Overview

This assignment requires you to research the life and work of three major persons or groups of the late 19th century. To emphasize the changes to U.S. society during this period, you must choose a person or group from one of each of the following two categories:

1) **Industrialization**, an inventor, “captain of industry” or union leader from this period of economic change; for example, Jesse W. Reno or Mary Harris (“Mother”) Jones. This topic must be unique to the class.

2) **Immigration to the U.S.** – a group from a region of the world that moved to the U.S. in the late 19th and early 20th century, for example, the reason why many Southern Italians or Japanese women migrated to the U.S. during this time period.

These immigration stories may have been caused by *push factors* (forced by others or circumstances) or *pull factors* (drawn to the U.S. or another region of the U.S. by hope for better circumstances). Remember, historical research starts with questions. To generate the question and find your topic might require a little research. Once you know that you have a timely and workable pair of topics, then of course, the research and analysis begins.

Example of historical questions and associated topics:

*Industrialization*: Where there early labor unions that accepted women? Yes. Topic -- The Knights of Labor.


Part I: Topic approval

Once you have done a small amount of research, have your topics approved by me and begin research. This requires a written historical question or two and the full name of the group or person.

Part II: Research and note-taking

By Friday 9/28, please submit three, organized pages of notes in a logical note-taking style with sources tracked. These could be single-spaced bulleted notes or Cornell Notes, or double-spaced typed notes. The book or website informal citation should be part of your notes. Start with your textbook. Track your sources!

A good place to start is to read the section(s) of your chapter for an overview. *The Americans: Reconstruction to the 21st Century*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Useful Chapter and Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil, Steel Magnates</td>
<td>Chapter 6, Section 1, Section 2</td>
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<tr>
<td>Early inventors</td>
<td>Chapter 6, Section 1</td>
</tr>
<tr>
<td>Railroads</td>
<td>Chapter 6, Section 2</td>
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<tr>
<td>Labor Unions and Leaders</td>
<td>Chapter 6, Section 2</td>
</tr>
<tr>
<td>Immigration to US</td>
<td>Chapter 7, Section 1 and 2</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>Chapter 8, Section 1</td>
</tr>
</tbody>
</table>

Part III: Biographies and Bibliography

Your biographical sketch of the industrial age should include who, what, when, where, why and how the person or group came to be historically significant. It should tell the story and include historical terms, for example, whether or not the industrialist created a horizontal or vertical monopoly. Was the person part of a labor strike, which one? Be specific.

Your immigration account should explain why people from that specific country (or the subgroup within the country) left their homeland and why they came to the United States. It should explain the push or pull factors. It should also include how they got to the United States and the major port(s) of entry and process of entry, for example, Ellis Island and the immigration process at Ellis Island. Lastly, your sketch of why people immigrated from a specific land should include
where the majority of these people eventually settled and what many did for work and to survive this period of transition (for example, on farms in northern Midwest states or in factories in East Coast cities?). Use the terminology from Chapter 7, Sections 1 and 2, such as assimilation, culture shock, and ethnic neighborhood.

Each biography should include one small embedded photo related to the topic. Each biography should be at least one page, double-spaced and no more than two pages in length (250-500 words).

Your bibliography should be in Chicago style and you may have one bibliography for both your sketches. Your biographies should each consult at least one book or reference book and one website. Please use at least three sources per biography, six sources for the project total.

Part IV: Draft review day
On the final work day on this project, a full draft of your two “biographies” and a bibliography (one bibliography is fine for both topic) should be brought to class. You and your classmates will review each other’s work for clarification and feedback.

Part V: Map
Once you have near final bibliographies, you will be given a map of the United States. On this map, you will label basic features and borders of the U.S. and places unique to your bibliographies. Using my examples, the final map would include the following:

1) Basic U.S. features required by the instructions
2) Locations (or a key to the locations) of the major locations of the strikes that were attributed to the Knights of Labor,
3) The country Denmark, the major port of entry for Danish immigrants (Ellis Island, NYC), and the final location of the majority of Danish immigrants to the U.S.

Part VI: Final Bibliographies and Sharing
Bring a printout of your final biographies, bibliography and map to submit for grading. In table groups, you will share your two “histories” and take notes on others when they share their stories. Your embedded photo or drawing and your map will be your visual aids.
Grading Rubric—Written Biographies

**Historical Question and Topic** - 6 points – Due Monday 9/24 by the end of the block
Good historical question linked to each biography topic

**Research Notes** - 30 points (10 pts each) – Due Friday 9/28 at the beginning of the block
Clear notes taken in a logical format with tracked sources (these do not have to be full citations)

**Draft Biographies** - 14 points – Due Friday 9/28 at the beginning of the block
Full rough drafts (7) and your reviews of others (7)

**Final Biographies** - 50 points (25 points each) – Due Wednesday 10/3 at the beginning of the block.

*For each write-up:*
- Includes basic information on the *who, what, when and where* of person or group.-10
- Includes information on the *importance or significance* of this group or person to U.S. life and history.-2
- Explain, if applicable, *how and why* this group or person did what they did (for example, some of these people used electricity for the first time, some made huge profits by undercutting the price of their competitors, some came to the US to avoid religious persecution)-4
- Provides details on the later life or major places of settlement and work for the person or group-3
- Clear, grammatically correct, explanations, spell checked-2
- 12 pt., Times Roman, double-spaced text-2
- One applicable photo-2

**Final Bibliography** - 10 points- Due Wednesday 10/3 at the beginning of the block.
Bibliography in Chicago Style with six entries minimum-6, correct format-4

**Map**
(Graded separately; See map instructions.)

**Sharing**
(Graded separately based on feedback from audience.)
1. Possible Topics - Industrialization

Capitalists and Inventors

1. Alexander Graham Bell
2. Sarah Breedlove/Madame C.J. Walker
3. John Browning
4. Leo Baekeland
5. George Washington Carver
6. William Crocker
7. Charles and Frank Duryea
8. Edwin L. Drake
9. James Buchanan Duke
10. John Deere
11. Thomas A. Edison
12. Henry Ford
13. Charles Goodyear
14. Jay Gould
15. Mark Hopkins
16. Margaret E. Knight
17. Lewis Howard Latimer
18. Jan Ernst Matzeliger
19. Elijah McCoy
20. Samuel B. Morse
21. Elisha Otis
22. George Pullman
23. John D. Rockefeller
24. Cyrus McCormick
25. Christopher Sholes
26. Gustav Swift
27. I.M. Singer
28. Leland Stanford Sr.
29. Nikola Tesla
30. Cornelius Vanderbilt
31. George Westinghouse
32. Wilbur and Orville Wright
33. Other

Labor (Workers and Labor Unionists)

34. Eugene V. Debs
35. Samuel Gompers, AFL
36. William ("Big Bill") Haywood, IWW
37. Mary Harris ("Mother") Jones
38. William H. Sylvis
39. Uriah S. Stephens
40. Terence Powderly
41. Other

2. Possible Topics -- Immigration to the US late 19th Century

Austro-Hungarian Empire
Canada
China
Cuba
Denmark
England
Estonia
Greece
Iceland
Ireland
Italy
Japan
Latvia
Lithuania
Mexico
Norway
Poland
Portugal
Puerto Rico
Russia
Scotland
Spain
Sweden
Switzerland
Turkey
Wales