

## Henretta Chapter 20 Study Guide

**Key Terms: Identify and explain the SIGNIFICANCE of each of the following:**

1. "Waving the bloody shirt"-

2. Gilded Age-

3. Pendleton Act-

4. Sherman Antitrust Act-

5. Omaha Platform-

6. Free silver-

7. *Lochner v. New York*-

8. Newlands Reclamation Act-

9. Recall-

10. Initiative-

11. Referendum-

12. *Muller v. Oregon*-

13. Talented Tenth-

14. NAACP- (Do more than expand the acronym)

15. Industrial Workers of the World-

16. New Nationalism-

17. Federal Reserve Act-

18. Clayton Antitrust Act-

19. Mary Elizabeth Lease-

20. William Jennings Bryan-

21. Theodore Roosevelt-

22. Louis Brandeis-

23. W.E.B.DuBois-

24. Eugene V.Debs-

**The Big Picture: Each of these prompts significant levels of detail and effort to earn credit. This means you may need to write a paragraph that argues a position with supporting facts or create detailed answers in other creative ways.**

25. The author of this chapter, historian Rebecca Edwards is big on continuity in the Gilded Age and believes it was really a “long Progressive period.” After you have finished reading and working your way through this chapter support or refute her contention above using both facts and analysis.

26. What do you think was the most significant change brought about by the Pendleton Act and why?

27. To what extent and in what ways was the Interstate Commerce Act a departure from laissez-faire economic policies for the federal government?

28. What do you think were the most significant parts of the Populist Party Platform and why? In your answer try to connect the goals of the Populists to modern politics if you can.

29. What was the issue with Gold and Silver money in the Gilded Age? Why was it an issue and what problems did it cause?

30. How were poll taxes and literacy tests used to disenfranchise voters in the South in the context of this time period?

31. Review the inset "Lynching in Texas" on page 647. Pick one question from the caption that disturbs you the most, copy it below, and try to answer it.

32. In what ways did *Lochner v. New York* represent a new interpretation of the 14th Amendment's equal protection clause from its original intent?

33. To what extent did Theodore Roosevelt's handling of an anthracite coal workers strike in 1902 represent a departure from previous laissez-faire presidents? Were his actions significantly different? Moderately different? The same in some ways yet different in others?

34. Compare the civil rights goals and strategies of W.E.B. DuBois with a civil rights leader from the 1950s or 1960s that you feel is the most similar to DuBois. Be specific and detailed in your comparison to practice the skill of synthesis.

35. What were the goals of the “Wobblies” and who did they threaten the established order of the Gilded Age?

36. In what ways did Woodrow Wilson’s administration change how the federal government funded itself?

37. Some have argued that the Clayton Antitrust act was the “Magna Carta” of labor. Why?

38. Is Progressivism still alive in American politics? If so explain why. Ditto if you believe it is not.

| <b>Period 6: 1865-1898</b><br><b>Key Concept 6.1</b>  | <b>Key Concepts</b>  | <b>Use this column to take notes on key facts, ideas, or concepts you can use on the exam.</b> |
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| Related Thematic Learning Objectives (Focus of Exam Questions)  | Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.                       |  |
| POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies. | B) Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations. |  |
| <b>Period 6: 1865-1898</b><br><b>Key Concept 6.3</b>  | <b>Key Concepts</b>  | <b>Use this column to take notes on key facts, ideas, or concepts you can use on the exam.</b> |
| Related Thematic Learning Objectives (Focus of Exam Questions)  | Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.                                |  |
| <b>Period 7: 1890-1945</b><br><b>Key Concept 7.1</b>  | <b>Key Concepts</b>  | <b>Use this column to take notes on key facts, ideas, or concepts you can use on the exam.</b> |
| Related Thematic Learning Objectives (Focus of Exam Questions)  | Key Concept 7.1: Growth expanded opportunity, while economic instability led   |  |

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|  | to new efforts to reform U.S. society and its economic system.   |  |
| POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.   | II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.  |  |
| POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.  | A) Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations. |  |
| GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies. | B) On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.               |  |
| CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.   | C) Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.   |  |

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|  | <p>D) The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.</p> |  |
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