

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Performance Task – Tying Evidence to Thesis: CCOT & Populism

## Goal of task

**Target Concept:** I can identify patterns of continuity and change over time in beliefs and debates about the federal government's role in U.S. economic life, particularly debates over its involvement in American agriculture, and explain the significance of those patterns regarding the beliefs and strategies of farmer groups/organizations during this period. I can use this skill to link evidence to a thesis statement to develop and support a claim.

For this task you will be evaluated on your ability to:

- Identify and explain the significance of patterns of continuity and change over time in beliefs and debates about the federal government's role in U.S. economic life from 1865 to 1898, particularly debates over involvement in American agriculture.
- Explain the significance of these patterns to the beliefs and strategies of farmer groups/organizations during this period, especially the Populists.
- Link evidence to a thesis statement and use it to develop and support a claim.

## Task summary

The three activities in this task will help you check your knowledge of the main arguments/reasons for and against intervention by the federal government in American agriculture and the beliefs and strategies of farmer groups/ organizations in redefining the role of the federal government in the economy.

## Activity 1: Debates About Government Policies Affecting Farmers (homework and whole class)

### Homework Part 1

Based on your readings and class notes so far, complete the following T-Chart on farmers' main arguments/reasons for government intervention that were similar to and different from those made by industrial workers. Your task is to identify at least three specific examples under each column.

#### Similarities and Differences Between Farmers and Industrial Workers in Arguments for Government Intervention in the Economy

Similarities Between Farmers and Industrial Workers	Differences Between Farmers and Industrial Workers

### Homework Part 2

As with Part 1 of the homework assignment, based on your readings and class notes so far, complete the following matching activity on some of the main beliefs and strategies of labor organizations and Populists. Your task is to match the main beliefs and strategies for each respective group.

Labor Organizations	Populists

### Class Activity- (10 minutes)

After completing your homework assignments, you will partake in a short class discussion using the information you identified.

## Activity 2: Patterns of Continuity and Change on Debates About the Role of the Federal Government in the American Economy and the Contributions Made by Farmer Groups/Organizations and Labor Unions (small groups)

### Document Analysis

In this section, you are to analyze the following documents in small groups to identify patterns of continuity and change over time and explain their significance and main reasons in a short paragraph. In your analysis, you should make connections between the content from Activity 1 (table and matching) and the document/s you are individually responsible for in your group, including any additional arguments/reasons and/or beliefs/strategies. Your task is to write them on a “flip-chart” paper given by your teacher.

**Prompt:** Analysis the changes and continuities in beliefs about the federal government’s role in the nation’s economic life including the impact of these beliefs on political debates and policies.

#### Document 1: Resolution adopted at a National Agricultural Congress of farmers’ representatives in Indianapolis (May 28, 1873)

“WHEREAS, WE recognize the railways of the country as an effectual means of developing its agricultural resources, and as having an interest, common and inseparable, with the country through which they pass; and, “WHEREAS, We have in times past fostered and aided them by liberal charters and concessions, made by public and private parties, and still desire to encourage further development of the railway system; therefore, “Resolved, That a fair degree of reciprocity would suggest that corporations having a common interest and public aid, should, in their turn, endeavor to subserve the interest of the country through which they pass, by charging fair rates of freights, and by the equitable and just treatment of all localities along their lines.”

Source: <http://quod.lib.umich.edu/m/moa/AFT8857.0001.001?rgn=main;view=fulltext;q1=Agriculture%20--%20Societies,%20etc>

#### Document 2: President Grover Cleveland Vetoes Disaster Relief Legislation, 1887

“I can find no warrant for such an appropriation in the Constitution, and I do not believe that the power and duty of the General Government ought to be extended to the relief of individual suffering which is in no manner properly related to the public service or benefit. A prevalent tendency to disregard the limited mission of this power and duty should, I think, be steadfastly resisted, to the end that the lesson should be constantly enforced that though the people support the Government the Government should not support the people.”

Source: <http://www.billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/texas-seed-bill/>

#### Document 3: Mary E. Lease (circa 1890)

“This is a nation of inconsistencies. The Puritans fleeing from oppression became oppressors. We fought England for our liberty and put chains on four million of blacks. We wiped out slavery and our tariff laws and national banks began a system of white wage slavery worse than the first. Wall Street owns the country. It is no longer a government of the people, by the people, and for the people, but a government of Wall Street, by Wall Street, and for Wall Street. The great common people of this country are slaves, and monopoly is the master. The West and South are bound and prostrate before the manufacturing East. Money rules, and our Vice-President is a London banker. Our laws are the output of a system which clothes rascals in robes and honesty in rags. The [political] parties lie to us and the political speakers mislead us. We were told two years ago to go to work and raise a big crop, that was all we needed. We went to work and plowed and planted; the rains fell, the sun shone, nature smiled, and we raised the big crop that they told us to; and what came of it? Eight-cent corn, ten-cent oats, two-cent beef and no price at all for butter and eggs—that’s what came of it. The politicians said we suffered from overproduction. Overproduction, when 10,000 little children, so statistics tell us, starve to death every year in the

United States, and over 100,000 shopgirls in New York are forced to sell their virtue for the bread their niggardly wages deny them... We want money, land and transportation. We want the abolition of the National Banks, and we want the power to make loans direct from the government. We want the foreclosure system wiped out... We will stand by our homes and stay by our fireside by force if necessary, and we will not pay our debts to the loan-shark companies until the government pays its debts to us. The people are at bay; let the bloodhounds of money who dogged us thus far beware.”

