

Name: _____

Class Period: _____

Due Date: ____/____/____


Guided Reading & Analysis: The Politics of the Gilded Age, 1877-1900

Chapter 19- The Gilded Age pp 380-391



A.J. Ross, 1884. Age Progression, Great Age Progression, National Geographic Society, Boston, Boston.

Reading Assignment: Ch. 19 AMSCO

Purpose: This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using your noggin (thinking skills) with new knowledge gained from the reading. This guide, if THOUGHTFULLY completed in its entirety, BOP (Beginning of Period) by the due date, can be used on the corresponding quiz as well as earn up to 10 bonus points. In addition, completed guides provide the student with the ability to correct a quiz for 10 points back! The benefits of such activities, however, go far beyond quiz help and bonus points. 

Mastery of the course and AP exam await all who choose to process the information as they read/reflect.

So... young Jedi... what is your choice? Do? Or do not? There is no try.

Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. Get a feel for the content you are about to read.
3. **Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, highlight key events and people as you read. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to consider questions in order to critically understand what you read!
4. **Write:** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

Key Concepts FOR PERIOD 6:

Main Idea: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

Key Concept 6.2: The emergence of industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities & women.

Key Concept 6.3: The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

Section 1 Background and Introduction, page 380

Read page 380 and additional information below. Highlight major cues, and answer the question that follows.

The Gilded Age, which spanned the final three decades of the nineteenth century, was one of the most dynamic, contentious, and volatile periods in American history. America's industrial economy exploded, generating unprecedented opportunities for individuals to build great fortunes but also leaving many farmers and workers struggling merely for survival. Overall national wealth increased more than fivefold, a staggering increase, but one that was accompanied by what many saw as an equally staggering disparity between the rich and the poor. Industrial giants like Andrew Carnegie and John D. Rockefeller revolutionized business and ushered in the modern corporate economy, but also, ironically, sometimes destroyed free-market economic competition in the process. Record numbers of citizens voted in national elections, but the politicians they voted for were often lackluster figures who turned a blind eye to the public interest. It was, as Dickens might have said, the best of times and the worst of times. But even that Dickensian understanding of the Gilded Age isn't quite right. It's not enough to say that the Gilded Age was a time of high highs and low lows; the highs and lows were actually often deeply intertwined parts of the exact same developments. In other words, the highs often were the lows, and vice versa. In the Gilded Age, every dark cloud had its silver lining... and every silver lining had its dark cloud. For more than a hundred years, critics have been ripping the business strategies that allowed big industrialists to build powerful monopolies—but those much-maligned monopolies brought desperately needed order to America's immature economic system. Many have also long resented the immense fortunes of personal wealth that a handful of big businessmen were able to acquire—but that wealth paid for a huge surge in philanthropy, building hundreds of libraries, schools, museums, and other public facilities still enjoyed by the American people even today. Reformers decried the way urban politicians turned corruption into a way of life—but those same crooked politicians also provided vital services to working-class and immigrant neighborhoods. The Gilded Age was a dynamic age of incredible economic opportunity, just as it was a harsh era of incredible economic exploitation. Any version of this tale that includes only the exploitation but not the dynamism—or vice versa—is missing half the story. (Shmoop.com)

How did the Gilded Age differ from the era of Reconstruction?

Why did Mark Twain call this era "gilded?"

Chapter 19 Guided Reading Us History

**Jim Davidson, Michael B. Staff, Prentice
Hall Direct Education Staff**

Chapter 19 Guided Reading Us History:

America: History of Our Nation Adapted Interactive Reading and Notetaking Study Guide 2007c Jim Davidson, Michael B. Staff, Prentice Hall Direct Education Staff, 2005-08 This edition was developed specifically for courses covering up to the Civil War or Reconstruction The text can also be used for the first part of a two year American history course

The Outline of Knowledge: The history of the world, by A. D. Innes. The romance of money, by R. M. Knerr. The reader's guide James Albert Richards, 1924 The Outline of Knowledge: The history of the world James Albert Richards, 1924 Guide to U.S. Foreign Policy Robert J. McMahon, Thomas W. Zeiler, 2012-08-02 At no time in American history has an understanding of the role and the art of diplomacy in international relations been more essential than it is today Both the history of U S diplomatic relations and the current U S foreign policy in the twenty first century are major topics of study and interest across the nation and around the world Spanning the entire history of American diplomacy from the First Continental Congress to the war on terrorism to the foreign policy goals of the twenty first century Guide to U S Foreign Policy traces not only the growth and development of diplomatic policies and traditions but also the shifts in public opinion that shape diplomatic trends This comprehensive two volume reference shows how the United States gained the strength of a giant and also analyzes key world events that have determined the United States changing relations with other nations The two volumes structure makes the key concepts and issues accessible to researchers The set is broken up into seven parts that feature 40 topical and historical chapters in which expert writers cover the diplomatic initiatives of the United States from colonial times through the present day Volume II s appendix showcases an A to Z handbook of diplomatic terms and concepts organizations events and issues in American foreign policy The appendix also includes a master bibliography and a list of presidents secretaries of state war and defense and national security advisers and their terms of service This unique reference highlights the changes in U S diplomatic policy as government administrations and world events influenced national decisions Topics include imperialism economic diplomacy environmental diplomacy foreign aid wartime negotiations presidential influence NATO and its role in the twenty first century and the response to terrorism Additional featured topics include the influence of the American two party system the impact of U S elections and the role of the United States in international organizations Guide to U S Foreign Policy is the first comprehensive reference work in this field that is both historical and thematic This work is of immense value for researchers students and others studying foreign policy international relations and U S history ABOUT THE EDITORS Robert J McMahon is the Ralph D Mershon Professor of History in the Mershon Center for International Security Studies at The Ohio State University He is a leading historian of American diplomatic history and is author of several books on U S foreign relations Thomas W Zeiler is professor of history and international affairs at the University of Colorado at Boulder and is the executive editor of the journal *Diplomatic History*

