

## AP U.S. HISTORY

# UNIT 6

# Period 6: 1865–1898



**10–17%**  
AP EXAM WEIGHTING



**~18**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined in a light blue color.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 6**

**Multiple-choice: ~35 questions**

**Short-answer: 2 questions**

- No stimulus
- Primary source

**Free-response: 1 question**

- Document-based (partial)

# Period 6: 1865–1898

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~18 CLASS PERIODS
	<b>6.1 Contextualizing Period 6</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
<b>MIG</b>	<b>6.2 Westward Expansion: Economic Development</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
	<b>6.3 Westward Expansion: Social and Cultural Development</b>	Causation	<b>3.C</b> Compare the arguments or main ideas of two sources.	
<b>NAT</b>	<b>6.4 The “New South”</b>	Continuity and Change	<b>2.C</b> Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
<b>WXT</b>	<b>6.5 Technological Innovation</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>6.6 The Rise of Industrial Capitalism</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>6.7 Labor in the Gilded Age</b>	Continuity and Change	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	

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## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~18 CLASS PERIODS
MIG	<b>6.8</b> Immigration and Migration in the Gilded Age	Continuity and Change	<b>3.C</b> Compare the arguments or main ideas of two sources.	
	<b>6.9</b> Responses to Immigration in the Gilded Age	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
SOC	<b>6.10</b> Development of the Middle Class	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>6.11</b> Reform in the Gilded Age	Causation	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
PCE	<b>6.12</b> Controversies over the Role of Government in the Gilded Age	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>6.13</b> Politics in the Gilded Age	Comparison	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
	<b>6.14</b> Continuity and Change in Period 6	Continuity and Change	<p><b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source's credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
	<p>Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 6. Review the results in class to identify and address any student misunderstandings.</p>			

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.2, 6.3	<p><b>Think-Pair-Share</b></p> <p>Topics 6.2 and 6.3 share the same learning objective, <i>Explain the causes and effects of the settlement of the West from 1877 to 1898</i>. Give students practice with the reasoning process of causation by having them use think-pair-share to come up with these causes and effects and then grouping them into like categories, such as transportation or technology.</p>
2	6.4	<p><b>Close Reading</b></p> <p>Regional identities are a challenging topic for students in this course. Ask students to read excerpts from Henry Grady speeches, such as his address to the Bay State Club of Boston in 1889, and have them highlight relevant words and passages that support the author’s claim. Ask students how the address tackles economic and social issues related to the “New South.”</p>
3	6.8	<p><b>Create Representations</b></p> <p>Ask students to collect information on the “new” immigrants of the late 19th century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an infographic for one of the “new” immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.</p>
4	6.13	<p><b>Debriefing</b></p> <p>This topic contains several complex economic and political issues, such as tariffs and currency and government regulation, that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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## SUGGESTED SKILL

 Contextualization

## 4.B

Explain how a specific historical development or process is situated within a broader historical context.

## TOPIC 6.1

# Contextualizing Period 6

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

## Required Course Content

### LEARNING OBJECTIVE

**Unit 6: Learning Objective A**

Explain the historical context for the rise of industrial capitalism in the United States.

### PREVIEW: UNIT 6 KEY CONCEPTS

**KC-6.1**

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

**KC-6.1.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.

**KC-6.1.II**

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

**KC-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.

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### LEARNING OBJECTIVE

**Unit 6: Learning Objective A**

Explain the historical context for the rise of industrial capitalism in the United States.

### PREVIEW: UNIT 6 KEY CONCEPTS

**KC-6.2**

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

**KC-6.2.I**

International and internal migration increased urban populations and fostered the growth of a new urban culture.

**KC-6.2.II**

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

**KC-6.3**

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

**KC-6.3.I**

New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

**KC-6.3.II**

Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

## SUGGESTED SKILL

 *Developments  
and Processes*

## 1.B

Explain a historical concept, development, or process.

## TOPIC 6.2

# Westward Expansion: Economic Development

## Required Course Content

### THEMATIC FOCUS

#### Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

### LEARNING OBJECTIVE

**Unit 6: Learning Objective B**

Explain the causes and effects of the settlement of the West from 1877 to 1898.

### HISTORICAL DEVELOPMENTS

**KC-6.1.III.A**

Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

**KC-6.1.III.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.

**KC-6.1.I.A**

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

**KC-6.2.II.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.



## TOPIC 6.3

# Westward Expansion: Social and Cultural Development

## Required Course Content

### THEMATIC FOCUS

#### Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

### LEARNING OBJECTIVE

#### Unit 6: Learning Objective B

Explain the causes and effects of the settlement of the West from 1877 to 1898.

### HISTORICAL DEVELOPMENTS

#### KC-6.2.II.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.

#### KC-6.2.II.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.


#### KC-6.2.II.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.

#### KC-6.2.II.E

Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

### SUGGESTED SKILL

 *Claims and Evidence in Sources*

#### 3.C

Compare the arguments or main ideas of two sources.



### AVAILABLE RESOURCES

- External Resource > [Smithsonian Education: Artifact & Analysis](#)
- AP Classroom Resource > ["Critical Interpretation of Images and the AP History Classroom"](#)

## SUGGESTED SKILL

 Sourcing and Situation

## 2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

## TOPIC 6.4

# The “New South”

### Required Course Content

#### THEMATIC FOCUS

##### American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

#### LEARNING OBJECTIVE

**Unit 6: Learning Objective C**

Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.

#### HISTORICAL DEVELOPMENTS

**KC-6.1.II.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.

**KC-6.3.II.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.

## TOPIC 6.5

# Technological Innovation

**SUGGESTED SKILL** *Making Connections***5.B**

Explain how a historical development or process relates to another historical development or process.

## Required Course Content

### THEMATIC FOCUS

#### Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

### LEARNING OBJECTIVE

**Unit 6: Learning Objective D**

Explain the effects of technological advances in the development of the United States over time.

### HISTORICAL DEVELOPMENTS

**KC-6.1.I.B.i**

Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

## SUGGESTED SKILL

 Contextualization

## 4.B

Explain how a specific historical development or process is situated within a broader historical context.



## AVAILABLE RESOURCE

- Professional Development  
> [Teaching and Assessing Module—Period 6: 1865–1898, Focus on Research “Industrialization”](#)

## TOPIC 6.6

# The Rise of Industrial Capitalism

## Required Course Content

### THEMATIC FOCUS

#### Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

### LEARNING OBJECTIVE

**Unit 6: Learning Objective E**

Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

### HISTORICAL DEVELOPMENTS

**KC-6.1.I**

Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.

**KC-6.1.I.B.ii**

Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

**KC-6.1.I.D**

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

**KC-6.1.I.E.i**

Businesses 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.

## TOPIC 6.7

# Labor in the Gilded Age

**SUGGESTED SKILL**
 *Argumentation*
**6.C**

Use historical reasoning to explain relationships among pieces of historical evidence.

## Required Course Content

### THEMATIC FOCUS

#### Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

### LEARNING OBJECTIVE

#### Unit 6: Learning Objective E

Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

### HISTORICAL DEVELOPMENTS

#### KC-6.1.I.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.


#### KC-6.1.II.C

Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.

#### KC-6.1.II.B.i

The industrial workforce expanded and child labor increased.

## SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.



## AVAILABLE RESOURCES

- Classroom Resources
  - > [AP U.S. History: Urbanization](#)
- Classroom Resources
  - > [Essay from the American Organization of Historians and AP \("Driven to the City: Urbanization and Industrialization in the 19th Century"\)](#)

## TOPIC 6.8

# Immigration and Migration in the Gilded Age

## Required Course Content

**THEMATIC FOCUS****Migration and Settlement** **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

**LEARNING OBJECTIVE****Unit 6: Learning Objective F**

Explain how cultural and economic factors affected migration patterns over time.

**HISTORICAL DEVELOPMENTS****KC-6.1.II.B.ii**

The industrial workforce expanded and became more diverse through internal and international migration.

**KC-6.2.I.A**

As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and 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.

**KC-6.2.I.B**

Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

TOPIC 6.9

# Responses to Immigration in the Gilded Age

## Required Course Content

### THEMATIC FOCUS

#### Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

### LEARNING OBJECTIVE

#### Unit 6: Learning Objective G

Explain the various responses to immigration in the period over time.