Source: <http://www.historyisaweapon.com/defcon1/marylease.html>

**Document 4: “People’s Party Platform,” *Omaha Morning World-Herald*, July 5, 1892**

“[W]e seek to restore the government of the Republic to the hands of “the plain people,” with which class it originated....

Our country finds itself confronted by conditions for which there is no precedent in the history of the world;... We pledge ourselves that if given power we will labor to correct these evils by wise and reasonable legislation, in accordance with the terms of our platform. We believe that the power of government—in other words, of the people—should be expanded (as in the case of the postal service) as rapidly and as far as the good sense of an intelligent people and the teaching of experience shall justify, to the end that oppression, injustice, and poverty shall eventually cease in the land.”

Source: [https://www.wwnorton.com/college/history/archive/reader/trial/directory/1890\\_1914/12\\_ch22\\_04.htm](https://www.wwnorton.com/college/history/archive/reader/trial/directory/1890_1914/12_ch22_04.htm)

**Document 5: James B. Weaver, *A Call to Action: An Interpretation of the Great Uprising. Its Source and Causes* (1892)**

“It is clear that trusts are contrary to public policy and hence in conflict with the Common law. They are monopolies organized to destroy competition and restrain trade....Once they secure control of a given line of business, they are master of the situation and can dictate to the two great classes with which they deal—the producer of the raw material and the consumer of the finished product. They limit the price of the raw material so as to impoverish the producer, drive him to a single market, reduce the price of every class of labor connected with the trade, through out of employment large numbers of persons who had before been engaged in a meritorious calling and finally...they increase the price to the consumer....The main weapons of the trust are threats, intimidation, bribery, fraud, wreck, and pillage.”

Source: <http://www.historyteacher.net/USProjects/DBQs2000/APUSH2000-DBQ-13.htm>

**Document 6: Acceptance speech of William McKinley, Canton, Ohio (August 26, 1896)**

“It is proposed by one wing of the Democratic party and its allies, the People’s and Silver parties, to inaugurate action on the part of the United States at a ratio of 16 ounces of silver to one ounce of gold....

We must not be misled by phrases, nor deluded by false theories. Free silver would not mean that silver dollars were to be freely had without cost or labor....It would not make labor easier, the hours shorter, or the pay better. It would not make farming less laborious or more profitable...

Debasement of the currency means destruction of values. No one suffers so much from cheap money as the farmers and laborers. They are the first to feel its bad effects and the last to recover from them....

It is mere pretense to attribute the hard times to the fact that all our currency is on a gold basis. Good money never made times hard....”

Source: <http://lincoln.lib.niu.edu/islandora/object/niu-gildedage%3A23643>

### Group Timelines Depicting CCOT and Short Explanations of Significance

In your small group, using the flip chart paper, create a timeline including the following dates and items and then identify the “Top 3” continuities and changes for both agrarian activists and labor organizations.

**1865:** Start Point

**1866:** The National Labor Union is formed

**1867:** The Grange is formed

**1869:** Knights of Labor is formed

**1873:** National Agricultural Congress

**1875-1880:** The Farmers’ Alliances are formed

**1886:** The American Federation of Labor is formed

**1887:** President Cleveland

**1890:** Mary E. Lease

**1891:** The Populists emerge

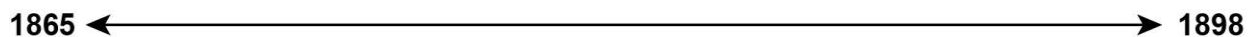
**1892:** The People’s Party and James B. Weaver

**1896:** President McKinley

**1898:** End point

Continuities:

- 1.
- 2.
- 3.



Changes

- 1.
- 2.
- 3.

### Check your understanding

....Name three specific similarities and differences between farmers and industrial workers in arguments for government intervention in the economy as discussed in Activity 1 (T-Chart and matching).

....Were you able to match some of the main beliefs and strategies of labor organizations and Populists?

....Were you able to analyze documents to determine how they depict patterns of CCOT and write a short explanation of their significance and reasons?

### Activity 3: Apply your understanding – Thesis and Links to Evidence

In this final activity, you must write a thesis statement and three statements that link evidence (data) to a claim made in your thesis and use this evidence to develop and support your claim. It must contain accurate specific evidence and reasons for change or continuity which support the claim. You may refer to the two previous activities for relevant information as you support the historical claim. Remember to explain how your evidence supports the thesis.

**Prompt:** Analysis the changes and continuities in beliefs about the federal government’s role in the nation’s economic life including the impact of these beliefs on political debates and policies.

Thesis Statement

1. Statement linking evidence to thesis

2. Statement linking evidence to thesis

3. Statement linking evidence to thesis

4. Describe where these statements linking evidence to the thesis would be located in a well-organized essay.

## Check your understanding

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...Look at your linkage statements. Did you use specific evidence and reasons to support the claim? Draw a box around the specific evidence in your linkage statements. Circle the reasons you wrote to support your claim.

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