

Unit Five
(APUSH Period 6)
Emergence of Modern America and “The Gilded Age”
1877—1896

Directions: This is your study resource to use as we progress through our unit. It lists concepts, terms, and an outline of items that may appear on the unit exam or the AP Exam. Use this guide as you wish; it will not be collected. However, all material on this guide (and from class) is subject to being tested.

Readings: Kennedy, et al, Chapters 24, 25, 26, and 23 (we read 23 last)
Taking Sides, VOLUME 2, Issue 5,

Unit Dates: October 29—November 9, 2015

Anticipated Test: Multiple Choice Test and Essay: November 10, 2015

The study guide questions are provided as always. Below you will find a list of terms that relate to each chapter.

PLEASE NOTE:

Your weekly agendas may specify certain portions of a chapter, or certain chapters, to be read as homework prior to a day’s lesson. THIS DOES NOT MEAN THAT YOU SHOULD ONLY READ PAGES LISTED IN YOUR AGENDAS. FURTHERMORE, IT DOES NOT MEAN THAT YOU ARE NOT ACCOUNTABLE FOR ALL READINGS FOR THE UNIT. Do not fall into the trap of only reading what is specified in the agendas.

Note: We read Chapter 23 (Political Paralysis in the Gilded Age, 1869—1896) at the END of the unit.

Chapter 24: Industry Comes of Age, 1865—1900

Identify, Define, or Describe, and state the historical significance of the following:

Leland Stanford	Collis P. Huntington	James J. Hill
Cornelius Vanderbilt	Jay Gould	Alexander Graham Bell
Thomas Edison	Andrew Carnegie	John D. Rockefeller
J. Pierpont Morgan	Terence V. Powderly	John P. Altgeld
Samuel Gompers	Land Grant	Stock Watering
Pool	Rebate	Vertical Integration (Consolidation)
Horizontal Integration	Trust	Interlocking Directorate
Capital Goods	Plutocracy	Injunction
Union Pacific Railroad	Central Pacific Railroad	Grange
<i>Wasbash</i> Case	Bessemer Process	United States Steel
Gospel of Wealth	William Graham Sumner	New South
Yellow Dog Contracts	National Labor Union	Haymarket Riot
American Federation of Labor		

Review Questions:

1. What was the impact of the transcontinental rail system on the American economy and society in the late nineteenth century?
2. What were the abuses in the railroad industry, and what was particularly problematic about them?
3. How did the huge industrial trusts develop to industries such as steel and oil, and what was their effect on the economy?
4. What early efforts were made to control the new corporate industrial giants, and how effective were these efforts?

5. What was the effect of the new industrial revolution on American laborers, and how did various labor organizations attempt to respond to new conditions?
6. Compare the impact of the new industrialization on the North and the South. Why was the “New South” more a slogan than a reality?
7. Indicate how industrialists and their supporters attempted to explain and justify great wealth and increasing class division through “natural law” and the “Gospel of Wealth.”
8. William Graham Sumner said that the wealth and luxury enjoyed by millionaires was justified as a “good bargain for society” and that “natural law” should prevent the wealthy classes from aiding the working classes and poor. Why were such views so popular during the Gilded Age? What criticisms of such views might be offered?
9. The text states that “no single group was more profoundly affected by the new industrial age than women.” Why was women’s role in society so greatly affected by these economic changes?
10. In what ways did industrialization bring a revolution in cultural views of labor, opportunity, and even time?
11. How did the industrial transformation after the Civil War compare with the earlier phase of American economic development? (See Chapter 14.) Why were the economic developments of 1865—1900 often seen as a threat to American democracy, whereas those of 1815—1860 were not?
12. Explain the failures of the Knights of Labor and the modest success of the American Federation of Labor.
13. What strains did the new industrialization bring to the American ideals of democracy and equality? Was the growth of huge corporations and great fortunes a successful realization of American principles or threat to them? How?

Chapter 25: America Moves to the City, 1865—1900

Identify, Define, or Describe, and state the historical significance of the following:

Jane Addams	Florence Kelley	Mary Baker Eddy	Charles Darwin
Booker T. Washington	W.E.B. Du Bois	William James	Henry George
Horatio Alger	Mark Twain	Charlotte Perkins Gilman	Carrie Chapman Catt
Megalopolis	Ethnicity	Settlement house	Nativism
Evolution	Philanthropy	Pragmatism	Yellow Journalism
New Immigration	Social Gospel	Hull House	American Protective Association
Modernist	Chautauqua Movement	Morrill Act	Comstock Law
Women’s Christian Temperance Union		Eighteenth Amendment	

