I. THE TRANSCONTINENTAL RAILROADS

A. CONSTRUCTION
1. The first transcontinental railroad was completed in 1869.
2. Five transcontinental railroads were constructed during the nineteenth century.
3. Irish and Chinese workers played key roles in the construction of the transcontinental railroads.

B. CONSEQUENCES FOR THE GREAT PLAINS
1. The railroads played a key role in the near-extinction of the buffalo herds. This dealt a devastating blow to the culture of the Plains Indians.
2. The railroads brought a tidal wave of troops, farmers, miners, and cattlemen to the Great Plains.
3. As the settlers built farms, range-fed cattle rapidly replaced the now decimated buffalo herds.

II. THE TRANSFORMATION OF THE PLAINS INDIANS

A. KEY CAUSES
1. The virtual extermination of the buffalo doomed the Plains Indians’ nomadic way of life.
2. The Plains Indians were ravaged by diseases.
3. The transcontinental railroads transformed the economy of the entire region.
B. PUBLICATION OF CENTURY OF DISHONOR, 1881

1. The book was written by Helen Hunt Jackson.
2. It aroused public awareness of the federal government’s long record of betraying and cheating Native Americans.

C. THE DAWES ACT OF 1887

1. Goals
   - Inspired in part by Century of Dishonor, the Dawes Act was a misguided attempt to reform the government’s Native American policy.
   - The legislation’s goal was to assimilate Native Americans into the mainstream of American life by dissolving tribes as legal entities and eliminating tribal ownership of land.

2. Consequences
   - The Dawes Act ignored the inherent reliance of traditional Indian culture on tribally owned land.
   - By 1900, Indians had lost 50 percent of the 156 million acres they had held just two decades earlier.

   - The forced-assimilation doctrine of the Dawes Act remained the cornerstone of the government’s official Indian policy for nearly half a century.

   - The Indian Reorganization Act of 1934 partially reversed the individualistic approach of the Dawes Act by restoring the tribal basis of Indian life.

D. THE GHOST DANCE

1. The dance was a sacred ritual expressing a vision that the buffalo would return and White civilization would vanish.
2. The army attempted to destroy it at the so-called Battle of Wounded Knee in 1890, fearing that the ceremony would cause an uprising.
3. As many as 200 Indian men, women, and children were killed at the Battle of Wounded Knee.

III. THE FADING FRONTIER

A. A WATERSHED REPORT

1. In 1890, the superintendent of the census reported that for the first time in American history a frontier line no longer existed.

2. The “closing” of the frontier inspired Frederick Jackson Turner to write one of the most influential essays in American history—“The Significance of the Frontier in American History.”

B. AN INFLUENTIAL THESIS

1. Turner argued that the existence of cheap, unsettled land had played a key role in making American society more democratic.
2. The frontier helped shape a distinctive American spirit of democracy and egalitarianism.
3. The frontier acted as a safety valve that enabled Eastern factory workers and immigrants to escape bad economic conditions and find new opportunities.
4. The frontier played a key role in stimulating American nationalism and individualism.
5. Because of the frontier, America did not have a hereditary landed aristocracy.
I. BIG BUSINESS

A. THE CONSOLIDATION OF BIG BUSINESS

1. Vertical integration occurs when a company controls both the production and distribution of its product. For example, Andrew Carnegie used vertical integration to gain control over the U.S. steel industry.

2. Horizontal integration occurs when one company gains control over other companies that produce the same product.

3. By the end of the nineteenth century, monopolies and trusts exercised a significant degree of control over key aspects of the American economy.

B. CONSEQUENCES OF CONSOLIDATION

1. Corporations built large, systematically organized factories where work was increasingly performed by machines and unskilled workers.

2. Corporations introduced systems of “scientific management,” also known as Taylorism, to increase factory production and lower labor costs.

3. Corporations accumulated vast sums of investment capital.

4. Corporations used the railroads to help develop national markets for their goods.
C. CELEBRATING AMERICA’S INDUSTRIAL SUCCESS
1. The World’s Columbian Exposition of 1893 showcased America’s industrial development.
2. The popular Horatio Alger Jr. stories provided concrete examples of the ideal of the self-made man.

