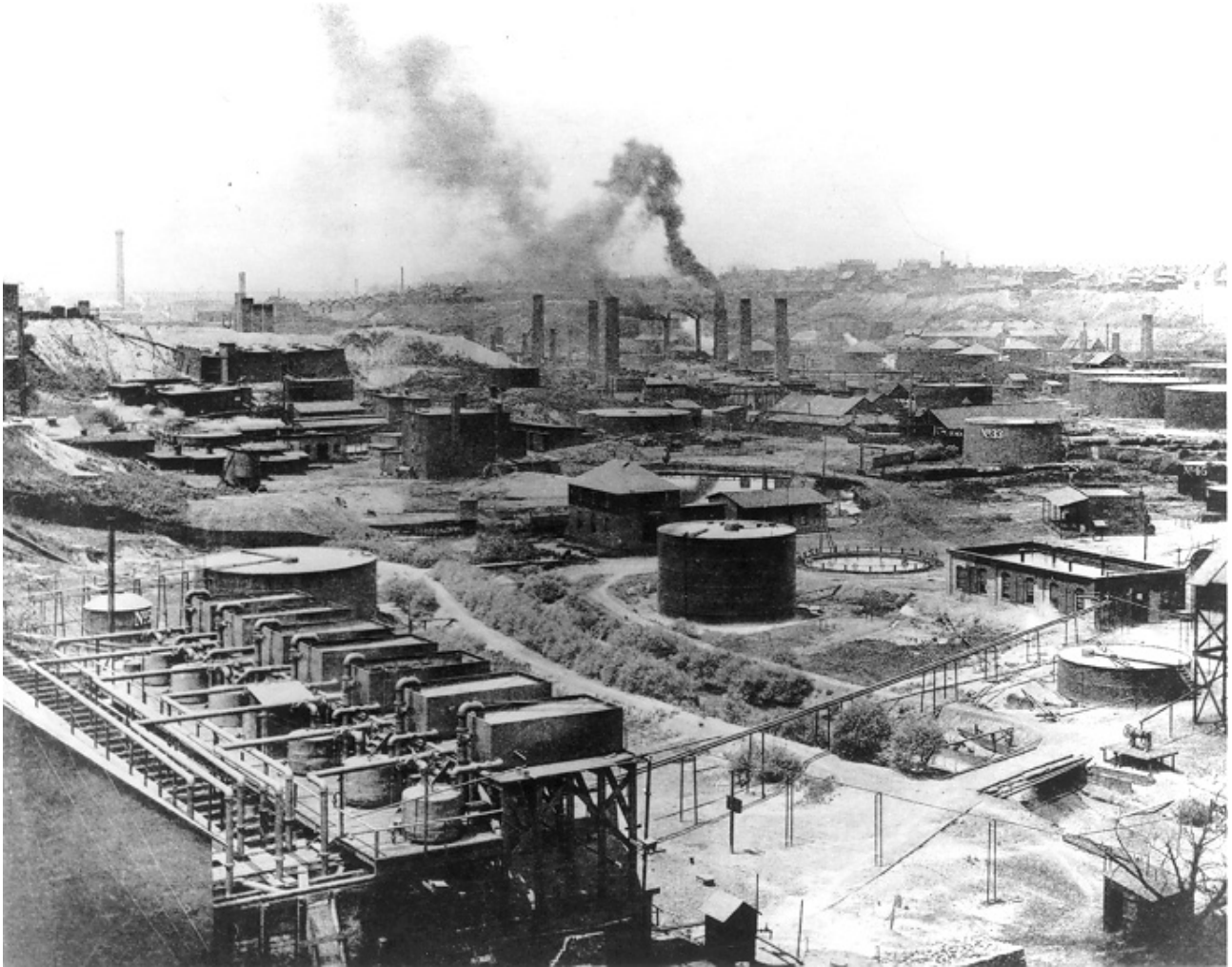


**Making America Modern:**  
**Industrialism and the Gilded Age**  
*1865–1910*

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**Year 2**  
**History Unit 4**  
Workbook

# Lesson 1: American Industrialism



*Standard Oil refinery in Cleveland, Ohio, 1889 (Wikimedia)*

**How did industrialism transform the American economy following the Civil War?**

**Lesson 1**  
**Do Now**



*“The Great East River Suspension Bridge: Connecting the Cities of New York and Brooklyn, Currier & Ives, 1872 (Library of Congress)”*

1. What are **two** things you notice about this image?
  
  
  
  
  
  
  
  
  
  
2. What are **two** questions you have about this image?

## Lessons 2–4: The Robber Barons



*This cartoon of Andrew Carnegie, “The Double Role,” appeared in the Saturday Globe in Utica, New York, on July 9, 1892 (Washington State University).*

### To what extent were the industrialists of the 19th century “robber barons”?

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**Lessons 2–4**  
**DBQ**

**Historical Context:** During the Gilded Age, major industrialists like Andrew Carnegie and John D. Rockefeller changed the American economy, creating huge industries that dominated society. These men donated much of their wealth to universities and cultural institutions and created many jobs. While these men grew rich, however, many Americans barely made a living wage at their factories.

