

Teacher Notes



Monetary Policy in the Populist Era

Activity 2 Investigating the Effects of Inflation and Deflation: Determining Monetary Policy

Activity Overview

In this activity, students will work in groups of three to research the Democratic, Republican, and Populist political parties' responses to the demands of the people for monetary policy that benefit them. Students will research political platforms and election results from the presidential election of 1896. Within the groups, students will be responsible for creating a StudyCards™ stack that relates to specific party objectives.

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:** 45 minutes

Materials

- ◆ TI-83 graphing device
- ◆ Student data sheet: **Determining Monetary Policy**
- ◆ Teacher Debriefing Guide: **Determining Monetary Policy**
- ◆ PC with Internet access
- ◆ StudyCards™ App for the TI-83 Plus
- ◆ StudyCards™ Creator
- ◆ Instructions for using the TI-83 Plus

Tips

Students will either need access to a computer or will need the platforms of the political parties of the 1896 election printed out. They are available at:

- ◆ <http://iberia.vassar.edu/1896/1896home.html> or <http://usinfo.state.gov/usa/infousa/facts/democrac/demo.htm> (Populists or People's Party)
- ◆ <http://www.iath.virginia.edu/seminar/unit8/repplat.htm> (Republican)
- ◆ <http://www.iath.virginia.edu/seminar/unit8/demplat.htm> (Democratic)

Directions

Before the Activity Begins

1. Be sure that each student has a TI-83 Plus that is loaded with the StudyCards™ App. The students will also need access to a computer with Internet access for approximately 30 minutes, or they will need the materials from the cited web sites listed in the **Tips** section printed out.
2. Students will also need a computer with the StudyCards™ Creator Application. The students should review the gold standard, specifically its impact on inflation and deflation. The following web sites provide a quick overview of this topic.
<http://iberia.vassa.edu/1896/currency.html>
<http://www.micheloud.com/FXM/MH/Bimetalintro.htm>
3. Review with the students the impact the gold standard has on borrowers and lenders. Students should understand the desire to cause inflation and the monetary strategies that will do that.
4. Organize the students into groups of three. Each student in the trio will research one of the political parties. Distribute the student handout. Review the instructions with the students.

During the Activity

Monitor the students' progress and answer any questions.

After the Activity

Use the debriefing questions to discuss the students' work and their conclusions about monetary policy. As a final activity, have the students graph the inflation data for the period from 1890 to 1920 to hypothesize about the monetary policy of the United States during that period.

Student Data Sheet
Determining Monetary Policy

Name: _____

Date: _____

In this activity, you will be creating a StudyCards™ set (or stack) about the political party platforms from the election of 1896. Each person in the group will be assigned one political party (Democratic, Republican, or Populist) and will create one StudyCards™ stack. You will use the questions listed below to create your StudyCards™ stack. Your group will use the StudyCards™ stack to complete the graphic organizer entitled Determining Monetary Policy: Overview of the 1896 Election.

To complete this activity, the following web sites may be helpful:

- ◆ <http://iberia.vassar.edu/1896/1896home.html>
- ◆ <http://usinfo.state.gov/usa/infousa/facts/democrac/demo.htm>
- ◆ <http://www.iath.virginia.edu/seminar/unit8/home.htm>
- ◆ http://teachpol.tcnh.edu/amer_pol_hist/thumbnaill241.html
- ◆ <http://www.nytimes.com/learning/general/specials/elections/1896/>

My political party is _____.

Your StudyCards™ stack should answer the following questions. Where there are blanks in each question, fill in the blank with the name of your political party.

1. Who was the presidential candidate for the _____ party in 1896?
2. What types of people were attracted to the _____ party in 1896?
3. What region of the country supported the _____ party in 1896?
4. What was the _____ party's stand on the Gold Standard in 1896?
5. Did the _____ party favor inflation or deflation?
6. What is a quote from the _____ party about monetary policy?
7. Why did the _____ party take their stand on monetary policy?
8. Who won the election of 1896, and what party did they represent?

Once you finish your StudyCard™ stack, share your information with your group.

Overview of the 1896 Election

	Democratic Party	Republican Party	Populist Party
Presidential Candidate			
Who supported the party?			
Where did regional support come from?			
Stand on the Gold Standard			
Did the party favor inflation or deflation?			
Quote about monetary policy			
Why did they take their stand on monetary policy?			
Were they successful in the presidential election?			

