

CHAPTER 16 ~~/test-bank-give-me-liberty-an-american-history-brief-5e-foner~~ AMERICA'S GILDED AGE, 1870–1890

This chapter concentrates on the history of America's Gilded Age, industrial revolution, and settlement of the West in the late nineteenth century. The chapter emphasizes that as the majority of Americans became wageworkers, the traditional dream of economic independence became obsolete. During the Gilded Age, it became difficult, if not impossible, for Americans to view wage labor as a temporary stop on the road to becoming an independent proprietor or farmer. The industrial revolution depended on the exploitation of the working class but brought tremendous urban growth and created a national market. It also made captains of industry very rich, and in "Voices of Freedom," Andrew Carnegie offers his view on the origins and purposes of his vast fortunes. Farming was transformed too, and the settlement of the West before and after the Civil War brought Mormons in Utah in increasing conflict with natives, settlers, and the federal government. Across the trans-Mississippi West, settlers and U.S. troops displaced the American Indians. Trying to keep their land and freedom, the Indians fought the U.S. Cavalry in a series of wars culminating at Wounded Knee. Chief Joseph unsuccessfully led his people toward Canada, hoping to escape being placed on a reservation. The chapter discusses the politics of the Gilded Age, a period of political stalemate, inaction, and corrupt city machines. Freedom in the Gilded Age is explored, looking closely at Social Darwinism, the concept of "liberty of contract," and the courts' participation in defining freedom during the industrial age. Responding to the hardships of industrialization were the Knights of Labor, labor leader Ira Steward, and various social critics such as Henry George, Edward Bellamy, and Walter Rauschenbusch. An excerpt from Ira Steward's speech "A Second Declaration of Independence" is highlighted in "Voices of Freedom." The chapter concludes with the Haymarket Affair and Henry George's run for New York City mayor, indicating that labor was attempting to become a permanent political force by the end of the Gilded Age.

CHAPTER OUTLINE

- I. Introduction: The Statue of Liberty
- II. The Second Industrial Revolution
 - A. The Industrial Economy
 - 1. By 1913, the United States produced one-third of the world's industrial output.
 - 2. The 1880 census showed for the first time that a majority of the workforce engaged in non-farming jobs.
 - 3. Growth of cities was vital for financing industrialization.
 - a. Great Lakes region
 - B. Railroads and the National Market
 - 1. The railroad made possible what is sometimes called the second industrial revolution.
 - 2. The growing population formed an ever-expanding market for the mass production, mass distribution, and mass marketing of goods.
 - C. The Spirit of Innovation
 - 1. Scientific breakthroughs and technological innovation spurred growth.
 - a. Thomas Edison
 - D. Competition and Consolidation
 - 1. Depression plagued the economy between 1873 and 1897.
 - 2. Businesses engaged in ruthless competition.
 - 3. To avoid cutthroat competition, more and more corporations battled to control entire industries.
 - a. Between 1897 and 1904, 4,000 firms vanished into larger corporations.
 - E. The Rise of Andrew Carnegie
 - 1. In the 1870s, Andrew Carnegie established a steel company using "vertical integration."
 - 2. By the 1890s, Carnegie dominated the steel industry.
 - 3. Carnegie believed in giving back to society, but ran his company with a dictatorial hand.
 - F. The Triumph of John D. Rockefeller
 - 1. John D. Rockefeller dominated the oil industry.
 - a. Horizontal integration
 - 2. Captains of industry versus robber barons
 - G. Workers' Freedom in an Industrial Age
 - 1. For a minority of workers, the rapidly expanding industrial system created new forms of freedom.
 - 2. For most workers, economic insecurity remained a basic fact of life.
 - 3. Between 1880 and 1900, an average of 35,000 workers perished each year in factory and mine accidents, the highest rate in the industrial world.
 - 4. Class divisions became more and more visible.
 - 5. Many of the wealthiest Americans consciously pursued an aristocratic lifestyle.
 - a. Thorstein Veblen on conspicuous consumption
 - 6. The working class lived in desperate conditions.
- III. The Transformation of the West
 - A. A Diverse Region
 - 1. The political and economic incorporation of the American West was part of a global process.
 - 2. The federal government acquired Indian land by war and treaties, administered land sales, and distributed land to farmers, railroads, and mining companies.
 - 3. Western territories took longer than eastern territories to achieve statehood.
 - 4. Federal assistance led to irrigation, dams, and large-scale commercial farming in the twentieth-century West.
 - B. Farming in the Trans-Mississippi West
 - 1. More land came into cultivation during the thirty years after the Civil War than during the previous two and a half centuries of American history thanks, in part, to the Homestead Act.
 - 2. Wheat and corn farming empires emerged on the Middle Border.
 - 3. Farming was difficult and much of the burden fell to women.
 - 4. "Bonanza farms" covered thousands of acres.
 - 5. Small farmers became increasingly oriented to national and international markets.
 - 6. The future of western farming ultimately lay with giant agricultural enterprises, as seen in California.
 - C. The Cowboy and the Corporate West
 - 1. Cowboys became symbols of a life of freedom on the open range.
 - 2. By the mid-1880s, farmers enclosed more and more of the open range and moved cattle operations close to rail connections.
 - 3. Many western industries fell under the sway of companies that mobilized eastern and European investment in order to

introduce advanced technology.

D. The Chinese Presence

1. After the Civil War, Chinese immigrants began to arrive in the West as families.
2. Chinese immigrants worked in a variety of western industries including mining, agriculture, and manufacturing.
3. Immigrants kept in touch with relatives and events in China through letters and magazines from home.

E. Conflict on the Mormon Frontier

1. Western settlement eroded the isolation of the Mormon religious utopia in Utah.
2. The forceful removal of territorial governor Brigham Young ushered in a period of tension between Mormon families, natives, and settlers.
3. This conflict reached a high point in the Mormon slaughter of over 100 settlers in the Mountain Meadows Massacre.
4. After the Civil War, Mormon leaders sought to reduce tensions with the federal government.
5. Although Mormon leaders banned the practice of polygamy, it persisted in isolated areas.

F. The Subjugation of the Plains Indians

1. The incorporation of the West into the national economy spelled the doom of the Plains Indians and their world.
2. As settlers encroached on Indian lands, bloody conflict between the army and Plains tribes began in the 1850s and continued until 1890.
3. Numbering 30 million in 1800, buffalo were nearly extinct due to hunting and army campaigns by 1890.

G. "Let Me Be a Free Man"

1. The Nez Percé were chased over 1,700 miles before surrendering in 1877.
2. Chief Joseph spoke of freedom before a distinguished audience in 1879.
3. Defending their land, Sioux and Cheyenne warriors attacked Custer at Little Big Horn.

H. Remaking Indian Life

1. In 1871, Congress eliminated the treaty system that dated back to the Revolutionary era.
 - a. Indian boarding schools

I. The Dawes Act and Wounded Knee

1. The crucial step in attacking tribalism came in 1887, with the passage of the Dawes Act that broke up Indian tribal lands into small parcels for farming.
2. Indians who accepted the farms and "adopted the habits of civilized life" would become full-fledged American citizens.
3. White settler "land rushes" ensued, and Indians lost 86 million of the 136 million acres of land they had possessed in 1887.
4. Some Indians sought solace in the Ghost Dance, a religious revitalization campaign.
5. On December 29, 1890, government soldiers opened fire on Ghost Dancers encamped on Wounded Knee Creek in South Dakota, killing between 150 and 200 Indians, mostly women and children.

