**Chapter 26—The Great West and the Agricultural Revolution, 1865-1896**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

1. J. M. Chivington

ANS:

Student answers will vary.

2. William J. Fetterman

ANS:

Student answers will vary.

3. Sitting Bull

ANS:

Student answers will vary.

4. George A. Custer

ANS:

Student answers will vary.

5. Chief Joseph

ANS:

Student answers will vary.

6. Geronimo

ANS:

Student answers will vary.

7. Helen Hunt Jackson

ANS:

Student answers will vary.

8. William F. Cody

ANS:

Student answers will vary.

9. James B. Hickok

ANS:

Student answers will vary.

10. John Wesley Powell

ANS:

Student answers will vary.

11. Oliver H. Kelley

ANS:

Student answers will vary.

12. William Hope Harvey

ANS:

Student answers will vary.

13. Ignatius Donnelley

ANS:

Student answers will vary.

14. Mary Elizabeth Lease

ANS:

Student answers will vary.

15. Frederick Jackson Turner

ANS:

Student answers will vary.

16. James B. Weaver

ANS:

Student answers will vary.

17. Jacob S. Coxey

ANS:

Student answers will vary.

18. Eugene V. Debs

ANS:

Student answers will vary.

19. John Peter Altgeld

ANS:

Student answers will vary.

20. William McKinley

ANS:

Student answers will vary.

21. Marcus Alonzo Hanna

ANS:

Student answers will vary.

22. William Jennings Bryan

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

23. Sioux

ANS:

Student answers will vary.

24. Nez Percé

ANS:

Student answers will vary.

25. Arapahoes

ANS:

Student answers will vary.

26. Cheyenne

ANS:

Student answers will vary.

27. Comanches

ANS:

Student answers will vary.

28. Apaches

ANS:

Student answers will vary.

29. Fetterman massacre

ANS:

Student answers will vary.

30. Sand Creek, Colorado

ANS:

Student answers will vary.

31. Treaty of Fort Laramie

ANS:

Student answers will vary.

32. Battle of Little Bighorn

ANS:

Student answers will vary.

33. Ghost Dance

ANS:

Student answers will vary.

34. Battle of Wounded Knee

ANS:

Student answers will vary.

35. *A Century of Dishonor*

ANS:

Student answers will vary.

36. Dawes Severalty Act

ANS:

Student answers will vary.

37. Indian Reorganization Act ("Indian New Deal")

ANS:

Student answers will vary.

38. Comstock Lode

ANS:

Student answers will vary.

39. Long Drive

ANS:

Student answers will vary.

40. Dodge City, Kansas

ANS:

Student answers will vary.

41. Homestead Act

ANS:

Student answers will vary.

42. Sooner State

ANS:

Student answers will vary.

43. Yellowstone

ANS:

Student answers will vary.

44. safety-valve theory

ANS:

Student answers will vary.

45. Bonanza farms

ANS:

Student answers will vary.

46. National Grange of the Patrons of Husbandry

ANS:

Student answers will vary.

47. Granger Laws

ANS:

Student answers will vary.

48. Farmers' Alliance

ANS:

Student answers will vary.

49. Colored Farmers National Alliance

ANS:

Student answers will vary.

50. Populist (People's) Party

ANS:

Student answers will vary.

51. *Coin's Financial School*

ANS:

Student answers will vary.

52. Coxey's Army

ANS:

Student answers will vary.

53. Pullman Strike

ANS:

Student answers will vary.

54. Haymarket Square anarchists

ANS:

Student answers will vary.

55. Cross of Gold speech

ANS:

Student answers will vary.

56. "Gold Bugs"

ANS:

Student answers will vary.

57. "16 to 1"

ANS:

Student answers will vary.

58. "fourth party system"

ANS:

Student answers will vary.

59. Dingley Tariff bill

ANS:

Student answers will vary.

60. Gold Standard Act

ANS:

Student answers will vary.

**MULTIPLE CHOICE**

61. In post-Civil War America, Indians surrendered their lands only when they

|  |  |
| --- | --- |
| a. | chose to migrate farther west. |
| b. | received solemn promises from the government that they would be left alone and provided with supplies on the remaining land. |
| c. | lost their mobility as the whites killed their horses. |
| d. | were allowed to control the supply of food and other staples to the reservations. |
| e. | traded land for rifles and blankets. |

ANS: B REF: p. 577

62. For Native Americans in the West, tribes were

|  |  |
| --- | --- |
| a. | the way they perceived their differences with other Indian groups. |
| b. | a system of socially organizing themselves. |
| c. | a fiction of the white imagination. |
| d. | a better alternative to the scattered bands that they had had in the past. |
| e. | None of these |

ANS: C REF: p. 577

63. In the warfare that raged between the Indians and the American military after the Civil War,

|  |  |
| --- | --- |
| a. | the Indians were never as well armed as the soldiers. |
| b. | the U.S. army was able to dominate with its superior technology. |
| c. | there was often great cruelty and massacres on both sides. |
| d. | Indians proved to be no match for the soldiers. |
| e. | Indians and soldiers seldom came into face-to-face combat. |

