

American Yawp Period 6 (1865 - 1900ish) Reading Guide

Directions: You will need a notebook for APUSH with your name written on the cover. Read chapters 16, 17, and 18 from American Yawp (www.americanyawp.com). As you read, take handwritten notes in a notebook. Each chapter and sections should be clearly labeled. Each key term should be highlighted or underlined. Number and answer each question as you read. Skip a line between each section and start a new page in your notebook for each chapter.

Chapter 16: Capital and Labor (click for PDF of the old chapter after the update the text in July)

I. Introduction

Key terms: Great Railroad Strike of 1877

Reading Questions:

1. Identify two causes of the Great Railroad Strike and explain the effects. (6.7.A)
2. Review the definition of laissez-faire. How could the Great Railroad Strike be used to support or challenge the idea that the government employed a laissez faire approach in the late 19th-century? (6.7.A)

II. The March of Capital

Key terms: Taylorism / Frederick Taylor, Mass production techniques and technology, Cyrus McCormick, Economies of scale, Great merger movement, J.P. Morgan

Reading Questions:

3. What improvements in mechanization discussed in Section 1 and II increased agricultural production? How would that contribute to food prices? (6.2.A)
4. Explain one way that businesses made use of technological innovations to dramatically increase the production of goods. (6.5.A)
5. Explain one way that large-scale industrial production impacted businesses in this time period.(6.6.A)
6. What was the cause of the Great Merger Movement? (6.6.C)
7. How did economies of scale impact the prices of goods and wages? How do you think this impacted the standard of living? (6.7.A)

III. The Rise of Inequality

Key terms: Progress and Poverty, Robber barons, Herbert Spencer, Social Darwinism, Republican Party, Industrial capitalism, Protective tariff

Reading Questions:

8. How did the government try to protect American businesses in this period?(6.2.C)
9. Define Social Darwinism. What type of people in the late 19th century promoted it and why? (6.9.A)

IV. The Labor Movement

Key terms: Unionization, Knights of Labor, Haymarket Square, American Federation of Labor (AFL), Homestead, Pullman Strike, Eugene Debs / ARU

Reading Questions:

10. How did workers respond to the changes in working conditions in the late 19th-century? (6.7.B)

V. The Populist Movement

Key terms: Farmers' Alliance, People's Party / Populists, Looking Backwards, Omaha Platform, Panic of 1893, Southern Democrats, Colored Farmers' Alliance

Reading Questions:

11. Identify two regional cooperative organizations farmers created: What issues from the time period caused them to create these alliances? (6.2.B)
12. Use an outside source to define laissez faire. Based on this chapter, identify two ways in which the government pursued a laissez-faire policy. Identify two ways in which the governments actions were contrary to laissez-faire. (6.12.A)
13. What caused the formation of the Populist Party? What did the Populists demand? (6.13.A)

VI. William Jennings Bryan and the Politics of Gold

Key terms: William Jennings Bryan, Bimetallism, Gold standard, Cross of Gold speech, Election of 1896, Gold Standard Act

Reading Questions:

14. According to the text, how did the major political parties differ on monetary policy (the gold standard vs. free silver) and tariffs during the Gilded Age? (6.13.B)

VII. The Socialists

Key terms: Socialism, Industrial Workers of the World (IWW), aka the Wobblies

Reading Questions:

15. How did the platforms of third-party movements like the Populists and the Socialists support the argument that economic greed had corrupted the American government? What specific expansions of federal power did they propose to remedy this? (6.13.B)
16. Identify two specific ways the government promoted economic growth and settlement in the West after the Civil War. (6.2.D)
17. How did the discovery of resources or development of industries (such as mining or ranching) created new communities or centers of commercial activity. (6.3.A)

Chapter 17: Conquering the West (click for PDF)

I. Introduction

II. Post-Civil War Westward Migration

Key terms: Bison, Mormons, Homestead Act

Reading Questions:

18. What animal's population was decimated in the West? Why? What was the impact on both the land and the people? (6.3.B)
19. Identify a push and pull factor that brought people to the west. (6.2)

III. The Indian Wars and Federal Peace Policies

Key terms: "Indian Wars", Dakota Sioux / Dakota Wars / Great Sioux Reservation, Treaty of Fort Laramie, Sand Creek Massacre, Board of Indian Commissioners, Carlisle Indian School (picture caption), Christian missionaries, Red River War, Red Cloud, Greasy Grass / Little Bighorn

Reading Questions:

20. Using the Dakota Sioux as a case study, explain how they support each of the following historical developments:
- 6.2.D: 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.
 - 6.3.B: 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.
 - 6.3.C: 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.
 - 6.3.D: Many American Indians preserved their cultures and tribal identities despite government policies promoting **assimilation**, and they attempted to develop self-sustaining economic practices.
- 6.11: How were reformers involved in Indian affairs in the late 19th-century? What were the effect? (6.11)

