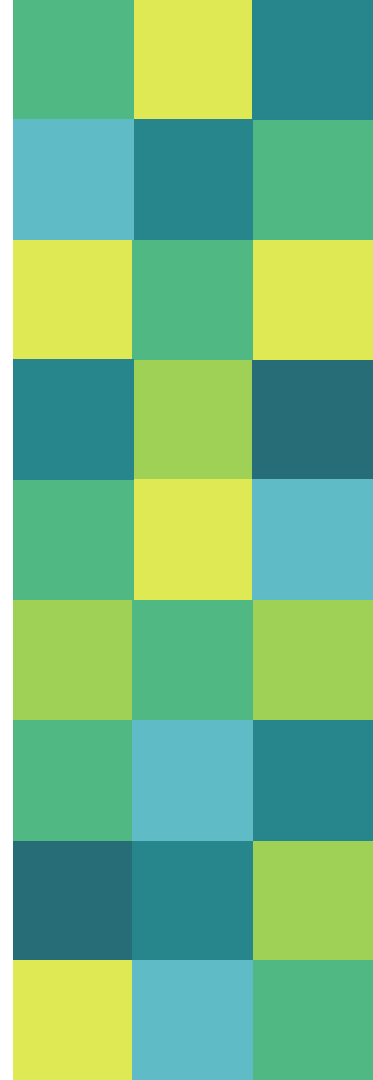


# APUSH Period 6

Contextualization and Key Concept  
Review

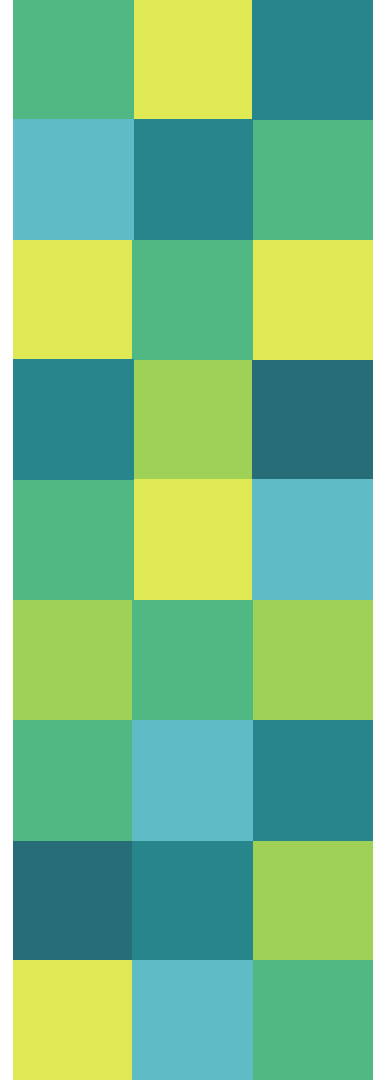


## Period 6: 1865-1898



# Contextualizing Period 6

- Market Revolution 1800-1840's
  - American System- Clay: Protective Tariff, Bank, Internal Improvements
  - Transportation Revolution- Roads, Canals, Steamboats, Railroads
  - New inventions- telegraph; Interchangeable Parts
  - Known as First Industrial Revolution
- Civil War 1861-1865
  - Increased production to provide weapons, ammo, and other supplies for the troops
  - Northern reliance on factories and railroads
  - Government involvement: Pacific Railway Act and Homestead Act
- Reconstruction 1865-1877
  - This time period is overlapping with the Gilded Age
    - Importance: Dealing with the fallout of the Civil War, rebuilding the South, racial turmoil at the same time as Industrialization.
- Politics
  - North- Split between moderate and radical Republicans as well as Democrats
  - South- Solid for the Democratic Party
  - Republicans
    - In favor of big business and tariffs, increased rights for African Americans
    - Were led by Lincoln and Grant
  - Democrats
    - Focused on maintaining white power in the South, against tariffs



# Period 6 Key Concepts

## 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.**

- Civil War allowed for the American System 2.0 to be enacted
  - The federal government helped private companies build more railroads with loans, subsidies, and land grants
  - Railroads established time zones to regularize schedules, which also contributed to economic efficiency
  - Railroads established modern corporation, with new management system adopted rapidly by other businesses
  - Patents granted by government protected communications developments like the telegraph and the telephone
- Innovations
  - Steam engine, oil, electricity- increased power and efficiency; new farming techniques brought farm prices down
  - Railroads- allowed natural resources from the west to be brought to industry in the east (copper, iron, silver, coal, timber), new refrigerated cars allowed transport of meat
  - Managerial Revolution- Taylorism- efficiency in the workplace, decrease in autonomy of workers (just do what you're told)
  - Business organization- Vertical Integration (think Carnegie) and Horizontal Integration (think Rockefeller) as well as the creation of Trusts, Holding Companies and Pools
    - Predatory Pricing- cut prices below competitors to drive them out of business
  - Mass marketing- magazines, catalogues, advertising in newspapers, billboards
  - Looking to foreign markets
    - Alaska- Yukon Gold Rush
    - Frederick Jackson Turner's Frontier Thesis- the frontier is closed, need to look to other lands
    - Alfred Thayer Mahan's *The Influence of Sea Power upon History*- need international coaling stations, canal to connect the Atlantic and Pacific
    - Panic of 1893- blamed on lack of international markets for American goods
    - Pacific- Hawaii, Open Door Policy in China
    - Spanish American War (1898)- Puerto Rico, Guam, Philippines

## 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.**

- Politics
  - Split in the Republican Party during Reconstruction- some Republicans felt that the government was getting away from its Laissez Faire roots, criticism of corruption in the government (Grantism)- Republicans favored tariffs as a whole
  - Democrats- states rights, opposed to tariffs, laissez faire
  - Populists- (created from the Greenback Party, People's Party, Grangers)- anti-tariff, bimetallism, desire for political reforms and corporate reforms
  - Reform- Civil Service reform following the death of President Garfield (Pendleton Act)- to end patronage (aka spoils system)
- Workforce
  - Immigrants- New Immigration (see next slide)
    - Importance of railroads in moving workforce throughout the nation
  - Children and Women- in high demand because they could be paid less
  - African-Americans- were banned from most jobs- led to the Great Migration in the early twentieth century
  - Conflict between skilled workers and unskilled workers- skilled workers were losing jobs
  - Unions
    - Knights of Labor and American Federation of Labor
      - Bread and Butter issues: 8 hour work day, pay, end of child labor, safety
      - Strikes- Great Railroad Strike, Homestead Strike, Haymarket Riot, Pullman Strike- commonalities- causes: pay cuts Effects: government support of industry, troops called in, violence
- Economic impact
  - Increase of wealth (particularly for industrial class), increase of middle class (managers), overall increase in the standard of living- Middle/Upper class women joined reform movements
  - Henry George's book *Progress and Poverty* argued Industrial Revolution had created a permanent underclass trapped in poverty (he suggested taxes should be used to redistribute the wealth and ease the divide between rich and poor)

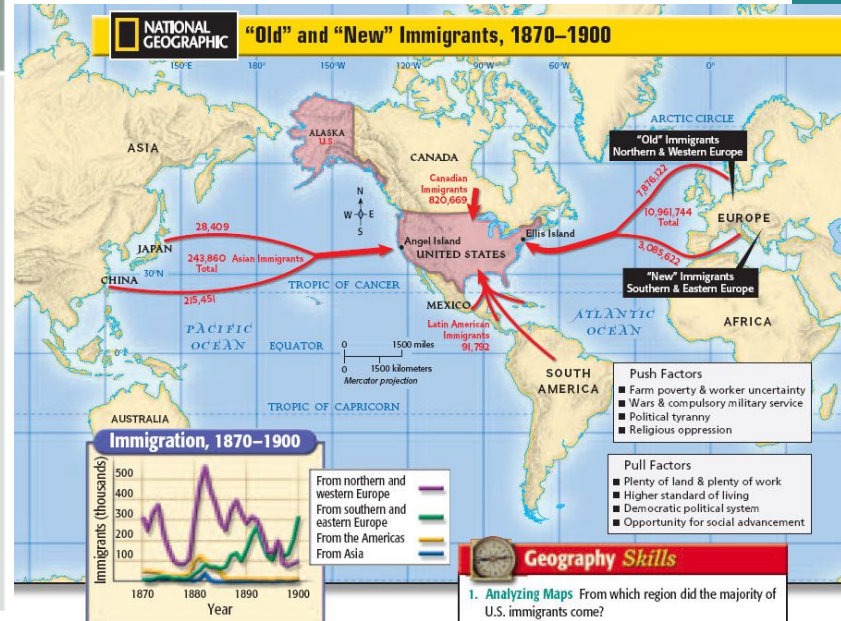
# Old vs. New Immigration

## Old Immigration

- Northern and Western Europe
- British Isles, Germany, Scandinavia (Norway, Sweden, etc.).
- Protestants
- Mostly English-speaking.
- High levels of literacy.
- Occupational skills (farming, sewing, etc.)
- Fit EASILY into American rural society. Did not stand out as *different*.
- Immigration was more expensive, so the lowest class largely did not come.

