

CONTENTS

Preface	vii
Chapter 15 “What Is Freedom?”: Reconstruction, 1865–1877	1
Chapter 16 America’s Gilded Age, 1870–1890	19
Chapter 17 Freedom’s Boundaries, at Home and Abroad, 1890–1900	35
Chapter 18 The Progressive Era, 1900–1916	51
Chapter 19 Safe for Democracy: The United States and World War I, 1916–1920	67
Chapter 20 From Business Culture to Great Depression: The Twenties, 1920–1932	84
Chapter 21 The New Deal, 1932–1940	99
Chapter 22 Fighting for the Four Freedoms: World War II, 1941–1945	115
Chapter 23 The United States and the Cold War, 1945–1953	130
Chapter 24 An Affluent Society, 1953–1960	145
Chapter 25 The Sixties, 1960–1968	161
Chapter 26 The Triumph of Conservatism, 1969–1988	178
Chapter 27 Globalization and Its Discontents, 1989–2000	194
Chapter 28 A New Century and New Crises	209
Appendix: Sample Final Exam	226

PREFACE

When was the last time you were pleased with the consistency and quality of the assessment supplements that come with survey texts? If you are like most professors, you probably find that these assessment packages do not always meet your needs. To address this issue, Norton has collaborated with Valerie Shute (Florida State University) and Diego Zapata-Rivera (Educational Testing Services) to develop a methodology for delivering high-quality, valid, and reliable assessment supplements through our Test Banks and extensive suite of support materials.

WHY A NEW APPROACH?

In evaluating the test banks that accompany introductory texts, we found four substantive problem areas associated with the questions:

1. Test questions were misclassified in terms of type and difficulty.
2. The prevalence of low-level and factual questions misrepresented the goals of the course.
3. Topics were unevenly distributed: Trivial topics were tested via multiple items, while important concepts were not tested at all.
4. Links to course topics were too general, thus preventing diagnostic use of the item information.

STUDENT COMPETENCIES AND EVIDENCE-CENTERED DESIGN

In December 2007, Norton conducted a focus group with the brightest minds in educational testing to create a new model for assessment. A good assessment tool must:

1. define what students need to know and the level of knowledge and skills that constitute competence in the concepts they are learning about;
2. include test items that provide valid and reliable evidence of competence by assessing the material to be learned at the appropriate level; and
3. enable instructors to judge accurately what students know and how well they know it, thus allowing instructors to focus on areas where students need the most help.

HOW DOES IT WORK?

The Test Bank authors develop a concept map that identifies the core concepts present in each chapter of the textbook. Once the concept maps were created, the authors developed six types of questions designed to test students' knowledge of each concept. By asking students questions that vary in both type and level of difficulty, instructors can gather different types of evidence, which will allow them to assess more effectively how well students understand specific concepts.

LEARNING OBJECTIVES

The Focus Questions found at the beginning of each chapter in *Give Me Liberty* have been reformulated into a set of Learning Objectives for the American history survey course. After reading each chapter of the textbook and attending class or lecture, students should be able to meet these learning objectives, which have been worded to emphasize action verbs like “explain,” “understand,” or “summarize.” By tying these outcomes to test questions, instructors can easily assess and report student mastery of state-mandated learning outcomes and similar core curricula.

SIX QUESTION TYPES

1. Remembering questions—test declarative knowledge, including textbook definitions and relationships between two or more pieces of information. Can students recall or remember the information in the same form it was learned?
2. Understanding questions—pose problems in a context different from the one in which the material was learned, requiring students to draw from their declarative and/or procedural understanding of important concepts. Can students explain ideas or concepts?
3. Applying questions—ask students to draw from their prior experience and use critical thinking skills to take part in qualitative reasoning about the real world. Can students use learned information in another task or situation?
4. Analyzing questions—test students’ ability to break down information and see how different elements relate to each other and to the whole. Can students distinguish among the different parts?
5. Evaluating questions—ask students to assess information as a whole and frame their own argument. Can students justify a stand or decision?
6. Creating questions—pose questions or objectives that prompt students to put elements they have learned together into a coherent whole to generate new ideas. Can students create a new product or point of view based on data?

THREE DIFFICULTY LEVELS

1. Easy questions—require a basic understanding of the concepts, definitions, and examples presented in the textbook.
2. Moderate questions—direct students to use critical thinking skills and to demonstrate an understanding of core concepts independent of specific textbook examples.
3. Difficult questions—ask students to synthesize textbook concepts with their own experience, making analytical inferences about historical topics and more.

GENERAL RULES FOR NORTON ASSESSMENT

Each question measures and links explicitly to a specific competency and is written with clear, concise, and grammatically correct language that suits the difficulty level of the specific competency being assessed. To ensure the validity of the questions, no extraneous, ambiguous, or confusing material is included, and no slang expressions are used. In developing the questions, every effort has been made to eliminate bias (e.g., race, gender, cultural, ethnic, regional, disability, age, and so on) to require specific knowledge of the material studied, not general knowledge or experience. This ensures accessibility and validity.

READING THE TEST ITEM NOTATION

Each question in the Test Bank is tagged with six pieces of information designed to help instructors create the most ideal mix of questions for their quizzes or exams. These tags are:

ANS: This is the correct answer for each question.

DIF: This is the difficulty assigned to the problem. Problems have been classified as Easy, Moderate, or Difficult.

REF: This is the number of the page in the textbook from which a question is drawn. To ensure that the test bank material flows in the same order as the topics covered in the textbook, the questions have been numbered in order based on the “REF” field.

TOP: This references the topic, taken from the chapter opening outline, that is tested by the question.

MSC: This is the knowledge type (see Six Question Types above) that the question is designed to test.

OBJ: This is the learning objective that is tested by the question.

“What Is Freedom?”: Reconstruction,

CHAPTER 15

1865–1877

This chapter concentrates on the history of Reconstruction. Opening with an explanation of the origins of General William T. Sherman’s Special Field Order 15, which set aside forty-acre plots of land for former slave families, the chapter explores what freedom meant to newly free African-Americans and how white American society responded to emancipation. There were many meanings of freedom for blacks, and they relished various opportunities to express their liberation from slavery. Land ownership became a contentious issue as blacks were ultimately denied free access to land. One of the “Voices of Freedom” selections highlights this controversy with a petition from freedmen to President Andrew Johnson. The devastation of the Civil War also caused many white farmers to face poverty as tenant farmers and sharecroppers. The chapter discusses the national political developments that led from President Johnson’s lenient plan to the Radical Reconstruction designed by congressional Republicans. In response to Johnson’s many presidential pardons of ex-Confederates and to the South’s implementation of Black Codes, Republicans in Congress fought back with the Civil Rights Act of 1866, the Fourteenth Amendment, and the Reconstruction Act. Johnson resisted and was impeached by the House, but avoided being removed from office by the Senate. The Fifteenth Amendment finished the Radical Republicans’ Reconstruction agenda, but it split the feminist movement because it failed to give the vote to women. The chapter’s second “Voices of Freedom” piece touches on the frustrations of feminist Elizabeth Cady Stanton with her fellow abolitionist Gerrit Smith’s stand on woman suffrage. The chapter then looks at how Reconstruction shaped southern politics—and at how southern politics shaped Reconstruction. Once Radical Reconstruction accorded suffrage rights to southern black men, African-Americans voted and ran for office. Blacks held over 2,000 public offices during Reconstruction, and there were fourteen black members of the U.S. House and two black U.S. senators. Many white southerners, however, felt threatened by black political power, and the Ku Klux Klan began a campaign of terror and violence that sought to intimidate Republican voters, white and black. After the Klan was abolished through the efforts of President Ulysses Grant, white Democrats continued efforts to “redeem” the South from perceived corruption, misgovernment, and northern and black control. Reconstruction ended in 1877 after a compromise was made between the Republicans and Democrats over the disputed 1876 presidential election.

CHAPTER OUTLINE

- I. Introduction: Sherman Land
- II. The Meaning of Freedom
 - A. Blacks and the Meaning of Freedom
 1. The destruction of slavery made freedom the central question on the nation’s agenda.
 2. African-Americans’ understanding of freedom was shaped by their experience as slaves and observation

of the free society around them.

3. Blacks relished the opportunity to demonstrate their liberation from the regulations (significant and trivial) associated with slavery.
 - a. Many moved to southern cities and towns as they seemed to have more freedoms.

B. Families in Freedom

1. The family was central to the postemancipation black community.
 - a. Widows of black soldiers successfully collected pensions.
2. Freedom subtly altered relationships within the family.
 - a. Emancipation increased the power of black men within the family.
 - b. Black women withdrew from work as field laborers and house servants to the domestic sphere.
 - i. Eventually many black women would go to work because of dire poverty.

C. Church and School

1. The rise of the independent black church, with Methodists and Baptists commanding the largest followings, redrew the religious map of the South.
 - a. Black ministers came to play a major role in politics.
2. Blacks of all ages flocked to the schools established by northern missionary societies, the Freedmen's Bureau, and groups of ex-slaves.
 - a. Education also took place outside the classroom.
 - b. Black colleges such as Fisk, Hampton, and Howard started.

D. Political Freedom

1. The right to vote inevitably became central to the former slaves' desire for empowerment and equality.
 - a. Being denied suffrage meant "the stigma of inferiority."
2. To demonstrate their patriotism, blacks throughout the South organized Fourth of July celebrations.
 - a. For years, many white southerners would remain indoors on this holiday.

E. Land, Labor, and Freedom

1. Former slaves' ideas of freedom were directly related to land ownership.
 - a. Many former slaves insisted that through their unpaid labor, they had acquired a right to the land.
2. Ex-slaves' definition of freedom resembled whites'.
 - a. Self-ownership
 - b. Family stability
 - c. Religious liberty
 - d. Political participation
 - e. Economic autonomy

F. Masters without Slaves

1. The South's defeat was complete and demoralizing.
 - a. Planter families faced profound changes.
2. Most planters defined black freedom in the narrowest manner, as a privilege, not as a right.

- a. Whites felt the slave was “free, but free only to labor.”

G. The Free Labor Vision

1. The victorious Republican North tried to implement its own vision of freedom.
 - a. Free labor would result in the ex-slaves being more productive.
2. The Freedmen’s Bureau was to establish a working free labor system.

H. The Freedmen’s Bureau

1. The task of the Bureau—establishing schools, providing aid to the poor and aged, settling disputes, etc.—was daunting, especially since it had fewer than 1,000 agents.
 - a. Direction of O. O. Howard
 - b. Experiment in government social policy that seems more comfortable as part of twentieth century’s New Deal or Great Society
2. The Bureau’s achievements in some areas, notably education and health care, were striking.
 - a. Nearly 3,000 schools reported to the Bureau.

I. The Failure of Land Reform

1. Blacks wanted land of their own, not jobs on plantations.
2. President Andrew Johnson ordered nearly all land in federal hands returned to its former owners.
3. Because no land distribution took place, the vast majority of rural freedpeople remained poor and without property during Reconstruction.
 - a. Many worked on white-owned plantations, often for their former owners.

J. Toward a New South

1. Sharecropping came to dominate the cotton South and much of the tobacco belt.
2. Sharecropping initially arose as a compromise between blacks’ desire for land and planters’ desire for labor discipline.
 - a. For blacks it was preferable to gang labor, but over time sharecropping became oppressive.

K. The White Farmer

1. The aftermath of the war hurt small white farmers.
 - a. Crop-lien system (use of crop as collateral for loans from merchants for supplies)
 - b. White farmers increased cotton cultivation, cotton prices plummeted, and they found themselves unable to pay back loans.
2. Both black and white farmers found themselves caught in the sharecropping and crop-lien systems.
 - a. A far higher percentage of black farmers than white farmers rented land.
 - b. Every census from 1880 to 1940 counted more white than black sharecroppers.

L. The Urban South

1. Southern cities experienced remarkable growth after the Civil War.
 - a. Rise of a new middle class

M. Aftermaths of Slavery

1. The Reconstruction-era debates over transitioning from slavery to freedom had parallels in other

Western Hemisphere countries where emancipation occurred in the nineteenth century.

- a. Generally, planters encouraged or required former slaves to work on plantations, while former slaves sought to assert independence in their daily lives.
 - b. Planters sought other laborers to replace their slave forces (British Caribbean planters brought workers from India, while southern U.S. planters recruited some workers from China).
2. Only in the United States did former slaves gain political rights quickly.
 - a. Right to vote

III. The Making of Radical Reconstruction

A. Andrew Johnson

1. Johnson identified himself as the champion of the “honest yeomen” and a foe of large planters.
2. Johnson lacked Lincoln’s political skills and keen sense of public opinion.
3. Johnson believed that African-Americans had no role to play in Reconstruction.

