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Primary Type: Tutorial

**Direct Link:** <http://www.pbslearningmedia.org/resource/cbd11d89-b793-416e-8255-ff7cd399d7b0/gilded-age-politics-crash-course-us-history-26/>

## Crash Course U.S. History: Gilded Age Politics

In this tutorial video, you will take a whirlwind journey through the Gilded Age, a period in American history where "politics were marked by a number of phenomenons, most of them having to do with corruption." These events led to populism and eventually to new legislation that regulated government and political corruption. Enjoy this "crash course" in U.S. history!

### General Information

**Subject(s):** Social Studies

**Grade Level(s):** 11

**Intended Audience:** [Students](#)

**Instructional Time:** 15 Minute(s)

**Suggested Technology:** Computers for Students, Internet Connection, Speakers/Headphones

**Keywords:** Grade 11, tutorial, U.S. History, Tammany Hall, Gilded Age, corruption, politics, government, political machines, Progressives, Civil Service Act, spoils system, Boss Tweed, populism, Populist Party, William Jennings Bryan

**Instructional Component Type(s):** [Tutorial](#), [Video/Audio/Animation](#)

**Resource Collection:** Social Studies - U.S. History Existing Student Tutorials

### Source and Access Information

**Contributed by:**

**Name of Author/Source:** PBS

**Access Privileges:** Public

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### Aligned Standards

Name	Description
<a href="#">SS.912.A.3.1:</a>	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p><b>Clarifications:</b></p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page <a href="#">22</a>. Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.</p> <p>Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p>

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

[SS.912.A.3.11:](#)

**Clarifications:**

Examples may include, but aren't limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page [22](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

[SS.912.A.3.12:](#)

**Clarifications:**

Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.

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