

**Mastery of the course and the AP exam await all who choose to process the information as they read/receive.**

**So... young Jedi... what is your choice?**

**Do? Or do not? There is no try.**

## **Unit 6, 1865-1898, pp 346-437**

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_/\_\_\_/\_\_\_

### Guided Reading & Analysis, Unit 6 Begins

#### **Reading Assignment:**

Unit 6, divided into 14 subsections reflecting objectives for APUSH (corresponds to chapters 16-19 in 3<sup>rd</sup> edition)



(Images from Wikipedia.org, public domain.  
Pictured: J.D. Rockefeller, Andrew Carnegie, Cornelius Vanderbilt, J.P. Morgan)

#### **Purpose:**

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using your noggin (thinking skills) with new knowledge gained from the reading.

#### **Directions:**

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to ***consider questions in order to critically understand what you read!***
4. **Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in ***INK!***

#### **Key Concepts FOR PERIOD 6:**

**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.

**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.

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

## Topic 6.1 Contextualization, pp 346-347

As you read the contextualization, consider the skill you will be mastering as you analyze history. You want to be confident in describing a development or process, explaining how a development or process is situated within a broader historical context, and use a contextualization to set the scene in an LEQ or DBQ essay.

In the spaces provided, **record you notes as you read in the left-hand column.** Additional questions are presented in order to focus your attention to main ideas. When you have finished note-taking for this section, address the prompts in the right-hand column.

**Learning Objective:** Explain the historical context for the rise of industrial capitalism in the United States.

Preview of Industry objectives:

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

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

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

NOTES	ANALYSIS
<p><b>Economic Changes (first three paragraphs):</b></p>          <p><b>Political Change:</b></p>          <p><b>Migration and Urbanization:</b></p>          <p><b>Reform Efforts:</b></p>	<p><b>Which major change identified in the first three paragraphs was the most significant/impactful? Defend your choice with reasoning.</b></p>          <p><b>Look at the timeline at the bottom of page 347. Why are we defining period 6 with the years 1865 and 1898?</b></p>

**Topic 6.2, Westward Expansion: Economic Development, pp 348-356**

**Learning Objective:** Explain the causes and effects of the settlement of the West from 1877 to 1898.

Key Concepts & Main Ideas	Notes
<p>Following the Civil War, <b>government subsidies</b> for transportation and communication systems opened new markets in North America.</p>	<p><i>Explain how Walt Whitman’s quote supports or refutes the key concept at left.</i></p> <p><b>Transcontinental Railroads</b></p> <p><b>The First Route...</b></p> <p><b>Four Additional Routes...</b></p> <p><b>Negative Effects...</b></p>

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Post–Civil War migration</b> to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate <b>treaties</b> with American Indian nations in order to expand the amount of land available to settlers.</p> <p><b>Westward migration, new systems</b> of farming and transportation, and economic instability led to political and popular conflicts.</p>	<p><b>The West: Settlement of the Last Frontier...</b></p> <p><b>The Mining Frontier...</b></p> <p><b>The Cattle Frontier....</b></p> <p><b>Railroads and Cattle...</b></p> <p><b>Decline of the Cattle Drives...</b></p> <p><b>The Farming Frontier...</b></p> <p><b>Problems and Solutions...</b></p> <p><b>Success on the Great Plains...</b></p> <p><b>The Cattle Frontier...</b></p>	<p>Compare and contrast the “Great American Desert” of pre-1860 to the “Great American West” of post-1865.</p> <p><b>Similarities:</b></p> <p><b>Differences:</b></p> <p>List 5 major changes in the American West caused by the “settlement of the last frontier.”</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>To what extent was the 1862 Pacific Railway Act responsible for westward migration? ATFP (Address the full prompt).</p> <p>List 4 ways surviving pioneers in the West adapted to the environment of the Great Plains.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>

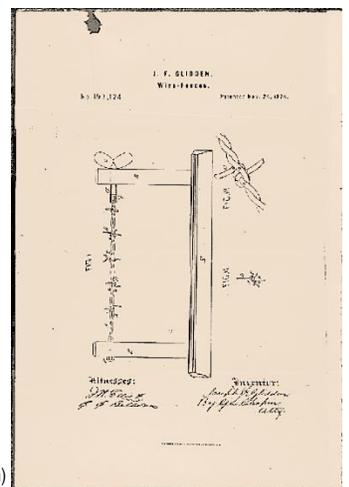
Key Concepts & Main Ideas	Notes	Analysis
<p>Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.</p> <p>Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.</p>	<p><b>Farmers Organize...</b></p> <p><b>Changes in Agriculture...</b></p> <p><b>Falling Prices...</b></p> <p><b>Rising Costs...</b></p> <p><b>Fighting Back...</b></p> <p><b>National Grange Movement...</b></p> <p><b>Munn v Illinois (1877)</b></p> <p><b>Farmer's Alliance...</b></p> <p><b>Ocala Platform...</b></p>	<p><b>Explain how the “industrialization” of American agriculture destroyed Thomas Jefferson’s dream of American Agrarian Virtue.</b></p> <p><b>Although not successful in forming a political party, the National Alliance successfully responded to the farmers’ plight because it united diverse peoples for a common cause which increasing effective communication and action as well as influenced local and state elections raising political support for the problems they faced.</b></p> <p><b>Write a question/prompt that the above thesis statement is effectively addressing.</b></p>

**Food For Thought:**

(source: Eric Sass, Mental Floss History of the United States, 2010)

