

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

***ESSENTIAL TEKS***  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
**CORRELATION TO APUSH UNIT 5**  
**(PERIOD 6 OF APUSH 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. The sample entries are there to MODEL complete, thoughtful entries. Make sure you FOLLOW DIRECTIONS on subsequent pages, and make sure your entries are as thorough as those provided to you.

**On my honor, as an Allen High School student, I will not “divide and conquer,” I will not copy another student’s answers, and I will not provide another student with my answers. I understand that if it is revealed that I completed this assignment dishonestly, I will earn the consequences as outlined in the Honor Code, including but not limited to losing my final exam exemption and serving a 4 hour detention.**

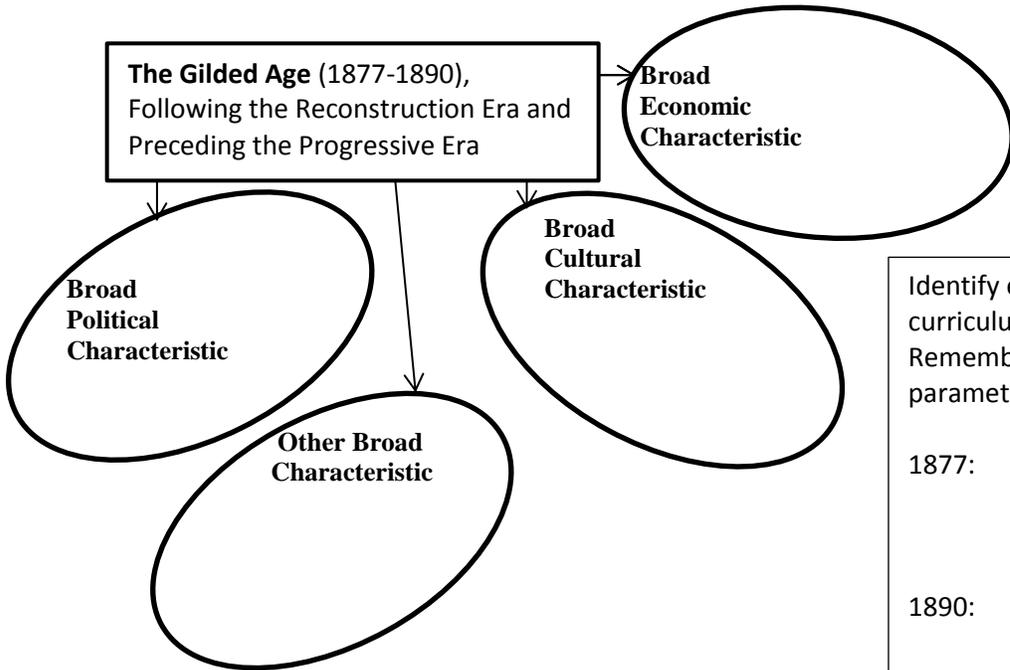
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**Period 6, 1865-1898; Industrialization and the Gilded Age**

**Main Idea for Period 6:** 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.

**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 used by Texas curriculum to define the Gilded Age. Remember these dates are defining the parameters of the era.

1877:

1890:

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 <b>POLITICAL</b> issues, developments, and changes in the Gilded Age
<p><b>Indian Policies</b></p> <p><b>Growth of railroads</b></p> <p><b>Transcontinental Railroad</b></p> <p><b>Pacific Railway Act</b></p> <p><b>Homestead Act</b></p>	<p><b>DEFINITIONS</b></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><b>Reservation system</b></p> <p><b>Custer's Last Stand</b></p> <p><b>Dawes [Severalty] Act</b></p>	<p><b>EXPLANATIONS OF POLITICAL ISSUES, DEVELOPMENT, AND CHANGES IN THE GILDED AGE</b></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><b>Americanization</b></p> <p><b>Buffalo Hunting</b></p> <p><b>Wounded Knee</b></p> <p><b>American Indian Citizenship Act of 1924</b></p> <p><b>Indian Reorganization Act of 1934</b></p>	<p><b>ADDITIONAL INFORMATION and ANALYSIS OF CHANGE OVER TIME</b></p> <p><b>American Indian Citizenship Act of 1924...</b></p> <p><b>Indian Reorganization Act of 1934...</b></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 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 <b>POLITICAL</b> issues, developments, and changes in the Gilded Age
<p><b>Populism</b></p> <p><b>Farm issues</b></p> <p><b>Cattle industry</b></p> <p>The Grange</p> <p>Granger Laws</p> <p><i>Munn v Illinois</i></p> <p><i>Wabash v Illinois</i></p> <p><b>Laissez-faire</b></p> <p><b>Interstate Commerce Act of 1887</b></p> <p>Interstate Commerce Commission</p> <p>Farmer's Alliance</p>	<p><u>DEFINITIONS</u></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><u>EXPLANATION OF POLITICAL, ECONOMIC, AND SOCIAL ISSUES AND CHANGES IN THE GILDED AGE</u></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 [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>Election of 1892</p> <p>Election of 1896</p> <p>Cross of Gold Speech</p>	<p><u>ADDITIONAL INFORMATION and ANALYSIS... the Omaha Platform and the legacy of the Populist Party...</u></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.**

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
	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.
	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;

5. Explain the causation (causes of and effects of) the 1896 Plessy vs Ferguson Supreme Court ruling.

**T.E.K.S. - (3) History. The student understands the political, economic, and social changes in the U.S. from 1877 to 1898.**  
**(21) Government. The student understands the impact of constitutional issues on American society**  
**(A) analyze the effects of landmark U.S. Supreme Court decisions... such as...Plessy v. Ferguson**

Complete the chart below to define and analyze the Plessy case.

Event & Definition	Forces leading to the case and its ruling	Consequence of ruling