

Industrial Capitalism and Labor in the Gilded Age **DBQ** Practice

From the Content Outline

Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of **industrial capitalism** in the United States.

- I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation.
 - A) Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.
 - B) Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing **labor force** to dramatically increase the production of goods.
 - C) As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.**
 - D) Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.
 - E) Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

- II. A variety of perspectives on the economy and **labor** developed during a time of financial panics and downturns.
 - A) Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.
 - B) The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.**
 - C) Labor and management battled over wages and working conditions, with workers organizing local and national unions and/ or directly confronting business leaders.**
 - D) Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a “New South” — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

Thematic Learning Objective

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

Before you analyze the documents, consider the following prompt:

Evaluate the extent to which industrial capitalism fostered change in American society and the lives of urban workers from 1875 to 1900.

1. Define the parameters of this prompt, identify the main topic, and characterize the era.

1875... the parameters are beginning in which era?

1900... the parameters are ending in which era?

The main topic of this prompt is... _____ ... now define it:

This era was characterized by...

2. Which Big Three skill(s) is being tested in this prompt?

Remember to consider this before you plan! If you understand the skill being taught, you will be better prepared to write an essay addressing the skill!

The DBQ is different from the LEQ in that you do not have two skill points linked to the skill being tested, but you still want to be on target for the skill... it shows that you understand your purpose and will help you end up with a more successful essay.

1. **Historical Causation** (Explaining causes and/or evaluating impact of events)
2. **Patterns of Continuity and Change over Time** (Explaining how & why things change or remain the same)
3. **Comparison** (Explaining how and why events are similar and/or different)

3. Are both sides of the skill being tested?

Are you going to address both sides?

*You are not required to address both sides of the skill **if** the prompt is only asking for one. However, you can elevate your analysis by incorporating it.*

4. How will you adapt your thesis formula to match the primary skill being tested?

*Remember to break down the prompt, consider your formula, and ensure your thesis/introduction/argument is complete --**ATFP**—and complex!*

5. Use the Three-Step Plan to analyze each document.

How to Reference the Documents in the DBQ Body Paragraphs

Most students fail to earn the document analysis points on the DBQ because they simply string together facts they pull from documents which results in story-telling. Never lose sight of your purpose: defending an argument/thesis! Using documents as evidence requires showing understanding of the content and then applying that understanding to the defense of your argument. Ask yourself questions such as, “How does this document address my prompt?” and “What is this document saying?”

DO NOT quote the documents. Go Beyond the Obvious! GBO!
It is okay to have separate paragraph for each document, or you may group them.
You *cannot* group them in order to *generalize* any one step, however.
If you do group them, add a couple of sentences explaining how they corroborate or contradict each other. *This will help you get the complex analysis point.*

Step 1: Describe the document... GO BEYOND THE OBVIOUS AND DON'T QUOTE. You can say “Document 1...” or use the name of the document. Then... explain how it relates to the main topic of your essay, *Do this for every document, unless you are not targeting the use of six documents point.*

“Document #__ shows/explains... This document relates to _____ because...”
(Identify the number of the document you are describing and describe it GBO.) (Identify the main topic of your essay.) (Explain how or why it relates.)

Step 2: Use the HIPPA strategy to analyze the documents. Choose 4 to thoroughly source, even though you only need three according to the rubric. Remember you only need *one* of the HIPPA.*

Then... explain how or why the HIPPA relates to your argument/thesis. (CLOSE THE LOOP)
GO BEYOND THE OBVIOUS and explain how or why it is relevant to the argument. *Tip: USE THE LINGO!*

“The _____ of document #__ was... because...”
(purpose/POV/audience/historical situation) (Identify doc.) (Describe HIPPA.) (Explain how/why the HIPPA is evident.)
This is relevant to the argument that ... because...”
(Identify X or Y from your thesis or other relevant argument connected to it.) (Explain how or why the HIPPA relates to your argument/thesis)

Step 3: Apply your analysis to your essay. *How does each document support your thesis or support an opposing view?*

To get this point you must use *at least six* of the seven documents AS EVIDENCE to support your X or Y. I recommend you use all seven in case you don't get credit for one.

Start with step 1 (description and explanation of how it relates to the topic), and then **CLOSE THE LOOP.**
If the document is one of the four you HIPPAed, then start with steps one and two, and then close the loop.

“Therefore, document #__ supports the argument that ... because....”
(Identify doc.) (State your X or Y from your thesis.) (Explain how or why it supports the argument.)

