Unit 6 Recovery and Progressing to the 20th Century 1865-1898

Content Area: **Social Studies**
Course(s):
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Transfer

Industrial growth is interlinked with the need for social and governmental reforms.

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Enduring Understandings

Chapter 1: The Gilded Age Industrialists

1. The latter part of the 19th century saw a rise in industrialization and urban social conditions.

2. The Gilded Industrialists had a lasting impact on their era and posterity.

Chapter 2: Settling the Trans Mississippi West

1. The Populist movement were in direct response to the social challenges of the period.

2. The closing of the west greatly affected Native American tribes and their ways of life.

3. The development of the west created new venues for women and minorities to voice their views.

Chapter 3: Immigration, Urbanization and a New South

1. Immigration had a definitive push/pull effect on the American identity.

2. A New South was developed around the newly freed African American population.

3. Urbanization greatly impacted the political and economic development of the U.S. in the latter part of the 19th century.

Essential Questions

Chapter 1: The Gilded Age Industrialists

1. How did the Industrialists of the Gilded Age shape their era?

2. In what ways did the Industrialists of the Gilded Age make a lasting impression through philanthropy?

3. Were the actions of Rockerfeller and Carnegie justified in the end?

4. What is the role of government when it comes to protecting the public from business?

5. Are all trusts bad?

Chapter 2: Settling the Trans Mississippi West

1. In what ways did the settlement of the West represent a conflict over resources?

2. Was the West truly settled by self reliant pioneers?

3. How did the closing of the western frontier shape the Native American identity?

4. Why did farmers become active through the Populist party?

Chapter 3: Immigration, Urbanization and a New South

1. How successful were the Progressives when it came to women and minority rights?

2. How did the new immigrants affect America?

3. How have cities become part of the American narrative?

4. What were the main criticisms of the Gilded Age?

5. To what extent was a "new" South created for African Amerians?

Learning Objectives

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-3.0: Analyze how technological innovation has affected economic development and societ

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics

Vocabulary

Gilded Age

Trust Busting

Populist/Progressive

Bland Allison Act

McKinley Tariff

the "Bloody Shirt"

THomas Reed

James Weaver

crop lien system

pork barrel bills

Black Friday

Suffrage

Isolationism/Doctrine

Initiative/Recall/Referendum

Nativism

Vertical/Horizontal Integration

Populism,

Progressivism,

Muckraker,

Women’s suffrage,

Feminism,

Voting reform,

Capitalism,

Socialism,

Big Business,

Conservation,

Political machine,

Federal Reserve

Theodore Roosevelt,

Upton Sinclair,

Pure Food and Drug Act,

Hepburn and Elkins Acts,

National Park Service

William Howard Taft,

Payne Aldrich Tariff,

The Election on 1912,

Woodrow Wilson,

Eugene Debs,

Clayton Antitrust Act,

Carrie Chapman Catt,

19th Amendment,

NAACP,

W.E.B. DuBois

Resources

Instructor Resources

Teaching with primary sources in APUSH http://apcentral.collegeboard.com/apc/public/repository/ap05_Hist_PrimSource.pdf

Gilded and Gritty http://nationalhumanitiescenter.org/pds/gilded/generallinks.htm

Primary Source Learning http://primarysourcenexus.org/2011/10/mining-the-library-for-gilded-age-teaching-resources-strategies/

Ed Tech Teacher The Gilded Age http://besthistorysites.net/american-history/the-gilded-age/

Primary Sources:

Development of the West https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/development-west

Populism and Agrarian Discontent https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/populism-and-agrarian-discontent

The Gilded Age https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age

Empire Building https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/empire-building

Immigration and Migration https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration

The Indian Question https://www.gilderlehrman.org/collections/b9cf8330-4239-495d-a28d-833640223170?back=/mweb/search%3Fneedle%3Dgilded%2Bage%2526fields%3Dall%2526era7%3DRise%2Bof%2BIndustrial%2BAmerica%252C%2B1877-1900%2526sortby%3Ds301001610%2526items_per_page%3D20

Indian Wars http://ap.gilderlehrman.org/resources/indian-wars-battle-washita-1868?period=6

Horace Greenly's "Go West" http://ap.gilderlehrman.org/resources/horace-greeley-%C3%A2%E2%82%AC%C5%93go-west%C3%A2%E2%82%AC%C2%9D-1871?period=6

