synthetic fabric) and artificial silk (1902). **Elias Howe** patented the first **sewing machine** and **Isaac Singer** developed the first commercially successful sewing machine. **James Jacob Ritty** invented the first mechanical **cash register** (1879). **William Seward Burroughs** developed the first practical **adding and listing machine** in 1892. As a matter of fact, so many inventions were developed during this time period that the U.S. government issued thousands of **patents** (a document that certifies that an invention has been registered with the government to protect the rights of the inventor) to American investors.



African Americans and women also made a number of important contributions to the second Industrial Revolution. **Elijah McCoy**, an African-American inventor, invented an **oil-dripping cup** for trains (1872). Other inventors tried to copy McCoy's

oil-dripping cup. But none of the other cups worked as well as his, so customers started asking for "the real McCoy." That's where the famous expression comes from. **Madam C. J. Walker**, and African-American woman, invented a **hair-growing lotion** for black woman to use in order to relax their hair. Walker grew up poor. But she became the first female African- American millionaire. By 1916, she employed 20,000 African-American women across the country. **Sarah E. Goode** was the first African-American woman to receive a patent for her invention of the **cabinet bed** in 1885. Inventor **Mary Anderson** received a patent for her car-window cleaning device in 1903. She invented **window wipers**.

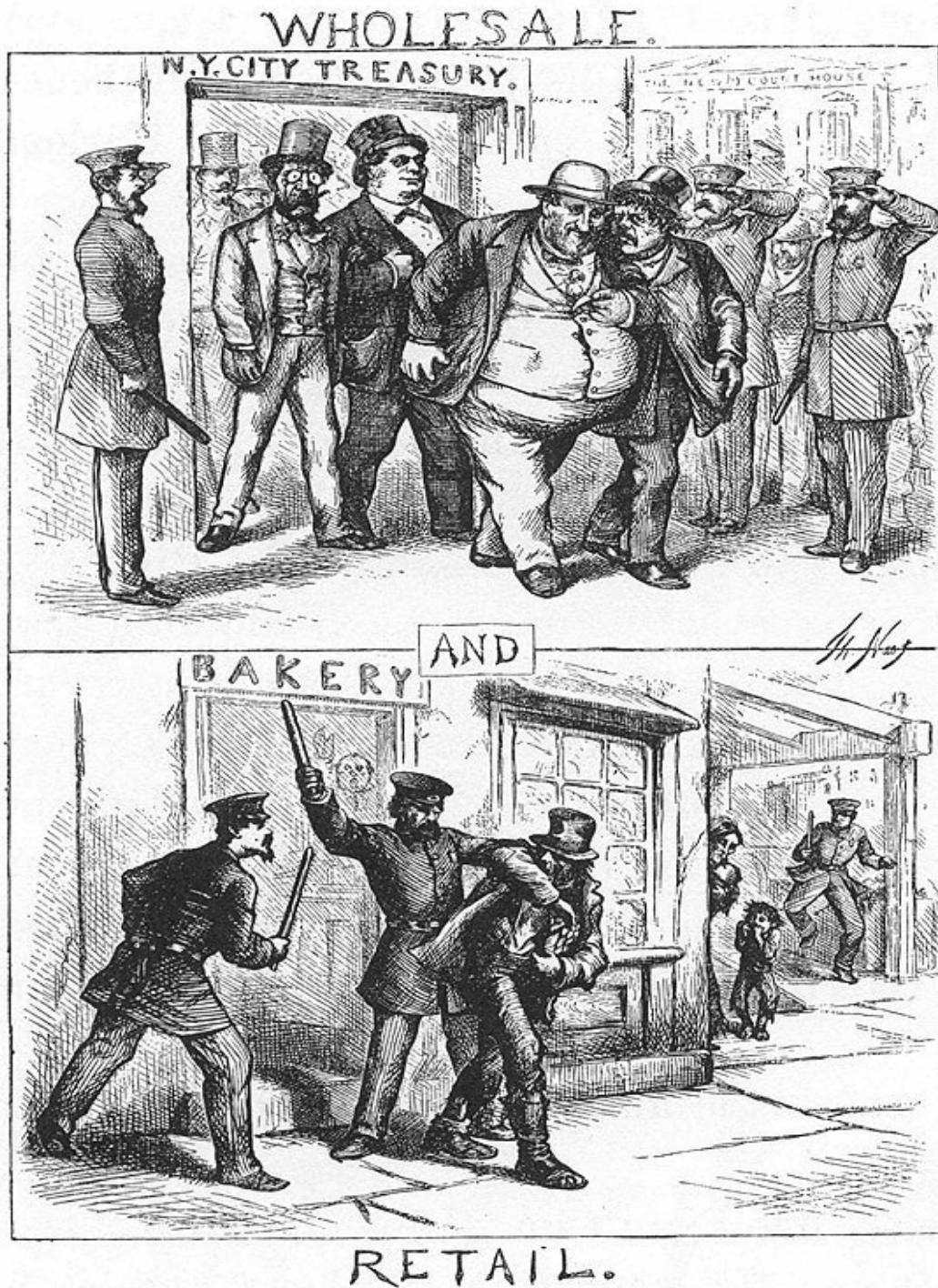
### **Consequences of Big Business**

#### **The Emergence of Political Machines**

The late 1800's was the era of the "**Gilded Age**" in American politics. The term came from a novel written by Mark Twain in 1873 by the same name. The term Gilded Age became synonymous with an era of great wealth and prosperity but also of political and business corruption. During the late 1800's, many cities were run by a political machine. This was an organized group, headed by a city boss, that controlled the activities of a political party in a city. The machines offered services to voters and businesses in exchange for political or financial support. The bosses controlled city government, as well as jobs in the police, fire, and sanitation departments. Bosses also controlled city agencies that granted licenses to