

Gilded Age



Solidarity, June 30, 1917. The Hand That Will Rule the World—One Big Union.



SETTLING ON THE GREAT PLAINS

How did each of the following factors help to settle the west and turn the eastern Great Plains into the nation's "breadbasket"?

CAUSES	EFFECTS
1. Land grants given to the railroads	

The U.S. federal government has at times encouraged the development of roads, canals, and railroads when it was beneficial to the nation's expansion. When the U.S. government decided a transcontinental railroad was necessary, it stimulated private industry to build one.

Railroads, as private companies, needed to engage in profitable projects. So the federal government passed the **Pacific Railroad Act** that provided land grants to railroads. This provided public lands to railroad companies in exchange for building tracks in specific locations. The idea was that with railroad expansion in new territory, settlers would follow, establish communities, and increase the value of land. Railroads could sell their portions of land and profit from their investment. The federal government hoped the railroad profits would be reinvested for further expansion.

The U.S. government provided the survey of public lands and divided them into one-mile square sections. The government kept a portion of the sections. The railroads received alternate sections, in a kind of checkerboard pattern. The government lands could be offered for homesteading or sold for a profit. Supporters of the land grants program believed it would be successful for all parties.

Others were concerned about the relationship between the federal government and private companies. Most railroads provided service to specific regions, but they could profit from shipping goods to and from communities. Those who opposed the land grant program felt railroads were receiving too much of a subsidy. Between 1850 and 1870, seven percent of the land in the United States was given to 80 railroads; mostly in the west. Railroad companies were given one-sixth of the land in Kansas.

- Portions from *The Kansas Journey*

According to the passage above, why would the railroad companies agree to build new railway lines across the country with help from the federal government?

2. The Homestead Act and related laws passed in the 1870s

... With the secession of Southern states from the Union and therefore removal of the slavery issue, finally, in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold homestead acquisition process: filing an application, improving the land, and filing for deed of title. Any U.S. citizen, or intended citizen, who had never borne arms against the U.S. Government could file an application, improving the land and lay claim to 160 acres of surveyed Government land. For the next 5 years, the homesteader had to live on the land and improve it by building a 12-by-14 dwelling and growing crops. After 5 years, the homesteader could file for his patent (or deed of title) by submitting proof of residency and the required improvements to a local land office.

Local land offices forwarded the paperwork to the General Land Office in Washington, DC, along with a final certificate of eligibility. The case file was examined, and valid claims were granted patent to the land free and clear, except for a small registration fee. Title could also be acquired after a 6-month residency and trivial improvements, provided the claimant paid the government \$1.25 per acre. After the Civil War, Union soldiers could deduct the time they served from the residency requirements. . . .

— National Archives and Records Administration, *Teaching with Documents: The Homestead Act of 1862*

According to this document, how did the Homestead Act encourage the settlement of the West?

3. Inventions and improvements in farm technology

John Deere's steel plow – could cut through heavy soil;
Cyrus McCormick's mechanical reaper – cut crops faster;
spring-toothed harrow, grain drill, barbed wire, corn binder (created great efficiency – 183 minutes per bushel to just 10 minutes per bushel)

Transformation of land was incremental until the industrial revolution. Steel, engines and mass production resulted in farming equipment that rapidly bent most of the planet's land to the will of human beings. John Deere's early steel plows represent a key moment in time where Stone Age technology was upgraded into something of which Henry Ford certainly would have been proud.

In the 1830's, young America was moving west and settling the prairie. Farmland with rich, black soil stretched out like an ocean of grass. If that soil could be cultivated, fortunes could be made. One of the major obstacles was the soil itself. The plants of the native prairie had a tangle of tough roots that standard plows of the day had difficulty cutting through. The soil was stickier than the sandier soils back east. It tended to clump up on the blade of a plow, requiring a farmer to stop every few minutes to clear it.

The smooth surface of steel seemed like a logical alternative to coarser iron. Steel could shed, or scour, the sticky black prairie soil. Another Illinoisan blacksmith, John Lane, is credited as among the first inventors of the steel plow in 1833. Lane's was a commercial success in the sense that farmers wanted to buy his plows, but Lane never moved beyond making plows one at a time (which was how all plows were made).

A shift from that thinking into industrial-scale production was what made John Deere's name synonymous with farm technology.

— Jackson Landers. *SMITHSONIANMAG.COM*, DECEMBER 17, 2015

According to the passage, what impact did the steel plow have on the Great Plains?

Opening the West

Lesson 2 Ranchers and Farmers

ESSENTIAL QUESTION

How does geography influence the way people live?

GUIDING QUESTIONS

1. *How did ranchers get their cattle to market in the North and East?*
2. *What brought more settlers to the Great Plains?*

Terms to Know

long drive a trip of several hundred miles on which ranchers led their cattle to railroads and distant markets

vaquero a cowboy, particularly a Mexican cowboy

homestead to earn ownership of land by living on it

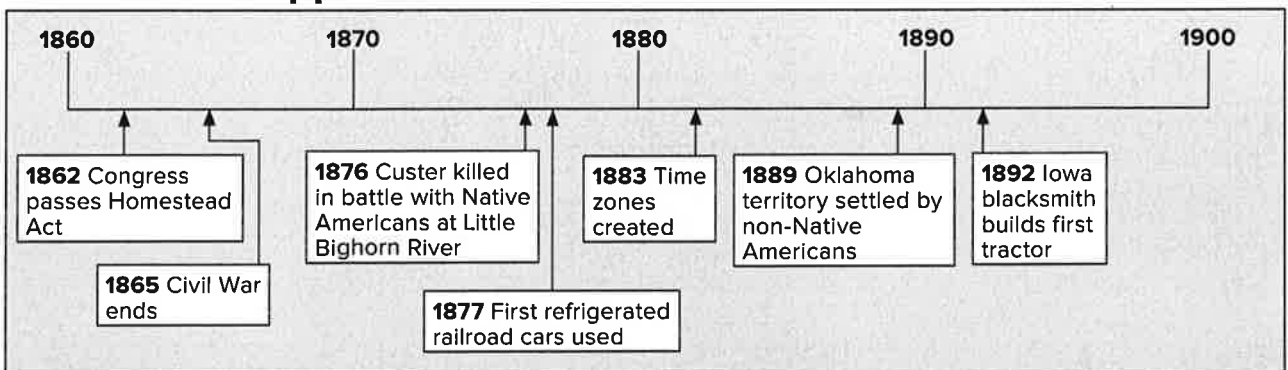
sodbuster name given to Great Plains farmers

dry farming a farming method that depends on plowing after every rain to trap moisture in the soil

Where in the world?



When did it happen?



Opening the West

Lesson 2 Ranchers and Farmers, *Continued*

Cattle on the Plains

In the 1500s, Spanish explorers first came to Texas. They brought cattle for food. Some of the cattle escaped. Over time, the cattle developed into a new breed called longhorns.

Much of Texas was open land. It was not fenced, so cattle roamed free. In the 1800s, there were thousands of cattle. Settlers in Texas rounded them up and started ranches.

There were fast-growing markets for beef in the North and the East. The value of cattle was about \$3 to \$4 each in Texas. In the North and East, cattle sold for \$40 each.

Ranchers needed a way to get their cattle to those markets. By 1865, the Missouri Pacific Railroad reached Kansas City, Missouri. Later, the railroads reached Kansas, Nebraska, Colorado, and Wyoming. Texas ranchers began to herd cattle to railroad towns. From there, cattle were shipped to the North and East.

Sometimes cattle were herded hundreds of miles to the closest railroad. The trip, called the **long drive**, was worth the time and cost. The cattle drives started in spring so cattle would have food to eat on the way. The Chisholm Trail was one well-known path that ranchers followed to get to Kansas.

Herding cattle, or cattle driving, was a hard job for many reasons:

- The long drive took two or three months.
- Cowhands faced many dangers, such as violent storms and “rustlers” who tried to steal cattle.
- They had to control the herd if a stampede started.

Many cowhands had fought in the Civil War. Many were African Americans, Native Americans, and Hispanics. Hispanic ranch hands in the Spanish Southwest were known as **vaqueros**. They developed the riding, roping, and branding skills that cowhands used. They also added Spanish words to the language. For example, the word *ranch* is from the Mexican word *ranch*o.

From the late 1860s to the mid-1880s, long drives had moved 5 million cattle. Ranchers became rich when cattle prices were high. Then, the market collapsed. There were several reasons. Ranchers had increased the size of herds. Prices fell. Ranchers lost much of the free grazing land because people put fences on their property. When there were too many cattle for sale, the

Reading Check

1. How did railroads increase the value of Texas cattle?

Explaining

2. Why was the life of a cowhand hard?

Identifying

3. Who developed the special skills used by cowhands?

Opening the West

Lesson 2 Ranchers and Farmers, *Continued*



Explaining

4. Why did people who first saw the Plains think it was not good for farming?
- _____
- _____



Mark the Text

5. Underline the words that tell what a settler did to earn free land under the Homestead Act.

price of beef went down. The cattle industry continued, but it was changed forever.

Farmers Settle the Plains

The people who first came to the Great Plains did not think it was good farmland. The Great Plains were known as the “Great American Desert.” The land was dry and had few trees. Even so, farmers began to settle there in the late 1860s.

There were several reasons. Lots of rain, free land, and easy travel on the railroads encouraged people to move west to farm the land in the 1860s and 1870s.

Congress passed the Homestead Act in 1862. To **homestead** means to earn ownership of land by settling on it. The Homestead Act helped people to settle the Great Plains. The act gave free land to anyone who paid a \$10 fee and lived on the land for five years. A settler could get up to 160 acres (65 hectares) of land.

Thousands of new settlers moved to the Great Plains. They included immigrants and African Americans who no longer felt safe in the South.

Some of the settlers were women. A married woman could not claim land. A single woman or a widow could claim land through the Homestead Act. In Colorado and Wyoming, 12 percent of the homesteaders were women.

Immigrants could file homestead claims. Thousands of people from a part of Europe called Scandinavia settled on the Great Plains.

Some settlers bought their land. The railroad companies advertised the Great Plains as a great place to live. So did steamship companies, land sellers, and western states and territories. People were eager to get cheap land, independence, and easy profits. They moved west.

However, life on the Great Plains was not easy at all. Farming in the Great Plains was hard. There were few trees, so farmers built houses of sod—packed soil held together by grass roots.

The climate was extreme. Some years there was too much rain. This brought floods to the Great Plains. Other years there was not enough rain. Then there would be droughts and brushfires.

Winter brought deep snow. This could trap people in their homes and bury the animals. Farm families planned ahead by storing food. The whole family worked on the farm. Children

CHAPTER
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Section 3

PRIMARY SOURCE **Letter from a Woman
Homesteader**

In 1909 Elinore Rupert left Denver, Colorado, with her daughter Jerrine and went to Wyoming to work as a housekeeper for Clyde Stewart, a rancher whom she later married. This is a letter she wrote to her former employer.

November, 1913.

Dear Mrs. Coney,—

This is Sunday and I suppose I ought not to be writing, but I must write to you and I may not have another chance soon. Both your letters have reached me, and now that our questions are settled we can proceed to proceed.

Now, this is the letter I have been wanting to write you for a long time, but could not because until now I had not actually proven all I wanted to prove. Perhaps it will not interest you, but if you see a woman who wants to homestead and is a little afraid she will starve, you can tell her what I am telling you.

I never did like to theorize, and so this year I set out to prove that a woman could ranch if she wanted to. We like to grow potatoes on new ground, that is, newly cleared land on which no crop has been grown. Few weeds grow on new land, so it makes less work. So I selected my potato-patch, and the man ploughed it, although I could have done that if Clyde would have let me. I cut the potatoes, Jerrine helped, and we dropped them in the rows. The man covered them, that ends the man's part. By that time the garden ground was ready, so I planted the garden. I had almost an acre in vegetables. I irrigated and I cultivated it myself.

We had all the vegetables we could possibly use, and now Jerrine and I have put in our cellar full, and this is what we have: one large bin of potatoes (more than two tons), half a ton of carrots, a large bin of beets, one of turnips, one of onions, one of parsnips, and on the other side of the cellar we have more than one hundred heads of cabbage. I have experimented and found a kind of squash that can be raised here, and that the ripe ones keep well and make good pies; also that the tender ones make splendid pickles, quite equal to cucumbers. I was glad to stumble on to that, because pickles are hard to manufacture when you have nothing to work with. Now I have plenty. They told me when I came that I could not even raise common beans,

but I tried and succeeded. And also I raised lots of green tomatoes, and, as we like them preserved, I made them all up that way. Experimenting along another line, I found that I could make catchup, as delicious as that of tomatoes, of gooseberries. I made it exactly the same as I do the tomatoes and I am delighted. Gooseberries were very fine and very plentiful this year, so I put up a great many. I milked ten cows twice a day all summer; have sold enough butter to pay for a year's supply of flour and gasoline. We use a gasoline lamp. I have raised enough chickens to completely renew my flock, and all we wanted to eat, and have some fryers to go into the winter with. I have enough turkeys for all of our birthdays and holidays.

I raised a great many flowers and I worked several days in the field. In all I have told about I have had no help but Jerrine. Clyde's mother spends each summer with us, and she helped me with the cooking and the babies. Many of my neighbors did better than I did, although I know many town people would doubt my doing so much, but I did it. I have tried every kind of work this ranch affords, and I can do any of it. Of course I *am* extra strong, but those who try know that strength and knowledge come with doing. I just love to experiment, to work, and to prove out things, so that ranch life and "roughing it" just suit me.

from Elinore Pruitt Stewart, Letters of a Woman Homesteader (Lincoln: University of Nebraska Press, 1961), 279-282.

Discussion Questions

1. According to her letter, what did Elinore Rupert Stewart finally prove?
2. How would you describe her attitude toward being a homesteader?
3. Do you think Stewart's letter creates a fair portrait of what life was like for women homesteaders? Why or why not? Cite evidence from your textbook to support your opinion.