IV. Beyond the Plains

Key terms: Bosque Redondo, General William Tecumseh Sherman, Nez Perce

Reading Questions:

21. Choose one of the native groups discussed in the section explain how the US violated a treaty with them and the result of that violation? (6.3.C)

V. Western Economic Expansion: Railroads and Cattle

Key terms: “Wild West”, railroad industry, transcontinental railroad, Central Pacific, Union Pacific, Pacific Railroad Act, Chinese, World’s Columbian Exposition, cattle drives, Chicago

Reading Questions:

22. Explain how federal subsidies from the Pacific Railroad Act shifted the financial risks of building the transcontinental lines from private corporations to the government. How did it impact Western development? (6.2.C)
23. How was the West part of the national markets? How did it also demonstrate a dependence on the railroad system? (6.2.B)

VI. The Allotment Era and Resistance in the Native West

Key terms: Dawes General Allotment Act (often aka Dawes Act or Dawes Severalty Act), Ghost Dance, Wounded Knee

Reading Questions:

24. How did the reservation system change from what you learned in USI? (6.3.C)
25. Define the Dawes Act. How did it challenge tribal sovereignty? Explain one response to it. (6.3.C)
26. What is assimilation and how were Native Americans impacted by it? (6.3.D)

VII. Rodeos, Wild West Shows, and the Mythic American West

Key terms: dime novel, Rodeos, Frederick “Buffalo Bill” Cody, “strenuous life”

Reading Questions:

27. How did Easterners view the West? How did it contribute to the development of leisure time culture? (6.10.A)

VIII. The West as History: The Turner Thesis

Key terms: Turner's Frontier Thesis

Reading Questions:

28. Identify two arguments of Turner's thesis about the effect of the west on American culture. Based on your reading so far, what other realities of the late 19th century does Turner ignore? (6.2 & 6.3)

IX. Conclusion

Chapter 18: Life in Industrial America (click for PDF)

I. Introduction

Key terms: Chicago, Meatpacking, Union Stock Yards

Reading Questions:

29. What is Kipling's quote saying about the US at the end of the 19th century? Think about this as you read the next three chapters. (6.1.A)

II. Industrialization and Technological Innovation

Key terms: Railroads, Emerging middle class, National markets, Chicago stockyards, Thomas Edison, Second Industrial Revolution

Reading Questions:

30. Identify two technological innovations and explain how they integrated rural producers and urban consumers into a national market. (6.4 & 6.5)

III. Immigration and Urbanization

Key terms: New immigrants, Push and pull factors, Industrial capitalism, Assimilate, political machine, Tammany Hall, "Honest graft", William "Boss" Tweed, Suburbs

Reading Questions:

31. How did immigrants impact the economy? (6.6.B, 6.7.C & 6.8.A)
32. Identify two push and pull factors for New Immigrants. (6.8.B)
33. Explain two ways immigration changed cities. (6.8C)
34. What is assimilation and how were immigrants impacted by it? (6.9A)
35. What fueled political machines? Identify and explain one cause and one effect of political machines. (6.13C)

IV. The New South and the Problem of Race

Key terms: Henry Grady, New South, "Jim Crow", "Redemption", Lynchings, Ida B. Wells, miscegenation laws (you'll need to lookup), De jure segregation, "Lost Cause", "The Clansman"

Reading Questions:

36. Define the "New South" and "sharecropping". To what extent was the vision of the New South achieved? (6.4A)
37. Define the Plessy v. Ferguson decision. To what extent were Black Americans' lives improved 40 years after the end of slavery? (6.4B)
38. Identify and define one Black reformer in this era fighting for political and social equality. (6.4B)

V. Gender, Religion, and Culture

Key terms: John D. Rockefeller, Washington Gladden, Andrew Carnegie and the “Gospel of Wealth”, Jane Addams, Changing gender roles of women, Muscular Christianity, Vaudeville, Phonograph

Reading Questions:

39. How was Jane Addams’ work a response to industrialization and immigration? Compare and contrast this to reformers work with Indians in the previous chapter. (6.9C)
40. Explain time impacts of EITHER technological changes, social tensions, OR cultural shifts on leisure time and consumer culture.? (6.10A)
41. Compare and contrast Gladd’s message and Carnegie's Gospel of Wealth? Think about the audience, historical situation, and impacts. (6.10.B & 6.11A)
42. Explain how women were impacted by ONE of the following: educational integration, literature, or organized reform efforts. (6.11B)

VI. Conclusion