businesses, and funded construction projects. Political machines provided city dwellers with vital services. But as they gained power, many bosses became corrupt. They became rich through **graft**, or the illegal use of political influence for personal gain. To win elections, some bosses filled the list of eligible voters with names of dogs, children, and people who had died. They then used those names to cast votes for themselves. Another illegal practice was the **kickback**. Workers on city construction projects would charge a higher price for their service and then "kick back" part of the fee to the bosses, who were also taking bribes from businesses in return for allowing illegal or unsafe activities. Men like Rockefeller often manipulated this system to increase the power of their own trusts and monopolies.

One of the most powerful political bosses was William Tweed, known as **Boss Tweed**. He became the Head of Tammany Hall, New York City's most powerful Democratic political machine. The Tweed Ring was a group of corrupt politicians led by Boss Tweed. Thomas

Nast, a political cartoonist, made fun of Tweed in newspapers. Eventually, the public grew outraged by Tweed's corrupt practices. Authorities broke up the Tweed Ring in 1871. Tweed and many of his followers were sentenced to prison.



## Labor Opposition to Trusts & Monopolies

Workers responded to the exploitation of monopolies and trusts by forming labor unions. Many workers were forced to work long hours under dangerous conditions for low wages. Women, children, and workers in sweatshops worked under especially harsh conditions. The **National Labor Union** was an early labor union that persuaded Congress to legalize an eight-hour day for workers in 1868. Another labor union, the **Knights of Labor**, worked hard to unite all workers regardless of skill, creed, gender, or race in 1879. They were very successful until they were derailed by labor riots and by disputes between skilled and unskilled workers. Another successful labor union, the **American Federation of Labor (AFL)**, organized only skilled, white, male laborers under the leadership of **Samuel Gompers**. Formed in 1886, the AFL became the largest and most successful labor union in U.S. history by using **strikes** and **boycotts** to get better wages, shorter hours, and safer working conditions for their workers. The AFL originally started out as a union of skilled, white, male craft workers.

