

A.P. United States History

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“American Progress” by John
Gast, 1872

Essential Questions

1. How did the lives of average Americans change during the Gilded/ Industrial Age?
2. What motives fueled U.S. imperialism?
3. What were the experiences of urban and rural workers, and how did the life of the immigrant differ from Americans.

Learning Objectives

At the end of this unit, students should be able to:

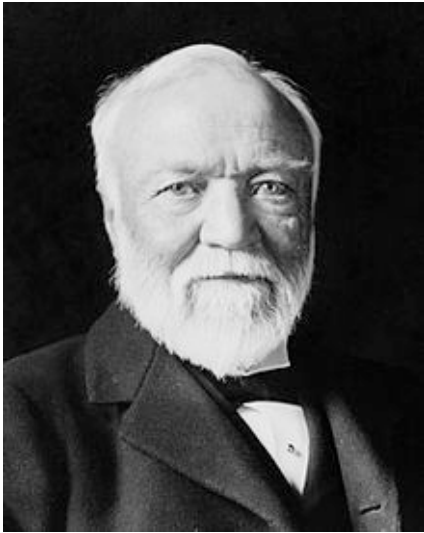
- Explain the differences between social classes during the Gilded Age.
- Evaluate the changes brought by industrialization: were they positive or negative?
- Understand the importance of immigration on the U.S. political, social and cultural landscape
- Understand why the U.S. engaged in imperialism
- Assess reasons why the US came to be a world power at the turn of the 20th century

Unit 6: Building Towards the “American Century”: Industrialization, Urbanization and Imperialism

Unit Outline

- 1) Industry, Corporate Consolidation
 - a) Industrial growth, railroads, iron, coal, electricity, steel, oil, banks
 - b) Laissez-faire capitalism
 - i) Gospel of Wealth
 - ii) Social Darwinism
 - c) Technology and the worker
 - d) Unionization
- 2) Urbanization
 - a) Immigration
 - b) Slums
 - c) Machine Politics
 - d) Social Movements
 - i) Settlement Houses
 - ii) Government reform
- 3) Imperialism, 1865-1914
 - a) Seward and the purchase of Alaska
 - b) The New Imperialism
 - i) Blaine and Latin America
 - ii) International Darwinism
 - (1) Missionaries, politicians, naval expansionists
 - c) Spanish-American War
 - i) Cuba
 - ii) Phillipines
 - d) Far East: John Hay and the Open Door
 - e) Theodore Roosevelt
 - i) Panama Canal
 - ii) Roosevelt Corollary
 - iii) Far East
 - f) Taft and Dollar Diplomacy
 - g) Wilson and Moral Diplomacy

Unit 8: Building Towards the “American Century”



Andrew Carnegie

Terms, People & Concepts

Anti-Imperialist League
Spanish-American War
Yellow Journalism
Joseph Pulitzer
William Randolph Hearst
Commodore George Dewey
Cuba
Hawaii
U. S. S. Maine
DeLome Letter
Treaty of Paris
Gentleman's Agreement
“Big Stick” Policy
Roosevelt Corollary
Open Door Policy
Hay Treaty (Panama)
Dollar Diplomacy
Moral Diplomacy
Insular Cases
“White Man's Burden”
Jingoism
Imperialism
Josiah Strong
Teller Amendment
Platt Amendment
Rough Riders
Commodore Perry
Admiral Mahan
Panama (Canal)

Railroad subsidies
Rebates
Long v. short haul
John D. Rockefeller
Andrew Carnegie
Cornelius Vanderbilt
J.P. Morgan
James J. Hill
Horatio Alger
Lillian Wald
Jane Addams
Hull House
Salvation Army
YMCA
Samuel Gompers
Blacklists
Yellow Dog Contracts
Closed/ Open shop
Strikes
Boycotts
Gilded Age
Laissez-faire
Vertical/ Horizontal Integration
Trusts
Pools
Interlocking Directories
Holding Companies
Robber Barons v. Captains of Industry
Gospel of Wealth
Social Darwinism
Munn v. Illinois
Wabash v. Illinois
Interstate Commerce Act
Sherman Anti-Trust Act
Tenements
Old v. New Immigrants
IWW (Wobblies)
Pullman Strike
Sherman Silver Purchase Act
Gold Standard Act (1900)
Civil Service (Pendleton) Act
Mugwumps
Party Bosses
Boss Tweed
Mark Hanna
Thomas Nast
William Randolph Hearst
Joseph Pulitzer
Chinese Exclusion Act
Depression of 1893
William Jennings Bryan
Credit Mobilier Scandal

Unit 6: Building Towards the “American Century”

Unit 6: AP Exam Essay Questions/ ESSENTIAL QUESTIONS

The following questions have been asked as AP Free Response (FRQ) and Document Based Questions (DBQ) on this unit.

1. To what extent did the natural environment shape the development of the West beyond the Mississippi and the lives of those who lived and settled there? How important were other factors? Confine your answer to the period from 1840 to 1890.
2. “Popular fascination with the cowboy, the pioneer, and the stories of Horatio Alger in the period 1870 to 1915 reflected Americans’ uneasiness over the transition from an agrarian to an industrial society.”
 - Assess the validity of this statement.
3. How and why did transportation developments spark economic growth during the period from 1860 to 1900 in the United States?
4. Analyze the impact of any TWO of the following on the American industrial worker between 1865 and 1900.
 - Government actions
 - Immigration
 - Labor unions
 - Technological changes
5. Describe and account for the rise of nativism in American society from 1900 to 1930.
6. How successful was organized labor in improving the position of workers in the period from 1875 to 1900? Analyze the factors that contributed to the level of success achieved.
7. Analyze the reasons for the emergence of the Populist movement in the late nineteenth century.
8. To what extent was late nineteenth-century and early twentieth-century United States expansionism a continuation of past United States expansionism and to what extent was it a departure?
9. Following Reconstruction, many Southern leaders promoted the idea of a “New South.” To what extent was this “New South” a reality by the time of the First World War? In your answer, be sure to address TWO of the following”
 - Economic development
 - Politics
 - Race relations

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Unit 6: Building Towards the “American Century”

Assignments

It is expected that you will complete all reading assignments and homework thoroughly and carefully *before* you come to class. “Kennedy” refers to the textbook, *The American Pageant*.

Work to be completed by:

January 28

**Go West Young Man: Manifest Destiny, Migration West and the End of the Frontier?
Industrialization - The American Industrial Juggernaut Rises...**
Kennedy pp. 512-529, 574-595

January 30

Urbanization and Immigration - The Changing Shape of American Cities
Kennedy pp. 539-571

February 3

American Imperialism: 1865-1914
Kennedy pp. 607-633

February 5

Gilded Age Politics amidst American Modernism
Kennedy pp. 638-645

February 7

Seminar - Rise of the U.S. as a World Power: Micro-teaching

February 11

**Populism and Agrarian Discontent - The Rise of American Labor
The Strange Career of Jim Crow: Segregation and the “New South”**
Kennedy pp. 530-536, 595-604

February 13

**Unit VIII Exam: Short Answer Question
Unit VIII Exam: FRQ**