

Section One (5.01)

OBJECTIVE:

Students will be able to evaluate the influence of immigration and rapid industrialization on urban life.

1. What stood in New York City's harbor and symbolized America's welcome to immigrants?
2. What were the main inspection stations for immigrants coming to America from the East and West coasts?
 - East coast:
 - West coast:
3. Define Nativism. What two policies placed limits on immigration from China and Japan?
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 - Chinese:
 - Japanese:
4. What dangerous conditions existed in urban slums?
5. What is a tenement house?
6. What did Jacob Riis try to bring public awareness to?
7. What services did settlement houses such as Hull House provide? Who was the founder of Hull House?
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Section Two (5.02)

OBJECTIVE:

Students will be able to explain how business and industrial leaders accumulated wealth and wielded political and economic power.

1. What was the Bessemer process and how did it improve industry?

2. Identify the major industry associated with each of the following "Captains of Industry":

Industrialist	Industry
•	Oil industry (Standard Oil)
•	Steel business
J.P. Morgan	•
Cornelius Vanderbilt	•

3. Describe vertical consolidation (integration). Which major industrialist used this method to gain wealth?
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4. Describe horizontal consolidation (integration). Which major industrialist used this method to gain wealth?
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5. What is meant by the "Gospel of Wealth"?
6. How was Social Darwinism used to explain the increasing wealth of major industrialists?
7. What is a monopoly?

Section Three (5.03)

OBJECTIVE:

Students will be able to assess the impact of labor unions on industry and the lives of workers.

1. What were injunctions used for by management/owners?
2. What type of labor union was created by Eugene V. Debs?

3. Complete the chart below on two of the most influential labor unions in America:

Union	Leader	Participants	Goals/Aims
Knights of Labor			
American Federation of Labor			

4. What were the main tools used by labor unions to get management/owners to give into their demands?

5. What are scabs?

6. What legislation, originally designed to limit the power of big business, was used against labor unions by big business?

7. Complete the chart below on the most famous strikes in early labor history:

Strike	Labor Union involved	Description of what happened	How did it end?
Haymarket Strike			
Homestead Strike			
Pullman Strike			
Great Railroad Strike of 1877			

Section Four (5.04)

OBJECTIVE:

Students will be able to describe the changing role of government in economic and political affairs.

1. What legislation was designed to limit the power of big business to form monopolies, but was not really enforced due to vague wording?
2. What is another name for the spoils system, which allowed politicians to reward supporters with government positions?
3. Describe the Credit Mobilier scandal.
4. What was the outcome of the *Munn v. Illinois* court case? What did the Interstate Commerce Act do to curb railroad abuses?
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5. How did the Pendleton Civil Service Act change the policy of patronage?
6. What is a political machine? How did they use immigrants? How did they help immigrants?
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7. What political machine is associated with William "Boss" Tweed and what cartoonist was instrumental in its downfall?
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Section Five (Distributed Practice of Goals 3 & 4)

OBJECTIVE:

Students will be able to analyze the issues that led to the Civil War, the effects of the war and the impact of Reconstruction on the nation. **(Goal 3)**

Students will be able to evaluate the great westward movement and assess the impact of the agricultural revolution on the nation. **(Goal 4)**

1. Explain how each of the following factored in causing the Civil War:
 - Harriet Beecher Stowe's *Uncle Tom's Cabin*:
 - Kansas-Nebraska Act:
 - Fugitive Slave Act:
 - John Brown's Raid on Harper's Ferry:
 - Election of 1860:
2. Which slaves were freed by the Emancipation Proclamation?
3. What was the turning point battle of the Civil War and why was it so important?
4. How were former slaves still economically tied to land-owners after the Civil War?
5. What officially ended Reconstruction by removing the last of federal troops from Southern states?
6. How did each of the following increase settlement and successfully farming in the Great Plains following the Civil War:
 - Homestead Act:
 - Pacific Railway Act:
 - Morrill Land Grant Act:
7. What legislation attempted to assimilate Native Americans? What were the provisions (specifics) of this act?
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8. What were the main demands of the Populist Party in the 1890s? Who was their candidate in the election of 1896?
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