



ISD Virtual Learning

APUSH Period 6 Review: The Rise of the Middle Class

April 22, 2020



APUSH

Lesson: April 22, 2020

Objective/Learning Target: Students will explain the causes of increased economic opportunity and its effects on society.

Warm Up

What class of society does this family belong to? What details do you notice in the painting that support your opinion?

How does the painting portray home life and the role of women?



Lesson Activity - The Cult of Domesticity in the Middle Class

Fanny Fern, "How Husbands May Rule," 1853

"Dear Mary," said Harry — to his little wife, "I have a favor to ask of you. You have a friend whom I dislike very much, and who I am quite sure will make trouble between us. Will you give up Mrs. May for my sake, Mary?" A slight shade of vexation crossed Mary's pretty face, as she said, "You are unreasonable, Harry. She is lady-like, refined, intellectual, and fascinating, is she not?"

"Yes, all of that; and, for that very reason, her influence over one so yielding and impulsive as yourself is more to be dreaded, if unfavorable. I'm quite in earnest, Mary. I could wish never to see you together again."...

"Well," said the little wife, turning away, and patting her foot nervously, "I don't see how I can break with her, Harry, for a whim of yours; besides, I've promised to go there this very evening."

Harry made no reply, and in a few moments was on his way to his office.... Harry was vexed — she was sure of that; he had gone off, for the first time since their marriage, without the affectionate goodbye that was usual with him, even when they parted but for an hour or two. And so she wandered, restless and unhappy, into her little sleeping-room.

It was quite a little gem. There were statuettes, and pictures, and vases, all gifts from him either before or since their marriage; each one had a history of its own — some tender association connected with Harry.... Turn where she would, some proof of his devotion met her eye. But Mrs. May! She was so smart and satirical! She would make so much sport of her, for being "ruled" so by Harry! Hadn't she told him "all the men were tyrants," and this was Harry's first attempt to govern her. No, no, it wouldn't do for her to yield.

...Yes, she would go; she had quite made up her mind to that. Then she opened her jewel-case; a little note fell at her feet. She knew the contents very well. It was from Harry — slipped slyly into her hand on her birthday, with that pretty bracelet. It couldn't do any harm to read it again. It was very lover-like for a year-old husband; but she liked it! Dear Harry! and she folded it back, and sat down, more unhappy than ever, with her hands crossed in her lap, and her mind in a most pitiable state of irresolution.

Perhaps, after all, Harry was right about Mrs. May; and if he wasn't, one hair of his head was worth more to her than all the women in the world. He never said one unkind word to her — never! He had anticipated every wish. He had been so attentive and solicitous when she was ill. How could she grieve [sadden] him?

Love conquered! The pretty robe was folded away, the jewels returned to their case, and, with a light heart, Mary sat down to await her husband's return.

The lamps were not lit in the drawing-room, when Harry came up the street. She had gone, then! — after all he had said! He passed slowly through the hall, entered the dark and deserted room, and threw himself on the sofa with a heavy sigh. He was not angry, but he was grieved and disappointed. The first doubt that creeps over the mind, of the affection of one we love, is so very painful.

"Dear Harry!" said a welcome voice at his side.

"God bless you, Mary!" said the happy husband; "you've saved me from a keen sorrow!"

Dear reader — won't you tell? — there are some husbands worth all the sacrifices a loving heart can make!

Close Reading Questions

- 1. What principles of the Cult of Domesticity does this story illustrate?**
- 2. What benefits does Mary gain from Mrs. May as opposed to the benefits she receives from Harry's "rule"?**
- 3. Why does Harry disapprove of Mrs. May? Consider the adjectives that both he and Mary use to describe her, in comparison to the way Harry describes his wife. What threat does Mrs. May pose to his family life?**
- 4. Consider Fanny Fern's title for the story. Do you think she is more concerned with women's need to submit or with demonstrating to men the way that they should treat their wives?**

Sample Answers

1. What principles of the Cult of Domesticity does this story illustrate?

The story illustrates the principle of submissiveness as Mary yields to her husband's wishes over her own. The text paints a picture of Mary's domestic space and the importance of that space to Mary, emphasizing her domestic role.

2. What benefits does Mary gain from Mrs. May as opposed to the benefits she receives from Harry's "rule"?

Mrs. May is described as "intellectual, and fascinating" and then "smart and satirical." These descriptions imply she encourages Mary to be an independent thinker, opposed to Harry who offers love, care, and material comfort.