Chapter Review Questions:

1. Describe the new “industrial city.”
2. What new opportunities did the cities create for Americans?
3. What new social problems did urbanization create? How did Americans respond to these problems?
4. How did the “New Immigration” differ from the “Old Immigration,” and how did Americans respond to it?
5. How was American religion affected by the urban transformation, the New Immigration, and cultural and intellectual changes?
6. Why was Darwinian evolution such a controversial challenge for American religious thinkers? Why were religious “liberals” able to dominate Americans’ cultural response to evolution? How did a minority resistance to evolution lay the basis for a later rise of fundamentalism?
7. Discuss the efforts of social reformers and churches to aid the New Immigrants and alleviate urban problems. In particular, to what extent were these movements different from earlier 19th century reform.
8. How did American social criticism, imaginative writing, and art all relate to the urban industrial changes of the late nineteenth century? Hint: think “realism.”
9. Explain the changes in American education from elementary to the college level.
10. How and why did women assume a larger place in American society at this time? (Compare their status in this period with that of the pre-Civil War period described in Chapter 16.) How were changes in their condition related to changes in both the family and the larger social order?
11. What were the greatest cultural transformations of the Gilded Age?

12. Why did American culture and writing actually flourish against the troubling and conflict-ridden politics and economics of the period (See Chapters 23 and 24)? Can it be argued that American intellectuals and writers of the period actually “benefited” from economic upheaval and social disruption?

Chapter 26: The Great West and the Agricultural Revolution, 1865—1896

Chapter Objectives:

1. Discuss the causes and the nature of the cultural conflicts and battles that accompanied the White American migration into the Great Plains and the Far West.
2. Explain the impact of the closing of the frontier and the long-term significance of the frontier for American history.
3. Describe the economic forces that drove farmers into debt, and describe how the Grange, the Farmers’ Alliances, and the Populist Party organized to protest their oppression.

Identify, Define, or Describe, and state the historical significance of the following:

Sitting Bull	George A. Custer	Chief Joseph	Geronimo
Helen Hunt Jackson	Joseph F. Glidden	Oliver H. Kelley	James B. Weaver
Mary Elizabeth Lease	Sioux Wars	Nez Percé	Apache
Ghost Dance	Battle of Wounded Knee	Dawes Severalty Act	Comstock Lode
Long Drive	Homestead Act	Eighty-Niners	Patrons of Husbandry
Granger Laws	Greenback Labor Party	Farmers’ Alliance	Populists
Marcus A. Hanna	Eugene V. Debs	William Jennings Bryan	Bimetallism
Jacob S. Coxey	William McKinley	Pullman Strike	Gold Standard Act
Homestead Strike	Free Silver	Wilson-Gorman Tariff	Dingley Tariff
“Cross of Gold” Speech		Depression of 1893	Grover Cleveland

Chapter Review Questions:

1. How did whites finally overcome resistance of the Plains Indians, and what happened to the Indians after their resistance ceased? Specifically, explain the development of federal policy towards Native Americans in the late nineteenth century.
2. How did the successive phases of mining, cattle raising, and farming each contribute to the settlement of the Great West?
3. What social, ethnic, environmental, and economic factors made the trans-Mississippi West a unique region among the successive American frontiers?
4. Describe the revolutionary changes in farming on the Great Plains. More specifically, what factors made western farmers economically vulnerable even as they were expanding their agricultural production in the Great West?
5. Analyze the brief flowering and decline of the cattle and mining frontiers.
6. What were the strongest points of the Farmers’ Alliances (and the Grangers), and what were their weaknesses? Why did the farmers’ protests scare eastern interests so badly?
7. What were the actual effects of the frontier on American society at different stages of its development? What was valuable in Frederick Jackson Turner’s “frontier thesis,” despite being discredited by subsequent historians?
8. How did the forces of economic class conflict and race figure into the farmer and labor revolt of the 1880s and 1890s? Was there ever any chance that a bi-racial coalition of farmers could have succeeded not only in economic change but in overcoming the South’s racial divisions? Were race relations actually worse after the “Populist Revolt” failed?
9. Were the Populist and the pro-silver movements of the 1880s and 1890s essentially backward-looking protests by a passing rural America, or were they, despite their immediate political failure, genuine prophetic voices raising central critical questions about democracy and economic justice in the new corporate industrial America?
10. What were the major issues in the crucial campaign of 1886? Why did McKinley win, and what were the long-term effects of his victory?
11. Some historians have seen Bryan as the political heir of Jefferson and Jackson, and McKinley as the political heir of Hamilton and the Whigs. Are such connections valid? Why or why not?

