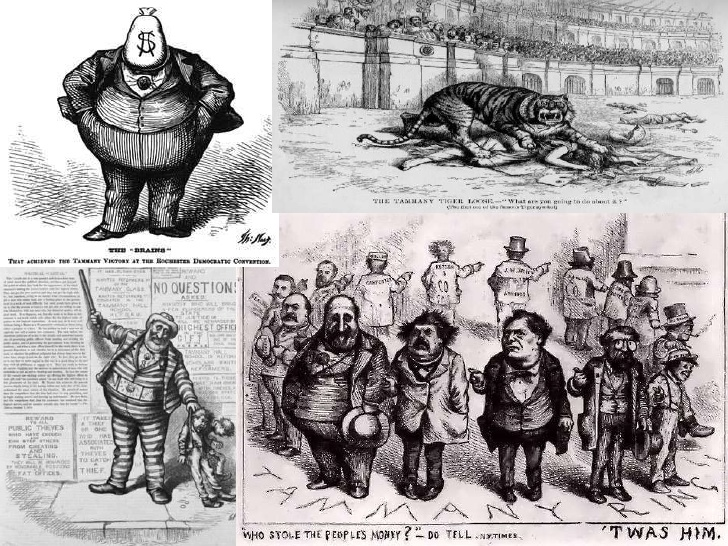
AP US History

January 6 – 10-2019



* Welcome back from the nice winter break. This semester is in some ways shorter for us because the AP Exams will come the second week of May. And, unfortunately, we will have many interruptions because of the useless end-course tests. There will be a bit more review activities this semester but generally our days will be much like the first semester.
* The 1st semester grades are now closed and I don’t want to hear anyone ask for extra credit to raise a semester average that might be “one point away.” You will recall that you have already had points added on to your exam and quarter grades not to mention several take home assignments.
* Your AP fees are due in February.

**MONDAY and TUESDAY**

* Examine the key socio-economic and political issues of the Gilded Age 1877 – 1900 (POL-1,2,3) (WXT-3)(MIG2)(NAT-4)(GEO-1)(CUL-2)(WOR-1)
* History Period 6 -7 Key Concept 6.1 – 6.6)

Materials Strategy/Format

PPT and notes Lecture-discussion

**Student Skill Types**

Chronological Reasoning (1, 2)

Comp/Context (5)

Historical evidence (6,7) Homework

Interpretation/Synthesis (8, 9) Homework

Introduction

* As you can see from the dates on the objective, this time period commences with the end of Reconstruction and goes into the 20th century (Given the Grant era scandals, it actually overlaps the period. Unlike some of the poorly named events of U.S. History that we have seen, the Gilded Age is very appropriate. Mark Twain coined the phrase to describe the illusion of prosperity during this period. He saw the great wealth of the period and contrasted it with the growing gulf between the rich and the poor. He stressed the “gilded” meaning covered in gold as an illusion of true prosperity or, pure gold.
* As far as textbook materials go, we will be jumping to chapter 17 (Chapter 16 on the History of the West will be handled separately and independently starting this coming weekend). In fact, the Gilded Age is found in multiple chapter in the Henretta text so we will be doing some jumping around.
* Today our mission is to have an overview of the key issues and characteristics of the period which we examine in more depth in the coming days. So, here we go:

