AP U.S. HISTORY

Unit #6: Period 6: 1865-1898
Forging an Industrial Society (1865-1909)

DURATION: 4 weeks

READINGS:
• The American Pageant (16th Edition) Chapters 23-27

OBJECTIVES: By the end of this unit, each student will be able to:
• Understand 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.

ASSESSMENTS:
1. QUIZ – Jan. 08 & 09 (Chapter 23) (Chapter 23 Key Terms and Questions due)
2. QUIZ – Jan. 14 & 15 (Chapter 24) (Chapter 24 Key Terms and Questions due)
3. QUIZ – Jan. 21 & 22 (Chapter 25) (Chapter 25 Key Terms and Questions due)
4. QUIZ – Jan. 27 & 28 (Chapter 26) (Chapter 26 Key Terms and Questions due)
5. EXAM – Jan. 29 & Jan. 30 (Chapters 23-27) (Chapter 27 Key Terms and Questions due)

Chapter 23 Key Terms: Briefly identify, define, and/or explain. (15 points)

Chapter 23 Questions: (15 points)
“In the attempts of the Populists . . . to hold on to some of the values of agrarian life, to save personal entrepreneurship and individual opportunity and the character type they engendered, and to maintain a homogeneous Yankee civilization, I have found much that was retrograde and delusive, a little that was vicious, and a good deal that was comic. . . . Such tendencies in American life as isolationism and the extreme nationalism that often goes with it, hatred of Europe and Europeans, racial, religious, and nationalist phobias, resentment of big business, trade-unionism, intellectuals, the Eastern seaboard and its culture—all these have been found not only in opposition to reform but also at times oddly combined with it.”

Lawrence Goodwyn, Democratic Promise: The Populist Moment in America (1976).
“For the triumph of Populism—its only enduring triumph—was the belief in possibility it injected into American political consciousness. . . . Tactical errors aside, it was the élan of the agrarian crusade, too earnest ever to be decisively ridiculed, too creative to be permanently ignored, that lingers as the Populist residue. . . . The creed centered on concepts of political organization and uses of democratic government that—even though in a formative stage—were already too advanced to be accepted by the centralizing, complacent nation of the Gilded Age. . . . The issues of Populism were large. They dominate our world.”
Using the excerpts, answer parts a, b, and c.

a) Briefly explain ONE major difference between Hofstadter and Goodwyn’s historical interpretation of the Populists.

b) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Hofstadter’s argument.

c) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Goodwyn’s argument.

Chapter 24 Key Terms: Briefly identify, define, and/or explain. (14 points)
1. Wabash, St. Louis & Pacific Railroad Company v. Illinois  
2. Interstate Commerce Act  
3. vertical integration  
4. horizontal integration  
5. trust  
6. Standard Oil Company  
7. interlocking directorates  
8. Social Darwinists  
9. Sherman Anti-Trust Act  
10. National Labor Union  
11. Knights of Labor  
12. Haymarket Square  
13. American Federation of Labor  
14. closed shop

Chapter 24 Questions: (15 points)

“The members of this new ruling class were generally, and quite aptly, called ‘barons,’ ‘kings,’ ‘empire-builders,’ and even ‘emperors.’ They were aggressive men, as were the first feudal barons; sometimes they were lawless; in important crises, nearly all of them tended to act without those established moral principles, which fixed more or less the conduct of the common people of the community. At the same time . . . many of them showed volcanic energy and qualities of courage which, under another economic clime, might have fitted them for immensely useful social constructions, and rendered them glorious rather than hateful to their people.”


“In the half-century after 1843 industrial development radically transformed the earlier American social structure, and during this Middle Period . . . a profound tension existed between the older American preindustrial social structure and the modernizing institutions that accompanied the development of industrial capitalism. . . . In each of these distinctive stages of American society, a recurrent tension also existed between native and immigrant men and women fresh to the factory and the demands imposed upon them by the regularities and disciplines of factory labor.”

Using the excerpts, answer parts a, b, and c.

a) Briefly explain ONE major difference between Josephson and Gutman’s historical interpretation of the effects of industrialization on American society.

b) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Josephson’s argument.

c) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Gutman’s argument.

Chapter 25 Key Terms: Briefly identify, define, and/or explain. (14 points)
1. New Immigrants  
2. settlement houses  
3. liberal Protestants  
4. Tuskegee Institute  
5. land-grant colleges  
6. pragmatism  
7. yellow journalism  
8. National American Woman Suffrage Association (NAWSA)  
9. Woman’s Christian Temperance Union (WCTU)  
10. realism  
11. naturalism  
12. regionalism  
13. City Beautiful movement  
14. World’s Columbian Exposition

Chapter 25 Questions: (15 points)
Spend 13 minutes answering each prompt (total 39 minutes). Answer parts a, b, and c.

a) From 1820 to 1848 and again from 1865 to 1898 social activists articulated alternative visions of political, social, and economic equality for women and African Americans. Briefly explain ONE important similarity in the reasons why calls for women’s rights emerged in these two time periods.
b) Briefly explain ONE important difference in alternative vision of economic equality for African Americans in these two time periods.

c) Briefly explain ONE way in which some Americans responded critically to the alternative visions of equality for women or African Americans in either period.

Chapter 26 Key Terms: Briefly identify, define, and/or explain. (10 points)

Chapter 26 Questions: (15 points)
- Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893).
  “The existence of an area of free land, its continuous recession, and the advance of American settlement westward explain American development. . . . This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization. . . .”

  “[The West] is not a traditional world either seeking to maintain itself unchanged or eroding under the pressure of whites. It is a joint Indian-white creation. . . . The real crisis came . . . when Indians ceased to have power to force whites onto the middle ground. Then the desire of whites to dictate the terms of the accommodation could be given its head. . . . Americans invented Indians and forced Indians to live with the consequences.”

Using the excerpts, answer parts a, b, and c.

a) Briefly explain ONE major difference between Turner and White’s historical interpretation of the effects of post-Civil War migration to the American West.

b) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Turner’s argument.

c) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports White’s argument.

Chapter 27 Key Terms: Briefly identify, define, and/or explain. (16 points)

Chapter 27 Questions: (15 points)
- Julius Pratt, Expansionists of 1898 (1951).
  “The Manifest Destiny of the 1840s had been largely a matter of emotion. Much of it had been simply one expression of a half-blind faith in the superior virility of the American race and the superior beneficence of American political institutions. In the intervening years, much had been done to provide this emotional concept with a philosophic backing. . . . Far-fetched and fallacious as their reasoning may appear to us, it nevertheless carried conviction. . . . The observation must be made that the rise of an expansionist philosophy in the United States owed little to economic influences. . . . The need of American business for colonial markets and fields for investment was discovered not by businessmen but by historians and other intellectuals, by journalists and politicians.”
William Appleman Williams, *The Tragedy of American Diplomacy* (1959). “Men like McKinley and other national leaders thought about America’s problems and welfare in an inclusive, systematized way that emphasized economics. Wanting democracy and social peace, they argued that economic depression threatened those objectives, and concluded that overseas economic expansion provided a primary means of ending that danger. They did not want war per se, let alone war in order to increase their own personal fortunes. But their conception of the world ultimately led them into war in order to solve the problems in the way that they considered necessary and best.”

Using the excerpts, answer parts a, b, and c.

a) Briefly explain ONE major difference between Pratt and Williams’s historical interpretation of the origins of American expansionism in the late nineteenth century.

b) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Pratt’s argument.

c) Briefly explain how ONE development from the period 1865 to 1898 not directly mentioned in the excerpts supports Williams’s argument.