ANS: C REF: p. 578

64. The Buffalo Soldiers were

|  |  |
| --- | --- |
| a. | U. S. Army units who survived on the plains by killing buffalo. |
| b. | African American cavalry and soldiers who served in the frontier wars. |
| c. | Soldiers who sought to defeat the Indians by depriving them of their primary food supply. |
| d. | Soldiers who were killed in the Fetterman massacre. |
| e. | Military officials who criticized George M. Custer's tactics. |

ANS: B REF: p. 577

65. The Indians battled whites for all the following reasons *except* to

|  |  |
| --- | --- |
| a. | rescue their families who had been exiled to Oklahoma. |
| b. | avenge savage massacres of Indians by whites. |
| c. | punish whites for breaking treaties. |
| d. | defend their lands against white invaders. |
| e. | preserve their nomadic way of life against forced settlement. |

ANS: A REF: p. 577-579

66. Match each Indian chief below with his tribe.

|  |  |  |  |
| --- | --- | --- | --- |
| A. | Chief Joseph | 1. | Apache |
| B. | Sitting Bull | 2. | Cheyenne |
| C. | Geronimo | 3. | Nez Percé |
|  |  | 4. | Sioux |

|  |  |
| --- | --- |
| a. | A-1, B-2, C-3 |
| b. | A-3, B-4, C-1 |
| c. | A-2, B-4, C-3 |
| d. | A-4, B-3, C-2 |
| e. | A-1, B-3, C-4 |

ANS: B REF: p. 579

67. As a result of the complete defeat of Captain William Fetterman's command in 1866

|  |  |
| --- | --- |
| a. | the government sent extensive military reinforcements to the Dakotas and Montana. |
| b. | the government abandoned the Bozeman Trail and guaranteed the Sioux their lands. |
| c. | the government adopted a policy of civilizing the Indians rather than trying to conquer them. |
| d. | white settlers agreed to halt their expansion beyond the 100th meridian. |
| e. | the conflict between the U.S. army and the Sioux came to a peaceful end. |

ANS: B REF: p. 578

68. A new round of warfare between the Sioux and U.S. Army began in 1874 when

|  |  |
| --- | --- |
| a. | the U.S. Army decided to retaliate for the Fetterman massacre. |
| b. | Sioux Chief Crazy Horse began an effort to drive all whites from Montana and the Dakotas. |
| c. | Colonel George Custer led an expedition to Little Big Horn, Montana. |
| d. | Colonel George Custer discovered gold on Sioux land in the Black Hills. |
| e. | the federal government announced that it was opening all Sioux lands to settlement. |

ANS: D REF: p. 578

69. The Plains Indians were finally forced to surrender

|  |  |
| --- | --- |
| a. | because they were decimated by their constant intertribal warfare. |
| b. | when they realized that agriculture was more profitable than hunting. |
| c. | after such famous leaders as Geronimo and Sitting Bull were killed. |
| d. | when the army began using artillery against them. |
| e. | by the coming of the railroads and the virtual extermination of the buffalo. |

ANS: E REF: p. 579-580

70. The Nez Percé Indians of Idaho were goaded into war when

|  |  |
| --- | --- |
| a. | the Sioux began to migrate onto their land. |
| b. | gold was discovered on their reservation. |
| c. | the federal government attempted to force them onto a reservation. |
| d. | the Canadian government attempted to force their return to the United States. |
| e. | their alliance with the Shoshones required it. |

ANS: C REF: p. 579

71. The buffalo were nearly exterminated

|  |  |
| --- | --- |
| a. | as a result of being overhunted by the Indians. |
| b. | when their grasslands were turned into wheat and corn fields. |
| c. | when their meat became valued in eastern markets. |
| d. | by disease. |
| e. | through wholesale butchery by whites. |

ANS: E REF: p. 580

72. All of the following are true statements about Indians who ended up on reservations in the 1870s and 1880s *except*

|  |  |
| --- | --- |
| a. | they could theoretically preserve their cultural autonomy. |
| b. | they were forced to eke out an existence. |
| c. | they became wards of the U.S. government. |
| d. | they felt protected by the U.S. government. |
| e. | many died from diseases. |

ANS: D REF: p. 579

73. *A Century of Dishonor* (1881), which chronicled the dismal history of Indian-white relations, was authored by

|  |  |
| --- | --- |
| a. | Harriet Beecher Stowe. |
| b. | Helen Hunt Jackson. |
| c. | Chief Joseph. |
| d. | Joseph F. Glidden. |
| e. | William F. Cody. |

ANS: B REF: p. 580

74. Helen Hunt Jackson's novel, *Ramona*, was centered around

|  |  |
| --- | --- |
| a. | the cruel mistreatment of Indians in California. |
| b. | the cheating of Indians by federal agents on the reservations. |
| c. | the efforts of Christian reformers to prevent the killing of Indians. |
| d. | an Indian girl's attempt to retain her culture in an Indian boarding school. |
| e. | the last Indian wars between the U.S. army and the Apaches in the Southwest. |