Nasty and effective, barbed wire is a quintessential American invention: without it, the West might not have been won. Or at least, there would have been a lot more cows, horses, and miscellaneous livestock roaming free, with distraught ranchers in pursuit! Called “the Devil’s rope,” barbed wire substituted for more substantial fencing materials like wood or stone. While regular wire was an option, the average cow, weighing 1,000 pounds or more, was not deterred by “smooth” wire fences. Buss, weighing up to a ton and armed with horns, were even less daunted. The difficulty of ranching without fencing quickly became a serious hindrance to Western expansion. From 1857 to 1867, a handful of inventors “back East” experimented with wire augmented with small knots of sharp cut wire, but there wasn’t much demand in the tree-filled eastern part of the country. Farther west, however, it was an idea who’s time had come. Approximately 176 ranchers submitted some variation of the basic idea to Illinois patent offices, which set in motion an exciting legal free-for-all, with various patent holders trying to prove that barbed wire manufacturers were stealing their ideas. In the end, the patent office chose Joseph F. Glidden’s economical design, which produced the maximum number of sharp edges with the least amount of wire. And in 1874, Glidden sold half his patent to an enterprising Illinois hardware entrepreneur named Isaac L. Ellwood, who began manufacturing barbed wire by hand. Imitators produced close variants of the design, and small factories sprang up across western Illinois, all of them turning out barbed wire using manual labor. By 1884 the legitimate factories (there were still several bootleg joints too) were manufacturing up to 100,000 tons of barbed wire a year. That’s roughly 600,000 miles of barbed wire, or 40 times the circumference of the earth!

(image: Glidden’s 1874 patent, historyrat.wordpress.com)



**Topic 6.3, Westward Expansion: Social and Cultural Development, pp 357-364**

**Learning Objective:** Explain the causes and effects of the settlement of the West from 1877 to 1898.

Key Concepts & Main Ideas	Notes	Analysis
<p>Post-Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.</p> <p>Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.</p> <p>Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation's cities and the rural and boomtown areas of the West.</p> <p>The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.</p> <p>Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.</p>	<p>The Closing of the Frontier...</p> <p><b>Turner's Frontier Thesis</b>...</p> <p>Role of Towns and Cities...</p> <p>American Without a Frontier</p> <p>American Indians in the West...</p> <p>Hopi and Zuni...</p> <p>Navajo and Apache...</p> <p>Chinook and Shasta...</p> <p>Sioux, Blackfoot, Cheyenne, Crow, and Comanche...</p> <p>Reservation Policy...</p> <p>Indian Wars...</p> <p>1866...</p> <p>1870s...</p> <p>1890...</p> <p>Assimilationists...</p> <p><b>Dawes Severalty Act</b> (1887)...</p> <p>Changes in the 20<sup>th</sup> Century...</p> <p>Mexican Americans in the Southwest...</p>	<p>Based on what you know about the enclosure of Great Britain in the 17<sup>th</sup> century, what impact do you think enclosure of the West in the United States will have in the 20<sup>th</sup> century? In your answer, explain the impact of British enclosure as well as explaining your prediction.</p> <p>Proclamation Line of 1763 : Treaty of Paris 1783 Indian Removal Act : _____ Explain these connections.</p> <p>Compare and contrast the Battle of Tippecanoe to the Battle of Wounded Knee. Why do some label these as "massacres" instead of "battles?"</p> <p>Explain the cultural impact of <i>A Century of Dishonor</i>.</p> <p>Explain how the Mexican-American War impacted Latinos in the West.</p>

Key Concepts and Main Ideas	Notes	Analysis
<p><b>Government agencies and conservationist organizations</b> contended with corporate interests about the extension of public control over natural resources, including land and water.</p> <p><b>Business interests</b> battled <b>conservationists</b> as the latter sought to protect sections of unspoiled wilderness through the establishment of <b>national parks</b> and other conservationist and preservationist measures.</p>	<p><b>The Conservation Movement...</b></p> <p><b>National Parks...</b></p> <p>Forest Reserves...</p> <p>Forest Reserve Act...</p> <p>Forest Management Act...</p> <p>Sierra Club...</p> <p>Arbor Day...</p> <p>Audubon Society...</p>	<p>Connect the significance of the Hudson River School in the Antebellum Era to the reaction to the exploitation of the American environment during the Gilded Age.</p> <p>What is the difference between a preservationist and a conservationist?</p> <p>Which one was John Muir?</p>

**Map of 1890 ... Enclosure...**

**Label the following:**

- All states & territories,
- Pike's Peak,
- Comstock Lode,
- Chief Joseph's Trail,
- Red River War (1874),
- Battle of Little Bighorn (1876; Custer's Last Stand),
- Battle of Wounded Knee (1890),
- Sand Creek Massacre (1864),
- Skeleton Canyon (Geronimo surrenders, 1886),
- Medicine Lodge (Southern Plains Indians agree to move to Indian Territory),
- Fort Laramie (1851 & 1868 treaties; 1851 Native Americans are promised control of the Plains. 1868 Sioux agree to move to reservation the Black Hills),

**Color/Highlight the "West" (one color)**

Trace the path of the transcontinental Railroad.



Write a caption for this map that indicates the significance of the information illustrated on this map... regarding The Enclosure of the West.

**Topic 6.4, The “New South”, pp 365-370**

**Learning Objective:** Explain how various factors contributed to continuity/change in the “New South” from 1877-1898.

Key Concepts & Main Ideas	Notes	Analysis
<p>Despite the industrialization of some segments of the <b>southern economy</b>, a change promoted by southern leaders who called for a “<b>New South</b>,” agrarian <b>sharecropping</b>, and <b>tenant farming</b> systems continued to dominate the region.</p> <p>Despite the industrialization of some segments of the <b>southern economy</b>, a change promoted by southern leaders who called for a “<b>New South</b>,” agrarian <b>sharecropping</b>, and <b>tenant farming</b> systems continued to dominate the region.</p> <p>Increasingly prominent <b>racist and nativist theories</b>, along with Supreme Court decisions such as <b><i>Plessy v. Ferguson</i></b>, were used to justify violence, as well as local and national policies of discrimination and segregation.</p> <p>Challenging their prescribed “place,” <b>women and African American activists</b> articulated alternative visions of <b>political, social, and economic equality</b>.</p>	<p><b>The New South...</b></p> <p>Henry Grady...</p> <p><b>Growth of Industry...</b></p> <p>Birmingham Alabama...</p> <p>Richmond Virginia...</p> <p>Memphis...</p> <p><b>Agriculture and Poverty...</b></p> <p>Sharecroppers...</p> <p><b>Cotton and Other Crops...</b></p> <p><b>Attempts to Organize...</b></p> <p><b>Segregation...</b></p> <p><b>Discrimination and the Supreme Court...</b></p> <p><b>Civil Rights Cases of 1883...</b></p>	<p>Explain how economic development in the New South helped to “reconstruct” the nation following the Civil War.</p> <p>Explain two limitations of this economic transformation in the South.</p> <p>To what extent did Antebellum “cottonocracy” continue through the Gilded Age? ATFP and defend your answer with specific evidence.</p> <p>How successful were the redeemers at using the “race card” to promote their agendas?</p>

Challenging their prescribed "place," women and African American activists articulated alternative visions of political, social, and economic equality.