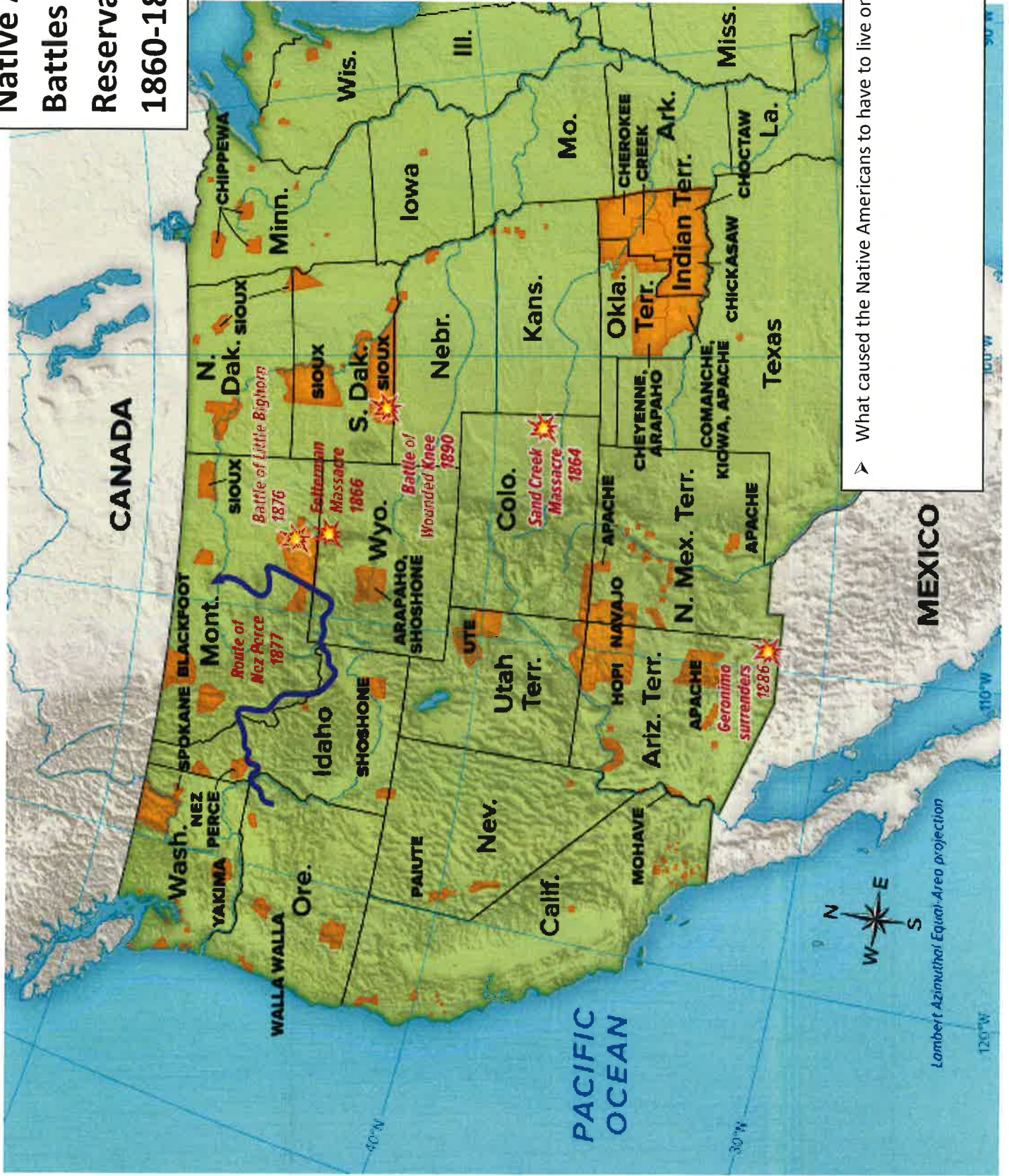
Native American Culture in Crisis

As settlement of the Western frontier increased, conflicts occurred with the Native Americans who were already living there.

1862	Homestead Act & the Pacific Railroad Act	1. How did the Homestead and Pacific Railroad Acts affect Native Americans living on the great plains?
1864	Sand Creek Massacre	2. What happened at Sand Creek? <ul style="list-style-type: none"> Conflicts as a result of the Indian Wars, brought resentment and anger between Native Americans and US troops. As a result, 150 Cheyenne women and children were massacred at the Sand Creek Reservation. <i>*seen as an example of harsh and unfair treatment of Native Americans</i>
1868	Treaty of 1868	3. What were the terms of the Treaty of 1868? Why did it fail?
1874	Gold discovered in the Black Hills on sacred Sioux lands	
1876	George A. Custer's last stand at the Battle of Little Big Horn	4. What happened at the Battle of Little Big Horn? How did it impact the American people's opinions of the Native Americans? <ul style="list-style-type: none"> Colonel Custer and 200 US troops were taken by surprise and were massacred by 3000 Cheyenne and Sioux at the Little Big Horn River. American's were shocked and angry and wanted revenge – <i>it helped promote the idea that Native Americans were savages and needed to be exterminated.</i>
1887	Policy of assimilation formalized by the Dawes Act	5. What was the purpose of the Dawes Act?
1890	Spread of the Ghost Dance movement; Death of Sitting Bull; the Wounded Knee Creek Massacre	6. What happened at Wounded Knee Creek?

How did Sioux chiefs **Red Cloud** and **Sitting Bull** deal with the US gov't differently?

**Native American
Battles and
Reservations –
1860-1890**



➤ What caused the Native Americans to have to live on reservations?

Name - _____

Date - _____

U.S. History and Government

Movie: "Bury My Heart at Wounded Knee"

1. Why are the Native lands in dispute?

What are the perspectives of each of the following towards the Native Americans? Why?:

Senator Dawes	
President Grant	
General Sherman	

2. Why does Ohiyesa's father return to his village?

3. How was Ohiyesa assimilated? Give specific examples from the movie?

4. What were the terms of Dawes deal? Does Dawes actually think that he's really helping the Natives?

5. Explain life on the reservation for Natives as seen in the movie:

6. How does Sitting Bull set examples of Native defiance?

7. Why are the whites afraid of the Native ghost dancing and what is their reaction to it?

8. What took place at Wounded Knee? What was its impact?

Farmers and the Populist Movement

- In the late 1800s, farmers faced increasing costs and decreasing crop prices.

<p>1. Why had farming become unprofitable during this period?</p>	<p>2. Why did farmers support bimetallism or “free silver”?</p> <p>Adding silver to the gold standard would lead to the devaluing of US currency which would lead to inflation, or higher prices which would help farmers increase their profits (make more money).</p>
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- In 1892, farmers and farm organizations such as the Grange, found support in Populism and the People’s Party.

<p>3. What economic reforms did the People’s Party call for?</p> <ul style="list-style-type: none">• Increase the money supply, which would create inflation – better prices• A graduated income tax – the more money you make, the higher % of tax you pay• Federal Loan program would provide more money at reasonable interest rates	<p>4. What political reforms did the party call for?</p> <ul style="list-style-type: none">• the direct election of US Senators by popular vote• a single, 6-year term president and vice president• secret ballot to end fraud and intimidation• called for an 8-hr work day and immigration restrictions to help factory workers
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- In 1896, the Populists supported presidential candidate William Jennings Bryan.

<p>5. What factions did Bryan and the Populists see as opposing forces in the presidential elections of 1896?</p>	<p>6. In what ways did the results of the 1896 election confirm this view?</p>
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William Jennings Bryan – July 9, 1896 – Democratic National Convention – Chicago, IL

“You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in the country.”



“If they dare to come out in the open field and defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.”

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Section 4

PRIMARY SOURCE *from* William Jennings Bryan's
"Cross of Gold" Speech

During the 1896 Democratic convention, politicians fiercely debated whether to support the gold standard or bimetallism. William Jennings Bryan, the final speaker at the convention, delivered an eloquent appeal for unlimited coinage of silver. As you read this excerpt from his famous speech, consider his arguments.

I would be presumptuous, indeed, to present myself against the distinguished gentlemen to whom you have listened if this were but a measuring of ability; but this is not a contest among persons. The humblest citizen in all the land when clad in armor of a righteous cause is stronger than all the whole hosts of error that they can bring. I come to speak to you in defense of a cause as holy as the cause of liberty—the cause of humanity. . . .

Here is the line of battle. We care not upon which issue they force the fight. We are prepared to meet them on either issue or on both. If they tell us that the gold standard is the standard of civilization, we reply to them that this, the most enlightened of all nations of the earth, has never declared for a gold standard, and both the parties this year are declaring against it. If the gold standard is the standard of civilization, why, my friends, should we not have it? So if they come to meet us on that, we can present the history of our nation. More than that, we can tell them this, that they will search the pages of history in vain to find a single instance in which the common people of any land ever declared themselves in favor of a gold standard. They can find where the holders of fixed investments have.

Mr. Carlisle said in 1878 that this was a struggle between the idle holders of idle capital and the struggling masses who produce the wealth and pay the taxes of the country; and my friends, it is simply a question that we shall decide upon which side shall the Democratic Party fight. Upon the side of the idle holders of idle capital, or upon the side of the struggling masses? That is the question that the party must answer first; and then it must be answered by each individual hereafter. The sympathies of the Democratic Party, as described by the platform, are on the side of the struggling masses, who have ever been the foundation of the Democratic Party.

There are two ideas of government. There are those who believe that if you just legislate to make the well-to-do prosperous that their prosperity will

leak through on those below. The Democratic idea has been that if you legislate to make the masses prosperous their prosperity will find its way up and through every class that rests upon it.

You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in this country. . . .

If they dare to come out and in the open defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

from Encyclopaedia Britannica, 1895–1904: *Populism, Imperialism, and Reform*, vol. 12 of *The Annals of America* (Chicago: Encyclopaedia Britannica, 1968), 100–105.

Activity Options

1. Deliver Bryan's "Cross of Gold" speech to your classmates. Then discuss why you think this speech moved the Democratic Party to nominate Bryan as its candidate for president.
2. During the 1896 presidential election, the debate over the gold standard raged. The Republican Party favored it, while the Democratic Party supported bimetallism. Create a campaign button that might have been used by either party.
3. Imagine that it is 1896. With your classmates, hold a mock debate in which you role-play a free silverite or a gold bug. If you argue against the gold standard, use Bryan's arguments to support your position. (Review pages 403–405 in your textbook.)

Agrarian Distress and the Rise of Populism

In spite of their remarkable progress, late-19th century American farmers experienced recurring periods of hardship. Mechanical improvements greatly increased yield per hectare. The amount of land under cultivation grew rapidly throughout the second half of the century, as the railroads and the gradual displacement of the Plains Indians opened up new areas for western settlement. A similar expansion of agricultural lands in countries such as Canada, Argentina, and Australia compounded these problems in the international market, where much of U.S. agricultural production was now sold. Everywhere, heavy supply pushed the price of agricultural commodities downward.

1. What pushed the price of agricultural commodities downward?

Midwestern farmers were increasingly restive over what they considered excessive railroad freight rates to

move their goods to market. They believed that the protective tariff, a subsidy to big business, drove up the price of their increasingly expensive equipment. Squeezed by low market prices and high costs, they resented ever-heavier debt loads and the banks that held their mortgages. Even the weather was hostile. During the late 1880s droughts devastated the western Great Plains and bankrupted thousands of settlers.

2. Describe the plight of Midwestern farmers.

In the South, the end of slavery brought major changes. Much agricultural land was now worked by sharecroppers, tenants who gave up to half of their crop to a landowner for rent, seed, and essential supplies. An estimated 80 percent of the South's African-American farmers and 40 percent of its white ones lived under this

debilitating system. Most were locked in a cycle of debt, from which the only hope of escape was increased planting. This led to the over-production of cotton and tobacco, and thus to declining prices and the further exhaustion of the soil.

3. What are sharecroppers?

4. What caused declining cotton and tobacco production and the exhaustion of the soil in the South?

The first organized effort to address general agricultural problems was by the Patrons of Husbandry, a farmer's group popularly known as the Grange movement. Launched in 1867 by employees of the U.S. Department of Agriculture, the Granges focused initially on social activities to counter the isolation most farm families encountered. Women's participation was actively encouraged. Spurred by the Panic of 1873, the Grange soon grew to 20,000

chapters and one-and-a-half million members.

The Granges set up their own marketing systems, stores, processing plants, factories, and cooperatives, but most ultimately failed. The movement also enjoyed some political success. During the 1870s, a few states passed "Granger laws," limiting railroad and warehouse fees.

5. Describe the Grange movement.

By 1880 the Grange was in decline and being replaced by the Farmers' Alliances, which were similar in many respects but more overtly political. By 1890 the alliances, initially autonomous state organizations, had about 1.5 million members from New York to California. A parallel African-American group, the Colored Farmers National Alliance, claimed over a million members. Federating into two large Northern and Southern blocs, the alliances promoted elaborate economic programs to "unite the farmers of America for their protection against class legislation and the encroachments of concentrated capital."

6. What began to replace the Grange by 1880?

7. African-Americans farmers chose not to form an alliance.

- a. True
- b. False

By 1890 the level of agrarian distress, fueled by years of hardship and hostility toward the McKinley tariff, was at an all-time high. Working with sympathetic Democrats in the South or small third parties in the West, the Farmers' Alliances made a push for political power. A third political party, the People's (or Populist) Party, emerged. Never before in American politics had there been anything like the Populist fervor that swept the prairies and cotton lands. The elections of 1890 brought the new party into power in a dozen Southern and Western states, and sent a score of Populist senators and representatives to Congress.

The first Populist convention was in 1892. Delegates from farm, labor, and reform organizations met in Omaha, Nebraska, determined to overturn a U.S. political system they viewed as hopelessly corrupted by the industrial and financial trusts. Their platform stated:

We are met, in the midst of a nation brought to the verge of moral,

political, and material ruin. Corruption dominates the ballot-box, the legislatures, the Congress, and touches even the ermine of the bench [courts]. ... From the same prolific womb of governmental injustice we breed the two great classes – tramps and millionaires.

The pragmatic portion of their platform called for the nationalization of the railroads; a low tariff; loans secured by non-perishable crops stored in government-owned warehouses; and, most explosively, currency inflation through Treasury purchase and the unlimited coinage of silver at the "traditional" ratio of 16 ounces of silver to one ounce of gold.