ANS: A REF: p. 580

75. The nineteenth-century humanitarians who advocated kind treatment of the Indians

|  |  |
| --- | --- |
| a. | had no more respect for traditional Indian culture than those who sought to exterminate them. |
| b. | advocated allowing the Ghost Dance to continue. |
| c. | opposed passage of the Dawes Act. |
| d. | understood the value of the Indians' religious and cultural practices. |
| e. | advocated improving the reservation system. |

ANS: A REF: p. 580

76. To assimilate Indians into American society, the Dawes Act did all of the following *except*

|  |  |
| --- | --- |
| a. | dissolve many tribes as legal entities. |
| b. | try to make rugged individualists of the Indians. |
| c. | wipe out tribal ownership of land. |
| d. | promise Indians U.S. citizenship in twenty-five years. |
| e. | outlaw the sacred Sun Dance. |

ANS: E REF: p. 581

77. The United States government's outlawing of the Indian Sun (Ghost) Dance in 1890 resulted in the

|  |  |
| --- | --- |
| a. | Battle of Wounded Knee. |
| b. | Sand Creek massacre. |
| c. | Battle of Little Big Horn. |
| d. | Dawes Severalty Act. |
| e. | Carlisle Indian School. |

ANS: A REF: p. 581

78. The Dawes Severalty Act was designed to promote Indian

|  |  |
| --- | --- |
| a. | prosperity. |
| b. | annihilation. |
| c. | assimilation. |
| d. | culture. |
| e. | education. |

ANS: C REF: p. 584

79. Arrange the following events in chronological order: (A) Dawes Severalty Act is passed; (B) Oklahoma land rush takes place; (C) Indians are granted full citizenship; and (D) Congress restores the tribal basis of Indian life.

|  |  |
| --- | --- |
| a. | A, B, C, D |
| b. | B, A, C, D |
| c. | A, D, B, C |
| d. | D, C, A, B |
| e. | C, B, D, A |

ANS: A REF: p. 581 | p. 584 | p. 589

80. The largest single source of silver and gold in the frontier of the West was discovered in 1859 in

|  |  |
| --- | --- |
| a. | Montana. |
| b. | the Black Hills of South Dakota. |
| c. | California. |
| d. | New Mexico. |
| e. | Nevada. |

ANS: E REF: p. 584

81. The mining frontier played a vital role in

|  |  |
| --- | --- |
| a. | bringing law and order to the West. |
| b. | attracting the first substantial white population to the West. |
| c. | enabling the government to go off the gold standard. |
| d. | ensuring that the mining industry would remain in the hands of independent, small operations. |
| e. | forcing the Indians off the Great Plains. |

ANS: B REF: p. 585

82. The bitter conflict between whites and Indians intensified

|  |  |
| --- | --- |
| a. | during the Civil War. |
| b. | as a result of vigilante justice. |
| c. | when big business took over the mining industry. |
| d. | as the mining frontier expanded. |
| e. | after the Battle of Wounded Knee. |

ANS: D REF: p. 585

83. Which of these is NOT a true statement about women on the frontier?

|  |  |
| --- | --- |
| a. | Women worked as prostitutes on the frontier. |
| b. | Some women made money running boarding houses. |
| c. | Women earned a kind of equality on the frontier. |
| d. | Frontier women got the right to vote much later than women in the East. |
| e. | Women found a variety of opportunities in the West. |

ANS: D REF: p. 585

84. The wild frontier towns where the three major cattle trails from Texas ended were

|  |  |
| --- | --- |
| a. | Kansas City, Kansas; Pueblo, Colorado; and Laramie, Wyoming. |
| b. | Tulsa, Oklahoma; Santa Fe, New Mexico; and Denver, Colorado. |
| c. | Topeka, Kansas; Omaha, Nebraska; and Casper, Wyoming. |
| d. | Abilene, Kansas; Ogalalla, Nebraska; and Cheyenne, Wyoming. |
| e. | Atchison, Kansas; Greeley, Colorado; and Bozeman, Montana. |

ANS: D REF: p. 586

85. One major problem with the Homestead Act was that

|  |  |
| --- | --- |
| a. | the government continued to try to maximize its revenue from public lands. |
| b. | 160 acres were inadequate for productive farming on the rain-scarce Great Plains. |
| c. | midwestern farmers had to give up raising livestock because of stiff competition with the West. |
| d. | most homesteaders knew little or nothing about farming in the West. |
| e. | it took several years to earn a profit from farming a homestead. |

ANS: B REF: p. 587

86. Large numbers of Europeans were persuaded to come to America to farm on the northern frontier by

|  |  |
| --- | --- |
| a. | the Populist party. |
| b. | churches and other nonprofit organizations. |
| c. | the offer of free homestead land by the U.S. government. |
| d. | European governments. |
| e. | railroad agents who offered to sell them cheap land. |

ANS: E REF: p. 587

87. All of the following are true statements about the Homestead Act *except*

|  |  |
| --- | --- |
| a. | it was consistent with previous government public land policy designed to raise revenue. |
| b. | about a half million families carved out new homes in the 40 years after its passage. |
| c. | ten times more of the public land ended up in the hands of land speculators than farmers. |
| d. | thousands of people didn't last the five years required by the Homestead Act. |
| e. | the law was designed to provide a stimulus to the family farm. |

