

## Honors American Studies II Summer Assignment

Hello future Honors American Studies II student!

As you leave your American History I class, realize what you've accomplished this past year. You have discovered the foundation for American government, civil liberties, foreign policy and economic development. You've also discovered the difficulties caused by sectional interests, social inequities and political partisanship. Your year closed as the United States survived the greatest threat to its success and began to enter the world stage.

### **Purpose:**

Honors American Studies II will pick up the story as the United States enters to 20<sup>th</sup> century. It is very important that we build a bridge to connect the two courses together. The summer assignment is designed to do this. You will get a chance to establish a baseline. Your goal is to understand the key issues facing the nation as it prepared to enter its next hundred years. This will allow you to see that the great events of the early 20<sup>th</sup> century have some connection to what you have already studied and reinforce the idea that history "doesn't just happen."

### **The Assignment:**

The complete assignment is attached; however, you may also access it on the Parkland High School website. The web address is (<http://psdweb.parklandsd.org/phsweb>). Click on "Links" and then on "AP/Honors Summer Assignments." Find Honors American Studies II in the list and click on it. Along with this assignment packet, you will need a copy of the textbook, *The American Journey* by David Goldfield, *et al.* Students enrolled in Honors American Studies I in 9<sup>th</sup> grade will keep their textbook. New students can pick up a book in Mr. Martin's room, D119, or Mr. Stephen's room, D116, during the last week of school. If you fail to pick up the materials prior to the end of school, please see Mrs. Stack in the PHS library after June 12<sup>th</sup> to sign out the textbook.

The basic idea is that you will use a primary source, the *Platform and Expressions of Sentiments*, which is located at the end of this assignment sheet, to drive an investigation of the political, economic and social state of the United States in the late 19<sup>th</sup> century. You will then create a final product that will force you to choose a position and defend it. Since much of the 10<sup>th</sup> grade course is based upon these types of activities, it will be a great introduction for what will happen during the upcoming school year.

Have some fun with this assignment. It gives you the chance to be creative. As a warning, please be sure to include historical facts, not broad generalizations in the parts of the assignment that ask you to do so. **It is challenging, so plan on it taking somewhere between six and eight hours with a point value of 100 points.**

**The due date is the first day of school, September 2<sup>nd</sup>. Please return the finished product to your teacher on that day.**

Good Luck. If you have any questions, feel free to email either one of us. We look forward to seeing you in the fall.

Mr. Martin ([martind@parklandsd.org](mailto:martind@parklandsd.org))

Mr. Stephens ([stephensa@parklandsd.org](mailto:stephensa@parklandsd.org))

## ***The Omaha Platform: Launching the Populist Party***

Although historians often speak of a “Populist movement” in the 1880s, it wasn’t until 1892 that the People’s or Populist Party was formally organized. The Omaha Platform, adopted by the founding convention of the party on July 4, 1892, set out the basic tenets of the Populist movement.

### **PLATFORM**

We declare, therefore—

*First.*—That the union of the labor forces of the United States this day consummated shall be permanent and perpetual; may its spirit enter into all hearts for the salvation of the Republic and the uplifting of mankind.

*Second.*—Wealth belongs to him who creates it, and every dollar taken from industry without an equivalent is robbery. “If any will not work, neither shall he eat.” The interests of rural and civic labor are the same; their enemies are identical.

*Third.*—We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads, and should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the Constitution by which all persons engaged in the government service shall be placed under a civil-service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees.

**FINANCE.**—We demand a national currency, safe, sound, and flexible, issued by the general government only, a full legal tender for all debts, public and private, and that without the use of banking corporations, a just, equitable, and efficient means of distribution direct to the people, at a tax not to exceed 2 per cent. per annum, to be provided as set forth in the sub-treasury plan of the Farmers’ Alliance, or a better system; also by payments in discharge of its obligations for public improvements.