12. The settlement of the “Great West” and the farmers’ revolt occurred at the same time as the rise of industrialism and the growth of American cities. To what extent were the defeat of the Indians, the destruction and exploitation of western resources, and the populist revolt of the farmers caused by the Gilded Age forces of industrialization and urbanization?

Chapter 23: Political Paralysis in the Gilded Age, 1869—1889

Identify, Define, or Describe, and state the historical significance of the following:

Ulysses S. Grant	Horatio Seymour	Jim Fisk	Jay Gould
Thomas Nast	Horace Greeley	Jay Cooke	Roscoe Conkling
James G. Blaine	Rutherford B. Hayes	Samuel Tilden	James A. Garfield
Chester A. Arthur	Winfield S. Hancock	Charles J. Guiteau	Grover Cleveland
Benjamin Harrison	Cheap Money	Hard/Sound Money	Contraction
Resumption	Gilded Age	Spoils System	“Ohio Idea”
the “Bloody Shirt”	Tweed Ring	Crédit Mobilier	Whiskey Ring
Liberal Republicans	Resumption Act	“Crime of ‘73”	Bland-Allison Act
Greenback Labor Party	GAR	Stalwart	Half-Breed
Compromise of 1877	Pendleton Act	Mugwumps	

Review Questions:

1. What made politics in the Gilded Age extremely popular—with over 80 percent voter participation—yet so often corrupt and unconcerned with the issues?
2. What were the political corruptions of the Grant administration and the various efforts to clean up politics in the “Gilded Age?”
3. Explain the intense political involvements of the age, despite the lack of the parties’ lack of ideological difference and poor quality of political leadership.
4. Describe how the end of Reconstruction led to the loss of black rights and the imposition of the Jim Crow system of segregation in the South.
5. Explain the rise of class conflict between business and labor in the 1870s and the growing hostility to immigrants, especially the Chinese.
6. Explain the importance of the spoils system in Gilded Age politics and how the Garfield assassination led to the beginnings of civil service.
7. Discuss how the issueless political contests of the 1880s became increasingly nasty and personal, until Cleveland made the tariff question a focus of political debate.
8. Explain the rise of political conflict in the early 1890s, and the failure of Cleveland to address growing farm and labor discontent.
9. What caused the end of Reconstruction? What did the North and the South each gain from the Compromise of 1877?
10. What were the results of the Compromise of 1877 for race relations? How were the political, economic, and social conditions of southern African-Americans interrelated?
11. What caused the rise of the “money issue” in American politics? What were the backers of “greenback” and silver money trying to achieve? Keep in mind the terms “hard money” and “soft money.”
12. How did civil service come to partially replace the political patronage system, and what were the consequences of the change for politics?
13. In what ways did the politics of the Gilded Age still partially reflect the aftermath of the Civil War and Reconstruction? (See Chapter 24.) How did the issues of that earlier era gradually disappear?
14. What were the causes and political results of the rise of agrarian protest in the 1880s and the 1890s? Why were the Populists’ attempts to form a coalition of white and black farmers and industrial workers ultimately unsuccessful?
15. White laborers in the West fiercely resisted Chinese immigration, and white farmers in the South turned toward race-baiting rather than forming a populist alliance with black farmers. How and why did racial issues “trump” the apparent economic self-interests of these lower class whites?

16. Was the apparent failure of the American political system to address the industrial conflicts of the Gilded Age a result of the two parties' poor leadership and narrow self-interest, or was it simply the natural inability of a previously agrarian, local, democratic nation to face up to a modern, national industrial economy?

SUPREME COURT CASES TO KNOW:	PRESIDENTIAL ADMINISTRATIONS	Election Year
Legal Tender Cases 1870, 1871	Ulysses S. Grant	1868, 1872
<i>Bradwell v. Illinois</i> (1873)	Rutherford B. Hayes	1876
<i>Munn v. Illinois</i> (1877)	James A. Garfield	1880
<i>Wabash, St. Louis, & Pacific RR Co. v. Illinois</i> (1886)	Grover Cleveland	1884
<i>Pollock v. Farmers' Loan and Trust Co.</i> (1895)	Benjamin Harrison	1888
<i>Plessy v. Ferguson</i> (1896)	Grover Cleveland (yes, again)	1892
Slaughterhouse Cases, 1873	William McKinley	1896, 1900
<i>Minor v. Happersen</i> (1875)		
Civil Rights Cases, 1883		
<i>U.S. v. E.C. Knight Co.</i> (1895)		
In re Debs, 1895		