

**THIS IS AN OPTIONAL ENRICHMENT ASSIGNMENT. PRINT AND COMPLETE IN INK.**  
**Students who complete this reading guide in its entirety may correct their quiz for points back.**  
**Any student who completes at least HALF of this guide may use it on the reading quiz.**  
**Pages 1 and 2 do not count toward completing only half.**

Name: \_\_\_\_\_ Due Date: \_\_\_\_\_ Class Period: \_\_\_\_\_



## *Reviewing the Populists and Previewing the Progressives 1865-1900*

**Reading Assignment:** Chapters 19 and 21 in AMSCO; If you do not have the AMSCO text, use chapters 18 and 19 in Pearson or other resource to review the Populists and preview the Progressives. Chapter 19 was covered in unit 5, so much of this assignment is review.

**NOTE:** The first part of this guide includes a video and notes from The Regents of the University of California.

<http://tinyurl.com/agrarian-revolt> (watch this video)  
<http://tinyurl.com/agrarian-revolt-notes> (review these notes)

(Political cartoon at left shows Capital, Commerce, and Labor with a caption saying, "Come brothers (Commerce speaking to Capital and Labor), you have grown so big you cannot afford to quarrel!").

### **Directions:**

1. **Pre-Read:** Read the prompts/questions within this guide before you begin.
2. **Watch & Read:** Watch the video and read the notes provided (hyperlinks above), as you move through the guide, use your AMSCO book to review key items from the Gilded Age/Progressive Era. Page numbers are provided within the guide.
3. **Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

### **PERIOD 6 1865-1898 Main Ideas**

**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.

**Key Concept 6.2:** The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

**Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public **reform** efforts, and political debates over **economic and social policies**.

### **Period 7 Main Ideas:**

**Key Concept 7.1:** Growth expanded opportunity, while economic instability led to new efforts to **reform** U.S. society and its economic system.

## Section 1

Review agrarian revolt by watching the video and reviewing the notes that are linked on the first page of this reading guide. Then, study the image below, read the explanations, and **highlight main ideas** regarding agrarian revolt and the Grange.

Concerned with both formal and informal education, Grangers supported both private and public schools and advocated education from elementary level through higher education. Grangers also encouraged members and their families to read newspapers and hold literary hours after meetings.

The Grange was a secret society with passwords, secret signals, and rituals to celebrate member initiations and advancements. Guards monitored the door during meetings and only admitted members. Although the society targeted farmers and their families, lawyers, businessmen, and politicians were eventually accepted into the fold.

Oliver Hudson, known as the "Father of the Grange," was an employee of the United States Department of Agriculture. His primary responsibility was to document the condition of agriculture in the U.S. after the Civil War. Kelley believed that a farmer's organization would provide collective bargaining leverage to improve the overall financial state of the industry.



One of the goals of the Grange was to break the isolation of farm life. Many articles and research studies published during the late 1800s argued that seclusion caused farm women to suffer from mental distress and depression. Grange founders believed that picnics, meetings, and other social events would help alleviate the isolation associated with farm life.

Grangers promoted a simple and conservative philosophy centered around God, family, and country. Members gathered to exchange information, learn new agricultural techniques, and generate methods to overcome economic barriers.

**Part 2**

Re-read, pp 380-390, and then complete the review by answering the questions in the spaces provided. You may also have to reference chapters 16-18 for main ideas from Period 6.

1. Identify and explain political, economic, and social consequences of closing the frontier. Highlight cues and analyze the significance of the events by answering the questions in the spaces provided. You will not “find answers” in the notes; you must read and analyze!