## **Plessy v. Ferguson...**

### **Loss of Civil Rights...**

- a. Loss of voting rights via...
  
- b. Loss of 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> Amendment rights via...
  
- c. Loss of economic opportunity via...

### **Responding to Segregation...**

Ida B. Wells...

Booker T. Washington...

W.E.B. DuBois...

The purpose of Jim Crow laws was to strip African Americans of their civil rights granted to them by the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. Support or refute this statement. (defend your answer with specific evidence!)

What was the key difference between economic and social mobility between poor whites and African Americans?

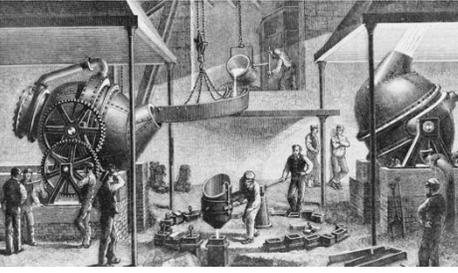
Turn to page 473 and read "Two Approaches: Washington and DuBois." Explain the fundamental difference in the goals and strategies between Washington and DuBois.

Which strategy was embraced more at the time?

Which strategy would be embraced more at a later time?

**Topic 6.5, Technological Innovation, pp 371-374**

**Learning Objective:** Explain the effects of technological advances in the development of the United States over time.

Key Concepts & Main Ideas	Notes	Analysis
<p>The emergence of an <b>industrial culture</b> in the United States led to both greater opportunities for, and restrictions on, <b>immigrants, minorities, and women</b>.</p> <p><b>International and internal migrations</b> increased both <b>urban and rural populations</b>, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some <b>reformers</b> to attempt to address these inequities.</p>	<p><b>Inventions...</b></p> <p><b>The Steel Industry...</b></p> <p><b>Edison and Westinghouse...</b></p> <p><b>Technology and Growth of Cities ...</b></p> <p><b>Changes in Transportation...</b></p> <p><b>Skyscrapers...</b></p> <p><b>Marketing Consumer Goods...</b></p>	 <p><b>The Bessemer Process</b></p> <p><b>Historical Context:</b></p> <p><b>Intended Audience:</b></p> <p><b>Point of View:</b></p> <p><b>Purpose:</b></p> <p>In the earlier Market Revolution (or the "First Industrial Revolution" in the U.S.), innovations such as John Deere's Steel Plow, Cyrus McCormick's Mechanical Reaper, Eli Whitney's interchangeable parts, Robert Fulton's steamboat, and many other innovations impacted the nation.</p> <p><b>Compare and Contrast the impact of post Civil War innovation to that of the pre-Civil War market revolution.</b></p> <p><b>Similarities...</b></p> <p><b>Differences...</b></p>

Challenge yourself with multiple choice and SAQ practice on page 374.

**Topic 6.6, The Rise of Industrial Capitalism, pp 375-382**

**Learning Objective:** Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1885 to 1898.

Key Concepts and Main Ideas	Notes	Analysis
<p>Following the Civil War, <b>government subsidies</b> for transportation and communication systems opened new markets in North America...</p> <p>Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “<b>Gilded Age</b>” marked by an emphasis on consumption, marketing, and business consolidation.</p> <p><b>Farmers</b> adapted to the new realities of <b>mechanized agriculture</b> and dependence on the evolving <b>railroad system</b> by creating local and regional <b>organizations</b> that sought to resist corporate control of agricultural markets.</p> <p><b>Business leaders</b> consolidated corporations into <b>trusts and holding companies</b> and defended their resulting status and privilege through theories such as <b>Social Darwinism</b>.</p>	<p>The Business of <b>Railroads</b>...</p> <p>Commodore Cornelius Vanderbilt...</p> <p>Competition and <b>Consolidation</b>...</p> <p>Problems and Corruption...</p> <p>Concentration of Railroad Ownership...</p> <p>Railroad Power</p> <p><b>Industrial Empires</b>...</p> <p>The Steel Industry...</p> <p>Andrew Carnegie...</p> <p>U.S. Steel Corporation...</p> <p>Rockefeller and the Oil Industry...</p> <p>Antitrust Movement...</p> <p>Controversy over Corporate Power... Trust...</p> <p>Horizontal Integration...</p> <p>Vertical Integration...</p> <p>Holding Company...</p>	<p>Which Act created the first federally funded railroad?</p> <p>Why were time zones needed?</p> <p>Explain the negative impact of government subsidies for railroads.</p> <p>How did the Panic of 1893 impact railroads?</p> <p>Who needed protection from railroads?</p> <p>Carnegie made sure that no one but his employees touched the product, creating the tactic of <b>vertical integration</b>. All phases of marketing and production were in one organization. Carnegie wanted to improve efficiency through reliability, controlled production, and eliminating middlemen’s fees. A method of production used by John D. Rockefeller, <b>horizontal integration</b>, was a strategy that called for allying with competitors to monopolize a given market. Or simply overtaking the competition through intimidation and buyouts. Through this system a trust was made.</p> <p>Carnegie nicknamed Rockefeller’s process “<b>Reckafellow</b>.” Was Carnegie’s strategy superior to Rockefellers? Explain your reasoning.</p>