ANS: A REF: p. 586-587

88. A major problem faced by settlers on the Great Plains in the 1870s was

|  |  |
| --- | --- |
| a. | the high price of land. |
| b. | the low market value of grain. |
| c. | the scarcity of water. |
| d. | overcrowding. |
| e. | the opposition of miners. |

ANS: C REF: p. 587

89. In the long run, the group that probably did the most to shape the modern West was the

|  |  |
| --- | --- |
| a. | trappers. |
| b. | miners. |
| c. | railroad men. |
| d. | cowboys. |
| e. | hydraulic engineers. |

ANS: E REF: p. 588

90. Sooners were settlers who "jumped the gun" in order to

|  |  |
| --- | --- |
| a. | pan gold in California. |
| b. | stake claims in the Comstock Lode in Nevada. |
| c. | claim land in Oklahoma before the territory was legally opened to settlement. |
| d. | drive the first cattle to Montana and Wyoming. |
| e. | grab town sites in the Dakotas. |

ANS: C REF: p. 589

91. Among the following, the least likely to migrate to the cattle and farming frontier were

|  |  |
| --- | --- |
| a. | eastern city dwellers. |
| b. | eastern farmers. |
| c. | recent immigrants. |
| d. | blacks. |
| e. | midwestern farmers. |

ANS: A REF: p. 590

92. After exploring much of the West, geologist John Wesley Powell warned in 1874 that

|  |  |
| --- | --- |
| a. | the rush of settlers was devastating the western environment. |
| b. | land west of the 100th meridian could not be farmed without extensive irrigation. |
| c. | damming western rivers for irrigation purposes would damage mountains and forests. |
| d. | mining was the only industry that could sustain the western economy. |
| e. | the cattle industry would eventually falter because of severe western winters. |

ANS: B REF: p. 588

93. In 1890, when the superintendent of the census announced that a stable frontier line was no longer discernible, Americans were disturbed because

|  |  |
| --- | --- |
| a. | they knew that the Homestead Act would no longer do them much good. |
| b. | they thought that there would be a renewal of Indian warfare. |
| c. | the idea of an endlessly open West had been an element of America's history from the beginning. |
| d. | many of them hoped eventually to migrate to the West. |
| e. | they feared that an influx of new western states would strengthen the Populists and other radicals. |

ANS: C REF: p. 590

94. The safety valve theory that the West dampened class conflict, while exaggerated, did have some validity because

|  |  |
| --- | --- |
| a. | free western land did attract many immigrants to the West who might have crowded urban job markets. |
| b. | western farmers tended to be politically more conservative than those in the East. |
| c. | wealthy western farmers hired many unemployed laborers from eastern cities. |
| d. | eastern city dwellers headed west to get free homesteads during depressions. |
| e. | western cities had less class conflict than those in the East. |

ANS: A REF: p. 590

95. Western cities like Denver and San Francisco did serve as a major safety valve by providing

|  |  |
| --- | --- |
| a. | a home for new immigrants. |
| b. | recreational activities for its inhabitants. |
| c. | a home for economically struggling farmers, miners, and easterners. |
| d. | None of these |
| e. | All of these |

ANS: C REF: p. 590

96. In the decades after the Civil War, most American farmers

|  |  |
| --- | --- |
| a. | became attached to their family farms. |
| b. | diversified their crops. |
| c. | became increasingly self-sufficient. |
| d. | saw their numbers grow as more people moved west. |
| e. | grew a single cash crop. |

ANS: E REF: p. 594

97. The root cause of the American farmers' problems after 1880 was

|  |  |
| --- | --- |
| a. | urban growth. |
| b. | foreign competition. |
| c. | the declining number of farms and farmers. |
| d. | the shortage of farm machinery. |
| e. | low prices and a deflated currency. |

ANS: E REF: p. 595

98. In the last decades of the nineteenth century, the volume of agricultural goods \_\_\_\_, and the price received for these goods \_\_\_\_.

|  |  |
| --- | --- |
| a. | increased; decreased |
| b. | decreased; increased |
| c. | increased; also increased |
| d. | decreased; also decreased |
| e. | increased; stayed the same. |

ANS: A REF: p. 595

99. Late-nineteenth-century farmers believed that their difficulties stemmed primarily from

|  |  |
| --- | --- |
| a. | low tariff rates. |
| b. | overproduction. |
| c. | a deflated currency. |
| d. | immigration laws. |
| e. | the federal government. |

ANS: C REF: p. 595

100. With agricultural production rising dramatically in the post-Civil War years

|  |  |
| --- | --- |
| a. | more farmers could purchase land. |
| b. | tenant farming spread rapidly throughout the Midwest and South. |
| c. | bankruptcies declined. |
| d. | western farmers prospered, while southern farmers had grave troubles selling their cotton. |
| e. | the government began encouraging the development of soil banks. |