II. LABOR AND LABOR UNIONS, 1865–1900

A. KEY TRENDS
1. Immigrants, women, and children significantly expanded the labor force.
2. Machines increasingly replaced skilled artisans.
3. Large bureaucratic corporations dominated the American economy.
4. Corporations developed national and even international markets for their goods.

B. THE KNIGHTS OF LABOR
1. The Knights were led by Terence V. Powderly. Under his leadership, the Knights grew rapidly, peaking at 730,000 members in 1886.
2. The Knights grew rapidly because of their open-membership policy, the continuing industrialization of the American economy, and the growth of urban population.
3. The Knights welcomed unskilled and semiskilled workers, including women, immigrants, and African Americans.
4. The Knights were idealists who believed they could eliminate conflict between labor and management. Their goal was to create a cooperative society in which laborers, not capitalists, owned the industries in which they worked.
5. The Haymarket Square riot was unfairly blamed on the Knights. As a result, the public associated them with anarchists.

C. THE INDUSTRIAL WORKERS OF THE WORLD
1. The Industrial Workers of the World (IWW) was led by “Mother” Jones, Elizabeth Flynn, and Big Bill Haywood.

2. Like the Knights of Labor, the IWW strove to unite all laborers, including unskilled African Americans, who were excluded from craft unions.
3. The IWW’s motto was “An injury to one is an injury to all,” and its goal was to create “One Big Union.”
4. Unlike the Knights, the IWW (or Wobblies) embraced the rhetoric of class conflict and endorsed violent tactics.
5. IWW membership probably never exceeded 150,000 workers. The organization collapsed during World War I.

D. THE AMERICAN FEDERATION OF LABOR
1. The American Federation of Labor (AFL) was led by Samuel Gompers, the leader of the Cigar Makers Union.
2. The AFL was an alliance of skilled workers in craft unions.
3. Under Gompers’ leadership, the AFL concentrated on bread-and-butter issues such as higher wages, shorter hours, and better working conditions.

It is very important to understand the similarities and differences among the Knights of Labor, Industrial Workers of the World, and the American Federation of Labor. All three were dedicated to organizing laborers. The Knights and the IWW both attempted to organize all skilled and unskilled workers into one union. However, the Knights strove for a cooperative society, while the IWW embraced class conflict and violent tactics. In contrast, the AFL organized skilled workers, repudiated violence, and fought for higher wages and better working conditions.

E. THE PULLMAN STRIKE, 1894
1. During the late nineteenth century, the American labor movement experienced a number of violent strikes. The two best-known strikes were the Homestead Strike (1892) and the Pullman Strike (1894).
2. When the national economy fell into a depression, the Pullman Palace Car Company cut wages while maintaining rents and prices in a company town where 12,000 workers lived. This action precipitated the Pullman Strike.
3. The Pullman Strike halted a substantial portion of American railroad commerce.
4. The strike ended when President Cleveland ordered federal troops to Chicago, ostensibly to protect rail-carried mail but, in reality, to crush the strike.

III. IMMIGRATION

A. THE NEW IMMIGRANTS

1. Prior to 1880, most immigrants to the United States came from the British Isles and Western Europe.
2. Beginning in the 1880s, a new wave of immigrants left Europe for America. The so-called New Immigrants came from small towns and villages in southern and eastern Europe. The majority lived in Italy, Russia, Poland, and Austria-Hungary.
3. The New Immigrants primarily settled in large cities in the Northeast and Midwest.
4. Very few New Immigrants settled in the South.

B. THE CHINESE EXCLUSION ACT OF 1882

1. This was the first law in American history to exclude a group from America because of ethnic background.
2. The act prohibited the immigration of Chinese to America.
3. Working-class Americans who felt threatened by Chinese workers strongly supported the law.
4. Support for the law was particularly strong in California.