B. The Failure of Presidential Reconstruction

1. Johnson’s plan for Reconstruction offered pardons to the white southern elite.
2. Johnson’s plan allowed the new state governments a free hand in managing local affairs.
3. At first many northerners were willing to give Johnson’s plan a chance.
 - a. But conduct of white southerners turned the Republican North against the plan.

C. The Black Codes

1. Southern governments began passing new laws that restricted the freedom of blacks.
2. These new laws violated free labor principles and called forth a vigorous response from the Republican North.
 - a. Few groups of rebels in history have been treated more leniently than the defeated Confederates.
 - b. North was not motivated by a desire to “punish,” but to ensure emancipation of slaves.

D. The Radical Republicans

1. Radical Republicans called for the dissolution of Johnson’s state governments and then new ones established that did not have “rebels” in power, and which gave blacks the right to vote.
2. The Radicals fully embraced the expanded powers of the federal government born of the Civil War.
 - a. Charles Sumner
 - b. Thaddeus Stevens
3. Thaddeus Stevens’s most cherished aim was to confiscate the land of disloyal planters and divide it among former slaves and northern migrants to the South.
 - a. His plan was too radical for most others in Congress.

E. The Origins of Civil Rights

1. Most Republicans were moderates, not radicals.
2. Senator Lyman Trumbull of Illinois proposed two bills to modify Johnson’s policy:
 - a. Extend the life of the Freedmen’s Bureau
 - b. Civil Rights Bill (equality before the law was central; it sought to overturn Black Codes)

3. Johnson vetoed both bills.
 - a. It would centralize power in national government and deprive states the ability to regulate themselves.
 - b. It discriminated “against the white race.”
4. Congress passed the Civil Rights Bill over his veto and later extended the life of the Freedmen’s Bureau.

F. The Fourteenth Amendment

1. It placed in the Constitution the principle of citizenship for all persons born in the United States and empowered the federal government to protect the rights of all Americans.
 - a. It did not provide for black suffrage.
2. The Fourteenth Amendment produced an intense division between the parties (Democrats unanimously opposed it, most Republicans were for it).

G. The Reconstruction Act

1. Johnson campaigned against the Fourteenth Amendment in the 1866 midterm elections.
2. All southern states except for Tennessee refused to ratify the Fourteenth Amendment.
3. In March 1867, over Johnson’s veto, Congress adopted the Reconstruction Act, which:
 - a. Divided the South into five military districts
 - b. Called for creation of new southern state governments, with black men given the vote
4. The Reconstruction Act thus began Radical Reconstruction, which lasted until 1877.

H. Impeachment and the Election of Grant

1. To demonstrate his dislike for the Tenure of Office Act, Johnson removed the secretary of war from office in 1868.
2. Johnson was impeached and the Senate fell one vote short from removing him from office.
 - a. Some Republicans voted to keep Johnson based on his promise not to interfere anymore with Republican policies.

I. The Fifteenth Amendment

1. Republican Ulysses S. Grant won the 1868 presidential election.
2. Congress approved the Fifteenth Amendment in 1869.
3. It provided for black suffrage.
 - a. Had many loopholes (states could discriminate on bases other than race: illiteracy, inability to pay a tax, etc.)
 - b. Did not extend suffrage to women

J. The Great Constitutional Revolution

1. The laws and amendments of Reconstruction reflected the intersection of two products of the Civil War era—a newly empowered national state and the idea of a national citizenry enjoying equality before the law.
2. Before the Civil War, American citizenship had been closely linked to race.

- a. Naturalization Act of 1790 had limited naturalization process to whites.
- b. *Dred Scott* decision of 1857 had denied blacks U.S. citizenship.
3. The new amendments also transformed the relationship between the federal government and the states.
4. In twentieth century, Fourteenth Amendment played key role in many Supreme Court decisions that expanded rights of American citizens.

K. Boundaries of Freedom

1. That the United States was a “white man’s government” had been a widespread belief before the Civil War.
2. Reconstruction Republicans’ belief in universal rights also had its limits.
 - a. Asian immigrants were still excluded from the naturalization process.

L. The Rights of Women

1. The destruction of slavery led feminists to search for ways to make the promise of free labor real for women.
2. Other feminists debated how to achieve “liberty for married women.”

M. Feminists and Radicals

1. Talk of woman suffrage and redesigning marriage found few sympathetic male listeners.
2. Some feminists (Elizabeth Cady Stanton, Susan B. Anthony) opposed the Fifteenth Amendment because it did not enfranchise women; other feminists (Abby Kelley and Lucy Stone) supported the Amendment as a step toward woman suffrage.
3. The divisions among feminists led to the creation of two hostile women’s rights organizations that would not reunite until the 1890s.
 - a. National Woman Suffrage Association (led by Stanton)
 - b. American Woman Suffrage Association (led by Stone)
4. Despite their limitations, the Fourteenth and Fifteenth Amendments and the Reconstruction Act of 1867 marked a radical departure in American and world history.

IV. Radical Reconstruction in the South

A. The Tocsin of Freedom

1. Among the former slaves, the passage of the Reconstruction Act inspired an outburst of political organization.
2. Blacks used direct action to remedy long-standing grievances.
 - a. Sit-ins, strikes and speaking tours
3. The Union League aided blacks in the public sphere.
4. By 1870, the Union had been restored and southern states had Republican majorities.

B. The Black Officeholder

1. Two thousand African-Americans occupied public offices during Reconstruction.
 - a. Fourteen elected to U.S. House of Representatives
 - b. Two elected to U.S. Senate

2. The presence of black officeholders and their white allies made a real difference in southern life.
 - a. Blacks received fair trials.
 - b. More fairness in local governing
3. Majority of state and local black officeholders were former slaves.

C. Carpetbaggers and Scalawags

1. Carpetbaggers were northern-born white Republicans who often held political office in the South.
2. Scalawags were southern-born white Republicans.
 - a. Some were wealthy (e.g., James Alcorn, a Mississippi planter).
 - b. Most had been up-country non-slaveholders before the Civil War and some had been Unionists during the war.
3. Small group of Scalawags helped swing some state and local elections for Republicans.

D. Southern Republicans in Power

1. Southern Republican governments established the South's first state-supported public schools.
2. The new governments also pioneered civil rights legislation.
3. Republican governments took steps to strengthen the position of rural laborers and to promote the South's economic recovery.

E. The Quest for Prosperity

1. During Reconstruction, every state helped to finance railroad construction.
 - a. Saw this as key to economic development in the region
 - b. But economic development was weak.
2. Investment opportunities in the West lured more northern investors than southern investors, and economic development remained weak in the South.
3. More success was found with local biracial governing.

V. The Overthrow of Reconstruction

A. Reconstruction's Opponents

1. Corruption did exist during Reconstruction, but it was not confined to a race, region, or party.
2. Opponents could not accept the idea of former slaves voting, holding office, and enjoying equality before the law.

B. "A Reign of Terror"

1. Republican presence in South led to more organized opposition and violence, by 1868.
2. Secret societies sprang up in the South with the aim of preventing blacks from voting and destroying the organization of the Republican Party.
3. The Ku Klux Klan was organized in 1866.
 - a. It launched what one victim called a "reign of terror" against Republican leaders, black and white.
 - b. Example: Colfax, Louisiana, massacre (1873)
4. Congress and President Grant, with the passage of three Enforcement Acts in 1870 and 1871, put an end to the Ku Klux Klan by 1872.

C. The Liberal Republicans

1. The North's commitment to Reconstruction waned during the 1870s.
2. Some Republicans, alienated from Grant by corruption in his administration, formed the Liberal Republican Party.
 - a. Horace Greeley
3. Liberal Republicans believed that power in the South should be returned to the region's "natural leaders."
4. Grant easily defeated Greeley, the Liberal Republican and Democratic Party candidate, to win reelection in 1872.

D. The North's Retreat

1. The Liberal attack on Reconstruction contributed to a resurgence of racism in the North.
 - a. *The Prostrate State* depicted corruption in South Carolina and blamed African-American politicians.
2. The 1873 depression also distracted the North from Reconstruction.
3. The Supreme Court whittled away at Congress's guarantees of black rights.
 - a. *Slaughterhouse Cases* (1873)
 - b. *United States v. Cruikshank* (1876)

E. The Triumph of the Redeemers

1. Redeemers claimed to have "redeemed" the white South from corruption, misgovernment, and northern and black control.
 - a. Violence occurred in broad daylight.
 - b. Grant refused to provide federal help to stop violence.

F. The Disputed Election and Bargain of 1877

1. The election between Rutherford B. Hayes (Republican) and Samuel Tilden (Democrat) was very close, with disputed electoral votes from Florida, Louisiana, and South Carolina.
2. Congress set up a special Electoral Commission to determine winner of disputed votes.
3. Behind the scenes, Hayes made a bargain to allow southern white Democrats to control the South if his election was accepted.
4. The compromise led to Hayes's election and the Democrats' having a free hand in the South.

G. The End of Reconstruction

1. Reconstruction ended in 1877, but in some states blacks continued to vote and hold office until the 1890s.
2. Even while it lasted, however, Reconstruction revealed some tensions inherent in the nineteenth-century discussions of freedom.

SUGGESTED DISCUSSION QUESTIONS

- There were many proposals for land reform. Describe the various plans, why they did not work, and the

consequences of their failure. Discuss the petition to Andrew Johnson in “Voices of Freedom.”

- What course did Presidential Reconstruction take? How did the South respond?
- What did freedom mean to the blacks? How did they express their newfound freedom?
- What made the Radical Republicans “radical”?
- Discuss Charles Sumner’s remark that rather than being a threat to liberty, the federal government had become “the custodian of freedom.”
- Discuss why the Fifteenth Amendment did not include a reference to sex or race. What were Elizabeth Cady Stanton’s frustrations as indicated in “Voices of Freedom”?
- Why did Reconstruction come to end in 1877?
- It is early 1866 and congressional Republicans are already strongly criticizing Andrew Johnson’s plan of Reconstruction. Have the students form small groups and draft their own plans for Reconstruction. Have each student present his or her plan to the class and explain the proposed objectives, outcomes, and perceived advantages over Johnson’s plan.

SUPPLEMENTAL WEB AND VISUAL RESOURCES

Andrew Johnson

www.millercenter.virginia.edu/academic/americanpresident/johnson

The Miller Center of Public Affairs from the University of Virginia has an extensive site about Johnson and his administration.

Freedmen’s Bureau

freedmensbureau.com/

A dot-com site filled with useful information and helpful links. The website has the bureau’s records, as well as articles and genealogical information.

Ku Klux Klan

www.pbs.org/wnet/jimcrow/stories_org_kkk.html

This is the PBS site for the program *The Rise and Fall of Jim Crow*.

Reconstruction

www.pbs.org/wgbh/amex/reconstruction/

PBS’s American Experience website for *Reconstruction: The Second Civil War* offers information on the video as well as related classroom material, documents, background, and so forth.

SUPPLEMENTAL PRINT RESOURCES

Abbott, Richard H. *For Free Press and Equal Rights: Republican Newspapers in the Reconstruction South*. Athens, GA:

- University of Georgia Press, 2004.
- Ash, Stephen V. *A Year in the South, 1865: The True Story of Four Ordinary People Who Lived Through the Most Tumultuous Twelve Months in American History*. Hampshire, UK: Palgrave Macmillan, 2002.
- Bigham, Darrel E. *On Jordan's Banks: Emancipation and Its Aftermath in the Ohio River Valley*. Lexington, KY: University Press of Kentucky, 2005.
- Bond, James. *No Easy Walk to Freedom: Reconstruction and the Ratification of the Fourteenth Amendment*. Westport, CT: Greenwood Publishing, 1997.
- Brown, Elsa Barkley. "Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom." *Public Culture* 7 (1994): 107–146.
- Cimbala, Paul. *Under the Guardianship of the Nation: The Freedmen's Bureau and the Reconstruction of Georgia, 1865–1870*. Athens, GA: University of Georgia Press, 1997.
- Duncan, Russell. *Freedom's Shore: Tunis Campbell and the Georgia Freedmen*. Athens, GA: University of Georgia Press, 1987.
- Foner, Eric. *Nothing But Freedom: Emancipation and Its Legacy*. Baton Rouge, LA: Louisiana State University Press, 1983.
- Lane, Charles. *The Day Freedom Died: The Colfax Massacre, the Supreme Court, and the Betrayal of Reconstruction*. New York: Henry Holt, 2008.
- McPherson, James. *Abraham Lincoln and the Second American Revolution*. New York: Oxford University Press, 1991.
- Nelson, William E. *The Fourteenth Amendment: From Political Principle to Judicial Doctrine*. Cambridge, MA: Harvard University Press, 1988.
- O'Donovan, Susan Eva. *Becoming Free in the Cotton South*. Cambridge, MA: Harvard University Press, 2007.
- Quigley, David. *Second Founding: New York City, Reconstruction, and the Making of American Democracy*. New York: Hill and Wang, 2003.
- Ross, Michael A. "Justice Miller's Reconstruction: The Slaughter-House Cases, Health Codes, and Civil Rights in New Orleans, 1861–1873." *Journal of Southern History* 64 (1998): 649–676.

