

PRESIDENTIAL ELECTION OF 1896 (1900)

Economics played a major role in the elections of the late 19th Century.

Lesson Abstract

In this lesson students first explore the party platforms of the Republican, Democratic, Populist, and Greenback Parties. They then read informational texts and complete a graphic organizer about the readings. After students share their graphic organizers in small groups, the teacher leads a discussion comparing narrative to informational text and discussing the attributes of each. The lesson concludes with students using the information to complete an assessment of the information learned.

Content Expectations or Standards

6.1.2b Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including:

- Southern and western farmer's reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of gold" speech).

Integrated GLCEs

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

Key Concept(s)

- Mining in the West during the late 19th Century provided for an increase in the amount and value of precious metals.
- The Republicans tended to favor the gold standard as the basis for money and were known as Gold Bugs. Their candidate was William McKinley.
- The Populists tended to favor the silver standard as the basis for money and were known as Silverites. Their candidate was William Jennings Bryan.
- The Democrats tended to favor a dual standard of both gold and silver as the basis for money. Their candidate was William Jennings Bryan.
- The Greenbacks wanted a free use of paper money without a metal backing.

Instructional Resources

Equipment/Manipulative

1. Written Document analysis Worksheet
2. Photo Analysis Worksheet
3. Map Analysis Worksheet
4. Cartoon Analysis Worksheet

Student Resource:

- A. Exactly so, I am a Humbug <http://www.loc.gov/exhibits/oz/images/vc14.jpg>
- B. Presidential Elections 1892-1904
<http://nationalatlas.gov/asp/popups.asp?imgFile=..printable.images/preview/elections/elect07.gif&imgw=588&imggh=450>
- C. Has the Election Settled the Money Question?
[http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABQ7578-0163-78\)\)::](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABQ7578-0163-78))::)
- D. First Inaugural Address of William McKinley http://avalon.law.yale.edu/19th_century/mckin1.asp
- E. Mr. Bryan the Conjuror [http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABQ7578-0164-13\)\)::](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABQ7578-0164-13))::)
- F. Shorpy Higginbotham http://lcweb2.loc.gov/cgi-bin/query/D?nclc:7:/temp/~pp_Udle::
- G. A Miner's Home in Colorado http://memory.loc.gov/cgi-bin/query/D?hawp:2:/temp/~ammem_B4SR::
- H. Some Potatoes, Antlers, Colorado [http://memory.loc.gov/cgi-bin/query/S?ammem/hawp:@field\(SUBJ+@od1\(Farming--Colorado--Antlers--1890-1920+\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/hawp:@field(SUBJ+@od1(Farming--Colorado--Antlers--1890-1920+)))
- I. Children Jumping Rope http://lcweb2.loc.gov/cgi-bin/query/D?ils:41:/temp/~pp_9CBn::
- J. African American School Children http://lcweb2.loc.gov/cgi-bin/query/D?ils:2:/temp/~pp_9CBn::

Teacher Resource:

- Teacher created lecture notes for USHG 6.1 Growth of an Industrial and Urban America
- NARA created Map Analysis, Cartoon Analysis, Photo Analysis, and Written Document Analysis Worksheets.
- Primary Sources Evaluation

Lesson Sequence

1. Present the lecture concerning the Factors in the rise of Big Business and Labor's response to this development. This lecture should provide the background material for this lesson.
2. Provide the students with the set of documents and the NARA worksheets. Allow the students time to interact with the documents and to respond to the worksheets.
3. Lead a discussion over the student interactions with the documents. This discussion should be guided by the teacher. However, allow the students to explore the information without coming to any kind of firm conclusions about meanings or connections between the documents.
4. Provide the students with the Primary Sources Assessment. Allow the students time to respond to the activity.
5. Follow-up: Use the interactive maps (<http://americanpast.richmond.edu/voting/>) to identify the places that each group from the photos was located. Have the students observe the voting patterns of each region.