Teacher Debriefing Guide

Determining Monetary Policy

Use the following questions to guide your class discussion:

1. What was each party's stand on monetary policy?
2. From which groups in the population did each party pull their supporters?
3. How did groups that supported the party influence the party's stand on monetary policy?

Have students read William Jennings Bryan's "Cross of Gold" speech. This is available at <http://history.acusd.edu/gen/text/us/crossofgold.html> and several other sites.

4. To whom was Bryan appealing in his speech?
5. What groups supported Bryan?
6. What does Bryan mean by, "You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold"?

Have students use the List Editor to graph the inflation rate. As a comparison, the inflation rate for 2001 was 2.86.

Year	Inflation rate
1890	-1.80
1891	0.0
1892	0.0
1893	-0.92
1894	-4.63
1895	-1.94
1896	0.00
1897	-0.99
1898	0.0
1899	0.0
1900	1.0
1901	.99
1902	.98
1903	2.91
1904	0.94
1905	-0.93

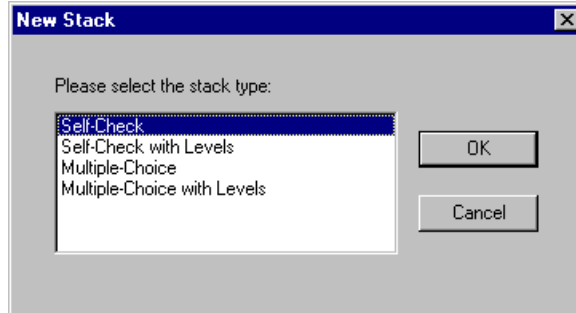
Source: <http://eh.net/ehresources/howmuch/inflationq.php>

7. Look at your graph of the inflation rate. Which party do you think controlled monetary policy from 1890-1905? Why do you think that?
8. How did people's actions affect the monetary policy of the United States?

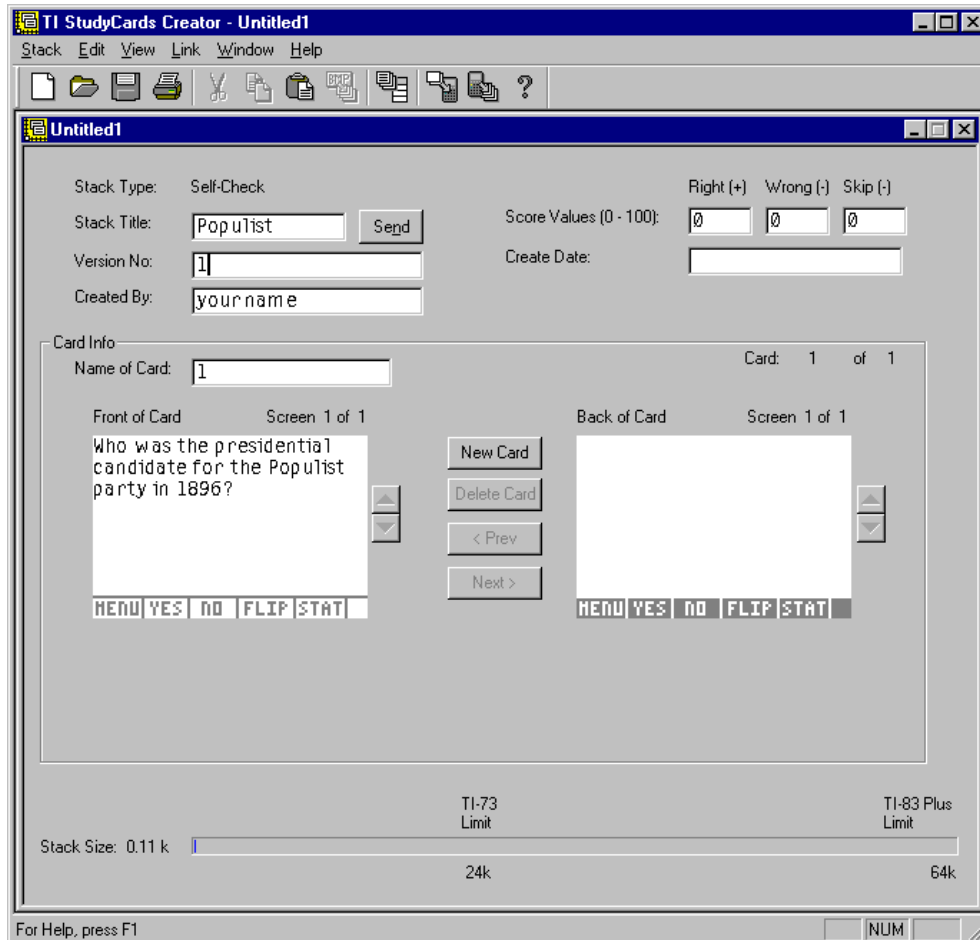
Instructions for the TI-83 Plus Graphing Device

Using the StudyCards™ Creator

1. Launch the program, StudyCards™ Creator, on your PC. On the opening screen, select **Self-Check**, then click the **OK** button.