### HISTORICAL DEVELOPMENTS

#### KC-6.2.1.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.

#### KC-6.3.1.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.

#### KC-6.3.11.B.i

Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

### SUGGESTED SKILL

 *Making Connections*

#### 5.B

Explain how a historical development or process relates to another historical development or process.



### AVAILABLE RESOURCE

- Classroom Resources
  - > [Essay from the American Organization of Historians and AP \(“Crossing National Borders: Locating the US in Migration History”\)](#)

## SUGGESTED SKILL

 Contextualization

## 4.B

Explain how a specific historical development or process is situated within a broader historical context.



## AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 6: 1865–1899, Focus on Research “Cultural and Social Changes”](#)

## TOPIC 6.10

# Development of the Middle Class

## Required Course Content

**THEMATIC FOCUS****Social Structures** **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

**LEARNING OBJECTIVE****Unit 6: Learning Objective H**

Explain the causes of increased economic opportunity and its effects on society.

**HISTORICAL DEVELOPMENTS****KC-6.2.I.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.

**KC-6.3.I.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.



## TOPIC 6.11

# Reform in the Gilded Age

**SUGGESTED SKILL**

 *Sourcing and Situation*

**2.C**

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

**AVAILABLE RESOURCE**

- Classroom Resources  
> [What Is Gender History?](#)

## Required Course Content

**THEMATIC FOCUS****Social Structures** **SO C**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

**LEARNING OBJECTIVE****Unit 6: Learning Objective I**

Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.

**HISTORICAL DEVELOPMENTS****KC-6.3.1.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.

**KC-6.3.11.B.ii**

Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

## SUGGESTED SKILL

 Contextualization

## 4.B

Explain how a specific historical development or process is situated within a broader historical context.



## AVAILABLE RESOURCE

- Professional Development  
> [Teaching and Assessing Module—Period 6: 1865–1898, Focus on Research “Government Power”](#)

## TOPIC 6.12

# Controversies over the Role of Government in the Gilded Age

## Required Course Content

**THEMATIC FOCUS****Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

**LEARNING OBJECTIVE****Unit 6: Learning Objective J**

Explain continuities and changes in the role of the government in the U.S. economy.

**HISTORICAL DEVELOPMENTS****KC-6.1.II.A**

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


**KC-6.1.I.E.ii**

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.

## TOPIC 6.13

# Politics in the Gilded Age

**SUGGESTED SKILL**

 *Claims and Evidence in Sources*

**3.D**

Explain how claims or evidence support, modify, or refute a source's argument.

## Required Course Content

### THEMATIC FOCUS

#### Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

### LEARNING OBJECTIVE

#### Unit 6: Learning Objective K

Explain the similarities and differences between the political parties during the Gilded Age.

### HISTORICAL DEVELOPMENTS

#### KC-6.1.III.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.

#### KC-6.3.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.

#### KC-6.2.I.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.

## SUGGESTED SKILL

 Argumentation

## 6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



## AVAILABLE RESOURCES

- External Resource  
> [Gilder Lehrman Institute's AP U.S. History Study Guide](#)
- Classroom Resource  
> [Essay from the American Organization of Historians and AP \("Race and Citizenship"\)](#)

## TOPIC 6.14

# Continuity and Change Period 6

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

## Required Course Content

### LEARNING OBJECTIVE

**Unit 6: Learning Objective L**

Explain the extent to which industrialization brought change from 1865 to 1898.

### REVIEW: UNIT 6 KEY CONCEPTS

**KC-6.1**

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

**KC-6.1.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.

**KC-6.1.II**

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

**KC-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.

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**LEARNING OBJECTIVE****Unit 6: Learning Objective L**

Explain the extent to which industrialization brought change from 1865 to 1898.

**REVIEW: UNIT 6 KEY CONCEPTS****KC-6.2**

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

**KC-6.2.I**

International and internal migration increased urban populations and fostered the growth of a new urban culture.

**KC-6.2.II**

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

**KC-6.3**

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

**KC-6.3.I**

New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

**KC-6.3.II**

Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

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