3. Why does Harry disapprove of Mrs. May? Consider the adjectives that both he and Mary use to describe her, in comparison to the way Harry describes his wife. What threat does Mrs. May pose to his family life?

Harry implies that Mrs. May threatens to persuade his wife and perhaps encourage her to be an independent thinker. Harry states that Mrs. May has the potential to cause "trouble between" Mary and him.

4. Consider Fanny Fern's title for the story. Do you think she is more concerned with women's need to submit or with demonstrating to men the way that they should treat their wives?

Fern seems to be more inclined to show that women will submit when men treat them properly. She emphasizes Harry's affection and generosity with his wife. The conclusion of the piece states that "there are some husbands worth all the sacrifices."

Activity Found Here: <https://americainclass.org/the-cult-of-domesticity/>

Additional Resources on the Rise of the American Middle Class during the Gilded Age

[Gospel of Wealth](#)

[Mass Culture](#)

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

[Click HERE](#) to watch a review video on Chapter 18, The Victorians Make the Modern (1880 – 1917)

Additional Unit 6 Practice- Define and Review Key Terms

Chapter 18

1. Department Stores
2. Plessy v Ferguson
3. “Muscular Christianity“
4. Baseball
5. Negro Leagues
6. American Football
7. The National Park Service
8. National Audubon Society
9. Comstock Act
10. Liberal Arts
11. Booker T Washington
12. Tuskegee Institute
13. Christina Women’s Temperance Union
14. The National Association of Colored Women
15. Ida B Wells
16. Feminism
17. “On the Origin of Species”
18. Social Darwinism
19. Eugenics
20. Realism
21. Naturalism
22. Mark Twain
23. Modernism
24. Fundamentalism

Reflection

Compare the middle class of the Gilded Age to the modern day middle class in the United States. Does the modern day middle class have similar values and lifestyles. What has changed and what has stayed the same?



ISD Virtual Learning

APUSH, Period 6: Immigration and Responses during the Gilded Age

April 22, 2020

APUSH

Period 6: Immigration and Responses to Immigration in the Gilded Age: April 22, 2020

Objective/Learning Target:

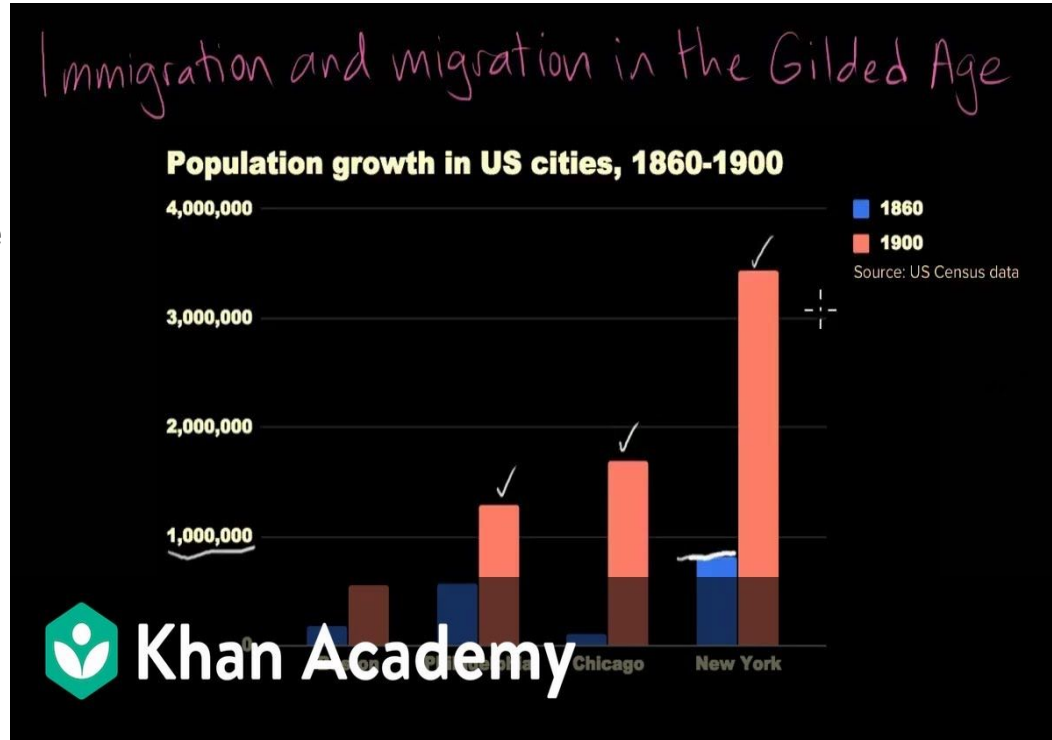
- 1. Explain how cultural and economic factors affected migration patterns over time.**
- 2. Explain the various responses to immigration in the period over time.**