<p>A striking manifestation of rural discontent came through the Farmers' Alliance, founded in Texas in the late 1870s. Farmers came together in the alliance to socialize, but more importantly to break the strangling grip of the railroads and manufacturers through cooperative buying and selling. Unfortunately, the alliance weakened itself by ignoring the plight of landless tenant farmers, sharecroppers, and farm workers. Even more debilitating was the Alliance's exclusion of blacks, who counted for more than half of the agricultural population of the South.</p>	<p>Was the Farmer's Alliance successful? Why or why not?</p>
<p>Out of the Farmer's Alliance a new political party emerged in the early 1890s – the People's party. Better known as the Populists, these frustrated farmers attacked Wall Street and the “money trust.” They called for nationalizing railroads, telephones, and telegraphs; instituting a graduated income tax; and creating a new federal “sub treasury” – a scheme to provide farmers with loans for crops stored in government-owned warehouses, where they could be held until market prices rose. They also wanted the free and unlimited coinage of silver – yet another of the debtors' demands for inflation that echoed continuously throughout the Gilded Age.</p>	<p>How “individualistic” were the Populists? Explain your reasoning.</p>
<p>Mary Elizabeth Lease was nicknamed “the Kansas Pythoness,” “Cyclone Mary,” and “Mary Yellin.” She was an athletically built woman who made approximately 160 speeches in 1890 criticizing aristocracy, a government “of Wall Street, by Wall Street, and for Wall Street.” She defended farmers and fueled the farmers movement.</p>	<p>What was the political impact of this growing conflict between farmers and business on American society? <i>Farmers and laborers united to form a third party which supported many changes in order to reduce corruption and better the lives of the working poor.</i></p>

2. How did the central government react to the changes of the Gilded Age? Highlight cues and analyze the significance of the events by answering the questions in the spaces provided.

<p>In the Pullman Strike (1894), The Pullman Palace Car Company was hit by the Depression and thus cut wages by about one third. The workers struck and paralyzed railway traffic from Chicago to the Pacific Coast.</p>	<p>How did the government react to the Pullman Strike? <i>They sent in troops to force the end of the strike, because it was blocking railroad traffic and delivery of the U.S. mail which was a government responsibility at that time.</i></p> <p>How does this event characterize government? <i>In the Gilded Age the federal government only got involved if it threatened the function of the government. They were laissez faire when it came to business and labor.</i></p>
<p>Marcus Alonzo Hanna made his fortune in the iron business and later devoted his time and money into campaigning for future president William McKinley. Hanna believed that the core function of a government was to help business.</p>	<p>How was the role of government changing in the 1890s? <i>Supporting the U.S. economy at home and abroad was increasingly a focus of government.</i></p>
<p>William Jennings Bryan, an orator from Nebraska, won the Democratic nomination for President in 1896 following his “Cross of Gold” speech. He was given the nickname “Boy Orator of the Platte” by a skeptic. He ran against William McKinley for the White House. It resulted in a McKinley win, starting an era of Republican rule for the next 16 years.</p>	<p>Explain the message in the Cross of Gold speech. To what extent was this message a result of the plight of farmers? Why?</p>
<p>Jacob Coxey led a march on Washington to demand unemployment aid from the government through inflation. (Coxey's Army)</p>	<p>How did President Cleveland react to Coxey? <i>He had them arrested and removed after they refused to leave; he did not support government role as providing aid to the unemployed even if they were veterans.</i></p> <p>How does this event characterize government? <i>Gilded Age laissez faire attitude did not support government intervention in economic issues.</i></p>
<p>The Dingley Tariff proposed high new rates, but not rates high enough for some lobbyists who continued to nag the senate for increased rates. A ridiculous 850 amendments were added to the overburdened bill. The resulting average rate was 46.5%.</p>	<p>Why did so many people want high tariffs during the Gilded Age?</p> <p>Who didn't want high tariffs?</p>

3. Analyze the impact panic and depression had on the nation, and assess the success of government response to the economic downturn.

a. impact on farmers...

b. Impact on workers...

c. Impact on business...

d. Which of the following government responses were successful in alleviating the panic and depression?

- repeal of Silver Purchase Act
- borrowing from J.P. Morgan...
- military troops sent to end Pullman Strike...
- government arresting Coxe's army...

Which was most successful?

