



Overview

The Gold Standard, ratified in 1900 by Congress, signaled a change in monetary policy by the United States. It effectively tied the value of its currency to gold. Farmers, laborers, Democrats, and Populists were groups that had placed their faith in the “free-silver” movement of the 1890s.

“All that Glitters Is Not Gold: Exploring the Gold Standard”, will investigate the establishment of the Gold Standard in 1900, the differences that existed between presidential candidates William Jennings Bryan and William McKinley in 1896, and the outcome of the bimetallism debate. Students will study primary sources and conduct research to create a graphic organizer and give a class presentation.

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Target Audience

Grades 9-12
U.S. History, Economics

Instructional Time

2 Class Periods

Big Ideas

- Describe economic developments that transformed the United States into a major industrial power
- Explain issues and problems of the past by analyzing the interests and viewpoints of those involved

Concepts & Key Terms

- Silverites
- Gold bugs
- Gold Standard Movement
- Free-Silver Movement
- 1896 Election

Lesson Key:

Bold and Underlined Text

Material links and location can be found in the margin.

Big Ideas

- Identify key ideas, movements and inventions. Explain their impact on rural communities and urban communities in the United States
 - Identify the events and people central to the transformation of the United States into a world power
-

Activities

- Analyze Library of Congress Primary Sources and Website
 - Photograph Analysis
 - Create a Graphic Organizer
-

Materials

- Library of Congress Primary Source Analysis Tools
 - Computer Access
 - Printed sources
 - History Textbooks
 - Optional: Mindmup.com
-



Unit Overview

Rationale:

The gold standard is a monetary system in which currency is backed by gold. Under this system, gold would be given a set price which would set the value of currency. Throughout most of the 1800s, the United States used a bimetallic system which is a combination of the gold and silver standards.

The United States is on a roller coaster of economic crises. The economic system is being constantly questioned and challenged. It is important for students to study the monetary and economic history of the United States in order to critically analyze the current economic systems.

Guiding Question: *How did “gold bugs” and “silverites” attempt to continue on a path of better financial standing before the election of 1896?*

Objective:

- Students will be able to interpret, analyze, and integrate Library of Congress primary sources in order to understand the monetary system and political issues of the 1890s through the use of graphic organizers

Assessment:

Informal assessment will be based on note taking, group participation, and class discussion. Formal assessment will be based on the thoroughness of research, detail, presentation, and organization on their final project.

As a final product, students will be able to successfully use technology to create a graphic organizer that compares the different approaches of presidential candidates of the 1896 election.

Are you a Gold Bug or a Silverite?

I. Gold Bugs vs. Silverites

Provide the [Gold Bugs and Silverites Chart](#) below via a projector and worksheet for all students to utilize. Move students into small groups of three to four. Students are encouraged to use their own electronic devices, classroom computers, and library resources to research the difference between the stance of “gold bugs” and “silverites” in the late 1800s. Students should understand that the election of 1896 between McKinley and Bryan was fraught with issues, including concerns about the monetary system and the plight of farmers.

	They were:	They wanted:	They wanted this because:	The effects were:
Gold Bugs				
Silverites				

II. Discussion

Teachers should facilitate discussion, using that chart as a guide, ensuring that students understand the rationale behind the push toward a gold standard by 1900.

III. Photograph Analysis

Using the [Library of Congress Political Cartoon Analysis Tool](#) analyze “[The free silver jabberwock](#)” as a class. Have students analyze “[A painful position for nurse McKinley](#)” on their own and return at the end of class.

Big Ideas

- Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
- Determine the central ideas or information of a primary or secondary source
- Analyze the impact of major and minor events in United States history
- Provide an accurate summary that makes clear the relationships among the key details and ideas

Materials

- **Computer with Internet Access**
- **Gold Bugs and Silverites Chart:**
Included pg. 8
- **Library of Congress Political Cartoon Analysis Tool:**
Included pg. 10
- **The free silver jabberwock:**
Included pg. 11
- **A painful position for nurse McKinley:**
Included pg. 12



Big Ideas

- Gather relevant information from multiple authoritative print and digital sources
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products
- Deliver multimedia presentations that combine text and images

Materials

- **Access to computers**
- **Resource Packet Links:**
Included pg. 13
- **Graphic Organizer:**
Included pg. 14
- **Mindmup Example:**
Included pg. 15
- **Mindmup YouTube Tutorial:**
<http://tinyurl.com/TPSEGS1>



Constructing a Graphic Organizer and Presentation

I. Research

Have small groups of students conduct research using the **Resource Packet Links** to written, audio, and visual sources from the Library of Congress links and other sites listed in the resources section on page 8 of this document. Students should focus their research on the election of 1896, in which William McKinley and William Jennings Bryan battled over the economic system and the office of President of the United States.

