**APUSH Period 6 Study Guide**

**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.

**Essential Questions/ Vocabulary:**

**Ch. 24: *Industry Comes of Age*, 1865-1900**

How did large-scale production fuel the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation?

Why, following the Civil War, were government subsidies for transportation and communication systems necessary?

To what extent did technological innovations and redesigned financial and management structures, such as monopolies, seek to maximize the exploitation of natural resources and a growing labor force?

Why did business leaders consolidate corporations intro trusts and holding companies?

How did business leaders and their allies in government aim to create a unified industrialized nation?

How did labor and management battle for control over wages and working conditions?

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| ***Tell the Story of…*** | | | |
| **- “Union” Pacific Railroad**  **- “Paddies” / Chinamen**  **- Leland Stanford/ Big Four**  **- James Hill**  **- “Commodore” Vanderbilt**  **- Pullman Palace Cars** | **- Railroad *Robber Barons***  **- “stock watering”/ pools**  **-“short haul-long haul”**  **- Granger Laws**  **- *Wabash v. Illinois***  **- Interstate Commerce Act** | **- Trusts/ Sherman Anti-Trust Act**  **- vertical integration**  **- horizontal integration**  **- Rockefeller/ Standard Oil Company**  **- Carnegie/ Bessemer Steel**  **- “Gospel of Wealth”/ Social Darwinism** | **- Knights of Labor**  **- AF of L/ closed shop**  **- Haymarket Square (Affair)**  **- Pullman Strike/ Company Town**  **-scabs/ yellow dog contracts**  **- Homestead Strike/ Pinkertons**  **- Mother Jones** |

**Ch. 25: *America Moves to the City*, 1865-1900**

Which segments of American society enjoyed lives of extravagant “conspicuous consumption” and which lived in relative poverty as cities grew substantially in both size and number?

How did cities dramatically reflect divided social conditions among classes, races, ethnicities, and cultures, but also present economic opportunities as factories and new businesses thrived?

In what ways did immigrants seek to both “Americanize” and to maintain their unique identities?

How were some African Americans and women able to take advantage of new career opportunities even in the face of widespread social injustices?

How did settlement houses help immigrants to adapt to the new language and customs, and women’s clubs and self-help groups target intellectual development and social and political reform?

Explain how a number of critics challenged the dominant corporate ethic in the U.S. and offer alternative visions of the good society through utopianism and the Social gospel.

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| ***Tell the Story of…*** | | | | |
| **- Skyscrapers / Brooklyn Bridge**  **- Sears / Montgomery Ward**  **- Slums / tenements**  **- Old / New Immigrants**  **- nativism** | **- Social Gospel movement**  **- Jane Addams**  **- settlement houses**  **- Florence Kelly**  **- liberal Protestants vs. fundamentalism** | **- YMCA / Salvation Army**  **- normal & parochial schools**  **- Morrill Land Grant Act**  **- Pioneering Pragmatists**  **- Johns Hopkins University** | **- Booker T. Washington**  **- Tuskegee Institute**  **- W.E.B. DuBois**  **- N.A.A.C.P.**  **- Howard University** | **- Charlotte Perkins Gilman**  **- Carrie Chapman Catt**  **- women suffragettes**  **- Carrie Nation**  **- Temperance** |