

Please note there are two parts to this Break Assignment

Part 1 - Vocabulary

Directions: Complete all of the following vocabulary from Chapters 13 and 15. You may print this page and complete each word, or copy them into your notebook. **THEY ARE NOT TO BE TYPED.** If they are typed you will be directed to complete them again by hand.

Vocabulary Chapter 13

Section 1

Patent

Productivity

Transcontinental railroad

Bessemer process

Mass Production

Section 2

Social Darwinism

Monopoly

Vertical consolidation

Horizontal consolidation

Trust

Sherman Anti-Trust Act

Section 3

Piecework

Sweatshop

Division of labor

Section 4

Socialism

Craft union

Collective bargaining

Industrial union

Scab

Haymarket Riots

Homestead Strike

Pullman Strike

Vocabulary Chapter 15

Section 1

Gilded Age

Laissez-faire

Subsidy

Blue law

Civil service

Pendleton Civil Service Act

Rebate

Munn v. Illinois

Section 2

Steerage

Quarantine

Ghetto

Chinese Exclusion Act

Gentlemen's Agreement

Alien

Section 3

Suburb

Tenement

Political machine

Section 4

Social gospel movement

Settlement house

Sociology

Nativism

Temperance movement

Prohibition

Vice

Part 2:

You will begin the following project at home, and it will be completed in school. Be sure to read what your break responsibilities are under the EASTER BREAK RESPONSIBILITIES section of the Task listed below. Stock portfolios mentioned in class will be completed in class together.

Introduction

You are a member of a film production studio that has recently been hired to produce a documentary about the Gilded Age of American history.



American novelist Mark Twain coined the term "Gilded Age" in an effort to illustrate the outwardly showy, but inwardly corrupt nature of American society during the industrialization of the late 1800's. The documentary will need to highlight the many aspects of society that made up the Gilded Age, including: [technological innovation](#), [big business](#), [urbanization](#), [immigration](#), and [reaction](#) to the period.

The Task

You will be responsible for producing one short documentary. You will be responsible for:

- Research the theme for your segment
- Create a documentary using Microsoft Photo Story, MovieMaker or a similar software to create your movie.
- Create a 5 segment documentary
- Use segment study guides to informally assess the effectiveness of the documentary segments.



BOHEMIAN CIGARMAKERS AT WORK IN THEIR TENEMENT.

EASTER BREAK RESPONSIBILITIES: You are not to film the documentary which will be presented in school. Filming and collaboration will take place in school. However, **YOU ARE** responsible for conducting all research, with sources, and a written script of what will be covered, with photo evidence (photos along with writing of what will be covered in each section of your documentary.)

What should I have for when we return? You should have each section of the documentary completed in outline form, with at least 15-20 bullets/sections for each category (Technology, Big Business, Urbanization, Immigration and Reactions) You should address each of the required content sections for each subcategory. This means that you will have an outline of about 4-5 pages. This should be done in a way that completing the production and editing will be the last step of the project and is easy because of the detail incorporated in your outline.

Please find all topics that must be covered, as well as subcategories, below.

Process

- You should conduct research in order to contribute materials essential to the production of your documentary. Research should incorporate a variety of resources including text and review books as well as materials from Internet resources. A list of all of the research sources will be kept so that it can be incorporated into a written so that you can cite them later on.
- Prepare an outline of how the documentary will flow, as well as a script to use for the narration in your documentary.

Documentary Segments

TECHNOLOGY SEGMENT

Technology, and an abundance of natural resources, was the driving forces behind the Industrial Revolution in the United States . The telegraph, railroads, the telephone, and ultimately the use of electricity led to the shift from an agrarian to an industrial America .



Required Content:

- **Industrial Revolution**
- **Use of Natural Resources:**
 - Iron
 - Coal
 - Oil
- **Transcontinental Railroad**
- **Inventors and their Inventions:**
 - Samuel F. B. Morse
 - Henry Bessemer
 - Alexander Graham Bell
 - Thomas Alva Edison



BIG BUSINESS SEGMENT

Laissez-faire capitalism ruled the day during the beginning of the Industrial Revolution in the United States . In this atmosphere of unbridled money-making, numerous types of business organizations gave rise to Big Business. Were the leaders of these companies Captains of Industry or Robber Barons? While some used ruthless business practices to wipe out their competition and earn large profits, others gave enormous sums of money to charities and their communities.

Required Content:

- **Laissez-Faire Capitalism:**
 - Adam Smith's *The Wealth of Nations*
- **Forms of Business Organization:**
 - Monopoly
 - Conglomerate
 - Trust
 - Holding Company
- **Entrepreneurs (Robber Barons or Captains of Industry?):**
 - Andrew Carnegie
 - John D. Rockefeller
 - J. Pierpont Morgan
 - Jay Gould
 - Henry Ford
- **Conspicuous Consumption**
- **Philanthropy**



URBANIZATION SEGMENT

Urbanization was a direct result of the Industrial Revolution in the United States . Burgeoning factories were centralized in cities which offered a central location for resources and workers to fuel their production. Immigrants and displaced rural workers flooded cities in the hopes of finding employment. Throughout the Gilded Age there were several positive, as well as negative, effects that can be attributed to urbanization.

Required Content:

- **Negative Effects of Urbanization:**
 - Housing (tenements, slums, etc.)
 - Health (disease, sanitation, etc.)
 - Working Conditions (child labor, etc.)
 - Political Machines (Tamany Hall, graft, etc.)
- **Positive Effects of Urbanization:**
 - New Technologies (elevators, skyscrapers, street lighting, water and sewage systems, etc.)
 - Cultural Benefits (museums, theaters, parks, libraries, education, etc.)
- **Philosophies:**
 - Puritan Work Ethic
 - Social Darwinism (Horatio Alger, etc.)



AN OLD REAR-TENEMENT IN ROOSEVELT STREET.

IMMIGRATION SEGMENT

The United States has always been a nation of immigrants. During the Gilded Age, immigration to America increased tremendously. More people came to the United States than ever before, but they were also coming from different places, and in doing so they added to the culture of America . Was America becoming a "melting-pot," or a "salad-bowl" of differing cultures?

Required Content:

- **Periods of Immigration:**
 - "New" Immigration (time period, place of origin, difficulties, etc.) Compared to previous periods – Colonial, Old
- **Reaction Against Immigration:**
 - Nativism
 - Know-Nothing Party
 - Chinese Exclusion Act of 1882 ("Yellow Peril")
 - National Origins Acts (1924, 1929)
- **Theories of Immigration:**
 - "Melting-Pot" Theory
 - Assimilation
 - "Salad-Bowl" Theory (Pluralism)



REACTIONS SEGMENT

The Gilded Age was a period of immense change in the United States . All of the abuses and problems of the time generated many different reactions- most directed at reform. Slowly, government regulations began to reign in the abuses of big business. At the same time, social reformers actively sought to correct the problems evident in American cities.

Required Content:

- **Granger Movement:**
 - Railroad Practices (pools, rebates, etc.)
 - Railroads=Public Utility
 - Granger State Laws
 - *Munn v. Illinois* (1877)
 - Interstate Commerce Act (1887)
- **Sherman Antitrust Act** (1890)
- **Unionism:**
 - Collective Bargaining
 - Knights of Labor
 - American Federation of Labor
 - International Ladies' Garment Workers Union
- **Early Reformers:**
 - Thomas Nast
 - Jane Addams (Hull House)