J. Settler Societies and Global Wests

1. The conquest of the American West was part of a global process.
2. Countries like Argentina, Australia, Canada, and New Zealand, as well as the United States, are often called "settler societies," because emigrants from overseas quickly outnumbered and displaced the original inhabitants.
3. In settler societies such as Australia, native peoples were subjected to cultural reconstruction similar to policies in the United States.

K. Myth, Reality, and the Wild West

1. Despite the spread of farms, mines, and cities, a new image of the West emerged after the Civil War—one of a lawless "Wild" ruled by cowboys and Indians.
2. "Buffalo Bill's Wild West Show" became the most important populizer of this idea.
3. Popular entertainment imagined the West as a place of adventure, uncorrupted by civilization.
4. The real West included farm families, labor conflict, the federal government, and racial and ethnic diversity.

IV. Politics in a Gilded Age

A. The Corruption of Politics

1. Americans during the Gilded Age saw their nation as an island of political democracy in a world still dominated by undemocratic governments.
2. Political corruption was rife.
3. Urban politics fell under the sway of corrupt political machines.
 - a. Boss Tweed
4. Corruption existed at the national level too.
 - a. Crédit Mobilier

B. The Politics of Dead Center

1. Every Republican candidate for president from 1868 to 1900 had fought in the Union army.
 - a. Union soldiers' pensions
2. Democrats dominated the South and Catholic votes.
3. The parties were closely divided and national elections very close.
4. In some ways, American democracy in the Gilded Age seemed remarkably healthy.

C. Government and the Economy

1. The nation's political structure proved ill equipped to deal with the problems created by the economy's rapid growth.
 - a. Tariff policy was debated.
 - b. Return to gold standard in 1879
 2. Republican economic policies strongly favored the interests of eastern industrialists and bankers.
- D. Reform Legislation
1. The Civil Service Act of 1883 created a merit system for federal employees.
 2. Congress established the Interstate Commerce Commission (ICC) in 1887.
 3. Passed in 1890, the Sherman Antitrust Act banned practices that restrained free trade, but was also used to prohibit unions.
- E. Political Conflict in the States
1. State governments expanded their responsibilities to the public.
 2. Farmers responded to railroad policies by organizing the Grange.
 3. Some states passed eight-hour-day laws.
- V. Freedom in the Gilded Age
- A. The Social Problem
1. As the United States matured into an industrial economy, Americans struggled to make sense of the new social order.
 2. Many Americans sensed that something had gone wrong in the nation's social development.
- B. Social Darwinism in America
1. Charles Darwin put forth the theory of evolution, whereby plant and animal species best suited to their environment took the place of those less able to adapt.
 2. Social Darwinism argued that evolution was as natural a process in human society as it was in nature and that government must not interfere.
 3. Failure to advance in society was widely thought to indicate a lack of character.
 4. The Social Darwinist William G. Sumner believed that freedom required frank acceptance of inequality.
- C. Liberty of Contract and the Courts
1. Central to the "negative" definition of freedom of limited government and an unrestrained free market was the idea of contract.
 2. The courts viewed state regulation of business as an insult to free labor.
 3. The courts generally sided with business enterprises that complained of a loss of economic freedom.
 4. *Lochner v. New York* voided a state law establishing ten hours per day or sixty per week as the maximum hours of work for bakers, claiming that it infringed on individual freedom.
- VI. Labor and the Republic
- A. "The Overwhelming Labor Question"
1. The 1877 Great Railroad Strike demonstrated that there was an overwhelming labor question.
- B. The Knights of Labor and the "Conditions Essential to Liberty"
1. The Knights of Labor organized all workers to improve social conditions.
 2. Labor raised the question of whether meaningful freedom could exist in a situation of extreme economic inequality.
- C. Middle-Class Reformers
1. Alarmed by fear of class warfare and the growing power of concentrated capital, social thinkers offered numerous plans for change.
 2. Many books proposed optimistic remedies for the unequal distribution of wealth.
 3. Henry George's *Progress and Poverty* offered the solution of the "single tax."
 4. Lawrence Gronlund's *Cooperative Commonwealth* was the first book to popularize socialist ideas for an American audience.
 5. In *Looking Backward*, Edward Bellamy insisted that freedom was a social condition resting on interdependence, not on autonomy.
- D. Protestants and Moral Reform
1. A "Christian lobby" of mainstream Protestants sought political answers to the moral dilemmas they observed as a result of labor strife and urbanization.
 2. The Women's Christian Temperance Union and others moved from "moral suasion" to a campaign for federal legislation outlawing the consumption of alcohol.
 3. Prostitution, gambling, birth control, and polygamy were other behaviors these moral reformers fought.
 4. Protestants of a new "Bible Belt" joined the campaign for federal regulation of individual morality, breaking with the white southern states' rights tradition.
 5. Mann Act of 1910
- E. A Social Gospel
1. Walter Rauschenbusch insisted that freedom and spiritual self-development required an equalization of wealth and power and that unbridled competition mocked the Christian ideal of brotherhood.
 2. Social Gospel adherents established mission and relief programs in urban areas.
- F. The Haymarket Affair
1. On May 1, 1886, some 350,000 workers in cities across the country demonstrated for an eight-hour day.

2. A riot ensued after a bomb killed a policeman on May 4.
 3. Employers took the opportunity to paint the labor movement as a dangerous and un-American force prone to violence and controlled by foreign-born radicals.
 4. Seven of the eight men accused of plotting the Haymarket bombing were foreign-born.
- G. Labor and Politics
1. Henry George ran for mayor of New York in 1886 on a labor ticket.
 2. The events of 1886 suggested that labor might be on the verge of establishing itself as a permanent political force.

SUGGESTED DISCUSSION QUESTIONS

- Students often believe that the United States suffered through a Great Depression only in the 1930s. Ask them to discuss the effects of the first great depression between 1873 and 1897. What caused it? How did labor respond?
- How does the emergence of the Ghost Dance reflect the experiences of the Indians? What was the significance of Wounded Knee?
- Read Andrew Carnegie's essay on wealth in "Voices of Freedom," and explain his argument. How did the freedoms of the wealthy compare with the freedoms of the poor?
- Read Ira Steward's speech in "Voices of Freedom," and explain his argument. How did he employ the concept of freedom?
- Explain the reasoning behind the Supreme Court's rulings in regard to industry. How was the Court defining freedom?
- How did the nature of work and the composition of the workforce change during the Gilded Age?
- What factors contributed to the rise of the labor movement in the nineteenth century?
- How did agriculture change in the late nineteenth century?
- Considering the experiences of Mormons and Ghost Dancers at Wounded Knee, how did America, as a nation, handle religious freedom in this time period?
- Compare the utopian/socialist movement of the late nineteenth century to the utopian movement of the 1840s, when societies sprang up attempting to create a perfect community. What was each responding to?
- During the Gilded Age, the nature of work and the composition of the workforce changed in dramatic ways. How did American workers respond to these changes? How did they seek to change and gain some control over their working lives?

SUPPLEMENTAL WEB AND VISUAL RESOURCES

The West

www.pbs.org/weta/thewest/

The West is an eight-part PBS documentary series. The website includes selected documentary materials, archival images and commentary, and links to background information and other Web resources.

Encyclopedia of the Great Plains—Bonanza Farms

<http://plainshumanities.unl.edu/encyclopedia/doc/egp.ag.013>

This page provides more information on the phenomenon of bonanza farming and connects this practice with other important concepts of Great Plains history.

1876 Centennial Exhibition

<http://www.library.phila.gov/cencol/>

Officially called the International Exhibition of Arts, Manufactures, and Products of the Soil and Mine, this exhibition showcased the ingenuity of the day. Artifacts, letters, newspaper articles, and photographs are all highlighted on this site.

Andrew Carnegie

www.pbs.org/wgbh/amex/carnegie/

From the PBS series *The American Experience*, "The Richest Man in the World: Andrew Carnegie" chronicles the life of one of the most infamous of America's captains of industry.

John D. Rockefeller

www.pbs.org/wgbh/amex/rockefellers/index.html

The American Experience film *The Rockefellers* covers the entire span of generations, but Volume 1 has useful information on the patriarch and his wife. The site also has a helpful teacher resource guide, as well as the expected resources from PBS.

Chief Joseph

www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm

The West (full site listed above), an eight-part documentary series from PBS, has valuable resources at this site. It includes a biography of Chief Joseph and cites a variety of his speeches.

Wounded Knee

www.woundedkneemuseum.org/index.htm

This is the site of Wounded Knee Museum. Enter the site and enter another world. It offers chronologies, biographies, links, resources for educators, information about the Lakotas today, and an audiovisual introduction that is gripping.

Buffalo Tales: The Near-Extinction of the American Bison

<http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/buffalo.htm>

This link leads to the National Humanities Center. Teacher Serve: An Interactive Curriculum Enrichment Service for Teachers. This site offers an overview essay by historian Shepard Krech III on the extermination of the bison and a range of resources: discussion questions, primary sources, and additional online resources.

California

www.californiahistory.net/

You can explore the growth of California after the Civil War on this site, which offers free publications, information on exhibitions, and resources for original research.

California as I Saw It

<http://memory.loc.gov/ammem/cbhtml/>

This site offers first-person narratives in the form of diaries, descriptive guidebooks, and reminiscences from 1849 to 1900.

The Gilded and the Gritty: America, 1870–1912

www.nhc.rtp.nc.us/pds/gilded/gilded.htm

The National Humanities Center, Toolbox Library, has recently added this era to its collection. You can find documents, art, essays, teacher resources, seminar questions, online resources, and more.

Indian Peoples of the Northern Great Plains

www.lib.montana.edu/digital/nadb/

This site offers primary source material on the Plains Indian cultures, drawn from a range of libraries and institutions.

The Dramas of Haymarket

<http://www.chicagohistory.org/dramas/>

Created by the Chicago Historical Society and Northwestern University, this site includes selected materials from the Chicago Historical Society's Haymarket Affair Digital Collection.

History of the American West, 1860–1920

<http://memory.loc.gov/ammem/award97/codhtml/hawphome.html>

This Library of Congress website displays over 30,000 photographs from the holdings of the Western History and Genealogy Department at Denver Public Library, illuminating aspects of the history of the American West.

SUPPLEMENTAL PRINT RESOURCES

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- Thomas, John. *Alternative America: Henry George, Edward Bellamy, Henry Demarest Lloyd and the Adversary Tradition*. Cambridge, MA: Harvard University Press, 1983.
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Wilson, Jackson R. "Experience and Utopia: The Making of Edward Bellamy's *Looking Backward*." *Journal of American Studies* 11, no. 1 (1977): 45–60.

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Young, David. *The Iron Horse and the Windy City: How Railroads Shaped Chicago*. DeKalb: Northern Illinois University Press, 2005.

TEST BANK

Learning Objectives

1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.
2. Discuss how the West was transformed economically and socially in this period.
3. Determine whether the Gilded Age political system was effective in meeting its goals.
4. Illustrate how the economic development of the Gilded Age affected American freedom.
5. Describe how reformers of the period approached the problems of an industrial society.

Multiple Choice

1. All of the following factors contributed to explosive economic growth during the Gilded Age EXCEPT:
 - a. availability of capital for investment.
 - b. a growing supply of labor.
 - c. abundant natural resources.
 - d. low tariffs.
 - e. federal land grants to railroads.

ANS: D TOP: Economic Development | The Second Industrial Revolution DIF: Difficult

REF: p. 480–481 MSC: Understanding

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

2. By 1890, the majority of Americans:
 - a. worked as farmers.
 - b. worked as independent craftsmen.
 - c. worked in the mining industry.
 - d. were moving into the middle class.
 - e. worked for wages.

ANS: E TOP: Social History | The Industrial Economy DIF: Moderate REF: p. 478

MSC: Remembering OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

3. The second industrial revolution was marked by:
 - a. a return to handmade goods.
 - b. a more equalized distribution of wealth.
 - c. the rapid expansion of industry across the South.
 - d. the acceleration of factory production and increased activity in the mining and railroad industries.
 - e. a decline in the growth of cities.

ANS: D TOP: Economic Development | The Industrial Economy DIF: Easy REF: p. 478

MSC: Understanding OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

4. How did the expansion of railroads accelerate the second industrial revolution in America?
 - a. The division of time into four zones allowed businesses to communicate by telegraph for the first time.
 - b. Railroads created a true national market for U.S. goods.
 - c. Large banks were now able to locate in western railroad towns.
 - d. The adoption of a standard railroad gauge made private and federal land grants more available.

ANS: B TOP: Economic Development | Railroads and the National Market DIF: Moderate

REF: p. 479 MSC: Understanding OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

5. Why did new products like Ivory Soap and Quaker Oats symbolize the continuing integration of the economy in America's Gilded Age?
 - a. They were consumer products manufactured with new technologies.

- b. These products catered particularly to the appetites and desires of new immigrants.
- c. These products were exemplary for the way in which mass consumption raised everyone's living standards.
- d. These products were national brands, sold everywhere across the United States thanks to the expanding railroad network.
- e. These products were examples of how Gilded Age technologies helped develop the sustainable use of materials.

ANS: D TOP: Economic Development | Railroads and the National Market DIF: Difficult

REF: p. 479 MSC: Analyzing OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

6. Thomas Edison:
- a. invented the typewriter.
 - b. was a governor of New Jersey.
 - c. pioneered the use of the telephone.
 - d. was a railroad owner.
 - e. invented, among other things, a system for generating and distributing electricity.