## The Panic Of 1893-Financial World

**E**VEN BEFORE CLEVELAND TAKES OFFICE AN ECONOMIC crisis is seen to be brewing. Ten days before the inauguration, the Philadelphia and Reading Railroad files bankruptcy proceedings. Later, prices of grain, cotton, steel,

and timber fall steadily, while the stock market fluctuates wildly. Many financiers, including August Belmont, J.P. Morgan and Henry Villard, warn Cleveland that a panic is nearing, and add their pressure to get a repeal of the Sherman Silver Purchase Act of 1890, which they blame for the crisis.

The chief fear among Eastern financiers and businessmen is that in a panic the United States could easily be forced off the gold standard. Early in May the panic begins. More railroads go broke; many of the great financial trusts begin to collapse; European banks begin selling their American stocks and bonds, and a huge run on banks ensues, until more than 500 Banks have failed. A vigorous battle begins, with the goal of repealing the Sherman Act. Forces for and against repeal are lined up geographically: the West and South favor retention of the act, and the East favors immediate repeal. Despite the repeal of the act in October, the deepening depression is becoming worldwide, and is wiping out prosperity in all sections of the economy.

### The Financial World

The events of the past week will pass into Wall Street history as the "industrial panic." As a panic it was the worst since 1873, and the full force of it fell on the industrial stocks. It fell upon them because the speculation was concentrated in that group, and it did not touch the railroad shares with any severity because so little has been doing in them as compared with the industrials. One railroad stock there had been an inflated speculation in, and it suffered as much as the industrials, Manhattan. The time of extreme stress lasted over three days. It reached its most acute stage on Friday morning, when for nearly two hours it seemed as if the whole Street would go down in a crash of bankruptcy similar to 1873.

By noon the worst was over; by the afternoon there had been a rebound of prices almost as great as the morning fall: and three o'clock struck the excited throngs of brokers on the floor of the Exchange gave vent to a wild cheer, thankful that the trying day was over. Yesterday the market was feverish and from feverishness it is likely to quiet down into a weak dullness, like a patient who has been exhausted by violent spasms. It is unnecessary to note here the extreme declines, or the rapid recoveries in prices. They have already been set forth minutely and at length. But it may be said that to see the like, one must go back twenty years: and in those days it was all railroad stocks. There were no others to speculate in.

The fact that they were railroad stocks, and not industrials, did not secure them against the effects of excessive speculation; neither because this panic, of 1893, has taken place in the industrials, does it follow that industrial stocks are of less value than railroad stocks. When a period of financial or commercial stress comes upon us, whatever speculation has been the most active in suffers the most in the general collapse.

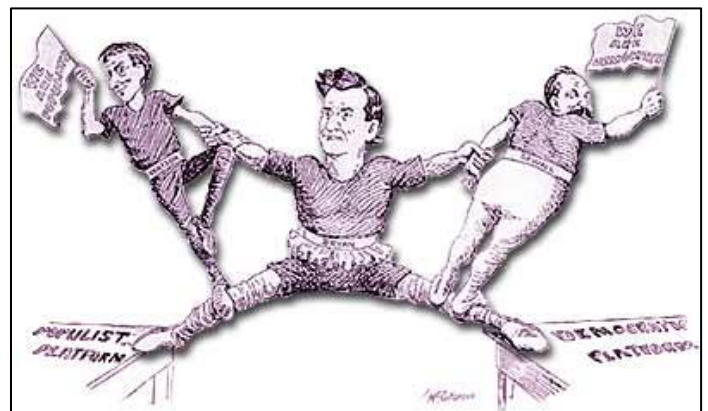
4. Analyze the significance of the election of 1896.

Caption for cartoon from Chicago Tribune, 1896:  
A great exhibition, but rather trying on the man in the middle." William Jennings Bryan is shown pulled in two directions as he campaigns on both the Democratic and the Populist Party platforms.

Consider the context of the notes above. What did the Democratic Party and the candidate, William Jennings Bryan, seek?

