**Period 6: 1865-1898 (End of Civil War to the eve of Spanish-American War)**

**Note: Do not use the same example more than once to illustrate these concepts. Even though most of the provided examples won’t be used in completing this assignment, you should know each of them.**

**Key Concept 6.1:**

The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

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.

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

**Examples:** uniform rail lines, electricity, trunk lines, trans-continental lines, railroad subsidies, Morrill Land Grant Acts of 1862 and 1890, Credit-Mobilier Scandal, Interstate Commerce Act 1877, Whiskey Ring, Samuel Morse, Union Pacific, Central Pacific, Paddies, Leland Stanford, Cornelius Vanderbilt, James J. Hill, Great Northern Railroad, Pullman Cars, Time Zones, Pools, Interstate Commerce Commission, *Wabash v. Illinois,* Mesabi Range, Homestead Act, Boomers & Sooners, Greenbacks, Hard vs. Soft money, cheap money, contraction, Bland-Allison Act, rebates, Alexander Graham Bell

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

**Examples:** timber/coal/iron ore/oil/copper/kerosene, stocks/trusts/pools, interlocking directorates, Old Immigrants, New Immigrants, monopoly, laissez-faire, urbanization, Montgomery Ward, Sears, Roebuck, Thomas Edison, George Westinghouse, William Kelly, George Eastman Kodak, Lewis Waterman, King Gillette, mail order catalogs, Bessemer Process, Second Industrial Revolution, Frederick Taylor

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |

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.

**Examples:** Distribution of Wealth, conspicuous consumption, Gilded Age, Montgomery Ward, Wollworth’s, mail-order catalogs, RH Macy, Marshall Field, Kellogg’s & Post & other branded processed foods, dime novels, Horatio Alger, Walt Whitman, Emily Dickenson, Thomas Edison, tenements, consumer goods, Long Drive, Philip Danforth Armour, Gustavus Smith, Louis Sullivan, Columbian Exposition, PT Barnum, vaudeville, middle class , David Ricardo

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

**Examples:** “Robber Barons” vs. “Captains of Industry”, vertical and horizontal integration, heavy industry, capital goods, plutocracy, Andrew Carnegie and U.S. Steel, John D. Rockefeller and Standard Oil, Cornelius Vanderbilt, Leland Stanford, James J. Hill, J.P Morgan, Jay Gould, Jim Fisk, stock watering, monopoly, interlocking directories

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |

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.

**Examples:** Seward & Alaska, Midway Island, Nicaragua, Rutherford B. Hayes & Paraguay, William McKinley, Pan-American Congress (1889), Gold Bugs, Gold Standard, 1890 Census, Dingley Tariff Bill, Frederick Jackson Turner, Yellow Press, William Randolph Hearst, Joseph Pulitzer, Hawaii,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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

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

**Examples:** Protestant work ethic, “invisible hand”, Gold Reserve, William Graham Sumner, Panic of 1873, Panic of 1893, high tariff, “regulating commerce”,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |

B. The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.

**Examples:** New Immigrants, clerical work, child labor, “women’s work”,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |

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

**Examples:** National Labor Union, Knights of Labor, American Federation of Labor, Terence Powderly, Samuel Gompers, Sherman Anti-Trust Act, Henry Clay Frick, Coxey’s Army, Eugene V. Debs, Mother Jones, scabs, lockout, closed shop, strike, picket, boycott, slow down, yellow dog contracts, Denis Kearney, Chinese Exclusion Act, Great Railroad Strike 1877, Haymarket Riot 1886, Homestead Strike 1892, Pullman Strike 1894, company towns, coolies

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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.

**Examples:** economic diversity, textile industry, **crop-lien system**, Henry Grady & *The Atlanta Constitution*, George Washington Carver, Tuskegee Institute, Farmer’s Southern Alliance, Colored Farmers Alliance 1886, **New South**,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |

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.

**Examples:** seed drills, reaper-thresher combine, steam engines, Montgomery Ward, barbed wire, windmills, dry-farming, John Deere,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

B. Many farmers responded to the increasing consolidation in agriculture markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.

**Examples: Grangers,** Farmer’s Alliance, Oliver Kelley, Grange laws, “middle men”, cooperatives, *Munn v. Illinois,*  Greenback Labor Party, Mary Elizabeth Lease, Ocala Platform 1890,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

**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.

**Examples:** Depression of 1893, deflation, Interstate Commerce Commission, Sherman Silver Purchase Act, James Weaver, Jacob Coxey, William Jennings Bryan, “Cross of Gold Speech”, William Harvey, Elections of 1892 & 1896, **Omaha Platform** (be specific), Free Silver, initiatives & referendums, Gold Standard, William McKinley

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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.