ANS: E TOP: Economic Development | The Spirit of Innovation DIF: Easy REF: p. 480

MSC: Remembering OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

7. Why did railroad companies and other businesses form "pools" during the American Gilded Age?
- a. They wanted to cut each other out from the market.
 - b. They hoped to escape the chaos of market forces by fixing prices with their competitors.
 - c. They hoped to gather enough capital in a pool in order to buy out their largest and most dangerous competitor.
 - d. They wanted to share their assets in order to maintain liquidity in times of financial panic.
 - e. They were sharing patents for new technologies in the railroad industry.

ANS: B TOP: Economic Development | Competition and Consolidation DIF: Difficult

REF: p. 480–481 MSC: Understanding

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

8. One significant economic impact of the second industrial revolution was:
- a. a more stable economy.
 - b. frequent and prolonged economic depressions.
 - c. higher prices.
 - d. a more equitable distribution of wealth.
 - e. the introduction of socialism.

ANS: B TOP: Economic Development | Competition and Consolidation DIF: Difficult REF: p. 481

MSC: Analyzing OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

9. Andrew Carnegie and John D. Rockefeller:
- a. faced no criticism for their business practices.
 - b. led the way in social reform.
 - c. advocated government regulation of business.
 - d. built up giant corporations that dominated their respective markets.
 - e. were both immigrants.

ANS: D TOP: Economic Development | The Rise of Andrew Carnegie | The Triumph of Rockefeller

DIF: Easy REF: pp. 481–82 MSC: Applying

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

10. What criticism did Henry Demarest Lloyd leverage against Rockefeller's Standard Oil in *Wealth against Commonwealth* (1892)?
- a. Rockefeller's oil corporation was excessively competitive.
 - b. Standard Oil was overcharging end-consumers of their products.
 - c. Standard Oil was employing more foreigners than Americans.
 - d. Rockefeller's corporation was violating regulations at the New York stock market.
 - e. Standard Oil was undermining fair competition in the marketplace.

ANS: E TOP: Cultural History | The Triumph of Rockefeller DIF: Difficult REF: p. 482

MSC: Understanding OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

11. How were skilled workers able to secure new freedoms for themselves in rapidly expanding industries?

- a. Their knowledge allowed them to control the production process and the training of apprentices.
- b. They had the ability to advance to managerial positions and from there into the executive boardrooms of big industry.
- c. They were able to market their skills by training young apprentices in exchange for high fees.
- d. The ownership and control over their shops and tools made their trades unattractive for industrial competition.
- e. Skilled workers tended to be more radical and used strikes and violent uprisings to secure better wages.

ANS: A TOP: Economic Development | Social History | Workers' Freedom in an Industrial Age

DIF: Difficult REF: p. 483 MSC: Analyzing

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

12. An example of what the economist and social historian Thorstein Veblen meant by "conspicuous consumption" is:
- a. Mrs. Bradley Martin's costume ball.
 - b. an immigrant's purchase of bread.
 - c. the free services handed out by social reformers.
 - d. John D. Rockefeller's purchase of a competing company.
 - e. the social welfare services of European nations like Germany.

ANS: A TOP: Cultural History | Social History | Workers' Freedom in an Industrial Age

DIF: Difficult REF: p. 483 MSC: Applying

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

13. In *How the Other Half Lives*, Jacob Riis:
- a. highlighted the benefits of the second industrial revolution.
 - b. discussed the lives of wealthy Americans.
 - c. focused on the wretched conditions of New York City slums.
 - d. provided a fictional account of life in 1890.
 - e. wrote about captains of industry.

ANS: C TOP: Social History | Workers' Freedom in an Industrial Age DIF: Moderate REF: p. 483

MSC: Remembering OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

14. What did Native Americans have in common with the Zulu of South Africa and the aboriginal people in Australia?
- a. They belonged to some of the most ancient agricultural civilizations in the world.
 - b. They all looked to central governments for protection and assistance in their struggle against white supremacist settlers.
 - c. They found themselves pushed aside by centralizing government trying to control large interior regions.
 - d. They all saw themselves pulled into the vicious debt cycle that accompanied cotton sharecropping.
 - e. Both groups saw such little chance at advancing in civil rights that they resorted to emigration.

ANS: C TOP: Social History | Ethnicity | Global Awareness | A Diverse Region DIF: Difficult

REF: pp. 484–85 MSC: Analyzing OBJ: 2. Discuss how the West was transformed economically and socially in this period.

15. Why did western territories take longer than eastern territories to achieve statehood?
- a. Many easterners were wary of granting statehood until white and non-Mormon settlers counterbalanced the large Latino and Mormon populations.
 - b. Local leaders were hostile to federal involvement in territorial affairs and resisted calls for statehood.
 - c. Long-term warfare with native peoples made the establishment of stable communities difficult for white settlers.
 - d. The Mormon and Latino populations in these areas did not grow rapidly enough to reach the requisite numbers for statehood.

ANS: A TOP: Social History | Political History | A Diverse Region DIF: Difficult REF: p. 485

MSC: Analyzing OBJ: 2. Discuss how the West was transformed economically and socially in this period.

16. The impact of the second industrial revolution on the trans-Mississippi West was:
- a. dramatic as an agricultural empire grew.
 - b. insignificant.
 - c. concentrated in the cities.
 - d. beneficial to Indians.
 - e. significant only for native-born whites.

ANS: A TOP: Economic Development | Farming in the Trans-Mississippi West DIF: Moderate

REF: p. 485 MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

17. Bonanza farms:
- a. were small, self-sufficient farms.
 - b. were the sharecropping farms found in the South.
 - c. typically had thousands of acres of land or more.
 - d. were free homesteads in California.

e. were settled along the railroad lines of the Union Pacific.

ANS: C TOP: Geographic Awareness | Farming In the Trans-Mississippi West DIF: Moderate

REF: p. 486 MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

18. How did expanding agricultural production in places like Argentina and the American West lead to the migration of rural populations to cities?
- Increasing output in the countryside created a new prosperity that allowed rural populations to travel.
 - Since the growing agricultural output attracted ever-larger numbers of immigrants to the countryside, the older generations of rural settlers left for the cities.
 - Increasing output worldwide pushed down the prices of farm products, making it more difficult for farmers to make ends meet.
 - New production methods that were at the heart of growing farm productivity alienated many rural folks familiar with traditional farming practices.
 - Peasants made such tidy profits in agriculture that they could afford to move to cities.

ANS: C TOP: Social History | Ethnicity | Farming in the Trans-Mississippi West DIF: Difficult

REF: p. 485 MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

19. Why was the Hollywood version of the western “cowboy” based more on fantasy than reality?
- Railroad expansion before the Civil War had eliminated the need for “cattle drives” from Texas.
 - Most cowboys were low-paid workers, some of whom even went on strike for higher wages.
 - By the time of the Civil War, most open-range longhorns had been decimated by disease and harsh winters.
 - Clothing such as wide-brimmed hats and boots were twentieth-century inventions of writers and movie producers.

ANS: B TOP: Cultural History | The Cowboy and the Corporate West DIF: Difficult REF: p. 487

MSC: Analyzing OBJ: 2. Discuss how the West was transformed economically and socially in this period.