Document 1

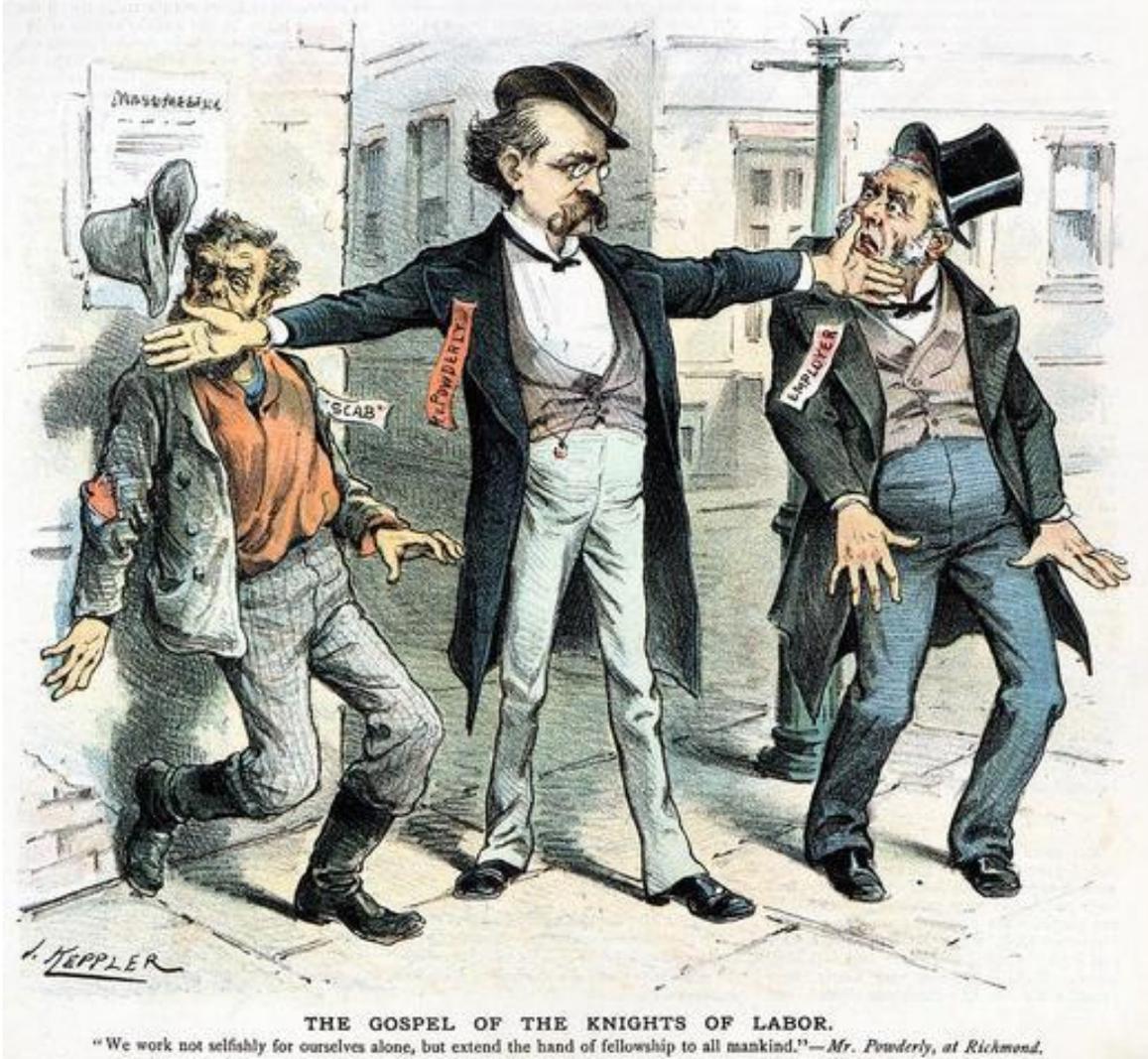
Source: Historical Statistics of the United States

HOURS AND WAGES OF INDUSTRIAL WORKERS
1875–1891

	AVERAGE DAILY HOURS	INDEX OF AVERAGE DAILY WAGES (January 1860 = 100)
1875	9.9	169.2
1876	9.9	158.6
1877	9.9	146.3
1878	9.9	140.7
1879	9.9	137.9
1880	9.9	142.7
1881	9.9	160.1
1882	9.9	165.1
1883	9.9	166.0
1884	9.9	168.5
1885	9.9	169.9
1886	9.8	170.3
1887	9.7	170.1
1888	9.7	170.9
1889	9.6	170.1
1890	9.6	172.7
1891	9.4	172.5

Document 2

Source: The Gospel of the Knights of Labor. "We work not selfishly for ourselves alone, but extend the hand of fellowship to all mankind." —Mr. Powderly, at Richmond, 1869



Document 3

Source: Western Union Telegraph Company employee contract, 1883

I, [*name*] of [*city*] in consideration of my present reemployment by the Western Union Telegraph Co. hereby promise and agree to and with the said company that I will forthwith abandon any and all membership, connection or affiliation with any organization or society, whether secret or open, which in anywise attempts to regulate the conditions of my services or the payment thereof while in the employment now undertaken. I hereby further agree that I will, while in the employ of said company, render good and faithful service to the best of my ability, and will not in anywise renew or re-enter upon any relations or membership whatsoever in or with any such organizations or society.