ANS: B REF: p. 595

101. Farmers were slow to organize and promote their interest because they

|  |  |
| --- | --- |
| a. | were not well educated. |
| b. | did not possess the money necessary to establish a national political movement. |
| c. | were divided by the wealthier, more powerful manufacturers and railroad barons. |
| d. | were too busy trying to eke out a living. |
| e. | were, by nature, highly independent and individualistic. |

ANS: E REF: p. 596

102. The first major farmers' organization was the

|  |  |
| --- | --- |
| a. | National Grange. |
| b. | Populists. |
| c. | Greenback Labor party. |
| d. | Farmers' Alliance. |
| e. | American Farm Bureau. |

ANS: A REF: p. 596

103. The original purpose of the Grange was to

|  |  |
| --- | --- |
| a. | get involved in politics. |
| b. | support an inflationary monetary policy. |
| c. | stimulate self-improvement through educational and social activities. |
| d. | improve the farmers' collective plight. |
| e. | support the Homestead law. |

ANS: C REF: p. 596

104. For farm men and women , Granges were a godsend because

|  |  |
| --- | --- |
| a. | they required members to pitch in and help each other during harvest season. |
| b. | the picnics, concerts and lectures they offered helped ease their isolation. |
| c. | their secret rituals kept out people they didn't like. |
| d. | they sold farming supplies at a deep discount. |
| e. | they helped members join together to take advantage of opportunities via the Homestead Act. |

ANS: B REF: p. 596

105. In several states, farmers helped to pass the Granger Laws, which were designed to

|  |  |
| --- | --- |
| a. | provide state subsidies for farm exports. |
| b. | lower farm mortgage interest rates. |
| c. | allow the formation of producer and consumer cooperatives. |
| d. | prohibit bankruptcy auctions. |
| e. | regulate railroad rates and grain storage fees. |

ANS: E REF: p. 597

106. The Farmers' Alliance was originally formed to

|  |  |
| --- | --- |
| a. | drive up farm prices by reducing crop production. |
| b. | advance agriculturally useful education in state land-grant colleges. |
| c. | end the rise of tenant farming. |
| d. | undermine eastern bankers by providing low-cost loans to farmers. |
| e. | break the economic grip of the railroads through farmers' cooperatives. |

ANS: E REF: p. 598

107. The Farmers' Alliance was especially weakened by

|  |  |
| --- | --- |
| a. | its political ineptitude. |
| b. | its inability to overcome racial divisions in the South. |
| c. | corrupt leadership. |
| d. | its failure to target landowners. |
| e. | regional concentration in the South. |

ANS: B REF: p. 598

108. The Populist party arose as the direct successor to the

|  |  |
| --- | --- |
| a. | Greenback Labor party. |
| b. | Farmers' Alliance. |
| c. | Silver Miners' Coalition. |
| d. | Liberal Republican party. |
| e. | Grange. |

ANS: B REF: p. 598

109. The Populist party's presidential candidate in 1892 was

|  |  |
| --- | --- |
| a. | James B. Weaver. |
| b. | William Jennings Bryan. |
| c. | Mary Elizabeth Lease. |
| d. | Adlai Stevenson. |
| e. | William "Coin" Harvey. |

ANS: A REF: p. 598

110. Which one of the following was *not* among influential Populist leaders?

|  |  |
| --- | --- |
| a. | William "Coin" Harvey |
| b. | Ignatius Donnelley |
| c. | Mary Elizabeth Lease |
| d. | James B. Weaver |
| e. | Eugene V. Debs |

ANS: E REF: p. 599

111. In a bid to win labor's support, the Populist party

|  |  |
| --- | --- |
| a. | supported restrictions on immigration. |
| b. | nominated Samuel Gompers for president. |
| c. | opposed injunctions against labor strikes. |
| d. | endorsed workmen's compensation laws. |
| e. | proposed a law guaranteeing the right to organize and strike. |

ANS: C REF: p. 600

112. The severe economic depression of the 1890s strengthened the Populists' argument that

|  |  |
| --- | --- |
| a. | the abolition of all metallic money in favor of paper was essential. |
| b. | white and black farmers had common economic interests |
| c. | they should form a progressive coalition with pro-silver Democrats. |
| d. | farmers had nothing in common with the residents of industrial cities. |
| e. | wage earners and farmers alike were victims of an oppressive economic system. |

ANS: E REF: p. 600

113. During the 1892 presidential election, large numbers of southern white farmers refused to desert the Democratic Party and support the Populist Party because

|  |  |
| --- | --- |
| a. | they did not think the Populists represented their political interests. |
| b. | they were not experiencing the same hard times as Midwestern farmers. |
| c. | the history of racial division in the region made it hard to cooperate with blacks. |
| d. | they believed that too many Populists were former Republicans. |
| e. | they could not accept the Populists' call for government ownership of the railroads, telegraph, and telephones. |

ANS: C REF: p. 598

114. Jacob Coxey and his army marched on Washington, D.C., to

|  |  |
| --- | --- |
| a. | demand a larger military budget. |
| b. | protest the repeal of the Sherman Silver Purchase Act. |
| c. | demand that the government relieve unemployment with a public works program. |
| d. | try to promote a general strike of all workers. |
| e. | demand the immediate payment of bonuses to Civil War veterans. |