8. Which of the following was **not** part of the People's (Populist) Party platform?

- a. Currency inflation through Treasury purchase and the unlimited coinage of silver at the "traditional" ratio of 16 ounces of silver to one ounce of gold
- b. Low tariff
- c. Nationalization of the railroads
- d. Subsidization of crops through a government program of paying farmers to leave parts of their land fallow

The Populists showed impressive strength in the West and South, and their candidate for president polled more than a million votes. But the currency question

soon overshadowed all other issues. Agrarian spokesmen, convinced that their troubles stemmed from a shortage of money in circulation, argued that increasing the volume of money would indirectly raise prices for farm products and drive up industrial wages, thus allowing debts to be paid with inflated currency. Conservative groups and the financial classes, on the other hand, responded that the 16:1 price ratio was nearly twice the market price for silver. A policy of unlimited purchase would denude the U.S. Treasury of all its gold holdings, sharply devalue the dollar, and destroy the purchasing power of the working and middle classes. Only the gold standard, they said, offered stability.

9. Conservative groups and the financial classes supported the Populists' financial platform.

- a. True
- b. False

The financial panic of 1893 heightened the tension of this debate. Bank failures abounded in the South and Midwest; unemployment soared and crop prices fell badly. The crisis and President Grover Cleveland's defense of the gold standard sharply divided the Democratic Party. Democrats who were silver supporters went over to the Populists as the presidential elections of 1896 neared.

The Democratic convention that year was swayed by one of the most famous speeches in U.S. political history. Pleading

with the convention not to "crucify mankind on a cross of gold," William Jennings Bryan, the young Nebraskan champion of silver, won the Democrats' presidential nomination. The Populists also endorsed Bryan.

In the epic contest that followed, Bryan carried almost all the Southern and Western states. But he lost the more populated, industrial North and East – and the election – to Republican candidate William McKinley.

10. What 1896 presidential candidate pleaded with the Democratic convention not to "crucify mankind on a cross of gold"?

- a. William Howard Taft
- b. William Jefferson Clinton
- c. William Jennings Bryan
- d. William McKinley

The following year the country's finances began to improve, in part owing to the discovery of gold in Alaska and the Yukon. This provided a basis for a conservative expansion of the money supply. In 1898 the Spanish-American War drew the nation's attention further from Populist issues. Populism and the silver issue were dead. Many of the movement's other reform ideas, however, lived on.

11. Who won the 1896 presidential election?

Name - _____

US History :“America: The Story of Us – Heartland”

Video Guide

1. What was the biggest obstacle in the way of building the transcontinental railroad? _____

2. Who were the two companies that built the railroad? _____

3. How does the federal government pay for the railroad? _____

4. Why were Chinese workers chosen to build the railroad? _____

5. What happened on May 10, 1869? _____

6. Where does the railroad trigger a mass migration to? _____

7. How much of America’s land is given away under the Homestead Act? _____

8. List several obstacles or challenges for settlers. (Get at least 4) _____

9. What happens to the Great Plains? _____

10. Why is there conflict between white people and Indians over the buffalo? _____

11. Where do most Indians wind up living as settlers moved west? _____

12. What happened to Lt. Col. George Custer and his men? _____

13. What happened on December 29, 1890? _____

14. How did the railroad change time? _____

15. How did Richard Sears change the way Americans shopped? _____

A New Industrial Age**Section 1****The Expansion of Industry****Terms and Names**

Edwin L. Drake First person to use steam engine to drill for oil

Bessemer process Technique used to make steel from iron

Thomas Alva Edison Inventor of the light bulb

Christopher Sholes Inventor of the typewriter

Alexander Graham Bell Inventor of the telephone

Before You Read

In the last section, you read about the growth of the Populist movement. In this section, you will read how Americans used their natural resources and technological breakthroughs to begin building an industrialized society.

As You Read

Use a chart to list the resources and ideas that affected the industrial boom and how each contributed to industrialization.

NATURAL RESOURCES FUEL INDUSTRIALIZATION (Pages 436–438)**What were America's important natural resources?**

In the years after the Civil War, advances in technology began to change the nation. There were three causes of these advances: a large supply of natural resources, an explosion of inventions, and a growing city population that wanted the new products.

One of the more important natural resources was oil. In 1840 a Canadian geologist discovered that kerosene could be used to light lamps. Kerosene was produced from oil. This increased Americans' demand for oil.

In 1859, **Edwin L. Drake** used a steam engine to drill for oil. This technological breakthrough helped start an oil boom. Oil-refining industries started in Cleveland

and Pittsburgh. There, workers turned oil into kerosene.

Oil produced yet another product—gasoline. At first, gasoline was thrown away. However, when the automobile became popular, gasoline was in great demand.

In addition to oil, Americans discovered that their nation was rich in coal and iron. In 1887, explorers found large amounts of iron in Minnesota. At the same time, coal production increased from 33 million tons in 1870 to more than 250 million tons in 1900.

Iron is a strong metal. However, it is heavy and tends to break and rust. Researchers eventually removed the element carbon from iron. This produced a lighter, more flexible metal that does not rust. It became known as steel. The **Bessemer process**, named after British

Section 1, *continued*

manufacturer Henry Bessemer, provided a useful way to turn iron into steel.

Americans quickly found many uses for steel. The railroads, with their thousands of miles of track, bought large amounts of the new metal. Steel was also used to improve farm tools such as the plow and reaper. It also was used to make cans for preserving food. Engineers used steel to build bridges. One of the most remarkable bridges was the Brooklyn Bridge. It connected New York City and Brooklyn. Steel also was used to build skyscrapers, such as the Home Insurance Building in Chicago.

1. Name two ways Americans used steel.

INVENTIONS PROMOTE CHANGE

(Pages 438–439)

How did the new inventions change Americans' way of life?

Beginning in the late 1800s, inventors produced items that changed the way people lived and worked. In 1876, **Thomas Alva Edison** established the world's first research laboratory in Menlo Park, New Jersey. He used the lab to develop new inventions. Edison perfected an early light bulb there. He then worked to establish power plants to generate electricity.

Another inventor, George Westinghouse, developed ways to make electricity safer and less expensive.

The use of electricity changed America. By 1890, electricity ran machines such as fans and printing presses. Electricity soon became available in homes. This led to the invention of many appliances. Cities built electric streetcars. They made travel cheaper and easier.

In 1867, **Christopher Sholes** invented the typewriter. This led to dramatic changes in the workplace. Almost ten years later, in 1876, **Alexander Graham Bell** and Thomas Watson invented the telephone.

The wave of inventions during the late 1800s helped change Americans' daily life. More women began to work in offices. By 1910, women made up about 40 percent of the nation's office work force. In addition, work that had been done at home—such as sewing clothes—was now done in factories. Unfortunately, many factory employees worked long hours in unhealthy conditions.

Inventions had several positive effects. Machines allowed employees to work faster. This led to a shorter work week. As a result, people had more leisure time. In addition, citizens enjoyed new products such as phonographs, bicycles, and cameras.

2. Name two ways in which electricity changed people's life.

CHAPTER
14

GUIDED READING *The Expansion of Industry*

Section 1

After the Civil War, the United States was still a mostly rural nation. By the 1920s, it had become the leading industrial nation of the world. This immense change was caused by three major factors. Answer the questions for two of the factors.

➔ **Factor 1: Abundant Natural Resources**

1. Which resources played crucial roles in industrialization?	2. How did Edwin L. Drake help industry to acquire larger quantities of oil?	3. How did the Bessemer process allow better use of iron ore?	4. What new uses for steel were developed at this time?
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➔ **Factor 2: Increasing Number of Inventions**

5. How did Thomas Alva Edison contribute to this development?	6. How did George Westinghouse contribute to it?	7. How did Christopher Sholes contribute?	8. How did Alexander Graham Bell contribute?
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➔ **Factor 3: Expanding Urban Population**

Provided markets for new inventions and industrial goods	Provided a ready supply of labor for industry
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Technology and Change

Between two great wars – the Civil War and the First World War – the United States of America came of age. In a period of less than 50 years it was transformed from a rural republic to an urban nation. The frontier vanished. Great factories and steel mills, transcontinental railroad lines, flourishing cities, and vast agricultural holdings marked the land. With this economic growth and affluence came corresponding problems. Nationwide, a few businesses came to dominate whole industries, either independently or in combination with others. Working conditions were often poor. Cities grew so quickly they could not properly house or govern their growing populations.

"The Civil War," says one writer, "cut a wide gash through the history of the country; it dramatized in a stroke the changes that had begun to take place during the preceding 20 or 30 years. ..." War needs had enormously stimulated manufacturing, speeding an economic process based on the exploitation of iron, steam, and electric power, as well as the forward march of science and invention. In the years before 1860, 36,000 patents were granted; in the next 30 years,

440,000 patents were issued, and in the first quarter of the 20th century, the number reached nearly a million.

As early as 1844, Samuel F. B. Morse had perfected electrical telegraphy; soon afterward distant parts of the continent were linked by a network of poles and wires. In 1876 Alexander Graham Bell exhibited a telephone instrument; within half a century, 16 million telephones would quicken the social and economic life of the nation. The growth of business was speeded by the invention of the typewriter in 1867, the adding machine in 1888, and the cash register in 1897. The linotype composing machine, invented in 1886, and rotary press and paper-folding machinery made it possible to print 240,000 eight-page newspapers in an hour. Thomas Edison's incandescent lamp eventually lit millions of homes. The talking machine, or phonograph, was perfected by Edison, who, in conjunction with George Eastman, also helped develop the motion picture. These and many other applications of science and ingenuity resulted in a new level of productivity in almost every field.

Concurrently, the nation's basic industry – iron and steel – forged ahead, protected by a high tariff. The iron industry moved westward as geologists discovered new ore deposits, notably the great Mesabi range at the head of Lake Superior, which became one of the largest producers in the world. Easy and cheap to mine, remarkably free of chemical impurities, Mesabi ore could be processed into steel of superior quality at about one-tenth the previously prevailing cost.

Questions

1. The United States of America came of age between the Civil War and the _____.
 - a. First World War
 - b. Second World War
 - c. Spanish-American War
 - d. War of Northern Aggression

2. How many patents were granted between 1860 and 1890?
 - a. 36,000
 - b. 440,000
 - c. 700,000
 - d. 1,000,000

3. Who perfected electrical telegraphy (the telegraph)?

4. Who invented the telephone?
 - a. Alexander Graham Bell
 - b. James B. Hill
 - c. Samuel F.B. Morse
 - d. Thomas Edison

5. Which of the following was **not** invented between 1860 and 1900?
 - a. adding machine
 - b. cash register
 - c. cotton gin
 - d. typewriter

6. Which of the following did **not** lower the price of newspaper publishing?
 - a. ditching machine
 - b. linotype composing machine
 - c. paper-folding machinery
 - d. rotary press

7. Whose invention brought incandescent light into millions of homes?

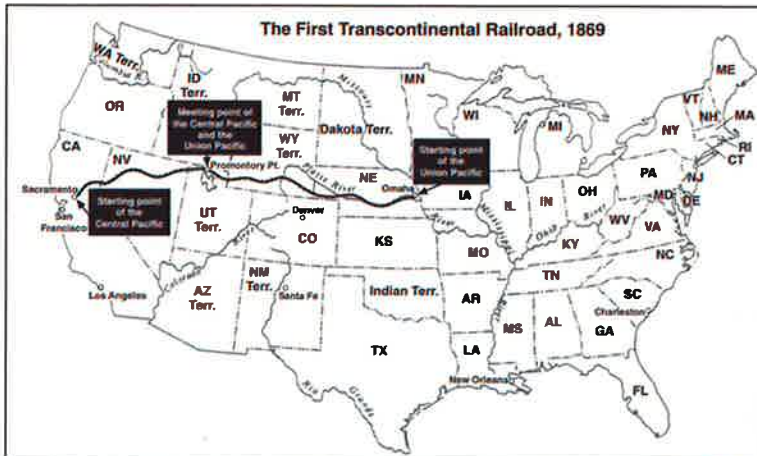
8. Iron ore from what range could be processed into steel of superior quality at about one-tenth the previously prevailing cost?

The Age of Railroads

Realizing that railroads were critical to the settlement of the West and the development of the nation, the federal government made huge land grants and loans to the railroad companies.

BENEFITS ->	The railroad companies built transcontinental and local lines.	The nation was transformed from a collection of regions into a united nation.	Railroad time became the nation's standard, linking Americans in one more way.
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Document 1



Source: James F. Silver, *American History Activities*, Center for Applied Research in Education (adapted)

Document 1 – According to the map, how did the completion of the transcontinental railroad benefit economic growth in the United States?

Document 2

Population of the Great Plains, 1870-1900 (*excluding Native Americans)

State	1870	1880	1890	1900
Colorado	39,864	194,327	413,249	539,700
Kansas	364,399	996,327	1,428,108	1,470,495
Montana	20,595	39,154	142,924	243,329
Nebraska	122,841	452,402	1,062,656	1,066,300
North Dakota	2,405	36,909	190,983	319,146
Oklahoma Territory			258,657	790,391
South Dakota	11,776	98,268	348,600	410,570
Texas	818,579	1,591,749	2,235,527	3,048,710
Wyoming	9,118	20,789	62,555	92,531
Total	1,389,577	3,429,699	6,143,259	7,972,172

Source: *Historical Statistics of the United States*

Document 2 – According to the chart, what impact did the railroads have on the population of the Great Plains?

Document 3

From the West, the railroads carried eastward such raw materials as lumber, minerals, livestock, and grain. In midwestern cities like St. Louis, Chicago, Minneapolis, and Cleveland, the raw materials were processed. Grain was milled into flour. Hogs became bacon and hams. Cattle became beef. Iron ore was converted into steel. Lumber was cut into wood for housing. The processed goods were shipped by rail to eastern cities. From eastern cities, in turn, came manufactured goods, which were sold to westerners. . . .

Source: Lorna Mason et al., *America's Past and Promise*, McDougal Littell

Document 3 – According to the reading, state 2 ways the railroads influenced economic growth in the United States.

(1) _____

(2) _____

Document 4

Railroad Communication with the Pacific: Central Pacific Railroad

Taken from the journal *The Galaxy*, Volume 4, Issue 8, December, 1867

The GREAT NATIONAL CENTRAL PACIFIC RAILROAD LINE, which is being constructed, with the aid and under the supervision of the US Government, between the Mississippi Valley and the Pacific Ocean, forming with its existing eastern connections a continuous line across the continent, is destined to become one of the most important channels of trade and communications in the world...

...It presents the shortest and most practical route to the Pacific, and must serve 4/5 of all the population west of the Missouri River...Already centers of population dot its length from Omaha to San Francisco and it seems certain that a chain of great cities must grow up in its path, swelling the volume of trade and travel to dimensions which baffle all present estimate...