TEST BANK

Matching

TEST 1

- ___ 1. Thaddeus Stevens
- ___ 2. Andrew Johnson
- ___ 3. Charles Sumner
- ___ 4. Rutherford B. Hayes
- ___ 5. Edwin Stanton
- ___ 6. Elizabeth Cady Stanton
- ___ 7. Lyman Trumbull
- ___ 8. Hiram Revels
- ___ 9. Ulysses S. Grant
- ___ 10. Horace Greeley
- ___ 11. Blanche Bruce

___ 12. James Pike

- a. second black U.S. senator
- b. proposed the Civil Rights Bill of 1866
- c. Presidential Reconstruction
- d. Liberal Republican's presidential candidate
- e. *The Prostrate State*
- f. Radical Republican congressman from Pennsylvania
- g. Whiskey Ring
- h. ended Reconstruction
- i. National Woman Suffrage Association
- j. Radical Republican senator from Massachusetts
- k. first black U.S. senator
- l. secretary of war

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

TEST 2

___ 1. Special Field Order 15

___ 2. carpetbaggers

___ 3. Howard University

___ 4. scalawag

___ 5. Black Codes

___ 6. Enforcement Acts

___ 7. Redeemers

___ 8. Compromise of 1877

___ 9. Freedmen's Bureau

___ 10. Ku Klux Klan

___ 11. Whiskey Ring

___ 12. impeachment

- a. restrictions placed on freed blacks in South
- b. scandal in the Grant administration
- c. origin of "40 acres and a mule"
- d. northern-born Republicans in the South during Reconstruction
- e. ended Reconstruction
- f. government agency that helped blacks in South
- g. black school in Washington, D.C.
- h. public official charged with wrongdoing

- i. southern-born white Republican
- j. targeted Ku Klux Klan
- k. Democrats who took control in South during 1870s
- l. terrorist organization

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

Learning Objectives

1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
2. Describe the sources, goals and compelling visions for Reconstruction.
3. Describe the social and political effects of Radical Reconstruction in the South.
4. Explain the main factors in both the North and South for the overthrow of Reconstruction.

Multiple Choice

1. General William T. Sherman's Special Field Order 15:
 - a. gave freed slaves the right to find family members who had been sold.
 - b. set aside the Sea Islands and forty-acre tracts of land in South Carolina and Georgia for black families.
 - c. gave forty acres and a mule to blacks who wished to move to the unsettled American Southwest.
 - d. gave his men instructions to burn their way through the southern interior to the Atlantic coast.
 - e. established the Freedmen's Bureau to help blacks make the transition from slavery to freedom.

ANS: B TOP: Civil rights 🌟 Economic development | Introduction: Sherman Land DIF: Moderate

REF: Full p. 549 | Seagull p. 555

MSC: Remembering OBJ: 1

2. Which of the following best describes the black response to the ending of the Civil War and the coming of freedom?
 - a. Sensing the continued hatred of whites toward them, most blacks wished to move back to Africa.
 - b. Most blacks stayed with their old masters because they were not familiar with any other opportunities.
 - c. Blacks adopted different ways of testing their freedom, including moving about, seeking kin, and rejecting older forms of deferential behavior.
 - d. Desiring better wages, most blacks moved to the northern cities to seek factory work.
 - e. Most blacks were content working for wages and not owning their own land because they believed that they had not earned the right to just be given land from the government.

ANS: C TOP: Civil rights 🌟 Social history | Blacks and the Meaning of Freedom DIF: Easy

REF: Full p. 550 | Seagull p. 557

MSC: Understanding OBJ: 1

3. How did emancipation affect the structure of the black family?

- a. Men and women maintained equality within the household, making black families far more matrilineal than white families.
- b. Men often remained at home while women went out and labored—a major shift from their roles while in slavery.
- c. Black women adopted the domestic roles that white women had long had, but retained their duties in the fields and in the workplace.
- d. The black family became more like the typical white family, with men as the breadwinners and women as the homemakers.
- e. Emancipation did not lead to any changes in the black family's structure.

ANS: D TOP: Civil rights 🌟 Social history | Families in Freedom DIF: Difficult REF: Full p. 551 | Seagull pp. 557–558 MSC: Understanding OBJ: 1

4. During Reconstruction, the role of the church in the black community:
- a. declined because ex-slaves realized they owed their freedom to fellow human beings, not to God.
 - b. changed as African-Americans joined white churches rather than worshipping separately.
 - c. declined as other black-run institutions became more central in African-American life.
 - d. was central, as African-Americans formed their own churches.
 - e. became less important, as northern white churches moved into the South and took in most blacks.

ANS: D TOP: Civil rights 🌟 Cultural history 🌟 Social history | Church and School DIF: Easy REF: Full p. 551 | Seagull p. 558 MSC: Remembering OBJ: 1

5. Which denominations had the largest followings among blacks after the Civil War?
- a. Anglican and Catholic
 - b. Congregational and Presbyterian
 - c. Methodist and Baptist
 - d. Lutheran and Methodist
 - e. Episcopal and Baptist

ANS: C TOP: Cultural history | Church and School
 DIF: Moderate REF: Full p. 551 | Seagull p. 558
 MSC: Remembering OBJ: 1

6. Howard University is well known as:
- a. the first medical school to admit women.
 - b. the first black university in Mississippi.
 - c. the oldest university in New England.
 - d. a black university in Washington, D.C.
 - e. the law school where Abraham Lincoln earned his degree.

ANS: D TOP: Cultural history | Church and School

DIF: Moderate REF: Full p. 551 | Seagull p. 558

MSC: Remembering OBJ: 1

7. Anything less than _____ would betray the Civil War's meaning, black spokesmen insisted.
- new southern railroads
 - full citizenship
 - woman suffrage
 - farming jobs
 - due process

ANS: B TOP: Political history, changes | Political Freedom DIF: Moderate REF: Full p. 552 | Seagull p. 559

MSC: Understanding OBJ: 1

8. For most former slaves, freedom first and foremost meant:
- railroading building.
 - jobs.
 - land ownership.
 - voting.
 - jury duty.

ANS: C TOP: Economic development • Political history, changes | Masters without Slaves

DIF: Difficult REF: Full p. 552 | Seagull p. 559

MSC: Understanding OBJ: 1

9. How did the Civil War affect planter families?
- For the first time, some of them had to do physical labor.
 - They lost their slaves but were otherwise unaffected.
 - Few lost loved ones because they were able to avoid military service.
 - They endured immediate problems, but their economic revival was quick.
 - Since they defined freedom broadly, they got along well with their ex-slaves.

ANS: A TOP: Social history | Masters without Slaves

DIF: Moderate REF: Full p. 554 | Seagull pp. 560–561 MSC: Understanding OBJ: 1

10. The northern vision of the Reconstruction-era southern economy included all of the following EXCEPT:
- emancipated African-Americans would labor more intensively than ever because they had the same opportunities for advancement that northern whites had long enjoyed.
 - northern capital and migrants would energize the southern economy.
 - the Freedmen's Bureau would establish a workable labor system.
 - the labor system would be as close to slavery as possible, thereby assuring high productivity.
 - the South would eventually resemble the North.

ANS: D TOP: Economic development | The Free Labor Vision DIF: Easy REF: Full p. 554 | Seagull p. 561
MSC: Understanding OBJ: 1

11. The Freedmen's Bureau:

- a. was badly administered because director O. O. Howard lacked military experience.
- b. won much southern white support because it consistently supported the planters in disputes with former slaves.
- c. made notable achievements in improving African-American education and health care.
- d. carried out a successful program of distributing land to every former slave family.
- e. enjoyed the strong support of President Andrew Johnson in its work on behalf of civil rights.

ANS: C TOP: Civil rights • Social history | The Freedmen's Bureau DIF: Moderate REF: Full p. 555 | Seagull p. 562 MSC: Understanding OBJ: 1

12. Sharecropping:

- a. meant that African-Americans were paid their share daily for doing specific tasks.
- b. was a compromise between African-Americans' desire for discipline and planters' desire to learn to do physical labor.
- c. was most popular in the old rice-plantation areas of South Carolina and Georgia.
- d. became more popular because of rising farm prices that brought increased prosperity.
- e. was preferred by African-Americans to gang labor (because they were less subject to supervision).

ANS: E TOP: Economic development • Social history | Toward a New South DIF: Moderate REF: Full p. 557 | Seagull p. 564 MSC: Understanding OBJ: 1

13. The crop-lien system:

- a. applied only to African-American farmers.
- b. became better as farm prices increased in the 1870s.
- c. enabled yeoman farmers to continue to function under the same system as before the Civil War.
- d. annoyed bankers and merchants who resented how it made them dependent on farmers.
- e. kept many sharecroppers in a state of constant debt and poverty.

ANS: E TOP: Economic development • Social history | The White Farmer DIF: Difficult REF: Full p. 558 | Seagull p. 564 MSC: Understanding OBJ: 1

14. White farmers in the late nineteenth-century South:

- a. by and large owned their own land.
- b. included many sharecroppers involved in the crop-lien system.
- c. refused to grow cotton because it had been a "slave crop."
- d. were all enormously prosperous following the end of the Civil War.
- e. saw their debts decrease as crop prices went up from 1870 to 1900.

ANS: B TOP: Economic development • Social history | The White Farmer DIF: Easy REF: Full p. 558 | Seagull p. 564 MSC: Understanding OBJ: 1

15. During Reconstruction, southern cities:

- a. enjoyed newfound prosperity as merchants traded more frequently with the North.
- b. were as poverty-stricken as rural southern areas.
- c. benefited from the building of a transcontinental railroad from Washington, D.C., to Los Angeles.
- d. benefited as rice and tobacco production markedly grew.
- e. experienced major population losses as blacks trekked north in the Great Migration.

ANS: A TOP: Economic development | The Urban South DIF: Difficult REF: Full p. 558 | Seagull p. 565 MSC: Remembering OBJ: 1

16. What did the freedmen request in their “Petition of Committee on Behalf of the Freedmen to Andrew Johnson” in 1865?

- a. the right to purchase a homestead
- b. an opportunity to attend a black college
- c. the purchase of some mules
- d. help reuniting their family that had been sold
- e. the right to vote

ANS: A TOP: Primary document analysis | Voices of Freedom DIF: Moderate REF: Full p. 560 | Seagull p. 566 MSC: Understanding OBJ: 1

17. With the end of slavery in the British Caribbean, more than 100,000 laborers came from where to fill the labor shortage?

- a. South Carolina
- b. Canada
- c. Mexico
- d. Australia
- e. India

ANS: E TOP: Economic development | Aftermaths of Slavery DIF: Difficult REF: Full p. 562 | Seagull p. 565 MSC: Remembering OBJ: 1

18. Which of the following is NOT true about Andrew Johnson?

- a. Born into poverty, as a youth he worked as a tailor’s apprentice.
- b. Through hard work, he rose into the planter class and then became a successful politician.
- c. He was the only senator from a seceded state to refuse to leave the U.S. Senate.
- d. Lincoln’s party nominated him for vice president in 1864 in hopes of extending its organization into the South.
- e. He identified as the champion of the “honest yeomen.”

ANS: B TOP: Political history, changes | Andrew Johnson DIF: Difficult REF: Full p. 562 | Seagull pp. 568–569 MSC: Understanding OBJ: 2

19. Andrew Johnson:

- a. simply continued Lincoln's Reconstruction policies.
- b. agreed with Lincoln that some African-Americans should be allowed suffrage rights.
- c. won the Democratic presidential nomination in 1868, but narrowly lost the election.
- d. lacked Lincoln's political skills and keen sense of public opinion.
- e. displayed a great ability to compromise, very much like Lincoln.

ANS: D TOP: Political history, changes | Andrew Johnson DIF: Easy REF: Full p. 562 | Seagull p. 569 MSC: Understanding OBJ: 2

20. The southern Black Codes:

- a. allowed the arrest on vagrancy charges of former slaves who failed to sign yearly labor contracts.
- b. allowed former slaves to testify in court against whites and to serve on juries.
- c. were some of the first laws adopted as part of Radical Reconstruction in 1867.
- d. were denounced by President Johnson and declared unconstitutional by the Supreme Court.
- e. pleased northerners because they saw that the rule of law was returning to the South.