20. Chinese immigrants to the West:
- were exclusively single men, particularly after the Civil War.
 - concentrated primarily in the Pacific Northwest, where lumber and fishing jobs were plentiful.
 - grew to several million in number by the 1890s, due to the absence of federal immigration quotas.
 - worked in shoe and cigar factories in western cities.

ANS: D TOP: Social History | Ethnicity Global Awareness | The Chinese Presence DIF: Moderate

REF: p. 487 MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

21. Which of the following statements about nineteenth-century Chinese immigrants to the United States is accurate?
- Unlike Europeans, Chinese immigrants were too poor to send letters or money home to relatives.
 - After the completion of the transcontinental railroad in 1869, most Chinese immigrants were unable to find additional work and returned to China.
 - Chinese immigrants rarely worked in western mines after the Civil War thanks to Anglo resentment and the lack of demand for cheap labor.
 - By 1880, 3/4 of Chinese immigrants lived in California, where many worked on farms.

ANS: D TOP: Economic Development Social History | Ethnicity | The Chinese Presence

DIF: Difficult REF: p. 487 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

22. Chief Joseph:
- advocated greater federal control of Indians.
 - starred in a Wild West show.
 - was at the Little Bighorn.
 - supported the reservation system.
 - wanted freedom for his people, the Nez Percé.

ANS: E TOP: Civil Rights | “Let Me Be a Free Man”

DIF: Easy REF: p. 491 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

23. The Indian victory at Little Bighorn:
- was typical at the time.
 - only temporarily delayed the advance of white settlement.
 - brought an end to the hostilities.
 - came after an unprovoked attack by Indians.
 - resulted in no U.S. army casualties.

ANS: B TOP: Civil Rights | “Let Me Be a Free Man” DIF: Moderate REF: p. 491

MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

24. What was the aim of boarding schools for Indians?

- a. To prepare them for reservation life.
- b. To train them in the professional skills necessary to return to the reservations as doctors and teachers.
- c. To convert them to Christianity so that they would become missionaries on the reservations.
- d. To civilize the Indians, making them “American” as whites defined the term.
- e. To prepare them to enlist in the U.S. military.

ANS: D TOP: Ethnicity | Remaking Indian Life

DIF: Moderate REF: p. 492 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

25. According to the authors of the Dawes Severalty Act, what constituted a civilized life for Native Americans in the later nineteenth century?

- a. Skilled work and tenement life in industrial cities.
- b. A hunting and gathering economy and nomadic lifestyle.
- c. Individual property ownership and farming on family plots.
- d. Tribal life and autonomy on the nation’s reservations.
- e. Employment in the tourism industry and public land management.

ANS: C TOP: Political History | Divergent Viewpoints | The Dawes Act and Wounded Knee

DIF: Difficult REF: p. 492 MSC: Analyzing

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

26. The Ghost Dance:

- a. was a religious revitalization campaign among Indians, feared by whites.
- b. was seen as harmless.
- c. was approved by the Bureau of Indian Affairs.
- d. brought Indians and whites together in a cultural celebration.
- e. ushered in a new era of Indian wars.

ANS: A TOP: Cultural History | The Dawes Act and Wounded Knee DIF: Moderate REF: p. 492–93

MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

27. How did the displacement of native peoples in Australia differ from the experience of Indians in the American West?

- a. Aborigines were gathered together into centralized areas set aside by the government.
- b. White diseases decimated Aborigines.
- c. Government policy orchestrated the removal of Aboriginal children from their homes for official adoption by whites.
- d. Aborigines were subject to cultural reconstruction.

ANS: C TOP: Ethnicity | Civil Rights | Global Awareness | Settler Societies and Global Wests

DIF: Moderate REF: p. 496 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

28. William Cody:

- a. invented a form of public entertainment called vaudeville.
- b. created a “Wild West” show that toured the United States and Europe.
- c. was defeated at the Battle of the Little Bighorn.
- d. never traveled west of the Mississippi River.

ANS: B TOP: Cultural History | Myth, Reality, and the Wild West DIF: Easy REF: p. 497

MSC: Remembering OBJ: 2. Discuss how the West was transformed economically and socially in this period.

29. Which of the following was included in theatrical and dime novel depictions of the American West?

- a. The role of the federal government in the region’s development.
- b. Labor conflicts in western mines.
- c. The growth of cities in the Pacific northwest.
- d. Amazing feats of skilled horseback riding, roping, and shooting.

ANS: D TOP: Geographic Awareness | Cultural History | Myth, Reality, and the Wild West

DIF: Moderate REF: p. 497 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

30. Nineteenth-century Americans imagined the “Wild West” as all of the following EXCEPT:

- a. a distant, timeless place, uncorrupted by civilization.
- b. isolated farms, where men and women carved out difficult lives on the Great Plains.

- c. a violent frontier recounted through dime novels and prolific newspaper stories.
- d. a spectacle of adventure as portrayed by vaudeville shows featuring famous battle reenactments and real Indian warriors.

ANS: B TOP: Geographic Awareness | Cultural History | Myth, Reality, and the Wild West

DIF: Moderate REF: p. 497 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

31. Why was William Tweed so popular with the city's immigrant poor?
- a. He was willing to speak truth to power.
 - b. He fought hard for more liberal immigration laws.
 - c. He had provided food, fuel, and patronage to them in exchange for their votes.
 - d. He uncovered much of the corruption in the city of New York and introduced crucial political reforms.
 - e. He himself was a recent immigrant with roots in German proto-socialist movements.

ANS: C TOP: Social History | Political History | The Corruption of Politics DIF: Moderate

REF: p. 498–99 MSC: Understanding

OBJ: 3. Determine whether the Gilded Age political system was effective in meeting its goals.

32. Elections during the Gilded Age:
- a. suffered from low voter turnout.
 - b. brought an end to Democratic control of the South.
 - c. were closely contested affairs.
 - d. suffered from a lack of party loyalty among voters.
 - e. were generally quiet affairs with few rallies or speeches.

ANS: C TOP: Political History | The Politics of Dead Center DIF: Moderate REF: p. 499

MSC: Understanding OBJ: 3. Determine whether the Gilded Age political system was effective in meeting its goals.

33. Which of the following most accurately describes the relationship between the government and the economy in the Gilded Age?
- a. State and local governments diminished in scope and purpose, as the federal government extended its control of business and banking regulation.
 - b. The rise of the Republican Party in national politics signaled new growth in the national government and a new commitment to break up monopolies.
 - c. Politicians of both major parties favored business and banks and supported a reduction in the money supply and a return to the gold standard.
 - d. Western state governments lobbied to block new tariffs that would raise the price of manufactured goods and bankrupt farmers.

ANS: C TOP: Political History | Economic Development | Government and the Economy

DIF: Difficult REF: p. 500 MSC: Analyzing

OBJ: 3. Determine whether the Gilded Age political system was effective in meeting its goals.

34. The Civil Service Act of 1883:
- a. created a merit system for government workers.
 - b. favored candidates with political influence.
 - c. was passed in response to the assassination of President Lincoln.
 - d. applied only to women.
 - e. applied only to elected officeholders.