...The half million of people in California would speedily jump to 5 million upon the establishment of railroad communication; and the value of all property interests, both there and in the intermediate territories, would be largely enhanced. A railroad is the one thing wanting to shower a general blessing on the Far West...

The people on the Pacific coast are drawn from the East, and are still bound by the strongest ties to the Atlantic states. [The railroad will] bring them to within from 4 to 6 days of the places they knew in their youth. It is to banish a 22-days' ocean voyage, with its...shipboard discomforts...

Document 4 – According to the passage, what would the creation of the Great National Pacific Railroad line have on the people of California?

Document 5

Congratulatory Dispatch.

From the Chamber of Commerce of New-York to the Chamber of Commerce of San Francisco, on the Completion of the Pacific Railway
New-York, May 10, 1869 — 10 A.M.

The Chamber of Commerce of the State of New York desires to unite at noon today with the Chamber of Commerce of San Francisco, in grateful thanksgiving to Almighty God, the Supreme Ruler of the Universe, on the completion of the continental line of railway, spanning the territory of the American Union and commercially uniting two great oceans of the globe; and in solemn recognition of the manifold benefits and blessings, industrial and commercial, moral and political, national and international, of this great avenue of intercommunication.

The new highway thus opened to man will not only develop the resources, extend the commerce, increase the power, exalt the dignity and perpetuate the unity of our Republic, but in its boarder relations, as the segment of a world-embracing circle, directly connecting the nations of Europe with those of Asia, will materially facilitate the enlightened and advancing civilization of our age. By the order of the Chamber.

Samuel B. Ruggles, William E. Dodge, George Opdyke, A.A. Low, Special Committee.

Document 5 – According to the dispatch, what were 2 of the impacts the transatlantic railroad would have on the development of the United States?

(1) _____

(2) _____

DRAWBACKS -> The unchecked power and greed of the railroad companies led to widespread corruption and abuse of power.

Document 6A

It was with a shock of abhorrence, therefore, that they discovered in 1871 the presence of railroad surveyors running a line through the valley of the Yellowstone. With Sitting Bull's approval, the young warriors immediately began a campaign of harassment, first letting the intruders know that they were not wanted there, and then driving them away. The reason the surveyors had come into this area was that the owners of the Northern Pacific Railroad had decided to change its route, abandoning the line through previously ceded lands and invading unceded lands without any consultation with the Indians. In 1872, the surveyors accompanied by a small military force came back to the Yellowstone country, and again Sitting Bull's followers drove them away. . . .

Source: Dee Brown, *Hear That Lonesome Whistle Blow*, Henry Holt and Co.

Document 6A – According to the document, why were the Native Americans hostile to the railroad surveyors?

Document 6B



Source: Denver Public Library

Document 6B – What does this illustration show about the effect of the railroads on the Plains Indians major source of food, the buffalo?

Document 7

If nineteenth-century Monterey County owed much to the coming of the railroads, Santa Cruz County owed everything, for railroads constructed during the 1870s tied together the isolated communities along the north coast of Monterey Bay and launched an era of unparalleled development. . . .

Between 1875 and 1880 the Chinese built three separate railroads, laid forty-two miles of track, and drilled 2.6 miles of tunnels to stitch Santa Cruz County together and attach it permanently to the world beyond the Santa Cruz Mountains. The Chinese contributed not only their muscle and sweat, but their lives. At least fifty Chinese were killed in accidents while building those railroads. For every mile of railroad, one Chinese died. . . .

Chinese railroad workers on the Santa Cruz Railroad worked six ten-hour days a week and were paid one dollar a day. Two dollars per week was deducted from their pay for food, while expenses such as clothing and recreation chipped away at the remaining four dollars so that they averaged three dollars per week profit. . . .

Source: Sandy Lydon, *Chinese Gold: The Chinese in the Monterey Bay Region*, Capitola Book Company

Document 7 – Based on this document, state one working condition the Chinese experienced as they built the railroads.

Document 8

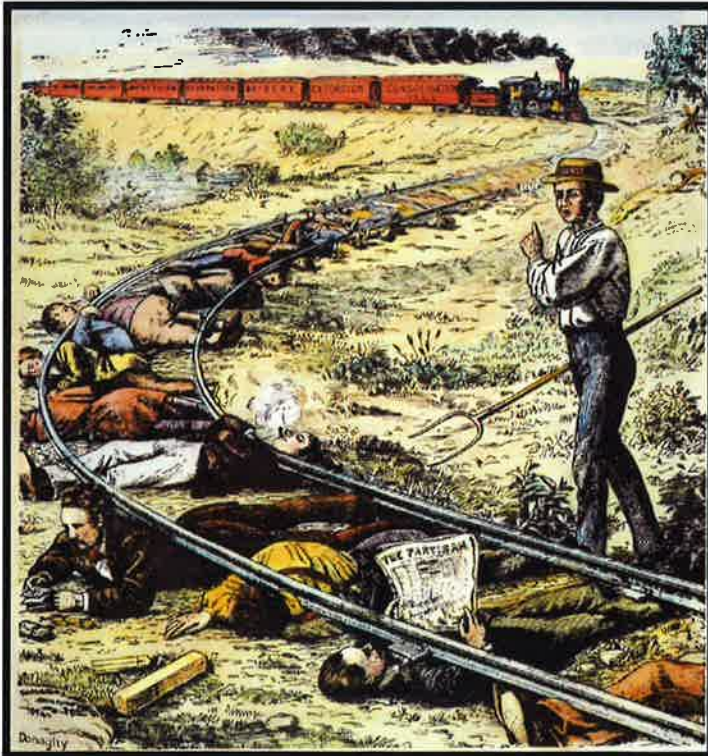
The worst scandal involving an interlocking directorate occurred when the American government decided to underwrite a transcontinental railroad. The western half was built by the Union Pacific Railroad Company with substantial federal subsidies. The Union Pacific directors created a company called Crédit Mobilier that was to supply materials and labor. Though they were also the directors of Crédit Mobilier, they kept their involvement with that company quiet.

The Union Pacific built its half of the transcontinental railroad, but within a few years of operating the railroad, the company was bankrupt in spite of heavy infusions of government money. A New York newspaper exposed the scandalous co-ownership of the companies in 1872, and charges were confirmed by congressional investigation. Crédit Mobilier tried to divert attention by giving congressmen shares of its valuable stock that paid dividends of as much as 348%. Two congressmen and Grant's Vice President were censured for accepting these bribes.

Investigators discovered that Union Pacific paid Crédit Mobilier hugely inflated prices for all its services and materials. In this way the directors transferred the assets of the railroad to the supply company. The losers were not only the thousands of Union Pacific shareholders who had invested millions in the railroad and lost their money, but also the American public that had supported Union Pacific through tax dollars. The Crédit Mobilier scandal broke during Grant's presidency, tarnishing his reputation even though most of the corruption occurred during previous administrations.

Document 8 – According to the excerpt, why was the Credit Mobilier scandal so controversial throughout the United States?

Document 9 –



Document 9 – According to this political cartoon, what actions of the railroad industry are farmers most concerned with?

... That year (1877) there came a series of tumultuous strikes by railroad workers in a dozen cities; they shook the nation as no labor conflict in its history had done.

It began with wage cuts on railroad after railroad, in tense situations of already low wages (\$1.75 a day for brakemen working twelve hours), scheming and profiteering by the railroad companies, deaths and injuries among the workers—loss of hands, feet, fingers, the crushing of men between cars.

At the Baltimore & Ohio station in Martinsburg, West Virginia, workers determined to fight the wage cut went on strike, uncoupled the engines, ran them into the roundhouse, and announced no more trains would leave Martinsburg until the 10 percent cut [in pay] was canceled. A crowd of support gathered, too many for the local police to disperse. B. & O. officials asked the governor for military protection, and he sent in militia. A train tried to get through, protected by the militia, and a striker, trying to derail it, exchanged gunfire with a militiaman attempting to stop him. The striker was shot in his thigh and his arm. His arm was amputated later that day, and nine days later he died.

Six hundred freight trains now jammed the yards at Martinsburg. The West Virginia governor applied to newly elected President Rutherford Hayes for federal troops, saying the state militia was insufficient. In fact, the militia was not totally reliable, being composed of many railroad workers. Much of the U.S. Army was tied up in Indian battles in the West. Congress had not appropriated money for the army yet, but J. P. Morgan, August Belmont, and other bankers now offered to lend money to pay army officers (but no enlisted men). Federal troops arrived in Martinsburg, and the freight cars began to move. . . .

Source: Howard Zinn, *A People's History of the United States*, Harper Collins Publishers

Document 10 – According to this passage, why did the railroad workers go on strike in 1877?

Who was **George M. Pullman** and why is he significant?

George Pullman, a 19th century American industrialist, built a company town just south of Chicago (since enveloped within the city's limits) for the employees of his railroad-car business, the Pullman Palace Car Co. The town had everything: sewer lines, a church, a library and shopping centers. The catch? Pullman controlled the town with profits in mind: when he cut workers' wages by 25% in 1893, rent prices held steady. Rent was deducted from employees' paychecks, leaving men with little left over to feed their families — not to mention pay for water and gas, which Pullman also charged them for. It's hardly a surprise that his employees went on strike on May 11, 1894 — or that his family was reportedly worried after his death that former employees would desecrate his remains.



What was one positive and one negative of George M. Pullman's railroad-car business?



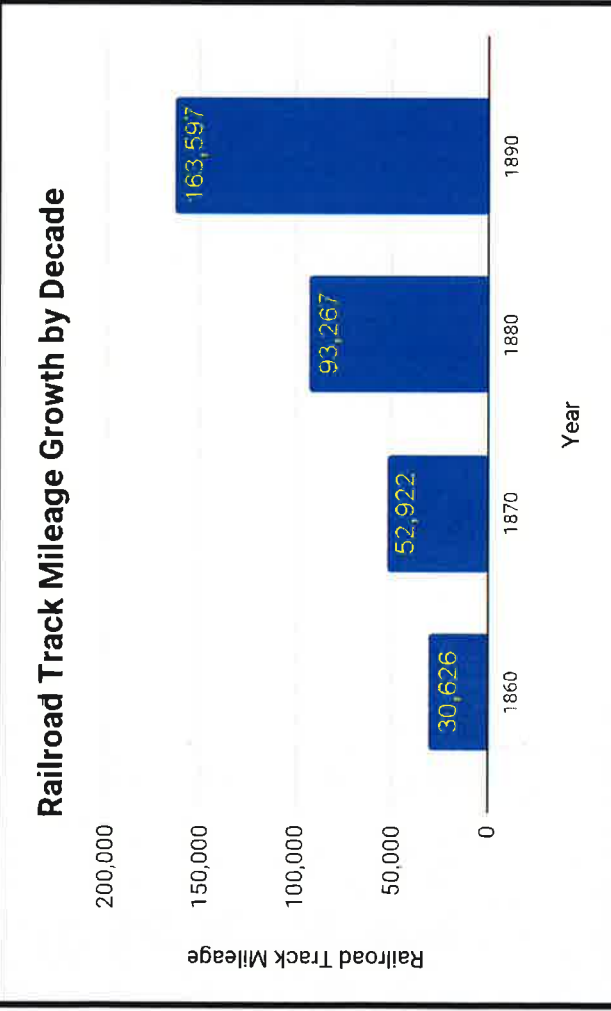
Historical and Geographical Context - Impact of Railroads

Building Context

Objective

What were the causes and effects of the expansion of the railroad network in the USA from 1860 - 1890?

Part 1 - Graphs - Directions: Review the graph below and answer the three analysis questions.



Close Reading: Which decade saw the greatest growth in railroad track mileage?

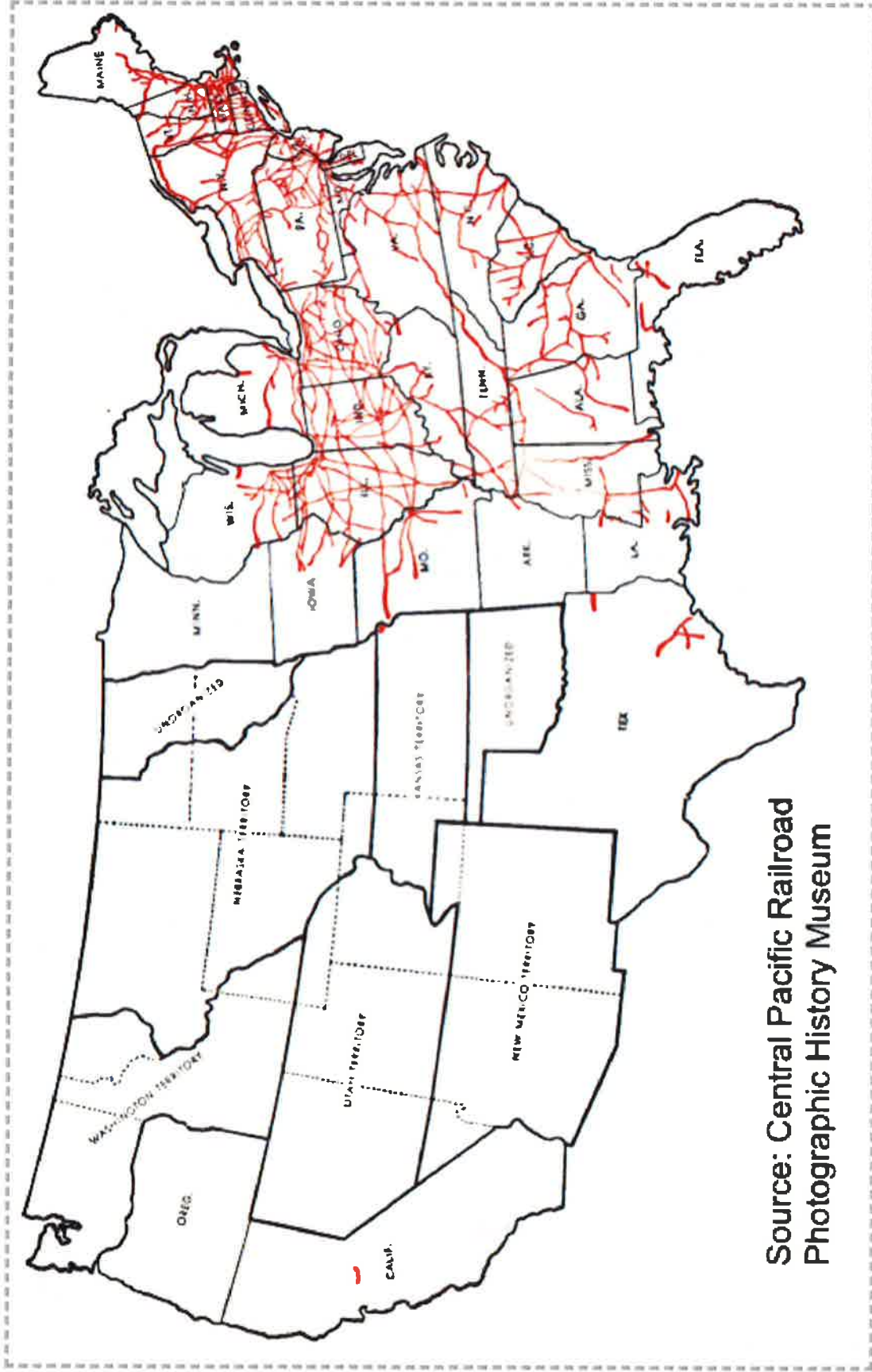
Analysis: Railroads relied on steel, iron ore, coal, wood, and oil to lay down tracks and run locomotive trains. How do you think the expansion of the railroads in the United States impacted these industries?

