**CHAPTERS 6 AND 7**

1. **Preview:**
   1. **How did businesses and the general public benefit from the transcontinental railroad?**
   2. **Where might immigrants find work? What skills would they need to do the job?**

**Thinking Like a Historian: How do historians make sense, study societies when there are not written records to access? What do historians use besides written records to understand and make sense of other time periods? How do they decide what matters and what is important?**

**Reading Focus Question: Identify some of the big businesses of this time period. Explain some of the problems and successes they had in their development.**

1. **Predict: Based on your background knowledge, make an educated guess about the consequences of industrialization. Think about the different groups of people involved. This is not about getting the answer correct, but begins a process where you take what you already know and use it to help you understand new information.**
2. **Preview: Read through the vocabulary before beginning Section 1.**

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**Key Concepts and Events: Chapter 6, Section 2: The Age of Railroads- Identify and explain why each term matters, how it is connected to other historical events.**

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| **Concepts and Events:** | **What was it? When? And Who?** | **Why does it matter (M)? How is it connected to other historical events, issues(C)?** |
| **1. Industrialization** |  | 1.  2. |
| **2. Transcontinental Railroad** | Railroad line linking the Atlantic and Pacific coasts of the United States, completed in 1869. | 1.  2. |
| **3. Credit Mobilier** | A construction company formed in 1864 by owners of the Union Pacific Railroad, who used it to fraudulently skim off railroad profits for themselves. | 1.  2. |
| **4. Munn v. Illinois** | An 1877 case in which the Supreme Court upheld states’ regulation of railroads for the benefit of farmers and consumers, thus establishing the right of government to regulate private industry to serve the public interest. | 1.  2. |
| **5. Interstate Commerce Act** | A law, enacted in 1887, that established the federal government’s right to supervise railroad activities and created a five-member interstate Commerce Commission to do so. | 1.  2. |

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| **Key People** | **Who were they? When? What did they do?** | **Why does it matter(M)? How is it connected to other historical events or issues(C)?** |
| **1. George M. Pullman** |  | 1.  2. |

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**Key Concepts and Events: Chapter 6, Section 3: Big Business and Labor - Identify and explain why each term matters, how it is connected to other historical events.**

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| **Concepts and Events:** | **What was it? When? And Who?** | **Why does it matter(M)? How is it connected to other historical events, issues(C)?** |
| **1. Vertical Integration** | A company’s taking over its suppliers and distributors and transportation systems to gain total control over the quality and cost of its product. | 1.  2. |
| **2. Social Darwinism** | An economic and social philosophy- supposedly based on the biologist Charles Darwin’s theory of evolution by natural selection- holding that a system of unrestrained competition will ensure the survival of the fittest. | 1.  2. |
| **3. Sherman Anti-Trust Act** | A law, enacted in 1890, that was intended to prevent the creation of monopolies by making it illegal to establish trusts that interfered with free trade. | 1.  2. |
| **4. American Federation of Labor (AFL)** | An alliance of trade and craft unions, formed in 1886. | 1.  2. |
| **5. Industrial Workers of the World (IWW)** | A labor organization for unskilled workers, formed by a group of radical unionists and socialists in 1905. | 1.  2. |

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| **Key People** | **Who were they? When? What did they do?** | **Why does it matter(M)? How is it connected to other historical events or issues(C)?** |
| **1. Andrew Carnegie** |  | 1.  2. |
| **2. John D. Rockefeller** |  | 1.  2. |
| **3. Samuel Gompers** |  | 1.  2. |
| **4. Mary Harris Jones** |  | 1.  2. |
| **5. Eugene V. Debs** |  | 1.  2. |

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**Key Concepts and Events: Chapter 7, Section 1- Identify and explain why each term matters, how it is connected to other historical events.**

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| **Concepts and Events:** | **What was it? When? And Who?** | **Why does it matter(M)? How is it connected to other historical events, issues(C)?** |
| **1. Ellis Island** | Island in the harbor of New York City. From 1892 to 1954, it served as the prime immigration station of the country. | 1.  2. |
| **2. Angel Island** | From 1910 –1940, Angel Island was an immigration station where immigrants entering the United States were detained and interrogated. The Angel Island Immigration Station was located in San Francisco Bay, California. | 1.  2. |
| **3. Melting Pot** | A mixture of people from different cultures and races who blend together by abandoning their native languages and cultures. | 1.  2. |
| **4. Nativism** | Favoring the interests of native-born people over foreign-born people. | 1.  2. |
| 1. **Chinese Exclusion Act** | A law, enacted in 1882, that prohibited all Chinese except students, teachers, merchants, tourists, and government officials from entering the United States. | 1.  2. |
| 1. **Gentleman’s Agreement** | A 1907-1908 agreement between the U.S. and Japanese governments to limit Japanese immigration to the United States. | 1.  2. |

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**Key Concepts and Events: Chapter 7, Section 3- Identify and explain why each term matters, how it is connected to other historical events.**

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| **Concepts and Events:** | **What was it? When? And Who?** | **Why does it matter(M)? How is it connected to other historical events, issues(C)?** |
| **1. Political Machine** | A political organization in which an authoritative boss or small group commands the support of a corps of supporters and businesses (usually campaign workers), who receive rewards for their efforts. | 1.  2. |
| **2. Graft** | A law, passed in 1941, that allowed the United States to ship arms and other supplies, without immediate payment, to nations fighting the Axis Powers. | 1.  2. |
| **3. Patronage** | An officeholder’s power to appoint people- usually those who have helped him or her get elected- to positions in government. | 1.  2. |
| **4. Civil Service** | The non-military branches of government administration. | 1.  2. |
| **5. Pendleton Civil Service Act** | A law, enacted in 1883, that established a bipartisan civil service commission to make appointments to government jobs by means of the merit system. | 1.  2. |

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| **Key People** | **Who were they? When? What did they do?** | **Why does it matter(M)? How is it connected to other historical events or issues(C)?** |
| **1. Boss Tweed** |  | 1.  2. |
| **2. Rutherford B. Hayes** |  | 1.  2. |
| **3. James A. Garfield** |  | 1.  2. |
| **4. Chester A. Arthur** |  | 1.  2. |
| **5. Grover Cleveland** |  | 1.  2. |
| **6. Benjamin Harrison** |  | 1.  2. |