ANS: A TOP: Political History | Reform Legislation

DIF: Difficult REF: p. 500–501 MSC: Remembering

OBJ: 3. Determine whether the Gilded Age political system was effective in meeting its goals.

35. The Interstate Commerce Commission was established in 1887 to:
- a. distribute land allocations to railroad companies.
 - b. standardize the transportation of animal feed between states.
 - c. oversee state taxes.
 - d. regulate railroad gauge size.
 - e. ensure that railroads charged farmers and merchants reasonable and fair rates.

ANS: E TOP: Political History | Economic Development | Reform Legislation DIF: Moderate

REF: p. 501 MSC: Remembering OBJ: 3. Evaluate the effectiveness of the Gilded Age political system in meeting its goals.

36. Which of the following properly assesses the significance of the passage of the Sherman Anti-Trust Act in 1890?
- a. The passage of the law was a Republican triumph in an era of Democratic dominance.
 - b. The law triggered an avalanche of frivolous lawsuits that would tarnish the reputation of anti-monopolists for years.
 - c. The law was so finely grained and complicated that few prosecutors in the country dared to apply it.

- d. The law established a precedent that the national government could regulate the economy in the interest of the public good.
- e. The law had the unintended consequence of empowering unions and socialist organizations.

ANS: D TOP: Political History | Reform Legislation

DIF: Difficult REF: p. 501 MSC: Evaluating

OBJ: 3. Determine whether the Gilded Age political system was effective in meeting its goals.

37. The Grange was an organization that:
- a. pushed for the eight-hour day.
 - b. sought to raise railroad rates.
 - c. opposed government regulation of shipping charges.
 - d. pushed for railroads to acquire more land in the West.
 - e. established cooperatives for storing and marketing farm output.

ANS: E TOP: Social History | Political History | Political Conflict in the States DIF: Moderate

REF: p. 501 MSC: Understanding OBJ: 3. Determine whether the Gilded Age political system was effective in meeting its goals.

38. The new social order of the Gilded Age:
- a. prompted public discussion of class differences and debate among workingmen and farmers over political economy.
 - b. ensured ongoing labor strife and deepening distrust between employees and employers.
 - c. divided CEOs and stockholders into pro-labor and anti-labor camps.
 - d. A and B
 - e. B and C

ANS: D TOP: Social History | The Social Problem

DIF: Difficult REF: p. 502 MSC: Understanding

OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom.

39. Which statement about the theory of Social Darwinism is FALSE?
- a. The theory borrowed language from Charles Darwin.
 - b. The theory argued that evolution was as natural a process in human society as in nature and that government must not interfere.
 - c. The theory argued that failure to advance in society indicated a lack of character.
 - d. The theory argued that freedom required frank acceptance of inequality.
 - e. The theory argued that the “deserving poor” only included children.

ANS: E TOP: Cultural History | Social Darwinism in America DIF: Difficult REF: p. 503

MSC: Evaluating OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom.

40. Which of the following properly compares the United States Supreme Court’s approach to organization in business and labor during the Gilded Age?
- a. Whereas the court rejected the organization of big business on constitutional grounds, it supported workers’ right to organize.
 - b. The court used the Sherman Antitrust Act liberally for the break-up of business and labor organizations.
 - c. While the court applied the Sherman Antitrust Act to break down unions, it proved unwilling to endorse any regulation of big business.
 - d. Understanding the dynamics of the new industrial age, the Supreme Court allowed workers as well as businesses to organize powerful and centralized institutions.
 - e. The Supreme Court refused to apply the Sherman Antitrust Act against unions or business on the grounds that the law itself was unconstitutional.

ANS: C TOP: Social History | Political History | Constitutional History | Liberty of Contract and The Courts DIF: Difficult REF: p. 504

MSC: Applying OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom.

41. The Supreme Court in *Lochner v. New York*:
- a. voided a state law establishing that bakers could work a maximum of sixty hours per week.
 - b. limited the number of hours coal miners worked.
 - c. voided a state law that limited child labor.
 - d. voided a state law that limited the number of hours women could work.
 - e. ruled that “liberty of contract” undermined workers’ rights.

ANS: A TOP: Constitutional History | Liberty of Contract and The Courts DIF: Easy REF: p. 504

MSC: Remembering OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom.

42. Which of the following properly assesses the significance of the Great Railroad Strike of 1877?
- a. The strike signaled the power of labor unions and the beginning of the socialist challenge to American democracy.
 - b. The event highlighted the need for Republicans to address Southern economic inequality, not only racial discrimination.
 - c. The railroad strike signaled the nation’s shift from Southern reconstruction to the question of labor and class tensions.

- d. The strike underlined the rising expectations among industrial workers in times of economic growth and prosperity.
- e. The strike marked the beginning of the end of the railroad industry and prompted the development of the automobile.

ANS: C TOP: Social History | Political History | “The Overwhelming Labor Question”

DIF: Difficult REF: p.509 MSC: Evaluating

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

43. The Knights of Labor:

- a. was an inclusive organization that advocated for a vast array of reforms.
- b. organized only skilled, white, native-born workers.
- c. did not admit women.
- d. never had more than a few hundred members.
- e. cooperated with big business.

ANS: A TOP: Social History | The Knights of Labor and the “Conditions Essential to Liberty”

DIF: Moderate REF: p. 505 MSC: Understanding

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

44. In the late nineteenth century, social thinkers such as Edward Bellamy, Henry George, and Laurence Gronlund offered numerous plans for change, primarily because they were alarmed by a fear of:

- a. class warfare and the growing power of concentrated capital.
- b. increasing power of the executive branch of government and lack of checks and balances.
- c. the rapid migration of African-Americans from the South to the industrial North, and their increased voting power.
- d. the increased numbers of immigrants from southern and eastern Europe who brought dangerous socialist ideas to the masses.
- e. the momentum gained by women in their efforts to win suffrage and other rights in the public realm.

ANS: A TOP: Cultural History | Middle-Class Reformers DIF: Moderate REF: p. 506

MSC: Analyzing OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

45. What did the books of Henry George, Laurence Gronlund, and Edward Bellamy all have in common?

- a. They relied on the new narrative style of science fiction to forecast the decline of the United States.
- b. They all sparked with unique economic observations, but lacked ideas for reform or change.
- c. They all praised the liberty and freedom of the American market economy, yet were all written by immigrants.
- d. They all offered decidedly optimistic remedies for the unequal distribution of wealth.
- e. They all relied heavily on the latest trends in sociological research.

ANS: D TOP: Cultural History | Middle-Class Reformers DIF: Difficult REF: p. 506

MSC: Analyzing OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

46. Henry George offered as a solution for the problem of inequality in America a(n).

- a. low-income housing program.
- b. single tax.
- c. immigration restriction law.
- d. Communist platform.
- e. forced Americanization program.

ANS: B TOP: Social History | Middle-Class Reformers

DIF: Moderate REF: p. 510 MSC: Understanding

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

47. Which of the following properly assesses the direction of the “Christian lobby” in the Gilded Age?

- a. These mainstream protestant reformers looked for structural change.
- b. These Christian political organizations focused primarily on civil rights issues.
- c. The “Christian lobby” sought more to legislate individual morality rather than to improve society.
- d. Activists from the Bible Belt steered clear of hot-button issues like sexual violence or birth control.
- e. Protestant reformers of the Gilded Age typically made common cause with labor unions.