*Government help to alleviate financial woes by allowing for the free and unlimited coinage of silver.*

According the artist, why didn't Bryan win the election? Who did win?



## 5. The Gold Standard **Highlight cues as you read and review! (this was also on the Ch. 19 guide)**

During the nineteenth century, U.S. currency was backed by both gold and silver—in other words, a dollar in silver, nickel, or copper coins or in paper money was guaranteed by the government to be convertible into a dollar's worth of either metal. As a result of this "bimetallic standard," the valuation of U.S. currency fluctuated wildly. Because the value of the two metals on the open market was constantly changing, speculators were able to turn a profit by selling their coins for more than their face value when the value of the metal exceeded its denomination. When the government flooded the market with silver coins, the price of silver dropped, citizens traded in their silver coins for gold, and federal gold reserves were exhausted. At the same time, prices of wholesale and retail goods saw a steady decline from the end of the Civil War through the 1890s, sending farmers and other providers of goods, whose fixed debts did not decline, into crisis. This chronic monetary instability was a large factor in the 1896 election of President William McKinley, who ran on a platform that included a change to a gold standard. In 1900 McKinley signed the Gold Standard Act, making gold reserves the basis of the monetary system. The gold standard remained in effect until 1933, when the economic pressures of the Great Depression—including gold-hoarding by a panicked citizenry—led the United States to abandon it, and legislation was passed that allowed the Federal Reserve to expand the supply of paper money irrespective of gold reserves.

**Explain why cries for bimetallism and free unlimited coinage of silver by Populists and Democrats were silenced by 1900?**

**Explain the purpose of the 1900 Gold Standard Act.**

## 6. Review The Populist (or People's) Party platform (aka the Omaha Platform) notes below. **Highlight every item accomplished during the Progressive Era (1880-1920).**

- a. **Australian (or Secret) Ballot.** Voting was still open in some states. Without a secret ballot, being manipulated by powerful politicians or machines (or even labor unions) was likely. *By 1892, the secret ballot was secure.*
- b. **Popular Election of U.S. Senators.** As provided in the Constitution (Article I, Section 3), senators were selected by the state legislatures, not by popular vote. It was believed that business lobbies exerted inordinate influence over the selection of these officials. *This plank would become part of the Constitution in 1913 when Amendment XVII was ratified.*
- c. **Protection from Monopolies.** Monopolies stifled competition. *The Sherman Anti-Trust Act passed in 1890 but not dutifully enforced until 1900s. The Clayton Anti-Trust Act in 1914 gave the government more power to break up trusts and protect workers (remember the Sherman Act was often used against labor).*
- d. **Direct Democracy.** The Populists urged the adoption of the **initiative, referendum and recall** as means to give the people a more-direct voice in government. *Some or all of these procedures became part of the constitutions of many states during the early 20th century, and the overall political impact of the Populist Party can be seen in the reforms of the later Progressives.*
- e. **Banking Reform.** The Populists believed that much of their economic hardship had been caused by bankers' unfair practices. They proposed to end the national banking system, a proposal not widely supported. They wanted a sub-treasury plan to help finance farmers at harvest time. *The Populists failed, and a Federal Reserve System was established by law in 1913. Part of Franklin Roosevelt's New Deal during the Great Depression reflected sub-treasury idea. The New Deal also provided insurance for depositors (FDIC) which addressed some of this concern.*
- f. **Government Ownership of the Railroads.** Anger against the railroads for alleged price discrimination was so intense that the Populists advocated for federal appropriation. Opponents charged the Populists with socialist leanings, and little public support existed for this plank. However, *during the Theodore Roosevelt administration, steps were taken toward reform of the railroads (led to increased regulation of railroads but not public ownership).* They also wanted the government to own all telegraphs and telephones.
- g. **Graduated Income Tax.** The Populists viewed the graduated income tax as a means to pry loose a portion of the tremendous wealth of the nation's most prosperous citizens. A "graduated" tax meant that the rate of taxation would increase as one's income increased. A step was made in this direction in the Wilson-Gorman Tariff of 1894 when a uniform tax was imposed to compensate for lost revenue from reduced tariffs (response/repeal - McKinley Tariff of 1890), but that portion of the law was declared unconstitutional by the Supreme Court the following year. *Authority to impose such taxation was granted to Congress under Amendment XVI in 1913.*
- h. **Free and Unlimited Coinage of Silver.** The Populists in 1892 raised the silver issue, but not with the same fervor that would emerge four years later. The *free-silver crusade would peter out in the years following 1896*, as prosperity returned and the world's gold supply increased. Their proposal was free and unlimited coinage of silver at 16:1 with gold. They wanted more money in circulation. So this never happened, and we also later go completely off gold in the 1970s
- i. **8 hour workday** In the 1860s and 70s, government jobs increasingly became 40HPW jobs. Many labor strikes fought for it. *In 1937 the Fair Labor Standards Act set it for about 20% of jobs (44 hour week).*
- j. **Immigration restrictions.** Chinese Exclusion Act in 1882 only one step of many to reduce foreigners. *The 1920s saw dramatic increases in restrictions.*
- k. **Single term for the Presidency.** *In 1951, the 22<sup>nd</sup> Amendment limited the president to two terms.*