**Task:** Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *To what extent were the industrialists of the 19th century “robber barons”?*

**As you read documents A through D, answer the corresponding questions below:**

1. According to Andrew Carnegie in Document A, why is the “accumulation of wealth” by some important for a society? Be sure to think carefully about your claim and to articulate it simply and clearly.

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2. How does Tucker’s excerpt in Document B characterize the distribution of wealth in the United States? Be sure to think carefully about your claim and to articulate it simply and clearly.

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3. According to Document C, how did Carnegie, Rockefeller, and Stanford use their wealth? Be sure to think carefully about your claim and to articulate it simply and clearly.

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4. According to Lloyd in Document D, why did John D. Rockefeller’s competition struggle to stay in business? Be sure to think carefully about your claim and to articulate it simply and clearly.

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## DBQ Planning Page

**Directions:** Write a well-organized essay of no more than 400 words that answers the following question: **To what extent were the industrialists of the 19th century “robber barons”?**

**In your essay, be sure to:**

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents provided.
- Include relevant outside information from your knowledge of U.S. history.

**Thesis:**

**Piece of evidence 1:**

**Analysis:**

**Piece of evidence 2:**

**Analysis:**

**Piece of evidence 3:**

**Analysis:**

## Lesson 5: Urbanization



*Construction of the Flatiron Building, New York City, ca. 1905 (Wikimedia)*

**Why did American cities grow so rapidly in the late 19th century?**

Lesson 5  
Do Now



*New York City, 1896 (The New York Times)*

1. What are **two** things you notice about this image?
  
  
  
  
  
  
  
  
  
  
2. What are **two** questions you have about this image?



## Lessons 6–7: Hardships and New Opportunities



*Sweatshop in a Ludlow Street tenement, New York, 1889 (Wikimedia)*

**Did the opportunities for Americans in Gilded Age cities outweigh the hardships?**

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**Lesson 6**  
**Note-Taking Template**

<b>Opportunities</b>	<b>Hardships</b>

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**Lesson 7**  
**Debate Planning Guide**

**DIRECTIONS:** Answer the following questions to brainstorm ideas for your debate. Be as specific and as thorough as possible!

**Your Task: Based on your assigned role (pro or con), did the opportunities for Americans in Gilded Age cities outweigh the hardships?**

**DIRECTIONS:** Outline your debate below. Make sure that your arguments are simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your arguments.

- **Argument 1:**
  - **Piece of evidence 1:**
  
  - **Piece of evidence 2:**
  
- **Argument 2:**
  - **Piece of evidence 1:**
  
  - **Piece of evidence 2:**



## Lesson 8: Immigration



*Ellis Island, 1902 (Wikimedia)*

**To what extent was the United States a land of opportunity for immigrants?**

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**Lesson 8**  
**Note-Taking Template**