ANS: C TOP: Political History | Protestants and Moral Reform DIF: Difficult REF: p. 507–508

MSC: Analyzing OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

48. The Social Gospel:

- a. was another term for Social Darwinism.
- b. was financed by corporate donations.
- c. was part of the Catholic Church.
- d. called for an equalization of wealth and power.
- e. did not support aid to the poor.

ANS: D TOP: Social History | Cultural History | A Social Gospel DIF: Difficult REF: p. 508

MSC: Analyzing OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

49. How did the American Catholic Church act during the Gilded Age?
- American Catholics grew increasingly apart from their fellow believers in Europe.
 - The American Catholic Church saw a growing number of clergy advocate social justice and reform.
 - Afraid of a schism between wealthy and poor Catholics, the Church instead turned its attention to the defense of marriage and parental control.
 - Overwhelmed by the radicals of largely Catholic Southern European labor organizers, the Church distanced itself from its traditional stand for social justice and equality.
 - Eager to ward off criticisms of “papal rule,” the American Catholic Church denounced the Vatican.

ANS: B TOP: Social History | Cultural History | A Social Gospel DIF: Difficult REF: p. 508

MSC: Understanding OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

50. Which statement about the Haymarket Affair is FALSE?
- A bomb exploded, killing a police officer.
 - The Knights of Labor was directly responsible for the violence that took place at Haymarket.
 - Employers took the opportunity to paint the labor movement as a dangerous and un-American force prone to violence and controlled by foreign-born radicals.
 - Seven of the eight men accused of plotting the Haymarket bombing were foreign born.
 - Laborers were gathered at Haymarket Square to demonstrate for an eight-hour-day.

ANS: B TOP: Social History | The Haymarket Affair

DIF: Moderate REF: p. 509 MSC: Analyzing

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

Matching

TEST 1

- ___ 1. Thomas Edison
- ___ 2. Nicola Tesla
- ___ 3. Andrew Carnegie
- ___ 4. John D. Rockefeller
- ___ 5. William G. Sumner
- ___ 6. Terence Powderly
- ___ 7. Edward Bellamy
- ___ 8. Walter Rauschenbusch
- ___ 9. Chief Joseph
- ___ 10. Sitting Bull
- ___ 11. Jacob Riis
- ___ 12. Henry George

- Social Gospel movement
- steel industrial giant
- Progress and Poverty*
- Knights of Labor
- electric motor
- How the Other Half Lives*
- winner at Little Big Horn
- utopian novelist
- Social Darwinist
- oil industrial giant
- Nez Percé
- inventor

Answer Key: l, e, b, j, i, d, h, a, k, g, f, c

TEST 2

- ___ 1. trusts
- ___ 2. vertical integration
- ___ 3. horizontal integration
- ___ 4. social gospel
- ___ 5. Dawes Act

- ___ 6. conspicuous consumption
- ___ 7. Civil Service Act
- ___ 8. gilded
- ___ 9. Social Darwinism
- ___ 10. Tweed Ring
- ___ 11. *Elk v. Wilkins*
- ___ 12. bonanza farm

- a. merit system for federal employees
- b. believed that equality of wealth was required for freedom
- c. a corrupt political machine
- d. a combination of corporations to establish a monopoly
- e. Indians were not American citizens
- f. buying out one's competitors
- g. controlling every phase of a business
- h. broke up tribal lands
- i. spending money simply to show off wealth
- j. survival of the fittest
- k. covered in gold
- l. covered thousands of acres

Answer Key: d, g, f, b, h, i, a, k, j, c, e, l

True or False

1. The idea for the Statue of Liberty originated as a response to the assassination of Abraham Lincoln.

ANS: T TOP: Global Awareness | Introduction

DIF: Moderate REF: p. 476 MSC: Understanding

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

2. By 1880, a majority of Americans worked in nonfarm activities.

ANS: T TOP: Economic Development | The Industrial Economy DIF: Easy REF: p. 478

MSC: Understanding OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

3. The spread of electricity was essential to industrial and urban growth.

ANS: T TOP: Economic Development | The Spirit of Innovation DIF: Easy REF: p. 480

MSC: Understanding OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

4. The economy surged forward between 1870 and 1890, bringing prosperity and growth with only minor disruptions.

ANS: F TOP: Economic Development | Competition and Consolidation DIF: Easy REF: p. 480

MSC: Remembering OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

5. Both Andrew Carnegie and John D. Rockefeller amassed huge fortunes through vertical integration.

ANS: T TOP: Economic Development | The Rise of Andrew Carnegie | The Triumph of Rockefeller

DIF: Easy REF: pp. 481–82 MSC: Understanding

OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

6. The Morrill Land-Grant Act, passed during the Civil War, prohibited mining and railroad companies from continued use of public lands.

ANS: F TOP: Economic Development | Political History | A Diverse Region DIF: Moderate

REF: p. 485 MSC: Remembering OBJ: 2. Discuss how the West was transformed economically and socially in this period.

7. Male farmers experienced the most hardship on the Great Plains, because farm women did not experience long days in the fields.

ANS: F TOP: Social History | Farming in the Trans-Mississippi West DIF: Moderate REF: p. 486

MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

8. Before the Civil War, most Chinese arrivals in the American West were single men, but by the 1870s, Chinese families had begun

to arrive.

ANS: T TOP: Geographic Issues | Global Awareness | Ethnicity | The Chinese Presence DIF: Moderate

REF: p. 489 MSC: Understanding OBJ: 2. Discuss how the West was transformed economically and socially in this period.

9. The Dawes Act was an extension of the treaty system practiced by the American government since the Revolutionary War.

ANS: F TOP: Political History | The Dawes Act and Wounded Knee DIF: Difficult REF: p. 492

MSC: Analyzing OBJ: 2. Discuss how the West was transformed economically and socially in this period.

10. Racial and ethnic groups added their own elements to the western myth, including celebrating the Mexican-American outlaw, Gregorio Cortez.

ANS: T TOP: Geographic Awareness | Cultural History | Myth, Reality, and the Wild West

DIF: Moderate REF: p. 497 MSC: Understanding

OBJ: 2. Discuss how the West was transformed economically and socially in this period.

11. Voter participation during the Gilded Age was never over 60 percent.

ANS: F TOP: Political History | The Politics of Dead Center DIF: Moderate REF: p. 499

MSC: Remembering OBJ: 3. Evaluate the effectiveness of the Gilded Age political system in meeting its goals.

12. Republican economic policies strongly favored the interests of northern industrialists.

ANS: T TOP: Political History | Government and the Economy DIF: Easy REF: p. 500 MSC: Understanding OBJ: 3. Evaluate the effectiveness of the Gilded Age political system in meeting its goals.

13. William G. Sumner believed that the role of government extended to helping the poor.

ANS: F TOP: Social History | Social Darwinism in America DIF: Moderate REF: p. 503

MSC: Understanding OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom.

