

WK 34

POPULISTS

5-18-09

READ } FOLLOW WK 30 CHART
FINISH ISLAND OF HOPE

WRITE } NO H/W BUT YOU SHOULD ALWAYS TAKE NOTES
FROM YOUR READING TO BE PREPARED FOR
CLASS DISCUSSIONS AND/OR ASSESSMENT

DUPLICATE } 5-18-09 TIMELINE (TODAY!!)
6-1-09 FINAL RESEARCH PAPER
6-8-09 NOTEBOOK
6-8-09 FINAL CUMULATIVE EXAM
STUDY ALL PRIOR EXAM DATES
STUDY ASIA + AFRICA MAPS
*(5-18-09 EXPOSITORY ESSAY WKSH - I AM
GIVING EXTRA WEEK TO COMPLETE)

RESEARCH PAPER

ALL RESEARCH SHOULD BE NEAR
COMPLETION. YOU SHOULD BEGIN WRITING
FIRST DRAFT SOON; 4-6 PAGES.

MORE INSTRUCTIONS TO FOLLOW!
I WILL POST ON RIVENDELL WEBSITE!!!
(AS ALWAYS WITH MUCH HELP FROM MRS NIKIRK)

GENERAL INFORMATION FOR ALL GRADES

This week's topics vary on the different learning levels, but what all have in common is that we're still learning about the many different things that were going on during America's Gilded Age. We've read about the vast differences in lifestyle between the Captains of Industry and the immigrant factory workers, between union organizers in the North and oppressed black youths in the South. This week, you will continue to survey various aspects of life in the Gilded Age.

Lower-grammar students are going to be learning about the famous Klondike Gold Rush along the Klondike River near Dawson City, Yukon, in Canada. Dawson City was just over the border from America's new Alaskan territory, purchased from the Russians. Americans heard about this discovery in 1897, and many rushed to find their fortunes in the frozen north country. As with the California Gold Rush, by bringing large numbers of entrepreneurial adventurers to the region, the Klondike Gold Rush significantly contributed to the economic development of western Canada, Alaska, and the Pacific Northwest.

Upper-grammar students will study gold, too. You will learn about the gold standard that underlay American currency in the late 1800's and how its fluctuations affected the U.S. treasury. You will also be reading about the beginning of shopping by catalogs and department stores, as goods were manufactured more and more through mass production. Finally, you will learn how Sam McClure encouraged writers and published their works in his magazines.

Dialectic students will finish up their four-week study of immigration during the Gilded Age and their study of the life story of one of the most successful immigrants of the period, Andrew Carnegie. The discussion on immigrants explores the lives of those who traveled west to become prairie farmers. You will also learn how Carnegie sought to give away his vast fortune during the last years of his life, and what causes he chose to champion as he did so.

In our ongoing topics in American history, rhetoric students will focus their attention on another category of Americans during this age: the farmers. You will learn how economic conditions in the rapidly industrializing Gilded Age trapped farmers, who could often not make ends meet and support their families. Many farmers became deeply indebted and had to sell their farms. When they repeatedly appealed to their government for relief, it seemed to them that no one in power cared about their troubles at all. Yet they saw themselves as the repository of all that America had long stood for, and they feared for their country's future along with their own. In desperation, farmers from all over the nation formed a new, third political party, called the Populists. Older students will learn this week about the Populists' ideas and their bids for national recognition and allegiance.

Rhetoric students will also begin a three-week survey of events in the last quarter-century in Europe. Readings this week focus on the two young governments of the era: the French Third Republic and the national government of newly unified Italy. You'll read about the problems that confronted people in both of these nations and how their leaders struggled to meet them.