

Name: _____ Class Period: _____

ESSENTIAL TEKS

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
CORRELATION TO APUSH UNIT 5
(PERIOD 6 OF COLLEGE BOARD FRAMEWORK)**

Objective: Analyze main events from the Gilded Age that correlate to the specific objectives for the Texas end-of-course exam (S.T.A.A.R. Test). This is the first “essential TEKS” activity that has a major correlation to the state exam, because the grade level class begins their study with the Gilded Age. In APUSH, on the other hand, we begin with Columbus!

Directions: Review the T.E.K.S. by reviewing the objectives and principles outlined and completing the historical review and analysis in the spaces provided. When you finish the review, log into Skyward and take the TEKS review quiz. The packet is worth 25 points, and the online review quiz is worth 10 points. Check your calendar for due dates!

Period 6, 1865-1898; Industrialization and the Gilded Age

Key Concepts FOR PERIOD 6:

Main Idea: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Key Concept 6.1:

The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

Key Concept 6.2:

The emergence of industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, & women.

Key Concept 6.3:

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

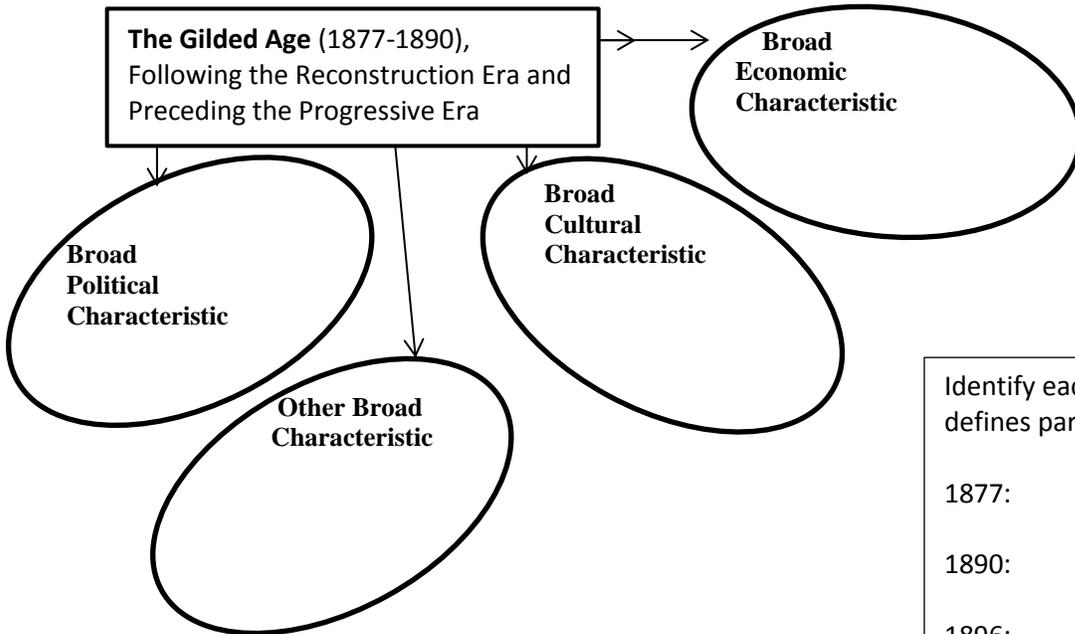
1. Complete the graphic below by identifying major characteristics for each era.

T.E.K.S.- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present.

(A) identify the major characteristics that define the era.

(B) identify the major eras in U.S. history from 1877 to the present.

(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.



Identify each turning point that defines parameters of an era:

1877:

1890:

1896:

2. Analyze the political and economic changes in American society during the era of Industrialization. [Gilded Age]

- T.E.K.S. (3) History. The student understands the political, economic, and social changes in the U.S. from 1877 to 1898.
- (A) analyze political issues such as **Indian policies**
 - (B) analyze economic issues such as **industrialization** and the **growth of railroads**
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
- (A) describe how the economic impact of the **Transcontinental Railroad** and the **Homestead Act** contributed to the **close of the frontier** in the late 19th century
- (23) Citizenship. The student understands efforts to expand the democratic process.
- (B) evaluate means of achieving equality of political rights, including **American Indian Citizenship Act of 1924**
- (26) Culture. The student understands how people from various groups contribute to our national identity.
- (B) discuss the **Americanization** movement to assimilate immigrants and American Indians into American culture

The following list of key terms (highlighted in the TEKS above and in chart below as well as elaborated in course content) represent important cause-effect relationships in analyzing how the United States transitioned from rural to urban, agricultural to industrial, old to new immigrants, and Indian Wars to enclosure of the West. It is important to keep in mind that knowing simple definitions (historical content) is important, however you must also be able to analyze that content on a higher level if you intend to earn a commended score on the end of course exam. Complete the chart by finishing each topical analysis. As you read the analysis that has been provided for you, **highlight key ideas**.

Key Terms & Examples	Definitions and explanations of POLITICAL issues, developments, and changes in the Gilded Age
<p>Indian Policies</p> <p>Growth of railroads</p> <p>Transcontinental Railroad</p> <p>Pacific Railway Act</p> <p>Homestead Act</p> <p>Reservation system</p> <p>Custer's Last Stand</p> <p>Dawes [Severalty] Act</p> <p>Americanization</p> <p>Buffalo Hunting</p> <p>Wounded Knee</p> <p>American Indian Citizenship Act of 1924</p> <p>Indian Reorganization Act of 1934</p>	<p>DEFINITIONS</p> <p>Prior to the Gilded Age, policies included the Powhatan Wars (Jamestown), King Philip's War (New England colonies), French and Indian War (1754-1763), Northwest Indian Wars (late 1700s-War of 1812), Seminole Wars (Era of Good Feelings), Indian Removal Act (Andrew Jackson; 1830s) and subsequent Trail of Tears. Railroad expansion (Pacific Railway Act, 1862) and the transcontinental railroad which connected east to west along with increased homesteaders (Homestead Act, 1862) led to increased westward migration and increased conflict with American Indians (especially after gold was discovered... i.e. Black Hills; Sioux). Indian policies in the Gilded Age consisted mainly of the Indian reservation system, destruction of the buffalo, outlawing of the Ghost Dance, and the Dawes Act. Reservations were land reserved for tribes and subsidized by the federal government. The Dawes Act of 1887 was a policy of forced assimilation or "Americanization." For example, the act forced "tribes" to be replaced with individual ownership law and migratory hunting replaced with farming. "Good little Indians" who assimilated would earn citizenship.</p> <p>EXPLANATIONS OF POLITICAL ISSUES, DEVELOPMENT, AND CHANGES IN THE GILDED AGE</p> <p>Throughout American history, American Indians were periodically and systematically pushed westward by colonists then Americans. During the Gilded Age, U.S. troops engaged in a series of Indian Wars which were basically a competition for land and resources in the Great Plains. General George Custer lost at the Battle of Little Big Horn (Custer's Last Stand), but overwhelming it was the American Indians who lost. Wounded Knee was the last significant attempt by the Indians to secure territory, after which time (in 1890) the frontier was closed and the reservation system in place. Indian territory in the West was reduced from 250 million acres to 50 million acres.</p> <p>ADDITIONAL INFORMATION and ANALYSIS OF CHANGE OVER TIME</p> <p>American Indian Citizenship Act of 1924...</p> <p>Indian Reorganization Act of 1934...</p>

Continued from previous page, refer to directions for questions #2 on page 3...

T.E.K.S. (3) History. The student understands the political, economic, and social changes in the U.S. from 1877 to 1898.
 (A) analyze political issues such as the growth of **political machines** and **civil service reform**
 (C) analyze social issues affecting **immigrants & urbanization**
 (D) describe the optimism of the many **immigrants** who sought a better life in America.
 (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
 (C) explain how foreign policies affected economic issues such as the **Chinese Exclusion Act of 1882**

(13) Geography. The student understands the causes and effects of **migration and immigration** on American society.

Key Terms & Examples	Definitions and explanations of POLITICAL issues, developments, and changes in the Gilded Age
<p>Industrialization</p> <p>Political Machines</p> <p>Tweed Ring, "Boss" Tweed," Tammany Hall</p> <p>Migration</p> <p>Immigration</p> <p>Chinese Exclusion Act of 1882</p> <p>Thomas Nast</p> 	<p>DEFINITIONS</p> <p>A political machine was an undemocratic, corrupt, mob-style city government. These machines controlled city politics, government, elections, jobs, etc. Immigrants (new immigrants) from Southern and Eastern Europe flocked to Northern cities and Asian immigrants flocked the West Coast. Nativism, fear of immigrants and anti-immigrant sentiment was high in both regions. Migrants included farmers moving from the West to the Northern cities looking for jobs.</p> <p>EXPLANATIONS OF POLITICAL ISSUES, DEVELOPMENT, AND CHANGES IN THE GILDED AGE</p> <p>William Marcy Tweed was one of the most notorious leaders of a political machine (Tammany Hall in New York City). Although machines often provided important services to residents in exchange for votes, machines took bribes, kickbacks, and stole millions. Political machines illustrated the challenge of transitioning from rural to urban, agricultural to industrial, (internal migration) and old to new immigrants (immigration). Overcrowded tenements filled with unskilled workers desperate for help finding jobs or getting clean water were served by the machines in exchange for votes. Rapid urbanization created many problems such as sewage and garbage, and machines did deal with many of those issues. Some machines were led by old immigrants (Irish who had overcome nativist limitations to seize control of neighborhoods then cities) serving new immigrants (Southern and Eastern Europeans). Chinese immigrants were mainly on West coast and nativist sentiments led to the Chinese Exclusion Act.</p> <p>ADDITIONAL INFORMATION and ANALYSIS</p> <p>Thomas Nast was a popular cartoonist who captured the corruption of Tweed in many cartoons (such as the one pictured here) which ended up exposing him and bringing him down off out of power – arrested off.</p> <p>Migration to the cities was fueled by industrial jobs and growth of bonanzas and corporate farms which made it difficult for the small farmer to survive. Immigration to the United States was fueled by industrial jobs (economic opportunity) and freedom. Immigrants faced difficult journey in overcrowded boats, processing through Ellis Island, nativism, ghettos, but they embraced the opportunity and their children were Americanized.</p>
<p>Civil Service Reform</p> <p>Pendleton [Civil Service] Act</p> <p>Civil Service Commission</p> <p>James Garfield</p> <p>Chester Arthur</p>	<p>DEFINITIONS</p> <p>Civil Service Reform sought to reduce spoils and patronage with qualified people with skill, experience, or education that would enable them solve the problems of an increasingly complex, urban, industrial society.</p> <p>EXPLANATIONS OF POLITICAL ISSUES, DEVELOPMENT, AND CHANGES IN THE GILDED AGE</p> <p>The Spoils System or Party Patronage had been a political issue going back to the Antebellum Era, and during the Gilded Age the government finally began to tackle the issue with Civil Service Reform in the Pendleton Act which required approximately 10% of government jobs to require an examination (administered by the Civil Service Commission) to qualify. This percentage increased over time and emphasized the growing movement/sentiment that leaders should be skilled, not just rewarded for party loyalty or for who they knew.</p> <p>ADDITIONAL INFORMATION and ANALYSIS</p>

FOOD FOR THOUGHT: Theodore Roosevelt became the Civil Service Commissioner in 1889. He famously said, "government jobs belong to the American people, not politicians..." What does this *progressive* stand foreshadow? To what extent was a *commission* system a turning point in politics?

Continued from previous page, refer to directions for questions #2 on page 3...

- T.E.K.S. (3) History. The student understands the political, economic, and social changes in the U.S. from 1877 to 1898.
- (A) analyze political issues such as the beginnings of **Populism**
 - (B) describe economic issues such as **farm issues** and the **cattle industry** boom,
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
- (B) describe the changing relationship between the federal government and private business, including the costs and benefits of **laissez-faire**, [and] the **Interstate Commerce Act**...
- (5) History. The student understands the effects of reform and **third-party movements** in the early 20th century.
- (C) evaluate the impact of third parties, including the **Populist party**.

Key Terms & Examples	Definitions and explanations of POLITICAL issues, developments, and changes in the Gilded Age
<p>Populism</p> <p>Farm issues</p> <p>Cattle industry</p> <p>The Grange</p> <p>Granger Laws</p> <p><i>Munn v Illinois</i></p> <p><i>Wabash v Illinois</i></p> <p>Laissez-faire</p> <p>Interstate Commerce Act of 1887</p> <p>Interstate Commerce Commission</p> <p>Farmer's Alliance</p> <p>Greenback Party</p> <p>Silver Party</p> <p>Labor Unions</p> <p>Knights of Labor</p> <p>People's Party</p> <p>Omaha Platform</p> <p>Election of 1892</p> <p>Election of 1896</p> <p>Cross of Gold Speech</p>	<p>DEFINITIONS</p> <p>The Grange was a movement of western farmers who organized in response to railroad abuses such as unfair pricing and rebates for corporations. They also served as self-help groups where information on seed, fertilizer, and methods could be exchanged. They also formed cooperatives so that they could benefit from buying in bulk discounts. Farm issues also included environmental challenges such as drought or insects and increased competition from corporate forms. Debt plagued most farmers. Cattle ranching swept the West as cattle was plentiful and free-roaming. This led to the long-drive which was eventually cut off by barbed wire. The Farmer's Alliance included the Grange and other self-help groups. The Greenback Party and Silver Party wanted more money (paper money = greenbacks, silver = coinage of silver) in order to achieve inflation which would help them with their debt. Labor Unions sought higher wages, safer working conditions, end to child labor, and short work days (among other things like legal protection to organize). The platform in 1892 (Omaha Platform) summarized their goals and was largely pulled from earlier efforts of the Knights of Labor. Together they formed the People's Party. Laissez-faire means "let men do" and referenced the lack of government oversight, regulation, or interference with the economy.</p> <p>EXPLANATION OF POLITICAL, ECONOMIC, AND SOCIAL ISSUES AND CHANGES IN THE GILDED AGE</p> <p>The Grange succeeded in state Granger Laws which regulated the railroads. At first, the Supreme Court upheld these laws in <i>Munn v Illinois</i>, but those laws were later found unconstitutional in <i>Wabash v Illinois</i>. This sequence of events illustrated a slow challenge to laissez-faire. Populism was a movement consolidating several groups in the Gilded Age who were seeking reform and had little or no result from working within the two-party system. This led to a new third party, the People's Party the Populists. This movement was the roots of Progressivism. Although the People's Party disappeared by the election of 1896, the Democratic Party absorbed many of their issues and the later Progressives, both Democrats and Republicans, embraced much of the populist ideology.</p> <p>ADDITIONAL INFORMATION and ANALYSIS... the Omaha Platform and the legacy of the Populist Party...</p>

3. Analyze the impact of geography on the major events of the Gilded Age.

T.E.K.S. (12) Geography. The student understands the impact of geographic factors on major events.
 (A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains [and] Klondike Gold Rush

Complete the following chart by defining each event and reviewing main facts. Consider the impact of each.

Historical Era, Absolute and Relative	Event With Definition	Human Geography	Physical Geography
		Plains Indians settled here first. The invention of the steel plow made farming easier. The Homestead Act encouraged settlement.	Middle of the country, Extremes in temperatures and climate. (Hot summers, cold winters) Flat, wide open spaces = excellent for farming
		Thousands suffering from an economic depression left their lives behind in the late 1800s seeking fortunes.	Alaska was seen as a large and distant source of raw materials. Valuable resources in Alaska included gold.

4. Explain the push and pull factors leading to immigration, migration, and urbanization.

T.E.K.S. - (13) Geography. The student understands the causes and effects of migration and immigration on American society.
 (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including... western expansion [and] rural to urban migration

Complete the following chart by defining each example of migration. Include era and context in each definition, and review the push/pull factors and consequences of each event.

Event & Definition	Push/Pull Factor	Consequence of Event
Westward Expansion ...	Manifest Destiny was the belief held before the Civil War that America should reach from sea to sea. The west is often seen as an area rich with opportunity for new beginnings. Overcrowding, lack of jobs, financial distress have often pushed people to move West in American History.	The government helped people move West through acts such as the Homestead Act. Westward expansion caused conflict with native populations already living there. The government forcibly removed Indians to reservations to make room for expansion. Innovations such as the railroad made expansion easier.
Rural to Urban migration...	The movement from rural areas to urban centers began with industrialization in US History. As factories grew, so did opportunities to work.	Urbanization has created many challenges: safe, adequate, affordable housing; access to public services and education; high demand for transportation created pollution;

Once you have finished this review, log into Skyward and complete the Period 6 TEKS review quiz.