ANS: C REF: p. 599

115. Which one of the following was least sympathetic to workers and farmers hard-pressed by the Depression of 1893?

|  |  |
| --- | --- |
| a. | John P. Altgeld |
| b. | Richard Olney |
| c. | Eugene V. Debs |
| d. | Jacob Coxey |
| e. | William Jennings Bryan |

ANS: B REF: p. 599

116. President Grover Cleveland justified federal intervention in the Pullman strike of 1894 on the grounds that

|  |  |
| --- | --- |
| a. | the union's leader, Eugene V. Debs, was a socialist. |
| b. | strikes against railroads were illegal. |
| c. | the strikers were engaging in violent attacks on railroad property. |
| d. | shutting down the railroads threatened American national security. |
| e. | the strike was preventing the transit of U.S. mail. |

ANS: E REF: p. 599

117. Match each individual with his role in the Pullman strike:

|  |  |  |  |
| --- | --- | --- | --- |
| A. | Richard Olney | 1. | Head of the American Railway Union that organized the strike |
| B. | Eugene V. Debs | 2. | Governor of Illinois who sympathized with the striking workers |
| C. | George Pullman | 3. | United States attorney general who brought in federal troops to crush the strike |
| D. | John P. Altgeld | 4. | Owner of the "palace railroad car" company and the company town where the strike began |

|  |  |
| --- | --- |
| a. | A-1, B-2, C-4, D-3 |
| b. | A-2, B-1, C-3, D-4 |
| c. | A-3, B-1, C-4, D-2 |
| d. | A-4, B-3, C-2, D-l |
| e. | A-2, B-4, C-l, D-3 |

ANS: C REF: p. 599

118. Labor unions, Populists, and debtors saw in the brutal Pullman episode

|  |  |
| --- | --- |
| a. | proof of an alliance between big business, the federal government, and the courts against working people. |
| b. | a strategy by which united working-class action could succeed. |
| c. | the need for a socialist party in the United States. |
| d. | the potential of the federal government as a counterweight to big business. |
| e. | the crucial role of middle-class public opinion in labor conflicts. |

ANS: A REF: p. 600

119. The Pullman strike created the first instance of

|  |  |
| --- | --- |
| a. | management recognition of the right of workers to organize and strike. |
| b. | government use of federal troops to break a labor strike. |
| c. | violence during a labor strike. |
| d. | a united front between urban workers and agrarian Populists. |
| e. | government use of a federal court injunction to break a strike. |

ANS: E REF: p. 600

120. The depression of the 1890s and episodes like the Pullman Strike made the election of 1896 shape up as a

|  |  |
| --- | --- |
| a. | battle between down-and-out workers and farmers and establishment conservatives. |
| b. | conflict between the insurgent Populists and the two established political parties. |
| c. | sectional conflict with the West aligned against the Northeast and South. |
| d. | contest over the power of the federal government to manage a modern industrial economy like the United States. |
| e. | clash of cultures between ordinary middle-class Americans and European-oriented radicals and reformers. |

ANS: A REF: p. 600

121. Which of the following was *not* among the qualifications that helped William McKinley earn the Republican presidential nomination in 1896?

|  |  |
| --- | --- |
| a. | He came from the key electoral swing state of Ohio. |
| b. | He had gained a national reputation by sponsoring the high McKinley Tariff Bill. |
| c. | He was a likable Civil War veteran. |
| d. | He was backed by the skilled political manager and fund raiser Mark Hanna. |
| e. | He was an energetic and charismatic campaigner. |

ANS: E REF: p. 600

122. Mark Hanna, the Ohio Republican president-maker, believed that the prime function of the federal government was to

|  |  |
| --- | --- |
| a. | defend against foreign enemies. |
| b. | maintain a laissez-faire policy. |
| c. | not "rock the boat" of prosperity. |
| d. | overturn the trickle down theory of economics. |
| e. | provide aid to big business. |

ANS: E REF: p. 600

123. The Democratic party nominee for president in 1896 was \_\_\_\_; the Republicans nominated \_\_\_\_; and the Populists endorsed \_\_\_\_.

|  |  |
| --- | --- |
| a. | William McKinley; Mark Hanna; William Jennings Bryan |
| b. | William Jennings Bryan; William McKinley; James B. Weaver |
| c. | William Jennings Bryan; William McKinley; William Jennings Bryan |
| d. | Mark Hanna; William Jennings Bryan; William Jennings Bryan |
| e. | William Jennings Bryan; Theodore Roosevelt; William Jennings Bryan |

ANS: C REF: p. 600-602

124. All of the following characteristics describe William Jennings Bryan in 1896 *except* he

|  |  |
| --- | --- |
| a. | disliked the concept of class conflict. |
| b. | was very youthful. |
| c. | was an energetic and charismatic campaigner. |
| d. | was an excellent orator. |
| e. | radiated honesty and sincerity. |