Labor unions used **strikes** (workers who refused to work until conditions improved) and **boycotts** (people refusing to buy products from companies that exploited workers) to improve conditions. In the late 1800's and early 1900's, however, labor's efforts to organize and better its conditions met with violent opposition from big business. Corporations refused to recognize unions, fired employees who tried to organize workers, and hired strikebreakers to replace workers who went out on strike. The bitter labor disputes that took place during this period caused much bloodshed and destruction of property on both sides. In 1877, workers for the Baltimore and Ohio railroad went out on strike. The strike was broken up when the railroad president persuaded President Hayes to bring in federal troops to end the **Great Railroad Strike**, one of the bloodiest and most destructive strikes in U.S. history. Later, striking workers turned violent. The **Haymarket Square Riot** took place in 1886. A bomb exploded in Chicago's Haymarket Square in support of striking workers. Several people were killed, including police officers. Labor leaders were charged with inciting a riot and four were hanged, although no one knows who actually set off the bomb. In 1892, steel workers and guards fought a battle at a factory in Homestead, Pennsylvania that left people dead on both sides. Two years later, a strike against the Pullman Car Company led by **Eugene Debs** and his American Railway Union turned violent when federal troops were called out to break the strike. Over time, company owners were also able to use **injunctions** (a court order) to legally force striking workers to return to work.

## Government Action to Bring Monopolies Under Control

To curb the power of trusts, to eliminate abuses in business, and to protect the interests of the public, Congress enacted legislation and set up regulatory agencies as follows:

1. The **Sherman Anti-Trust Act** (1890) declared illegal any business combination (or consolidation) that sought to restrain trade or commerce. Because its wording was vague, the act was difficult to enforce against monopolies and trusts. The law was actually first used by big business to limit the power of labor unions since labor unions were perceived as disrupting business and trade. The Sherman Anti-Trust Act did not effectively halt the growth of trusts until after the presidency of Teddy Roosevelt.
2. The **Clayton Antitrust Act** (1914) strengthened the power of the government in dealing with monopolies. It forbade agreements between companies to fix or control prices for the purpose of lessening competition. It also prohibited individuals from serving as directors of competing corporations.
3. The **Federal Trade Commission** (1914) was created to report on the activities of corporations subject to the anti-trust laws. The FTC was empowered to issue orders prohibiting unfair business practices.

## Urbanization

Industrialization also contributed to the rise of urbanization in U.S. history from 1865-1920. With the spread of industrialization, more and more people moved from **rural** (farm) areas to **urban** areas (cities and towns) where factories offered work. Urban areas also expanded because of the increasing number of immigrants who came to America after 1880 and settled mainly in the larger cities of New York, Boston, Philadelphia, and Chicago. The number of urban centers with a population of 8,000 or more increased from 141 in 1860 to about 3,000 today. Cities with a population exceeding 100,000 rose from 19 in 1880 to 192 in 1990. Furthermore, by 1900, there were six American cities with populations of over 1 million people (most of them populated by new immigrants from southern and eastern Europe), including New York, Chicago, and Philadelphia.

The most serious problems to arise from the growth of large cities were **overcrowding**, diseases, and the spread of slums. Slums were city areas where thousands of poor American and immigrant families lived in overcrowded and poorly constructed apartment buildings known



as **tenements**. These tenements frequently lacked fresh air, sunlight, and proper sanitation facilities. They afforded their tenants little privacy. They were subject to fires and other hazards. Children had no place to play except on littered streets, teeming with people and vehicles. Many of the tenants were too poor to feed or clothe their families properly or to obtain adequate medical care. Slum conditions led to the spread of disease and encouraged drunkenness, drug addiction, and crime.

### **Origins of Progressivism**

One final consequence of industrialization in the late 19th century was that it gave rise to the **Progressive Movement** from 1890-1920. Progressivism was a movement to improve American life by expanding democracy and achieving economic and social justice for all Americans. Progressives worked very hard to improve some of the terrible conditions caused by industrialization and urbanization. They were generally middle-class, urban reformers who were optimistic and forward-looking. They generally did not seek to restore the rural America of the past, but rather accepted industrialization and urbanization as the future of the country. Progressives hailed the benefits of the machine age but sought to correct and reform its evils. Shocked by the sorry state of everyday politics, progressives sought to wipe out graft, political machines, corruption, and business domination of government. They also sought to set up political procedures to assure the people closer control over the government. Appalled by the poverty afflicting many Americans, Progressive reformers also sought to eliminate practices hurting farmers, workers, city people, and consumers. Finally, they sought to expand government regulation over the economy so as to further protect the public interest. This marked an important transition in the **role of government** in U.S. history from *laissez-faire* to more government intervention.

