**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. 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** |

**Ch. 26: *The Great West and the Agricultural Revolution*, 1865-1896**

How did the desire for access to Western resources lead to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from Native Americans??

Discuss how the U.S. government interaction and conflict with Hispanics and Native Americans increased as the territorial boundaries of the Unites States expanded and the migrant population increased.

As a result of the U.S. government interaction and conflict with Hispanics and Native Americans, how were these groups’ culture and ways of life altered and what questions were soon raised about their status and legal rights?

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| ***Tell the Story of…*** | | |
| **- Reservation system**  **- Battle of Little Bighorn**  **- Geronimo**  **- Battle of Wounded Knee**  **- Dawes Severalty Act** | **- Mining**  **- California**  **- Colorado**  **- Beef Bonanza**  **- The Long Drive**  **- Homestead Act**  **- sod busters**  **- Frontier Line**  **- Frederick Jackson**  **Turner** | **- Mechanization of agriculture**  **- Deflation**  **- “The Grange”**  **- Farmer’s Alliance**  **- Populists**  **- Mary Lease** |