



ISD Virtual Learning

APUSH Period 6: The Rise of Industrial Capitalism

April 21, 2020



APUSH

Period 6: The Rise of Industrial Capitalism: April 21, 2020

Objective/Learning Target:

Explain the socio economic continuities and changes associated with the growth of industrial capitalism from 1865-1898

Warm Up

Answer these questions in your notebook: Who is Andrew Carnegie? What does his quote mean in regards to American society?

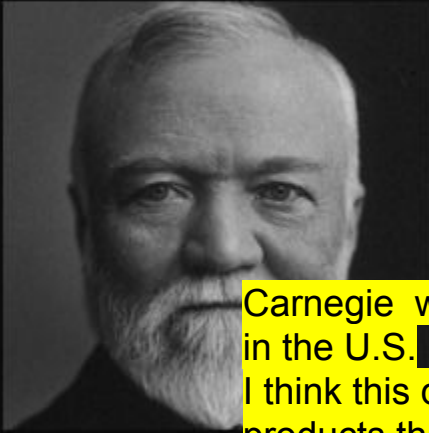


Capitalism is about turning
luxuries into necessities.

~ Andrew Carnegie

Warm Up

Answer these questions in your notebook: Who is Andrew Carnegie? What does his quote mean in regards to American society?



Capitalism is about turning
luxuries into necessities.

~ Andrew Carnegie

Carnegie was an entrepreneur that brought mass production to the steel industry in the U.S.

I think this quote means that for capitalism to work, people have to be sold products they don't really need.

Lesson Activity

-The Late 1800's was also known as the Age of Invention.

-many technological advancements

-Factories and Assembly Lines
increased production

-That led to a quickly growing US
Economy.



Lesson Activity

The New Economy was driven by Entrepreneurs who became known as Captains of Industry.

[Industrialist Economy](#)

Watch the Crash Course video:

How did the Captains of Industry change the economy and business after the Civil War?

Why are the Captains of Industry also called Robber Barons?

Creating a Monopoly: [Article](#)

Read the short article:

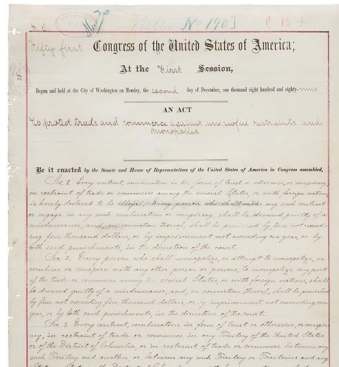
1. Identify Vertical Integration and Horizontal Integration.
2. What are some pros and cons of each kind of integration? Think about how producers and consumers look at each one.



Practice

The Captains of Industry and the creation of Monopolies led to Congress passing the [Sherman Antitrust Act of 1890](#). Now you are going to read this document and answer two questions about the Act. (Make sure that you read the transcript of the document instead of the original).

1. What was the act meant to do?
2. After reading the Act, how could the act be ineffective in splitting up monopolies?





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APUSH Period 6 Review: Labor in the Gilded Age

April 21, 2020



APUSH

Lesson: April 21, 2020

Objective/Learning Target: Students will explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

Source: *Frank Leslie's Illustrated Newspaper*, January 8, 1887

Warm Up

What does the caption “Too Many Cooks Spoil the Broth” mean in the context of this political cartoon?



TOO MANY COOKS SPOIL THE BROTH.

Lesson Activity: Background Information

Khan Academy Articles:

Read these short articles to review the two most important labor unions and three most famous strikes and riots during this time period.

[Knights of Labor, Haymarket Square Riot and the American Federation of Labor](#)

[The Homestead and Pullman Strikes](#)

Lesson Activity - Gathering Evidence to Support an Argument

For each of the following documents, record at least one piece of evidence that would illustrate the success or failure of organized labor in improving the conditions of workers in the period from 1875 to 1900.

	Does this Document show a Success or Failure for Organized Labor? Provide specific details or statistics in full sentences. No one word answers will be accepted.
Doc. 1	
Doc. 2	
Doc. 3	
Doc. 4	
Doc. 5	
Doc. 6	
Doc. 7	

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

Source: Editorial, *The New York Times*, July 18, 1877

. . . [T]he strike is apparently hopeless, and must be regarded as nothing more than a rash and spiteful demonstration of resentment by men too ignorant or too reckless to understand their own interests. . . . But if the strike on the Baltimore and Ohio Road is a foolish one, its history up to the present time shows that those who are engaged in it are not only bold and determined, but that they have the sympathy of a large part of the community in which they live. . . .

Source: The testimony of a machinist before the Senate Committee on Labor and Capital, 1883

Question: Is there any difference between the conditions under which machinery is made now and those which existed ten years ago?

Answer: A great deal of difference.

Question: State the differences as well as you can.

Answer: Well, the trade has been subdivided and those subdivisions have been again subdivided, so that a man never learns the machinist's trade now. Ten years ago he learned, not the whole of the trade, but a fair portion of it. In the case of making the sewing-machine, for instance, you find that the trade is so subdivided that a man is not considered a machinist at all. In that way machinery is produced a great deal cheaper than it used to be formerly, and in fact, through this system of work, 100 men are able to do now what it took 300 or 400 men to do fifteen years ago.

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

Source: Coroner's list of the killed, Pittsburgh, Pennsylvania, July 7, 1892 (*The New York Times*, July 8, 1892)

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.

Source: United States Supreme Court, *In re Debs*, 1895

The national government, given power by the Constitution to regulate interstate commerce, has by express statute assumed jurisdiction over such commerce when carried upon railroads. It is charged, therefore, with the duty of keeping those highways of interstate commerce free from obstruction, for it has always been recognized as one of the powers and duties of a government to remove obstructions from the highway under its control . . .

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.

Additional Unit 6 Practice - *America's History* 8th Ed. Review Videos

[Click HERE](#) to watch a review video on Chapter 17, Industrial America: Corporations and Conflict (1877 – 1911)

Additional Unit 6 Practice- Define and Review Key Terms

Chapter 17

1. Andrew Carnegie
2. John D Rockefeller
3. Homestead Strikes
4. Gospel of Wealth
5. Social Gospel
6. Vertical Integration
7. Standard Oil
8. Trusts
9. Horizontal Integration
10. Robber Barons vs Captains of Industry/Industrial Statesmen
11. Mass Production
12. Scientific Management
13. Chinese Exclusion Act
14. Great Railroad Strike of 1877
15. Greenback Labor Party
16. Granger Laws
17. Knights of Labor
18. Haymarket Square Violence
19. Anarchism
20. Farmers Alliance
21. Interstate Commerce Act
22. American Federation of Labor

Reflection

At the foundation, what is a source of ongoing conflict between capitalists and labor? Is it possible for these two groups to have shared interests and working relationships?