ANS: A REF: p. 601-602

125. William Jennings Bryan gained the presidential nomination of the Democratic party primarily because he

|  |  |
| --- | --- |
| a. | had already gained the nomination of the Populist party. |
| b. | had the support of urban workers. |
| c. | possessed a brilliant political mind. |
| d. | eloquently supported the farmers' demand for the unlimited coinage of silver. |
| e. | was backed by the Democratic Party establishment. |

ANS: D REF: p. 602

126. In the election of 1896, the major issue became

|  |  |
| --- | --- |
| a. | restoration of protective tariffs. |
| b. | enactment of an income tax. |
| c. | government programs for those unemployed as a result of the depression. |
| d. | the rights of farmers and industrial workers. |
| e. | free and unlimited coinage of silver. |

ANS: E REF: p. 602

127. One key to the Republican victory in the 1896 presidential election was

|  |  |
| --- | --- |
| a. | McKinley's ability to create divisions between western and southern farmers. |
| b. | the huge financial and propaganda effort of Mark Hanna and the Republicans. |
| c. | McKinley's ability to make the tariff issue more important than free silver. |
| d. | the wide travel and numerous speeches made by William McKinley. |
| e. | the ability of Republicans to disrupt the solid South. |

ANS: B REF: p. 602

128. The strongest ally of Mark Hanna and the Republicans in the 1896 presidential election was

|  |  |
| --- | --- |
| a. | the drop in wheat prices. |
| b. | McKinley's vigorous campaigning. |
| c. | fear of the alleged radicalism of William Jennings Bryan and his free silver cause. |
| d. | the nearly unanimous support of the nation's trained economists. |
| e. | the divisions in the Democratic Party. |

ANS: C REF: p. 602

129. The 1896 presidential election marked the last time that

|  |  |
| --- | --- |
| a. | rural America would defeat urban America. |
| b. | the South remained solid for the Democratic party. |
| c. | a third-party candidate had a serious chance at the White House. |
| d. | factory workers would favor inflation. |
| e. | a serious effort to win the White House would be made with mostly agrarian votes. |

ANS: E REF: p. 603

130. The 1896 victory of William McKinley ushered in a long period of Republican dominance that was accompanied by

|  |  |
| --- | --- |
| a. | diminishing voter participation in elections. |
| b. | strengthening of party organizations. |
| c. | greater concern over civil-service reform. |
| d. | less concern for industrial regulation. |
| e. | sharpened conflict between business and labor. |

ANS: A REF: p. 604

131. As president, William McKinley can best be described as

|  |  |
| --- | --- |
| a. | cautious and conservative. |
| b. | a man of little ability. |
| c. | an active reformer. |
| d. | a person willing to go against the opinion of the majority. |
| e. | a skillful negotiator. |

ANS: A REF: p. 605

132. The monetary inflation needed to relieve the social and economic hardships of the late nineteenth century eventually came as a result of

|  |  |
| --- | --- |
| a. | the Gold Standard Act. |
| b. | McKinley's adoption of the bimetallic standard. |
| c. | an increase in the international gold supply. |
| d. | Populist fusion with the Democratic party. |
| e. | the creation of the Federal Reserve Board. |

ANS: C REF: p. 605

**MULTIPLE RESPONSE**

133. Factors eventually leading to the defeat of the Plains Indians included

|  |  |
| --- | --- |
| a. | the arrival of the railroads in the West. |
| b. | disease. |
| c. | near-extermination of the buffalo. |
| d. | warfare with the U.S. army. |
| e. | extinction of Indian religious beliefs. |

ANS: A, B, C, D REF: p. 577-580

134. Frontier towns where cattle were shipped east after being driven north on the "Long Drive" from Texas included

|  |  |
| --- | --- |
| a. | Dodge City, Kansas. |
| b. | Deadwood, South Dakota. |
| c. | Abilene, Kansas. |
| d. | Abilene, Texas. |
| e. | Cheyenne, Wyoming. |

ANS: A, C, E REF: p. 586

135. The decline of the long drive and the cattle boom resulted from

|  |  |
| --- | --- |
| a. | the settlement of homesteading farmers on range land. |
| b. | a series of extraordinarily severe winters. |
| c. | overgrazing and overproduction. |
| d. | the inability to recruit enough veteran cowboys. |
| e. | barbed-wire fencing. |

ANS: A, B, C, E REF: p. 585-586

136. Late nineteenth-century Populist farmers held grievances against

|  |  |
| --- | --- |
| a. | railroads. |
| b. | state governments. |
| c. | banks. |
| d. | grain-elevator operators. |
| e. | the two major political parties. |

ANS: A, B, C, D, E REF: p. 597-598

137. The Populists' political program called for

|  |  |
| --- | --- |
| a. | a graduated income tax. |
| b. | government ownership of the railroads and telephones. |
| c. | protective tariffs. |
| d. | free and unlimited coinage of silver in the ratio of 16 to 1. |
| e. | loans to farmers based on crops stored in government warehouses. |