Analysis: What other kinds of impacts do you think the expansion of the railroad had on the United States? (Hint: think about social, political, and economic changes.)

Part 2 - Maps - Directions: Review the maps that follow, document your observations in the left hand column of the chart below. In the right hand column, document your *inferences*. Use the sentence starters and prompts provided to guide your thinking.

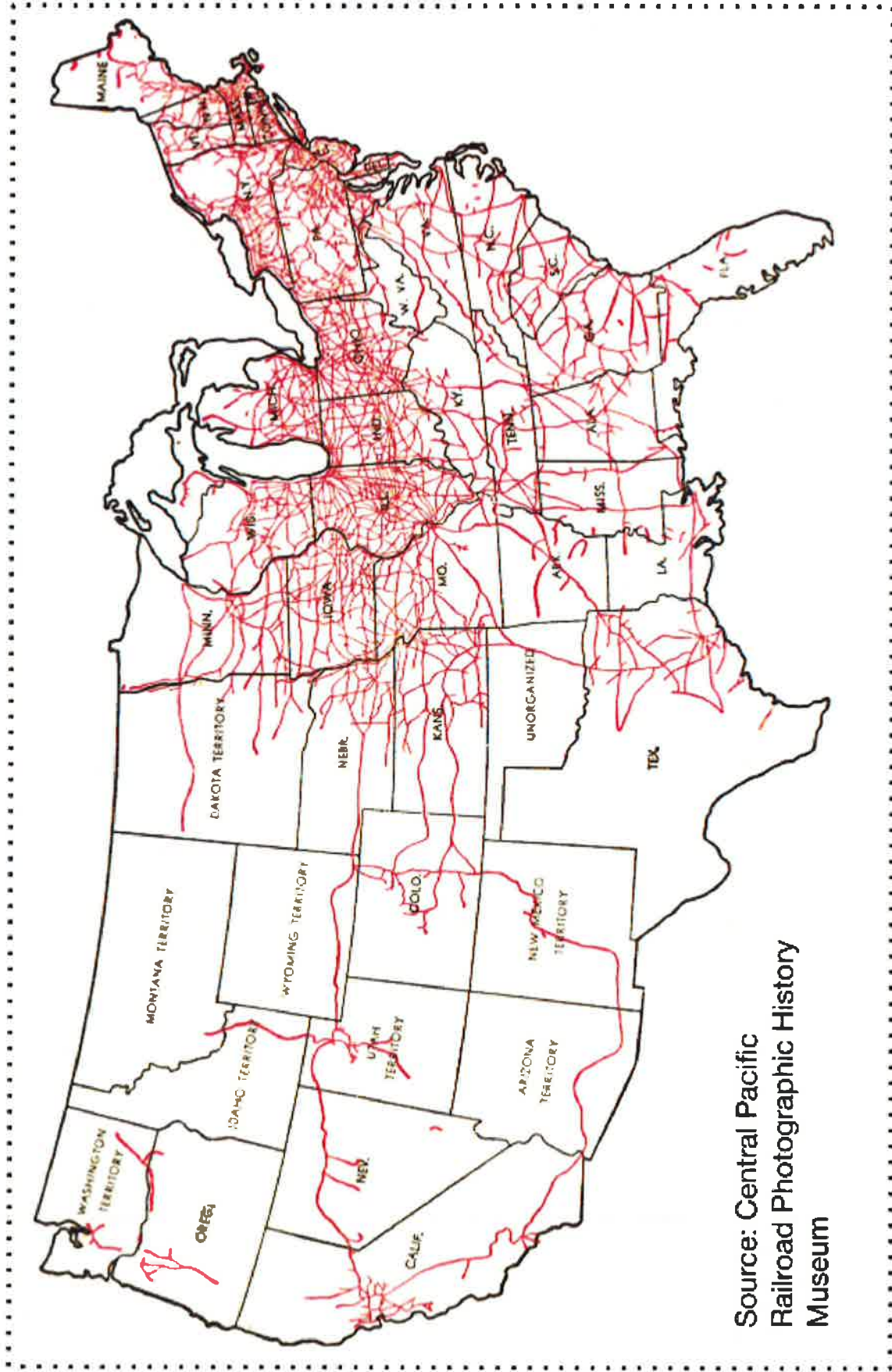
<p><i>I notice or I see....</i></p> <p style="text-align: center;"><u>Observations</u></p> <p style="text-align: center;">_____ stands out</p>	<p style="text-align: center;"><u>Inferences</u></p> <p style="text-align: center;">“Because I see _____ I think that _____”</p>
	<p>General Inferences:</p> <p>Inferences about population:</p> <ul style="list-style-type: none"> ● Did the population west of the Mississippi River increase or decrease? Why? <p>Inferences about shipping of raw materials & finished goods:</p> <ul style="list-style-type: none"> ● Do you think shipping and supply of raw materials and finished goods increased or decreased? <ul style="list-style-type: none"> ○ What observations indicate this? <p>Inferences about American economy:</p> <ul style="list-style-type: none"> ● Do you think the American economy was growing or shrinking? Why? <p>Inferences about impact on specific groups:</p> <ul style="list-style-type: none"> ● How do you think the new railroads impacted: <ul style="list-style-type: none"> ○ Native Americans? ○ Farmers? ○ Factory owners?

Map of Railroads in the United States in 1860



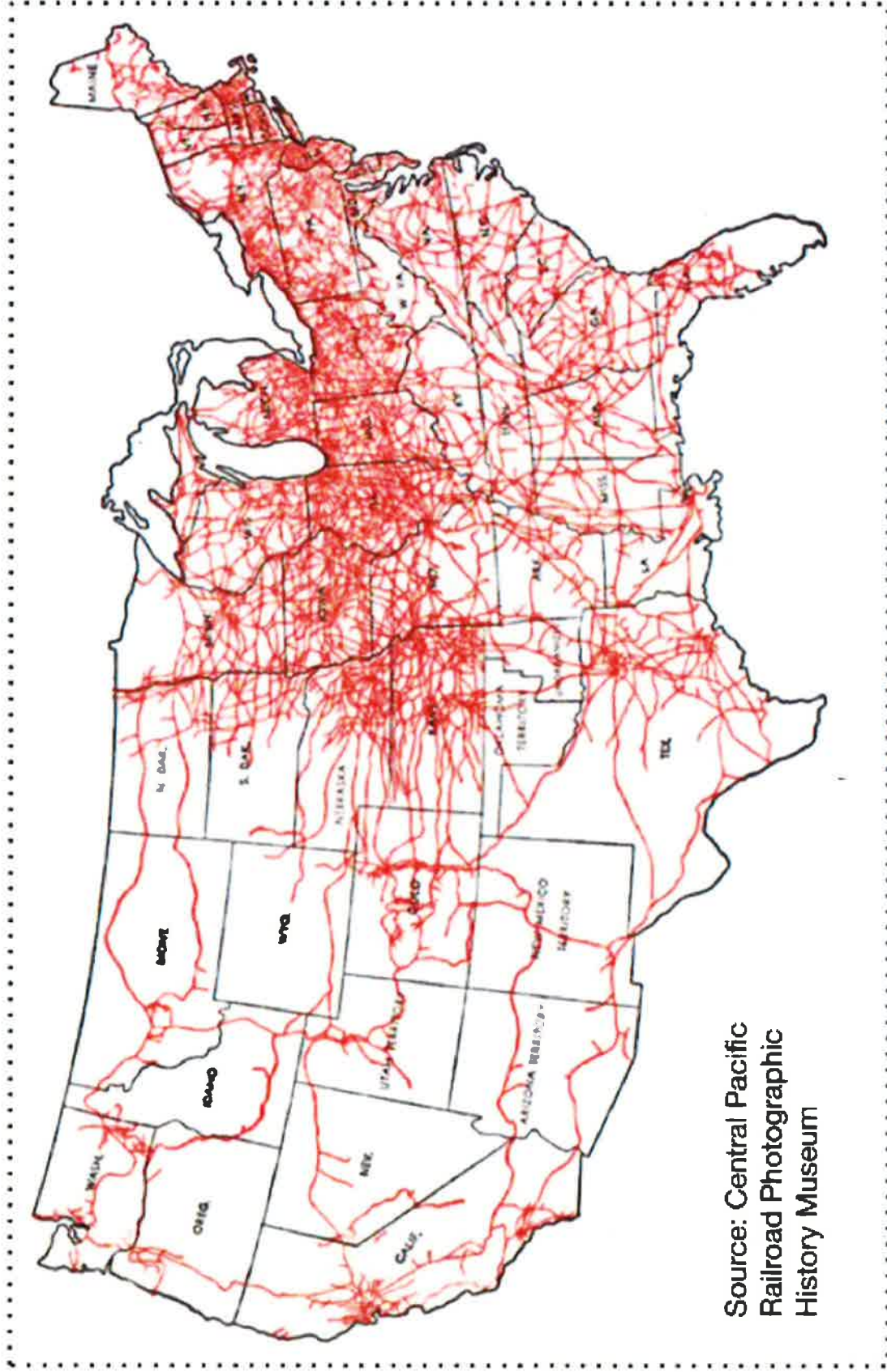
Source: Central Pacific Railroad
Photographic History Museum

Map of Railroads in the United States in 1880



Source: Central Pacific
Railroad Photographic History
Museum

Map of Railroads in the United States in 1890



Source: Central Pacific
Railroad Photographic
History Museum

Part 3 - Building Connections - Directions: Answer the two questions below together in one paragraph.

Use evidence from both the graph and maps to support your claims.

Close Reading and Corroboration: Based on the chart and the maps above, what claim(s) can you make about the change in railroad track mileage in the United States between 1860 and 1890?

- Cite evidence from at least two maps and the graph to support your claims.

Close Reading: What do you think would have been some of the consequences of this change?

Big Business Emerges



Answer the questions below about government's attempts to regulate big business.

	What is it?	How did it help businesses such as the Carnegie Company and tycoons like Andrew Carnegie?
1. Vertical Integration		
2. Horizontal Integration		
3. Social Darwinism		
4. Monopoly		
5. Holding company		
6. Trust		



How did it harm businesses such as Standard Oil and tycoons like John D. Rockefeller?

7. The perceptions of tycoons as "robber barons"	
8. Sherman Antitrust Act	

Give an example of a modern day "robber baron"? Explain why they would fit that definition.

The Philosophies of Industrialists

U.S. History & Government

Document A: Adam Smith's Laissez-Faire Philosophy

“Adam Smith was among the first to make a clear and convincing case that when individuals follow their own self-interest, it automatically works to the benefit of society as a whole. As individual competitors pursue their own maximum profit, they are all thus forced to be more efficient. This results in cheaper goods and services is thus to be encouraged; government intervention serves only to make operations less efficient and is thus to be avoided. The same principles apply to international trade. There should be a minimum of government interference in the way of duties, quotas, and tariffs. Smith’s classical argument in support of free trade.”

-Gerald F. Cavanagh, *American Business Values in Transition* (1976)

1. How would it be possible for self-interest to result in something beneficial for society as a whole? Give a specific example. _____

2. According to Smith’s theory of laissez-faire economics, how should the government behave?

Document B: Herbert Spencer's Social Darwinism

“Herbert Spencer (1820-1903) proposed a harsh ‘survival of the fittest’ philosophy. The bright and able contribute most to society, and so are to be encouraged and rewarded. The poor, the weak, and the handicapped demand more than they contribute, and so should not be supported but rather allowed to die a natural death. Contact with harsh and demanding reality is a maturing experience that should not be diluted by well-intentioned but in reality destructive charities and handouts. If ‘natural’ principles were followed, evolution and the survival of the fittest in the competition of human life would be the result. Spencer did not set out to examine any particular society and its values; rather, his critique was proposed as ‘culture-free.’ According to Spencer, it applied to all people for it was derived from basic, organic principles of growth and development. Spencer applied to society the same principles that Charles Darwin saw in biological life- hence the name, Social Darwinism.”

-Gerald F. Cavanagh, *American Business Values in Transition* (1976)

1. Explain Spencer’s theory of “Social Darwinism” in your own words.

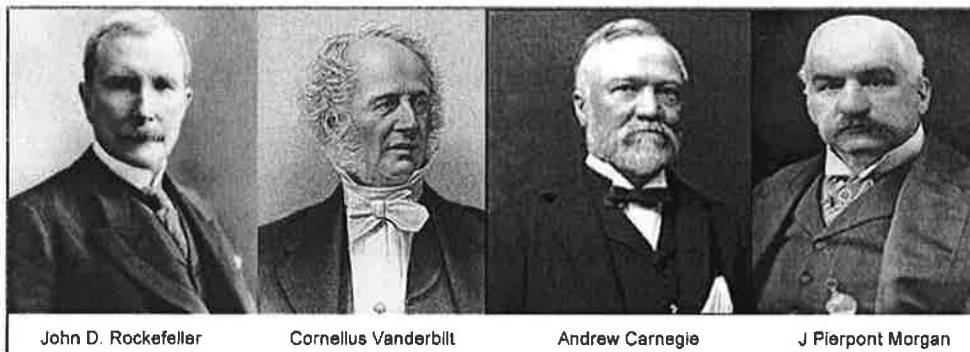
2. How could this theory be applied to different social classes and races?

