Unit VI: Period 6: 1865-1898 Chapters 23-26

**Creating and Preserving a Continental Nation**

**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.**

**Learning Targets: (You should be able to explain each of these in some detail)**

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| **6.1.1 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.** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | analyze how, following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America. |
|  |  |  | explain how 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. |
|  |  |  | analyze the way many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth. |
|  |  |  | evaluate whether the wealthy industrialists (Carnegie, Rockefeller, Morgan) of this time should be called Captains of Industry or Robber Barons and provide evidence to support my claim. |
|  |  |  | evaluate why businesses and foreign policymakers increasingly looked outside U.S. borders and analyze how they sought gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. |
| **6.1.2 A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | provide evidence showing that some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns. |
|  |  |  | analyze the expansion of the industrial workforce and asses the role of immigration and child labor in that expansion. |
|  |  |  | Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders. |
|  |  |  | explain the concept of the “New South” and analyze its successes and failures. |
| **6.1.3 New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | give examples of improvements in mechanization that helped agricultural production increase substantially and contributed to declines in food prices. |
|  |  |  | analyze and explain the growth of local and regional cooperative organizations created by farmers (The Grange). |
|  |  |  | determine the factors that lead to the growth of the People’s Party (Populist Party) and I can specify its goals and evaluate the successes and failures of the party. |
| **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.** |
| **6.2.1 International and internal migration increased urban populations and fostered the growth of a new urban culture.** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | articulate the push/pull factors for immigrants moving to American cities and identify the major regions from which immigrants were arriving in the late 19th Century. I can also identify the causes of major internal movements (African Americans in and out of the South). |
|  |  |  | evaluate the impact of ethnic enclaves (urban neighborhoods based on particular ethnicities, races, and classes) and explain how they provided new cultural opportunities for city dwellers. |
|  |  |  | compare the increasing public debates over assimilation and Americanization that accompanied the growth of international migration to earlier ideas of Nativism and I can articulate how the migrants adapted to American society, while still maintaining elements of the culture they brought to America. |
|  |  |  | determine the economic, political and social factors that allowed political machines to thrive in urban areas. |
|  |  |  | dissect the reasons that a middle class emerged in the late 19th century and how this middle class expanded consumer culture and used leisure time.  |
| **6.2.2 Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | explain how 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. |
|  |  |  | analyze the economic, social and geographic push pull factors that encouraged migrants to move out west as building the railroads, mining, farming, and ranching. |
|  |  |  | analyze the social, geographic, and economic reasons that led to an increase in violent conflict between white settlers, Native Americans and Mexican Americans.  |
|  |  |  | articulate and compare Native American Policy from the Jackson period through the late 1800s. |
|  |  |  | explain how many American Indians attempted to preserve their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices |
|  |  |  | analyze the new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. |
| **6.3.1 New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | explain the concept of Social Darwinism and analyze how it was used to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable. |
|  |  |  | analyze the concept of the Gospel of Wealth and show evidence of how it was applied by industrialists and other wealthy members of society in the late 19th century. |
|  |  |  | demonstrate knowledge of the alternate visions for the American economy held by various groups including agrarians, utopians, socialists, and advocates of the Social Gospel |
| **6.3.2Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government** |
| I do not understand or have never heard of this. | I could remember some things but am unsure. | I can explain these ideas to others. | **I Can…** |
|  |  |  | Analyze the issues of the major political parties including lingering divisions from the Civil War and contention over tariffs and currency issues and I can analyze the arguments of reformers who believed that economic greed and self-interest had corrupted all levels of government. |
|  |  |  | assess the women’s rights movement of this period and I can analyze the successes and failures of the movement including the role of women, like Jane Addams in reform movements.  |
|  |  |  | analyze evidence that shows that political gains made by African Americans during Reconstruction were ended during this time period. I can also identify African American reformers who continued to fight for political and social equality despite the increased violence, discrimination, and scientific theories of race |