Key Concepts & Main Ideas	Notes	Analysis
<p>Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the <b>wealthy</b> had some <b>obligation</b> to help the less fortunate.</p>	<p><b>Laissez-Faire Capitalism...</b></p> <p>Conservative Economic Theories...</p> <p>The Wealth of Nations, Adam Smith, 1776...</p> <p><b>Social Darwinism...</b></p> <p>Protestant Work Ethic...</p> <p>The Concentration of Wealth...</p> <p>Business Influence Outside the United States...</p>	<p>To what extent was capitalism a major aspect of American Identity from the Revolutionary Era through the Gilded Age?</p> <p>How did Social Darwinism impact American culture beyond economic growth?</p> <p>Define philanthropy.</p>  <p>Caption: "What a funny little government." Person pictured: John D. Rockefeller</p> <p><b>Historical Context:</b></p> <p><b>Intended Audience:</b></p> <p><b>Point of View:</b></p> <p><b>Purpose:</b></p>

**Topic 6.7, Labor in the Gilded Age, pp 383-388**

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

Key Concepts & Main Ideas	Notes	Analysis
<p>The industrial workforce expanded through migration across national borders and <b>internal migration</b>, leading to a more diverse workforce, lower wages, and an increase in <b>child labor</b>.</p> <p>Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.</p>	<p><b>Challenges for Wage Earners...</b></p> <p><b>Wages...</b></p> <p><b>Labor Discontent...</b></p>	<p>Explain how the labor force in the Second Industrial Revolution compared to that of the First.</p> <p>Similarities...</p> <p>Differences...</p> <p>Were they more alike or more different?</p> <p>In what year did the United States shift from a predominantly rural-agricultural nation to a predominantly urban-industrial nation? (See chart below)</p> <p>Which innovation had the greatest influence on this shift? Explain your reasoning.</p>

The American Workforce, 1900 –1960				
Year	Farm		Nonfarm	
	Total in millions	Percentage	Total in millions	Percentage
1900	11,050	41	15,906	59
1910	11,260	32	23,299	68
1920	10,440	27	28,768	73
1930	10,340	22	33,843	78
1940	9,540	20	37,980	80
1950	7,160	12	51,760	88
1960	5,458	8	60,318	92

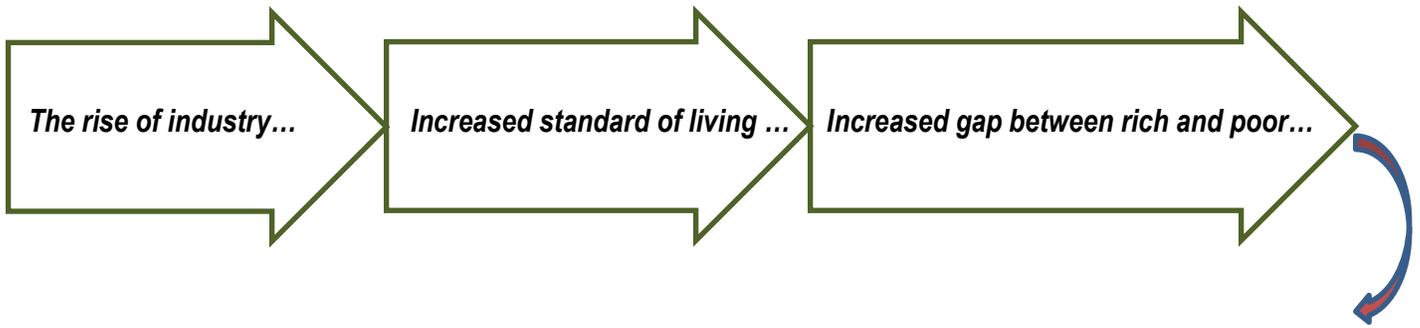
**Historical Context:**

**Intended Audience:**

**Point of View:**

**Purpose:**

**Source:** U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*



Key Concepts & Main Ideas	Notes	Analysis
<p>As leaders of <b>big business</b> and their allies in government aimed to create a <b>unified industrialized nation</b>, they were challenged in different ways by demographic issues, regional differences, and labor movements.</p> <p><b>Labor and management</b> battled for control over wages and working conditions, with workers organizing local and <b>national unions</b> and/or directly confronting corporate power.</p>	<p><b>The Struggle of Organized Labor...</b></p> <p><b>Industrial Warfare...</b></p> <p><b>Tactics by Labor...</b></p> <p><b>Great Railroad Strike of 1877...</b></p> <p><b>Attempts to Organize National Unions...</b></p> <p><b>National Labor Union...</b></p> <p><b>Knights of Labor...</b></p> <p><b>Haymarket Bombing...</b></p> <p><b>American Federation of Labor...</b></p>	<p>Did the government have an obligation to step in and help labor? How would Adam Smith answer this question?</p> <p>How would Terence Powderly answer this question?</p> <p>How would Samuel Gompers answer this question?</p> <p>Did the government have an obligation to step in and help protect the economy from being damaged by labor movements? Why or why not?</p> <p>Which is more dangerous... unfettered labor or unfettered business? Explain your rationale.</p>

Key Concepts & Main Ideas	Notes	Analysis
<p>As leaders of <b>big business</b> and their allies in government aimed to create a <b>unified industrialized nation</b>, they were challenged in different ways by demographic issues, regional differences, and labor movements.</p> <p><b>Labor and management</b> battled for control over wages and working conditions, with workers organizing local and <b>national unions</b> and/or directly confronting corporate power.</p>	<p><b>Strikebreaking in the 1890s...</b></p> <p><b>Homestead Strike...</b></p> <p><b>Pullman Strike...</b></p> <p><b>President Grover Cleveland...</b></p> <p><b>Eugene V. Debs...</b></p> <p><b>Conditions in 1900...</b></p>	<p>Explain how industrialization impacted American workers, the “common man” of the cities.</p> <p>What problems were created by industrialization, and what questions faced the federal and state governments by the end of the 19<sup>th</sup> century?</p>

Challenge yourself with multiple choice and SAQ practice on pages 387-388.