Assessment: PIMARY SOURCES ASSESSMENT	
<p>1. Using Source B, identify the areas that voted for Bryan in both elections, those that voted for McKinley in both elections, and those that switched from Bryan to McKinley.</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • The Deep South: Bryan • The North East and Far West: McKinley • The West: switched 	(3 pts)
<p>2. Using Source D, identify the relationship between gold and silver.</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Gold is the standard upon which the value of silver is to be based. • Gold and silver will both be used (bimetallism). 	(2 pts)
<p>3. Compare and contrast the information in Sources F through J.</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Compare • All use ordinary people. • All are outdoors. • Contrast • Some show agriculture. • Some show children. • Some are near buildings. 	(6 pts)
<p>4. In respect to the Origin and Purpose, state the Value and Limitations of both Source C and Source E.</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Source C • Origin: Bryan's article in a periodical • Purpose: To explain the outcome of the 1896 Election • Value: Shows what Bryan is thinking • Limitation: Very biased • Source E • Origin: Carnegie's response to Source B • Purpose: To explain the Gold Bug view • Value: Shows a second view point from a respected industrialist • Limitation: Could show bias 	(6 pts)
<p>5. Using Sources A-J and your own knowledge, take a position on the following statement: <i>Bryan was a Cowardly Lion and McKinley was a Hum Bug in the debate over ounces (oz).</i></p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Source A shows Baum's view of the election. • Source B shows the growing popularity of McKinley or the growing distrust of Bryan. • Source C gives Bryan's position. • Source D gives an idea that McKinley stood in the middle of the road. • Source E gives the idea that Bryan changed his speeches to fit the region. • Sources F-J show the images found in the cartoon. 	(8 pts)

Map Analysis Worksheet

1. TYPE OF MAP (Check one):
 Raised Relief map Bird's-eye map
 Topographic map Artifact map
 Political map Satellite photograph/mosaic
 Contour-line map Pictograph
 Natural resource map Weather map
 Military map Other

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):
 Compass Name of mapmaker
 Handwritten Title
 Date Legend (key)
 Notations Other
 Scale

3. DATE OF MAP: _____

4. CREATOR OF THE MAP: _____

5. WHERE WAS THE MAP PRODUCED? _____

6. MAP INFORMATION
 A. List three things in this map that you think are important.
 1. _____
 2. _____
 3. _____
 B. Why do you think this map was drawn?

 C. What evidence in the map suggests why it was drawn?

 D. What information does this map add to the textbook's account of this event?

 E. Does the information in this map support or contradict information that you have read about this event? Explain.

 F. Write a question to the mapmaker that is left unanswered by this map.

Designed and developed by the
 Education Staff, National Archives and Records Administration,
 Washington, DC 20408

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):
 Newspaper Map Advertisement
 Letter Telegram Congressional Record
 Patent Press Release Census Report
 Memorandum Report Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):
 Interesting Letterhead Notations
 Handwritten "RECEIVED" stamp
 Typed Other
 Seals

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____
 POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E)
 A. List three things the author said that you think are important:

 B. Why do you think this document was written?

 C. What evidence in the document helps you know why it was written? Quote from the document.

 D. List two things the document tells you about life in the United States at the time it was written.

 E. Write a question to the author that is left unanswered by the document:

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Photo Analysis Worksheet

Step 1. Observation
 A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

 B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference
 Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions
 A. What questions does this photograph raise in your mind?

 B. Where could you find answers to them?

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Cartoon Analysis Worksheet

Level 1
 Visuals
 1. List the objects or people you see in the cartoon.

 Words (not all cartoons include words)
 1. Identify the cartoon caption and/or title.

 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

 3. Record any important dates or numbers that appear in the cartoon.

Level 2
 Visuals
 2. Which of the objects on your list are symbols?

 3. What do you think each symbol means?

 Words
 4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

 5. List adjectives that describe the emotions portrayed in the cartoon.

Level 3
 A. Describe the action taking place in the cartoon.

 B. Explain how the words in the cartoon clarify the symbols.

 C. Explain the message of the cartoon.

 D. What special interest groups would agree/disagree with the cartoon's message? Why?

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A.

