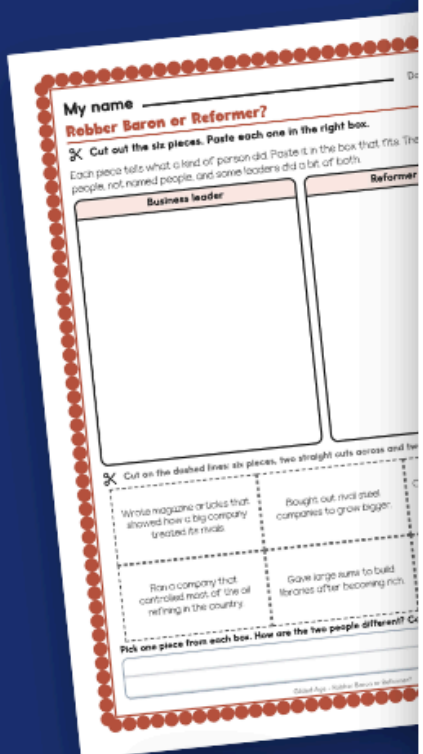
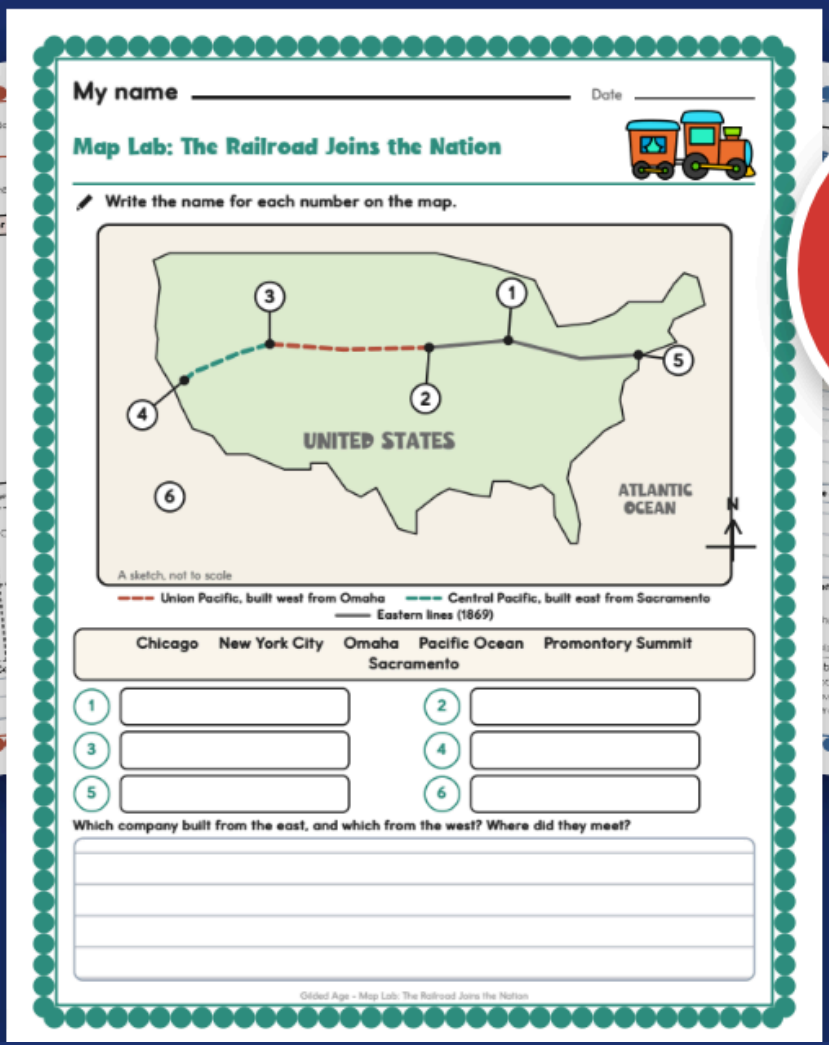
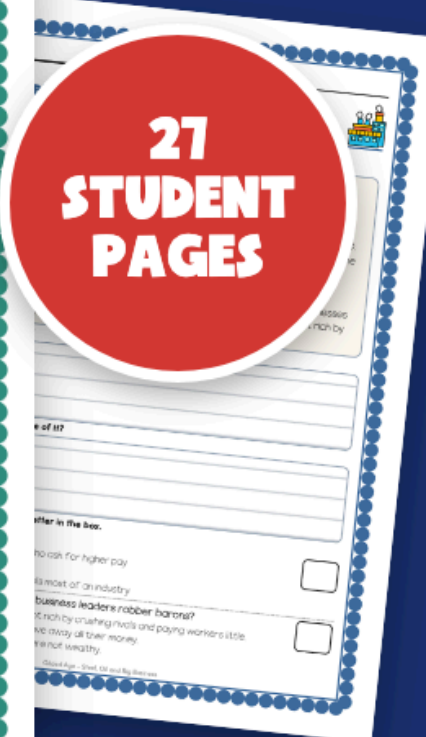
THE GILDED AGE