Robber Barons

- Businessmen who were viewed as having used questionable practices to amass their wealth.
- They offered their products at extremely low prices as to pay their workers very poorly and bought out the competition that couldn't keep up.
- Once there was no competition, the businessmen would hike prices far above the original level.
- American big businessmen amassed huge fortunes immorally, unethically, and unjustly.

Who's who? — place the name of the Captain of Industry after the appropriate description.

Captains of Industry: They increased productivity, expansion of markets, providing more jobs, or acts of philanthropy



An industrialist who led the enormous expansion of the American steel industry in the late nineteenth century. He was also one of the most important philanthropists of his era.

An American financier, banker, and art collector who dominated corporate finance and industrial consolidation during his time. He merged in 1901 several steel and iron businesses, including Consolidated Steel and Wire Company, to form the US Steel Corporation.

He was a famous industrialist who amassed a fortune in the railroad and shipping industries. He had accumulated the largest fortune in the United States at the time of his death in 1877.

He revolutionized the petroleum industry and defined the structure of modern philanthropy.

CHAPTER
14

Section 3

AMERICAN LIVES **Andrew Carnegie**
Hard Worker, Generous Patron

"Make no effort to increase fortune, but spend the surplus each year for benevolent purposes. Cast aside business for ever, except for others."— Andrew Carnegie, memo to himself (1868)

Andrew Carnegie showed how hard work and shrewd thinking can be used to build a fortune. He then showed how that fortune can be used to benefit others.

Born in Scotland, Carnegie (1835–1919) emigrated to the United States with his family when his father could no longer find work. They settled near Lake Erie, and Carnegie—only 13—began working in a textile mill. He regretted not having had the chance for an education but found a substitute. He took advantage of the offer of a local man who provided access to his personal library to any working boys in the area. Carnegie borrowed more books than anyone else. He maintained his wide reading all his life, using it to make himself entertaining at social gatherings.

His main goal was to rise on the job, though. Carnegie soon became a telegraph messenger. He gained attention by learning to decipher messages by sound and was promoted to telegraph operator. Soon a top manager in the Pennsylvania Railroad hired him as his personal secretary. Carnegie was only 18.

He advanced through many positions at the railroad, eventually taking his former boss's job as head of the Pittsburgh division by age 30. He helped organize troop transportation and telegraph systems used in the Civil War. After the war, Carnegie resigned from the railroad and started his own company to build iron bridges. Railroad contacts helped him win business, and his company thrived.

By 1873, Carnegie was ready to launch a new business: making steel. He formed the Carnegie Company and led it to success. With strong organizational skills and a knack for spotting and promoting talent, Carnegie built a huge empire. He was committed to improving technology whenever possible. Shrewdly, he chose recessions as the time to improve his factories. The improvements cost less then, and when the economy improved he was ready to produce steel more cheaply than competitors. The strategy worked: his company earned \$40 million in prof-

its in 1900, of which \$25 million was his.

Carnegie wrote and spoke, hoping to spread his ideas about success and the responsibilities of the successful. He told students at a Pittsburgh business school how to succeed: "The rising man must do something exceptional, and beyond the range of his special department."

In 1889, he published an article called "Wealth," also known as "The Gospel of Wealth." In his essay, Carnegie argued that after accumulating a fortune, a wealthy man had a duty: he should use some of his money for "the improvement of mankind." He sold his steel company in 1901 and spent most of the rest of his life fulfilling this "gospel."

He donated about \$350 million. More than a third went to endow the Carnegie Corporation, which could continue his generosity beyond his death. He gave some \$20 million to U.S. colleges and another \$10 million to Scottish universities. He created the Carnegie Institute of Pittsburgh, which had a library, an art museum, and a music hall. He also created the Carnegie Institute of Washington for basic research in science. He also gave \$60 million to create more than 3,000 public libraries.

Carnegie lost some of his good name in the Homestead strike of 1892. Steel workers were shut out of one of his plants and lost their jobs. Although he did not direct the company's actions, he did nothing to help the situation, which cost him public support. Long after, though, he was remembered as a generous benefactor.

Questions

1. What evidence do you find that Carnegie followed his own advice in rising to the top?
2. Do you agree with Carnegie's "gospel of wealth"? Why or why not?
3. What do you consider the most important example of Carnegie's generosity?

CHAPTER
14

Section 3

PRIMARY SOURCE from **“Wealth and Its Uses”**
by **Andrew Carnegie**

Andrew Carnegie, the rags-to-riches industrialist, wrote books, lectures, and articles in which he praised American democracy and the free enterprise system. As you read this excerpt from an 1895 speech, consider his ideas about wealth and its uses.

You may be sure, gentlemen, that the question of the distribution of wealth is settling itself rapidly under present conditions, and settling itself in the right direction. The few rich are getting poorer, and the toiling masses are getting richer. Nevertheless, a few exceptional men may yet make fortunes, but these will be more moderate than in the past. This may not be quite as fortunate for the masses of the people as is now believed, because great accumulations of wealth in the hands of one enterprising man who still toils on are sometimes most productive of all the forms of wealth. . . .

But assuming that surplus wealth flows into the hands of a few men, what is their duty? How is the struggle for dollars to be lifted from the sordid atmosphere surrounding business and made a noble career? Now, wealth has hitherto been distributed in three ways: The first and chief one is by willing it at death to the family. Now, beyond bequeathing to those dependent upon one the revenue needful for modest and independent living, is such a use of wealth either right or wise? . . . It is not the good of the child which the millionaire parent considers when he makes these bequests, it is his own vanity; it is not affection for the child, it is self-glorification for the parent which is at the root of this injurious disposition of wealth. There is only one thing to be said for this mode, it furnishes one of the most efficacious means of rapid distribution of wealth ever known.

There is a second use of wealth, less common than the first, which is not so injurious to the community, but which should bring no credit to the testator. Money is left by millionaires to public institutions when they must relax their grasp upon it. There is no grace, and can be no blessing, in giving what cannot be withheld. It is no gift, because it is not cheerfully given, but only granted at the stern summons of death. The miscarriage of these bequests, the litigation connected with them, and the manner in which they are frittered away seem to prove that the Fates do not regard them with a

kindly eye. We are never without a lesson that the only mode of producing lasting good by giving large sums of money is for the millionaire to give as close attention to its distribution during his life as he did to its acquisition. . . .

The third use, and the only noble use of surplus wealth, is this: That it be regarded as a sacred trust, to be administered by its possessor, into whose hands it flows, for the highest good of the people. Man does not live by bread alone, and five or ten cents a day more revenue scattered over thousands would produce little or no good. Accumulated into a great fund and expended as Mr. Cooper expended it for the Cooper Institute, it establishes something that will last for generations. It will educate the brain, the spiritual part of man. It furnishes a ladder upon which the aspiring poor may climb, and there is no use whatever, gentlemen, trying to help people who do not help themselves. You cannot push any one up a ladder unless he be willing to climb a little himself. When you stop boosting, he falls, to his injury. Therefore, I have often said, and I now repeat, that the day is coming, and already we see its dawn, in which the man who dies possessed of millions of available wealth which was free and in his hands ready to be distributed will die disgraced. . . .

*from Andrew Carnegie, “Wealth and Its Uses,” January 1895. Reprinted in Louis M. Hacker, ed. *The Shaping of the American Tradition* (New York: Columbia University Press, 1947), 807–810.*

Discussion Questions

1. What did Carnegie say are three ways to use wealth?
2. Which of the three uses did he endorse?
3. From what you know about Carnegie’s life, did he live up to his own philosophy of wealth and its uses? Why or why not? Cite evidence from your textbook to support your opinion.

Historian A 1927

"The industrialist robber barons of the late 19th century were predatory and materialistic; their bloated corporations were threats to those humane and democratic values that made America great. Business tycoons turned modern America, with its standardized life and machine culture, into a place in which Jefferson, Jackson and Lincoln would be strangers. The giants of industry were primitive souls, ruthless, predatory, capable; single-minded men, rogues, and rascals often, but never feeble."

Historian B 1953

"Much of the blame heaped on the captains of industry in the late 19th century is unwarranted. Although people like Rockefeller used methods that were ethically questionable, the kind of monopolistic control that they exercised was a natural response to the cutthroat competition of the period and reflected the trend toward business consolidation in all industrial nations. The captains of industry like Rockefeller were innovators, thinkers, planners, and bold entrepreneurs who imposed upon American industry a more rational and efficient pattern. They also created a model of philanthropy for all to follow. Had it not been for these captains of industry, the free world might have lost the first world war and most certainly have lost the second."

Questions to answer:

1. What is the thesis of historian A?
2. What is the thesis of historian B?
3. How might both of these historians arrived at different conclusions?
4. What kinds of evidence might each historian to look at in order to support his thesis? Give at least two specific examples.

Read each of the statements below and place them in the column that best defines the action.

Captain of Industry	Robber Baron	Philanthropist

Paid low wages

Patrons of the arts – including music

Ruthlessly drove competition out of business

Expanded the economy

Donated money to charities

Gave land for parks and recreation

Created monopolies, trusts, and pools

Increased the supply of products

Bribed public officials which led to corruption

Lowered the prices of goods for consumers

Raised Americans standards of living

Created jobs

Helped to develop new ideas and technologies

Built libraries and museums

Reaped huge profits at the expense of workers

Overused natural resources

Established universities and colleges





Helped improve the US economy

Donated to scientific and medical research

Forced workers to work in dangerous conditions

Workers of the Nation Unite

What conditions led to the formation of labor unions?

UNION		Who led it?	What type of workers belonged to it?
Knights of Labor			
American Federation of Labor			
Industrial Workers of the World			
American Railway Union			

Define the following union-related terms:

1. Craft/skill unionism - _____
2. Collective bargaining - _____
3. Industrial unionism - _____
4. Socialism - _____
5. Scab - _____

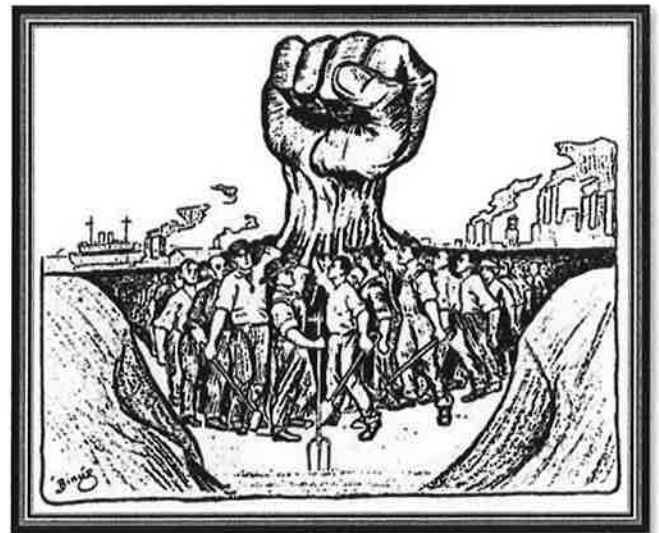
What is a strike? _____

Why did strikes turn violent?

Strikes and Violence	Where?	What happened?
1. Great Strike of 1877		
2. Haymarket Strike, 1886		
3. Homestead Strike, 1892		
4. Pullman Strike, 1894		

Why was the Triangle Shirtwaist Factory fire of 1911 a turning point in labor history?

What conditions led to the decline of labor unions?



Media Bias and Labor Unions in the Gilded Age

Directions: You have been assigned to learn about either the Haymarket Riots of 1886 or the Pullman Strike of 1893. For your assigned event:

- Read the historical context and details of the event
- Read the newspaper accounts associated with your event
- Answer the analysis questions for your event
- Be prepared to share your findings with a partner & fill out the chart below together

	Haymarket Riot	Pullman Strike
Why did the laborers strike?		
Did the laborers win the strike?		
How are the laborers described in the media?		

Haymarket Riot

Historical Context: During the gilded age, the steel, railways, and lumber industries, employed many new immigrants from Europe working 60 - 100 hour work weeks over 6 days, with wages as low as \$1.50 per day (\$37.64 in today's dollars). In Chicago, German and Bohemian immigrants organized unions to try and demand better working conditions. Many of these organizers were also members of anarchist and socialist parties that believed that capitalism was ruining America and squeezing the working class into poverty while the rich simply became richer. The Chicago industrial workers went on strike on May 1st 1886 to lobby for an 8 hour work day and higher pay.

Events of the Haymarket Riot: On May 3, 1886, at a rally outside of a factory, union leader August Spies gave a speech in which he told striking workers to stay calm and stand by their union, or they would not succeed in their strike for better working conditions and an 8 hour work day. At the end of his speech, the bell for the end of the work day rang out, and striking unionists attacked men who had broken the strike and gone to work. In trying to calm the fights that followed this attack, police opened fire, killing four demonstrators. The next day, workers held a vigil and rally at Haymarket Square to protest the police killings. August Spies and fellow union leader Albert Parsons gave speeches. At the end of the speeches, the police marched towards the protesters and asked them to break up the rally and go home. As they advanced, gun shots were exchanged between the protesters and the police, when suddenly a bomb exploded killing six police officers. The strike quickly came to an end as a result of the Haymarket riot and an anti-union movement swept through Chicago. The entire labor and immigrant community in Chicago came under police scrutiny. The strikers did not win an 8 hour work day until many years later.



Newspaper Accounts: Read this newspaper account detailing the events of the Haymarket Riot. When you are done, answer the analysis questions on the next page. Be ready to share a summary of both the Haymarket Riot and the answers to the analysis questions below with a partner.

Haymarket Riot - Analysis Questions:

- 1) *Contextualization*: Why did the Chicago industrial workers go on strike in 1886?

- 2) *Contextualization*: Did the strike succeed in getting laborers the changes they wanted in working conditions?

- 3) *Sourcing*: Is this article a primary sources or secondary source?
 - a) *Sourcing*: What information might you want to know about the perspective of the author or publishers of the Chicago Herald?
 - Why might that information be helpful to you as a consumer of media?

- 4) *Close Reading*: How does the newspaper describe the striking laborers and union leaders in this article?

- 5) *Close Reading*: How might these descriptions bias readers against the laborers and labor unions?

