**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 systems  helped open new markets in North America. |  |
| B) Businesses made use of  technological innovations,  greater access to natural  resources, redesigned financial and management  structures, 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’ standards  of living improved, while the gap between rich and poor grew. |  |
| D) Many business leaders  sought increased profits by  consolidating corporations  into large trusts and holding  companies, which further  concentrated wealth. |  |
| E) Businesses and foreign  policymakers increasingly  looked outside U.S. borders  in an effort to gain greater  influence and control  over markets and natural  resources 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’ lives  and 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.  **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 workforce  expanded and became more  diverse through internal and international migration;  child labor also increased |  |
| C) Labor and management  battled over wages and working conditions, with  workers organizing local and national unions and/ or directly confronting business leaders. |  |
| D) Despite the industrialization  of some segments of the Southern economy, a change  promoted 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’ lives  and 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 of  economic 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 debates  over assimilation and  Americanization accompanied  the growth of international  migration. Many immigrants  negotiated compromises  between the cultures they  brought and the culture they  found in the United States. |  |
| D) In an urban atmosphere where the access to power was  unequally distributed, political  machines thrived, in part by  providing immigrants and the  poor with social services. |  |
| E) Corporations’ need for  managers and for male and  female clerical workers as  well as increased access to  educational 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 of  transcontinental railroads,  the discovery of mineral  resources, and government  policies promoted economic  growth and created new  communities and centers of commercial activity. |  |
| 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. |  |
| 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. |  |
| 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. |  |
| **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 influenced  political, 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 commentators  advocated theories later described as Social  Darwinism to justify the  success of those at the top of the socioeconomic structure as both appropriate and inevitable. |  |
| B) Some business leaders  argued 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 and  critics, including agrarians,  utopians, socialists, and  advocates of the Social Gospel, championed  alternative visions for the  economy 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 lingering  divisions 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 sought  greater equality with men,  often joining voluntary  organizations, going to college, promoting social  and political reform, and,  like Jane Addams, working  in settlement houses to help  immigrants 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 scientific  theories of race, African  American 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 American  values, 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. |