

Study Guide Project

Project Objective:

The goal of this assignment is to give students practical experience in: a) researching a historical topic; b) organizing that research in a logical manner; c) properly citing sources upon which their research is based; d) creating a useable study tool for the class.

General Project Description:

Each student will be given a question pertaining to an important issue from late 19th century U.S. history. The goal is to answer, as fully as possible, the questions posed. You are not writing a paper, but are creating an outline or study guide that logically and clearly presents the information relevant to your question. You will work individually on your portion of the study guide, and then one student, chosen by me, will put the information in the best and most presentable order. The class will then take a series of quizzes based upon this work.

Organization:

Each class will consist of:

- 1) **Researchers**. Students will be responsible for completing and writing up the research on their assigned study guide question. You are responsible for downloading all of the information you find on websites and then writing up your findings in an outline form.
- 2) **Two chairmen/chairwomen**. This person(s)—designated by your instructor—will make sure all assignments are completed and collate the individual research into a coherent study guide on GoogleDocs.

Research:

Textbook: Each researcher will start by looking for information in the textbook. The textbook will not fully answer any question, but it will give important information with which to conduct the rest of the research.

Library/Computer Lab: You will have one opportunity on Tues., Oct. 23 to work in the computer lab and you are encouraged to take advantage of the array of information available on line. There are also books, videos, etc., in the library that will aid you in your research and some resources will be provided by your dedicated instructor.

Due Dates:

I will be conducting periodic checks to see how you are progressing on this project. All research should be completed and the results compiled on GoogleDocs for your chairman no later than 5 p.m., Sat., Oct. 26. The study guide will be turned in to your instructor on Sun., Oct. 26.

Study Guide:

The study guide is basically an outline that logically presents the information gathered in your research. Each point in the outline must be referenced to a source, i.e., you must cite two sources for every single item in your outline. One of the sources may be your textbook or the information provided in class, but the other must be a website, book, video, newspaper, journal, etc., that you found in your research. The proper format for doing this is available on the Mira Costa library website.

Researchers are responsible for researching and writing up their assigned study guide questions. They will then turn over their completed outlines via GoogleDocs to the chairmen. The chairmen will be responsible for organizing and formalizing the final study guide.

A Final Reminder:

Because this project depends on all work being completed by a specific time, no late work will be accepted. If researchers do not turn in their work on Sat., Oct. 26, they will receive a 0 for the assignment. Likewise, if chairmen do not turn in a completed Study Guide on Sun., Oct. 27, they will also receive a zero.

#1 Trace the emergence of the U.S. as an industrial power.

Begin your research by reading Chap. 3, Secs. 1 & 2

1. Q: How did America's geography and physical location aid its rise to a great industrial power? What resources did America possess that allowed for such rapid economic growth? Give specific examples of regions/industries that benefited from the development of these resources. *The US can trade with both Asia and Europe; US has major deposits of coal, iron, oil, excellent farmland, etc.; cities tend to be located near resources (Pittsburgh), near water (Boston, NY, Philly) and/or in areas where railroads are easily built (Chicago). How did these resources/locations help America to industrialize in the way it did?*
2. Q: How did the policies of the federal government affect the process of industrialization? Did such practices as high tariffs help or hurt the America economy during this era? *Think about: transcontinental railroads, homestead acts, canals and ports built by state and local governments.*
3. Q: What new inventions were brought to market because of industrialization? How did these inventions change the lives of ordinary Americans? *Lots to choose from here—America was very inventive in the last half of the 19th century.*
4. Q: How did the new forms of business combination (corporations, trusts, vertically and horizontally integrated companies) affect industrialization? Were these types of businesses good or bad for America? Were they both?
5. Provide biographies of leading industrialists of this era (eg: John D. Rockefeller, Andrew Carnegie, J. P. Morgan). These men are often called "robber barons." Were they?
6. Q: Workers attempted to organize themselves against these new, large corporations by forming unions. What problems of industrialization were unions trying to solve? *What was wrong with industrialization? How were people hurt by the jobs, working conditions and living conditions of this time?*
7. Q: Maybe people, including some workers, disliked unions. Why did people oppose unionization? Were these unions successful despite this opposition?

#2 Describe the development of cities divided according to race, ethnicity and class and the effect of urban political machines on these cities.

