

Mr. Biniukow & Mr. Murray

APUSH Summer Assignment 2019-20 School Year

Rationale

The conclusion of US 1H (Post-Reconstruction) and the starting point for APUSH (the Progressive Era) is the period historically known as the Gilded Age. Coined by Mark Twain, the Gilded Age presented a number of challenges the United States faced in the late 19th century. Major themes you should examine throughout the course of your reading are the second Industrialization Revolution, the emergence of the “New South”, Gilded Age Politics, Immigration at the turn of the century, the closing of the Frontier, and the struggle between labor and business. In addition to providing a valuable “scene setting” for the first two units (Progressive Era & Imperialism) of the course, this text and subsequent summer assignment will limit the readings in the textbook during the first two months, thereby leaving time for more meaningful assignments.

Assignment Task

Students are encouraged to read chapters 1, 2, 3, 4, 7, 8, 9 and 10 of Sean Cashman’s, *America in the Gilded Age: From the Death of Lincoln to the Rise of Theodore Roosevelt* and complete **the 5 written responses** to the prompts below. In addition, each prompt is accompanied by a primary source for the issue being analyzed. Students are required to incorporate the primary source into their written analysis. Students will respond in a 5-paragraph essay of no more than 750 words for each of the prompts.

The responses should be typed, printed and submitted on the first day of school...NO EXCEPTIONS. At the start of school, please refer to your individual teacher’s policy for submitting the summer assignment on Turnitin.com. **Plagiarism in any form will not be tolerated.** Any student(s) caught plagiarizing will result in a zero for the assignment and will be reported to the administration. Students should expect to be assessed on the summer reading in class when they return to school. While taking notes for each chapter is NOT MANDATORY, it is HIGHLY RECOMMENDED as those notes will assist students in preparing for class discussions and assessments for the first two units of the school year.

Any questions please contact Mr. Murray or Mr. Biniukow. Have a great summer and we look forward to meeting all of you in September!

5 Essential Questions about the American Experience between 1865-1900, the “Gilded Age”

1. The End of Reconstruction

To what extent were the economic, political and social goals of Reconstruction (1865–1877) achieved by 1900? (Chapter 1,2,7)

“The First Vote” –A.R. Waud (1967)

2. Immigration and the Emerging Industrial Nation

In what ways did late 19th century industrialization both promote and hinder immigration and the immigrant experience? (Chapter 1,3)

“Welcome To All!” –Joseph Keppler (1880)

3. The Struggles of Labor and Farmers

Were the Agrarian Revolt in the west and the labor movement of the emerging industrial cities pro-American or anti-American based on our Constitution and the Bill of Rights? (Chapter 1,2,4,8,10)

“Declaration of Purposes of the National Grange” (1874)

4. Politics in the Gilded Age

From 1865 to 1900, to what extent was the American political system a plutocracy? (Chapter 1,2,8)

“Wall St. Own the Country” –Mary Elizabeth Lease (1890)

5. “How the West was won”

In what ways did the ideology of Manifest Destiny that trumpeted and championed national expansion shape the lives of all inhabitants who settled the West from 1865-1900? (Chapter 1,3,9,10)

“Frontier Thesis” Fredrick Jackson Turner (1893)