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Key Concept 6.2 Video Guide	

Big Idea Questions	Guided Notes	Areas of Concern
	The New Curriculum	
	 Key Concept 6.2 "The emergence of an industrial culture in the United 	
	States led to both greater opportunities for, and restrictions on,	
	immigrants, minorities, and women."	
	 Page 62 of the Curriculum Framework 	
	Big ideas:	
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	Key Concept 6.2, I	
	"International and internal migrations increased both urban and rural	
	populations, but gender, racial, ethnic, religious, and socioeconomic	
	inequalities abounded, inspiring some reformers to attempt to address	
	these inequalities."	
	 – pg 62 of the curriculum framework 	
What did the	• A: Movement of people into cities and the rural and areas of the West	
Chinese help	Asia:	
build?	 Immigration (prior to 	
bullar	Exclusion Act)	
	 Establishment of "" 	
	 Worked in and restaurants 	
	due to exclusion	
	 Southern and Eastern Europe: Italy, Poland, etc. ("New 	
	Immigration")	
	 came between 1860 and 1890 	
	 Many immigrants settled in because 	
Are your ancestors	they couldn't afford land; took	
considered "New"	jobs	
Immigrants?	 African American Migrations: 	
	 Many blacks sought to escape 	
	• in the North and South saw increased	
	black migrations	
Quick Review:	More migrations would come after World War I and II	
What is	B: Makeup of cities:	
sharecropping?	• Class:	
	Low-income individuals lived in	
	• Cities were often segregated by race and ethnicity	
	Many groups lived in specific areas of cities "ghettoes"	
	° Cultures:	
	Second-generation immigrants were more likely to	
	Second generation infining failts were more likely to	Í.

assimilate Many economic opportunities such as factories and businesses proliferated Factories provided work for laborers and immigrants New textiles, slaughterhouses, etc. What does C: "Americanizing" of immigrants and maintaining unique identities assimilate mean? Many immigrants were forced to English was only language at schools and work New career opportunities for women, immigrants, and African Americans, despite Factory life provided income and opportunities for women and immigrants Many blacks took jobs as servants, cooks, etc. D: Access to power in cities was unequally distributed: Political machines: Provided jobs (What does food, and \$ for political support – Tammany Hall patronage mean? Settlement Houses: What president _____ House – Chicago – helped immigrants used patronage adjust to American life extensively? Women's clubs and self-help groups targeted social and (Spoils system) political reform: Women's Christian Temperance Union (WCTU): Largest women's organization to that point Sought to abolish National American Woman Suffrage Association: Anna Howard Shaw and Carrie Chapman Catt Advocated the right to _____ for women Argued the right to vote would not challenge Key Concept 6.2, II "As transcontinental railroads were completed, bringing more settlers west, US. Military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity-pg 63 of the curriculum framework A: Post-Civil War migration: Encouraged by: Economic opportunities: ______ opportunities, particularly in Nevada (Comstock Lode) RRs given many subsidies by federal, state, and local governments Government policies: ___ Act (160 acres – not always the best land) Land-grant colleges - (Morrill Land Act) -

colleges, particularly out West developed

° Caused:	
 with Natives to 	
increase the amount of land available to settlers	
B: Competition for land between whites, Indians, and Mexican	
Americans led to increased violent conflict	
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 133 people, mostly women and children were killed 	
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 General Custer and his men were all killed 	
 C: US generally responded to American Indian Resistance with force 	
 Battle of (1890) – 300 Natives died 	
 Tribes were dispersed onto small reservations 	
 – sought to assimilate Native Americans 	
 Native tribes were 	
 Heads of families would receive acres of 	
land	
 Assimilation sought to end tribal identities 	
 Through the Dawes Act: 	
 Many Native children sent to 	
schools	
 Native Americans' lives were changed – 	
Most of Natives' land was lost	
 US sought to end the Ghost Dance: 	
•by	
Native Americans	
 Hoped to see the return of and elimination of whites 	
enimilation of writtes	
Test Tips	
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Multiple-Choice and Short Answer Questions:	
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• Essay Questions:	
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Answer the following question IN AT LEAST 4-5 sentences please. Thanks! ©	
How did the federal government encourage westward expansion? What	
were impacts of this expansion on Natives? (MUST INCLUDE SPECIFIC	
EXAMPLES!)	

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