APUSH Review. Periods 6, 7 1865-1920. Adapted From College Board: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Quiz #1

25 multiple choice questions, 25 pts.

2/4/15

* The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
  + Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics. *examples?*
* Increasingly prominent racist and nativist theories, along with Supreme Court decisions were used to justify violence as well as local and national policies of discrimination and segregation. *Examples?*
* The women’s rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.
* Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. *Examples?*
* Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force. *Examples*
* Business leaders consolidated corporations into trusts and holding companies and defended their resulting status Cultural and intellectual arguments. *Name some business leaders, examples of consolidation and justifications*
* Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power. Examples?
* Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water. *Examples?*
* Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets. *Examples?*
* The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People’s (Populist) Party, which called for political reform and a stronger governmental role in the American economic system. *Examples??*
* In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform. *Examples of Women’s Clubs and Reform?*
* The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation. *Examples of Native American movements, names, policies?*
* Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system. *Examples of both corruption and reform?*
* Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. *Examples?*
* In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations
* Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy. *Examples?*
* Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific
  + The perception in the 1890s that the western frontier was “closed,” economic motives, competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.
  + *Examples of Imperialism?*
* Questions about America’s role in the world prompted the development of arguments between imperialists and anti-imperialists. *Examples?*