1. 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.

**Examples:** Push v. Pull factors, urbanization, Old Immigrants, New Immigrants, Ellis Island, Statue of Liberty, “birds of passage”, exodusters

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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

**Examples:** dumbbell tenements, Contract Labor Law of 1885, City Beautiful Movement, residential suburbs, street car cities, ghettos, padrone, nativists, Anglo-Saxon, coolies

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

1. Increasing public debated 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.

**Examples:** Melting Pot or Salad Bowl, American Protective Association, Chinese Exclusion Act of 1882, Social Darwinists, union workers, alienation,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples:** **Political machines,** Tammany Hall, graft, Tweed Ring, mugwumps, Thomas Nast, social services (be specific), political bosses, Theodore Roosevelt, patronage,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples:** Normal Schools, kindergarten, Chautauqua, Hatch Act, McGuffy Readers, compulsory education, John Philip Sousa, ragtime, Jelly Roll Morton, Scott Joplin, *Ladies Home Journal*, P.T. Barnum, vaudeville, Buffalo Bill Cody,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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 activities.

**Examples:** Pike’s Peak, Comstock Lode, Long Drive, Wild Bill Hickok, cowtowns, boomtowns, rail junction towns, 1890 census,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples: Frederick Jackson Turner’s Thesis**, George Catlin, Silver senators, Frederick Remington, Francis Parkman, homesteaders, Joseph Glidden, John Wesley Powell, Great American Desert,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples:** Buffalo Bill Cody, Chief Joseph and the Nez Perce, George Armstrong Custer, Geronimo, vaqueros, Tenth Cavalry, Black Hills & the Dakota,

Great Sioux War, Little Big Horn, Wounded Knee, Ghost Dance, Las Gorras Blancas 1889

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples:** Sitting Bull, Crazy Horse, Indian Territory, Great Sioux Reservation, Bozeman Trail, Fort Laramie and Fort Atkinson, Bureau of Indian Affairs, Indian Appropriation Act 1871

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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

**Examples:** Ghost Dance, Dawes Severalty Act, Carlyle Indian Boarding School, Helen Hunt Jackson, Indian Reorganization Act 1934,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

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.

**Examples: Social Darwinism,** Charles Darwin, natural selection, Horatio Algar, Laizzes-faire, Herbert Spencer, William Graham Sumner

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples: Gospel of Wealth**, Carnegie Trust, Russell Conwell “Acres of diamonds”, endowment, Rockefeller’s philanthropic legacy, Vanderbilt University, Stanford University,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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.

**Examples: Social Gospel,** Henry George, Edward Bellamy, Edwin L. Godkin, settlement houses, Salvation Army, socialism, Women’s Christian Temperance Union, YMCA, Mary Baker Eddy, Dwight L. Moody, Cardinal Gibbons, Harry Hopkins, Walter Rauschenbusch, Lilian Wald, Florence Kelley, U.S. Fish Commision 1871, Sierra Club 1892, conservationists/preservationists, Winslow Homer, Thomas Eakins, George Bellows, Ashcan School, Mark Twain, Steven Crane, Jack London, Kate Chopin, Frank Norris, Bret Harte,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |

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

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.

**Examples:** Greenback Party, Populists, “bloody shirt”, Liberal Republicans, Crime of ’73, Ulysses S. Grant, Ohio Idea, Horatio Seymore, Willam Belknap, Black Friday, repudiation, Hayes v. Tilden and Compromise of 1877, James Garfield, Chester Arthur, Grover Cleveland, William McKinley, Mark Hannah, Roscoe Conklin, James G. Blaine, stalwarts, half-breeds, Horace Greeley, Thomas Reed, Civil War pensions, Grand Army of the Republic, Wilson Gorman Tariff, Charles Guiteau, Billion Dollar Congress, Fourth Party System, hard vs. soft money, Bland-Allison Act, Whiskey Ring, Credit Mobilier, mugwumps

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |

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.

**Examples: Jane Addams, settlement houses,** NAWSA, WTCU, AWSA, Anti-Saloon League, 18th Amendment, Carrie Nation, Clara Barton, Lilian Weld, Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, Charlotte Perkins Gilman, Smith - Mt. Holyoke - & Bryn Mawr, assimilation, Ida B. Wells

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |

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.

**Examples: Jim Crow*,*** grandfather clauses, Booker T. Washington, W.E.B. DuBois, Atlanta Compromise, NAACP, Paul Lawrence Dunbar, lynching, poll taxes, literacy tests, emigrate or immigrate, Ku Klux Klan, exodusters, Tuskegee Institute,

|  |  |  |
| --- | --- | --- |
| **Example and Citation** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |