

APUSH Concept Outline
Period 6: 1865 to 1898

Name _____

Directions: The Concept Outline below presents the required concepts and topics that students need to understand for the APUSH test. The statements in the outline focus on large-scale historical processes and major developments. Our course has focused on specific and significant historical evidence from the past that illustrate each of these developments and processes. Complete each table on the outline below by choosing two specific examples of relevant historical evidence that illustrate the concepts in greater detail. You may choose from among the ones provided OR provide one of your own. Define or describe the example and explain its significance to the thesis statement directly above the box.

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.

- I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation.
 - A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

Examples: Federal and state loans and land grants to transcontinental railroads, Credit Mobilier Scandal, transatlantic telegraph cable (1866)

Example	Definition/Description	Significance to the Thesis

- B. Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

Examples: John D. Rockefeller (oil), Montgomery Ward mail order catalog, new immigrants

Example	Definition/Description	Significance to the Thesis

C. As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.

Examples: *Gilded Age* by Mark Twain (1873), Boss Tweed (1869-1876), tenement housing, *Century of Dishonor* by Helen Hunt Jackson (1881), *How the Other Half Lives* by Jacob Riis (1890)

Example	Definition/Description	Significance to the Thesis

D. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

Examples: John D. Rockefeller, Andrew Carnegie, Cornelius Vanderbilt, J.P Morgan

Example	Definition/Description	Significance to the Thesis

E. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

Examples: Purchase of Alaska (1867), *Influence of Sea Power upon History* by Alfred T. Mahan (1890) Turner Thesis (1893), Treaty of Paris (1898) and the acquisition of Puerto Rico, Guam, and the Philippines, annexation of Hawaii (1898), John Hay's Open Door Note (1899)

Example	Definition/Description	Significance to the Thesis

II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

A. Some argued that **laissez-faire policies** and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

Examples: Laissez faire policies, Panic of 1873, Panic of 1893, Social Darwinism, Horatio Alger’s “rags to riches” dime novels, Andrew Carnegie’s *Gospel of Wealth* (1899), philanthropy

Example	Definition/Description	Significance to the Thesis

B. The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.

Examples: Farm mechanization led to increased migration to cities, “New Immigration” from Southern and Eastern Europe, Chinese immigration; Lewis Hine

Example	Definition/Description	Significance to the Thesis

C. Labor and management battled over wages and working conditions, with local workers organizing local and national unions and/or directly confronting business leaders.

Examples: Knights of Labor (1869), Terrence Powderly, Haymarket Square riot (1886), American Federation of Labor (1886), Samuel Gompers, “bread and butter” unionism, Mother Jones’ “March of the Children” (1903), yellow dog contracts, blacklists, Railway Strike of 1877, Homestead Strike of 1892, Pullman Strike of 1894

Example	Definition/Description	Significance to the Thesis

D. Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a “**New South**” — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

Examples: “New South”, Henry Grady, textile mills in the South, James Duke

Example	Definition/Description	Significance to the Thesis

III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

A. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

Examples: Reapers, combines, bonanza farming, dry farming, barbed wire, steel plow

Example	Definition/Description	Significance to the Thesis

B. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations

Examples: Grange (1867), Granger laws, *Wabash v. Illinois* (1886), Southern Farmers’ Alliance (1875), National Farmers’ Alliance (1877), Colored Farmers’ Alliance

Example	Definition/Description	Significance to the Thesis

C. Economic instability inspired agrarian activists to create the **People’s (Populist) Party**, which called for a stronger governmental role in regulating the American economic system.

Examples: Ocala Platform of 1890, goals of the Populist Party, “free silver” movement, William Jennings Bryan

Example	Definition/Description	Significance to the Thesis

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.

I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.

A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.

Examples: Pap Singleton and the Exodusters (1879), New Immigration from Southern and Eastern Europe, Chinese immigration

Example	Definition/Description	Significance to the Thesis

B. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

Examples: Chinatowns, “Little Italy”

Example	Definition/Description	Significance to the Thesis

C. Increasing public debates over assimilation and **Americanization** accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

Examples: Assimilation, Ellis Island, Angel Island

Example	Definition/Description	Significance to the Thesis

D. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Examples: National American Woman Suffrage Association (1890), Women’s Christian Temperance Union (1874), Tammany Hall political machine, settlement houses, Jane Addams and Hull House (1889), General Federation of Women’s Clubs (1890)

Example	Definition/Description	Significance to the Thesis

E. Corporations’ need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

Examples: Conspicuous consumption, Harvard Annex for women (1879), Bryn Mawr College (1885)

Example	Definition/Description	Significance to the Thesis

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

A. 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.

Examples: Pacific Railway Acts (1862 to 1866), federal and state government subsidies to transcontinental railroads, cattle trails, cow towns

Example	Definition/Description	Significance to the Thesis

B. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

Examples: Silver boom in Tombstone (1877-1890), Abilene, Buffalo Bill Cody's Wild West show, Frederic Remington's paintings, Edward Wheeler's *Deadwood Dick* "dime novels", "range wars"

Example	Definition/Description	Significance to the Thesis

C. 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.

Examples: Sand Creek Massacre, Battle of Little Big Horn (1876), Battle of Bear Paw Mountain, Battle of Wounded Knee (1890)

Example	Definition/Description	Significance to the Thesis

D. 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.

Examples: Surrender of Chief Joseph (1877), Surrender of Apaches led by Geronimo (1887), Great Sioux Reservation

Example	Definition/Description	Significance to the Thesis

E. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

Examples: Carlisle Indian School (1879), Dawes Act (1887), Ghost Dance movement (1890)

Example	Definition/Description	Significance to the Thesis

Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

- I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.
- A. Social commentators advocated theories later described as **Social Darwinism** to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

Examples: Social Darwinism, laissez faire policies, Russell Conwell's *Acres of Diamonds* sermon, Horatio Alger's "rags to riches" dime novels, American Protective Association (1887), Chinese Exclusion Act (1882)

Example	Definition/Description	Significance to the Thesis

- B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the **Gospel of Wealth**, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

Examples: Andrew Carnegie's *Gospel of Wealth* (1899), Carnegie public libraries, Stanford University, Vanderbilt University

Example	Definition/Description	Significance to the Thesis

- C. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the **Social Gospel**, championed alternative visions for the economy and U.S. society.

Examples: *Gilded Age* by Mark Twain (1873), Henry George's "single land tax" in *Progress and Poverty* (1879), *Century of Dishonor* by Helen Hunt Jackson (1881), Edward Bellamy's "utopian socialism" in *Looking Backward* (1888), Andrew Carnegie's *Gospel of Wealth* (1889), *How the Other Half Lives* by Jacob Riis (1890), social gospel movement (1890), Jacob Coxey's "March on Washington" (1894)

Example	Definition/Description	Significance to the Thesis

- II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

A. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

Examples: patronage vs. civil service reform, Pendleton Civil Service Act (1883), regulation of railroads, Interstate Commerce Act (1887), McKinley Tariff of 1890, “free silver” issue, Sherman Silver Purchase Act (1890), Greenback Labor Party (1874-1889), National Farmers’ Alliance, Populist Party (1891), regulation of trusts, Sherman Antitrust Act (1890)

Example	Definition/Description	Significance to the Thesis

B. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like **Jane Addams**, working in settlement houses to help immigrants adapt to U.S. language and customs.

Examples: settlement houses, Jane Addams’ Hull House, “good government” movement, National American Woman Suffrage Association (1890), Elizabeth Cady Stanton, Susan B. Anthony, Carrie Catt, Margaret Sanger, coed colleges, normal schools, “city beautiful” movement,

Example	Definition/Description	Significance to the Thesis

C. The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Examples: Jim Crow laws, poll taxes, grandfather clauses, literacy *Plessy v. Ferguson*, Booker T. Washington’s *Atlanta Compromise* (1895), W.E.B. Dubois, Ida Wells-Barnett’s anti-lynching crusade, National Association of Colored Women (1896), Paul Lawrence Dunbar’s *Lyrics of Lowly Life* (1896), George Washington Carver

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