Begin your research by reading Chap. 3, Sec. 3

8. Q: Why did cities grow so rapidly during this time? Describe as many individual factors as you can. *Think about: immigration, new kinds of jobs, nightlife, access to new inventions, freedom from the prying eyes of parents and siblings, etc.*
9. Q: What was life like in cities during this time? Give specific examples of life in different cities. *Think about: living conditions, working conditions, typical employment opportunities in the U.S.*
10. Q: Why were cities so sharply divided by race, class and ethnicity? Give specific examples of these divisions in different cities. *Think about: What are the advantages of people from the same part of the world living near each other—religion, language, jobs, culture, etc. Were different groups forced to live near others of their race, ethnicity, religion? Why?*
11. Q: What was the effect of urban political machines on the growth and development of these cities? How did these organizations form? Were they good or bad for the development of these cities? *Your book mainly talks about New York City, but political "machines" were prominent in many eastern and Midwestern cities. Make sure you only talk about those machines as they existed prior to 1900.*
12. Q: Who were the developers of these political machines? Provide brief biographies of important figures.
13. Q: How did immigrants respond to these political machines? How did middle-class reformers respond? Explain similarities and differences between the responses of these groups. *Think about: Why would immigrants like politicians who helped them get settled?*

Also, political machines tend to steal a lot of the taxes they collect—why would middle class Americans dislike this? Who had political power in cities before machines came into existence? You might want to consider talking about the Americanization movement here.

#3 Compare and contrast the ideologies of Social Darwinism and Social Gospel.

Begin your research by reading Chap. 3, Sec. 4

14. Q: Social Darwinists were seeking to explain and fix certain social problems. What social problems did they attempt to solve? How did they attempt to fix these problems? Give specific examples of their theories and beliefs.
15. Q: Social Gospelists were seeking to explain and fix certain social problems. What social problems did they attempt to solve? How did they attempt to fix these problems? Give specific examples of their theories and beliefs.
16. Q: Who were the proponents of Social Darwinism? Provide biographies of leading advocates. *Eg: William Graham Sumner*
17. Q: Who were the proponents of Social Gospelism? Provide biographies of leading advocates. *EG: Billy Sunday*
18. Q: Where did these ideologies take root? Why in these sections of the country? *Think: cities vs. rural areas.*
19. Q: Who generally supported each of these theories? What group in society was drawn to these messages? Why? *Think about: who would benefit—either economically or socially (think status)—from these theories? (Unions? Churches? Workers? Farmers? Large Employers?)*

#4 Examine the effects of the political programs and activities of the Populist Party.

Begin your research by reading Chap. 3, Sec. 5—p. 272-78

20. Q: Why did the Populists come into existence? All political parties are created to fix some type of problem. What problems were the Populists trying to solve?
21. Q: What solutions to the problems in Q#1 did the Populists offer? Give examples of specific laws they helped to pass.
22. How did the Populists become popular? What were their methods? Did these methods also eventually cause them to become unpopular? *Think about: political parties, rallies, speeches, newspapers, pamphlets—each type of advertising has advantages and disadvantages.*
23. Q: Who were the Populists? Provide biographies of leading Populists.
24. Q: Where were the Populists popular? Why in these areas? Give specific examples of where they were popular and why they did well in those areas.
25. Q: What became of the Populist Party and why? *Are their ideas still around? Do the people who call themselves Populists now believe in the same ideas as the Populists of the 19th Century?*

#5 Group E: During the latter half of the 19th century America became an imperialist power. Including its gains from trade and the advantages of its physical geography

Begin your research by reading Chap. 4, Sec. 1 & 2

26. Q: Why did Americans wish to acquire an overseas empire during this time? What role did the idea of “Manifest Destiny” play? Why was a modern Navy so important?
27. Q: What new trade routes opened during this era? Why? Give as many examples as possible. *Think: Trade routes can run East, West, North or South. What countries were we trading with during this time and why?*
28. Q: The debate over whether to have America colonies was fierce. What reasons did anti-imperialists give for not wanting these colonies? *Pay particular attention to the writings of Mark Twain.*

29. Q: Why did the U.S. end up in a war with Spain? *Describe why the US was interested in Cuba and what role the Monroe Doctrine played in this interest.*
30. Q: It was during this era that “Yellow Journalism” was born. What is “Yellow Journalism?” What role did it play in the war with Spain and in creating an American empire? *Think: sinking of the Maine.*
31. Q: One man is generally associated with “Yellow Journalism,” William Randolph Hearst. Provide a brief biography of this man.
32. Q: America acquired an overseas empire because of the Spanish-American War. What territories were acquired? What did America gain from owning these territories? *Think: advantages are not only economic—they may be political (status and power) as well.*