ANS: A TOP: Civil rights | The Black Codes

DIF: Moderate REF: Full p. 563 | Seagull p. 570

MSC: Remembering OBJ: 2

21. Radical Republicans:

- a. tended to come from the border states that had seen most of the vicious fighting during the Civil War.
- b. wanted legitimate democracy in the South, with power to be shared by planters and freed slaves.
- c. fought Andrew Johnson from the day he entered the White House.
- d. fully embraced the expanded powers of the federal government born during the Civil War.
- e. agreed on the need to end slavery but disagreed with one another over whether the freed slaves were entitled to civil rights.

ANS: D TOP: Political history, changes | The Radical Republicans DIF: Moderate REF: Full p. 564 | Seagull p. 571 MSC: Remembering OBJ: 1

22. Which of the following is NOT true of Thaddeus Stevens?

- a. He was an outspoken opponent of slavery before the Civil War.
- b. During the Civil War, he called for arming African-Americans.
- c. He proposed confiscating land from disloyal planters and dividing it among former slaves.
- d. He represented Massachusetts in the U.S. Senate.
- e. He was a strong supporter of racial equality during Reconstruction.

ANS: D TOP: Civil rights 🌟 Political history, changes | The Radical Republicans DIF: Difficult

REF: Full p. 564 | Seagull p. 571

MSC: Understanding OBJ: 2

23. The most ambitious, but least successful, of the Radical Republicans' aims was:

- a. land reform.
- b. black suffrage.
- c. federal protection of civil rights.
- d. public education.
- e. reunification of the Union.

ANS: A TOP: Political history, changes | The Radical Republicans DIF: Easy REF: Full p. 565 | Seagull p. 571

MSC: Understanding OBJ: 1

24. The Civil Rights Bill of 1866:

- a. was proposed by border-state Democrats.
- b. provided African-Americans with the right to vote.
- c. defined the rights of American citizens without regard to race.
- d. allowed states to determine essential citizenship standards.
- e. won the support of President Andrew Johnson.

ANS: C TOP: Civil rights 🌟 Political history, changes | The Origins of Civil Rights

DIF: Moderate REF: Full p. 565 | Seagull p. 572

MSC: Remembering OBJ: 2

25. When Congress sent Andrew Johnson the Civil Rights Bill of 1866, he:

- a. signed it, creating an irreparable breach between himself and the Republicans.
- b. argued that it discriminated against whites.
- c. contended that it gave too much authority to the states.
- d. won widespread public approval for his response.
- e. suggested that it did not go far enough to secure racial equality.

ANS: B TOP: Civil rights 🌟 Political history, changes | The Origins of Civil Rights

DIF: Moderate REF: Full p. 565 | Seagull p. 572

MSC: Understanding OBJ: 2

26. The Fourteenth Amendment:

- a. passed despite the opposition of Charles Sumner.
- b. specifically defined suffrage as one of the civil rights to which freedpeople were entitled.
- c. represented a compromise between the moderate and conservative positions on race.
- d. marked the most important change in the U.S. Constitution since the Bill of Rights.

e. placed into the U.S. Constitution an essential holding of the *Dred Scott* decision.

ANS: D TOP: Civil rights • Constitutional history | The Fourteenth Amendment DIF: Moderate

REF: Full p. 566 | Seagull p. 573

MSC: Understanding OBJ: 2

27. In March 1867, Congress began Radical Reconstruction by adopting the _____, which created new state governments and provided for black male suffrage in the South.

- a. Fourteenth Amendment
- b. Fifteenth Amendment
- c. Civil Rights Act of 1867
- d. Sumner-Stevens Act
- e. Reconstruction Act

ANS: E TOP: Political history, changes | The Reconstruction Act DIF: Difficult REF: Full p. 567 | Seagull p.

573 MSC: Remembering OBJ: 2

28. What early 1868 action by Andrew Johnson sparked his impeachment by the U.S. House of Representatives?

- a. He fired Secretary of State William Seward, an ally of Radical Republicans.
- b. He vetoed a bill to extend the life of the Freedmen's Bureau.
- c. He bribed a Republican senator to support his Reconstruction policies.
- d. He defiantly released a letter showing he had given support to the Confederacy in 1863.
- e. He allegedly violated the Tenure of Office Act.

ANS: E TOP: Political history, changes | Impeachment and the Election of Grant DIF: Difficult

REF: Full p. 567 | Seagull p. 574 MSC: Remembering

OBJ: 2

29. Why was Andrew Johnson acquitted on charges of impeachment?

- a. Johnson's lawyers assured moderate Republicans that he would behave for the rest of his term, so several voted to acquit him.
- b. No one would testify against him.
- c. Leading Radical Republican Benjamin Wade brilliantly managed the president's defense.
- d. Ulysses Grant urged Republicans to acquit Johnson because convicting him might hurt Grant's chances in the presidential election.
- e. Many feared a constitutional crisis because, without a vice president in office, no one knew who would succeed Johnson as president.

ANS: A TOP: Political history, changes | Impeachment and the Election of Grant DIF: Moderate

REF: Full p. 567 | Seagull p. 574 MSC: Remembering

OBJ: 2

30. "Waving the bloody shirt" referred to:

- a. a powerful symbol of Ku Klux Klan violence against African-Americans.
- b. a Democratic campaign prop that reminded voters that Republicans had been responsible for the Civil War.
- c. a Republican attempt to associate Democrats with secession and treason.
- d. a sign of surrender that southern whites used to signify their loss of power.
- e. Andrew Johnson's use of Abraham Lincoln's death for political purposes.

ANS: C TOP: Political history, changes | Impeachment and the Election of Grant DIF: Moderate

REF: Full p. 567 | Seagull p. 574

MSC: Remembering OBJ: 2

31. For the 1868 Democratic presidential ticket, Horatio Seymour and Francis Blair Jr. had a campaign motto of:

- a. Liberty, Equality, and the Southern Way.
- b. Forgive and Heal. White and Black Men Should Work Together.
- c. Civil Rights for All.
- d. This Is a White Man's Country. Let White Men Rule.
- e. I "See More" Peace and Prosperity Ahead with Real Reconstruction.

ANS: D TOP: Civil rights • Political history, changes | Impeachment and the Election of Grant

DIF: Difficult REF: Full p. 567 | Seagull p. 574

MSC: Remembering OBJ: 2

32. All of the following are true of passage of the Fifteenth Amendment EXCEPT:

- a. it split the feminist movement into two major organizations.
- b. the Democratic Party bitterly opposed it.
- c. it led the American Anti-Slavery Society to disband.
- d. it opened the door to voting restrictions not based on race.
- e. it aided the election of Ulysses Grant to the presidency in 1868.

ANS: E TOP: Constitutional history | The Fifteenth Amendment DIF: Difficult REF: Full p. 568 | Seagull p.

575 MSC: Understanding OBJ: 2

33. The Fifteenth Amendment:

- a. sought to guarantee that one could not be denied suffrage rights based on race.
- b. made states responsible for determining all voter qualifications.
- c. granted women the right to vote in federal but not state elections.
- d. was endorsed by President Andrew Johnson.
- e. was drafted by Susan B. Anthony.

ANS: A TOP: Constitutional history | The Fifteenth Amendment DIF: Moderate REF: Full p. 568 | Seagull p.

575 MSC: Remembering OBJ: 2

34. During Reconstruction, those like Elizabeth Cady Stanton and Lucy Stone who supported a woman's right to

vote:

- a. all endorsed the Fifteenth Amendment even though it did not guarantee female suffrage.
- b. all opposed the Fifteenth Amendment because it did not guarantee female suffrage.
- c. found themselves divided over whether or not to support the Fifteenth Amendment.
- d. strongly supported the Fifteenth Amendment because it did guarantee female suffrage.
- e. refused to take a position on the Fifteenth Amendment because it did not define citizenship.

ANS: C TOP: Constitutional history 🌟 Social history | Feminists and Radicals DIF: Difficult REF: Full p. 571 | Seagull p. 578 MSC: Understanding

OBJ: 2

35. The U.S. Supreme Court's decision in the 1873 case in which Myra Bradwell challenged an Illinois statute excluding women from practicing law:

- a. was the first time the Court interpreted the Fourteenth Amendment as establishing gender equality.
- b. was a severe blow to the idea of "separate spheres" for men and women.
- c. resulted the following year in congressional passage of the groundbreaking Legal Practice Act.
- d. demonstrates that, while racial definitions of freedom were changing, gendered ones still existed.
- e. was praised by Bradwell, who went on to become the first woman on the Illinois Supreme Court.

ANS: D TOP: Constitutional history 🌟 Social history | Feminists and Radicals DIF: Difficult REF: Full pp. 571–572 | Seagull p. 578 MSC: Understanding

OBJ: 2

36. With the beginning of Radical Reconstruction, southern African-Americans in the late 1860s and early 1870s took direct action to remedy long-standing grievances. These actions included:

- a. sit-ins that helped to integrate horse-drawn streetcars in southern cities.
- b. protest marches that desegregated public school systems in all the Upper South states.
- c. violent attacks to intimidate Democratic voters from participating in politics.
- d. the creation for the first time of all-black churches.
- e. a series of lawsuits that resulted in the U.S. Supreme Court's declaring segregation unconstitutional.

ANS: A TOP: Civil rights | The Tocsin of Freedom

DIF: Difficult REF: Full p. 572 | Seagull p. 579

MSC: Understanding OBJ: 3

37. Hiram Revels and Blanche Bruce were the first two black:

- a. members of the U.S. House of Representatives.
- b. governors.
- c. mayors of southern towns.
- d. U.S. senators.
- e. federal judges.

ANS: D TOP: Political history, changes | The Black Officeholder DIF: Moderate REF: Full p. 573 | Seagull p. 580 MSC: Remembering OBJ: 3

38. Black officeholders during Reconstruction:

- a. were extremely rare.
- b. were entirely carpetbaggers and scalawags.
- c. helped ensure a degree of fairness in treatment of African-American citizens.
- d. were limited to local offices.
- e. demonstrated that whites had lost all of their political power in the South.

ANS: C TOP: Civil rights | The Black Officeholder

DIF: Moderate REF: Full p. 574 | Seagull p. 581

MSC: Understanding OBJ: 3

39. During Reconstruction, southern state governments helped to finance:

- a. railroads.
- b. canals.
- c. telegraph lines.
- d. interstate roads.
- e. colonization of freedmen and freedwomen.

ANS: A TOP: Political history, changes | The Quest for Prosperity DIF: Easy REF: Full p. 574 | Seagull p. 583

MSC: Remembering OBJ: 3

40. Most of those termed “scalawags” during Reconstruction had been:

- a. owners of large southern plantations before the Civil War.
- b. non-slaveholding white farmers from the southern up-country prior to the Civil War.
- c. enslaved African-Americans before emancipation.
- d. Union soldiers during the war, but then they decided to stay in the South.
- e. Confederate officers and Confederate government officials during the Civil War.

ANS: B TOP: Political history, changes | Carpetbaggers and Scalawags DIF: Moderate

REF: Full p. 575 | Seagull p. 581 MSC: Remembering

OBJ: 3

41. Southern Republicans during Reconstruction:

- a. excluded former Confederates from their ranks.
- b. established the South’s first state-supported schools.
- c. redistributed most former plantation lands to freedmen and poor whites.
- d. helped elect African-American governors in four states.
- e. ran the most corrupt governments in American history.

ANS: B TOP: Political history, changes | Southern Republicans in Power DIF: Difficult REF: Full p. 575 |

Seagull p. 582 MSC: Remembering

OBJ: 3

42. Which of the following was NOT an accomplishment of southern governments run by Republicans during Reconstruction?
- state-supported public schools
 - widespread transformation of plantations into black-owned farms
 - pioneering civil rights legislation
 - finance of railroad construction in the region
 - tax incentives to attract northern manufacturers to invest in the region

ANS: B TOP: Political history, changes | Southern Republicans in Power | The Quest for Prosperity

DIF: Difficult REF: Full pp. 575, 576 | Seagull pp. 582–583 MSC: Remembering OBJ: 3

43. The Whiskey Ring scandal took place during the administration of:
- Abraham Lincoln.
 - Andrew Johnson.
 - Ulysses Grant.
 - Rutherford Hayes.
 - Chester Arthur.

ANS: C TOP: Political history, changes | Reconstruction's Opponents DIF: Moderate

REF: Full p. 577 | Seagull p. 583

MSC: Remembering OBJ: 4

44. The bloodiest act of violence during Reconstruction took place in _____ in 1873, where armed whites killed hundreds of former slaves, including fifty militia members who had surrendered.
- York County, South Carolina,
 - Marietta, Georgia,
 - Lynchburg, Virginia,
 - Colfax, Louisiana,
 - Guilford County, North Carolina,

ANS: D TOP: Civil rights | "A Reign of Terror"

DIF: Difficult REF: Full p. 578 | Seagull p. 585

MSC: Remembering OBJ: 4

45. The Enforcement Acts, passed by Congress in 1870 and 1871, were designed to:
- end Reconstruction by allowing state governments to oversee citizenship rights.
 - stop the activities of terrorist groups such as the Ku Klux Klan.
 - enforce the Emancipation Proclamation in the Confederate states.
 - increase the authority of the Freedmen's Bureau.

e. eliminate racial discrimination in public spaces such as hotels and theaters.

ANS: B TOP: Civil rights • Political history, changes | “A Reign of Terror” DIF: Moderate

REF: Full p. 578 | Seagull p. 585

MSC: Remembering OBJ: 4

46. The Liberal Republican movement in 1872:

- a. sought stronger action to assure the political and social rights of African-Americans in the South.
- b. was led by President Grant as a way of countering a Democratic resurgence in the southern states.
- c. was successful in electing Rutherford B. Hayes president of the United States that year.
- d. initially had little to do with Reconstruction but encouraged opposition to Grant’s policies in the South.
- e. drew most of its strength from southern black leaders such as James S. Pike and Albion Tourgée.

ANS: D TOP: Political history, changes | The Liberal Republicans DIF: Difficult REF: Full p. 579 | Seagull p.

586 MSC: Understanding OBJ: 4

47. *The Prostrate State* depicts:

- a. an ailing slave who is unable to live long enough to see emancipation.
- b. South Carolina under allegedly corrupt Negro rule during Reconstruction.
- c. an economically weak South unable to contribute to the national economy.
- d. a terrorized black community during the reign of the Ku Klux Klan.
- e. an apathetic Congress that has given up on Reconstruction after 1870.

ANS: B TOP: Political history, changes | The North’s Retreat DIF: Difficult REF: Full p. 580 | Seagull p. 586

MSC: Understanding OBJ: 4

48. The U.S. Supreme Court ruled in the Slaughterhouse Cases that:

- a. most rights of citizens are under the control of state governments rather than the federal government.
- b. states cannot interfere with vigorous federal enforcement of a broad array of civil rights guaranteed by the Fourteenth Amendment.
- c. the federal government has sole authority under the Commerce Clause to regulate the meatpacking industry.
- d. voting rights of African-Americans under the Fifteenth Amendment cannot be abridged or denied by any state.
- e. Reconstruction had progressed too far and was now officially ended.

ANS: A TOP: Constitutional history | The North’s Retreat DIF: Difficult REF: Full pp. 581–582 | Seagull p.

587 MSC: Understanding OBJ: 4

49. In 1875, when Mississippi governor Adelbert Ames asked President Grant for help because white rifle clubs had openly assaulted and murdered Republicans, Grant:

- a. immediately sent troops to assist the governor.
- b. arrested the white men responsible for the terror.

- c. commended Ames for his swift actions.
- d. accused Ames of falsifying reports in order to harm Democrats.
- e. told Ames that the northern public was “tired out” with southern problems.

ANS: E TOP: Political history, changes | The Triumph of the Redeemers DIF: Moderate

REF: Full p. 582 | Seagull p. 588

MSC: Remembering OBJ: 4

50. In the 1870s, who claimed to have saved the white South from the corruption and misgovernment of northern and black officials?

- a. Republicans
- b. Carpetbaggers
- c. Redeemers
- d. Scalawags
- e. Ulysses Grant

ANS: C TOP: Political history, changes | The Triumph of the Redeemers DIF: Moderate

REF: Full p. 582 | Seagull p. 587

MSC: Remembering OBJ: 4

51. The election of 1876:

- a. was won by Rutherford B. Hayes, by a landslide.
- b. was finally decided by the Supreme Court.
- c. marked the final stage of Reconstruction, which ended in 1880.
- d. was tainted by claims of fraud in Florida, South Carolina, and Louisiana.
- e. was won by Ulysses S. Grant, by a narrow count.

ANS: D TOP: Political history, changes | The Disputed Election and Bargain of 1877 DIF: Difficult

REF: Full p. 583 | Seagull pp. 588–589

MSC: Remembering OBJ: 4

52. The Bargain of 1877:

- a. allowed Samuel Tilden to become president.
- b. led to the appointment of a southerner as postmaster general.
- c. marked a compromise between Radical and Liberal Republicans.
- d. called for the passage of the Fifteenth Amendment.
- e. was made by Grant to prevent his impeachment over the Whiskey Ring.

ANS: B TOP: Political history, changes | The Disputed Election and Bargain of 1877 DIF: Difficult

REF: Full p. 583 | Seagull p. 589

MSC: Remembering OBJ: 4

53. The civil rights era of the 1950s and 1960s is sometimes called the:

- a. Equality Era.
- b. Gilded Age.
- c. Socialist Era.
- d. Information Age.
- e. Second Reconstruction.

ANS: E TOP: Civil rights | The End of Reconstruction DIF: Moderate REF: Full p. 583 | Seagull p. 590 MSC: Remembering OBJ: 4

54. The two maps of the Barrow Plantation demonstrate:

- a. that little changed in the South after the Civil War.
- b. the African-American commitment to education.
- c. that slaves tried to move as far away as possible from their old masters.
- d. that African-Americans had no interest in building their own churches.
- e. that African-Americans were content to live in their old slave quarters.

ANS: B TOP: Primary document analysis | Church and School DIF: Moderate REF: Full p. 589 • Seagull p. 596 MSC: Understanding OBJ: 1

True or False

1. Black ministers during Reconstruction played a major role in politics, holding some 250 public offices.

ANS: T TOP: Cultural history • Political history, changes | Church and School DIF: Moderate REF: Full p. 551 | Seagull p. 558 MSC: Remembering OBJ: 1

2. The Civil War was devastating to the South, which lost nearly one-fifth of its white adult male population.

ANS: T TOP: Military history • Social history | Masters without Slaves DIF: Easy REF: Full p. 553 | Seagull p. 560 MSC: Remembering OBJ: 1

3. Because of land redistribution, the vast majority of rural freedmen and freedwomen prospered during Reconstruction.

ANS: F TOP: Economic development • Social history | The Failure of Land Reform DIF: Easy REF: Full p. 556 | Seagull p. 563 MSC: Understanding OBJ: 1

4. By the mid-1870s, white farmers were cultivating as much as 80 percent of the region's cotton crop.

ANS: F TOP: Economic development • Social history | The White Farmer DIF: Moderate REF: Full p. 558 | Seagull p. 564 MSC: Remembering

OBJ: 1

5. By and large, white voters in the South returned prominent Confederates and members of the old elite to power during Presidential Reconstruction.

ANS: T TOP: Political history, changes | The Failure of Presidential Reconstruction DIF: Moderate

REF: Full p. 563 | Seagull p. 569 MSC: Understanding

OBJ: 2

6. Compared to rebels in the rest of world history, the rebels of the defeated Confederacy were treated very harshly.

ANS: F TOP: Social history | The Black Codes

DIF: Easy REF: Full p. 563 | Seagull p. 570

MSC: Remembering OBJ: 2

7. Thaddeus Stevens's most cherished aim was to confiscate the land of disloyal planters and divide it among former slaves and northern migrants to the South.

ANS: T TOP: Political history, changes • Social history | The Radical Republicans DIF: Moderate

REF: Full p. 565 | Seagull p. 571 MSC: Remembering

OBJ: 2

8. The Civil Rights Act of 1866 became the first major law in American history to be passed over a presidential veto.

ANS: T TOP: Civil rights • Political history, changes | The Origins of Civil Rights DIF: Moderate

REF: Full p. 566 | Seagull p. 572 MSC: Remembering

OBJ: 2

9. With the passage of the Fourteenth Amendment, all people born in the United States were automatically citizens.

ANS: T TOP: Constitutional history | The Fourteenth Amendment DIF: Moderate REF: Full p. 566 | Seagull p.

572 MSC: Remembering OBJ: 2

10. The Senate, following the House's impeachment vote, removed Andrew Johnson from office.

ANS: F TOP: Political history, changes | Impeachment and the Election of Grant DIF: Easy

REF: Full p. 567 | Seagull p. 574 MSC: Remembering

OBJ: 2

11. The 1868 presidential campaign did not appeal to racism but only to economic concerns.

ANS: F TOP: Civil rights | Impeachment and the Election of Grant DIF: Moderate REF: Full pp. 567–568 |

Seagull pp. 574–575 MSC: Understanding OBJ: 2

12. Lucy Stone favored the Fifteenth Amendment and established the American Woman Suffrage Association.

ANS: T TOP: Constitutional history • Social history | Feminists and Radicals DIF: Moderate

REF: Full p. 571 | Seagull p. 578

MSC: Remembering OBJ: 2

13. When the Union was restored by 1870, the southern states had Democratic majorities.

ANS: F TOP: Political history, changes | “The Tocsin of Freedom” DIF: Moderate REF: Full p. 573 | Seagull p.

580 MSC: Remembering OBJ: 3

14. Black suffrage made little difference in the South as very few blacks voted or ran for public office during Reconstruction.

ANS: F TOP: Civil rights • Political history, changes | The Black Officeholder DIF: Easy REF: Full p. 573

| Seagull p. 580 MSC: Understanding

OBJ: 3

15. In 1870, Hiram Revels became the first black U.S. senator in American history.

ANS: T TOP: Political history, changes | The Black Officeholder DIF: Difficult REF: Full p. 573 | Seagull p.

580 MSC: Remembering OBJ: 3

16. White southern Democrats considered scalawags traitors to both their party and their race.

ANS: T TOP: Political history, changes | Carpetbaggers and Scalawags DIF: Easy REF: Full p. 575 | Seagull p.

581 MSC: Understanding OBJ: 3

17. While Republicans were in power in the South, they established the region’s first state-supported public schools.

ANS: T TOP: Political history, changes | Southern Republicans in Power DIF: Moderate REF: Full p. 575 |

Seagull p. 582 MSC: Remembering

OBJ: 3

18. Investment opportunities in the West lured more northern investors than in the South, and economic development in the South remained weak.

ANS: T TOP: Economic development • Geographic issues | The Quest for Prosperity DIF: Difficult

REF: Full p. 576 | Seagull p. 583

MSC: Understanding OBJ: 3

19. Opponents of Radical Reconstruction could not accept the idea of former slaves voting, holding office, and enjoying equality before the law.

ANS: T TOP: Civil rights | Reconstruction's Opponents DIF: Easy REF: Full p. 577 | Seagull p. 584 MSC: Understanding OBJ: 4

20. The Ku Klux Klan was an organization of the lower classes of the South—those who felt left out of white society.

ANS: F TOP: Civil rights | “A Reign of Terror”
DIF: Moderate REF: Full p. 578 | Seagull p. 585
MSC: Remembering OBJ: 4

21. James Pike's *The Prostrate State* was in support of the black Republican governments in the South during Reconstruction.

ANS: F TOP: Civil rights | The North's Retreat
DIF: Moderate REF: Full p. 580 | Seagull pp. 586–587 MSC: Remembering OBJ: 4

22. The 1873 depression strengthened the North's resolve to ensure the success of Reconstruction since the depression really hurt the South's farmers, highlighting the need for reform in the region.

ANS: F TOP: Economic development • Political history, changes | The North's Retreat DIF: Moderate
REF: Full p. 581 | Seagull p. 587
MSC: Understanding OBJ: 4

23. The *Slaughterhouse Cases* are an example of the Supreme Court whittling away at the freedoms gained by the blacks during Reconstruction.

ANS: T TOP: Civil rights • Constitutional history | The North's Retreat DIF: Moderate REF: Full p. 581 |
Seagull p. 589 MSC: Understanding
OBJ: 4

24. In Mississippi in 1875, white rifle clubs drilled in public and openly assaulted and murdered Republicans.

ANS: T TOP: Social history | The Triumph of the Redeemers DIF: Moderate REF: Full p. 582 | Seagull p. 588
MSC: Remembering OBJ: 4

25. As part of the Bargain of 1877, President Grant appointed a southerner to his cabinet.

ANS: F TOP: Political history, changes | The Disputed Election and Bargain of 1877 DIF: Moderate
REF: Full p. 583 | Seagull p. 589
MSC: Remembering OBJ: 4

Short Answer

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

1. Fourteenth Amendment

2. Ku Klux Klan
3. Liberal Republicans
4. Andrew Johnson
5. sharecropping
6. black officeholders
7. Radical Republicans
8. Black Codes
9. Freedmen's Bureau
10. Fifteenth Amendment
11. Redeemers
12. feminists

Essay Questions

1. What did freedom mean for the ex-slaves? Be sure to address economic opportunities, gender roles, religious independence, and family security.

ANS: Answers will vary TOP: Civil rights • Economic development • Political history, changes • Social history | Blacks and the Meaning of Freedom | Families in Freedom | Church and School | Political Freedom DIF: Moderate MSC: Applying OBJ: 1

2. Why did Radical Republicans believe that Andrew Johnson would support their agenda? Why was Johnson ultimately unable to lend his support to the Civil Rights Act of 1866 or to the Fourteenth Amendment?

