



**PERIOD 6 (1865-1898) → America's transformation from an agricultural country to an ever-increasing industrialized and urbanized nation brought about significant economic, political, social, environmental, cultural, and diplomatic changes.**

The College Board has identified the following **KEY CONCEPTS** for Period 6 (1865-1898). The total items (multiple-choice, short answer, and longer essay) related to Period 6 on the APUSH National Exam comprise approximately 13 percent of the test. Use the concepts to strategically frame and guide your personal review plan. Are you able to “make sense” of each statement? Could you generate a written response (short-answer or long) to each statement? Can you add meaningful supportive data to each statement? Can you recall a certain episode in history that would serve well as an example of the situation described by each statement? The bold-faced concepts are generally more encompassing; the others seem to lean toward specificity. Do not allow yourself to be intimidated. You cannot possibly know every square inch of the material.

**The rise of big business in the United States encouraged massive migrations and urbanizations, sparked government and popular efforts to reshape the nation's economy and environment, and renewed debates over American national identity.**

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.

As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements.

Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.

**The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.**

International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.

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As transcontinental railroads were completed, bringing more settlers west, United States military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.

**The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.**

Gilded Age politics were intimately tied to big business and focused nationally on economic issues-tariffs, currency, corporate expansion, and laissez-faire economic policy-that engendered numerous calls for reform.

New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.



The Spanish-American War (1898) was the shortest and most popular in United States history, prompting Secretary of State John Hay to call it “a splendid little war.” In simple terms, it was about Cuban independence from Spain, although explanation of American involvement certainly goes beyond simple benevolence. The war was fought in two theaters—the Pacific and the Caribbean. In both arenas, American military action was equally quick and decisive. At Manila Bay (Philippines) on May 1, Commodore George Dewey commanded utter destruction of the Spanish fleet. Within five hours, all ten Spanish warships were sunk, including nearly 400 casualties. American losses totaled one sailor, who was not even a true battle casualty—he died from heat stroke. On July 3, Admiral William T. Sampson enjoyed similar overwhelming success in Santiago Harbor (Cuba). Over just four hours of battle, all seven Spanish warships were lost with a total of almost 500 casualties. American losses? One killed and one wounded. [Collectively, then, within a few hours of gunfire exchange, the American navy destroyed 17 enemy warships \(including about 850 casualties\) while suffering a mere three casualties \(two dead; one wounded\).](#) In the words of one historian, the engagements of Dewey and Sampson were “more a practice shoot than a battle.” Indeed, the Manila Bay action was such a yawner that Dewey even took time out in the midst of the fray to serve his men breakfast!