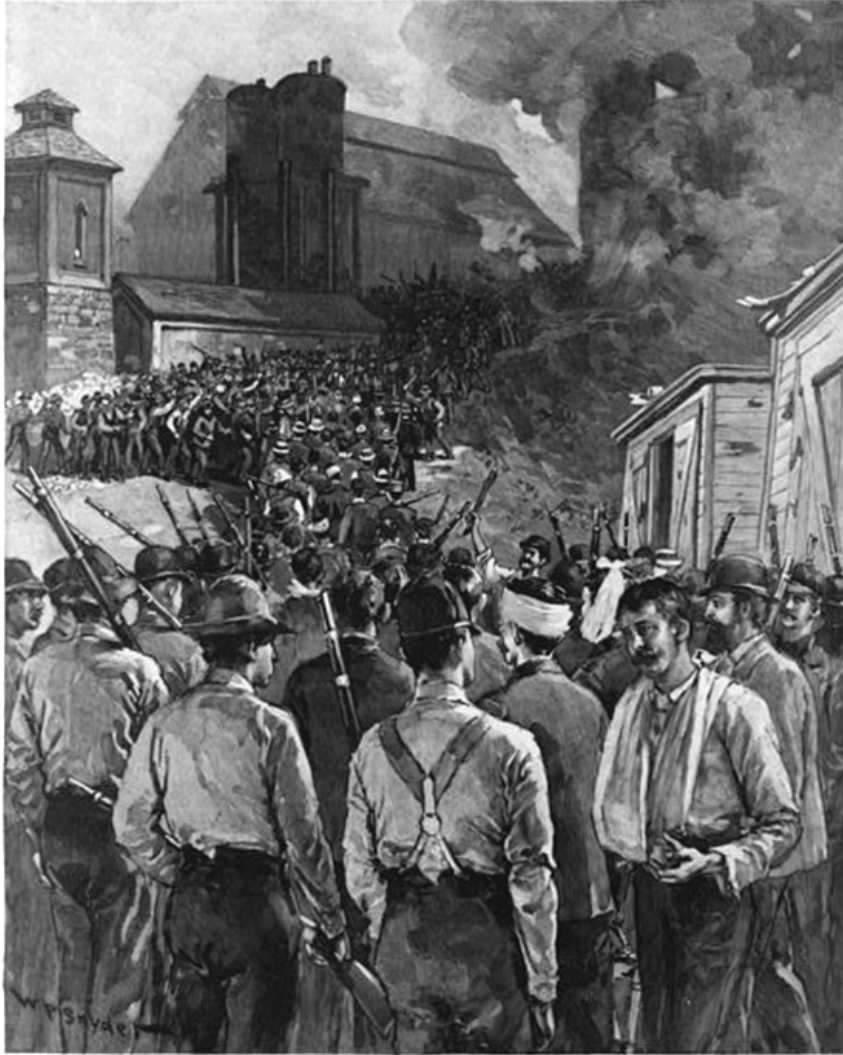
<b>Immigration to the East Coast</b>	<b>Immigration to the West Coast</b>

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**Lesson 8**  
**Exit Ticket**

1. Which of the following statements best characterizes immigration to the eastern United States?
  - a. Immigrants were welcomed with open arms and given full access to all opportunities.
  - b. While immigrants did find some new opportunities on the East Coast, many Americans attempted to limit immigration.
  - c. While immigrants were welcomed to the East Coast, there were no opportunities for them to succeed or adjust.
  - d. Immigrants were discriminated against on the East Coast and faced worse conditions than they had in their native countries.
  
2. How did Americans on the West Coast respond to the arrival of Chinese immigrants?
  - a. They created settlement houses like Hull House to help Chinese immigrants assimilate.
  - b. They welcomed the Chinese as new laborers in the railroad and mining industries.
  - c. They respected those who were there, but attempted to limit future Chinese immigration.
  - d. They discriminated against the Chinese and banned future Chinese immigration.
  
3. All of the following were major hardships faced by immigrants to both the east and the west coasts except:
  - a. low wages
  - b. increased crime
  - c. limited employment opportunities
  - d. racial or ethnic discrimination