The Grange Movement http://ap.gilderlehrman.org/resources/grange-movement-1875?period=6

Willam Cullen Bryant opposes the the Protective Tariff http://ap.gilderlehrman.org/resources/william-cullen-bryant-opposes-protective-tariff-1876?period=6

William Sherman on the westward Railroads http://ap.gilderlehrman.org/resources/william-cullen-bryant-opposes-protective-tariff-1876?period=6

San Fransico's Chinatown http://ap.gilderlehrman.org/resources/san-francisco%C3%A2%E2%82%AC%E2%84%A2s-chinatown-1880?period=6

The Struggle for maried women's rights http://ap.gilderlehrman.org/resources/struggle-for-married-women%C3%A2%E2%82%AC%E2%84%A2s-rights-circa-1880s?period=6

Charles Guiteau's reasons for assassinating Garfield http://ap.gilderlehrman.org/resources/charles-guiteau%C3%A2%E2%82%AC%E2%84%A2s-reasons-for-assassinating-president-garfield-1?period=6

The Haymarket Affair http://ap.gilderlehrman.org/resources/haymarket-affair-1886?period=6

Frederick Douglass on the disfranchisement of black voters http://ap.gilderlehrman.org/resources/frederick-douglass-disfranchisement-black-vote?period=6

Building Carnegie Hall http://ap.gilderlehrman.org/resources/building-carnegie-hall-1889?period=6

People's Party http://ap.gilderlehrman.org/resources/people%C3%A2%E2%82%AC%E2%84%A2s-party-campaign-poster-1892?period=6

William Jennings Bryan and Declaration of

Independence http://ap.gilderlehrman.org/resources/people%C3%A2%E2%82%AC%E2%84%A2s-party-campaign-poster-1892?period=6

Anti Corporate Cartoons http://ap.gilderlehrman.org/resources/anti-corporate-cartoons-ca-1900?period=6

Review for Exam and Units of Study- Links for Students

- **APUSH REVIEW VIDEOS**

  https://www.youtube.com/playlist?annotation_id=annotation_1993227871&feature=iv&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&src_vid=eHBZ2BxiTBI

  APUSH LECTURES
  https://teacher.ocps.net/stephen.hansen/AP%20UNITED%20STATES%20HISTORY%20NOTES.htm

- **AMERICAN PAGEANT RESOURCES AND POWERPOINTS**

  Textbook support website. Includes chapter themes, summaries, key vocabulary, etc...to support student learning. Under general resources students will find audio powerpoint lectures for each chapter in The American Pageant.
  http://college.cengage.com/history/us/kennedy/am_pageant/13e/chapters/chapter1.html

- **THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY AP US HISTORY STUDY GUIDE**

  http://ap.gilderlehrman.org/

- **HIPPOCAMPUS**

  Video presentations that correlate to chapters in The American Pageant textbook. Scroll down the list of APUSH textbooks and click on The American Pageant: A History of the Republic 16th edition by Kennedy to view topics by textbook page number.
  http://www.hippocampus.org/HippoCampus/History%20%26%20Government?view=Textbooks

- **APUSH QUIZZES**

  Website contains quality review quizzes for every period of US History. Scroll down website page, pick a time period to review and click on the heart flags to begin a quiz.
  http://www.historyteacher.net/USQuizMainPage.htm

- **APUSH PRACTICE TEST #1**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-strivefor5-03.htm

- **APUSH PRACTICE TEST #2**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(1996)-01.htm

- **APUSH PRACTICE TEST #3**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(2001)-02.htm

Standards

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.

I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation.

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

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

C) As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.

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

E) Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

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

downturns.

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

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

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

D) Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a "New South" — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

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

A) Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

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

C) Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

I. International and internal migration increased urban populations and fostered the growth of a new urban culture.

A) As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.

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

C) Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

D) In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

E) Corporations' need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time

also helped expand consumer culture.

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

A) The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.

B) In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

C) As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.

D) The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.

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

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

I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

A) Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

B) Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

C) A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.

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

A) The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

B) Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help

immigrants adapt to U.S. language and customs.

C) The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality

SOC.6.1.12.5	The Development of the Industrial United States (1870-1900)
SOC.6.1.12.A.5	Civics, Government, and Human Rights
SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.B.5	Geography, People, and the Environment
SOC.6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.C.5	Economics, Innovation, and Technology
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
SOC.6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
SOC.6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.