**Henretta Chapter 16 Study Guide DUE: FRIDAY, FEBRUARY 3, 2017**

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

1. Transcontinental Railroad-
2. *Munn v. Illinois*-
3. Gold Standard-
4. Homestead Act-
5. Morrill Act-
6. Exodusters-
7. Sand Creek Massacre-
8. Dawes Severalty Act-
9. Battle of Little Big Horn-
10. Ghost Dance Movement-
11. Wounded Knee-
12. Chief Joseph-
13. Sitting Bull-
14. Geronimo-
15. Frederick Jackson Turner-

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

16. To what extent (great/moderate/limited/none) was federal funding of the Transcontinental Railroad a continuation of Henry Clay’s American System? (Skill: Synthesis) (510-514)

17. One of the big themes in this chapter is the principle of **Laissez-faire economics.** As you progress through this chapter keep a record below of instances where the federal government was **truly “hands-off”,** but also keep track of times the federal government had a significant **“hands-on”** approach. (throughout the chapter)

Hands- Off Hands- On

18. Have you ever wondered what makes the money in your wallet “worth” anything? What do you think makes our money “worth” the denomination printed on it? In light of your answer above, try to explain why backing money with either gold or silver was important to Americans in the 19th century. (514-515)

19. To what extent were mining operations impacting the environment in the West during this time period? Support your answer with facts, not just sweeping generalizations. (516-521)

20. How did Mormon women living in Utah expand the role of women in the West during this time period and how do you think it effected later women’s rights movements? (520-523)

21. Describe ONE way in which Native peoples were “assimilated” into white culture during the late 1800s and discuss how it changed the identity of Native Americans. (526-534)

22. How did Frederick Jackson Turner argue that the western frontier had shaped the American identity? Do you agree with his thesis? Why or why not? (535)

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| **Period 6: 1865-1898****Key Concept 6.1** | **Key Concepts** | **Use this column to take notes on key facts, ideas, or concepts you can use on the exam.**  |
| Related Thematic Learning Objectives (Focus of Exam Questions) | Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. |  |
|  | I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation. |  |
| WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. | A) Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America. |  |
| **Period 6: 1865-1898****Key Concept 6.2** | **Key Concepts** | **Use this column to take notes on key facts, ideas, or concepts you can use on the exam.**  |
| Related Thematic Learning Objectives (Focus of Exam Questions) | Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. |  |
| NNAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. | II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. |  |
| POL-3.0: Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies. | A) The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity |  |
| MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life. | B) In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching. |  |
| GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.  | C) As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict. |  |
| WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America. | D) The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty |  |
|  | E) Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices. |  |