ANS: Answers will vary TOP: Civil rights • Constitutional history • Political history, changes • Social history | The Radical Republicans | The Origins of Civil Rights | Andrew Johnson DIF: Moderate
MSC: Analyzing OBJ: 2

3. For whites, freedom, no matter how defined, was a given, a birthright to be defended. For African-Americans, it was an open-ended process, a transformation of every aspect of their lives and of the society and culture that had sustained slavery in the first place. Defend this statement.

ANS: Answers will vary TOP: Civil rights • Economic development • Political history, changes • Social history | Blacks and the Meaning of Freedom | Families in Freedom | Church and School | Political Freedom DIF: Difficult MSC: Evaluating
OBJ: 1

4. Explain how wartime devastation set in motion a train of events that permanently altered the white yeomanry's independent way of life, leading to what they considered a loss of freedom.

ANS: Answers will vary TOP: Economic development • Political history, changes • Social history |

The White Farmer DIF: Moderate

MSC: Analyzing OBJ: 1

5. Reconstruction witnessed profound changes in the lives of southerners, black and white, rich and poor. Explain the various ways that the lives of these groups changed. Were the changes for the better or worse?

ANS: Answers will vary TOP: Civil rights ✿ Economic development ✿ Political history, changes ✿ Social history | Toward a New South | Blacks and the Meaning of Freedom | Masters without Slaves | The White Farmer | Families in Freedom | Church and School | Political Freedom DIF: Difficult

MSC: Evaluating OBJ: 1 / 2 / 3

6. Stating that he “lived among men, not among angels,” Thaddeus Stevens recognized that the Fourteenth Amendment was not perfect. Explain the strengths and weaknesses of the Fourteenth Amendment. What liberties and freedoms did it extend in the nineteenth century—and to whom? How did it alter the relationship between the federal government and the states?

ANS: Answers will vary. TOP: Civil rights ✿ Constitutional history ✿ Economic development ✿ Political history, changes ✿ Social history | The Fourteenth Amendment | The Radical Republicans

DIF: Moderate MSC: Evaluating OBJ: 2

7. What faults did the Republicans see with Presidential Reconstruction? How did they propose to rectify those deficiencies? Be sure to distinguish moderate Republicans from Radical Republicans in your answer.

ANS: Answers will vary TOP: Civil rights ✿ Economic development ✿ Political history, changes ✿ Social history | The Failure of Presidential Reconstruction

DIF: Moderate MSC: Analyzing OBJ: 2 / 3

8. Who were the Redeemers, what did they want, and what were their methods? How did the Redeemers feel that their freedom was being threatened by Radical Reconstruction? Conclude your essay with a comment on how you think the federal government should have responded to the Redeemers.

ANS: Answers will vary TOP: Civil rights ✿ Political history, changes ✿ Social history | The Triumph of the Redeemers DIF: Moderate MSC: Analyzing

OBJ: 3 / 4

9. Do you think the permanent distribution of land to former slaves would have made a difference in the outcome of Reconstruction? Why or why not?

ANS: Answers will vary TOP: Civil rights ✿ Economic development ✿ Political history, changes ✿ Social history | The Failure of Land Reform

DIF: Moderate MSC: Evaluating OBJ: 1 / 4

10. Was Reconstruction a success or a failure? Or was it something in between? In your response, consider land policy, key legislation during Presidential and Radical Reconstruction, southern politics, racial and political violence, and northern “fatigue” with Reconstruction. Be sure to make clear what you mean by success and failure.

ANS: Answers will vary TOP: Civil rights ✿ Constitutional history ✿ Economic development ✿ Political history, changes ✿ Social history | The Reconstruction Act | The Failure of Presidential Reconstruction | The North’s Retreat | The Failure of Land Reform | “A Reign of Terror” | The Tocsin of Freedom | Toward a New South | The Black Codes

DIF: Difficult MSC: Evaluating OBJ: 1 / 2 / 3 / 4

11. The debate surrounding the creation and ratification of the Fifteenth Amendment divided one-time political allies over the matter of women’s suffrage. What were the arguments for and against including a woman’s right to vote in the Fifteenth Amendment? What did this debate say about the boundaries of freedom defined by Reconstruction?

ANS: Answers will vary TOP: Civil rights ✿ Constitutional history ✿ Political history, changes ✿ Social history | The Fifteenth Amendment DIF: Moderate

MSC: Analyzing OBJ: 2

CHAPTER 16 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 nonfarming jobs.
 3. Growth of cities was vital for financing industrialization.
 - a. Great Lakes region
 - i. Pittsburgh
 - ii. Chicago
 - 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
 - b. Nikola Tesla

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. The railroad pioneered modern techniques of business organization.
 - a. Thomas Scott of Pennsylvania Railroad
2. Andrew Carnegie worked for Scott at Pennsylvania Railroad.
3. By the 1890s, Carnegie dominated the steel industry.
 - a. Vertical integration
4. Carnegie's life reflected his desire to succeed and his desire to give back to society.

F. The Triumph of 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. Women were part of the working class.

H. *Sunshine and Shadow*: Increasing Wealth and Poverty

1. Class divisions became more and more visible.
2. Many of the wealthiest Americans consciously pursued an aristocratic lifestyle.
 - a. Thorstein Veblen on conspicuous consumption
3. 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.

B. Farming on the Middle Border

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.
2. Farming was difficult and much of the burden fell to women.

C. Bonanza Farms

1. John Wesley Powell warned that the region's arid land required large-scale irrigation projects and communal farming as practiced by Mexican settlers.
2. Small farmers became increasingly oriented to national and international markets.
3. As crop production increased, prices fell and small farmers throughout the world suffered severe difficulties during the last quarter of the nineteenth century.
4. The future of western farming ultimately lay with giant agricultural enterprises, as seen in California.

D. 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.

E. Conflict on the Mormon Frontier

1. Western settlement eroded the isolation of the Mormon religious utopia in Utah.
2. The forceful removal of the obstructive 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. With the Mormon ban on polygamy Utah was able to acquire statehood and end its resistance against the federal government.

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.
4. The Comanche empire fell in the 1870s.
5. Indian resistance only temporarily delayed the onward march of white soldiers, settlers, and prospectors.

H. Remaking Indian Life

1. In 1871, Congress eliminated the treaty system that dated back to the Revolutionary era.

- a. Forced assimilation

I. The Dawes Act

1. The crucial step in attacking tribalism came in 1887, with the passage of the Dawes Act.

- a. The policy proved to be a disaster for the Indians.

J. Indian Citizenship

1. Many nineteenth-century laws offered citizenship to Indians if they gave up tribal identity and assimilated into American society, but not many Indians were willing to give up their tribal identity.

2. *Elk v. Wilkins* (1884) agreed with lower court rulings that the Fourteenth and Fifteenth Amendments did not apply to Indians.

K. The Ghost Dance and Wounded Knee

1. Some Indians sought solace in the Ghost Dance, a religious revitalization campaign reminiscent of the pan-Indian movements led by earlier prophets like Neolin and Tenskwatawa.

2. At the same time, President Benjamin Harrison responded to political pressure for a more aggressive stance against American Indians with the deployment of 9,000 troops.

3. On December 29, 1890, soldiers opened fire on Ghost Dancers encamped on Wounded Knee Creek in South Dakota, killing between 150 and 200 Indians, mostly women and children.

L. 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.

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. Gilded Age presidents made little effort to mobilize public opinion or to exert executive leadership.

5. 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. Third parties enjoyed significant (if short-lived) success in local elections.
 - a. The Greenback-Labor Party
3. Farmers responded to railroad policies by organizing the Grange.
4. 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. Freedom, Inequality, and Democracy

1. Many Americans viewed the concentration of wealth as inevitable, natural, and justified by progress.
2. Gilded Age reformers feared that with lower-class groups seeking to use government to advance their own interests, democracy was becoming a threat to individual liberty and to the rights of property.

C. 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.

D. Liberty of Contract

1. Labor contracts reconciled freedom and authority in the workplace.
2. The demands by workers that government should help them struck liberals as an example of how the

misuse of political power posed a threat to liberty.

E. The Courts and Freedom

1. The courts viewed state regulation of business as an insult to free labor.
2. The courts generally sided with business enterprises that complained of a loss of economic freedom.
3. *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 in an Industrial Age

1. The Knights of Labor organized all workers to improve social conditions.

C. The Conditions Essential to Liberty

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

D. Middle-Class Reformers

1. Alarmed by fear of class warfare and the growing power of concentrated capital, social thinkers offered numerous plans for change.

E. Progress and Poverty

1. Henry George's solution was the single tax.
2. George rejected the traditional equation of liberty with ownership of land.

F. The Cooperative Commonwealth

1. Lawrence Gronlund's *Cooperative Commonwealth* was the first book to popularize socialist ideas for an American audience.
2. It explained socialist concepts in easy-to-understand prose.

G. Bellamy's Utopia

1. Freedom, Edward Bellamy insisted, was a social condition resting on interdependence, not on autonomy.
2. Bellamy held out the hope of retaining the material abundance made possible by industrial capitalism while eliminating inequality.

H. 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.

I. 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.

J. 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.

K. 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-Extermination 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

Bachin, Robin F. *Building the South Side: Urban Space and Civic Culture in Chicago 1890–1919*. Chicago: University of Chicago Press, 2004.

Blackhawk, Ned. *Violence over the Lands: Indians and Empires in the Early American West*. Cambridge, MA: Harvard University Press, 2006.

Calhoun, Charles W. "Benjamin Harrison." *American Presidents* series. New York: Henry Holt & Company, 2005.

Campbell, Ballard, ed. *The Human Tradition in the Gilded Age and Progressive Era*. Wilmington, DE: Scholarly Resources, 2000.

Chandler, Alfred D. *The Visible Hand: The Managerial Revolution in American Business*. Cambridge, MA: Harvard University Press, 1993.

- Cronon, William. *Nature's Metropolis: Chicago and the Great West*. New York: W. W. Norton & Company, 1992.
- Foster, Gaines. *Moral Reconstruction: Christian Lobbyists and the Federal Legislation of Morality, 1865–1920*. Chapel Hill: University of North Carolina Press, 2002.
- Gilfoyle, Timothy. *A Pickpocket's Tale: The Underworld of Nineteenth-Century New York*. New York: W. W. Norton & Company, 2006.
- Green, James. *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America*. New York: Random House, 2007.
- Hamalainen, Pekka. *The Comanche Empire*. New Haven, CT: Yale University Press, 2008.
- Huhndorf, Shari. *Going Native: Indians in the American Cultural Imagination*. Ithaca, NY: Cornell University Press, 2001.
- Igler, David. *Industrial Cowboys: Miller & Lux and the Transformation of the Far West, 1850–1920*. Berkeley: University of California Press, 2001.
- Isenberg, Andrew C. *The Destruction of the Bison: An Environmental History, 1750–1920*. New York: Cambridge University Press, 2000.
- Kazin, Michael, and Steven Ross. "America's Labor Day: The Dilemma of a Workers' Celebration." *Journal of American History* 78, no. 4 (1992): 1294–1323.
- Kens, Paul. *Lochner v. New York: Economic Regulation on Trial*. Lawrence: University of Kansas Press, 1998.
- Montgomery, David. *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865–1925*. New York: Cambridge University Press, 1989.
- Numbers, Ronald. *Darwinism Comes to America*. Cambridge, MA: Harvard University Press, 1998.
- Richardson, Heather C. *Wounded Knee: Party Politics and the Road to an American Massacre*. New York: Basic Books, 2011.
- Summers, Mark Wahlgren. *The Gilded Age: Or, The Hazard of New Functions*. Upper Saddle River, NJ: Prentice Hall, Inc., 1997.
- Thomas, John. *Alternative America: Henry George, Edward Bellamy, Henry Demarest Lloyd and the Adversary Tradition*. Cambridge, MA: Harvard University Press, 1983.
- White, Richard. *Railroaded: The Transcontinentals and the Making of Modern America*. New York: W. W. Norton & Company, 2011.
- Wilson, R. Jackson. "Experience and Utopia: The Making of Edward Bellamy's *Looking Backward*." *Journal of American Studies* 11, no. 1 (1977): 45–60.
- Woodward, Mary Dodge. *Checkered Years: A Bonanza Farm Diary: 1884–1888*. St. Paul: Minnesota Historical Society, 1989.
- Young, David. *The Iron Horse and the Windy City: How Railroads Shaped Chicago*. DeKalb: Northern Illinois University Press, 2005.