## New Immigration

- Southern and Eastern Europe.
- Italy, Greece, Croatia, Poland, Russia.
- Many were poor and illiterate peasants.
- Came from *autocratic* countries, and were unfamiliar with democracy.
- Largely Roman Catholic, Greek Orthodox, Russian Orthodox, and Jewish.
- Upon arrival, most crammed into poor ethnic neighborhoods in NYC, Chicago, and other major US cities.
- 25% were 'birds of passage.'



## 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.**

- Governmental Action
  - Interstate Commerce Commission- goal to regulate railroads- ineffective until Progressive Era
  - Sherman Antitrust Act- goal to break up trusts- ineffective until Progressive Era
  - Coxey's Army marched on Washington in 1894 asking for government to provide jobs due to the Panic of 1893, but he and many of his men were arrested- government still laissez faire
- The South
  - "New South" was a part of Reconstruction's attempt to remake the South in the image of the North, building railroads and copying the Industrial Revolution: textiles, coal, and iron increased, but still mostly served to create raw materials for the North
  - King Cotton and sharecropping persisted, largely due to South's failure to move past slavery and white desires to dominate black population; sharecropping never supported improving the land, since the workers didn't own it; links to cotton would keep the South frozen in time and economically for decades to come
- Farmers
  - Farmers began to see corporations, railroads, and banks as the enemy, and attempted to organize to improve purchasing power, effect political controls, and increase freedom of action
  - Against tariffs- hurt purchasing power, not seen as protecting farmers from foreign agricultural competition
  - Grange movements formed, supported Greenback Party, began to pass state laws to regulate banks and railroads, although many of those laws were declared unconstitutional, because states can't regulate interstate commerce, Farmers' Alliance founded after Panic of 1873
  - Hatch Act passed in 1887 to finance agricultural research and education [1862 Morrill Act used land sales to finance public state universities, called land-grant colleges, which were often agricultural schools]

## **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.**

- Populist Party
  - Populists called for government to take over railroads, telephones, and telegraphs; protect land from foreign and corporate takeovers; expand money supply to help those in debt (Free Silver); graduated income tax; direct election of senators; eight-hour workday; civil service reform [compare to Progressives, who ultimately enacted many of these reforms]
  - Populists welcomed blacks (which infuriated Southern Democrats) and women; most famous was Mary Lease, who told farmers to “Raise less corn and more hell.”
  - Panic of 1893 drove more people to suffering and despair – and to the Populists [as did Homestead strike and Pullman Strike]
  - Election of 1896: Democrats stole Free Silver and other Populist ideas
    - William Jennings Bryan and his “Cross of Gold” speech calling for free silver and taxes on the rich to replace tariffs, which he wanted lowered
    - McKinley’s 1896 victory killed the Populist Party, which was blamed for the loss (also, Alaskan gold strike increased money supply, and American farmers entered into two decades of profits from world trade, which ended after WWI)



## **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.**

- Immigration and Migration
  - Migration from rural to urban the dominant trend within the US, including African-Americans out of the South [Great Migration accelerated by WWI and WWII], as well as moving to southern cities off of plantations; the Exodusters left the deep South after the Civil War to escape racism and sharecropping
  - Significant migration to midwest- for opportunities, homesteaders; Boom Towns in west- in search of riches (gold rush)
    - Impact- decline of bison, competition for land
  - Immigrants poured into American cities after the Civil War, shifting from the Irish and Germans from before the war, to Eastern and Southern Europeans after the war
    - Immigrants in cities gathered in ethnic clusters (Little Italy, Chinatown, etc)
  - Chinese came from Gold Rush through Chinese Exclusion Act of 1882, then succeeded by Japanese-Americans
  - Race riots often resulted against African-Americans, as well as other violent discrimination against other ethnic groups
  - Assimilation
    - Immigrants were encouraged to fit into American society through education, speaking English, Americanization of names
    - Political Machines assisted with assimilation- provided jobs and housing
- Native Americans
  - Indian Wars after the Civil War pitted the U.S. Cavalry against a number of Native American tribes (1868, Chief Red Cloud and Oglala Sioux; 1874, Sitting Bull and Custer's Last Stand at Little Big Horn; 1886 and Geronimo; 1890 Wounded Knee massacre)
  - Indian Wars increasingly confined tribes to small reservations
  - Dawes Severalty Act of 1887 reduced amount of land controlled by Native Americans severely
    - Dawes Act promoted the idea of Indian assimilation, by breaking up reservations into family holdings and ending tribal sovereignty
  - Helen Hunt Jackson, a white writer, documented how the American government violated almost every single treaty in *A Century of Dishonor*