Dated 1883. Signed Address (Seal)

Accepted for the Western Union Telegraph Co. , Superintendent

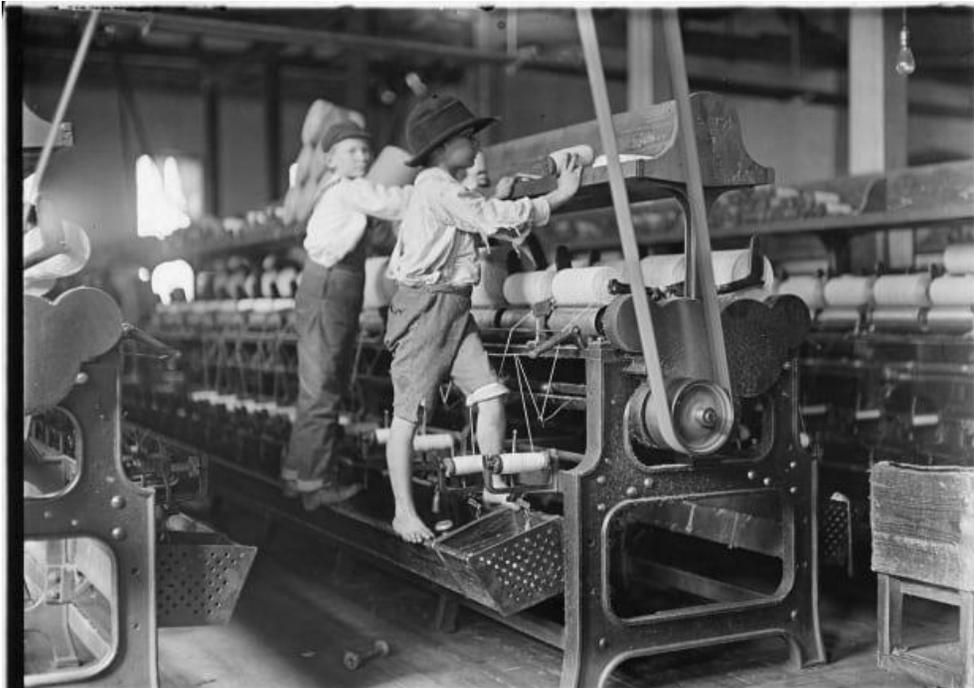
Document 4

Source: Andrew Carnegie, 1889, *The Gospel of Wealth*

“...The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, say, essential, for the progress of the race that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal squalor....”

Document 5

Source: Photograph, late nineteenth century, textile mill, History.com



Document 6

Source: 1892 Coroner's list of the killed, Pittsburgh, Pennsylvania, July 7th, *The New York Times*, following the Homestead Strike

The following are the names of those killed yesterday as furnished by the Coroner:

- J. W. KLINE, Pinkerton detective, of Chicago
- JOSEPH SOTAK, a striker of Homestead
- PETER FERRIS, a laborer at the Homestead plant
- SILAS WAIN of Homestead, who was watching the battle from the mill yard
- JOHN E. MORRIS, employed in the steel works at Homestead
- THOMAS WELDON of Homestead
- EDWARD CONNORS, a Pinkerton detective of New York
- BORITZ MARKOWISKY of Homestead
- PETER HEISE of Homestead
- ROBERT FOSTER of Homestead
- WILLIAM JOHNSON of Homestead

A number of others are reported dead, but the Coroner has no official notification of their death.

Document 7

Source: Testimony of Samuel Gompers before a commission established by the House of Representatives on the Relations and Conditions of Capital and Labor, 1899

The working people find that improvements in the methods of production and distribution are constantly being made, and unless they occasionally strike, or have the power to enter upon a strike, the improvements will all go to the employer and all the injuries to the employees. . . . The American Republic was not established without some suffering, without some sacrifice, and no tangible right has yet been achieved in the interest of the people unless it has been secured by sacrifices and persistency.

6. Now that you've planned, interpreted, and analyzed... start writing! Start with your introduction. Remember your formula and be sure to ATFP!

7. What piece(s) of outside evidence will you use in your body paragraph to further the defense of your argument? Remember you must have at least one piece of outside evidence in your body paragraphs that defends your argument **THAT IS NOT FOUND IN OR INFERRED BY A DOCUMENT**. Write 2 or 3 sentences that explain this evidence and how it supports your thesis. If this evidence corroborates or contradicts one of the documents, include that analysis as well.

8. Are you aiming for the complexity point? Consider TWO things... one is **Ping-Pong**... and the other is **document connections**. Can you connect two or more documents and explain how they are similar or different? Add two or three sentences doing so! Then consider a synthesis (Ping-Pong). What event or development from another era can you connect to? Consider one of the main ideas from your essay then ping-pong back and forth at least three times to your other item. *There are other strategies we will discuss on complexity, FYI.*