## Lesson 9: Labor Unions

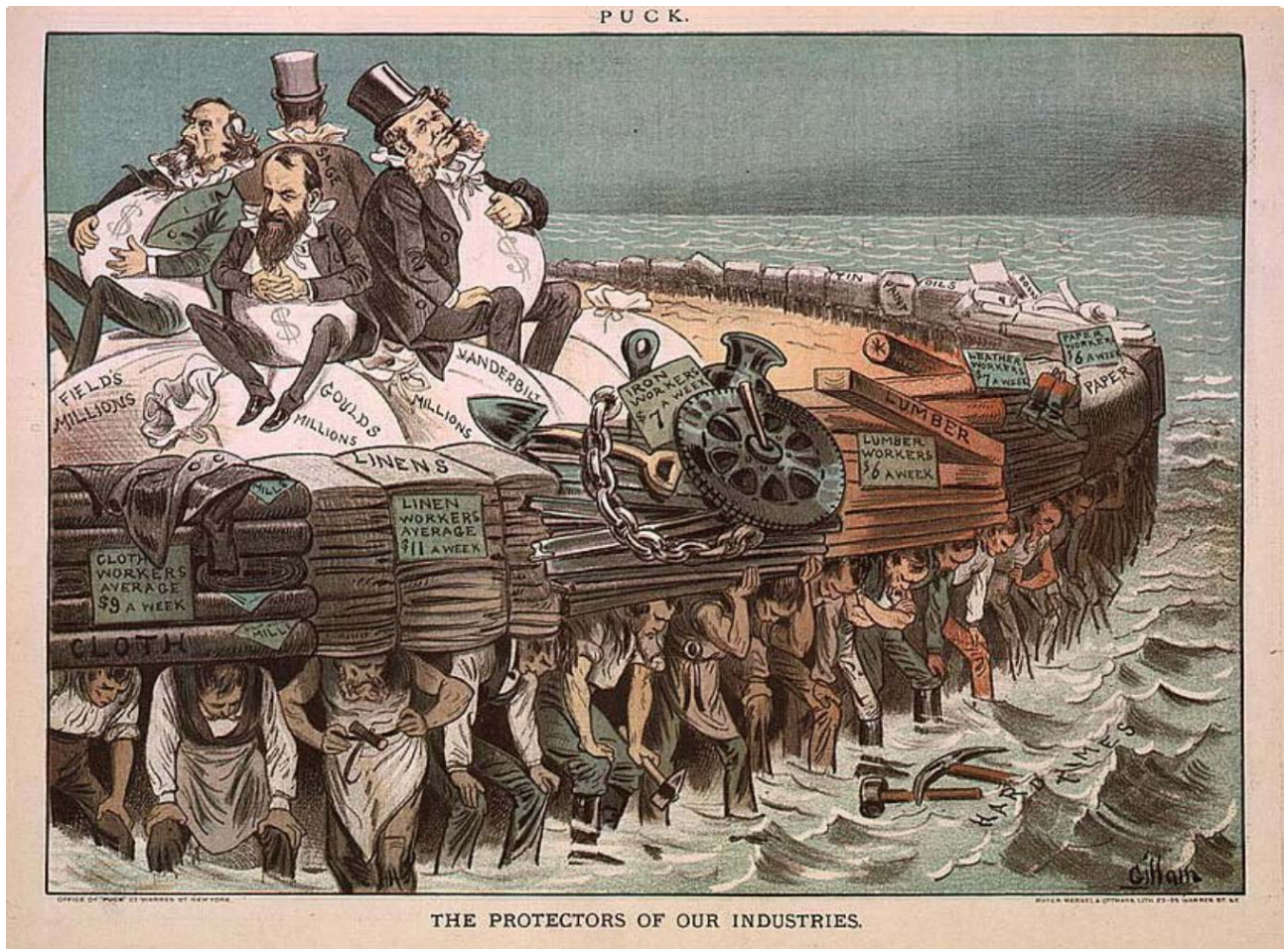


*"The Homestead Riot," by W.P. Snyder, on the cover of Harper's Weekly magazine, 1892 (Wikimedia)*

**How effective were labor unions?**



Lesson 9  
Do Now



"The Protectors of Our Industries," by Bernhard Gillam, 1883 (Library of Congress)

1. What are **two** things you notice about this image?
2. What are **two** questions you have about this image?

## Lesson 10: Labor Unions



*Labor Day parade, 1908 (Wikimedia)*

**How successfully did labor unions fight for worker rights?**

Lesson 10  
Do Now



*Illustration of the Haymarket Riot, 1886, Harper's Weekly (Wikipedia)*

1. What are **two** things you notice about this image?
  
  
  
  
  
  
  
  
  
  
2. What are **two** questions you have about this image?

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**Lesson 10**  
**Note-Taking Template**

<b>The Homestead Strike</b>	<b>The Pullman Strike</b>	<b>The Haymarket Riot</b>

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**Lesson 10**  
**Exit Ticket**

1. How did the Homestead Strike and the Haymarket Riot differ?
  - a. The Homestead Strike was very violent, while the Haymarket Riot was peaceful and nonviolent.
  - b. The Homestead Strike was fighting for higher pay, while the Haymarket Riot was fighting for better working conditions.
  - c. The Homestead Strike was started by average laborers, while the Haymarket Riot was organized by big business.
  - d. The Homestead Strike aimed to challenge unfair management, while the Haymarket Riot hoped to change labor conditions more broadly.
  
2. Violence erupted at strikes and riots for all of the following reasons except:
  - a. Strikers sometimes got carried away and grew violent in response to management resistance.
  - b. Strikers were all anarchists who wanted to destroy government systems.
  - c. Management called in strikebreakers, which angered strikers even further.
  - d. Management was willing to use any means necessary to end strikes.
  
3. How did strikes and riots affect public perception of labor unions?
  - a. Strikes successfully gained workers new rights, improving public perception of labor unions.
  - b. While strikes were sometimes successful, the violence and chaos often worsened public perception of labor unions.
  - c. While strikes were sometimes violent, their success in achieving worker rights improved public perception of labor unions.
  - d. Strikes never had any success and were always violent, worsening public perception of labor unions.

# Lesson 11: Agrarian Discontent



"I Feed You All!" lithograph by American Oleograph Co., Milwaukee, ca. 1875 (Gilder Lehrman Institute of American History)

## How did industrialism affect the lives of rural Americans?

Lesson 11  
Do Now



"I Feed You All!" lithograph by American Oleograph Co., Milwaukee, ca. 1875 (Gilder Lehrman Institute of American History)

1. What are **two** things you notice about this image?
  
  
  
  
  
  
  
  
  
  
2. What are **two** questions you have about this image?