Warm Up

This shows the growth of cities in the late 19th century. I know it is difficult to read some of the city names but you still get the idea of the growth.

In your notebooks answer these questions:

1. What is the trend of Immigration and migration in the Gilded Age?
2. What do you think caused the growth of urban areas at this time?
3. How might this growth change the cities both positively and negatively?

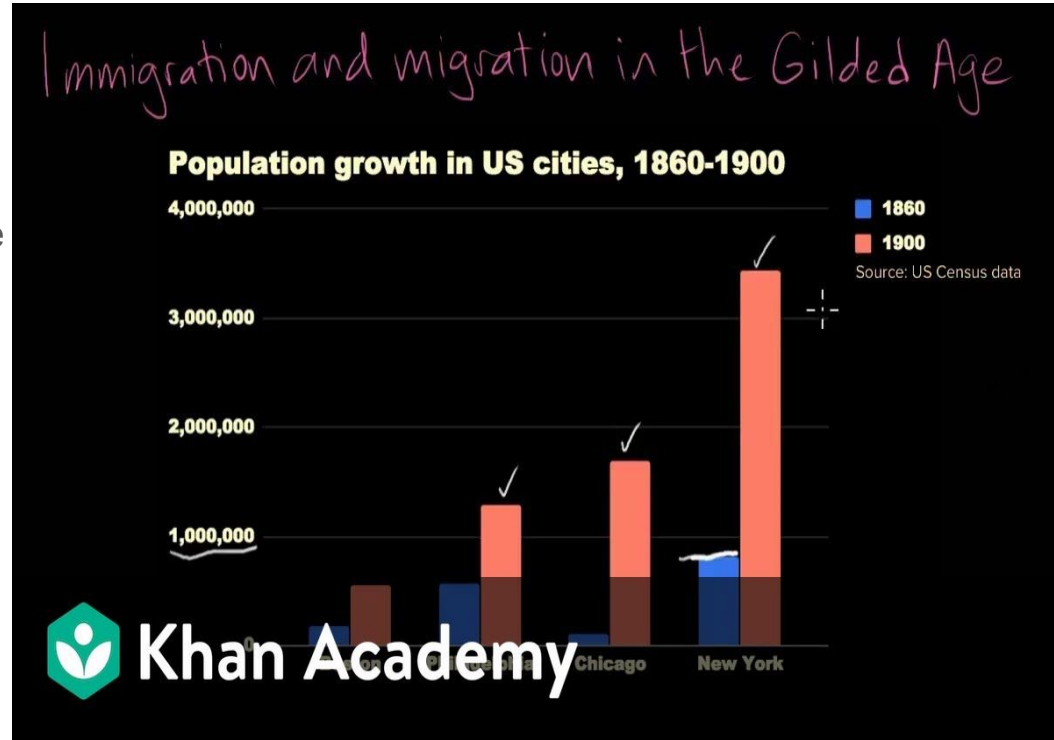


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To answer these questions think about the Second Industrial revolution. The new factories and opportunities was enough to draw people to cities. If you aren't sure about the effects on cities, we will go over some of that in this lesson.

Lesson Activity: Immigration

Immigration in the Gilded Age



Read the attached article about immigration and, in your notebooks, answer the following questions:

1. Where were the origin countries of immigrants in the Gilded Age?
2. Where did each group settle and why?
3. What were the responses to the different groups?
4. What did assimilation look like for these groups?

Lesson Activity: Migration and Urbanization

Now let's focus on migration with in the US and Urbanization in the Gilded Age. Read the first part of the article by Khan Academy. Only read the Overview, From Farm to City, and the Second Industrial Revolution and Urbanization.

In your notebooks answer the following questions:

1. What drew Americans and Immigrants to move into cities in the late 19th century?
2. Was life better or worse for the people that moved into the cities?