C. NATIVIST OPPOSITION TO THE NEW IMMIGRANTS

1. Nativists had previously opposed Irish and German Catholic immigrants.
2. Nativists opposed the New Immigrants for the following reasons:
   - The immigrants were heavily Catholic and Jewish.
   - They spoke different languages and practiced different cultural traditions.
   - They did not understand American political traditions.
   - They threatened to take away jobs because they were willing to work for low wages.

IV. THE NEW INDUSTRIAL ORDER: SUPPORTERS AND REFORMERS

A. SOCIAL DARWINISM

1. Social Darwinism is the belief that the fittest survive in both nature and society.
2. Wealthy business and industrial leaders used Social Darwinism to justify their success.
3. Social Darwinists believed that industrial and urban problems are part of a natural evolutionary process that humans cannot control.

B. GOSPEL OF WEALTH

1. This gospel was promoted by Andrew Carnegie.
2. It expressed the belief that, as the guardians of society's wealth, the rich have a duty to serve society.
3. Over his lifetime, Carnegie donated more than $350 million to support libraries, school, peace initiatives, and the arts.

C. SOCIAL GOSPEL

1. The Social Gospel was a reform movement based on the belief that Christians have a responsibility to confront social problems.
2. Christian ministers were among the leaders of the Social Gospel movement.

V. LITERARY AND ARTISTIC MOVEMENTS

A. LITERATURE

1. Realism was the most significant movement in American literature during the late nineteenth century.
2. Edward Bellamy's book Looking Backward: 2000 to 1887 was a utopian reaction to the author's disillusionment with the problems created by the growth of industrialism.
B. ART

1. The Ashcan School of art focused on urban scenes such as crowded tenements and boisterous barrooms.
2. The 1913 International Exhibition of Modern Art (or Armory Show) provided the American public's first exposure to the new trends in European art. Astonished visitors saw Cubism and other forms of modern art. The show served as a catalyst for American artists, who began to experiment with the new styles.

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POPULISM AND PROGRESSIVISM
1890–1917

I. AGRARIAN DISCONTENT

A. CAUSES OF AGRARIAN DISCONTENT

1. Belief that railroads were using discriminatory rates to exploit farmers
2. Belief that big business used high tariffs to exploit farmers
3. Belief that a deflationary monetary policy based on gold hurt farmers
4. Belief that corporations charged exorbitant prices for fertilizers and farm machinery

B. THE POPULIST OR PEOPLE'S PARTY

1. The Populist Party attempted to unite discontented farmers.
2. It attempted to improve their economic conditions.
3. It attempted to support the following:
   - *Increasing the money supply with the free and unlimited coinage of silver and gold at the legal ratio of 16 to 1*
   - *Using the Interstate Commerce Act of 1887 to regulate railroads and prevent discrimination against small customers*
   - *Organizing cooperative marketing societies*
   - *Supporting the candidacy of William Jennings Bryan in the 1896 presidential election*
C. REASONS THE POPULIST PARTY FAILED

1. Western and Southern farmers did not agree on political strategies.
2. Racism prevented poor White and Black farmers from working together.
3. The dramatic increases in urban population caused by the wave of New Immigrants led to higher prices for agricultural products.
4. The discovery of gold in the Yukon increased the supply of gold, thus easing farmers’ access to credit.
5. The Democratic Party absorbed many Populist programs.

II. THE PROGRESSIVES

A. KEY POINTS

1. Progressive leaders were primarily middle-class reformers concerned with urban and consumer issues.
2. Progressive reformers believed that government should be used to ameliorate social problems.
3. Progressive reformers wanted to use governmental power to regulate industrial production and improve labor conditions.
4. Progressive reformers rejected Social Darwinism, arguing that cooperation offered the best way to improve society.