“Exactly so, I am a humbug”

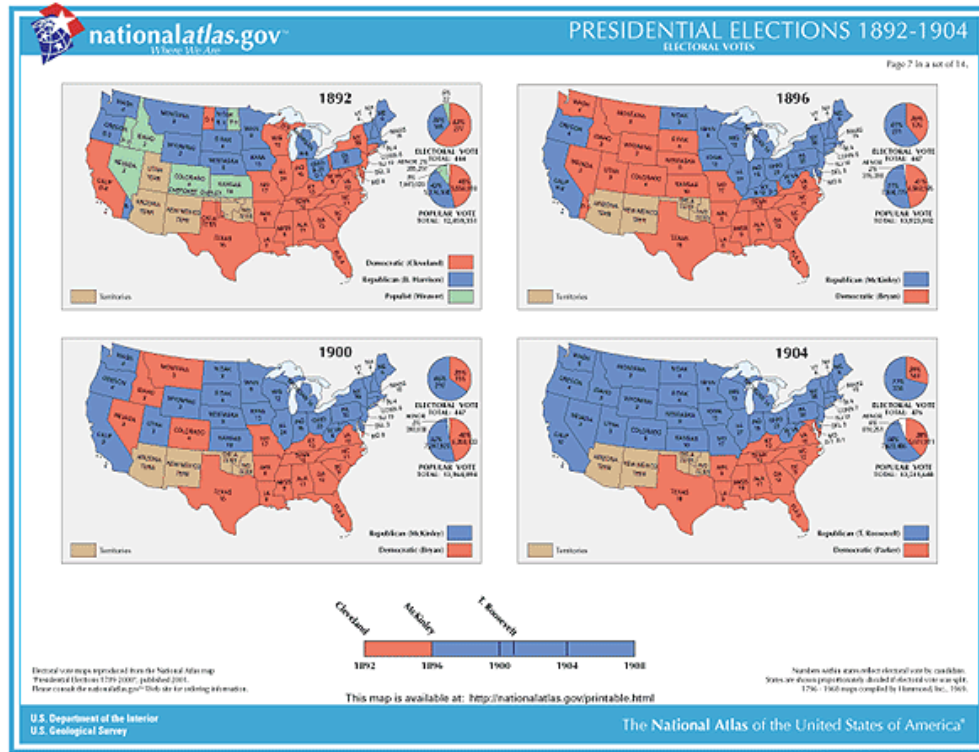
Frank L. Baum – Wizard of OZ



W. W. Denslow. *Exactly so, I am a humbug*, 1899. Pen-and-ink drawing. Print Collection, Miriam and Ira D. Wallace Division of Art, Prints and Photographs, The New York Public Library, Astor, Lenox, and Tilden Foundations (14)

<http://www.loc.gov/exhibits/oz/images/vc14.jpg>

B.



<http://nationalatlas.gov/asp/popups.asp?imgFile=../printable/images/preview/elections/elect07.gif&imgw=588&imggh=450>

**C. HAS THE ELECTION SETTLED THE MONEY QUESTION?
BY THE HON. WILLIAM JENNINGS BRYAN**

THE battle between bimetalism and the gold standard is on, and whether the campaign just closed proves to have been a decisive engagement or but a skirmish, it will stand out conspicuously in American history. On the third of November, 1896, the American people sat in judgment upon the greatest issue ever submitted to them in time of peace. Everyone who studies the money question, either from the standpoint of those who desire bimetalism or from the standpoint of those who favor a gold standard, must recognize in it a question which transcends in importance any other economic question which can occupy the attention of the American people. When we determine the kind and quantity of money we determine the level of prices, and the level of prices concerns every family in the land. For the first time during this generation the money question has been the paramount issue of a political campaign...

...The advocates of free coinage have asserted that the gold standard is a conspiracy organized by the great financiers of the world to lessen the volume of the worlds standard money for the double purpose, first, of raising the purchasing power of a given quantity of money, and, second, of making it easier to corner the supply of standard money. The advocates of free coinage believed the charge when they made it, and they believe it still. Inspired by the conviction that they are laboring in behalf of a large majority of the people, not only here, but throughout the world, they will continue their fight, confident that four more years of experience will convince many who have thus far resisted argument.