Attachment B "The Rich Growing Richer, the Poor Growing Poorer"



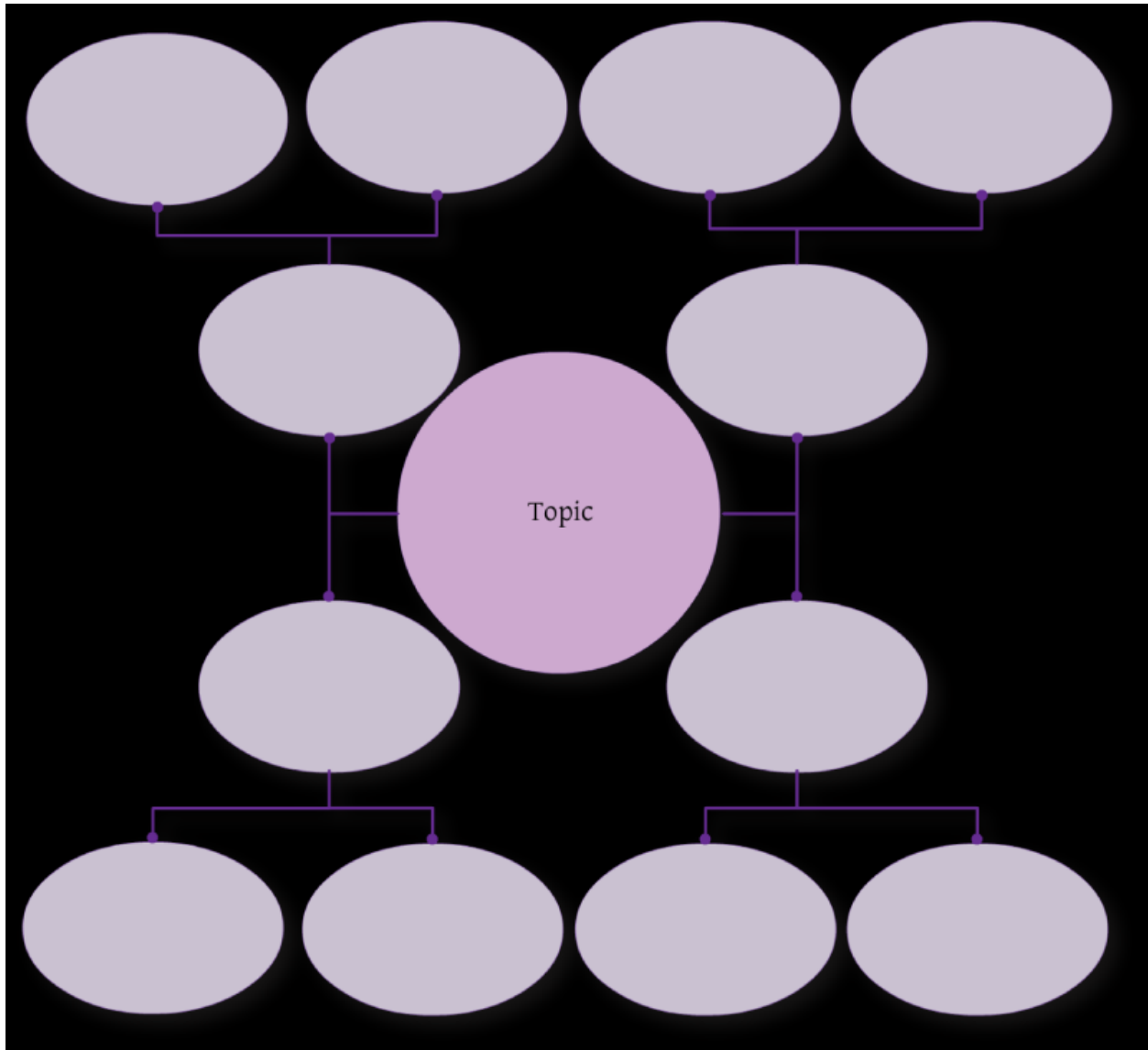
Source: Created by Thomas Nast. From *Harper's Weekly*, 1871.