Worksheets for Grades 8-11







27 STUDENT PAGES



Bright Path Sped

Terms of Use

Please read before you print your first page.

One classroom license

- This file is for one classroom: one teacher, one group of students.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name line, every answer box, every ruled work box and every check box on the student pages are type-in fields, and so are the tracker, class grid, team note and family page. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the ruled lines stay 0.34 inch apart. Every student page is black and white inside a colored border, so it still reads when copied in black and white.

Student work

A filled-in tracker, class grid or team note carries a real student's name. Keep it in the data folder, and use a first name only on any page that leaves your hands.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page. Every question is read, and a fix ships as a free update.

© Bright Path Sped. For single-classroom use by the original purchaser.

PREVIEW

How To Read a Page

The parts of a student page, then the page types in the order they come.

The parts of a page

- **The answer box.** A bordered box for a letter, a year, a number or a name. Click it to type, or print and write in it.
- **The ruled work box.** Lines 0.34 inch apart. A short answer gets 4 lines; the cause and effect boxes get 3 and the paragraph page gets 18. It types and prints.
- **The check box.** True or false, yes or not yet: click or mark one.
- **The reading.** A short passage with the years at the top, then a cause box, an effect box and two checks.
- **The cut line.** Six pieces in a 3 by 2 grid, each 2.4 by 1.25 inches, edge to edge: two cuts across and two down.

Page type	What it looks like	What the student does
Before You Read, Words to Know	2 pages, 12 items	True or false on the big picture; match eight words to their meanings.
6 Readings	12 checks	Read, write the cause and the effect, answer two checks with a letter.
Map Lab	1 page, 6 items	A sketch of the United States with the railroad lines of 1869; write the name for each number.
Timelines	2 pages, 14 items	Write the year for each event; number seven mixed-up events 1 to 7.
Voices From the Time	2 pages, 8 items	Read four invented voices; name the point of view and tell how to check a source.
Chart, own words, points of view	3 pages	Owners and workers side by side; one sentence per reading; what three different people might say.
Think It Through, claim-evidence-reasoning	9 questions, 2 organizer pages	4 lines per question; a plan and an 18-line paragraph.
Quiz, Cut and Paste	12 items, 18 pieces	A quiz in two parts and three cut-and-paste mats (topics, robber baron or reformer, order).

Untimed, unscored on the page

No student page has a timer or a score on it. The keys and the tracker are for you. The answer keys are on pages 32 to 37.

A short account, not a full textbook

Each reading is a summary of one part of the story in plain words. It is not a complete history, and it is not tied to any particular standard. Add your own textbook, cartoons or primary sources for more depth; the four voices here are invented.