**Politics**

* Following the end of the Reconstruction Period, the Democratic Party will return to full strength. The traditional democratic base of the South will become known as the “Solid South” and the brief period of Reconstruction Republican governments and their base of support eroded quickly. The KKK and other groups worked with white Democrats to effectively (and illegally) oppressed black male voters and office holders with poll taxes, literacy tests, grandfather clauses, and of course intimidation. In the North, major urban areas polled more Democratic votes among the lower classes. One of the key features in urban politics were bosses and political machines.
* Party Machines such as New York’s William Marcy Tweed’s Tammany Hall controlled urban politics through a combination of patronage and graft (bribes) to maintain control of the city for the Democrats. It was difficult to root out corruption because so many people were “on the take.” Plus, the machines did do good deeds for the poor in exchange for political support. Not to be outdone, the Republicans often had powerful state level political machines. So, you could easy have a scenario where the Republicans and Democrats were evenly split in high value electoral states like New York.
* Voter turnout in Presidential Elections was the highest in U.S. History. However, often times the elections were very close. The 1880 election for example showed the divisions in popular vote count with there being only a 10th of a percent separating Garfield (Rep) from Hancock (Dem). Some of the political issues of the era also point to he reasons for the voter turnout that was very often 90% or more. The Republicans dominated the White House. Grover Cleveland was the only Democrat of the era and he is the only to win non-successive terms (1884 and 1892). The electoral map also resembles today with several key battleground states determining victory (NY, OH, MA, CA, MI, and PA.)
* Because of the divisiveness of the period, a wave of Third Parties also proliferated. The most important of these will be the Populist Party that split from both Democrats and Republicans in several areas. There were issue based parties like the Greenback Party and the Prohibition Party. Finally, in an era when many feared a spread of radical politics in America the Socialist Party (SPA) also saw major growth.
* A carry over issue from the Reconstruction Period was Patronage. It had become so bad that the Federal government found itself in need of millions of dollars in revenue simply to pay for spoils system. Rewarding and maintaining political support was costly and many knew that reform was needed. IN fact, this issue seriously split the Republican Party between reformers (Half-Breeds), conservatives (Stalwarts) and finally a group nicknamed “Mugwumps” who bolted the party and voted for Cleveland the Democrat in 1884). In 1881 President Garfield was assassinated by Charles Guiteau, a deranged office seeker. This led to President Arthur signing the Pendleton Civil Service Act making about 10% of Federal positions based upon civil service testing and merit that was governed by a Civil Service Commission. It was a highly imperfect reforms but at least a step in the right direction.
* Directly linked to the issue of patronage was the pension issue. This related to government pensions give to Union war veterans (there was nothing at the Federal level for CSA veterans obviously). A lobbying group called the Grand Army of the Republic (GAR) funneled millions into the pension fund. It became corrupt because many of the pensioners were supporters of the Republican Party and thus, it became a way to buy votes. Benjamin Harrison (grandson of Wm Henry Harrison) will be President when the Republican policies create the first so-called “Billion Dollar Congress.”
* Again, linking the two issues above was the need of federal revenue in the form of higher tariffs, an issue supported by the conservatives in the Republican Party. The reasons are exactly the same as envisioned by Alexander Hamilton and Henry Clay after him. The prosperity of American business was linked to it was as well as the need for revenue to fund the government. Democrats and Populists hated it for the same reasons as before. Toward the end of the century the tariff issue was also creating fissures in the Republican Party as “progressives” were starting to link with Democratic concerns. The McKinley Tariff, the highest of all time might have made Donald Trump smile. An actual Progressive Party will split from the Republicans in the 1912 election but will rejoin during the 1920s.
* In the realm of foreign affairs, we see just the beginnings of a call for an American Empire to compete with Europe and Japan. This is really the subject of another unit but it was during this era that the U.S. purchased Alaska from the Russians ($7.2 dollars Seward’s Folly), annexed Hawaii, gained an interest in control of Samoa, and just at the end of the era became involved in the Spanish-American War (which included fighting a brutal guerilla war in the Philippines and establishing control of Guantanamo Bay Cuba).

**Economic Issues**

* A key economic issue that really united all of the political issues was the “Money Question.” You encountered some of this in your research on the American West. The call for a bimetallic currency was supported predominately by the Democrats, Populists, and a few Republicans. Meanwhile the gold standard was espoused by most Republicans. The arguments revolved around the fact that the U.S. economy was booming and some feared that the available currency could never expand if tied exclusively to gold. So, Hayes a Republican, signed the Bland-Allison Act that briefly allowed for bimetallism. Some took this position a step further calling for greenbacks, paper money not backed by specie. This was the most radical position and interestingly since the 1970s it is how our current cash can be defined. However, the Sherman Silver Purchase Act basically limited the silver infusion. This infuriated Democrats and Populists. It also created a sense of class warfare between the wealthy gold supporters and the lower classes. The 1896 Presidential Election will become a referendum on the Money Question with a Republican Victory ensuring the Gold Standard unabated until 1933 during the darkest days of the Great Depression when FDR took the nation off until it was returned during the post WWII period.
* The expansion of the west and gold and silver strikes in the Black Hills of South Dakota and the Comstock Lode in Colorado-Nevada served to further enrich the economy and develop the Far west. By the 1890s the Klondike Gold Rush in Alaska also occurred.
* Along with the Gilded Age developed the very first idea of so-called “Big Business.” The development of new technologies (telephone, oil, steel, and most importantly the railroads) will spawn the idea of super-rich “captains of industry” and “robber barons.” Names now synonymous with great wealth became more important and powerful than any President (Carnegie, Rockefeller, Morgan, Vanderbilt to name just a few). It is during this era that the Republican Party becomes known as the party of the wealthy since most of its policies favored the wealthy (one could also say that the 1896 election became a mandate on the way of life of the super- rich).
* Of course, as you well know by now, the boom also creates a bust about every 20 years in the 19th century. In 1873 and then again in 1893 Panics will collapse the economy. In both cases, banks over-extended credit and brought down the economy. However, both were also caused by collapses in stocks, a relatively new feature in the American economy. This will also intensify the political debate over the money question, tariffs, and social issues such as immigration.

