

Unit 6: 1865-1898

Topic 6.1: The Rise of Industrial Capitalism

Learning Objective 1: Explain the causes of industrial capitalism in the period after the Civil War.

A. Following the civil war, government subsidies for transportation and communication systems helped open new markets in North America.

B. New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods.

C. Businesses made use of technological innovations, greater access to natural resources, redesigned financial structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

D. Industrial leaders sought increased profits by organizing and consolidating their businesses in new ways.

Topic 6.2: Development of the Middle Class

Learning Objective 1: Explain the causes of increased economic opportunity and its effects on society.

A. Corporations need for managers and for male and female clerical workers fostered the growth of a distinctive middle class.

B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society.

Topic 6.3: Controversies Over the Role of Government in the Gilded Age

Learning Objective 1: Explain continuities and changes in the role of the government in the U.S. economy.

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. 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

Topic 6.4: Labor in the Gilded Age

Learning Objective 1: Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865-1898.

A. 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.

B. The industrial workforce expanded and child labor increased.

C. Labor and management battled over wages and working conditions, with workers organizing local and national unions and directly confronting business leaders.

Topic 6.5: Immigration and Migration in the Gilded Age

Learning Objective 1: Explain how cultural and economic factors affected migration patterns over time.

A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe.

B. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

Topic 6.6: Responses to Immigration in the Gilded Age

Learning Objective 1: Explain the various responses to immigration in the period over time.

A. 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 U.S.

B. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top.

Topic 6.7: Western Growth and Settlement

Learning Objective 1: Explain the causes and effects of Western growth and settlement during the period after the Civil War.

A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America

B. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and the creation of commercial centers.

C. In hopes of achieving 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.

D. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

E. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.

<p>F. 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 increase in violent conflict.</p>	
<p>G. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations</p>	
<p>H. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices</p>	

Topic 6.8: The New South

Learning Objective 1: Explain how various factors contributed to continuity and change in the “New South” from 1877-1898.

A. Despite the industrialization of some segments of the Southern economy, agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

B. The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped mark the end of most of the political gains African Americans made during Reconstruction.

C. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Topic 6.9: Politics in the Gilded Age

Learning Objective 1: Explain the political conflicts and controversies of the Gilded Age.

A. Economic instability inspired agrarian activists to create the Populist Party.

<p>B. 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.</p>	
<p>C. In an urban atmosphere where the access to power was unevenly distributed, political machines thrived by providing immigrants and the poor with social services.</p>	

Topic 6.10: Reform in the Gilded Age

Learning Objective 1: Explain how different reform movements responded to the rise of industrial capitalism during the Gilded Age.

<p>A. A number of artists and critics championed alternative visions for the economy and U.S. society.</p>	
<p>B. Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.</p>	

Topic 6.11: The Progressive Movement

Learning Objective 1: Compare the goals and effects of the Progressive reform movement.

A. Some Progressive journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers worked to effect social changes in cities and among immigrant populations.

<p>B. The Progressives were divided over many issues such as Southern segregation, popular participation in government, government efficiency, and immigration.</p>	
<p>C. On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform.</p>	
<p>D. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.</p>	