Printing and the type-in fields

Every page prints clean in black and white. The name line, every answer box, every ruled box and every check box are type-in fields in any PDF reader: click one, type, then save. This is a fillable PDF, not a slideshow or a word-processor file.

Open answers

The chart, own words, points of view, short answers and the paragraph are open. The keys give a sample and what to look for. Accept any answer that is true to the readings and explains its reason.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____



Before You Read

Read the big idea. Then check true or false.

From about 1870 to 1900, the United States became an industrial country. Here is where the story starts.

The name	Writers Mark Twain and Charles Dudley Warner gave the era its name in a 1873 novel called The Gilded Age. Gilded means covered with a thin layer of gold.
The growth	Between the 1870s and 1900, railroads, steel, oil and new inventions changed how Americans worked and lived.
The people	Millions of immigrants came to work in factories and live in fast-growing cities. Owners, workers and reformers saw the changes in very different ways.
The road	You will read about the railroads, steel and oil, immigrants and cities, political machines, workers and unions, and the reformers: six readings in all.

Try it. Is each sentence true or false?

1. The Gilded Age was a time when American industry and cities grew very fast. ☐ true ☐ false
2. In the Gilded Age, almost every worker had short hours and a safe job. ☐ true ☐ false
3. The name "Gilded" hints that a shiny surface hid serious problems. ☐ true ☐ false
4. Everyone agreed that the rich business leaders of the time were heroes. ☐ true ☐ false

In your own words: what do you already know about this time?

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Steel, Oil and Big Business



Read the story. Then fill in cause and effect.

1870s to 1900

New inventions and new ways of making things changed American business. The Bessemer process let mills make strong steel quickly and cheaply, and steel went into rails, bridges and tall buildings. Andrew Carnegie, an immigrant from Scotland, built Carnegie Steel into the largest steel company in the country. In 1901 he sold it, and it became part of U.S. Steel. John D. Rockefeller started Standard Oil in 1870. By buying or beating rival refiners, his company came to control most of the oil refining in the country. The telephone in 1876 and the electric light bulb in 1879 also changed daily life. A company that controls most of an industry is called a monopoly, and it can set high prices because buyers have few choices. Supporters called leaders like Carnegie and Rockefeller captains of industry because they built giant businesses and many jobs. Critics called them robber barons because they said these leaders got rich by crushing rivals and paying workers little. Historians still debate which name fits.

Cause: Why did this happen?

Effect: What happened because of it?

Check what you read. Write the letter in the box.

1. What is a monopoly?
   - **A** A group of workers who ask for higher pay
   - **B** A kind of strong steel
   - **C** A company that controls most of an industry

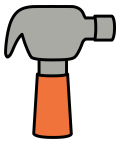
2. Why did critics call some business leaders robber barons?
   - **A** They said the leaders got rich by crushing rivals and paying workers little.
   - **B** They said the leaders gave away all their money.
   - **C** They said the leaders were not wealthy.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Workers and Unions



Read the story. Then fill in cause and effect.

1880s to 1890s

Many Gilded Age workers, including children, worked long hours for low pay in dangerous places. A factory or steel worker often put in ten to twelve hours a day, six days a week, and a worker who was hurt usually got no help from the company. To gain more power, workers joined together in labor unions. The Knights of Labor grew in the 1880s, and in 1886 the American Federation of Labor formed. A strike is when workers refuse to work until their demands are met. In May 1886 a protest for an eight-hour day in Haymarket Square in Chicago ended when a bomb was thrown, and several police officers and other people died. Many people then feared unions. In 1892 a strike at the Homestead steel mill in Pennsylvania ended in a deadly fight, and the company won. In 1894 workers at the Pullman railway car company went on strike, and the government sent in federal troops to end it. Unions grew slowly, but goals such as the eight-hour day later became common.

Cause: Why did this happen?

Effect: What happened because of it?

Check what you read. Write the letter in the box.