### Topic 6.8, Immigration and Migration in the Gilded Age, pp 389-393

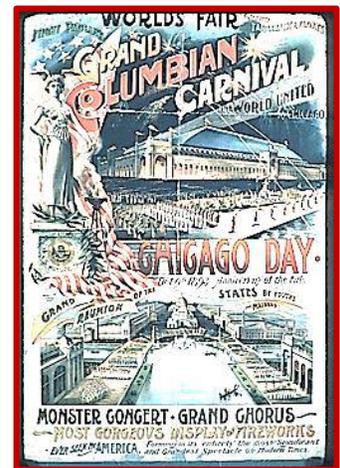
**Learning Objective:** Explain how cultural and economic factors affected migration patterns over time.

### Section 1 Background and Introduction, page 389

Read page 389 and additional information below, **Highlight main events**, and address the question that follows.

In 1800, the then sixteen United States were still largely agricultural. Just four cities, New York, Philadelphia, Baltimore, and Boston had populations over 20,000, while the nationwide population was 5.3 million. By 1893, after the industrial and transportation revolutions, the growth of slavery, westward expansion, the Civil War, Emancipation, and Reconstruction, the forty-five United States had drastically transformed to become a diverse population of nearly 76 million people. Over 100 cities had populations over 20,000, and three, New York, Chicago, and Philadelphia had over one million people each. Chicago's meteoric rise to become the second largest American city by 1890 made it the nation's industrial nerve center, drawing hundreds of thousands of foreign immigrants and rural dwellers to the city. In the twenty years between 1870 and 1890, Chicago's population more than tripled, while over 40% of Chicago dwellers were born outside of the U.S. The city's central location made it a major railroad hub, connecting the East with the West, and farmers and ranchers with consumers. (Source: ucla.edu)

The World's Columbian Exposition in Chicago, 1893, millions of people traveled to the “White City” to see new technology and entertainment such as inventions by Thomas Edison and the first Ferris wheel. In the Electricity Building, visitors saw the introduction of the telephone, the phonograph, the typewriter, the elevator, electric lamps, sewing machines, laundry machines, and irons. These exhibits demonstrated how electricity could revolutionize both industry and the home. Technological innovation became and has remained a cornerstone of American identity. Outside the park's 600+ acres (more than 7 times the size of Disney Land), visitors could attend Buffalo Bill's Wild West Show. This was all a celebration of the 400<sup>th</sup> anniversary of Christopher Columbus's “discovery” of the New World (fair was delayed one year... was planned for 92) and to be the greatest “among monuments marking the progress of civilization throughout the ages.” [Hubert Hugh Bancroft, *The Book of the Fair*, Preface, 1893]

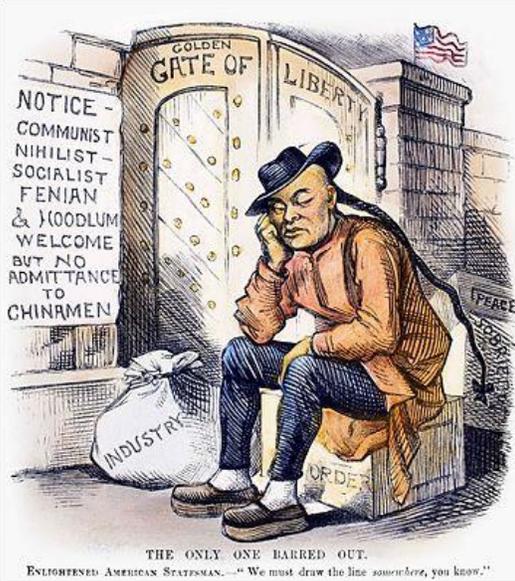


Compare the gleaming, innovative “White City” in Chicago with the reality of “gray” city life in the 1890s. How do the similarities and differences illustrate the impact of urbanization and industrialization?

Key Concepts & Main Ideas	Notes	Analysis
<p>The emergence of an <b>industrial culture</b> in the United States led to both greater opportunities for, and restrictions on, <b>immigrants, minorities, and women.</b></p> <p><b>International and internal migrations</b> increased both <b>urban and rural populations</b>, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some <b>reformers</b> to attempt to address these inequities.</p> <p><b>Immigrants</b> sought both to “<b>Americanize</b>” and to maintain their unique identities; along with others, such as some <b>African Americans and women</b>, they were able to take advantage of new career opportunities even in the face of widespread <b>social prejudices.</b></p> <p>Increasingly prominent <b>racist and nativist theories</b>, along with Supreme Court decisions such as <i>Plessy v. Ferguson</i>, were used to justify violence, as well as local and national policies of discrimination and segregation.</p>	<p><b>Growth of Immigration...</b></p> <p>Negative forces driving Europeans to emigrate:</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> </ol> <p>Positive forces for emigrating:</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> <li>5)</li> </ol> <p>“Old” Immigrants from Europe...</p> <p>“New” Immigrants from Europe...</p> <p>Immigrants from Asia.....</p> <p><b>Chinese Exclusion Act...</b></p> <p>Immigration and Growth of Cities...</p> <p>Patterns of Urban Development...</p> <p>Streetcar Cities...</p> <p>Ethnic Neighborhoods...</p>	<p>Compare and contrast the waves of immigration before and after the Civil War.</p> <p><b>Similarities:</b></p> <p><b>Differences:</b></p> <p>What is the difference between an immigrant and an emigrant?</p> <p>What is the difference between an immigrant and a “bird of passage?”</p> <p>Was nativism fueled more by economic or cultural forces? Explain your answer.</p> <p>What caused migration from rural to urban areas?</p> <p>Did this internal migration have more in common with foreign immigration or westward migration during this era? Explain your answer and cite specific evidence in your answer.</p> <p>Explain the historical significance of Americanization.</p>