14. *Lochner v. New York* voided a state law establishing ten hours per day, or sixty per week, as the maximum hours of work for bakers, claiming that it infringed on individual freedom.

ANS: T TOP: Constitutional History | Liberty of Contract and the Courts DIF: Moderate

REF: p. 504 MSC: Understanding OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom.

15. The Knights of Labor raised the question of whether meaningful freedom could exist in a situation of extreme economic inequality.

ANS: T TOP: Social History | The Knights of Labor and the “Conditions Essential to Liberty”

DIF: Moderate REF: p. 505–506 MSC: Understanding OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

16. *Looking Backward* was the first book to popularize socialist ideas for an American audience.

ANS: F TOP: Cultural History | Middle-Class Reformers DIF: Difficult REF: p. 506

MSC: Understanding OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

17. The Social Gospel movement focused on attacking individual sins such as drinking and Sabbath-breaking.

ANS: F TOP: Social History | A Social Gospel

DIF: Moderate REF: p. 508 MSC: Understanding

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

18. After the Haymarket Affair, employers took the opportunity to paint the labor movement as a dangerous and un-American force prone to violence and controlled by foreign-born radicals.

ANS: T TOP: Social History | The Haymarket Affair

DIF: Easy REF: p. 509 MSC: Understanding

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

19. The events of 1886 suggested that labor might be on the verge of establishing itself as a permanent political force.

ANS: T TOP: Social History | Labor and Politics

DIF: Moderate REF: p. 510 MSC: Understanding

OBJ: 5. Describe how reformers of the period approached the problems of an industrial society.

Short Answer

Identify and give the historical significance of each of the following terms, events, and people in a paragraph or two.

1. Vertical and horizontal integration
2. Henry George
3. Social Darwinism
4. Indian wars
5. Eight-Hour-Day movement
6. Indian citizenship
7. Haymarket Square
8. Dawes Act
9. Social Gospel
10. Liberty of contract
11. Knights of Labor
12. Bonanza farms

Essay Questions

1. What role did the government play in defining, protecting, and/or limiting the liberty of American workers during the Gilded Age?

ANS: Answers will vary. TOP: Social History | Political History | Civil Rights | Workers' Freedom in an Industrial Age | Political Conflict in the States

DIF: Moderate MSC: Analyzing OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

2. Henry Demarest Lloyd wrote in *Wealth against Commonwealth* (1864), "Liberty and monopoly cannot live together." Based on your knowledge of the Gilded Age and the industrial revolution, assess the validity of this statement.

ANS: Answers will vary. TOP: Cultural History | Economic Development | Political History | Competition and Consolidation | The Rise of Andrew Carnegie | The Triumph of Rockefeller

DIF: Moderate MSC: Evaluating OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War.

3. Describe how the industrial revolution created new forms of freedom for some workers while restricting some freedoms for others. How did industrialization affect all workers? Be careful not to generalize.

ANS: Answers will vary. TOP: Social History | Civil Rights | Workers' Freedom in an Industrial Age | Liberty of Contract and the Courts DIF: Moderate

MSC: Analyzing OBJ: 1. Describe the factors that combined to make the United States a mature industrial society after the Civil War. | 4. Illustrate how the economic development of the Gilded Age affected American freedom.

4. Sitting Bull stated, "The life my people want is a life of freedom." Likewise, Chief Joseph simply asked the government for equal rights enshrined by the laws. Describe what freedom meant to the Indians and how that conflicted with the interests and values of most white Americans. Also, explain why white Americans did not allow Indians the opportunity to have American citizenship.

ANS: Answers will vary. TOP: Social History | Civil Rights | The Subjugation of the Plains Indians | "Let Me Be A Free Man" | Remaking Indian Life | The Dawes Act and Wounded Knee DIF: Moderate

MSC: Analyzing OBJ: 2. Discuss how the West was transformed economically and socially in this period.

5. Union leader John Mitchell explained that the court system was guaranteeing liberties that the workers did not want and denying them the liberty that was of real value to them. Explain what he meant by this statement. How were the courts defining liberty and freedom?

ANS: Answers will vary. TOP: Social History | Political History | Civil Rights | Liberty of Contract and the Courts | The Overwhelming Labor Question | The Knights of Labor and the "Conditions Essential to Liberty" DIF: Moderate MSC: Creating OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom. | 5. Describe how reformers of the period approached the problems of an industrial society.

6. How did the labor movement launch a sustained assault on the understanding of freedom grounded in Social Darwinism and in the liberty of contract?

ANS: Answers will vary. TOP: Social History | Political History | Civil Rights | Social Darwinism in America | The Overwhelming Labor Question | The Knights of Labor and the "Conditions Essential to Liberty" | The Haymarket Affair | Labor and Politics

DIF: Moderate MSC: Creating OBJ: 4. Illustrate how the economic development of the Gilded Age affected American freedom. | 5. Describe how reformers of the period approached the problems of an industrial society.

7. The West experienced tremendous growth after the Civil War. Write an essay on the consequences of population growth on the western landscape, looking at farming, livelihoods, the impact of the railroad, the growth of Indian reservations, and the subjugation of Indian peoples.

ANS: Answers will vary. TOP: Social History | Political History | Geographic Issues | A Diverse Region | Farming in the Trans-Mississippi West | The Cowboy and the Corporate West | The Subjugation of the Plains Indians DIF: Difficult MSC: Creating OBJ: 2. Discuss how the West was transformed economically and socially in this period.

8. Compare the motives and methods of the various social reformers active in the Gilded Age. How did the efforts of thinkers such as Henry George, Laurence Gronlund, and Edward Bellamy differ from those of the Protestant and Social Gospel reformers of the period? Were any of these approaches more successful than others? Why, or why not?

ANS: Answers will vary. TOP: Social History | Political History | Cultural History | Middle Class Reformers | Protestants and Moral Reform | A Social Gospel | Labor and Politics DIF: Moderate MSC: Creating | 5. Describe how reformers of the period approached the problems of an industrial society.

9. How did the second industrial revolution transform the economy of the American West? Discuss the specific ways corporations affected economic development in the region, as well as the nature of the work itself, and its impact on western workers.

ANS: Answers will vary. TOP: Economic Development | Social History | Political History | Geographic Issues | A Diverse Region | Farming in the Trans-Mississippi West | The Cowboy and the Corporate West | The Chinese Presence DIF: Difficult MSC: Creating OBJ: 2. Discuss how the West was transformed economically and socially in this period.

10. What might account for the emergence of a mythic “Wild” West during the Gilded Age? Given the rapid post-Civil War expansion of industry beyond the Mississippi River, why would perceptions of a West at once a lawless, but timeless romantic frontier dominated by cowboys and Indians, permeate American popular culture in the late nineteenth century? (In composing your answer, consider the impact of the second industrial revolution.)

ANS: Answers will vary. TOP: Social History | Cultural History | Geographic Issues | A Diverse Region | Farming in the Trans-Mississippi West | The Cowboy and the Corporate West | The Chinese Presence | Myth, Reality, and the Wild West DIF: Difficult MSC: Creating OBJ: 2. Discuss how the West was transformed economically and socially in this period.