- 6) *Contextualization*: After reading this, do you think readers would be more or less likely to support pro-union policies such as higher wages and 8 hour work days? Why?

Pullman Strike

Historical Context: During and after the Civil War, the railway industry dominated the American economy and was the nation's single largest employer. In Chicago, George Pullman built a different kind of company for manufacturing railroad cars. To produce the cars, he built a manufacturing plant located in a company-owned town on the outskirts of Chicago. The company town was touted as a model community filled with content, well paid workers. During the economic depression of 1893, George Pullman sought to preserve profits by lowering labor costs - so he slashed his workforce by 1,200 workers and cut wages by 25 percent. Workers were required to live in the company town, which meant they rented and bought household provisions from the Pullman company. While wages had been slashed, the cost of living in the company town did not change, leading workers to strike.

Events of the Pullman Strike: The Pullman factory workers went on strike and were joined by the American Railway Union (ARU) and its leader, Eugene Debs. The ARU supported the strike by refusing to run trains containing Pullman cars. The plan was to force the railroads to bring Pullman to compromise. Once on strike, the laborers proceeded to obstruct railroad tracks preventing the transportation of goods and attracting national attention. The strike affected nearly all of America. The strike was ended with President Grover Cleveland used the US Marshals and US Army troops to force the workers to resume their duties. The laborers did not win an improvement in their working conditions or a pay increase, and the American economy suffered losses of over \$80,000,000 because of the work stoppage.



Newspaper Accounts: Read these newspaper accounts detailing the events of the Pullman strike. When you are done, answer the analysis questions on the next page. Be ready to share a summary of both the Pullman Strike and the answers to the analysis questions below with a partner.

Pullman Strike - Analysis Questions:

- 1) *Contextualization*: Why did the railway workers go on strike?

- 2) *Contextualization*: Did the workers “win” the strike or were they forced to go back to work?

- 3) *Sourcing*: Are these articles primary sources or secondary sources?
 - a) *Sourcing*: What information might you want to know about the perspective of the author or publishers of the Chicago Tribune?
 - Why might that information be helpful to you as a consumer of media?

- 4) *Close Reading*: How does the newspaper describe the striking laborers and union leader in these articles?

- 5) *Close Reading*: How might these descriptions bias readers against the laborers and labor unions?

- 6) *Contextualization*: After reading these articles, do you think readers in 1890 would be more or less likely to support pro-union policies such as higher wages and 8 hour work days? Why?



Media Bias and Labor Unions in the Gilded Age

Evaluating Sources

Written Task *How can the media influence popular opinion? How does the media influence politics?*

Directions: Using information from the document above, please respond to the following task.

Task: Using the information from the documents above and your knowledge of US History to respond to the following task:

Imagine you are an American citizen living in Chicago in 1895. After reading about the Haymarket Riot in 1886 and the Pullman Strike in 1893, how do you think you would feel about labor strikes and unions?

- **Evaluate** to what extent you think you have a full picture of the debate between labor unions and employers. Whose viewpoints do you think you are missing? How could you learn more about this issue before voting in the next election and casting a ballot in support of or against a pro-labor union candidate?
-
- **evaluate** means to “examine and judge the significance, worth, or condition of; to determine the value of ”

The Struggles of Labor

The life of a 19th-century American industrial worker was hard. Even in good times wages were low, hours long, and working conditions hazardous. Little of the wealth that the growth of the nation had generated went to its workers. Moreover, women and children made up a high percentage of the work force in some industries and often received but a fraction of the wages a man could earn. Periodic economic crises swept the nation, further eroding industrial wages and producing high levels of unemployment.

1. During the 19th century, women's wages were equal to those of men.
 - a. True
 - b. False

At the same time, technological improvements, which added so much to the nation's productivity, continually reduced the demand for skilled labor. Yet the unskilled labor pool was constantly growing, as unprecedented numbers of immigrants – 18 million between 1880 and 1910 – entered the country, eager for work.

Before 1874, when Massachusetts passed the nation's first legislation limiting the number of hours women and child factory

workers could perform to 10 hours a day, virtually no labor legislation existed in the country. It was not until the 1930s that the federal government would become actively involved. Until then, the field was left to the state and local authorities, few of whom were as responsive to the workers as they were to wealthy industrialists.

2. How many immigrants entered the United States between 1880 and 1910?
 - a. 15,000,000
 - b. 16,000,000
 - c. 17,000,000
 - d. 18,000,000
3. During the 19th century, the federal government was actively involved in labor issues.
 - a. True
 - b. False

The laissez-faire capitalism that dominated the second half of the 19th century and fostered huge concentrations of wealth and power was backed by a judiciary that time and again ruled against those who challenged the system. In this, they were merely following the prevailing philosophy of the times. Drawing on a simplified understanding

of Darwinian science, many social thinkers believed in Social Darwinism – the idea that both the growth of large business at the expense of small enterprise and the wealth of a few alongside the poverty of many was "survival of the fittest," and an unavoidable by-product of progress.

4. Describe Social Darwinism in your own words.

American workers, especially the skilled among them, appear to have lived at least as well as their counterparts in industrial Europe. Still, the social costs were high. As late as the year 1900, the United States had the highest job-related fatality rate of any industrialized nation in the world. Most industrial workers still worked a 10-hour day (12 hours in the steel industry), yet earned less than the minimum deemed necessary for a decent life. The number of children in the work force doubled between 1870 and 1900.

The first major effort to organize workers' groups on a nationwide basis appeared with the Noble Order of the Knights of Labor in 1869. Originally a secret, ritualistic society organized by Philadelphia garment workers and advocating a cooperative program, it was open to all workers, including African Americans, women, and farmers. The

Knights grew slowly until its railway workers' unit won a strike against the great railroad baron, Jay Gould, in 1885. Within a year they added 500,000 workers to their rolls, but, not attuned to pragmatic trade unionism and unable to repeat this success, the Knights soon fell into a decline.

Their place in the labor movement was gradually taken by the American Federation of Labor (AFL). Rather than open membership to all, the AFL, under former cigar union official Samuel Gompers, was a group of unions focused on skilled workers. Its objectives were "pure and simple" and apolitical: increasing wages, reducing hours, and improving working conditions. It did much to turn the labor movement away from the socialist views of most European labor movements.

5. The first major effort to organize workers' groups on a nationwide basis appeared with what group in 1869?

6. Who was the first president of the American Federation of Labor (AFL)?

- a. Jay Gould
- b. Jimmy Hoffa
- c. Richard Olney
- d. Samuel Gompers

Nonetheless, both before the founding of the AFL and after, American labor history

was violent. In the Great Rail Strike of 1877, rail workers across the nation went out in response to a 10-percent pay cut. Attempts to break the strike led to rioting and wide-scale destruction in several cities: Baltimore, Maryland; Chicago, Illinois; Pittsburgh, Pennsylvania; Buffalo, New York; and San Francisco, California. Federal troops had to be sent to several locations before the strike was ended.



7. On the map above, identify the states of California, Illinois, Maryland, New York, and Pennsylvania, all sites of major labor unrest.

Nine years later, in Chicago's Haymarket Square incident, someone threw a bomb at police about to break up an anarchist rally in support of an ongoing strike at the McCormick Harvester Company in Chicago. In the ensuing melee, seven policemen and at least four workers were reported killed. Some 60 police officers were injured.

In 1892, at Carnegie's steel works in Homestead, Pennsylvania, a group of 300 Pinkerton detectives the company had hired to

break a bitter strike by the Amalgamated Association of Iron, Steel, and Tin Workers fought a fierce and losing gun battle with strikers. The National Guard was called in to protect non-union workers and the strike was broken. Unions were not let back into the plant until 1937.

In 1894, wage cuts at the Pullman Company just outside Chicago led to a strike, which, with the support of the American Railway Union, soon tied up much of the country's rail system. As the situation deteriorated, U.S. Attorney General Richard Olney, himself a former railroad lawyer, deputized over 3,000 men in an attempt to keep the rails open. This was followed by a federal court injunction against union interference with the trains. When rioting ensued, President Cleveland sent in federal troops, and the strike was eventually broken.

Match each event to the state where it took place. (Two took place in the same state.)

- 8. _____ Haymarket Square incident
- 9. _____ Homestead strike
- 10. _____ Pullman strike
 - a. Illinois
 - b. Pennsylvania

The most militant of the strike-favoring unions was the Industrial Workers of the World (IWW). Formed from an amalgam of unions fighting for better conditions in the

An Era of Strikes, Late 1800s



Gap between rich and poor grows larger



Tensions increase between workers and business owners



Workers organize into unions



Business leaders oppose unions



The era of large, violent strikes begins in 1877 with a nationwide railroad strike



Major strikes include the Great Railway Strike, the Homestead Strike, and the Pullman Strike



Government sides with business leaders, sometimes using army troops to put down strikes

The Rise (and Fall) of the Populist Party

The Populist Party was the popular name of the People's Party. The rise of the Populist Party was the culmination of two decades of suffering among farmers of the South and West. The Populists supported policies to relieve the hardships of farmers and had an important impact on the politics of the 1890s.

After the Civil War, farmers all over the United States were hit with hard times. Although the growing industrial economy improved transportation, created new goods, increased farm production, and opened new markets to farmers, farmers were increasingly plagued by declining prices for their goods, high interest rates, economic depressions, land speculation, bad crop years, chronic debt, and increased unpredictability of national and international markets for farm products. All of these factors contributed to make farming less profitable.

Farmers responded in three ways to their predicament. First, they criticized banks and railroads, the businesses that they depended on for credit and transportation to markets. Second, they banded together in alliances and formed cooperative ventures for storing and marketing their crops. Third, they organized for political action and advocated policies designed to ease their debt, including regulation of railroad shipping prices, low-interest federal loans, and inflation of the money supply.



In response to these problems, farmers began to organize themselves. First came the Patrons of Husbandry, commonly known as the Grange, started in Minnesota. The Grange started cooperatives that allowed farmers to pool their money to get better prices on machinery and supplies. It also pushed for regulation of railroads and grain elevators.

After 1880, the Grange gave way to regional farmers' alliances. The Colored Farmers Alliance organized black farmers, and a few white farmers, in the South. Other regional alliances organized white farmers in the South and farmers in other parts of the country. The farmers' alliances represented the people, not the moneyed interests. They were neither Democrats nor Republicans—they were populists.

In 1890, politicians representing the farmers' alliances won control of many state legislatures and some governorships in the South and West. The various farmers' alliances met in Ocala, Florida in 1890 and backed candidates in the 1890 elections. They elected five U.S. senators, six governors, and 46 congressional representatives.

With that success, the alliances decided to work together. Meeting in Omaha in 1892, they agreed on six demands: A permanent union of all working classes; wealth for the workers; government ownership of railroads; government ownership of all communications systems; more flexible and fair distribution of the national currency; and no more ownership of land by those who do not actually use it.

In 1892, farmer organizations and their leaders met in St. Louis and formed the People's Party. In that year's presidential election, the party ran James B. Weaver of Iowa as its candidate on an impressive platform that called for government ownership of railroads, a graduated income tax, and unlimited coinage of silver to increase the money supply. Weaver received more than 1 million popular votes and captured the electoral votes of four states, indicating to the major political parties that these issues were important to the public and therefore could not be ignored.

As if to justify the arguments of the Populists, a financial panic hit the nation in 1893, sparking the worst economic depression the United States had experienced up to that time. Crop prices dropped, banks collapsed, and unemployment increased for the nation as a whole; for farmers, already in unsafe financial situations, the depression caused serious economic problems. Many Americans began to embrace the idea of increasing the money supply by coining silver to ease the nation's financial hardship—a measure that the Populists had widely supported in their political campaigns.



The "money question" became a burning issue in the Presidential election of 1896, and the Populists, the major supporters of free silver (as the policy came to be called), joined forces with the Democratic Party in an attempt to wrest the presidency from the Republicans. In the period from 1860 to 1896, the Republican Party dominated American politics, especially at the presidential level, where the only Democratic president during this period was Grover Cleveland. The election of 1896 offered the Democrats the possibility of garnering working-class votes in northeastern urban areas and agrarian votes in southern and western areas to win the election. Unfortunately for the Democrats, there was a great deal of suspicion between those groups. Moreover, northern workingmen found that their interests were closely tied to the interests of their industrialist bosses.



The Democrats decided to nominate Nebraska politician William Jennings Bryan for president. To gain the Democratic nomination at the party convention, Bryan supported the silver standard and delivered a speech entitled "Cross of Gold," which ended with a promise to the moneyed interest in the country: *"You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold!"* At the age of 36, he became the youngest-ever presidential candidate of a major party.

The Populist Party agreed to nominate him as well, over the objections of African-American delegates. The African-American Populists pointed out that the Democratic Party completely failed to support their rights, cheating and betraying African Americans in the South. The white Populists, hoping that an alliance with the

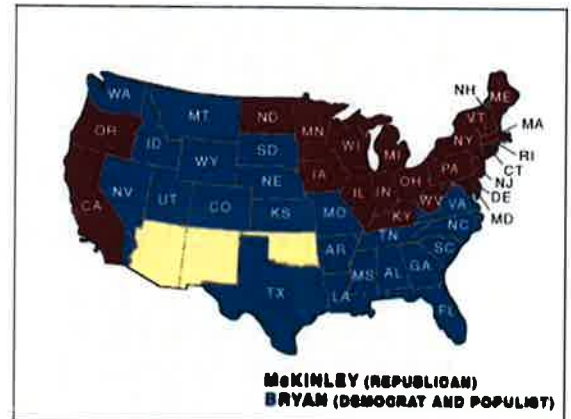
Democrats would bring victory, ignored their appeal.

Despite his talent as a speechmaker, Bryan lost the hard-fought election to Republican William McKinley, who campaigned on the slogan of "sound money" (adherence to the gold standard, no coinage of silver) and warned of the danger of Populist radicalism (in other word, craziness). McKinley was elected to office with 271 electoral votes to Bryan's 176. The winner received 7 million popular votes to Bryan's 6.5 million. With his victory, Republicans advanced their control of national politics. McKinley would register an even more impressive win over Bryan in the election of 1900.

Populism gave rise to such colorful characters as "Pitchfork" Ben Tillman of South Carolina, "Sockless" Jerry Simpson of Kansas, and stump-orators like Mary Lease of Kansas, who argued that farmers needed "to raise less corn and more hell!" Some even argued that white and black farmers in the South were both "in the same ditch" and should unite to better their conditions. African-American farmers organized "colored" alliances and in some cases held important positions in Populist organizations.