**Topic 6.9, Responses to Immigration in the Gilded Age, pp 394-399**

**Learning Objective:** Explain the various responses to immigration in the period over time.

Key Concepts & Main Ideas	Notes	Analysis
<p>Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.</p>	<p><b>Opposition to Immigration...</b></p> <p><b>Groups supporting immigration restrictions:</b></p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol> <p><b>Restrictions on Chinese and Other Immigrants...</b></p> <p><b>The Impact of Restrictions...</b></p> <p>Boss and <b>Machine Politics...</b></p> <p><b>Jane Addams &amp; Settlement Houses...</b></p>	 <p><b>Historical Context:</b></p> <p><b>Intended Audience:</b></p> <p><b>Point of View:</b></p> <p><b>Purpose:</b></p> <p>To what extent were political machines immoral? Defend your answer with specific evidence and acknowledge the opposing view.</p>

**Challenge yourself with multiple choice and SAQ practice at the end of the section!**

**Topic 6.10, Development of the Middle Class, pp 400-407**

**Learning Objective:** Explain the causes of increased economic opportunity and its effects on society.

Key Concepts & Main Ideas	Notes	Analysis
<p>The “Gilded Age” witnessed new <b>cultural and intellectual movements</b> in tandem with <b>political debates</b> over <b>economic and social policies</b>.</p> <p>New <b>cultural and intellectual movements</b> both buttressed and challenged the social order of the <b>Gilded Age</b>.</p> <p>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 <b>Gospel of Wealth</b>, and they made philanthropic contributions that enhanced educational opportunities and urban environments.</p>	<p><b>Introduction...</b></p> <p><b>The Expanding Middle Class...</b></p> <p><b>The Gospel of Wealth...</b></p> <p><b>Working Women...</b></p> <p><b>Impact of Income on Urban Development...</b></p> <p><b>Growth of Suburbs...</b></p> <p><i>Moving to the suburbs required:</i></p> <p><b>Private City Versus Public City...</b></p> <p><b>Changes in Education...</b></p> <p><b>Public Schools...</b></p> <p><i>Compulsory education...</i></p> <p><i>Kindergarten...</i></p> <p><b>Higher Education...</b></p> <p><i>Morrill Acts of 1862 and 1890...</i></p> <p><b>Social Sciences...</b></p> <p><i>The Professions...</i></p>	<p>“The rich man is thus almost restricted to following the examples of Peter Cooper, Enoch Pratt or Baltimore, Mr. Pratt of Brooklyn, Senator Stanford, and others, who know that the best means of benefitting the community is to place within its reach the ladders upon which the aspiring can rise – free libraries, parks, and means of recreation by which men are helped in body and mind; works of art, certain to give pleasure and improve the public taste; and public institutions of various kinds, which will improve the general condition of the people; in this manner returning their surplus wealth to the mass of their fellows in the forms best calculated to do them lasting good.”</p> <p>- Andrew Carnegie, <i>The Gospel of Wealth</i>, 1889</p> <p><b>Historical Context:</b></p> <p><b>Intended Audience:</b></p> <p><b>Point of View:</b></p> <p><b>Purpose:</b></p> <p><b>Explain how the scientific method impacted American culture during the Gilded Age.</b></p> <p><b>Explain the link to Gilded Age educational reform from the Jackson Era.</b></p> <p><b>Which Jackson Era reformers began the movement we see continuing in the Gilded Age?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

Key Concepts and Main Ideas	Notes	Analysis
<p>The “Gilded Age” witnessed new <b>cultural and intellectual movements</b> in tandem with <b>political debates</b> over <b>economic and social policies</b>.</p> <p>New <b>cultural and intellectual movements</b> both buttressed and challenged the social order of the <b>Gilded Age</b>.</p>	<p>Growth of Popular Culture...</p> <p><b>Popular Culture...</b></p> <p>Popular Press...</p> <p>Amusements...</p> <p>Music...</p> <p>Spectator Sports...</p> <p>Football...</p> <p>Amateur sports...</p>	<p>Compare urban culture in the Gilded Age to Puritan culture in the Colonial Era.</p> <p>Similarities:</p> <p>Differences:</p> <p>To what extent are they more similar than different? Explain your reasoning by citing evidence.</p> <p>Explain how urbanization and industrialization enabled the dramatic change in American culture.</p>

**Challenge yourself by completing the multiple choice and SAQ at the end of the section!**

A Tale of two worlds.. Compare and contrast the two naturalist paintings from the Gilded Age:



← Country Life

City Life →



**Topic 6.11, Reform in the Gilded Age, pp 408-414**

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

Key Concepts and Main Ideas	Notes	Analysis
<p>The emergence of an <b>industrial culture</b> in the United States led to both greater opportunities for, and restrictions on, <b>immigrants, minorities, and women</b>.</p> <p><b>International and internal migrations</b> increased both <b>urban and rural populations</b>, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some <b>reformers</b> to attempt to address these inequities.</p> <p><b>Cities</b> dramatically reflected divided <b>social conditions</b> among classes, races, ethnicities, and cultures, but presented economic opportunities as <b>factories</b> and new businesses proliferated.</p> <p>In a <b>urban atmosphere</b> where the access to power was unequally distributed, <b>political machines</b> provided social services in exchange for political support, <b>settlement houses</b> helped immigrants adapt to the new language and customs, and <b>women's clubs</b> and <b>self-help groups</b> targeted intellectual development and social and political reform.</p> <p>A number of critics challenged the dominant <b>corporate ethic</b> in the United States and sometimes <b>capitalism</b> itself, offering alternate visions of the good society through <b>utopianism</b> and the <b>Social Gospel</b>.</p> <p>Many <b>women</b> sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.</p>	<p><b>Awakening Reform...</b></p> <p><b>Books of Social Criticism...</b></p> <p><i>Progress and Poverty...</i></p> <p><i>Looking Backward...</i></p> <p><b>Religion and Society...</b></p> <p><b>Social Gospel...</b></p> <p><b>Social Workers...</b></p> <p><b>Families in Urban Society...</b></p> <p><b>Voting Rights for Women...</b></p> <p><b>Temperance Movement...</b></p> <p><b>Urban Reforms...</b></p>	<p>What did the Gilded Age reformers have in common with Jackson Era reformers?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>How were they different?</p> <p>Explain how and to what extent industrialization created the problems facing cities during the Gilded Age. ATFP and defend your answer with specific evidence.</p> <p>To what extent did women's rights improve during the Gilded Age? Defend your answer with specific evidence.</p>