1. What is a strike? ☐
   - **A** Workers refuse to work until their demands are met
   - **B** An owner closes a mill for repairs
   - **C** A law that bans unions

2. What did the government send to end the Pullman strike of 1894? ☐
   - **A** A new law
   - **B** Federal troops
   - **C** A railroad inspector

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Words to Know



Write the letter of each meaning.

1	labor union		A	a group led by a boss that controls a city's government
2	tenement		B	a nickname critics gave to rich owners they said were unfair
3	robber baron		C	a company that controls most or all of one industry
4	monopoly		D	a time when workers refuse to work until demands are met
5	reform		E	a crowded city apartment building with small rooms
6	political machine		F	a change meant to fix a problem
7	strike		G	a person who moves to a new country to live
8	immigrant		H	workers who join together to ask for better pay and conditions

Use two of the words in one sentence about the Gilded Age.

PREVIEW

Preview - Bright Ideas Shop

My name _____ Date _____

Timeline: Years

Write the year for each event.

1869	1873	1876	1883	1886	1890	1892

Pick each year from the bank. Use the readings to help you.

1. Congress passes the Sherman Antitrust Act _____
2. The first transcontinental railroad is finished _____
3. Ellis Island opens as an immigration station _____
4. Bell receives a patent for the telephone _____
5. Congress passes the Pendleton Act _____
6. A writer's novel gives the era its name _____
7. Haymarket Square protest in Chicago _____

Which event on this page led to another one? Explain.

PREVIEW

Preview - Bright Ezee Shed

My name _____ Date _____

Voices From the Time A



Read each voice. Write the letter of the best answer.

These four voices are invented for this page. They are written in our own words (paraphrased) to show common views of the time. They are not quotations from any real person.

Source 1: a steel mill owner

My mill gives hundreds of people steady work. Cheap steel is building the railroads, bridges and cities of this country.

1. Whose point of view does Source 1 show?
   - **A** A mill owner who is proud of industry
   - **B** A worker who wants shorter hours
   - **C** A reformer who wants to break up companies

2. What does the writer want readers to believe?
   - **A** Mills are unsafe and should close.
   - **B** Big mills help the country and give people work.
   - **C** Steel is too costly for bridges.

Source 2: a mill worker

We work twelve-hour days for low pay. If I get hurt, the company owes me nothing, and there are always more workers waiting for my job.

3. What problem does the worker in Source 2 describe?
   - **A** Hours were long and pay was low with little protection.
   - **B** The mill had too few customers.
   - **C** Steel was invented too late.

4. How could you check whether Source 2 was typical?
   - **A** Trust it because it sounds sad.
   - **B** Ignore it because it is only one person.
   - **C** Compare it with other sources, such as records, newspapers and historians.

Sources 1 and 2 disagree. Tell one thing the owner and one thing the worker would say about the mill.

PREVIEW

Preview - Bright Ideas Shop

My name _____ Date _____

In My Own Words



Write one sentence for each reading.

Close the readings if you can. Say what happened in a sentence of your own. Do not copy.

First, ____. Then, ____. This mattered because ____.

1. Railroads Cross the Nation

2. Steel, Oil and Big Business

3. Immigrants and Growing Cities

4. Political Machines and Corruption

5. Workers and Unions

6. Reformers Push Back

PREVIEW

My name _____ Date _____

Think It Through A

Answer each question in full sentences.

Use facts from the readings to answer.

1. How did the railroads change the way Americans traveled and traded?

2. Explain the difference between a monopoly and a market with competition.

3. Why did critics call some rich business owners robber barons, while supporters called them captains of industry?

PREVIEW

My name _____ Date _____

Claim, Evidence, Reasoning



Plan your answer. Write a claim, evidence and reasoning.

Question: Did the growth of the Gilded Age help most ordinary workers more than it hurt them?

Pick a side. Use the readings, pages 6 to 11.

I believe the growth helped workers ____ than it hurt them. For example, ____.
This shows that ____ because ____.