Has the Election Settled the Money Question?. [The North American review. / Volume 163, Issue 481, December 1896]

[http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABQ7578-0163-78\)\)::](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABQ7578-0163-78))::)

D. *First Inaugural Address of William McKinley*
THURSDAY, MARCH 4, 1897

The question of international bimetallism will have early and earnest attention. It will be my constant endeavor to secure it by co-operation with the other great commercial powers of the world. Until that condition is realized when the parity between our gold and silver money springs from and is supported by the relative value of the two metals, the value of the silver already coined and of that which may hereafter be coined, must be kept constantly at par with gold by every resource at our command. The credit of the Government, the integrity of its currency, and the inviolability of its obligations must be preserved. This was the commanding verdict of the people, and it will not be unheeded.

http://avalon.law.yale.edu/19th_century/mckin1.asp

E. *Mr. Bryan the Conjurer*

The first is the well-known Bimetallic-Free silver trick. For this two thimbles are needed, one labelled Bimetallism, the other Free Silver. The first line of his article announces: The battle between bimetallism and the gold standard is on. Bimetallism is thimble No. 1. Before the bottom of the page is reached it is: The free and unlimited coinage of gold and silver at the present legal ratio of 16 to 1, without waiting for the aid or consent of any other nation, which challenges the gold standard. Free Silver is thimble No. 2. The trick is to fuse these two thimbles, which is successfully done by pressing No.2 thimble over No. 1, thus keeping in sight only one thimble, Free-silver Coinage. Bimetallism has then vanished. Bimetallism and free silver have become convertible terms; so clever! A difficulty arises, however, by one refusing to fit into the other. The two thimbles are found not only to be different, but antagonistic. Bimetallism does not mean the Free coinage of silver by the United States at 16 to 1, and Free coinage does not mean Bimetallism.

... Feat No. 2 is known as the East and West trick, and, like No. 1, requires two thimbles, No. 1 labelled Farmer, Fifty Cent Dollars, No. 2 labelled Wage-Earner, Hundred-Cent Dollars. These being produced, Mr. Bryan proceeds to address Western audiences, and shows thimble No. 1, Fifty-cent dollars, saying (page 708), The advocates of free coinage insist that falling prices are but an evidence that gold is rising, and they assert that the rise in the purchasing power of an ounce of gold is due to legislation, which has increased the demand for gold.

The value of dollars is, therefore, to be reduced by legislation the free coinage of silver, to give less purchasing power to the dollars in which wage-earners are now paid. Mr. Bryan says present dollars are doubly over-valued, and when cut down to one-half of their purchasing power, justice will be done; the farmers are to have these cheaper dollars to which they are justly entitled in which to pay their debts and their laborers.

Addressing Eastern audiences, thimble No. 1 is slipped aside, and No. 2 One-hundred-cent dollars is produced. He then declares that he believes that under free coinage silver would rise to 1.29 par with gold. Thus keeping dollars at their present gold value and cheating the farmers of the West out of the cheap dollars he has promised them from the free coinage of silver.

Now, to perform this feat successfully, it is necessary that the East and the West should not hear what the performer says to both. It was partially accomplished as long as the performer remained in the West and used only thimble No.1, Fifty-cent dollars, but in an evil hour he was tempted to visit the East and to believe that he could safely drop thimble No. 1 and perform there with thimble No. 2, provided by his Eastern managers, Hundred-cent dollars, and that this would capture the Eastern wage-earner.

Mr. Bryan the Conjurer. [The North American review. / Volume 164, Issue 482, January 1897]

BY ANDREW CARNEGIE.

[http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABQ7578-0164-13\)\)::](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABQ7578-0164-13))::)

F.