B. KEY GOALS

1. Democratization of the political process
   - Direct election of senators
   - Women’s suffrage
2. Reform of local governments
   - Initiative, recall, and referendum—ways to make local governments more responsive to public opinion
   - Commission or city-manager forms of government to make local governments more professional
   - Nonpartisan local governments to weaken political machines

III. THE MUCKRAKERS

A. KEY POINTS

1. Muckrakers were investigative reporters who promoted social and political reforms by exposing corruption and urban problems.
2. Muckrakers were the leading critics of urban bosses and corporate robber barons.
3. The rise of mass-circulation newspapers and magazines enabled muckrakers to reach a large audience.

B. LEADING MUCKRAKERS

1. Upton Sinclair
   - Sinclair wrote the novel The Jungle, graphically exposing abuses in the meatpacking industry.
   - He helped convince Congress to pass the Meat Inspection Act of 1906 and the Pure Food and Drug Act.
2. Jacob Riis
   - Riis was a journalist and photographer working primarily in New York City.
   - Riis's book How the Other Half Lives provided poignant pictures that gave a human face to the poverty and
despair experienced by immigrants living in New York City's Lower East Side.

3. Ida Tarbell
   - Tarbell was the foremost woman in the muckraking movement.
   - She published a highly critical history of the Standard Oil Company, calling it the Mother of Trusts.

Most APUSH students can identify Upton Sinclair and Ida
Tarbell. However, few can identify Jacob Riis. APUSH test writ-
ers are aware of this inconsistency and have devoted a number
of questions to Riis and his work.

IV. THE PROGRESSIVE PRESIDENTS

A. THEODORE ROOSEVELT

1. Teddy Roosevelt addressed all of the following Progressive
   issues:
   - Conservation of natural resources and wildlife
   - Unsanitary conditions in the meatpacking industry
   - Monopolization and consolidation in the railroad industry
   - Unsafe drug products

2. He promoted a Square Deal for labor by using arbitration to
   settle the Anthracite Coal Strike of 1902.

3. Roosevelt ran as the Progressive or Bull Moose candidate for
   President in the 1912 presidential election.

B. WOODROW WILSON

1. Wilson was a vigorous reformer who launched an all-out
   assault on high tariffs, banking problems, and the trusts.

2. Wilson supported the Federal Reserve Act of 1913.
The landmark act established a system of district banks
coordinated by a central board. The new Federal Reserve
system made currency and credit more elastic.

Theodore Roosevelt, William Taft, and Woodrow Wilson all
supported Progressive reforms. However, they do not receive
equal treatment on APUSH exams. Test writers focus almost all
of their attention on Teddy Roosevelt, while omitting Taft and
limiting questions on Wilson to the Federal Reserve Act. As you
will see in Chapter 14, there are a number of questions about
Wilson's foreign policy.

V. REFORMERS AND SUFFRAGETTES, 1865–1920

A. JANE ADDAMS

1. Jane Addams is best known for founding Hull House in Chicago.
2. Hull House and other settlement houses were dedicated to
   helping the urban poor.
3. Settlement-house workers established day nurseries for
   working mothers, published reports condemning deplorable
   housing conditions, and taught literacy classes.

B. THE FIGHT FOR SUFFRAGE

1. Frontier life tended to promote the acceptance of greater
   equality for women.
2. The only states with complete women's suffrage before 1900
   were located west of the Mississippi. Wyoming (1869) was
   the first state to grant women the full right to vote.
3. The Nineteenth Amendment (1920) guaranteed women the
   right to vote.

C. THE WOMEN'S CHRISTIAN TEMPERANCE UNION (WCTU)

1. Carry Nation was one of the best known and most outspoken
   leaders of the WCTU.
2. The WCTU successfully convinced many women that they
   had a moral responsibility to improve society by working for
   prohibition.
D. WOMEN AND THE PROGRESSIVE REFORMS

1. Dorothea Dix worked tirelessly on behalf of the mentally ill.
2. Ida B. Wells-Barnett was an African American civil rights advocate and an early women’s rights advocate. She is noted for her opposition to lynching.
3. Women reformers were also actively involved in the following Progressive Era reforms:
   › Passage of child labor legislation at the state level
   › Campaigns to limit the working hours of women and children