See Attachment C: PDF- Cartoon Analysis Worksheet Below

**Instructions for Completing the Graphic Organizer Titled "Web Diagram on the Effects/Consequences of the Second Industrial Revolution ("SIR")"**

Working independently or in small groups, have students complete a graphic organizer (Attachment E) in the form of a web diagram. The purpose of this diagram is to determine all of the major effects and consequences of the Second Industrial Revolution ("SIR"). Students should label the center circle "Rapid Growth of Railroads." In the four smaller circles surrounding the center "topic" circle, students should identify **four main effects/consequences** of the growth of railroads. In the remaining surrounding circles, students should identify secondary consequences of the growth of railroads with explanations.

**Web Diagram on the Effects/Consequences of the  
Second Industrial Revolution**



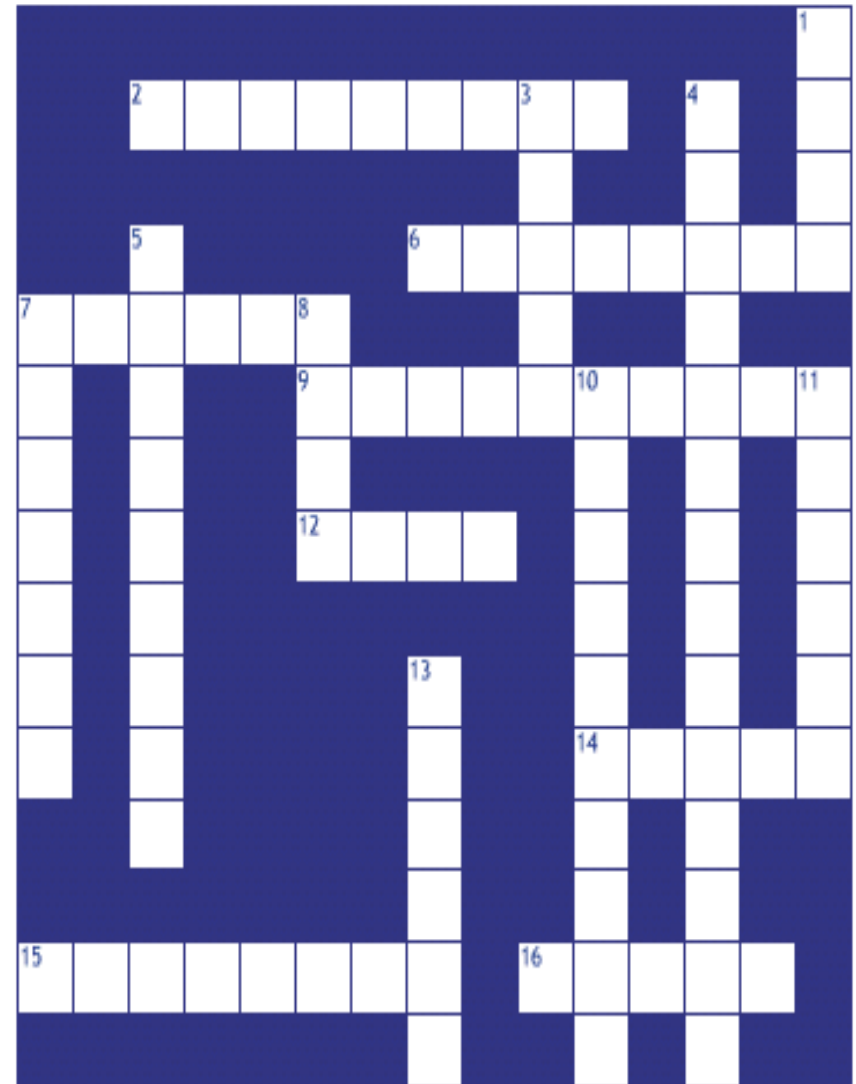
### Across

2. The case of Munn v. Illinois gave states the right to regulate \_\_\_\_\_
6. Farmers that fought railroad abuses
7. Invented typewriter
9. Type of bargaining used in negotiations between labor and management
12. Invented telephone
14. Labor organization formed to protect wages and improve working conditions
15. Owned most of the steel industry
16. Prominent organizer in women's labor movement

