

CHAPTER 23: POLITICS IN THE GILDED AGE

Identify the following. Be as specific as possible, and include names, dates, and relevant facts as appropriate. Be sure to explain the *significance* of the person or term. Reading Notes: ***New requirement: Underline or separate each ID.***

See Key Concept 5.3 /Sub Concept I / See C-E

See Key Concept 6.1 / Sub Concept I: A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

Sub Concept II: A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

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.

Sub Concept I: International and internal migration increased urban populations and fostered the growth of a new urban culture.

See Key Concept 6.3 /Sub Concept II

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.

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.

- 1.) Election of 1876, Compromise of 1877, How did it end Reconstruction
- 2.) Civil Rights Act of 1875, Civil Rights Cases
- 3.) Jim Crow Laws, Plessy v. Ferguson, de facto discrimination
- 4.) Sharecropping, tenant farming, why did it develop?
- 5.) Disenfranchisement of black voters, grandfather clauses
- 6.) Presidency of Grant, Corruption, role during Reconstruction
- 7.) Chinese Immigrants, Chinese Exclusion Act
- 8.) the Half-Breeds, Stalwarts, Pendleton Act (Civil Service Reform)
- 9.) Panic of 1893, Currency debate
- 10.) Gilded Age Politics- Sum it up in a minimum of 4-5 sentences

Covered in Chapter 23 (But you will be tested on it later) IDs not required, but take notes while reading!

- Grange Movement, the farmers' Alliance movement, Populist party
- Great Railroad strike, Homestead Strike

CHAPTER 24-25 IDENTIFICATIONS

Identify the following. Be as specific as possible, and include names, dates, and relevant facts as appropriate. Be sure to explain the *significance* of the person or term. **New requirement: Underline or separate each ID. Half credit is this is not done. Make sure you know how these terms relate to the APUSH Framework.**

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.

Sub Concept 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. (See A-D)

Sub Concept II: A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. (See A-D)

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.

Sub Concept I: International and internal migration increased urban populations and fostered the growth of a new urban culture. (See A-E)

Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. (See Sub Concept 1 A-C, Sub Concept 2, B)

1. ***Growth of Railroad Industry, Munn vs. Illinois, Wabash Case***
2. **Andrew Carnegie, Steel Industry**
3. **vertical and horizontal integration**
4. **Standard Oil Trust, John D Rockefeller**
5. **Federal Regulation: Interstate Commerce Act, Sherman Anti-Trust Act**
6. **Labor Unions: National Labor Union, Knights of Labor, American Federation of Labor & Samuel Gompers**
7. **“New South”**
8. **Tactics against unions: "yellow dog contracts", Pinkertons, court injunctions**
9. **Major Strikes: Great Railroad strike, Haymarket Bombing, Homestead Strike, Pullman Strike**
10. **Ideas of Gilded Age: laissez faire, Social Darwinism, Gospel of Wealth**
11. **Urbanization, Why does it happen, Impact**
12. **Political Machines, Party bosses, Tammany Hall**
13. **New Immigrants, Origin of immigration, Reaction of Americans, etc., Ellis Island**
14. **Immigration Restrictions: Chinese Exclusion Act, Literacy Test**
15. **Reform Movements: Social Gospel Movement, Jane Addams, Hull House, Salvation Army**

CHAPTER 26 IDENTIFICATIONS

Identify the following. Be as specific as possible, and include names, dates, and relevant facts as appropriate. Be sure to explain the *significance* of the person or term. **New requirement: Underline or separate each ID. Half credit is this is not done. Make sure you know how these terms relate to the APUSH Framework.**

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.

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

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 6.1 / III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

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

1) Plains Indians culture, importance of buffalo

Colonel John M Chivington & Sand Creek Massacre

2) Battle of Little Bighorn, Sitting Bull, "Custer's Last Stand"

Chief Joseph and his Nez Perce

3) Indian Schools (**Carlisle Indian School**), assimilation policies

4) Helen Hunt Jackson & Century of Dishonor

5) The Dawes Severalty Act

6) Wovoka & Ghost Dance, Battle of Wounded Knee

7) The Pacific Railroad Act of 1862 & Central Pacific & Union Pacific

8) Homestead Act, New Farming Technology: Steel Plow, Barbed Wire, etc.