### Section 3

In this section you will investigate questions and answers, take notes, and analyze what you have reviewed. The questions are numbered and are followed by a three column chart. The answer to the questions in the left column, your notes/explanations go in the center column, and your analysis in the right column. **Highlight Cues** as you complete each question.

#### 1. Identify the events that led to the Progressive Era, and explain who the Progressives actually were.

Answer/Main Events/Ideas	Definitions/Explanations – Your Notes	Analysis
<p><i>The cause of the Progressive movement originated mainly in the radical changes in American society during the Gilded Age. As farmers and workers responded to these changes, states began reforming and eventually the federal government began addressing some issues. As cities grew, more individuals also tried to solve new problems.</i></p> <p>a. Granger Laws b. ICC c. Populist Party d. Jane Addams</p>	<p>Granger Laws... (page 351-352)</p> <p>ICC... (page 352)</p> <p>Populist Party... (page 386)</p> <p>Jane Addams... <i>created the first Settlement House, the Hull House, in Chicago which provided services to the urban poor. Many more houses were built in large cities. She is an example of a progressive reformer who saw a problem and began creating solutions. She and others studied the lives of the urban poor and immigrant populations... forerunner to social workers.</i></p>	<p>Theodore Roosevelt is our first “Progressive President,” and many people mark the Progressive Era as beginning with him. However, the roots of Progressives are the Populists. Defend the view that the Progressive Movement (Era) began prior to Theodore Roosevelt becoming President in 1901. Defend your answer with one specific piece of evident.</p>

#### 2. Explain the Progressive philosophy.

Answer/Main Events/Ideas	Definitions/Explanations	Analysis
<p><i>Although waves of reform had swept the nation before, the 20<sup>th</sup> century Progressive Movement was unique in that it shifted away from prior philosophies.</i></p> <p>a. Adam Smith, <i>The Wealth of Nations</i>, 1776 b. Transcendentalism, early 1800s c. Charles Darwin, <i>Origin of Species</i>, 1859 d. William James &amp; John Dewey, late 19<sup>th</sup> century e. Frederick W. Taylor, late 19<sup>th</sup> century</p>	<p>Philosophies before and during the Progressive Era:</p> <p>Adam Smith, <i>The Wealth of Nations</i>, 1776... (page 324)</p> <p>Transcendentalism, early 1800s... (page 209)</p> <p>Charles Darwin, <i>Origin of Species</i>, 1859... (page 324)</p> <p>William James &amp; John Dewey, late 19<sup>th</sup> century... (page 433)</p> <p>Frederick W. Taylor, late 19<sup>th</sup> century... (page 433)</p>	<p>Compare and Contrast the Jackson era reform philosophies with the Progressive Era philosophies of reform. Identify one specific similarity and one specific difference.</p>