II. Graphic Organizer

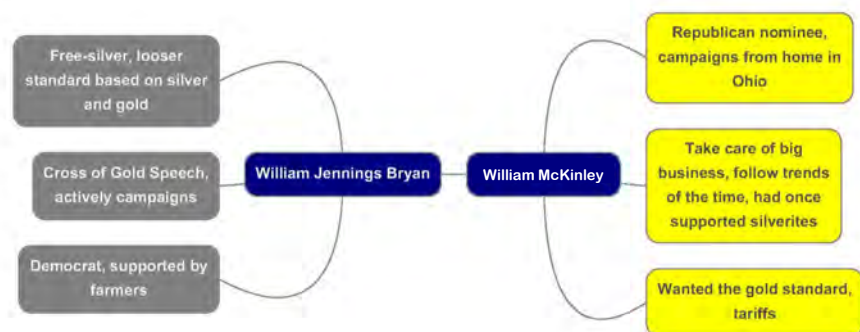
In groups, students should create a **Graphic Organizer** showcasing the differences between the two presidential candidates, their election style, and their hopes for the American public. Each graphic organizer will be graded on historical accuracy in the following areas: thoroughness of research, detail, presentation, and organization.

III. Presentation and Evaluation

Groups will share their graphic organizer through short, five to ten minute presentations. Classmates are expected to have questions prepared for each group.

Technology Extension: Mindmup.com

Mindmup is a free online mind mapping tool that does not require a download or login and is easy to use. When students are finished with their Mindmup, they can export it as a PDF or PNG image. The following is a short tutorial: **Mindmup YouTube Tutorial**.



Mindmup Example



The Library of Congress

The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library’s educational initiatives; provide content that promotes the effective educational use of the Library’s resources; and offer access to and promote sustained use of the Library’s educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library’s digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library’s TPS program and other resources available to teachers at: www.loc.gov/teachers

Teaching with Primary Sources

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Teaching with Primary Sources

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Standards

Are you a Gold Bug or a Silverite?

<u>Indiana Standards:</u>	<u>Common Core:</u>	<u>C3 Framework:</u>
SS.US.H.2.2 2007	RH.9-10.2	D2.His.2.9-12
SS.US.H.3.1 2007	RH.11-12.2	D2.His.4.9-12
SS.E.5.5.2007		
EL.9.2.3 2006		
EL.10.2.2 2006		
EL.11.2.2 2006		
EL.12.2.2 2006		

Constructing a Graphic Organizer and Presentation

<u>Indiana Standards:</u>	<u>Common Core:</u>	<u>C3 Framework:</u>
EL.11.5.8 2006	WHST.9-10.6	D2.His.3.9-12
EL.12.5.8 2006	WHST.9-10.8	D2.His.4.9-12



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Bibliography



“1896: William McKinley vs. William Jennings Bryan” Publication. The New York Times Company, 2000. From The New York Times; The Times Look Back: Presidential elections 1896-1996. <http://www.nytimes.com/learning/general/specials/elections/1896/index.html> (accessed December 2, 2013)



America’s Story from America’s Library: Meet Amazing Americans; “William Jennings Bryan and the Free Silver Movement” Library of Congress. http://www.americaslibrary.gov/aa/bryan/aa_bryan_silver_1.html (accessed December 2, 2013)



Bordo, Michael D. “Gold Standard” The Concise Encyclopedia of Economics. 2008. Library of Economics and Liberty. <http://www.econlib.org/library/Enc/GoldStandard.html> (accessed December 2, 2013)



