

American History Standard

Study Guide for Chapters 15-16: Gilded Age and Urbanization

Section 15.1 – New Immigrants

- What were the two main immigration centers?
- Which port of entry did most immigrants pass through (name of city)?
- Know where immigrants came from and reasons why:
 - East Coast: “New Immigrants” (majority)
 - West Coast?
 - Reasons for migration?
 - Where did they usually settle?
- How did the growth of immigration affect the cities?
- Why did many immigrants support political machines?
- Immigration laws first discriminated against which group?
- What did nativist groups want? (recognize examples of groups)
- Events: Chinese Exclusion Act and Gentlemen’s Agreement

Section 15.2 – The Challenges of Urbanization

- What were the causes of the rapid growth of the cities?
- Not in textbook/pay attention in class: Prohibitionist movement and “purity crusaders”
- Social Gospel movement
- Settlement House movement – reason? what did they offer to the poor?
- Be able to recognize the major characteristics (and problems) of the cities
- Result of rapid growth: distinct differences between rich and poor
- What was the Americanization movement?

Section 15.3 – Politics in the Gilded Age

Note: Only a few major concepts will be included on this test since the detailed content is included on the 15.3 Handout and Quiz

- Pendleton Civil Service Act (what was required?)
- Coxey’s Army March (why? what was demanded?)
- William M. “Boss” Tweed
- Graft

Section 16.1 – Science and Urban Life

- Frederick Law Olmstead – what did he design? what urban development was promoted by his work?
- What transportation developments emerged in this time period?
- George Eastman
- What made skyscrapers possible?

Section 16.2 – Expanding Public Education

- African-American Education:
 - Booker T. Washington / Tuskegee Industrial School – what was his goal for African-American students?
 - W.E.B. DuBois / NAACP & Niagara Movement – what was his goal for African-American students?
- Understand the growth of compulsory attendance laws (see graph p. 489)
- What role did public schools play in the lives of immigrants?
- What changed about American education in this time period? Did these changes reflect all groups of Americans?

Section 16.3 – Segregation and Discrimination

- Understand these key terms: poll tax, grandfather clause, lynching, Jim Crow laws, debt peonage
- Understand the significance of the *Plessy v. Ferguson* (1896) Supreme Court case
- How did the NAACP challenge segregation and discrimination? (from class discussion)
- Understand where racial/ethnic discrimination took place and how (North/South/West)
- What did Ida B. Wells advocate an end to?

Section 16.4 – Mass Culture

- Important People to Know:
 - Mark Twain
 - Joseph Pulitzer & William R. Hearst
 - Louis Sullivan
 - Marshall Field
 - Orville and Wilbur Wright
- What new leisure activities developed?
- How did these activities affect the way women dressed?
- What were minstrel shows?
- Why did newspapers become more “sensational” in this time period?