2. In the **Stack Title** field, type your party name (Populist, Democrat, or Republican). Type **1** as the **Version Number**, and type your name in the **Created By** field. Name each card with the question number from your worksheet.

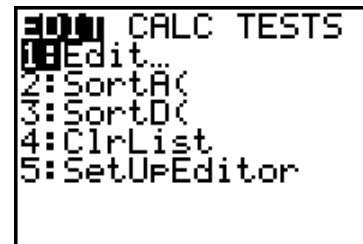


- Type the question from the worksheet in the **Front of Card** box and the answer in the **Back of Card** box. When you are finished with the card, click the **New Card** button to move to the next card. Remember to save your work when you complete the assignment.
- When you complete all the cards, make sure your TI-83 Plus is connected to the computer. Click the **Send** button. A successful send will show the new StudyCards™ stack in the AppVar list on the device.



Using the List Editor to Graph a List

- Press **[STAT]**.
- Highlight **1:Edit** and press **[ENTER]**.
- If necessary, clear the lists. Use the arrow keys (**[↑]**, **[↓]**, **[←]**, **[→]**) to select a column, then press **[CLEAR]** and **[ENTER]**.



L1	L2	L3	1
1929	.01	3.2	
1930	3.4	8.7	
1931	4.3	15.9	
1932	7	23.6	
1933	8.1	24.9	
1934	10.8	24.9	
1935	9.3	21.7	

L1(1)=1929

L1	L2	L3	1
-----	-----	-----	
-----	-----	-----	
-----	-----	-----	

L1 =

4. In the L1 column, enter the dates between 1890-1905.

L1	L2	L3	2
1890			
1891			
1892			
1893			
1894			
1895			
1896			
L2(1)=			

5. In the L2 column, enter the inflation rates as given on the *Teacher Debriefing Guide* worksheet.

L1	L2	L3	3
1890	-1.8		
1891	0		
1892	0		
1893	-.92		
1894	-4.63		
1895	-1.94		
1896	0		
L3(1)=			

6. Before graphing the information, press $\boxed{Y=}$ and clear any equations that are stored in this location. Then press $\boxed{2nd} \boxed{Y=}$ to display the STAT PLOTS menu.

```

STAT PLOTS
1:Plot1...On
  L1 L2
2:Plot2...Off
  L1 L3
3:Plot3...Off
  L1 L2
4:PlotsOff
    
```

7. Highlight 1:Plot1 and press \boxed{ENTER} .

```

1:Plot1 Plot2 Plot3
Off Off
Type: L1 L2 L3
Xlist:L1
Ylist:L2
Mark:
    
```

8. Your device screen should look like the example in Step 7. Use $\boxed{\uparrow} \boxed{\downarrow} \boxed{\leftarrow} \boxed{\rightarrow}$ to move to the option you want to select, then press \boxed{ENTER} to select it. Note that **Type:** is a line graph, **Xlist:** contains L1, and **Ylist:** contains L2.

9. Press $\boxed{Y=}$. Plot1 is highlighted. If Plot2 or Plot3 is highlighted, you need to deactivate them. To do this, use $\boxed{\leftarrow}$ and $\boxed{\rightarrow}$ to highlight the plot, then press \boxed{ENTER} . This deselects the plot.

```

1:Plot1 Plot2 Plot3
\Y1=
\Y2=
\Y3=
\Y4=
\Y5=
\Y6=
\Y7=
    
```

10. Press \boxed{ZOOM} .

```

ZOOM MEMORY
1:ZBox
2:Zoom In
3:Zoom Out
4:ZDecimal
5:ZSquare
6:ZStandard
7:ZTrig
    
```

11. Highlight 9:ZoomStat, then press **ENTER** to display the graph.

Note: ZoomStat fits a graph in the screen area.