Bryan, William Jennings. Democratic National Convention Address “A Cross of Gold” Recording. July 8, 1896. From the American Rhetoric Online Speech Bank. <http://www.americanrhetoric.com/speeches/williamjenningsbryan1896dnc.htm> (accessed December 2, 2013)



Keppler, Udo J. “The free silver jabberwock” Drawing. N.Y. : Published by Keppler & Schwarzmann, 1896 July 29. From the Library of Congress Prints and Photographs Online Catalog. <http://www.loc.gov/pictures/item/2012648547/> (accessed December 2, 2013)



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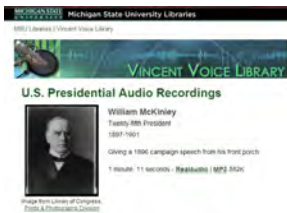
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Bibliography



McKinley, William. "First Inaugural Address" Speech. March 4, 1897. From the Miller Center: University of Virginia. <http://millercenter.org/president/speeches/detail/3562> (accessed December 2, 2013)



McKinley, William. "Giving a 1896 campaign speech from his front porch." Recording. 1897-1901? From the Michigan State university Libraries Vincent Voice Libraries: U.S. Presidential Audio Recordings. <http://www.lib.msu.edu/cs/branches/vvl/presidents/mckinley.html> (accessed December 2, 2013)



New-York Daily Tribune. (New York [N.Y.]), 11 July 1896. From the Library of Congress Chronicling America: Historic American Newspapers. <http://chroniclingamerica.loc.gov/lccn/sn83030214/1896-07-11/ed-1/seq-3/> (accessed December 2, 2013)



Opper, Frederick Burr, "A painful position for nurse McKinley" Cartoon. N.Y. : Published by Keppler & Schwarzmann, 1896 September 2. From the Library of Congress Prints and Photographs Online Catalog. <http://www.loc.gov/pictures/item/2012648467/> (accessed December 2, 2013)



The Daily Herald. Newspaper. (Brownsville, Tex.), 26 Sept. 1896. From the Library of Congress Chronicling America: Historic American Newspapers. <http://chroniclingamerica.loc.gov/lccn/sn86089174/1896-09-26/ed-1/seq-1/#words=Received+Gap> (accessed December 2, 2013)

Gold Bugs and Silverites Chart

	They were:	They wanted:	They wanted this because:	The effects were:
Gold Bugs				
Silverites				

Gold Bugs and Silverites Chart Key

	They were:	They wanted:	They wanted this because:	The effects were:
Gold Bugs	Bankers Business owners Leaders of industry	The Gold Standard Tighter money Less money in circulation	Loans would be repaid and with stable money	Deflation occurred Prices fell The value of money increased Fewer people had money
Silverites	Farmers Laborers	Bimetallism Looser money More money in circulation	Products would be sold at higher prices	Inflation Prices rose Value of money decreased More people would have money to repay loans

CARTOON ANALYSIS



First glance...

Look at the cartoon you were given or selected and list any of the following you see:

Title:

Objects/People:

Words/Phrases:

Dates/Numbers:

Sensory Qualities

Are lines bold, fussy, light, hard or soft?

Taking a closer look...

Images

Which objects are used as symbols?

Why were the symbols used and what do they represent?

Is anything exaggerated? How?

Is the cartoon realistic or abstract?

List adjectives that describe emotions visible in the cartoon.

Words

Which words or phrases appear to be important? Why?

Cartoon Purpose

Describe action taking place in the cartoon.

Explain how the words in the cartoon explain the symbols.

What is the message of the cartoon?

Who are the people who might agree with the cartoon? What might be the public's reaction to this cartoon?



Puck

Entered at N. Y. P. O. as Second-class Mail Matter.



Keppler

THE FREE SILVER JABBERWOCK.

And as Sound Money stands at rest,
The Jabberwock, upon the run,
Comes whiffing from the Woolly West,
Burling "Sixteen to One!"

One, two! — One, two! — and through and through,
Sound Money's sword goes snicker-snack; —
He 'll leave it dead, and with its head,
He 'll go galumphing back.

—With Puck's acknowledgments to the author of "Alice in Wonderland," and Sir John Tenniel.