Key Concepts and Main Ideas	Notes	Analysis
<p>The “Gilded Age” witnessed new <b>cultural and intellectual movements</b> in tandem with <b>political debates</b> over <b>economic and social policies</b>.</p> <p>New <b>cultural and intellectual movements</b> both buttressed and challenged the social order of the <b>Gilded Age</b>.</p>	<p>Literature and the Arts...</p> <p>Realism and Naturalism...</p> <p>Painting...</p> <p>Architecture...</p> <p>Frank Lloyd Wright...</p> <p><i>Preparation for Change</i></p>	<p>How did cultural change create social conflict?</p> <p>How did cultural change illustrate class and gender structure?</p>

Challenge yourself with multiple choice and SAQ practice at the end of the section!

**Food For Thought: Highlight Main Ideas**

**How did urban culture create social conflict regarding women’s roles, women’s rights, and social norms?**

Made in America! Here’s something you don’t see every decade: in the last quarter of the 19<sup>th</sup> century, American women embraced a homegrown fashion trend! That’s right. Instead of copying styles from Paris or London, the new feminine ideal was personified by the Gibson Girl, depicted by the pen-and-ink illustrator Charles Gibson. Like other fashion movements, the Gibson Girl style had a definite look, but also reflected an attitude and a unique approach to the world. Gibson Girls were beautiful and glamorous, but they were also fun-loving and even a bit cheeky.

How could the drawings of one illustrator become the iconic images of an age? One word: print. With literacy levels steadily increasing and production and distribution costs simultaneously decreasing, newspapers became a daily habit for most educated people. Readers could choose from morning and evening editions, and news junkies often picked up both. The total circulation of daily newspapers increased from 3,566,395 in 1880 to 24,211,977 in 1909 (from 7% to 26% of the U.S. population). Meanwhile, the total number of monthly magazines increased from 1,167 in 1880 to 2,767 in 1910. Some big titles even boasted circulations over 1 million. These print publications, along with the advertisements within, helped create a mass culture – both shaping and reflecting the standards and expectations of all parts of life.

Part of the increase in magazine readership from 1880-1910 was the result of the Postal Act of 1879, which reduced the mailing cost by establishing a lower second-class rate for magazines.

It was in this context that Charles Gibson drew his satirical cartoons, with his “Girls” sometimes enchantingly ethereal, sometimes comical, but always beautiful. The stereotypical Gibson Girl was tall and trim, with a narrow waist. She had curves, a distinctive S-shaped profile with the help of a corset, and delicate facial features. Popular hairstyles, like the pompadour and bouffant, resembled more relaxed, free-flowing versions of Romantic hairdos; a few locks of a Gibson Girls hair might trail carelessly for artistic effect.

Running errands during the day, the Gibson Girl was likely to wear a “traveling suit,” including an embroidered blouse with a dark bowtie, a seersucker “outing” skirt, elbow-length satin gloves, and straw “boater” hat decorated with flowers or ribbons. When she wanted to stand out in the evening, the Gibson Girl got a bit friskier, wearing elegant, low-cut gowns that revealed her shoulders, arms, and more than a hint of cleavage. Of course, she always had spectacular gem-encrusted earrings and necklaces to call attention to the aforementioned cleavage. Other elegant, must-have accessories included fancy silk fans, jeweled hatpins, and tiny silk handbags.

The women Gibson idolized were a new breed, and much of their behavior – smoking, drinking, maintaining an active, sporty lifestyle – was viewed as unladylike. Some worked as shopgirls, priding themselves on financial independence. Others even traveled on their own, unaccompanied by men. Overall, guys were clearly nervous about the blurring of gender boundaries, fearing female invasion of traditionally male domains. As a satirist, Gibson was an equally keen observer of men, and he loved playing of their anxieties and befuddlement. (Eric Sass, *A Mental Floss History of the United States*, 2010)



**Topic 6.12, Role of Government in Gilded Age, pp 415-420**

**Learning Objective:** Explain the continuities and changes in the role of the government in the U.S. economy.

Key Concepts & Main Ideas	Notes
<p>Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “<b>Gilded Age</b>” marked by an emphasis on consumption, marketing, and business consolidation.</p> <p><b>Business leaders</b> consolidated corporations into <b>trusts</b> and <b>holding companies</b> and defended their resulting status and privilege through theories such as <b>Social Darwinism</b>.</p> <p>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.</p>	<p><b>Introduction...</b></p> <p><b>Government Actions...</b></p> <p><b>Federal Land Grants...</b></p> <p><b>Interstate Commerce Act...</b></p> <p><b>Antitrust Movement...</b></p> <p><i>United States v. E.C. Knight Co....</i></p> <p><b>Foreign Policy and the Economy...</b></p> <p><b>Political Issues: Civil Service, Currency, and Tariffs...</b></p> <p><b>Civil Service Reform...</b></p> <p><b>Money Question...</b></p> <p>Debtors, farmers, and start-ups wanted...</p> <p>Bankers, creditors, investors, and established businesses wanted...</p> <p><b>Greenback Party...</b></p> <p><b>Demands for Silver Money...</b></p> <p><b>Tariff issue...</b></p>