### Down

1. Labor leader that organized the first industrial union
3. Used steam engine to drill for oil
4. Construction company of scheming stockholders
5. Economic system in which government controls the factors of production for the public good
7. Act prohibiting interference with free trade
8. Replacement worker during strike
10. an organization that brings together skilled workers in a specific industry (two words)
11. Improved light bulb
13. Fault-finding name for tycoon: \_\_\_\_\_ baron

*The Americans* © McDougal Littell Inc.



**Solution to the Crossword Puzzle Titled "A New Industrial Age"**

**Across**

- 2. railroads
- 6. Grangers
- 7. Sholes
- 9. collective
- 12. Bell
- 14. union
- 15. Carnegie
- 16. Jones

**Down**

- 1. Debs
- 3. Drake
- 4. Credit Mobilier
- 5. socialism
- 7. Sherman
- 8. scab
- 10. craft union
- 11. Edison
- 13. robber

**Essay Prompts for Lesson on the Social, Political, & Economic Causes, Course, & Consequences of the Second Industrial Revolution that Began in the Late 19th Century**

**Causes**

1. What natural resources were most important for industrialization?
2. What were the major causes of industrialization after the Civil War?

**Course**

3. How did the growth of the railroad industry affect the development of other industries?
4. Why were farmers upset with the railroad companies?

**Consequences**

6. Why did the Great Railroad Strike of 1877 and the Haymarket Square Riot (1886) cause the public to resent the labor movement?
7. How successful was the Sherman Anti-Trust Act (1890) in accomplishing its goals?



**The Causes, Course, & Consequences of the Second Industrial Revolution in the Post-Civil War Period -- Post Quiz**

**Low-Complexity Items:**

1. Which policy toward business was generally followed by the federal government before 1890?
  - a. strict regulation
  - b. government ownership
  - c. *laissez-faire*
  - d. heavy taxation
  
2. What was the first industry to be regulated by the United States government?
  - a. oil
  - b. meat-packing
  - c. steel
  - d. railroads
  
3. During the period 1865-1900, which of the following was a characteristic of disputes between labor (workers) and management (business owners)?
  - a. the willingness of both sides to use negotiations to resolve disputes
  - b. the use of violence by both sides to resolve wage disputes
  - c. the support by the government of striking workers in cities
  - d. the willingness of the government to step in and resolve disputes fairly

4. Early in its history, what was one of the goals of the American Federation of Labor (AFL)?
  - a. to unite skilled and unskilled workers into one union
  - b. to establish industrial unions that accepted all workers
  - c. to campaign for the election of its member to political office
  - d. to form craft unions composed only of skilled workers
  
5. What is the term for an action against a company that uses or sells products from a company where the workers have gone on strike?
  - a. lockout
  - b. injunction
  - c. patent
  - d. boycott
  
6. What is the term used to describe a company that controls every aspect of the production and distribution of its products?
  - a. vertical integration
  - b. horizontal integration
  - c. political machines
  - d. investment banking
  
7. Which of the following inventions had the greatest influence on American industrial development during the 19th century?
  - a. the steam engine
  - b. the cotton gin
  - c. the cash register
  - d. the sewing machine

8. The beginning of the "Age of Big Business" in the United States is associated with the end of which of the following events
- a. The War of 1812
  - b. The Mexican-American War
  - c. The Civil War
  - d. The First World War
9. In the years 1887-1890, Congress passed major legislation to eliminate abuses in which of the following areas?
- a. political corruption
  - b. business practices
  - c. civil rights
  - d. working conditions