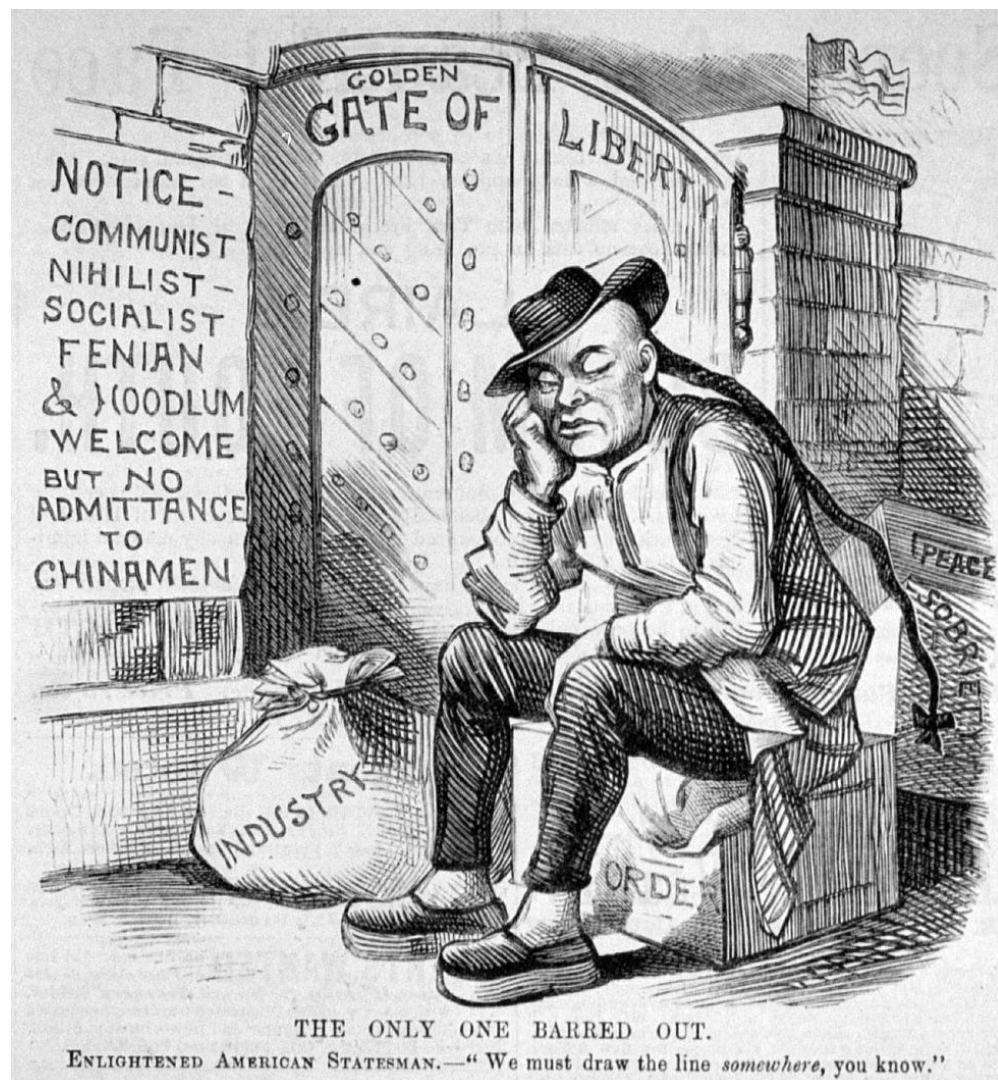
[U.S. Migration](#)



Practice

Answer in your notebooks:

1. What are three things you notice about this cartoon?
2. What is the message of this political cartoon?
3. What piece of legislation is this cartoon referring to?



THE ONLY ONE BARRED OUT.
ENLIGHTENED AMERICAN STATESMAN.—“We must draw the line *somewhere*, you know.”

Reflection

Write the first paragraph to this prompt:

Describe the changes and the continuities of immigrants' experience to the US in the Gilded Age and immigrants' experience to the US today.

If you want another POV of this topic check out this video from Lin-Manuel Miranda

[Immigrants: We Get the Job Done](#)

Some reminders:

Make sure that you include historical context in the paragraph:

Make sure at the end of your paragraph you have a thesis statement.

- Make an argument

- Include an example of a change and an example of a continuity.