**Socio-cultural Changes**

* It should surprise no one that the period also featured immigration. During this period, we see something that historians called the “New Immigration” which featured a massive wave of Chinese immigration, new immigration from southern (Italians and Greeks) and eastern Europe (Polish, Russians etc), and perhaps the first notion of controlling Hispanic immigration. As before, immigration will impact politics with Republicans generally favoring less restrictions on immigration as it provided cheap labor. However, as the period wears on calls for quotas and outright restriction also grow. In the west anti-Chinese nativism led to the first Exclusion Laws and in the Midwest and East fears over political radicalism led to a “red scare” for the first time.
* One of the most important features of the Gilded Age was the development of the labor union movement. While the rich got richer the idea of artisans handcrafting good gave way even more to the factor system. This led to falling wages (a process known as proletarianization) a down trodden working class. Workers labored 70- 80-hour weeks for pay so little that often times, entire families were forced to work. The dangerous conditions and long hours coupled with the cut-throat competition among the wealthy owners led to desperation among the working class “blue collar workers.” Unions began to form and very violent strikes became the norm. The idea of the “Red Scare” linked anti-Union and immigration restrictions. Meanwhile, the labor unions called for the “8-hour workday, better wages, and better working conditions.
* All was not negative as the Gilded Age also the explosive growth of the Middle Class. Education advancements, higher pay for professional occupations, and by the end of the century shorter working hours created a whole new middle-class culture in America. For men, the expectation was to create a career before marriage to establish oneself. For women, this was the cult of domesticity, the woman’s place was in the home. However, as we near the end of the century (the Progressive Era) we will see a rise in feminism attempting to rebel against the “cult.” We will discuss more of the cultural traits of the Middle Class because the topic really transcended the late 19th into the 20th century.
* In race relations it is as though we have gone back in time. For the most part Jim Crow laws grew all over the nation as social segregation became the norm in most places. For Natives, Asians, and Hispanics there was a concerted effort to “Americanize” them. This topic like the issue of woman’s rights will be the topic of another unit on the Progressive Era.

**Homework for TUESDAY Night**

Look over the Political/economic traits of the Gilded Age for timed bell work tomorrow

**WEDNESDAY (Bring your Textbook)**

* Bell work from class and web-notes Monday and Tuesday
* Analyze the development of big business and corporate America during the Gilded Age in order to answer guided question packet (POL-2) (MIG-2) (GEO-1) (CUL-2) (WXT-1,2,3)

Materials Strategy/Format

Guided Reading Questions Close-text Reading R.CCR.1

**Student Skill Types**

Chronological Reasoning (1, 2)

Comp/Context (5)

Historical evidence (7)

Instructions

* Today, using the text and associate sources we will look at the expansion of big business during the Gilded Age. You will be answering a series of guided questions. Be aware, these are quite lengthy and this is not a team-partner assignment. You will need to get started quickly and work expeditiously. There is a possibility that some will not finish in class but I must stress that, in the second semester, you must work on your speed to complete the work. There is a possibility that you will not finish in class.

Homework

Complete the in-class assignment (35%) grade if needed.

