



Chapter 10: The Other Civil War Tasks Overview



Summary:

Chapter 10 starts in the first half of the 19th century and explores the history of the labor movement until the Compromise of 1877. Chapter 10 asserts that schoolbooks tend to highlight those years filled with controversy over slavery; however, on the eve of the Civil War, money and profit, not the movement against slavery, was uppermost in the priorities of the men who ran the country. Chapter 10 highlights that across the North, trade unions formed, uniting workers for a common cause; many labor organizations led to numerous strikes and riots in cities like Philadelphia, New York, and Boston. Chapter 10 suggests that the lessons of the various strikes were incorporated by later unions. Finally, Chapter 10 indicates that Black people realized the minority did not have the strength to make real the promise of equality in the Civil War; the working class also learned they were not united enough to defeat the combination of private capital and government power.

Please Note: Remember the rubric (pages 3 through 5) is attached to this document to allot you the opportunity to see how the tasks are going to be assessed.

Required Tasks:

1. Engage in the chapter, Chapter 10: The Other Civil War [here](#). The audiobook for *A Peoples' History of the United States* can be found [here](#). Task time should take ~70 minutes.
2. Collaboration with a partner or small group (3-4 members); remember to take individual notes, which will be submitted. The following are the collaboration questions that are to be answered. Task time should take ~10-20 minutes per question. There is a total of 24 points available for this task.
 - I. By the end of the 1877 railroad strikes, how many people had died, gone to jail, and gone in strike?
 - II. What was “locofocos” and what did they stand for?
3. Writing prompts provide an opportunity to engage in the reflective process. Each writing prompt should be 5 well-organized sentences. This is your own voice and **plagiarism** will not be tolerated. Remember grammar and to restate the question in the answer. The following are the two prompts for this component. Task time should take 15-20 minutes each. There is a total of 54 points available for this task.

- I. Describe “the other civil war.”
 - II. Summarize the working men’s Declaration of Independence.
 - III. Summarize the Railroad strikes. Use text evidence to be specific.
4. The following are discussion questions that will be discussed in-class. The discussion will be on Wednesdays during the discussion/lecture. There is a total of 54 points available for this task.
- I. Discuss what technology advancements increased farm productivity and brought more people west and products east.
 - II. Discuss the Anti-Renter movement, the flour riot of 1837, Morrill Tariff, and Homestead.
 - III. Discuss the seven seven “periodic” financial crises that destroyed small businesses and workers by kept the very rich (i.e, Vanderbilts, Rockefellers, etc.) secure.
 - IV. Discuss who the law benefit by the time of the Civil War.
 - V. Discuss what the Civil War put an end to, how the Civil War put an end to it, and why did the Confederacy fail.
 - VI. Discuss the female factory work strikes and when did the female labor reform association petition the first ever investigation of labor conditions.



Chapter Task Rubric

Collaboration with a Partner or Small Group					Earned Points
		Developing = 4	Proficient = 8	Advanced = 12	
Question #1	12	Attempts to answer the question.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #2	12	Attempts to answer the question.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Writing Prompts					
		Developing = 6	Proficient = 12	Advanced = 18	
Question #1	18	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
Question #2	18	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
Question #3	18	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
In-Class Discussion Questions					
		Developing = 3	Proficient = 6	Advanced = 9	

Question #1	9	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #2	9	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #3	9	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #4	9	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #5	9	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #6	9	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Possible Points	132	Total Points Earned			

Comments: