

Period 6: 1865-1898
The Rise of Industry

Test Date: January 25/26

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.

Reading Dates: Ch. 17 – January 6; Ch. 18 – January 10; Ch. 19 – January 12; Ch. 20 – January 19

Period 6 Reading Questions (due January 23/24 & should be answered in complete sentences ON YOUR OWN PAPER – NO DIGITAL SUBMISSIONS):

Chapter 17: Industrial America: Corporations and Conflicts

- 1.** How did the rise of industry and “big business” reshape the focus of American society in regards to consumerism and labor?
- 2.** What contributed to the rise of large corporations in the late 1800s? How did the “tycoons of industry” consolidate their power?
- 3.** How did the Industrial Revolution affect American women? What roles did they serve in industry?
- 4.** Why did many immigrants find labor in industries? How were they received by native-born Americans?
- 5.** What were three major social/political/economic issues that contributed to the rise of labor unions? Explain how they contributed.
- 6.** Do you think labor strikes were effective in the late 1800s/early 1900s? Why or why not?

Chapter 18: The Victorians Make the Modern

- 7.** What effects did Plessy v. Ferguson have on American society and politics?
- 8.** Why did American sports develop? What were some of the newly developed “American” sports?
- 9.** Why did the average size of the American families decrease during the Victorian Era?
- 10.** How did educational opportunities change after the Civil War, and for whom did they change?
- 11.** To what extent was the Women’s Rights Movement successful in obtaining equal suffrage by 1919?
- 12.** What new scientific theories emerged during the Victorian Era? To what extent were they welcomed or rejected by Americans?

Chapter 19: “Civilization’s Inferno”: The Rise and Reform of Industrial Cities

- 13.** How did cities evolve from 1860 to 1913 with regards to building structures, mass transit, and other innovations?
- 14.** What role did “ghettos” (cultural neighborhoods) play in urbanization and immigration?
- 15.** What new forms of entertainment developed for both working and upper class city residents?
- 16.** What role did political machines serve in large cities?
- 17.** What prompted the rise of urban environmental and anti-prostitution campaigns?
- 18.** What impact did “muckraker” journalism have on American society? What were 3 specific changes (laws, policies, etc) that were enacted as a result?

Chapter 20 (to page 650): Whose Government? Politics, Populists, and Progressives

- 19.** Why is the period between 1880-1900 called the “Gilded Age”?
- 20.** How did the Populist Party differ from both Democrats and Republicans? What were the goals of the Populists?
- 21.** How did Southern democrats seek to disenfranchise African Americans? What restrictions did they pass on voting?

Period 6 Key Terms (due January 23/24 and should include a definition and sentence explaining the term's significance – HAND WRITE ON YOUR OWN PAPER – NO DIGITAL SUBMISSIONS):

Chapter 17 Terms

1. Vertical Integration
2. Horizontal Integration
3. Trust
4. Chinese Exclusion Act
5. Great Railroad Strike of 1877
6. Pullman Strike
7. Knights of Labor
8. Anarchism
9. Socialism
10. Haymarket Square Riot
11. Farmers' Alliance
12. Interstate Commerce Act
13. Closed shop
14. American Federation of Labor

Chapter 18 Terms

15. *Plessy v. Ferguson*
16. YMCA
17. Negro Leagues
18. National Park Service
19. Women's Christian Temperance Union
20. National Association of Colored Women
21. National American Woman Suffrage Association
22. Social Darwinism
23. Eugenics
24. Social Gospel
25. Fundamentalism

Chapter 19 Terms

26. Tenement
27. Vaudeville
28. Ragtime
29. Yellow Journalism
30. Muckrakers
31. Political Machine
32. Progressivism
33. Hull House
34. Pure Food and Drug Act
35. National Consumers' League
36. Women's Trade Union League
37. Triangle Shirtwaist Fire

Chapter 20 Terms

38. Gilded Age
39. Populism
40. Coxey's Army
41. Panic of 1893
42. Pendleton Act
43. Mugwumps
44. Sherman Antitrust Act
45. Lodge Bill
46. Omaha Platform
47. *Williams v. Mississippi*
48. Solid South

Period 6 Key People (Know who these people are; you do not have to complete an assignment on them. However, they WILL be on your test.)

Chapter 17

1. Andrew Carnegie
2. John D. Rockefeller
3. Samuel Gompers
4. Eugene Debs
5. Jay Gould
6. JP Morgan

Chapter 18

7. Thomas Edison
8. Booker T. Washington
9. Ida B. Wells
10. Mark Twain

11. Frank Lloyd Wright
12. Charles Darwin
13. Susan B. Anthony

Chapter 19

14. Joseph Pulitzer
15. Scott Joplin
16. Jacob Riis
17. Jane Addams
18. Margaret Sanger
19. Upton Sinclair
20. Florence Kelley

Chapter 20

21. William Jennings Bryan
22. James A. Garfield
23. Grover Cleveland

24. Benjamin Harrison
25. William McKinley

NATIONAL LAWS, FOREIGN POLICIES, AND TREATIES 1865-1906

LAW / TREATY	YEAR	OUTCOME / RULING
1. Pendleton Act	1883	
2. Interstate Commerce Act	1887	
3. Sherman Antitrust Act	1890	
4. Sherman Silver Purchase Act	1890	
5. McKinley Tariff	1890	
6. Pure Food and Drug Act	1906	
7. Meat Inspection Act	1906	

