

Teacher Notes



Monetary Policy in the Populist Era

Activity 3 Investigating the Effects of Inflation and Deflation: Assessing Monetary Policy in the Populist Era

Activity Overview

This activity assesses student knowledge and understanding of the regional considerations of monetary policy and the political party response to those differences. This activity also assesses student understanding of basic inflationary and deflationary economics and the effects these have on people in different situations. The assessment includes three multiple choice questions, five true or false statements, vocabulary matching, two brief responses, and one extended response question.

Directions

Before the Activity Begins

Conduct a class review session using the Teacher Notes in this activity. Remind the students to review their vocabulary and their notes.

During the Activity

Be sure that each student has a TI-83 Plus device that is loaded with the StudyCards™ App. Provide students with the PopAs StudyCards™ AppVar. Refer to the instructions for sending StudyCards™ applications to student devices

Activity at a Glance

- ◆ **Subject:** Social Studies
- ◆ **Subject Area:** U. S. History
- ◆ **Category:** The Second Industrial Age, The Gilded Age
- ◆ **Topic:** Regional Economic Conditions, Populism
- ◆ **Grade Level:** 9-11
- ◆ **Prerequisites:** Students should be familiar with inflation and deflation as well as the emerging industrial base of the cities.
- ◆ **Total Teaching Time:** 30 minutes

Materials

- ◆ TI-83 Plus graphing device
- ◆ Student Assessment: **Assessing Monetary Policy in the Populist Era**
- ◆ Teacher Assessment Guide
- ◆ PopAs StudyCards™ AppVar

provided in Activity 1. After sending the StudyCards™ AppVar to the students, monitor their progress and answer any questions that may arise.

After the Activity

Have the students submit their StudyCards™ AppVar. Review the answers, if desired.

Teacher Notes for the Assessment Review

Review the following topics with your students. Students may wish to use the EconDef StudyCards™ stack used in Activity 1: *Investigating the Effects of Inflation and Deflation: Money, Money, Money*, to review additional information from the lesson.

Economic definitions:

- ◆ Inflation
- ◆ Deflation
- ◆ Monetary Policy
- ◆ Mortgage
- ◆ Debtor
- ◆ Profit
- ◆ Gold Standard

Economic topics:

- ◆ The effects of inflation and deflation on farmers
- ◆ The effects of inflation and deflation on laborers
- ◆ Monetary policy in the United States
- ◆ Republican Party Platform (1896)
- ◆ Democratic Party Platform (1896)
- ◆ Populist Party Platform (1896)
- ◆ Election of 1896
- ◆ Inflation rate changes as an indicator of monetary policy

Student Assessment

Name: _____

Assessing Monetary Policy in the Populist Era

Date: _____

Multiple Choice

1. In his famous "Cross of Gold" speech, William Jennings Bryan showed his party's support for ...
 - a. bankers
 - b. deflation
 - c. farmers
 - d. politicians

2. The inflation rate between 1890 and 1905 generally indicates a period of deflation or mild inflation. To which party would this be most acceptable?
 - a. Republicans
 - b. Democrats
 - c. Populists

3. Who was elected president of the United States in 1896?
 - a. William Jennings Bryan
 - b. Andrew Carnegie
 - c. Eugene Debs
 - d. William McKinley

Matching

- | | |
|---|--------------------|
| 4. ___ A general rise in the level of all prices | a. Mortgage |
| 5. ___ A general decline in the value of all prices | b. Profit |
| 6. ___ A loan which is secured by real property | c. Deflation |
| 7. ___ The result of income exceeding expenses | d. Inflation |
| 8. ___ The power of the government to control the money supply to influence the supply of credit, interest rates, and ultimately, the economic life of the country. | e. Monetary Policy |

True or False

- | | | |
|---|------|-------|
| 9. The Populist Party Supported the Gold Standard. | True | False |
| 10. Adhering to the Gold Standard will cause inflation. | True | False |
| 11. Farmers generally favored inflation. | True | False |
| 12. Laborers generally favored inflation. | True | False |
| 13. The Populist Party candidate was elected president in 1896. | True | False |

Brief Response

14. What motivated people to favor a Gold Standard?

15. How did the Populist Party and its platform reflect its supporters?

Extended Response

16. Choose one of the political parties involved in the election of 1896. Write a speech to give to your co-workers or the farmers surrounding you about why you support that party's candidate. Remember to relate your reasons to your life as a farmer or a worker. Before you start to write, remember to think about who your audience is, your purpose for writing, and the topics you need to cover.

Teacher Assessment Guide

Answers to the Assessment

Multiple Choice

1. c. Farmers
2. a. Republicans
3. d. William McKinley

Matching

4. d. Inflation
5. c. Deflation
6. a. Mortgage
7. b. Profit
8. e. Monetary Policy

True or False

9. False
10. False
11. True
12. False
13. False

Brief Response

14. The brief response should include information that links the Gold Standard to deflation and explains that laborers had a difficult time making ends meet. An increase in prices would make it difficult for them to support their families. The answer should also include the idea that the Gold Standard was designed to control or reduce the money and was favored by big business.
15. The brief response should reflect the student's understanding that the Populist Party drew its support from the farmers, and that since farmers wanted inflation, the platform supported plans to expand the monetary supply using methods such as silver to back currency to cause inflation.

Extended Response

16. The extended response should use persuasive techniques to explain the following to the selected audience (farmers or workers):
- ◆ What the party's position on monetary policy is
 - ◆ How the policy affects the selected group
 - ◆ What results will occur if the policy is implemented

Suggested Rubrics**Suggested Scoring Rubrics for Brief Response Questions (14 and 15)**

- 3 = Exceeds standard. The response clearly and correctly responds to the question and provides ample evidence to support the answer. The response fully covers the topic.
- 2 = Meets standard. The response correctly responds to the question and provides some evidence to support the response. The response covers most of the topic.
- 1 = Other.

Suggested Scoring Rubrics for Extended Response Question (16)

- 5 = Exceeds standard. This response shows understanding of the content. The response is thorough and complete. The response is accurate and provides ample evidence to support the response.
- 4 = Meets Standard. This response shows general understanding of the content. The response is substantial. The response is generally accurate but may include some minor errors. There is general evidence to support the response.
- 3 = Approaching standard. This response shows partial understanding of the content. The response is incomplete but on topic. The response may include errors. There is some evidence to support the response.
- 2 = Partially meets standard. This response shows limited understanding of the content. The response is incomplete and may include off-topic information. The response includes misunderstandings and errors. The response lacks meaningful evidence.
- 1 = Other.