Claim: Which side do you pick?

Evidence: Give two facts from the readings.

Reasoning: Explain how your facts prove your claim.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Quiz, Part A

Read each one. Write the letter of the best answer.

Write the letter of the best answer in the box.

1. Which two companies built the first transcontinental railroad?
   - **A** Union Pacific and Central Pacific
   - **B** Standard Oil and Carnegie Steel
   - **C** Tammany Hall and Pullman

2. Where did the two railroad lines meet in 1869?
   - **A** Omaha, Nebraska
   - **B** Promontory Summit, Utah
   - **C** New York City

3. What does the name Gilded Age suggest?
   - **A** A time when gold was found everywhere
   - **B** A time with no business
   - **C** A shiny surface that hid serious problems

4. Who started Standard Oil in 1870?
   - **A** John D. Rockefeller
   - **B** Andrew Carnegie
   - **C** Jane Addams

5. Which steel leader sold his company in 1901, and it became part of U.S. Steel?
   - **A** Thomas Nast
   - **B** Andrew Carnegie
   - **C** Jacob Riis

6. What was Ellis Island?
   - **A** A steel mill in Pittsburgh
   - **B** A railroad station in Utah
   - **C** An immigration station in New York Harbor

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Topic Sort

Cut out the six pieces. Paste each one under its topic.

Each piece is one fact from the readings. Paste it under the topic it belongs to.

Industry	Immigrants and cities	Politics

PREVIEW

Cut on the dashed lines: six pieces, two straight cuts across and two down.

Tammany Hall traded jobs and help for votes.	The Bessemer process made steel faster and cheaper.	Families crowded into tenements in big city neighborhoods.
Congress gave railroad companies loans and public land.	A law made some government jobs depend on tests.	Newcomers built neighborhoods with their own churches and shops.

Pick one piece. Which reading did it come from? Say how you know.

Preview - Bright Path Sped

My name _____ Date _____

Timeline Cut and Paste

Cut out the six pieces. Paste them in order.

Paste the events in order, first to last. The timeline pages (14, 15) can help.

First	Second	Third

Fourth	Fifth	Sixth

Cut on the dashed lines: six pieces, two straight cuts across and two down.

Congress outlaws groups that shut out competition.	Two railroad lines join in Utah.	Troops end a strike at a railway car company.
A bomb is thrown at a Chicago protest.	Ellis Island begins to receive immigrants.	A new law ties some federal jobs to tests.

Which event do you think changed daily life the most? Why?

PREVIEW

Answer Key: Timelines, Quiz, Sorts

The timeline pages, the quiz and the three cut-and-paste mats.

Timeline: Years page 14

#	Event	Year
1	Congress passes the Sherman Antitrust Act	1890
2	The first transcontinental railroad is finished	1869
3	Ellis Island opens as an immigration station	1892
4	Bell receives a patent for the telephone	1876
5	Congress passes the Pendleton Act	1883
6	A writer's novel gives the era its name	1873
7	Haymarket Square protest in Chicago	1886

Timeline: Order page 15

#	Starts with	Number
1	Congress sets up rules for …	5
2	The Union Pacific and Central …	1
3	Federal troops end the Pullman …	7
4	Congress makes some federal jobs …	3
5	Congress outlaws groups of companies …	6
6	President Garfield is shot by …	2
7	A bomb ends a labor …	4

Quiz pages 26, 27

#	Starts with	Answer
1	Which two companies built the …	A: Union Pacific and Central …
2	Where did the two railroad …	B: Promontory Summit, Utah
3	What does the name Gilded …	C: A shiny surface that …
4	Who started Standard Oil in …	A: John D. Rockefeller
5	Which steel leader sold his …	B: Andrew Carnegie
6	What was Ellis Island?	C: An immigration station in …
7	Which kind of group traded …	A: Political machines
8	What was Tammany Hall?	B: A powerful political machine …
9	Which law made some federal …	C: The Pendleton Act
10	What did the Interstate Commerce …	A: Railroads
11	Which was a main goal …	B: Shorter hours and better …
12	Who exposed unfair business practices …	C: Muckrakers