**Moderate-Complexity Items:**

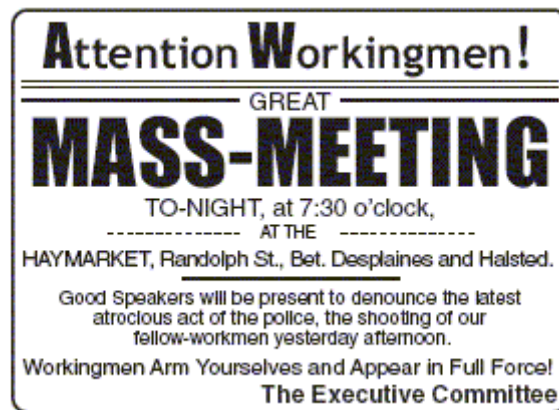
10. What was the primary **purpose** of the Interstate Commerce Act (1887)?
- a. to grant land to the railroads
  - b. to establish government ownership of the railroads
  - c. to regulate the rates charged by railroads
  - d. to supervise interstate truck and bus lines
11. What was the most important **purpose** of the Sherman Anti-Trust Act (1890)?
- a. to encourage competition in business
  - b. to improve relations between big business and the government
  - c. to improve working conditions in factories
  - d. to prevent business from becoming more powerful than labor

12. Which of the following was an important **effect** of the Sherman Anti-Trust Act (1890)?
- a. It immediately restored fair competition in business practices.
  - b. It eventually made labor unions more powerful than monopolies.
  - c. It was immediately overturned by the U.S. Supreme Court.
  - d. It eventually caused a change in the forms of business consolidation.
13. What was an important reason for the decline of the Knights of Labor?
- a. the formation of the Socialist Party of America
  - b. the high cost of membership in their labor union
  - c. the conflict between skilled and unskilled workers
  - d. the passage of anti-labor laws by the government
14. In 1900, among which of the following groups were labor unions the strongest?
- a. city printers
  - b. farm workers
  - c. office workers
  - d. automobile workers
15. Which **generalization** concerning labor unions in the United States during the period 1890-1910 is true?
- a. Newspapers were supportive of labor unions.
  - b. Court decisions were mostly supportive of labor unions.
  - c. Anti-trust laws were used to limit the power of labor unions.
  - d. Strikes were generally successful tactics by labor unions.

16. Which of the following is the most important reason for the formation of trusts after 1865?
- a. to escape federal regulation
  - b. to eliminate competition
  - c. to reduce prices for consumers
  - d. to outlaw the use strikes

**High-Complexity Items:**

Use the following primary sources and your knowledge of U.S. history to answer questions 17-23.



17. What was the main purpose of the poster presented above?
- a. to oppose immigrants who took jobs from American workers
  - b. to support the formation of a new Socialist party
  - c. to organize a protest against acts of police brutality against workers
  - d. to show support for police actions against radical labor leaders

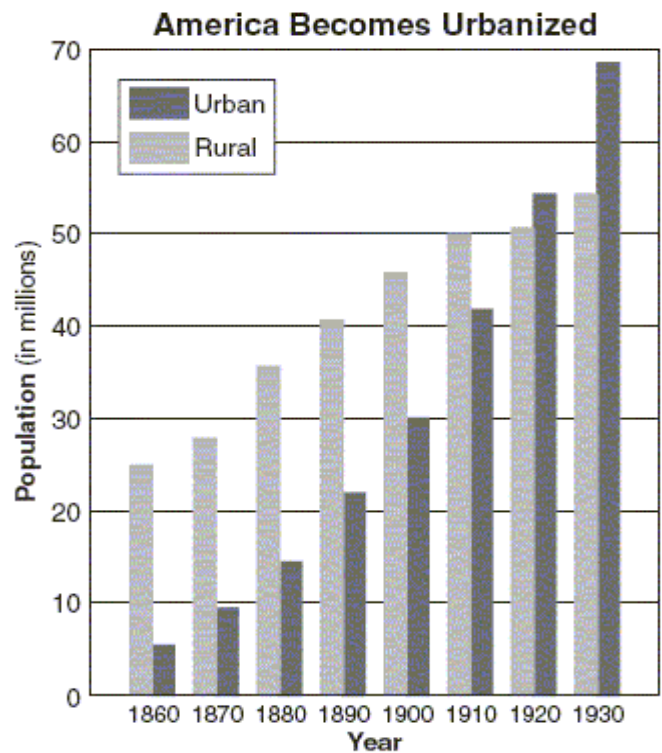
18. The poster above refers to which of the following historical events?
- a. the strike against the country's railroad companies in 1877
  - b. the strike by Debs against the Pullman Car Company in 1894
  - c. the strike in Chicago where both cops and protesters were killed in 1886
  - d. the strike in a steel factory in Homestead, Pennsylvania in 1892