1. We demand free and unlimited coinage of silver and gold at the present legal ratio of 16 to 1.
2. We demand that the amount of circulating medium be speedily increased to not less than \$50 per capita.
3. We demand a graduated income tax.
4. We believe that the money of the country should be kept as much as possible in the hands of the people, and hence we demand that all State and national revenues shall be limited to the necessary expenses of the government, economically and honestly administered.
5. We demand that postal savings banks be established by the government for the safe deposit of the earnings of the people and to facilitate exchange.

**TRANSPORTATION**—Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. The telegraph, telephone, like the post-office system, being a necessity for the transmission of news, should be owned and operated by the government in the interest of the people.

**LAND.**—The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. All land now held by railroads and other corporations in excess of their actual needs, and all lands now owned by aliens should be reclaimed by the government and held for actual settlers only.

### **Expressions of Sentiments**

Your Committee on Platform and Resolutions beg leave unanimously to report the following: Whereas, Other questions have been presented for our consideration, we hereby submit the following, not as a part of the Platform of the People’s Party, but as resolutions expressive of the sentiment of this Convention.

1. RESOLVED, That we demand a free ballot and a fair count in all elections and pledge ourselves to secure it to every legal voter without Federal Intervention, through the adoption by the States of the unperverted Australian or secret ballot system.
2. RESOLVED, That the revenue derived from a graduated income tax should be applied to the reduction of the burden of taxation now levied upon the domestic industries of this country.
3. RESOLVED, That we pledge our support to fair and liberal pensions to ex-Union soldiers and sailors.
4. RESOLVED, That we condemn the fallacy of protecting American labor under the present system, which opens our ports to the pauper and criminal classes of the world and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor, and demand the further restriction of undesirable emigration.
5. RESOLVED, That we cordially sympathize with the efforts of organized workingmen to shorten the hours of labor, and demand a rigid enforcement of the existing eight-hour law on Government work, and ask that a penalty clause be added to the said law.
6. RESOLVED, That we regard the maintenance of a large standing army of mercenaries, known as the Pinkerton system, as a menace to our liberties, and we demand its abolition. . . .
7. RESOLVED, That we commend to the favorable consideration of the people and the reform press the legislative system known as the initiative and referendum.
8. RESOLVED, That we favor a constitutional provision limiting the office of President and Vice-President to one term, and providing for the election of Senators of the United States by a direct vote of the people.
9. RESOLVED, That we oppose any subsidy or national aid to any private corporation for any purpose.
10. RESOLVED, That this convention sympathizes with the Knights of Labor and their righteous contest with the tyrannical combine of clothing manufacturers of Rochester, and declare it to be a duty of all who hate tyranny and oppression to refuse to purchase the goods made by the said manufacturers, or to patronize any merchants who sell such goods.

## Honors American History II

# Platform Diving

The goal of the assignment is to get a handle on the way some 19<sup>th</sup> Century Americans saw their world and then see if the facts support that point of view. You've been given a copy of a portion of the Populist Party Platform. The first thing you must do is figure out who they are and what they are saying.

### **The Focus Question:**

**What was the Populist Party's reason for existence?**

### **Step One**

Read the Platform and Expression of Sentiments and in your own words, summarize these documents.

### **Step Two**

Use the boxes below to group items in the Platform and Expression of Sentiments that seem to have a common theme. Use the label next to box to list the items.