Topic Sort page 28

Piece (row, column)	Box
r1 c1: Tammany Hall traded jobs …	Politics
r1 c2: The Bessemer process made …	Industry
r1 c3: Families crowded into tenements …	Immigrants and cities
r2 c1: Congress gave railroad companies …	Industry
r2 c2: A law made some …	Politics
r2 c3: Newcomers built neighborhoods with …	Immigrants and cities

Robber Baron or Reformer? page 29

Piece (row, column)	Box
r1 c1: Wrote magazine articles that …	Reformer or critic
r1 c2: Bought out rival steel …	Business leader
r1 c3: Opened a settlement house …	Reformer or critic
r2 c1: Ran a company that …	Business leader
r2 c2: Gave large sums to …	Business leader
r2 c3: Voted for a law …	Reformer or critic

Timeline Cut and Paste page 30

Piece (row, column)	Box
r1 c1: Congress outlaws groups that …	Fourth
r1 c2: Two railroad lines join …	First
r1 c3: Troops end a strike …	Sixth
r2 c1: A bomb is thrown …	Third
r2 c2: Ellis Island begins to …	Fifth
r2 c3: A new law ties …	Second

Reading the sort keys

Read each strip left to right, top row first. On the timeline sort the boxes are first to sixth, so the box is the event's place in time.

PREVIEW

Answer Key: Written Answers

Think It Through A to C (pages 21, 22, 23) and the paragraph plan. These are samples, not the only right answers.

Think It Through

#	Starts with	A good answer includes
1	How did the railroads change the …	They joined east and west, moved people and goods faster and farther, and helped towns grow along the lines; they also led to standard time zones in 1883.
2	Explain the difference between a monopoly …	A monopoly controls most or all of an industry, so it can set prices; with competition, buyers have choices among companies.
3	Why did critics call some rich …	Critics said the owners got rich by crushing rivals and paying workers little; supporters said they built giant businesses, cheaper goods and many jobs.
4	Why did so many immigrants settle …	Factories offered jobs, neighbors from their home countries were already there, and city housing, though crowded, was cheap and close to work.
5	What did a political machine give …	It gave jobs, coal and help to families, and it wanted their votes; some bosses also took public money.
6	Why did many Americans want civil …	Government jobs were handed out as favors, not for skill; President Garfield was shot by a man who wanted a job, and the Pendleton Act of 1883 made some jobs depend on a test.
7	Why did workers form unions?	Alone they had little power over hours, pay and safety; together they could ask for the eight-hour day, better pay and safer work.
8	How did the Pullman strike of …	The government sent in federal troops, and the strike was broken.
9	What did the Sherman Antitrust Act …	It tried to outlaw groups of companies that shut out competition; at first it was weak and not used much.

Sample: Claim, Evidence, Reasoning (page 24)

- **Claim:** The growth of the Gilded Age hurt most ordinary workers as much as it helped them.
- **Evidence:** Railroads and steel built cities and made many jobs. But workers put in ten to twelve hours a day for low pay, and strikes such as Homestead and Pullman were ended by force.
- **Reasoning:** New jobs and cheaper goods helped. But long hours, danger and little power to bargain meant that much of the growth did not reach workers, which is why the help and the harm were about equal.
- Either group is a fair claim if the evidence is true to the readings and the reasoning explains why the change mattered.

Scoring the open answers

Look for a true fact from the readings, a reason that connects it to the question, and the student's own wording. Count a short answer as right when it has the fact and the reason; a missing reason is a next step, not a wrong answer.

PREVIEW

Gilded Age Unit Tracker

One student, every scored page. Filled example: page 42.