TEST BANK

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

- a. Social Gospel movement
- b. steel industrial giant
- c. *Progress and Poverty*
- d. Knights of Labor
- e. electric motor
- f. *How the Other Half Lives*
- g. winner at Little Big Horn
- h. utopian novelist
- i. Social Darwinist
- j. oil industrial giant
- k. Nez Percé
- l. 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

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. Evaluate the effectiveness of the Gilded Age political system 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 OBJ: 1 DIF: Difficult

MSC: Understanding REF: Full p. 589 | Seagull p. 593

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

OBJ: 1 DIF: Moderate MSC: Remembering

REF: Full p. 590 | Seagull p. 594

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

ANS: D TOP: Economic Development | The Industrial Economy OBJ: 1 DIF: Easy

MSC: Understanding REF: Full p. 590 | Seagull p. 593

4. The _____ made possible the second industrial revolution in America.
- oil industry
 - railroads
 - iron industry
 - textiles
 - cotton gin

ANS: B TOP: Economic Development | Railroads and the National Market OBJ: 1 DIF: Easy

MSC: Remembering REF: Full p. 591 | Seagull p. 596

5. Which of the following statements best summarizes the reasons for the tripling of railroad track miles in the United States between 1860 and 1890?
- Private investment and massive grants of land and money by federal, state, and local governments spurred the building.
 - New technologies made the construction of rail lines cheap, quick, and easy.
 - Federal and state governments aided private investments by investing and subsidizing railroads.
 - Foreign capital funded the railroad boom in the West.
 - The government built the tracks and accrued vast debts and deficits in the process.

ANS: A TOP: Economic Development | Railroads and the National Market OBJ: 1 DIF: Difficult

MSC: Evaluating REF: Full p. 591 | Seagull p. 596

6. In 1883, _____ divided the nation into the four time zones still used today.
- the major railroad companies
 - the federal government
 - a coalition of mining and lumber companies
 - an organization of Western states
 - a group of businessmen from Chicago

ANS: A TOP: Geographic Issues | Railroads and the National Market OBJ: 1 DIF: Moderate

MSC: Understanding REF: Full p. 591 | Seagull p. 596

7. 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 OBJ: 1 DIF: Easy

MSC: Remembering REF: Full p. 593 | Seagull p. 596

8. In the nineteenth century, pools, trusts, and mergers were:

- a. unheard of.
- b. used only rarely.
- c. against the law.
- d. seen as beneficial by consumers.
- e. ways that manufacturers sought to control the marketplace.

ANS: E TOP: Economic Development | Competition and Consolidation OBJ: 1 DIF: Moderate

MSC: Understanding REF: Full p. 594 | Seagull p. 598

9. The first billion-dollar enterprise corporation was:

- a. U.S. Steel.
- b. Standard Oil.
- c. A&P.
- d. International Harvester.
- e. Quaker Oats.

ANS: A TOP: Economic Development | Competition and Consolidation OBJ: 1 DIF: Moderate

MSC: Remembering REF: Full p. 594 | Seagull p. 598

10. 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 OBJ: 1 DIF: Difficult

MSC: Analyzing REF: Full p. 594 | Seagull p. 601

11. 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

OBJ: 1 DIF: Easy MSC: Applying

REF: Full pp. 594, 597 | Seagull pp. 598–599

12. 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 OBJ: 1 DIF: Difficult

MSC: Understanding REF: Full p. 597 | Seagull p. 600

13. For workers, the second industrial revolution meant all of the following EXCEPT:

- a. frequent periods of mass unemployment.
- b. higher wages than those earned by European industrial workers.
- c. dangerous work conditions.
- d. an increase of women working in industry.
- e. a decrease in child labor.

ANS: E TOP: Social History | Workers’ Freedom in an Industrial Age OBJ: 1 DIF: Moderate

MSC: Understanding REF: Full pp. 598–599 | Seagull p. 601

14. The American working class:

- a. was paid less than their European counterparts.
- b. worked under safe conditions
- c. did not include women and children.
- d. was quickly making gains and moving into the middle class.
- e. lived in desperate conditions.

ANS: E TOP: Social History | *Sunshine and Shadow*: Increasing Wealth and Poverty OBJ: 1

DIF: Moderate MSC: Applying

REF: Full p. 599 | Seagull p. 601

15. 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 | *Sunshine and Shadow*: Increasing Wealth and Poverty

OBJ: 1 DIF: Difficult MSC: Applying

REF: Full p. 599 | Seagull p. 602

16. 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 | *Sunshine and Shadow*: Increasing Wealth and Poverty OBJ: 1

DIF: Moderate MSC: Remembering

REF: Full p. 600 | Seagull p. 602

17. 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 on the Middle Border* OBJ: 2 DIF: Moderate

MSC: Understanding REF: Full p. 602 | Seagull p. 604

18. 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 | *Bonanza Farms* OBJ: 2 DIF: Moderate

MSC: Understanding REF: Full p. 603 | Seagull p. 605

19. After the Civil War, which of the following became a symbol of a life of freedom on the open range?

- a. Indians.
- b. Buffalo.
- c. Cowboys.
- d. Pioneers.
- e. Pony Express riders.

ANS: C TOP: Cultural History | The Cowboy and the Corporate West OBJ: 2 DIF: Easy
MSC: Understanding REF: Full p. 604 | Seagull p. 606

20. The economic development of the American West was based on:

- a. farming solely.
- b. lumber, mining industries, tourism, and farming.
- c. the continued reliance on self-sufficient farming.
- d. transportation modes other than the railroad.
- e. the cooperation of the Plains Indians.

ANS: B TOP: Economic Development | The Cowboy and the Corporate West OBJ: 2 DIF: Moderate
MSC: Understanding REF: Full p. 604 | Seagull pp. 606–607

21. Why did President James Buchanan replace Utah’s territorial governor Brigham Young with a non-Mormon appointee in 1857?

- a. Brigham Young had advocated for slavery in the trans-Mississippi West.
- b. Mormons had slaughtered more than 100 settlers in the Mountain Meadows massacre.
- c. Brigham Young was a known polygamist.
- d. It became known that the work of federal judges in Utah was being obstructed.
- e. Under Young, Utah had granted Native Americans equal citizenship.

ANS: D TOP: Political History | Conflict on the Mormon Frontier OBJ: 2 DIF: Difficult
MSC: Analyzing REF: Full p. 605 | Seagull p. 607

22. In his speech “A Second Declaration of Independence,” labor leader Ira Steward argued that the most pressing problem facing the nation was:

- a. slavery.
- b. westward expansion.
- c. the growing gap between the rich and poor.
- d. the rise of bonanza farming.
- e. railroad and transportation costs.

ANS: C TOP: Primary Document Analysis | Voices of Freedom OBJ: 1 DIF: Difficult
MSC: Analyzing REF: Full p. 606 | Seagull p. 608

23. The Plains Indians:

- a. were completely responsible for the near extinction of the buffalo.

- b. had lived in peace until the Civil War.
- c. encouraged the influx of white settlers.
- d. included the Cheyenne, Comanche, Crow, Kiowa, and Sioux.
- e. were treated fairly by the federal government.

ANS: D TOP: Ethnicity | The Subjugation of the Plains Indians OBJ: 2 DIF: Moderate
MSC: Understanding REF: Full p. 608 | Seagull p. 610

24. The massive hunting of what animal hurt the Plains Indians?

- a. Horses.
- b. Deer.
- c. Antelope.
- d. Indians.
- e. Buffalo.

ANS: E TOP: Cultural History | The Subjugation of the Plains Indians OBJ: 2 DIF: Easy
MSC: Remembering REF: Full p. 608 | Seagull p. 610

25. Chief Joseph:

- a. advocated greater federal control of Indians.
- b. starred in a Wild West show.
- c. was at the Little Bighorn.
- d. supported the reservation system.
- e. wanted freedom for his people, the Nez Percé.

ANS: E TOP: Civil Rights | "Let Me Be a Free Man"
OBJ: 2 DIF: Moderate MSC: Understanding
REF: Full p. 609 | Seagull p. 611

26. The Indian victory at Little Bighorn:

- a. was typical at the time.
- b. only temporarily delayed the advance of white settlement.
- c. brought an end to the hostilities.
- d. came after an unprovoked attack by Indians.
- e. resulted in no U.S. army casualties.

ANS: B TOP: Civil Rights | "Let Me Be a Free Man"
OBJ: 2 DIF: Moderate MSC: Understanding
REF: Full p. 609 | Seagull pp. 611, 613

27. What was the aim of Carlisle, a boarding school 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

OBJ: 2 DIF: Moderate MSC: Understanding

REF: Full p. 611 | Seagull p. 612

28. The Dawes Act of 1887:

- a. empowered Indians.
- b. assured Indian autonomy.
- c. sought to break up the tribal system.
- d. was a great success.
- e. hurt white interests in the West.

ANS: C TOP: Social History | The Dawes Act

OBJ: 2 DIF: Moderate MSC: Remembering

REF: Full p. 612 | Seagull p. 613

29. The Dawes Act of 1887:

- a. placed Indians on reservations.
- b. divided tribal lands into parcels of land for Indian families.
- c. outlawed the killing of the buffalo.
- d. was considered a success by the Indians.
- e. ended the Indian wars in the West.

ANS: B TOP: Political History | The Dawes Act

OBJ: 2 DIF: Moderate MSC: Understanding

REF: Full p. 612 | Seagull pp. 613–614

30. *Elk v. Wilkins* (1884):

- a. agreed with lower court rulings that the Fourteenth and Fifteenth Amendments did not apply to Indians.
- b. ordered that citizenship be applied to the Indians if Indians renounced loyalty to their tribe.
- c. voided a state law that established maximum working hours for bakers, citing that this law infringed on individual freedom.
- d. decided that working more than ten hours a day was more strain than a female body could bear.
- e. ruled that manufacturing was a local activity, not subject to congressional regulation of interstate commerce.

ANS: A TOP: Constitutional History | Indian Citizenship OBJ: 2 DIF: Difficult

MSC: Analyzing REF: Full p. 613 | Seagull p. 615

31. 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 Ghost Dance and Wounded Knee OBJ: 2 DIF: Moderate
MSC: Understanding REF: Full p. 613 | Seagull p. 615

32. Which event marked the end of the Indian wars?

- a. Battle of Little Big Horn.
- b. Surrender of Chief Joseph and the Nez Percé.
- c. Battle of Wounded Knee.
- d. Establishment of the Ghost Dance.
- e. Surrender of Sitting Bull.

ANS: C TOP: Ethnicity | The Ghost Dance and Wounded Knee OBJ: 2 DIF: Difficult
MSC: Understanding REF: Full p. 614 | Seagull p. 615

33. William M. Tweed was a(n):

- a. political boss who, although corrupt, provided important services to New Yorkers.
- b. civic reformer who introduced a clean, nonpartisan form of government in New York.
- c. infamous precinct worker in Chicago who made millions off the immigrants.
- d. corrupt landlord of tenement-style urban residences in Pittsburgh.
- e. socialist who ran for mayor of New York on the Labor Party ticket.

ANS: A TOP: Political History | The Corruption of Politics OBJ: 3 DIF: Easy MSC: Remembering
REF: Full p. 616 | Seagull p. 617

35. Crédit Mobilier and the Whiskey Ring:

- a. were international corporations.
- b. were involved in steel production.
- c. were owned by Andrew Carnegie.
- d. donated money to the poor.
- e. were indicative of the corruption in the Grant administration.

ANS: E TOP: Political History • The Corruption of Politics OBJ: 3 DIF: Moderate
MSC: Understanding REF: Full p. 616 | Seagull pp. 617–618

36. 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 OBJ: 3 DIF: Moderate
MSC: Understanding REF: Full p. 617 | Seagull p. 618

37. Republican economic policies strongly favored:

- a. midwestern farmers.
- b. southern sharecroppers.
- c. national consumers.
- d. northern industrialists.
- e. western silver mine owners.

ANS: D TOP: Political History | Government and the Economy OBJ: 3 DIF: Easy MSC: Understanding
REF: Full p. 618 | Seagull p. 618

38. 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
OBJ: 3 DIF: Difficult MSC: Remembering
REF: Full p. 618 | Seagull p. 620

39. 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 | Reform Legislation
OBJ: 3 DIF: Moderate MSC: Analyzing
REF: Full p. 618 | Seagull p. 620

40. The Greenback-Labor Party:

- a. wanted banks to control the money supply.
- b. wanted the federal government to stop taking money out of circulation.
- c. wanted to decrease the money supply.
- d. was unable to elect any of its candidates, even on the local level.

e. supported the use of force against striking workers.

