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.

*Immigration*: I wonder why my ancestors left Denmark and came to the U.S.? Topic --
Danish Immigration to U.S. in late 19th Century.

**Part I: Topic approval**
Once you have done a small amount of research, have your topics initialed 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 the end of the second day of research, please submit three, adult 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. They are listed on
the next page.
**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*.

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. This project includes a couple of workdays and homework. Each biography should be at least one page, double-spaced and no more than two pages in length (250-500 words). Each biography should include one small embedded photo related to the topic. See my example of Jesse W. Reno.

**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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Question and Topic</td>
<td>6</td>
</tr>
<tr>
<td>Good historical question linked to each biography topic</td>
<td></td>
</tr>
<tr>
<td>Research Notes</td>
<td>30</td>
</tr>
<tr>
<td>Clear notes taken in a logical format with tracked sources (these do not have to be full citations)</td>
<td></td>
</tr>
<tr>
<td>Draft Biographies</td>
<td>14</td>
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<tr>
<td>Full rough drafts (7) and your reviews of others (7)</td>
<td></td>
</tr>
<tr>
<td>Final Biographies</td>
<td>50</td>
</tr>
<tr>
<td>For each write-up:</td>
<td></td>
</tr>
<tr>
<td>□ Includes basic information on the who, what, when and where of person or group.</td>
<td>10</td>
</tr>
<tr>
<td>□ Includes information on the importance or significance of this group or person to U.S. life and history.</td>
<td>2</td>
</tr>
<tr>
<td>□ 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)</td>
<td>4</td>
</tr>
<tr>
<td>□ Provides details on the later life or major places of settlement and work for the person or group</td>
<td>3</td>
</tr>
<tr>
<td>□ Clear, grammatically correct, explanations, spell checked</td>
<td>-2</td>
</tr>
<tr>
<td>□ 12 pt., Times Roman, double-spaced text</td>
<td>-2</td>
</tr>
<tr>
<td>□ One applicable photo</td>
<td>-2</td>
</tr>
<tr>
<td>Final Bibliography</td>
<td>10</td>
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<tr>
<td>Bibliography in Chicago Style with six entries minimum</td>
<td>6, correct format</td>
</tr>
<tr>
<td>Map</td>
<td></td>
</tr>
<tr>
<td>(Graded separately; See map instructions.)</td>
<td></td>
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<tr>
<td>Sharing</td>
<td></td>
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<tr>
<td>(Graded separately based on feedback from audience.)</td>
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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 Crockers  
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