Student _____ Teacher _____ Month _____

Page	Page type and set	Items	Right	Date	Notes
5	Before You Read	4			
6	Railroads Cross the Nation	2			
7	Steel, Oil and Big Business	2			
8	Immigrants and Growing Cities	2			
9	Political Machines and Corruption	2			
10	Workers and Unions	2			
11	Reformers Push Back	2			
12	Words to Know	8			
13	Map Lab: The Railroad Joins the Nation	6			
14	Timeline: Years	7			
15	Timeline: Order	7			
17	Voices From the Time A	4			
18	Voices From the Time B	4			
26	Quiz, Part A	6			
27	Quiz, Part B	6			
28	Topic Sort	6			
29	Robber Baron or Reformer?	6			
30	Timeline Cut and Paste	6			

How to fill this in

Write how many items the student got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 82 items on the 18 scored pages. Answer keys: pages 32 to 37. Filled example: page 42.

This month we are working on (your own standard or wording)

PREVIEW

Team Note

Use this page between team meetings or when a student moves classes, to hand off what changed without writing a note from scratch. Everything below is observable, with a blank for the number or the wording your team already uses.

Student _____ Team member _____ Date _____

Page type	Covered since last note (Y/N)	Items right	Still blank
Before You Read			
Readings			
Words to Know			
Map Lab			
Timelines			
Voices			
Quiz			
Cut and paste			

What I saw (observable, not a conclusion)

- Named the cause and the effect of ___ of ___ events without a prompt.
- Put the events in order on ___ of ___ (page 15).
- Used a fact from a reading in the claim, evidence and reasoning pages (24, 25): yes / no / with a reminder.
- Labeled ___ of ___ items on the map (page 13).

Next step

- Next page or set: ___, because ___ (what you saw).
- What to try in another class or at home: ___.
- What to keep doing because it is working: ___.
- Anything for the team meeting to decide: ___ (this page records what happened, never a label or a plan).

Summary, in one or two sentences, for whoever reads this next

A filled-in line, for reference

"Matched 6 of 8 words on Words to Know with no prompt on 10/3. Next step: reread the reading and match each word to a sentence in it." That is the level of detail this page is built for. It matches the filled example on page 42.

PREVIEW

Dana's Tracker (Invented Student)

Dana R. is invented; nothing on this page describes a real student. The blank tracker is on page 38.

Student: Dana R. (an invented student)

Teacher: Mr. Hale (invented)

Month: September to October

Page	Page type and set	Items	Right	Date	Notes
5	Before You Read	4	3	9/22	Missed the question about the shiny surface
6	Railroads Cross the Nation	2	2	9/24	-
7	Steel, Oil and Big Business	2	2	9/25	-
8	Immigrants and Growing Cities	2	1	9/29	Mixed up the year Ellis Island opened
9	Political Machines and Corruption	2	2	10/1	-
10	Workers and Unions	2	-	-	-
11	Reformers Push Back	2	-	-	-
12	Words to Know	8	6	10/3	Mixed up strike and labor union
13	Map Lab: The Railroad Joins the Nation	6	4	10/6	Swapped Omaha and Chicago
14	Timeline: Years	7	5	10/8	Swapped 1883 and 1886
15	Timeline: Order	7	-	-	-
17	Voices From the Time A	4	-	-	-
18	Voices From the Time B	4	-	-	-
26	Quiz, Part A	6	-	-	-
27	Quiz, Part B	6	-	-	-
28	Topic Sort	6	-	-	-
29	Robber Baron or Reformer?	6	-	-	-
30	Timeline Cut and Paste	6	-	-	-

How to read it

Dana R. has done **8 of 18** scored pages and got **25 of 33** items right with no prompt. **3** pages were all right and **5** carry a note. Every number comes from the table.

What the table points to

The lowest page is Immigrants and Growing Cities (1 of 2). That is where the next practice goes. The 10 pages left blank are not tried yet, never wrong.

PREVIEW