|  |  |
| --- | --- |
| **27.Vocab Unit 2**  **What does it mean to become Americanized?** | **27.Vocab Unit 2**  Americanization – taking on the characteristics of the American society and discontinuing previous culture or heritage. |
| **28.Vocab Unit 2**  **What were the characteristics of the AFL?** | **28.Vocab Unit 2**   * American Federation of Labor – AFL only allows skilled workers led by Samuel Gompers and used collective bargaining. |
| **29.Vocab Unit 2**  **Who are Anarchists?** | **29. EQ Unit 2**   * Anarchist – person who opposes all forms of government |
| **30.Vocab Unit 2**  **Where were Asian Immigrants from?** | **30. Vocab Unit 2**  **Asian Immigrants** – from china and japan  Usually entered the United States through Angel Island off the coast of California |
| **31.Vocab Unit 2**  **Why was the Assembly Line so significant?** | **31. Vocab Unit 2**   * manufacturing method = a product is put together as it moves along a belt.   Created by the automotive industry.   * Increased production and allowed for products to be made quicker and cheaper |
| **32.Vocab Unit 2**  **What does it mean to Assimilate?** | **32. Vocab Unit 2**  Assimilation – process of becoming part of another culture |
| **33. Vocab Unit 2**  **What was a Captain of Industry?** | **33. Vocab Unit 2**  **Captain of industry –** Industry leader who used their wealth and success to promote the growth of society |
| **34. Vocab Unit 2**  **What was the goal of the Chinese Exclusion Act of 1882?** | **34. Vocab Unit 2**  **Chinese Exclusion Act 1882** - excluded Chinese immigrants from becoming laborers in the United States by not allowing Chinese immigrants in who could not read and write their own language. |
| **35. Vocab Unit 2**  **What was Collective Bargaining used to achieve?** | **35. Vocab Unit 2**  **Collective Bargaining –** union negotiates with management for all of the workers as a whole, for better pay and working conditions. |
| **36.Vocab Unit 2**  **What is compulsory education?** | **36.Vocab Unit 2**  **Compulsory education –** requirement that children attend school up to a certain age for a certain amount of time every year |
| **37. Vocab Unit 2**  **What type of business is a Corporation?** | **37. Vocab Unit 2**  **Corporations –** business owned by many investors |
| **38.Vocab Unit 2**  **What is an Entrepreneur?** | **38.Vocab Unit 2**  **Entrepreneur –** someone who sets up a new business to make a profit |
| **39.Vocab Unit 2**  **How does Free Enterprise Work?** | **39.Vocab Unit 2**  **Free enterprise –** the system in which privately owned businesses compete freely.  Companies choose the market, the price and the product they will sell |
| **40.Vocab Unit 2**  **What did the Knights of Labor try to accomplish?** | **40. Vocab Unit 2**  **Knights of Labor –** Refused to use strikes, elected Terrance Powderly, offered to include all workers both skilled and unskilled  Labor Union |
| **41. Vocab Unit 2**  **What type of business is a Monopoly?** | **41. Vocab Unit 2**  **Monopoly -** company that controls most of all business in a particular industry  Example:  Carnegie Steel  Standard Oil |
| **42. Vocab Unit 2**  **What goal did Nativists have?** | **42. Vocab Unit 2**  **Nativism –** sought to perverse the united states for native born American citizens   * argued that immigrants couldn’t assimilate due to language, religion and custom barriers |
| **43.Vocab Unit 2**  **What were the characteristics of New Immigrants?** | **43. Vocab Unit 2**    **New Immigrants** – from southern and eastern Europe and had little experience living in democracy or cities.  Usually Catholic or Jewish from Italy Poland Russia and Greece |
| **44. Vocab Unit 2**  **What were the characteristics of the Old Immigrants?** | **44. Vocab Unit 2**  **Old Immigrants** – protestants from northern and western Europe, most spoke English and had experience in democracy |
| **45. Vocab Unit 2**  **What did a patent allow for?** | **45. Vocab Unit 2**  **Patent** – a document giving someone the sole right to make and sell an invention |
| **46. Vocab Unit 2**  **What were Settlement Houses set up for?** | **46. Vocab Unit 2**  **Settlement House** – created by Jane Addams as a way to offer help to the urban poor, worked to improve conditions for men women and children  Example: Hull House |
| **47. Vocab Unit 2**  **How was Social Darwinism used to justify capitalism?** | **47. Vocab Unit 2**  **Social Darwinism** – Survival of the fittest – used by Robber Barrons to justify limiting competition |
| **48. Vocab Unit 2**  **What type of company is a Trust?** | **48. Vocab Unit 2**  **Trust –** group of corporations run by single board of directors |
| **49. Vocab Unit 2**  **What were the characteristics of a tenement building?** | **49. Vocab Unit 2**    **Tenements** – buildings divided into many tiny apartments  – often referred to as slums   * Many times large families living in a single room |
| **50. Vocab Unit 2**  **What does it mean to Urbanize?** | **50. Vocab Unit 2**    **Urbanization** – rapid growth of the city populations |
| **51.EQ Unit 2**  **What were the causes and effects of the expansion of the railroad network in the USA from 1860-1890?** | **51. EQ Unit 2**       * Technological advances led to expanses westward and the integration of cities * The transportation systems enabled people to live in one part of a city and work in another |
| **52.EQ Unit 2**  **How was the experience of immigrants impacted during the industrial revolution?** | **52. EQ Unit 2**    25 million immigrants entered the United States between 1865-1915   * The work of immigrants contributed to the growth of the American economy * Immigrants were exposed to prejudice and bias as a new wave of nativists sought to limit immigration |
| **53.EQ Unit 2**  **What were the causes and effects of the rapid growth of city populations?** | **53. EQ Unit 2**   * People migrated to cities to find jobs * African Americans from the south and immigrants sought a better life and headed to the cities * Rapid urbanization created problems such as poor housing and sanitation * Education expanded in response to the needs of industry and more people learned to read as a result & newspapers boomed |
| **54.EQ Unit 2**  **What conditions spurred the growth of industry?** | **54. EQ Unit 2**     * The discovery of valuable resources like oil, steel, & coal fed a growth of industry * Inventions such as the electric light, telephone, and automobile changed the way people in cities and surrounding areas lived * The creation of the assembly line revolutionized businesses and increased production |
| **55.EQ Unit 2**  **How did big business change the workplace and give rise to labor unions?** | **55. EQ Unit 2**       * Industrial growth gave rise to new forms of business such as corporations and trusts * Increased number of women and children that were paid less often worked hazardous jobs and had no schooling. * Harsh working conditions led to the formation of labor unions like the Knights of Labor and the American Federation of Labor |