Guide to U.S. Environmental Policy Sally K. Fairfax, Edmund Russell, 2014-08-14 Guide to U S Environmental Policy

provides the analytical connections showing readers how issues and actions are translated into public policies and persistent institutions for resolving or managing environmental conflict in the U S The guide highlights a complex decision making cycle that requires the cooperation of government business and an informed citizenry to achieve a comprehensive approach to environmental protection The book s topical operational and relational essays address development of U S environmental policies the federal agencies and public and private organizations that frame and administer environmental policies and the challenges of balancing conservation and preservation against economic development the ongoing debates related to turning environmental concerns into environmental management and the role of the U S in international organizations that facilitate global environmental governance Key Features 30 essays by leading conservationists and scholars in the field investigate the fundamental political social and economic processes and forces driving policy decisions about the protection and future of the environment Essential themes traced through the chapters include natural resource allocation and preservation human health rights of indigenous peoples benefits of recycling economic and other policy areas impacted by responses to green concerns international cooperation and immediate and long term costs associated with environmental policy The essays explore the impact made by key environmental policymakers presidents and politicians as well as the topical issues that have influenced U S environmental public policy from the colonial period to the present day A summary of regulatory agencies for environmental policy a selected bibliography and a thorough index are included This must have reference for political science and public policy students who seek to understand the forces that U S environmental policy is suitable for academic public high school government and professional libraries

Us History Teachers Guide and Resource/7195-3n27 Diane Hart,1988 **An Arkansas History for Young People** Shay E. Hopper,T. Harri Baker,Jane Browning,2007-09-01 Adopted by the State of Arkansas for 2008 Once again the State of Arkansas has adopted An Arkansas History for Young People as an official textbook for middle level and or junior high school Arkansas history classes This fourth edition incorporates new research done after extensive consultations with middle level and junior high teachers from across the state curriculum coordinators literacy coaches university professors and students themselves It includes a multitude of new features and is now full color throughout This edition has been completely redesigned and now features a modern format and new graphics suitable for many levels of student readers The completely revised fourth edition includes new unit chapter and section divisions as well as five brand new chapters an introductory chapter with information on the symbols flag and songs of Arkansas chapter 2 which covers the geography of Arkansas chapter 3 on state and local government chapter four on economics and tourism and a modern chapter on the Arkansas of today and the future which completes the learning adventure This edition also has two special features one on the Central High School crisis of 1957 and another on the William J Clinton Presidential Library It also has new and interesting features for students like the Guide to Reading at the beginning of each chapter there is a list of important terms people places and events for the student to keep in mind as he or she reads

corresponding to blue vocabulary words in the text which are define in the margin County Quest I Am an Arkansan Did You Know Only in Arkansas A Day in the Life Chapter Reflection questions and activities over forty five new content maps and a comprehensive new map atlas *Teacher's Manual for Use with Living in Our America* Edward August Krug,1961 The American Journey Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003 **Telecourse Study Guide for America in Perspective** Kenneth G. Alfers,1994 *A Guide to Systematic Readings in the New Werner Twentieth Century Edition of the Encyclopaedia Britannica* James Baldwin,1905 **A Guide to Bible Study** Harry E. Richards,1914 **The Social Studies Teacher's Toolbox** Elisabeth Johnson,Evelyn Ramos,2020-04-09 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher s Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional learning and culturally responsive teaching Easy to read content shows how and why social studies should be taught and how to make connections across history geography political science and beyond Designed to reduce instructor preparation time and increase relevance student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs advanced students and students with learning differences Offers real world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher s Toolbox is an invaluable source of real world lessons strategies and techniques for general education teachers and social studies specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators **History of Old Testament Criticism** Archibald Duff,1910 **Book Review Digest** ,1915 *CA Te Am Anthem 2007 Mod* Holt Rinehart & Winston,2007 *The Spectator* ,1901 A weekly review of politics literature theology and art **Booklist** ,1927 Walford's Concise Guide to Reference Material Albert John Walford,1992 This is a shortened version of the three volume Walford s Guide to Reference Material 5th edition Volume 1 Science and Technology 1989 Volume 2 Social and historical sciences philosophy and religion 1990 and Volume 3

Generalia language and literature the arts 1991 There are more than 3 000 entries forming an updated compilation of what are considered to be the basic items in the main volumes plus some more recent material up to April 1992 **The United States Catalog** Eleanor E. Hawkins, 1921

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