Boom & Bust Economy of the West

9) *Californios, loss of land in California, Violations of Treaty of Guadalupe-Hidalgo*

10) Frederick Jackson Turner, "frontier thesis"

11) John Muir & Sierra Club

12.) Grange Movement, the farmers' Alliance movement, Populist party

13.) Panic of 1893 and Depression of 1893-1897, **Coxey's army**

14) Pullman Strike

15) Election of 1896, free silver, **William Jennings Bryan & Cross of Gold Speech**

APUSH Historical Thinking Skill Questions: Chapter 23-26

- 1) Explain the major causes of the population shift from a rural to an urban environment in the United States between 1875 and 1925.
- 2) Compare and contrast the goals and strategies of organized labor unions from 1875 to 1900.
- 3) Evaluate the ways that farmers and industrial workers responded to industrialization in the Gilded Age (1865 to 1900).
- 4) Explain how technological innovations impacted the lives of urban and rural workers during 1865 to 1920.
- 5) Explain the major political and economic causes and consequences for the growth of big business in American society from 1870 to 1900.
- 6) Explain the origins of The Populist Party (1892) and its effects on United States politics and national policies.
- 7) Evaluate the extent to which politics and race relations contributed to maintaining continuity as well as fostered change from the end of Reconstruction till WWI in the South.
- 8) Evaluate the extent to which the New South envisioned by some southern leaders materialized between the end of Reconstruction and the First World War.
- 9) Evaluate the causes and consequences of immigration tensions from 1880 to 1925.
- 10) Evaluate the extent to which advances in agriculture contributed to maintaining continuity as well as fostered change within American society during the period from 1865 to 1900.
- 11) Compare and contrast the responses of industrial leaders and progressive era reformers to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries.
- 12) Evaluate the extent to which the American West was a land of opportunity for various groups from 1865 to 1890.
- 13) Evaluate the extent to which transportation developments spark economic growth contributed to maintaining continuity as well as fostered change in American society from 1860 to 1900.
- 14) Explain the extent to which the lives of the American Indians were impacted by western settlement from 1865 – 1898.
- 15) Evaluate the impact of technological change, immigration, and government actions on the American industrial worker between 1865 and 1900.
- 16) Compare and contrast American activists and economic leaders' views/visions towards wealth in the late nineteenth century.

Seminar Questions: Chapter 23-26

1. What were the positives and negatives of post-Civil War industrialization?
2. Should industrialists like Vanderbilt, Carnegie and Rockefeller be viewed as “robber barons” or “captains of industry”? Why?
3. What should the role of the federal government be? Should it establish regulations? What did the Interstate Commerce Act and the Sherman Anti-trust Act establish? What were the “loopholes” in each of these Acts?
4. Why did workers have such a hard time responding to the new industrial conditions of labor? What kinds of internal & external challenges did they face in organizing? Why did the AF of L survive while the Knights of Labor failed?
5. Overall, how successful were labor unions in achieving their goals during the Gilded Age?
6. Did the United States truly have a laissez-faire economy during the Gilded Age? Why/why not?
7. Which ethnic and regional groups made up the so-called “new immigration” of the 1880’s and 90’s? What was similar and different regarding the discrimination these groups faced, compared to the experience of Irish and German immigrants from the first half of the 19th century?
8. In the absence of government social services, how did people like Jane Addams and Florence Kelley attempt to help these new immigrants adjust to life in America? Should the government have done more to help these immigrants? Why didn’t they?
9. What were the key differences in the approach to black progress put forth by Booker T. Washington and W.E.B. Dubois? Which do you think was best for the time? What did Ida B. Wells’ contribute to the cause of black progress?
10. Why did urban life alter the condition of women and bring changes like birth control and rising divorce rates to the family?
11. Compare and contrast the myth of the American West with the historical reality.