**Topic 6.13, Politics in the Gilded Age, pp 421-429**

**Learning Objective:** Explain the similarities and differences between the political parties during the Gilded Age.

Key Concepts & Main Ideas	Notes	Analysis
<p>The “Gilded Age” witnessed new <b>cultural and intellectual movements</b> in tandem with <b>political debates</b> over <b>economic and social policies</b>.</p> <p><b>Gilded Age politics</b> were intimately tied to <b>big business</b> and focused nationally on economic issues — <b>tariffs, currency, corporate expansion, and laissez-faire economic policy</b> — that engendered numerous calls for reform.</p> <p>Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.</p> <hr/> <p><i>* One scandal not outlined in your book (during the Grant years) is the Indian Ring. <b>Belknap</b>, Secretary of War, was forced to resign after taking bribes from suppliers to Indian reservations... was impeached and removed by Congress after he resigned (resigned to avoid it but they did it anyway).</i></p>	<p><b>Introduction...</b></p> <p><b>Political Stalemate...</b></p> <p><b>Popular Politics...</b></p> <p><b>Party Patronage...</b></p> <p><b>Republicans...</b></p> <p><b>Democrats...</b></p> <p><b>Campaign Strategy</b></p>	<p>Explain the key issue dividing Mugwumps, Halfbreeds, and Stalwarts.</p> <p>List three similarities between Antebellum Era Democrats and Gilded Age Democrats:</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> </ol> <p>List three similarities between Antebellum Era Republicans (you may include the Whigs in this comparison) and Gilded Age Republicans:</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> </ol> <p>How was the Antebellum Two Party System different from the Gilded Age Two Party system?</p> <p>*Turn back to page 328 and re-read the section on Greed and Corruption during the Grant years. Then, define the following:</p> <p><b>Fisk &amp; Gould scandal:</b></p> <p><b>Credit Mobilier affair:</b></p> <p><b>Whiskey Ring:</b></p> <p><b>Tweed Ring:</b></p>

**Textbook or Internet Search Break...**

Review the economic policies below by explaining each one's purpose and impact on the American economy.

**Legal Tender Act 1862**

**National Banking Act 1863**

Purpose:  Impact on economy:	Purpose:  Impact on economy:
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**Coinage Act 1873**

**Specie Payment Resumption Act 1874**

Purpose:  Impact on economy:	Purpose:  Impact on economy:
------------------------------------	------------------------------------

**Bland Allison Act 1878**

**Gold Standard Act 1900**

Purpose:  Impact on economy:	Purpose:  Impact on economy:
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Key Concepts and Main Ideas	Notes	Analysis
 <p><i>Deja vu</i></p> <p>The "Gilded Age" witnessed new <b>cultural and intellectual movements</b> in tandem with <b>political debates</b> over <b>economic and social policies</b>.</p>	<p>Rise of the Populists...</p> <p>Omaha Platform...</p> <p>The Election of 1892...</p>	<p>Compare the Wilson-Gorman Tariff of 1894 to the McKinley Tariff of 1890. What is significant about this comparison in terms of politics?</p> <p>Were William H. Harvey's views more consistent with Jacksonian Democrats or Lincoln Republicans. Explain your answer.</p>

Depression Politics...

Panic of 1893...

Gold Reserve and the Pullman Strike...

Tariff Reform and an Income Tax...

Jobless on the March...

Gilded Age Presidents did not assess the government in the same way populists and progressives did. How does this event, "Coxey's Army," illustrate a turning point in American politics?

**Key Concepts and Main Ideas**

**Notes**

The "Gilded Age" witnessed new **cultural and intellectual movements** in tandem with **political debates** over **economic and social policies**.



Turning Point in American Politics: 1896...

The 1896 Presidential Race...

Bryan, Democrats, and Populists...

McKinley, Hanna, and Republicans...

The Campaign...

Mark Hanna...

Key Concepts and Main Ideas	Notes
<p>The “<b>Gilded Age</b>” witnessed new <b>cultural and intellectual movements</b> in tandem with <b>political debates</b> over <b>economic and social policies</b>.</p> 	<p><b>McKinley’s Presidency...</b></p> <p><b>Significance of the Election of 1896... Populist Demise... Urban Dominance... Beginning of Modern Politics...</b>  <u><b>EXPLAIN THOROUGHLY...</b></u></p>

**Going Deeper... The Gold Standard**

**Highlight cues as you read and review!**

During the nineteenth century, U.S. currency was backed by both gold and silver—in other words, a dollar in silver, nickel, or copper coins or in paper money was guaranteed by the government to be convertible into a dollar’s worth of either metal. As a result of this "bimetallic standard," the valuation of U.S. currency fluctuated wildly. Because the value of the two metals on the open market was constantly changing, speculators were able to turn a profit by selling their coins for more than their face value when the value of the metal exceeded its denomination. When the government flooded the market with silver coins, the price of silver dropped, citizens traded in their silver coins for gold, and federal gold reserves were exhausted. At the same time, prices of wholesale and retail goods saw a steady decline from the end of the Civil War through the 1890s, sending farmers and other providers of goods, whose fixed debts did not decline, into crisis. This chronic monetary instability was a large factor in the 1896 election of President William McKinley, who ran on a platform that included a change to a gold standard. In 1900 McKinley signed the **Gold Standard Act**, making gold reserves the basis of the monetary system. The gold standard remained in effect until 1933, when the economic pressures of the Great Depression—including gold-hoarding by a panicked citizenry—led the United States to abandon it, and legislation was passed that allowed the Federal Reserve to expand the supply of paper money irrespective of gold reserves. We went completely off the Gold Standard during Nixon’s administration. Today our paper money is “fiat” money... back by nothing tangible.

**Bimetallism is...**

**Gold Standard is...**

**Challenge yourself with multiple choice and SAQ practice at the end of the section.**

## Topic 6.14, Continuity and Change in Period 6, pp 430-431

### NOTES:

Review the key concepts from Period 6 (recorded in the left-hand column of this document as well as reading about CCOT. Record your notes and closing thoughts here. Consider addressing the prompts located at the bottom of page 430.

Resources for skill development and review are posted on [FFAPUSH.com](http://FFAPUSH.com)  
Many of them are together on the [unit 5 student page](#).

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2020 4<sup>th</sup> edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, 2015 & 2017 Revised College Board Advanced Placement United States History Framework, and other sources as cited in document and collected/adapted over 20 years of teaching.