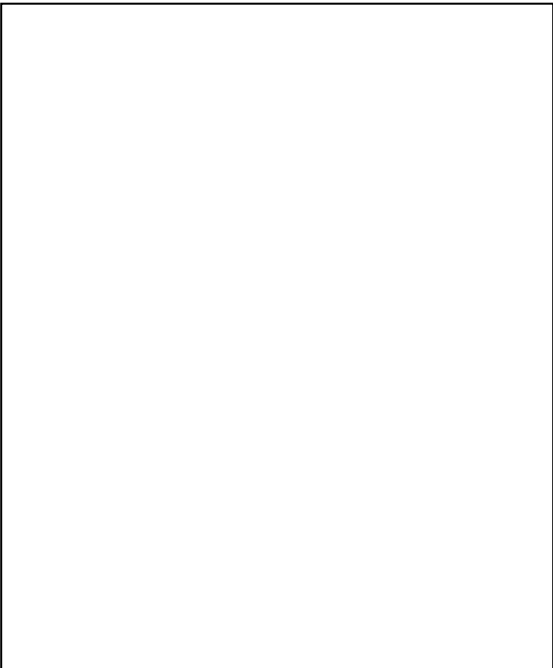
**Helping the Workers**



**Ending Political Corruption**



**Creating Fairness in the Business World**



**Improving Life for Farmers**

### Step Three

Now it's time to figure out if the Populists were right. Go to Chapters 18 (pages 546 to 572) and Chapter 20 (pages 616 to 634) in your text. Fill in the following chart by finding at least 3 facts in those chapters that prove or disprove the Populist Position that is listed in the left-hand column. Check the examples!

Populist Position	Facts that prove they are right	Facts that prove they are wrong
<p>Workers in America were being treated very poorly by their employers and needed help.</p>	<p>e.g. Factory workers put in 10 hr. days, 6 day/ wk.</p>	
<p>Politics and Politicians had become very corrupt during the 19<sup>th</sup> century</p>		
<p>Big Businesses had come to dominate the economy. They were crushing small businesses and hurting the American Economy</p>		<p>e. g. By 1914, General Electric was producing 85% of the world's light bulbs</p>

Farmers, especially small farmers, were having a hard time surviving in the late 19 <sup>th</sup> century.		
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### Step Four

Now you will play the part of a politician. Pick one of the sides (Populist right/Populist Wrong). Write a speech that supports the side you pick.

The speech will need a snappy introduction. Identify who you are, your point of view and what items you will be “speaking” about.

The speech will need to use three of the categories from Step Three.

The speech will need to use at least two facts in each of the categories to prove your position is correct.

The speech will need a fiery summary/conclusion.

**\*Your evaluation will be based upon:**

1. The effectiveness of your introduction.
2. The clear statement of your position for each topic you discuss.
3. The quality of the facts used to support your position.
4. The effectiveness of your summary.

**\*Please refer to the rubric on the next page.**

# Speech Score Sheet

## **Historical Content**

### **A. Scope**

- 9/10 Covers topic completely including all major topics necessary, might be missing a minor topic
- 7/8 Missing 1 major topic necessary to understanding
- 5/6 Missing 2 major topics necessary to understanding
- 3/4 Missing enough topics that the coverage of the historical topic is inadequate
- 1/2 Inappropriate information is the main base of project

### **B. Depth**

- 9/10 All major topics are explained in detail that is historically correct, clear presents a complete picture
- 7/8 Clarity/Correctness is good but the understanding is left incomplete, i.e. a significant part of the detail is not included
- 5/6 Unsupported Generalizations are the main aspect of the explanations in most areas
- 3/4 Inappropriate Generalizations are the main aspect of the explanations

## **Organization**

- 5 Organization/Categorization is logical based on historical needs of the project/has IMC
- 4 Organization/Categorization is logical but needs a more historical viewpoint/Missing 1 of the points in IMC
- 3 Logical and necessary categories are missing/organization needs rearranging/Missing 2 of the points in IMC
- 2 Organization is confusing/inappropriate

## **Creativity**

- 4/5 Demonstrates exceptional creativity/originality through the particular medium of the project
- 3 Demonstrates acceptable creativity/originality through the particular medium of the project
- 2 Shows little creativity/originality

***Presentation***

- 5 Presentation contains < 4 errors of grammar/conventions
- 4 Presentation contains < 5 errors of grammar/conventions
- 3 Presentation contains 6 errors of grammar/conventions
- 2 Presentation has 7 or more errors of grammar/conventions

***Total***  
**Grade**

Note: Your score will be converted from the rubric by figuring the percentage out of the total points available.