E. WOMEN AND THE WORKPLACE

1. During the late nineteenth and early twentieth centuries, the majority of female workers employed outside the home were young and unmarried.
2. During the late nineteenth and early twentieth centuries, women were most likely to work outside their homes as one of the following:
   › Domestic servants
   › Garment workers
   › Teachers
   › Cigar makers
3. During the late nineteenth century, women were least likely to work outside their homes as either of these:
   › Physicians
   › Lawyers

VI. BLACK AMERICANS DURING THE PROGRESSIVE ERA, 1897–1917

A. W.E.B. DU BOIS

1. During the Progressive Era, W.E.B. Du Bois emerged as the most influential advocate of full political, economic, and social equality for Black Americans.
2. Du Bois founded the National Association for the Advancement of Colored People (NAACP) in 1909.
3. Du Bois advocated the intellectual development of a “talented tenth” of the Black population. Du Bois hoped that the talented tenth would become influential by, for example, continuing their education, writing books, or becoming directly involved in social change.
4. Du Bois opposed the implementation of Booker T. Washington’s program for Black progress. Du Bois supported cooperation with White people to further Black progress. His goal was integration, not Black separatism.

B. THE NAACP

1. The NAACP rejected Booker T. Washington’s gradualism and separatism.
2. The NAACP focused on using the courts to achieve equality and justice.

C. THE BIRTH OF A NATION AND THE RESURGENCE OF THE KKK

1. The KKK first emerged during Radical Reconstruction (1865–1877)
2. D. W. Griffith’s epic film The Birth of a Nation (1915) became controversial because of its depiction of KKK activities as heroic and commendable.
3. The Birth of a Nation played a role in the resurgence of the KKK during the Progressive Era.
4. The KKK favored White supremacy and immigration restriction.
IMPERIALISM AND WORLD WAR I
1890–1919

I. AMERICAN IMPERIALISM: POLITICAL AND ECONOMIC EXPANSION

A. GENERAL CAUSES OF AMERICAN IMPERIALISM

1. The sensational stories published by “yellow journalists”
2. The New Navy policy promoted by Alfred Thayer Mahan and Theodore Roosevelt
3. The example of European imperialism in Africa
4. The emphasis of Social Darwinism on survival of the fittest
5. Unlike Manifest Destiny, imperialism included the idea of moral improvement by bringing the blessings of civilization to less technologically advanced people.

B. SPANISH-AMERICAN WAR

1. Causes
   
   - The battleship Maine was sunk mysteriously in Havana harbor.
   - A circulation battle between the “yellow journalism” newspapers of Joseph Pulitzer and William Randolph Hearst. Their sensational headlines and lurid stories aroused public support for a war to liberate Cuba from Spanish control.

2. Territorial Acquisitions

   - As a result of the Spanish-American War, Spain relinquished control of Puerto Rico, Cuba, Guam, and the Philippines to the United States.
   - By establishing a protectorate over Cuba, the United States began implementing an imperialist foreign policy.
3. The Debate Over Annexing the Philippines
   - The Anti-Imperialism League opposed annexation, arguing that it violated America's long-established commitment to the principles of self-determination and anti-colonialism.
   - Supporters of annexation argued that America had a moral responsibility to "civilize" the islands. They also pointed out that the Philippines could become a valuable trading partner.

C. THE ROOSEVELT COROLLARY TO THE MONROE DOCTRINE, 1904
1. President Theodore Roosevelt worried that the Dominican Republic and other Latin American nations would default on debts owed to European banks. These defaults could then provoke European military intervention.
2. Roosevelt issued the Roosevelt Corollary to the Monroe Doctrine to forestall European intervention.
3. The Roosevelt Corollary expanded America's role in Central America and the Caribbean.
4. The Roosevelt Corollary claimed America's right to assume the role of "an international police power." Presidents Roosevelt, Taft, and Wilson enforced the Roosevelt Corollary by sending American troops to Cuba, Panama, Nicaragua, the Dominican Republic, Mexico, and Haiti.
5. Theodore Roosevelt explained and justified the Roosevelt Corollary as follows:
   "Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States . . . to the exercise of an international police power."