Puck

Entered at N. Y. P. O. as Second-class Mail Matter.



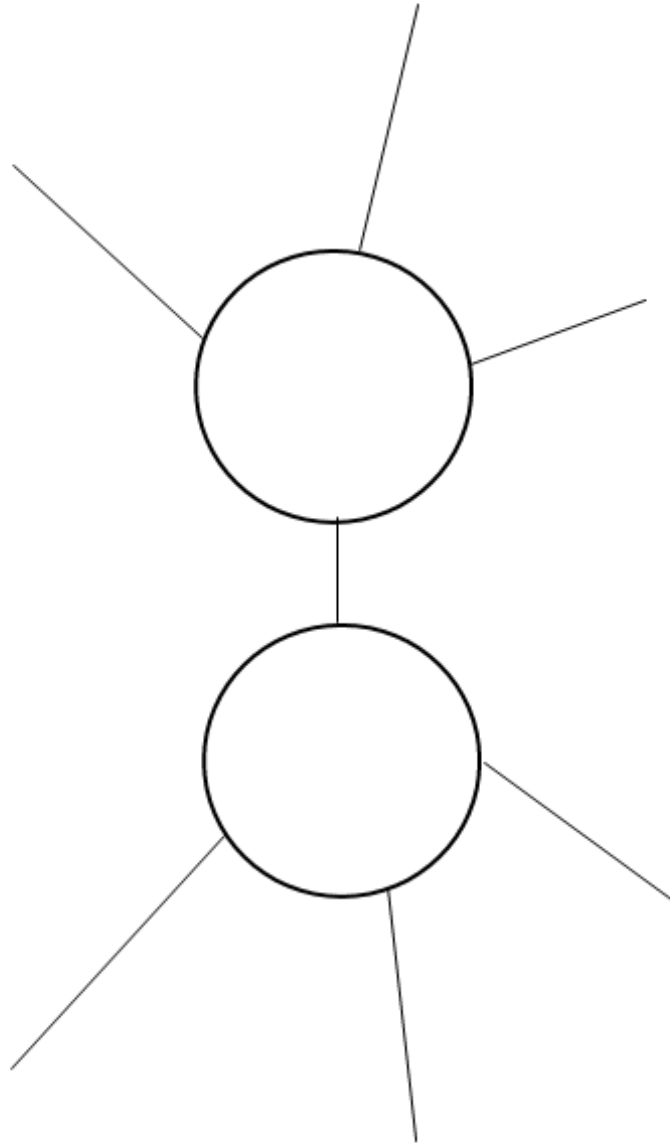
A PAINFUL POSITION FOR NURSE MCKINLEY.

"I've got to take care of this Gold Baby for my political living, but I love my own tootsey-wootsey the best!"

Resource Packet Links

Title of Source	Link
“William Jennings Bryan in America’s Story from America’s Library”	http://www.americaslibrary.gov/aa/bryan/aa_bryan_silver_1.html
New-York tribune., July 11, 1896	http://chroniclingamerica.loc.gov/lccn/sn83030214/1896-07-11/ed-1/seq-3/#words=CHARACTERISTICSt
“A painful position for Nurse McKinley”	http://www.loc.gov/pictures/item/2012648467/
The daily herald., September 26, 1896	http://chroniclingamerica.loc.gov/lccn/sn86089174/1896-09-26/ed-1/seq-1/#words=Received+Gap
“The Free Silver Jabberwock”, Keppler, 1896 July 2	http://www.loc.gov/pictures/resource/ppmcsa.28928/
“The Gold Standard” by Bordo,	http://www.econlib.org/library/Enc/GoldStandard.html
William McKinley, Miller Library	http://millercenter.org/president/speeches/detail/3562
William McKinley, 1896 Campaign Speech, MSU Library (audio)	http://www.lib.msu.edu/cs/branches/vvl/presidents/mckinley.html
William Jennings Bryan, Cross of Gold, American Rhetoric (audio)	http://www.americanrhetoric.com/speeches/williamjenningsbryan1896dnc.htm
Election of 1896: Bryan v. McKinley	http://www.nytimes.com/learning/general/specials/elections/1896/index.html

Blank Graphic Organizer



Mindmap Example