ANS: A, B, D, E REF: p. 598

138. In the presidential election of 1896, McKinley carried

|  |  |
| --- | --- |
| a. | the upper Mississippi Valley. |
| b. | most urban workers. |
| c. | the South. |
| d. | the West. |
| e. | New England. |

ANS: A, B, E REF: p. 602

139. The consolidation of Republican power and eclipse of the Populists after the 1896 elections can be attributed to

|  |  |
| --- | --- |
| a. | eastern labor's opposition to free silver. |
| b. | the return of general economic prosperity. |
| c. | the decline of middle-class values. |
| d. | the relative decline of rural America in relation to the cities. |
| e. | increasing levels of voter participation in national elections. |

ANS: A, B, D REF: p. 604-605

**ESSAY**

140. In what way did the mining, ranching, and farming frontiers respond to the industrial revolution in the same way as entrepreneurs and laborers?

ANS:

Student answers will vary.

141. Why were the conflicts between federal and state military forces and western Indian tribes exceptionally bitter and cruel?

ANS:

Student answers will vary.

142. What is the safety-valve theory? Do you find it plausible? Why or why not?

ANS:

Student answers will vary.

143. The Homestead Act was less successful than hoped. Why? Consider the provisions of the law and its loopholes and environmental conditions on the Great Plains.

ANS:

Student answers will vary.

144. Was the reservation system inherently flawed from the beginning, or might it have worked if the federal government had enabled the Indians to keep more and better land and had treated them more fairly?

ANS:

Student answers will vary.

145. Explain the ultimate defeat of the Plains Indians by whites. Select and discuss at least three major reasons for the decline of the Plains culture; then tell which you think was the most important and why.

ANS:

Student answers will vary.

146. If you had lived at the time, what would you have proposed as a solution to the Indian problem? What would have been your view on concentration, the Dawes Severalty Act, and the savagery of Indian warfare?

ANS:

Student answers will vary.

147. If you were a farmer in Kansas in 1887, what would be three or four of your major problems? How would you try to solve them? Would you be likely to seek help? Where? Why?

ANS:

Student answers will vary.

148. What do you think was the major technological innovation that influenced life on the Great Plains frontier? Why?

ANS:

Student answers will vary.

149. If you had lived at the time, which would you have most wanted to join: the mining frontier, the ranching frontier, or the farming frontier? Why?

ANS:

Student answers will vary.

150. Write your definition of *radical.* Then use this definition to argue that the farmers' response to their problems in the 1880s and 1890s was or was not radical.

ANS:

Student answers will vary.

151. Populists often charged that there was conspiracy between government and big business aimed at holding down farmers and workers, and the federal courts were only the tools of banks and big business. What evidence did they cite for this charge? Does their argument convince you? Why or why not?

ANS:

Student answers will vary.

152. Explain why the Populist party became the most successful third party in American history up to that time. Explain why it failed to survive the decade of the 1890s.

ANS:

Student answers will vary.

153. Explain the relative decline in the importance of agriculture in the American economy in the late nineteenth century. In what ways was the farmers' protest based primarily on their economic woes, and to what extent was it a protest against the loss of an older American way of life based on agriculture and small towns?

ANS:

Student answers will vary.

154. Why did free silver become the key issue of the farmers' revolt? What other issues were important to them? Explain why Populism came down to a single-issue movement by 1896 and how this fixation may have harmed their cause.

ANS:

Student answers will vary.

155. Trace the history of the currency question in American politics from the aftermath of the Civil War to the passage of the Gold Standard Act.

ANS:

Student answers will vary.

156. For many years historians interpreted the 1896 election as the challenge of the people against the candidate of big business and the status quo. Explain why this view has largely fallen into disfavor, and why more of the people voted for McKinley. Are there any elements in the traditional view worth retaining?

ANS:

Student answers will vary.

157. Had you lived during this period, which political partyDemocratic, Republican, or Populistwould have attracted your allegiance?

ANS:

Student answers will vary.

158. Political historians often argue that the election of 1896 was a watershed election that marked the beginning of the fourth party system. Explain why this is so, and how American politics from 1865 to 1896 differed from the political situation that developed after the election of 1896.

ANS:

Student answers will vary.

159. The authors contend that "American history cannot be properly understood unless it is viewed in light of the westward-moving experience." Do you agree? Why or why not? What unique contributions did the frontier make to American life?

ANS:

Student answers will vary.

160. What makes the Turner Thesis so provocative? Why do most modern historians not accept it, or accept it only with reservations? What are the most valid parts of Turner's argument that still hold up?

ANS:

Student answers will vary.

161. How does the new western history revive the idea of the West's uniqueness in American history? How does it differ from the Turner thesis? How does the West compare as a distinctive American region with New England, the South, or the Midwest?

ANS:

Student answers will vary.

162. Do you agree that the frontier was for Americans as much a symbol and a state of mind as it was an actual place? Did that symbol weaken with the closing of the frontier in 1890, or did it actually gain strength once the actual frontier was gone?

ANS:

Student answers will vary.

163. What factors make the West a truly unique region within the United States? What specific features distinguish it from the other major American regions of the East, the South, and the Midwest?

ANS:

Student answers will vary.