Objectives:
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union; VUS.8A
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States; VUS.8B
The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois; VUS.8C

Essential Understandings
- In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion. VUS.8A

Essential Questions
- What factors influenced American growth and expansion in the late nineteenth and early twentieth century? VUS.8A

Essential Knowledge
Westward movement VUS.8A
- Following the Civil War, the westward movement of settlers intensified into the vast region between the Mississippi River and the Pacific Ocean. VUS.8A
- The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market. VUS.8A
- Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. VUS.8A
- Southerners and African Americans, in particular, moved west to seek new opportunities after the Civil War. VUS.8A
- New technologies (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets more prosperous. By the turn of the century, the Great Plains and Rocky Mountain region of the American West was no longer a mostly unsettled frontier, but was fast becoming a region of farms, ranches, and towns. VUS.8A
- The forcible removal of the American Indians from their lands would continue throughout the remainder of the 19th century as settlers continued to move west following the Civil War. VUS.8A
Immigrants flock to America VUS.8A
- Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, and present-day Hungary and Yugoslavia), as well as Asia (China and Japan). VUS.8A
- Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. VUS.8A
- Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast, the clothing industry in New York City, and Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and in dangerous working conditions to help build the nation’s industrial strength. VUS.8A
- During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, standing nearby, as their ships arrived following the voyage across the Atlantic. VUS.8A
- Immigrants began the process of assimilation into what was termed the American "melting pot." While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society. VUS.8A
- Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers, and there was prejudice based on religious and cultural differences. VUS.8A
- Mounting resentment led Congress to limit immigration, through the Chinese Exclusion Act of 1882 and Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society. VUS.8A

Growth of Cities VUS.8A
- As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions crowded into tenements and slums. The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City began construction of the nation’s first subway system around the turn of the 20th century, and many cities built trolley or streetcar lines. VUS.8A
Admission of new states **VUS.8A**
- As the population moved westward, many new states in the Great Plains and Rocky Mountains were added to the Union. By the early 20th century, all the states that make up the continental United States, from Atlantic to Pacific, had been admitted. **VUS.8A**

**Essential Understandings**
- During the period from the Civil War to World War I, the United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. **VUS.8B**

**Essential Questions**
- What fueled the modern industrial economy? **VUS.8B**

**Essential Knowledge**
Technological change spurred growth of industry primarily in northern cities. **VUS.8B**

**Inventions/Innovations** **VUS.8B**
- Corporation (limited liability)
- Bessemer steel process
- Light bulb (Thomas Edison) and electricity as a source of power and light
- Telephone (Alexander Graham Bell)
- Airplane (Wright Brothers)
- Assembly line manufacturing (Henry Ford)
- John D. Rockefeller (oil)
- Cornelius Vanderbilt (railroads)

**Industrial leaders** **VUS.8B**
- Andrew Carnegie (steel)
- J.P. Morgan (finance)
- Cornelius Vanderbilt (railroads)

**Reasons for economic transformation** **VUS.8B**
- Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders)
- The increasing labor supply (from immigration and migration from farms)
- America’s possession of a wealth of natural resources and navigable rivers

**Essential Understandings**
- Discrimination and segregation against African Americans intensified and took new forms in the late nineteenth century and early twentieth century. **VUS.8C**
- African Americans disagreed about how to respond to the developments. **VUS.8C**

**Essential Questions**
- How did race relations in the South change after Reconstruction, and what was the African American response? **VUS.8C**

**Essential Knowledge**
Discrimination and segregation against African Americans **VUS.8C**
- Laws limited African American freedoms. **VUS.8C**
- After reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places. **VUS.8C**
- Intimidation and crimes were directed against African Americans (lynchings). **VUS.8C**
- African Americans looked to the courts to safeguard their rights. **VUS.8C**
- In *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era. **VUS.8C**
- During the early 20th century, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South. **VUS.8C**
African American responses

- Ida B. Wells led an anti-lynching crusade and called on the federal government to take action.
- Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.
- W.E.B. Du Bois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).