**THURSDAY and FRIDAY**

* Examine the origins of the organized labor movement (WXT-1,2) (CUL-4)
* Discuss some of the causes and effects of major strikes

Materials Strategy/Format

Ppt Lecture-discussion SL.CCR.1 and

L.CCR.2-3

**Student Skill Types**

Chronological Reasoning (1, 2)

Comp/Context (5)

Historical evidence (6,7) Homework

Interpretation/Synthesis (8, 9) Homework

**Introduction**

* One of the most important events of the Gilded Age was the formation of major labor unions. The industrial system that formed had reduced the quality of life for the working class to such a degree that sometimes-violent strikes became the only alternative to a system that was highly oppressive and in some ways like the sharecropping system whereby one made so little wages that escape from the cycle of poverty was very difficult.
* There had always been a rather negative view of labor unions as bastions of radicalism. Some of this stemmed from the fact that unions in Europe were equated with socialism and communism. In fact, some of the early labor groups were led by European immigrants. The labor union had also been equated to the same status under the law as monopolies, both being seen as restraints of trade. In 1890 the Sherman Anti-trust Act was written to define monopolies (trusts) and that included labor unions if they tried to strike.
* Today we will look at the development of these unions and some of the major strikes of this period. Be sure and pay attention to similarities and differences.
* There was a good reason why labor unions had difficulty forming in this era. Nearly everything was ranged against labor and management had all of the advantages.

a. Scabs: People who will cross the picket line and they usually are non-union

b. Blacklists: a list of "known radicals" circulated among business owners

c. "yellow dog contracts": an agreement not to unionize as a condition of employment

d. Open Shops: States that allow people to refuse to join a union (as opposed to "closed shops"

d. Public Perception: Strikes smacked of communism or anarchism in the public eye

e. Injunctions: Federal "cease and desist orders" making strikers stop protesting.

f. A willingness to use force: This sort of speaks for itself. But to be clear National Guard troops and Federal troops were often called out

g. Strike Breakers: These were professional thugs hired to attack strikers.

* So, what did the workers have at their disposal? Only the strike was a powerful weapon but it was hesitantly used. To lose a strike is to lose the union itself in many cases.

**The Early Unions**

* Early attempts by workers to organize for their own demands went all the way back to the early 19th century. IN fact, women at the Lowell and Waltham mills in the early antebellum years launched a work stoppage in demands for better conditions.
* Most often the major demand of organized labor involved better conditions more often than wage increases. The most common demand was for an 8-hour work day which we saw with the Populist Movement.
* The earliest true union was called the National Labor Union. Founded in 1866 and dissolved in 1873, it paved the way for other organizations, such as the Knight of Labor and the AF of L American Fed. of Labor It was led by William Sylvis. The National Labor Union followed the unsuccessful efforts of labor activists to form a national coalition of local trade unions. The National Labor Union sought instead to bring together all of the national labor organizations in existence, as well as the "eight-hour leagues" established to press for the 8- hour work day, to create a national federation that could press for labor reforms and help found national unions. The National Labor Union was a utopian example of Sylvis’ desire to unite all workers. The union failed largely due to its attempted to form a political party and ultimately the formation of the more powerful Knights of Labor. Also, William Sylvis passed away and no real leadership replaced him.

**The Knights of Labor**

* Beginning while the NLU still had some membership, Uriah Stephens formed the Knights of Labor. Following his death Terrence Powderly took over the union and expanded it to national prominence.
* The 1869, the Noble and Holy Order of the Knights of Labor was established in Philadelphia. The organization believed that its predecessors had failed by limiting membership; the Knights proposed to organize both skilled and unskilled workers in the same union and opened their doors to blacks and women. The union reached out to all nationalities except the Chinese. At this juncture Asian immigration had accelerated and it was argued that they would weaken organized labor because they worked so cheaply.
* In its early years, the organization was highly secret since in many areas, union members were summarily fired. The Knights developed ornate rituals. But by the 1880s the Union started to become more political. You will recall that this was also the time when Populism was also forming. Another interesting aspect of the union was its membership preclusions. They sought to include within their ranks everyone but doctors, bankers, lawyers, liquor producers and gamblers. This expressed the economic and class arguments but also a growing moralistic viewpoint.

