

## APUSH STUDY GUIDE: Period 6- 1865–1898

### Readings (Textbook and Zinn Only)

- Read textbook Chapter 17 and answer “Recall and Reflect” questions (Due 1/17)
- Read Zinn Chapter 11 “Robber Barons and Rebels” (1/17)
- Read textbook Chapter 18 and answer “Recall and Reflect” questions (Due 1/23)
- Read Zinn Chapter 12 “The Empire and The People” (2/6)
- Read textbook Chapter 19 and answer “Recall and Reflect” questions (Due 2/3)

### One-Pager

- Choose one topic from Key Terms, Locations, & Vocabulary below (Due 1/13)

### Key-Terms, Locations, & Vocabulary (Due 1/13)

- |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| 1. Assimilation               | 11. Gilded Age                | 21. Public Sphere             |
| 2. Australian (secret) ballot | 12. Grandfather Clause        | 22. Railroad Subsidies        |
| 3. Capitalism                 | 13. Granger Laws              | 23. Social Darwinism          |
| 4. Commercial Domesticity     | 14. Horizontal integration    | 24. Socialism                 |
| 5. Conspicuous Consumption    | 15. Initiative and referendum | 25. Spoils System             |
| 6. Corporate Ethic            | 16. Jim Crow Laws             | 26. Suffrage                  |
| 7. Crédit Mobilier            | 17. Literary Realism          | 27. The New South             |
| 8. Crop-Lien System           | 18. Panic of 1893             | 28. Tweed Ring (Tammany Hall) |
| 9. Ellis Island               | 19. Political Machines        | 29. Vertical integration      |
| 10. Farmers’ Alliance         | 20. Popular Culture           | 30. Whiskey Ring              |

### Standards and Themes

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

**Key Concept 6.1:** Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation. (WXT-1.0, WXT-2.0, WXT-3.0, WOR-2.0)

A) Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

B) Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

C) As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.

D) Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

E) Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. (WXT-1.0, WXT-2.0, CUL-4.0)

A) Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

- B) The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.
- C) Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
- D) Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a “New South” — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. (POL-2.0, POL-3.0, WXT-3.0)

- A) Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.
- B) Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.
- C) Economic instability inspired agrarian activists to create the People’s (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

**Key Concept 6.2:** The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

I. International and internal migration increased urban populations and fostered the growth of a new urban culture. (NAT-4.0, MIG-1.0, MIG-2.0)

- A) As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
- B) Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
- C) Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
- D) In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.
- E) Corporations’ need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. (NAT-1.0, POL-3.0, MIG-2.0, GEO-1.0, WOR-1.0)

- A) The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
- B) In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.
- C) As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
- D) The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
- E) Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

**Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. (CUL-1.0, CUL-2.0)

A) Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

B) Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

C) A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.

II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. (NAT-2.0, POL-1.0, POL-2.0, CUL-3.0)

A) The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

B) Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.

C) The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

### **Thematic Question Review (Due 2/10)**

#### American and National Identity

1. How did ethnic and regional identities help shape Americans' views of progress during the late nineteenth century?
2. In what ways did westward expansion transform Americans' national identity?
3. Why and in what ways did white Americans attempt to influence Indians to adopt white customs and behaviors?
4. What accounts for the emergence of the American labor movement in the Gilded Age?
5. How were immigrants able to become Americanized and at the same time maintain many elements of their traditional identities?
6. How did women's roles change during the Gilded Age, and what part did women play in bringing about change, especially in American cities?
7. What did Elizabeth Cady Stanton mean by the "solitude of the self," and what did women and women's groups do to facilitate this "solitude"?
8. What obstacles faced African Americans in the years after the Civil War, and how did they confront those obstacles?
9. What economic, political, and regional obstacles did farmers face in the late nineteenth century as they attempted to counter the power of big business?

#### Work, Exchange, and Technology

1. What role did technological advances play in propelling American migration all the way to the Pacific Ocean?
2. What were the forces that transformed the American economic system in the last half of the nineteenth century?
3. How were a few industrialists able to consolidate so much production and profit in industries like, steel, oil, and railroads?
4. Why were tariffs such a source of passionate debate in the late 1800's?
5. How did technological advances transform the lives of the American farmers?
6. What were the most significant obstacles faced by labor unions, and how did unions attempt to improve the lives of workers prior to 1900?

7. What is a consumer culture and how did the late-nineteenth century consumer culture transform American life?

### Migration and Settlement

1. What tensions accompanied the arrival of white settlers in the trans-Mississippi west, and how did both Indians and white Americans react?
2. What obstacles confronted immigrants who arrived in the United States between 1865 and 1900, and what steps did immigrants take in order to adapt to their new home?
3. How did industrialization and immigration help to transform the American city in the late nineteenth century?

### Politics and Power

1. How did local governments and officials in Washington address the problems that accompanied the influx of Europeans into America during the Gilded Age?
2. What role did the government play in restricting the opportunities and liberties of racial and ethnic groups?
3. What was the federal government's role in supporting the economic transformation that occurred during the Gilded Age?
4. To what extent did "New South" emerge in the years following the Civil War?
5. How were white southerners able to "redeem" the South in the aftermath of Reconstruction?
6. Why, despite their shortcomings, were political machines able to become such a powerful force in America's cities?
7. How successful were farmers in reaching their goals? What factors accounted for their successes and failures?
8. Why by the end of the nineteenth century, did the public increasingly demand political, social, and economic reform?

### America in the world

1. How and why did the role of the United States in the world change in the decades following the Civil War?
2. How did economic changes at home affect US policies abroad?

### Geography and the Environment

1. Why, and in what ways, did the federal government implement new policies on land management in the late nineteenth century?
2. How did Indians forced from their homelands adapt to their changing environments?
3. Why did Americans in the late nineteenth century develop a love of the outdoors, and what resulted from this?

### Culture and Society

1. How did nativism help shape government policy in the late nineteenth century?
2. What were some of the arguments that justified the rapid accumulation of wealth in the hands of a few in the late nineteenth century?
3. How did late-nineteenth-century literature reflect the problems confronting urban workers and farmers in this period?
4. In what ways did critics challenge the dominant "corporate ethic" of the American elites?
5. What were some characteristics of the new popular culture, including music, theater, and sports, that emerged in American cities in the last half of the nineteenth century?