Source: *A Political Cartoon History of the United States*, Scott Foresman (adapted)

19. Which of the following 19th-century business practice is illustrated by the cartoon above?
- a. farm cooperatives
  - b. business monopolies
  - c. vertical integration
  - d. mass production

20. The behavior by J.P. Morgan depicted in the political cartoon above would have been the target of what piece of congressional legislation?
- a. the Interstate Commerce Act of 1887
  - b. the Homestead Act of 1862
  - c. the Sherman Anti-Trust Act of 1890
  - d. the National Banking Act of 1863



Source: U. S. Census (adapted)

21. According to the graph above, in what year did the number of Americans living in urban areas (cities) first exceed the number of Americans living in rural areas (farms)?
- a. 1860
  - b. 1880
  - c. 1910
  - d. 1920

22. According to the graph above, by approximately how many people did the rural population in America exceed the urban population in 1890?
- a. 18 million people
  - b. 25 million people
  - c. 15 million people
  - d. 30 million people
23. What was a major cause of the trend shown in the graph above?
- a. the availability of cheap land
  - b. the industrialization of the Northeast and Midwest
  - c. the end of government restrictions over immigration
  - d. the anti-trust policies of the U.S. government



**Answers to the Post Quiz on the Causes, Course, & Consequences of the Second Industrial Revolution in the Post-Civil War Period**

1. C
2. D
3. B
4. D
5. D
6. A
7. A
8. C
9. B
10. C
11. A
12. D
13. C
14. A
15. C
16. B
17. C
18. C
19. B
20. C
21. D
22. A
23. B

**U.S. History- Senior High School**

**Lesson Plan Quiz Blueprint**

**Lesson # 3**

**NGSSS-SS Main Benchmark: SS.912.A.3.2**

**Title of Lesson: The Causes, Course, & Consequences of the Second Industrial Revolution in the Post-Civil War Period**

**Grade Level: 11th Grade**

**Pacing Guide Connection: 11th Grade U.S. History 1st Nine Weeks Topic 3: Industrialization**

| <b>Question #</b> | <b>Benchmark<br/>Grade Level</b>   | <b>Answer</b> | <b>Complexity<br/>Level</b> |
|-------------------|--|---------------|-----------------------------|
| 1                 | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | C             | Low                         |
| 2                 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | D             | Low                         |
| 3                 | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | B             | Low                         |

|    |  |   |          |
|----|--|---|----------|
| 4  | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | D | Low      |
| 5  | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | D | Low      |
| 6  | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy                 | A | Low      |
| 7  | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy                 | A | Low      |
| 8  | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | C | Low      |
| 9  | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | B | Low      |
| 10 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | C | Moderate |
| 11 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | A | Moderate |

|    |  |   |          |
|----|--|---|----------|
| 12 | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | D | Moderate |
| 13 | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | C | Moderate |
| 14 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | A | Moderate |
| 15 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | C | Moderate |
| 16 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | B | Moderate |
| 17 | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | C | High DBQ |
| 18 | SS.912.A.3.2 Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. | C | High DBQ |
| 19 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | B | High DBQ |
| 20 | SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.                | C | High DBQ |

|    |  |   |          |
|----|--|---|----------|
|    |  |   |          |
| 21 | SS.912.A.3.6 Analyze changes that occurred as the United States shifted from an agrarian to an industrial society. | D | High DBQ |
| 22 | SS.912.A.3.6 Analyze changes that occurred as the United States shifted from an agrarian to an industrial society. | A | High DBQ |
| 23 | SS.912.A.3.6 Analyze changes that occurred as the United States shifted from an agrarian to an industrial society. | B | High DBQ |