1. An eight-hour work day (same as Populists)
2. Termination of child labor
3. Termination of the convict contract labor system (the concern was not for the prisoners; the Knights of Labor opposed competition from this cheap source of labor)
4. Establishment of cooperatives to replace the traditional wage system and help tame capitalism's excesses Equal pay for equal work
5. Government ownership of telegraph facilities and the railroads (same as Populists)
6. A public land policy designed to aid settlers and not speculators
7. A graduated income tax (same as Populists)

**The Knights in Decline**

* Originally, the Knights of Labor opposed the use of strikes; however, new members and local leaders gradually radicalized the organization. By the mid-1880s, labor stoppages had become an effective tool. The Knights won important strikes on the Union Pacific in 1884 and the Wabash Railroad in 1885. However, in 1886 a wildcat strike erupted (one that is unauthorized by union leadership) and the Haymarket Square Riot of the same year. This was a sympathy demonstration in Chicago that turned bloody when someone threw a bomb at police killing several. The police then fired into the crowd. This event quickly eroded the Knights' influence—although no member was implicated in the latter event. In the public mind, the eight-hour work day and other demands by the Knights became equated with radicalism. To many, the terms "unionism" and "anarchism" were synonymous. Labor leader Terence Powderly organizing skills had brought the group's membership to more than 700,000 in the early 1880s, but by 1900 that number had dropped to approximately 100,000.
* The Haymarket incident was certainly pivotal in that it transformed a skeptical public into vocal opponents of the group. Beyond that, however, the Knights suffered from mismanagement and internal divisions, especially the longstanding strife between the skilled and unskilled worker members. Finally, the rise of the American Federation of Labor offered an alternative that rejected radicalism and organized its members along craft lines

**The American Federation of Labor**

* In the same year as the Haymarket Incident the American Federation of Labor (A.F. of L.) (now simply AFL) began that same year. The AFL was spearheaded by Samuel Gompers, a cigar maker by trade, who had learned of the economic struggles of the American laborer through conversations with cigar makers at the factory.
* Gompers led AFL member unions and individual workers into struggles for shorter hours and higher wages. At first, blacks were openly encouraged to join the AFL, until it was later seen that their explicit stand on race issues hampered the union's expansion. Thereafter, as long as a union did not include anything in their constitution regarding the exclusion members because of race, those unions were welcome to join the AFL.
* The strength of the union (it is still around today combined with the CIO) can be traced to two major factors. First, there was an emphasis upon collective bargaining. This demanded that the union first attempt negotiations with management. This was calculated to reduce the image of radicalism and it worked very well. Today the Federal government Department of Labor usually oversees the process. This also created sympathy with workers as ownership often refused to treat with unions. By the turn of the century and Theodore Roosevelt’s administration, there will be a noticeable move toward acceptance of labor unions. A second factor involved Gomper’s stance on trade unions (skilled labor). He realized that skilled labor had more power to bargain. So, he organized the union into local unions (called locals) that answered to the Federated board. Thus, it resembled the government’s power structure. Wildcat strikes were forbidden (though they sometimes did occur later on).

Conclusion

* Despite the growth of unions, owners still had great power to control workers. It would be late in the 19th century before strikes were avoided by collective bargaining. But this did not mean that all workers were content. Radical movements continued to proliferate with both the socialist and communist parties gaining power. A labor union called the IWW (International Workers of the World) or "the Wobblies" led by "Big Bill Heyward were particularly radical and were not above resorting to acts of terrorism themselves.
* Because of the amount of material Thursday and Friday we will do an “exit quiz” on the Quia.com website. I hope that we have time in class to discuss the major strikes of the late 19th century but if not, I left you some helpful links to cover materials on the strikes.

Homework for FRIDAY/Weekend

Quia.com Review Quiz due on Monday

**Gilded Age Big Business and Labor**  
<http://www.quia.com/quiz/4591786.html>

* Be aware that there may be some stimulus and some formative questions
* Also, remember that the quia Quiz is due by the start of the school day 7am on Monday January 13!!!!!!!!!!!!!!!!!!

**Great Railroad Strike 1877**

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3189>

**The Haymarket Incident**

[**http://www.digitalhistory.uh.edu/disp\_textbook.cfm?smtid=2&psid=3192**](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3192)

**The Homestead Strike**

[**http://www.digitalhistory.uh.edu/disp\_textbook.cfm?smtid=2&psid=3194**](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3194)

**The Pullman Strike**

[**http://www.digitalhistory.uh.edu/disp\_textbook.cfm?smtid=2&psid=3195**](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3195)