D. TAFT AND DOLLAR DIPLOMACY
1. President Taft believed he could use economic investments to bolster American foreign policy.
2. Taft's attempt to use Dollar Diplomacy in Asia and Latin America achieved very little success.

E. THE OPEN DOOR POLICY
1. As China's Qing (Manchu) dynasty weakened, European powers carved out spheres of influence where they exercised political leverage and obtained exclusive commercial privileges.
2. Although he knew he could not force the Europeans to leave China, Secretary of State John Hay was determined to protect American missionaries and commercial interests.
3. In 1899, Hay sent the nations with spheres of influence in China a note calling for open access to China for American investment and commercial interests.
4. Known as the Open Door, the policy underscored America's commitment to free trade and opposition to obstacles that thwarted international commerce.

II. THE ROAD TO WAR
A. AMERICAN NEUTRALITY
1. President Wilson sought to distance America from World War I by issuing a proclamation of neutrality.
2. Wilson's policy of neutrality was consistent with America's traditional policy of avoiding European entanglements.
3. Wilson insisted that all belligerents respect American neutral rights on the high seas.

B. THE GERMAN CHALLENGE TO AMERICAN NEUTRALITY
1. Faced with a stalemate in the trenches across France and a British blockade that was exhausting its ability to continue fighting, Germany launched a campaign of unrestricted submarine warfare in early February 1917.
2. In late February 1917, the German foreign secretary, Arthur Zimmerman, sent a secret telegram to the German minister in Mexico. Intercepted by British intelligence, the telegram asked Mexico to join a military alliance against the United States. In return, the Germans promised to help Mexico recover territories it had lost following the Mexican War.

C. WILSON'S WAR MESSAGE

1. Wilson accused the Germans of violating freedom of the seas, killing innocent Americans, and interfering with Mexico.
2. Wilson galvanized public opinion by calling on America to launch a noble crusade "to make the world safe for democracy."

III. WORLD WAR I AT HOME AND ABROAD

A. THE BLACK MIGRATION

1. Causes of the migration:
   - Jim Crow laws denied African Americans their rights as citizens and forced them to endure poverty and systematic discrimination.
   - Beginning with World War I, the wartime demand for labor attracted African Americans to cities in the North and West.
2. Exodus from the rural South:
   - In 1915, the overwhelming majority of African Americans lived in the rural South.
   - Attracted by the wartime demand for labor, African Americans migrated to urban centers in the North and West.

B. THE COMMITTEE ON PUBLIC INFORMATION

1. The Committee on Public Information used propaganda to arouse public support for the war and stifle dissent.
2. Americans were persuaded to buy war bonds and believe that Germany was a particularly barbarous nation.

IV. TREATY OF VERSAILLES

A. THE FOURTEEN POINTS

1. Wilson's Fourteen Points included a call for the following:
   - Open diplomacy
   - Freedom of the seas
   - The creation of an international organization to preserve the peace and security of its members
   - National self-determination for oppressed minority groups
2. Wilson's Fourteen Points did not include the following:
   - Recognition of Allied economic and territorial agreements made during the war
   - A provision to create the International Monetary Fund

B. REASONS THE UNITED STATES DID NOT JOIN THE LEAGUE OF NATIONS

1. Wilson refused to compromise on the issue of America's unconditional adherence to the charter of the League of Nations. This hardened Senate opposition to the Treaty of Versailles.
2. Opponents believed that the League would lead to further involvement in foreign wars.
3. Senator Lodge was a skillful opponent of the League. The personal and political rivalry between Wilson and Lodge precluded any chance of a compromise.

V. THE "RED SCARE" OF 1919-1920

A. THE BOLSHEVIK REVOLUTION IN RUSSIA

1. Led by Lenin, the Bolsheviks overthrew the czar and seized power in Russia.
2. Widespread postwar labor strikes confused and frightened Americans.