TITLE: Shorpy Higginbotham, a "greaser" on the tipple at Bessie Mine, of the Sloss-Sheffield Steel and Iron Co. Said he was 14 years old, but it is doubtful. Carries two heavy pails of grease, and is often in danger of being run over by the coal cars. Location: Bessie Mine, Alabama.

CREATED/PUBLISHED: 1910 December.

CREATOR: [Hine, Lewis Wickes, 1874-1940, photographer.](#)

PART OF: Photographs from the records of the National Child Labor Committee (U.S.)

REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

DIGITAL ID: (color digital file from b&w original print) nclc 01099 <http://hdl.loc.gov/loc.pnp/nclc.01099>

CONTROL #: ncl2004000594/PP

http://lcweb2.loc.gov/cgi-bin/query/D?nclc:7:./temp/~pp_Udle::

G.



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http://memory.loc.gov/cgi-bin/query/D?hawp:2:./temp/~ammem_B4SR::

A miner's home in Colorado

CREATED/PUBLISHED

[between 1890 and 1910]

SUMMARY

A miner and his family pose on the porch of their cabin in **Colorado**. The man holds a lunchbox and sits on a wheelbarrow.

REPRODUCTION NUMBER

X-61348

REPOSITORY

Western History/Genealogy Department, Denver Public Library, 10 W. 14th Avenue Parkway, Denver, **Colorado** 80204.

DIGITAL ID

codhawp 10061348 <http://photoswest.org/cgi-bin/imager?10061348+X-61348>

H.



Some Potatoes, Antlers, Colo.

[Poley, H. S.](#) (Horace Swartley)

CREATED/PUBLISHED

[between 1891 and 1915?].

SUMMARY

View of a field of potato plants near **Antlers**, Garfield County, **Colorado**. A man wearing overalls, a dark shirt and a hat stands in the field. A row of corn stands in the distance. Possibly the Grand Hogback (ridge) stands in the background.

REPRODUCTION NUMBER

P-352

REPOSITORY

Western History/Genealogy Department, Denver Public Library, 10 W. 14th Avenue Parkway, Denver, **Colorado** 80204.

DIGITAL ID

codhawp 00170352 <http://photoswest.org/cgi-bin/imager?00170352+P-352>

[http://memory.loc.gov/cgi-bin/query/S?ammem/hawp:@field\(SUBJ+@od1\(Farming--Colorado--Antlers--1890-1920+\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/hawp:@field(SUBJ+@od1(Farming--Colorado--Antlers--1890-1920+)))

I.



TITLE: [Children jumping rope on the White House lawn during annual Easter egg roll. State, War & Navy bldg. in background]

CALL NUMBER: LOT 10130 [item] [P&P]

[Check for an online group record \(may link to related items\)](#)

REPRODUCTION NUMBER: LC-USZ62-68048 (b&w film copy neg.)

CREATED/PUBLISHED: 1898.

CREATOR:

[Johnston, Frances Benjamin, 1864-1952, photographer.](#)

REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

DIGITAL ID: (b&w film copy neg.) cph 3b15511 <http://hdl.loc.gov/loc.pnp/cph.3b15511>

CONTROL #: 2004668166

http://lcweb2.loc.gov/cgi-bin/query/D?ils:41:./temp/~pp_9CBn::

J.



TITLE: [African American school children and teacher, studying leaves out of doors]

CALL NUMBER: LOT 2749 no. 351 [item] [P&P]

[Check for an online group record \(may link to related items\)](#)

REPRODUCTION NUMBER: LC-USZ62-26379 (b&w film copy neg.)

CREATED/PUBLISHED: [1899?]

CREATOR:

[Johnston, Frances Benjamin, 1864-1952, photographer.](#)

PART OF: Johnston, Frances Benjamin, 1864-1952. Washington, D.C., school survey

REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

DIGITAL ID: (b&w film copy neg.) cph 3a27179 <http://hdl.loc.gov/loc.pnp/cph.3a27179>

CONTROL #: 2001699120

http://lcweb2.loc.gov/cgi-bin/query/D?ils:2:./temp/~pp_9CBn::