POLITICAL ELECTIONS

YEAR	PARTIES/NOMINEES	WINNER
1880	Democrat: Republican: Greenback:	
1884	Democrat: Republican:	
1888	Democrat: Republican:	
1892	Democrat: Republican: Populist:	

1896	Democrat:	
	Republican:	

Document 1: William Graham Sumner, social scientist, *The Challenge of Facts*, 1882

“Competition therefore is the law of nature. Nature is entirely neutral; she submits to him who most energetically and resolutely assails her. She grants her rewards to the fittest; therefore, without regard to other considerations of any kind... Such is the system of nature. If we do not like it and if we try to amend it, there is one way in which we can do it. We take from the better and give to the worse... Let it be understood that we cannot go outside this alternative: liberty, inequality, survival of the fittest; not-liberty, equality, survival of the unfittest. The former carries society forward and favors all its best members; the latter carries society downward and favors all its worst members.”

Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

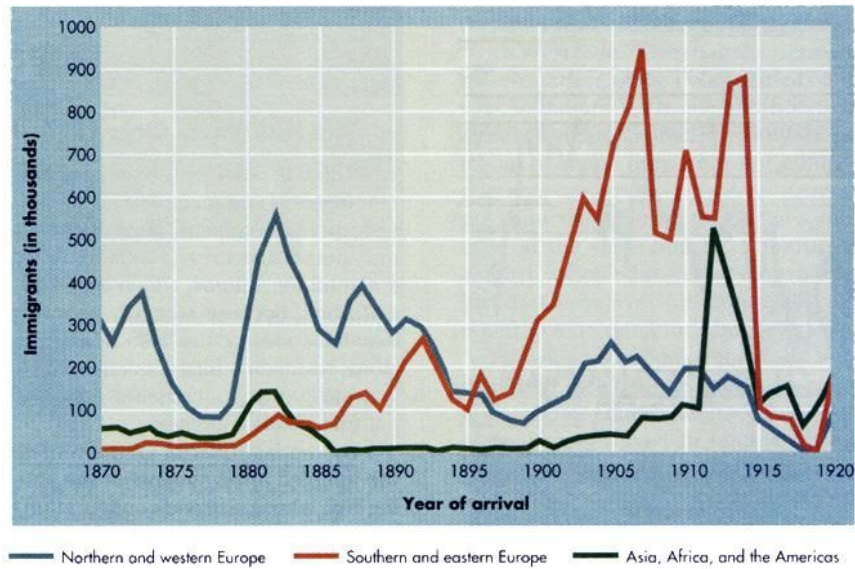
Document 2: Samuel Gompers, Letter to Judge Peter Grosscup, “Labor in Industrial Society,” 1894

“You evidently have observed the growth of corporate wealth and influence. You recognize that wealth, in order to become more highly productive, is concentrated into fewer hands, and controlled by representatives and directors, and yet you sing the old siren song that the workingman should depend entirely upon his own ‘individual effort.’

“The school of laissez-faire, of which you seem to be a pronounced advocate, has produced great men in advocating the theory of each for himself and his Satanic majesty taking the hindmost, but the most pronounced advocates of your school of thought in economics have, when practically put to the test, been compelled to admit that combination and organizations of the toiling masses are essential both to prevent the deterioration and to secure an improvement in the condition of the wage earners.”

Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

Document 3: US Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970.*



Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

Document 4: Jacob A. Riis, journalist, *How the Other Half Lives*, 1890

“Today, three-fourth of its [New York’s] people live in tenements... If it shall appear that the sufferings and the sins of the ‘other half,’ and the evil they breed, are but as a just punishment upon the community that gave it no other choice, it will be because that is the truth... In the tenements all the influences make for evil; because they are the hotbeds of the epidemics that carry death to rich and poor alike; the nurseries of pauperism and crime that fill our jails and police courts; that throw off a scum of forty thousand human wrecks to the island asylums and workhouses year by year; that turned out in the last eight years around half million beggars to prey upon our charities; that maintain a standing army of ten thousand tramps with all that that implies; because above all, they touch the family life with deadly moral contagion...”

Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

Document 5: Booker T. Washington, Speech at Cotton States and International Exposition, Atlanta, September 18, 1895

“The wisest among my race understand that the agitation of questions of social equality is the extremist of folly, and that progress is the enjoyment of all privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercises of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.”

Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.

Document 6: William McElroy, journalist, “An Old War Horse to a Young Politician,” published anonymously in the *Atlantic Monthly*, 1880

“My Dear Nephew,

“Never allow yourself to lose sight of that fact that politics, and not poker, is our great American game. If this could be beaten into the heads of some presumably well-meaning but glaringly unpractical people, we should hear less idiotic talk about reform in connection with politics. Nobody ever dreams of organizing a reform movement in poker...”

“Mr. Lincoln, a very estimable and justly popular, but in some respects an impractical man, formulated widely different error regard to politics. He held that ours is a government of the people, by the people, for the people. I maintain, on the contrary, that it is government of politicians, by politicians, for politicians. If your political career is to be a success, you must understand and respect this distinction with a difference.”

Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.
