**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.

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| **Sub Concept I:** A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. |
| **Topics** | **Notes** |
| A) Following the Civil War,government subsidies for transportation and communication systemshelped open new markets in North America. |  |
| B) Businesses made use oftechnological innovations,greater access to naturalresources, redesigned financial and managementstructures, advances in marketing, and a growing labor force to dramatically increase the production of goods. |  |
| C) As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standardsof living improved, while the gap between rich and poor grew. |  |
| D) Many business leaderssought increased profits byconsolidating corporationsinto large trusts and holdingcompanies, which furtherconcentrated wealth. |  |
| E) Businesses and foreignpolicymakers increasinglylooked outside U.S. bordersin an effort to gain greaterinfluence and controlover markets and naturalresources in the Pacific Rim,Asia, and Latin America. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **WXT-1.0:** Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ livesand U.S. society.**WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded toeconomic issues.**WXT-3.0:** Analyze how technological innovation has affected economic development and society.**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas have emerged and changed over time. |

**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.

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| **Sub Concept II:** A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. |
| **Topics** | **Notes** |
| A) Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns. |  |
| B) The industrial workforceexpanded and became morediverse through internal and international migration;child labor also increased |  |
| C) Labor and managementbattled over wages and working conditions, withworkers organizing local and national unions and/ or directly confronting business leaders. |  |
| D) Despite the industrializationof some segments of the Southern economy, a changepromoted by Southern leaders who called for a “New South,” agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **WXT-1.0:** Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ livesand U.S. society.**WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.**CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time |

**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.

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| **Sub Concept I:** International and internal migration increased urban populations and fostered the growth of a new urban culture. |
| **Topics** | **Notes** |
| A.) As cities became areas ofeconomic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions. |  |
| B) Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers. |  |
| C) Increasing public debatesover assimilation andAmericanization accompaniedthe growth of internationalmigration. Many immigrantsnegotiated compromisesbetween the cultures theybrought and the culture theyfound in the United States. |  |
| D) In an urban atmosphere where the access to power wasunequally distributed, politicalmachines thrived, in part byproviding immigrants and thepoor with social services. |  |
| E) Corporations’ need formanagers and for male andfemale clerical workers aswell as increased access toeducational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-4.0:** Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.**MIG-1.0:** Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.**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. |

**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.

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| **Sub Concept II:** Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking  competition and violent conflict. |
| **Topics** | **Notes** |
| A.) The building oftranscontinental railroads,the discovery of mineralresources, and governmentpolicies promoted economicgrowth and created newcommunities and centers of commercial activity. |  |
| B) In hopes of achieving idealsof self-sufficiency andindependence, migrantsmoved to both rural andboomtown areas of the Westfor opportunities, such asbuilding the railroads, mining,farming, and ranching. |  |
| C) As migrant populationsincreased in number and theAmerican bison populationwas decimated, competitionfor land and resources in theWest among white settlers,American Indians, andMexican Americans led to anincrease in violent conflict. |  |
| D) The U.S. government violated treaties with AmericanIndians and responded toresistance with military force,eventually confining AmericanIndians to reservations anddenying tribal sovereignty. |  |
| E) Many American Indianspreserved their cultures and tribal identities despitegovernment policies promoting assimilation, and they attempted to develop self-sustaining economic practices. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-1.0:** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.**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.**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.**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.**WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influencedpolitical, economic, and social developments in North America. |

**Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

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| **Sub Concept I:** New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. |
| **Topics** | **Notes** |
| A.) Social commentatorsadvocated theories later described as SocialDarwinism to justify thesuccess of those at the top of the socioeconomic structure as both appropriate and inevitable. |  |
| B) Some business leadersargued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments |  |
| C) A number of artists andcritics, including agrarians,utopians, socialists, andadvocates of the Social Gospel, championedalternative visions for theeconomy and U.S. society. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **CUL-1.0:** Explain how religious groups and ideas have affected American society and political life. **CUL-2.0:** Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. |

**Key Concept 6.3:** The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

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| **Sub Concept II:** Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper  relationship between business and government.. |
| **Topics** | **Notes** |
| A.) The major political parties appealed to lingeringdivisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government. |  |
| B) Many women soughtgreater equality with men,often joining voluntaryorganizations, going to college, promoting socialand political reform, and,like Jane Addams, workingin settlement houses to helpimmigrants adapt to U.S.language and customs. |  |
| C) The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence,discrimination, and scientifictheories of race, AfricanAmerican reformers continued to fight for political and social equality. |  |
| **Related Thematic Learning Objectives (Focus of Exam Questions)** | **NAT-2.0:** Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected Americanvalues, politics, and society. **POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions. **CUL-3.0:** Explain how ideas about women’s rights and gender roles have affected society and politics. |