ANS: B TOP: Political History | Political Conflict in the States OBJ: 3 DIF: Moderate
MSC: Understanding REF: Full p. 619 | Seagull p. 621

41. 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 Conflict in the States OBJ: 3 DIF: Moderate
MSC: Understanding REF: Full p. 619 | Seagull p. 621

42. 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 OBJ: 4 DIF: Difficult MSC: Evaluating
REF: Full pp. 621–622 | Seagull p. 624

43. The theory of Social Darwinism argued that:

- a. public assistance should be available for the poor.
- b. giant corporations were inherently evil.
- c. the theory of evolution applied to humans, thus explaining why some were rich and some were poor.
- d. the poor were in no way responsible for their poverty.
- e. excessive personal wealth was a sign of weakness.

ANS: C TOP: Cultural History | Social Darwinism in America OBJ: 4 DIF: Easy
MSC: Understanding REF: Full pp. 621–622 | Seagull p. 624

44. All of the following individuals wrote about the subject of America’s poor EXCEPT:

- a. Jacob Riis.
- b. Mathew Smith.
- c. Henry George.
- d. Edward Bellamy.
- e. Charles Darwin.

ANS: E TOP: Cultural History | Social Darwinism in America OBJ: 4 DIF: Moderate
MSC: Analyzing REF: Full pp. 621–622 | Seagull pp. 623–624

45. What did William G. Sumner believe social classes owed each other?
- Cooperation, in order to move ahead.
 - A redistribution of wealth.
 - Nothing at all.
 - Respect and equality.
 - A spirit of kinship to fix the ills of society together.

ANS: C TOP: Cultural History | Social Darwinism in America OBJ: 4 DIF: Difficult
MSC: Evaluating REF: Full p. 622 | Seagull p. 624

46. Which statement about labor and the law is FALSE?
- The courts viewed state regulation of business as an insult to free labor.
 - Lochner v. New York* voided a state law that established maximum working hours for bakers, claiming that it infringed on individual freedom.
 - The courts generally sided with business enterprises that complained of a loss of economic freedom.
 - Workers generally welcomed the Court's decisions on industry.
 - Liberals thought that the workers' demands that the government help them was an example of how the misuse of political power posed a threat to liberty.

ANS: D TOP: Social History | The Courts and Freedom OBJ: 4 DIF: Difficult
MSC: Evaluating REF: Full pp. 623–624 | Seagull p. 626

47. During the second industrial revolution, the courts:
- supported the interests of workers.
 - supported the interests of consumers.
 - refused to hear any cases related to business interests.
 - tended to favor the interests of industry over those of labor.
 - tended to favor the interests of labor over those of industry.

ANS: D TOP: Constitutional History | The Courts and Freedom OBJ: 4 DIF: Easy
MSC: Understanding REF: Full p. 624 | Seagull pp. 625–626

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

ANS: A TOP: Constitutional History | The Courts and Freedom OBJ: 4 DIF: Easy

MSC: Understanding REF: Full p. 624 | Seagull p. 626

49. One of the reasons that the Great Strike of 1877 was important is that:
- not since the Civil War had so many people been killed.
 - it underscored the tensions produced by the rapid industrialization of the time.
 - the victory won by labor was the greatest for the labor movement in American history.
 - it proved the theory of Social Darwinism.
 - it demonstrated how effective the Knights of Labor could be in organizing workers.

ANS: B TOP: Social History | The Overwhelming Labor Question OBJ: 5 DIF: Moderate

MSC: Analyzing REF: Full p. 624 | Seagull pp. 626–627

50. The Great Railroad Strike of 1877:
- had little impact in America.
 - was a victory for labor.
 - saw little violence.
 - was confined only to New England.
 - was evidence of worker solidarity and the close ties between industry and the Republican Party.

ANS: E TOP: Social History | The Overwhelming Labor Question OBJ: 5 DIF: Moderate

MSC: Understanding REF: Full p. 625 | Seagull p. 627

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

ANS: A TOP: Social History | The Knights of Labor in an Industrial Age | The Conditions Essential to Liberty

OBJ: 5 DIF: Moderate

MSC: Understanding REF: Full p. 625 | Seagull p. 627

52. The over 150 utopian and cataclysmic novels published during the last quarter of the nineteenth century:
- indicated social acceptance of the second industrial revolution.
 - were inspired by the growing fear of class warfare.
 - advocated the continued concentration of capital.
 - were never best sellers.
 - were banned by the federal government.

ANS: B TOP: Cultural History | Middle-Class Reformers OBJ: 5 DIF: Moderate

MSC: Understanding REF: Full p. 626 | Seagull p. 628

53. 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:
- class warfare and the growing power of concentrated capital.
 - increasing power of the executive branch of government and lack of checks and balances.
 - the rapid migration of African-Americans from the South to the industrial North, and their increased voting power.
 - the increased numbers of immigrants from southern and eastern Europe who brought dangerous socialist ideas to the masses.
 - 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 OBJ: 5 DIF: Moderate

MSC: Analyzing REF: Full p. 626 | Seagull p. 628

54. Henry George offered a(n) _____ as a solution for the problem of inequality in America.
- low-income housing program
 - single tax
 - immigration restriction law
 - Communist platform
 - forced Americanization program

ANS: B TOP: Social History | Progress and Poverty

OBJ: 5 DIF: Moderate MSC: Understanding

REF: Full p. 627 | Seagull pp. 628–629

55. Henry George rejected the traditional equation of liberty with:
- ownership of land.
 - the right to vote.
 - equal access to wealth.
 - race.
 - the right to work.

ANS: A TOP: Social History | Progress and Poverty

OBJ: 5 DIF: Moderate MSC: Understanding

REF: Full p. 627 | Seagull p. 629

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

ANS: C TOP: Political History | Protestants and Moral Reform OBJ: 5 DIF: Difficult

MSC: Analyzing REF: Full p. 628 | Seagull p. 631

57. Who insisted that freedom and spiritual self-development required an equalization of wealth and power and that unbridled competition mocked the Christian ideal of brotherhood?
- Andrew Carnegie.
 - Walter Rauschenbusch.
 - Herbert Spencer.
 - William G. Sumner.
 - William M. Tweed.

ANS: B TOP: Cultural History | A Social Gospel

OBJ: 5 DIF: Difficult MSC: Analyzing

REF: Full p. 629 | Seagull pp. 631–632

58. The Social Gospel:
- was another term for Social Darwinism.
 - was financed by corporate donations.
 - was part of the Catholic Church.
 - called for an equalization of wealth and power.
 - did not support aid to the poor.

ANS: D TOP: Cultural History | A Social Gospel

OBJ: 5 DIF: Difficult MSC: Analyzing

REF: Full p. 629 | Seagull p. 632

59. 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

OBJ: 5 DIF: Moderate MSC: Analyzing

REF: Full p. 630 | Seagull p. 633

60. The Haymarket Affair:
- began with the Great Strike of 1877.
 - originated in New York City.
 - involved American farmers on strike.

- d. brought about the end of Reconstruction.
- e. was provoked by the 1886 bombing at a Chicago labor rally.

ANS: E TOP: Social History | The Haymarket Affair

OBJ: 5 DIF: Easy MSC: Understanding

REF: Full p. 630 | Seagull p. 633

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

OBJ: 1 DIF: Moderate MSC: Understanding

REF: Full p. 589 | Seagull p. 592

2. By the turn of the century, most Americans still worked for themselves as small-business owners or as farmers.

ANS: F TOP: Economic Development | The Industrial Economy OBJ: 1 DIF: Easy

MSC: Understanding REF: Full p. 590 | Seagull p. 594

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

ANS: T TOP: Economic Development | The Industrial Economy OBJ: 1 DIF: Easy

MSC: Understanding REF: Full p. 590 | Seagull p. 594

4. To make train travel more efficient, the railroad gauges were standardized in 1886.

ANS: T TOP: Economic Development | Railroads and the National Market OBJ: 1 DIF: Moderate

MSC: Understanding REF: Full p. 591 | Seagull p. 596

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

ANS: T TOP: Economic Development | The Spirit of Innovation OBJ: 1 DIF: Easy

MSC: Understanding REF: Full p. 593 | Seagull p. 596

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

ANS: F TOP: Economic Development | Competition and Consolidation OBJ: 1 DIF: Easy

MSC: Remembering REF: Full pp. 593–594 | Seagull p. 598

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

ANS: T TOP: Economic Development | The Triumph of Rockefeller OBJ: 1 DIF: Easy

MSC: Understanding REF: Full pp. 595, 597 | Seagull pp. 598–599

8. American workers received higher pay than their European counterparts, but their working conditions were more dangerous.

ANS: T TOP: Social History | Workers' Freedom in an Industrial Age OBJ: 1 DIF: Moderate
MSC: Understanding REF: Full p. 598 | Seagull p. 601

9. John Wesley Powell warned that the western region's arid land would require large-scale irrigation projects and cooperative, communal farming to prosper.

ANS: T TOP: Geographic Awareness | Bonanza Farms OBJ: 2 DIF: Difficult
MSC: Understanding REF: Full p. 603 | Seagull p. 605

10. Bonanza farms were free homesteads in California.

ANS: F TOP: Geographic Awareness | Bonanza Farms OBJ: 2 DIF: Moderate
MSC: Remembering REF: Full p. 603 | Seagull p. 605

11. The Battle of Little Big Horn resulted in the massacre of over 100 Indians.

ANS: F TOP: Social History | "Let Me Be a Free Man" OBJ: 2 DIF: Moderate
MSC: Understanding REF: Full p. 609 | Seagull p. 611

12. 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
OBJ: 2 DIF: Difficult MSC: Analyzing
REF: Full p. 612 | Seagull p. 614

13. Many nineteenth-century laws offered citizenship to Indians if they gave up their tribal identity and assimilated into American society, and most Indians were willing to give up their tribal identity for citizenship.

ANS: F TOP: Civil Rights | Indian Citizenship
OBJ: 2 DIF: Difficult MSC: Analyzing
REF: Full p. 612 | Seagull p. 615

14. *Elk v. Wilkins* (1884) agreed with lower court rulings that the Fourteenth and Fifteenth Amendments did not apply to Indians.

ANS: T TOP: Constitutional History | Indian Citizenship OBJ: 2 DIF: Difficult
MSC: Analyzing REF: Full p. 613 | Seagull p. 615

15. Boss Tweed led a corrupt political machine in New York.

ANS: T TOP: Political History | The Corruption of Politics OBJ: 3 DIF: Easy MSC: Remembering
REF: Full p. 616 | Seagull p. 617

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

ANS: F TOP: Political History | The Politics of Dead Center OBJ: 3 DIF: Moderate

MSC: Remembering REF: Full p. 617 | Seagull p. 618

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

ANS: T TOP: Political History | Government and the Economy OBJ: 3 DIF: Easy

MSC: Understanding REF: Full p. 618 | Seagull p. 618

18. Gilded Age reformers feared that with lower-class groups seeking to use government to advance their own interests, democracy was becoming a threat to individual liberty and to the rights of property.

ANS: T TOP: Cultural History | Freedom, Inequality, and Democracy OBJ: 4 DIF: Moderate

MSC: Analyzing REF: Full p. 620 | Seagull p. 623

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

ANS: F TOP: Cultural History | Social Darwinism in America OBJ: 4 DIF: Moderate

MSC: Understanding REF: Full p. 622 | Seagull p. 624

20. Demands by workers that government should help them struck liberals as an example of how the misuse of political power posed a threat to liberty.

ANS: T TOP: Social History | Liberty of Contract

OBJ: 4 DIF: Difficult MSC: Evaluating

REF: Full p. 622 | Seagull p. 625

21. *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 | The Courts and Freedom OBJ: 4 DIF: Moderate

MSC: Understanding REF: Full p. 624 | Seagull p. 626

22. 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 in an Industrial Age | The Conditions Essential to Liberty

OBJ: 5 DIF: Moderate

MSC: Understanding REF: Full p. 625 | Seagull p. 627

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

ANS: F TOP: Cultural History | The Cooperative Commonwealth OBJ: 5 DIF: Difficult

MSC: Understanding REF: Full p. 626 | Seagull p. 628

24. 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

OBJ: 5 DIF: Easy MSC: Understanding

REF: Full p. 630 | Seagull p. 633

25. 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

OBJ: 5 DIF: Moderate MSC: Understanding

REF: Full p. 631 | Seagull p. 634

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 OBJ: 1

DIF: Moderate MSC: Analyzing

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

OBJ: 1 DIF: Moderate MSC: Evaluating

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 | *Sunshine and Shadow: Increasing Wealth and Poverty* | Liberty of Contract

OBJ: 1 / 4 DIF: Moderate MSC: Analyzing

4. What does the term "Gilded Age" mean? In what sense is Mark Twain's term a criticism of the age?

ANS: Answers will vary. TOP: Political History * Cultural History * Civil Rights | *Sunshine and Shadow: Increasing Wealth and Poverty* | The Corruption of Politics | The Social Problem | Freedom,

Inequality, and Democracy OBJ: 1 / 3 / 4

DIF: Moderate MSC: Evaluating

5. 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