## **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.**

- Native Americans continued
  - Native Americans resisted reservations, as well as severalty, and the programs which removed their children and put them in white boarding schools (where the children were clothed as whites, taught in English, given English names, American haircuts, and Christian education) \*Carlisle School
  - Native Americans continued secretly to teach their children their language, culture, stories, medicine, and arts; refusal to send children away brought schools onto reservations
  - Ghost Dance movement most famous resistance – if they danced enough and appropriately, whites would be driven back over ocean
  - Instead of farming, they turned to ranching; also, arts and crafts and tourism sometimes sustained groups [casinos of late 20<sup>th</sup> century by far the most successful economic engine to date, along with leasing mineral and oil rights on their land]
- City Life
  - New advances led to skyscrapers, elevators and mass transit
  - Entertainment- parks, theaters, amusement parks, Vaudeville, Ragtime music
- Education
  - Push for education of both men and women to have a new managerial class
  - Growth of business school, increase in high school graduation rate
  - Women still focused on careers such as teaching, nursing and clerical work
  - Booker T. Washington- Tuskegee Institute- vocational training for African Americans

### **Key Concept 6.3:**

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

- Ideologies
  - Social Darwinism- Social commentators advocated theories to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
  - Eugenics movement- advocated scientific breeding of people (and promoted sterilization for those who weren't on top, including ethnic minorities, and developmentally delayed people – half the states had eugenics laws, and eugenics reinforced racism and segregation as well)
  - Gospel of Wealth- promoted by Andrew Carnegie and others to provide the less fortunate with the *means* to lift themselves up
    - Carnegie- Libraries and Colleges, Carnegie Foundation created to continue the giving after his death
  - Socialist Party advocated the government takeover of industries for the benefit of all; Eugene V. Debs
  - Herbert George, *Progress and Poverty*, was a bestseller arguing for the rich to be taxed in order to redistribute the wealth and address inequality
  - Muckrakers began publishing exposés of national scandals, including lynchings (Ida B. Wells), political graft (Thomas Nast's cartoons of Boss Tweed, Lincoln Steffens), and trusts (Ida M. Tarbell's book on Rockefeller and Standard Oil)
  - Social Gospel Movement- advocated Christians get involved in social justice, and go out into the streets to help the poor, Josiah Strong
  - Settlement House Movement- Jane Addams- Hull House- help for urban poor and immigrants
- African Americans
  - Plessy v. Ferguson- 1896- ruled that segregation was legal, created the “separate but equal” doctrine
    - This stayed the law of the land until Brown v. Board of Education (1954) and the Civil Rights act of 1964
  - Booker T. Washington- Atlanta Compromise: desire for economic advancement for African Americans; founded Tuskegee Institute to train blacks in job skills
  - W.E.B. DuBois- turned against Washington in the 1900s; wanted equality now, cofounder of the NAACP

## 10 Point Rubric

# Rubric Break!

1. Contextualization
  - a. What was happening in the lead up to the prompt?
2. Thesis
  - a. What are you proving in your essay?
3. Summarizing 2 documents
  - a. What are the documents talking about?
4. Analyzing 2 documents
  - a. Relate them back to your thesis
5. Analyzing 2 more documents
  - a. For a total of 4 documents
  - b. Difficult to get this point- maybe don't attempt
6. HIPing 1 document
  - a. Be sure to APE your HIPP
7. HIPing 1 more document
  - a. For a total of 2 HIPPs
8. Outside Info- 1 piece
  - a. Something not mentioned in the documents
9. Outside Info- 1 more piece
  - a. For a total of 2 pieces of outside info
10. Complexity (aka Unicorn)
  - a. Get by doing one of the following:
    - i. Cause/Effect, Compare/Contrast, Continuity and Change Over Time (CCOT)

## Outlining the Essay

### Introduction

- a. Contextualization
- b. Thesis

### 2. Body Paragraph

#### a. 1-2 Documents

- i. Choose documents that you know and can thoroughly understand
- ii. You will attempt to: describe each document, HIPP it, and link it to the prompt (analysis)

### 3. Body Paragraph

#### a. 1-2 Documents

- i. This might be where you give another reason to address your prompt (ex- here's another reason why the colonists wanted independence) OR this might be where you give a counterpoint (not everyone wanted independence)

### 4. Conclusion

- a. Restate thesis
- b. Attempt Unicorn

Focusing on 2-3 docs, with a solid intro, and some outside info can get you a bunch of points!

Try to include at least 3 pieces of outside info in body paragraphs

\*My suggestion- focus on 2-3 documents that you can REALLY explain thoroughly. Forget about the Unicorn.