

Exercise walk-through

6.10

Development of the Middle Class

AP United States History

The New Middle Class and Reform

Corporations' need for **managers** and for male and female **clerical workers** expanded a new **middle class**, with new patterns of consumption and leisure.

- **Social Darwinism** used evolutionary language to justify inequality as natural.
- The **Gospel of Wealth** argued that the wealthy had a **moral obligation** to use their fortunes for the public good.
- Agrarians, utopians, socialists, and artists criticised industrial society from the other direction.
- Many women sought greater equality, often through **voluntary organizations** – temperance, settlement houses, and suffrage work.

The city, the machine, and the argument over citizenship

political machines

in cities where access to power was unequally distributed, they provided jobs, housing help and services

the exchange

in return for votes – and with corruption alongside the real assistance

why they lasted

they did what no public institution yet did for new arrivals

cultural movements

both buttressed and challenged the social order – often the same movement doing each

the running argument

over citizenship, race and the role of government

whose rights

the question of which groups the Reconstruction amendments actually protected was reopened repeatedly

Machines were corrupt and functional. Saying only the first misses why immigrants voted for them, which is what the question wants explained.

Social Darwinism and the Gospel of Wealth

SHARED PREMISE — that great wealth and great poverty are the natural result of competition

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graph TD; A["SHARED PREMISE — that great wealth and great poverty are the natural result of competition"] --> B["SOCIAL DARWINISM  
so helping the poor interferes with a natural process"]; A --> C["GOSPEL OF WEALTH  
so the rich hold their fortune under a moral obligation to give it away"];
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SOCIAL DARWINISM

so helping the poor interferes with a natural process

GOSPEL OF WEALTH

so the rich hold their fortune under a moral obligation to give it away

Same premise, opposite **duty**. Neither one questions the inequality – which is why the reform movements had to come from somewhere else

Exercises 2.1-2.2

2.1 Name the three things that fostered the middle class.

[3]

2.2 State the Gospel of Wealth and what it produced.

[2]

Exercises 2.1-2.2

2.1 Name the three things that fostered the middle class. [3]

2.1

- corporations' need for managers; their need for male and female clerical workers; increased access to educational institutions
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2.2 State the Gospel of Wealth and what it produced. [2]

2.2

- that the wealthy had a moral obligation to help the less fortunate and improve society; philanthropic contributions enhancing educational opportunities and urban environments

Exercise 2.3 (a)

2.3 Clerical work created a class.

(a) Explain why.

[2]

Exercise 2.3 (a)

2.3 Clerical work created a class.

(a) Explain why.

[2]

(a)

- a corporation large enough to need managers and clerks creates salaried positions that are neither ownership nor manual labour

Exercise 2.3 (b)

2.3 Clerical work created a class.

(b) State what helped expand consumer culture.

[1]

Exercise 2.3 (b)

2.3 Clerical work created a class.

(b) State what helped expand consumer culture.

[1]

(b)

- a growing amount of leisure time

Exercises 3.1-3.2

3.1 Philanthropic contributions enhanced educational opportunities and

[1]

☐

A urban environments

B military capacity

C tariff revenue

D railroad profits

3.2 A growing amount of leisure time helped expand

[1]

☐

A consumer culture

B agriculture

C immigration

D segregation

Exercises 3.1-3.2

3.1 Philanthropic contributions enhanced educational opportunities and

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- A urban environments
- B military capacity
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- D railroad profits

3.1 A

- urban environments

3.2 A growing amount of leisure time helped expand

[1]

☐

- A consumer culture
- B agriculture
- C immigration
- D segregation

3.2 A

- consumer culture

Exercise 3.3 (a)

3.3 A salaried clerk owns no business and does no manual work.

(a) State the position this occupies.

[1]

Exercise 3.3 (a)

3.3 A salaried clerk owns no business and does no manual work.

(a) State the position this occupies.

[1]

(a)

- a new position between ownership and manual labour

Exercise 3.3 (b)

3.3 A salaried clerk owns no business and does no manual work.

(b) Explain why a new class forms around it.

[2]

Exercise 3.3 (b)

3.3 A salaried clerk owns no business and does no manual work.

(b) Explain why a new class forms around it.

[2]

(b)

- the position carries its own income, education and expectations, and people occupying it come to share interests distinct from both other groups