The Populist movement lost any significant political power following the election of 1896. Shortly after McKinley won the presidency, gold was discovered in South Africa, Colorado, and Alaska, and the resulting increase in the gold supply ended the depression and brought renewed prosperity to many farmers.

Though the party ultimately failed to achieve its aims, the Populist movement illustrated the impact of industrial expansion on farming and demonstrated how ordinary farmers could form their own unions to better their conditions. Many Populist ideas survived the demise of the movement and were enacted into law over the span of the next 20 years. The graduated income tax, the direct election of senators, the secret ballot, and government subsidies to farmers all had Populist origins. The party would also serve as one of the origins of the Progressive movement, which pushed for major reforms during the first few decades of the 20th century.




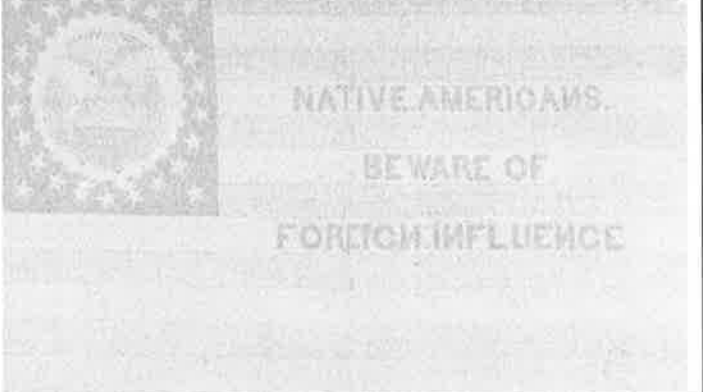
The presidential election of 1896 is often identified as one of the critical, or realigning, elections in American history. It did not result in a change in the dominant political party (the Republicans) so much as it further promoted the power of the already dominant party. Republican control of the government did not end until the Great Depression and the election of Democratic president Franklin D. Roosevelt in 1932.

The New Immigrants -

A. The United States saw an influx of new immigrants to the United States in the late 1800s and early 1900s.

Immigrants from...	What were some of the countries they came from?	What reasons did they often have for coming to the US? (PUSH-PULL factors)	Where did they often enter the US?
1. Southern & Eastern Europe			<input type="checkbox"/> Ellis Island <input type="checkbox"/> Angel Island <input type="checkbox"/> Southeastern US <input type="checkbox"/> Southwestern US
2. Asia			<input type="checkbox"/> Ellis Island <input type="checkbox"/> Angel Island <input type="checkbox"/> Southeastern US <input type="checkbox"/> Southwestern US
3. Caribbean Islands & Central America			<input type="checkbox"/> Ellis Island <input type="checkbox"/> Angel Island <input type="checkbox"/> Southeastern US <input type="checkbox"/> Southwestern US

B. Immigrants coming to the United States during this time period faced tremendous adversity. Some Americans, known as Nativists, saw the new arrivals in a negative light.

What did the new immigrants to the United States face when they arrived?	How did Nativists treat the new immigrants coming to the United States?
	

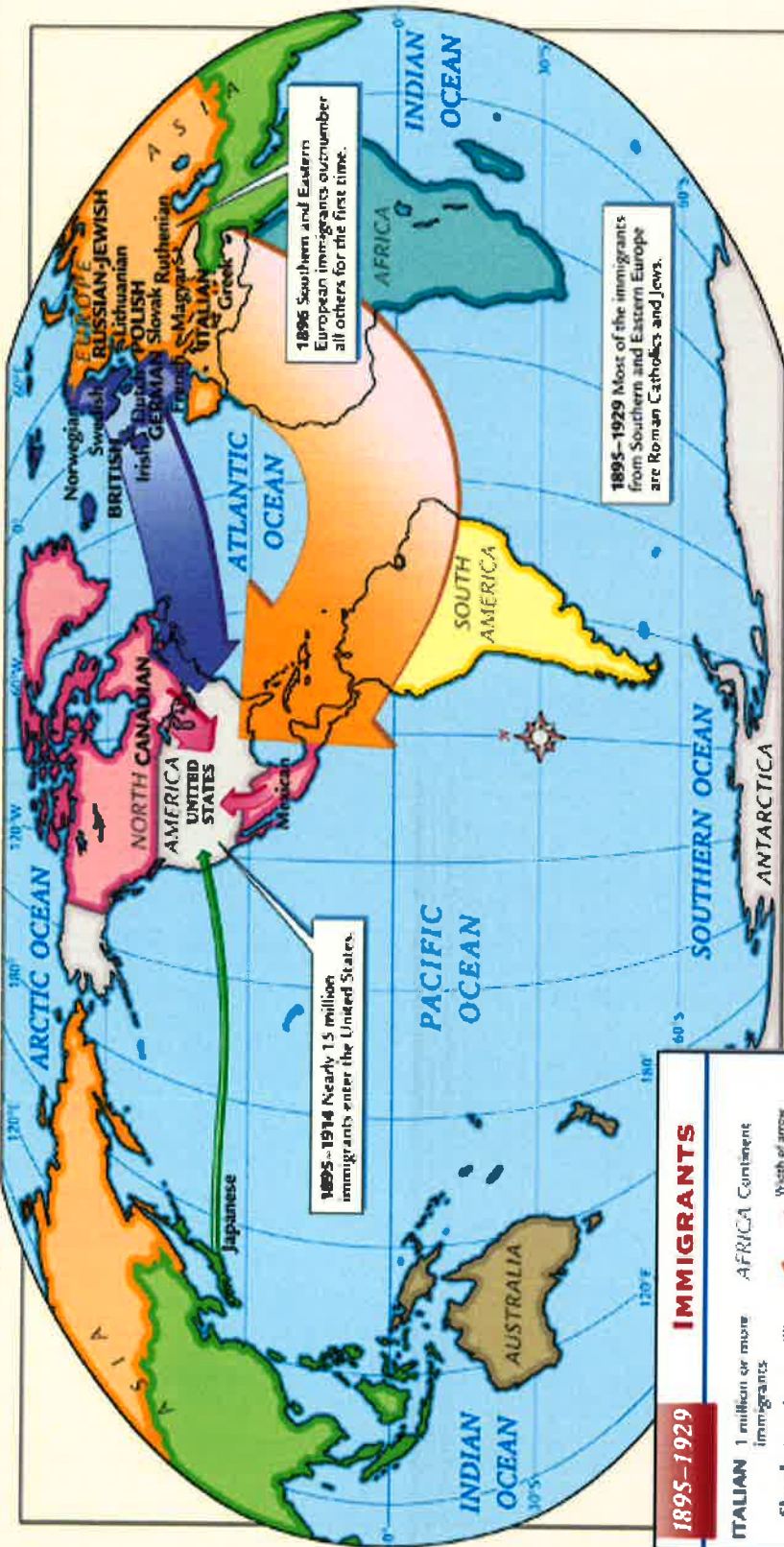
C. Define the following terms:

1. Chinese Exclusion Act (1882): _____

2. Gentlemen's Agreement (1907): _____

3. culture shock: _____

4. melting pot: _____



1895-1929 IMMIGRANTS

ITALIAN 1 million or more immigrants

Slovak Less than 1 million immigrants

AFRICA Continent

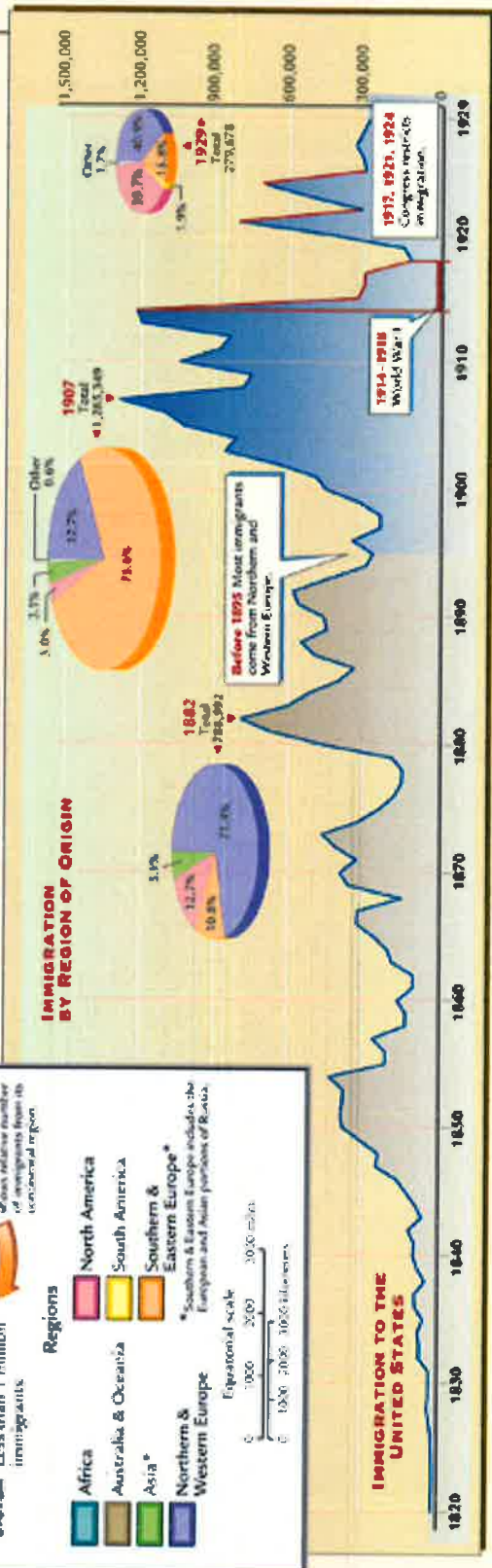
Width of arrow shows relative number of immigrants from its continental region.

Regions:

- Africa
- Australia & Oceania
- Asia*
- Northern & Western Europe
- North America
- South America
- Southern & Eastern Europe*

* Southern & Eastern Europe includes the European and Asian portions of Russia.

Equatorial scale: 0, 1000, 2000, 3000 miles



Immigration in the Early 1900s

After the depression of the 1890s, immigration jumped from a low of 3.5 million in that decade to a high of 9 million in the first decade of the new century. Immigrants from Northern and Western Europe continued coming as they had for three centuries, but in decreasing numbers. After the 1880s, immigrants increasingly came from Eastern and Southern European countries, as well as Canada and Latin America. By 1910, Eastern and Southern Europeans made up 70 percent of the immigrants entering the country. After 1914, immigration dropped off because of the war, and later because of immigration restrictions imposed in the 1920s.

The reasons these new immigrants made the journey to America differed little from those of their predecessors. Escaping religious, racial, and political persecution, or seeking relief from a lack of economic opportunity or famine still pushed many immigrants out of their homelands. Many were pulled here by contract labor agreements offered by recruiting agents, known as *padrones* to Italian and Greek laborers. Hungarians, Poles, Slovaks, Bohemians, and Italians flocked to the coal mines or steel mills, Greeks preferred the textile mills, Russian and Polish Jews worked the needle trades or pushcart markets of New York. Railroad companies advertised the availability of free or cheap farmland overseas in pamphlets distributed in many languages, bringing a handful of agricultural workers to western farmlands. But the vast majority of immigrants crowded into the growing cities, searching for their chance to make a better life for themselves.

Immigrants entering the United States who could not afford first or second-class passage came through the processing center at Ellis Island, New York. Built in 1892, the center handled some 12 million European immigrants, herding thousands of them a day through the barn-like structure during the peak years for screening. Government inspectors asked a list of twenty-nine probing questions, such as: Have you money, relatives or a job in the United States? Are you a polygamist? An anarchist? Next, the doctors and nurses poked and prodded them, looking for signs of disease or debilitating handicaps. Usually immigrants were only detained 3 or 4 hours, and then free to leave. If they did not receive stamps of approval, and many did not because they were deemed criminals, strikebreakers, anarchists or carriers of disease, they were sent back to their place of origin at the expense of the shipping line.

For the newcomers arriving without family, some solace could be found in the ethnic neighborhoods populated by their fellow countrymen. Here they could converse in their native tongue, practice their religion, and take part in cultural celebrations that helped ease the loneliness. Often, though, life for all was not easy. Most industries offered hazardous conditions and very low wages--lowered further after the *padrone* took

out his share. Urban housing was overcrowded and unsanitary. Many found it very difficult to accept. An old Italian saying summed up the disillusionment felt by many: "I came to America because I heard the streets were paved with gold. When I got here, found out three things: First, the streets weren't paved with gold; second, they weren't paved at all: and third, I was expected to pave them." In spite of the difficulties, few gave up and returned home.

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Kraut, Alan, *The Huddled Masses: The Immigrant in American Society, 1880-1921* (1982); Handlin, Oscar, *The Uprooted* (1951).

How To Cite This Article:

"Immigration in the early 1900s," *EyeWitness to History*, www.eyewitnesstohistory.com (2000).



Immigration: Arriving in America

Evaluating Sources

Objective

How can the corroboration of sources further our understanding of immigrant inspections in the early 1900's?

Historical Context: Read the historical context below closely and answer the analysis questions.

Between 1885 and 1920, approximately 21,000,000 immigrants arrived in America. Roughly 75 percent of them entered through New York Bay and were processed at Ellis Island after the immigration station opened in 1892.

When Ellis Island opened in 1892, a great change was taking place in patterns of immigration to the United States. Fewer arrivals after 1890 were coming from northern and western Europe, Germany, Ireland, Britain and the Scandinavian countries. Instead, more and more immigrants poured in from southern and eastern Europe. For example, among this new generation of immigrants were Jews escaping from political and economic oppression in Russia and eastern Europe (some 484,000 arrived in 1910 alone) and Italians escaping poverty in their country. Additionally, immigrants were pouring in from non European nations such as Syria, Turkey, and Armenia.

The arrival of immigrants from new parts of the world brought fears of new diseases and new germs being introduced to the United States. As a result, immigrants who arrived at Ellis Island were first met by medical officers from the US Public Health Service (USPHS), who examined them for evidence of "loathsome or dangerous contagious diseases," which could be grounds for sending immigrants home. When Ellis Island opened its doors in 1892, there were six physicians. By 1916, there were 25 physicians and four inspection lines running simultaneously.

During the early years of the 20th century, trachoma, an infectious eye disease that could lead to blindness if left untreated, became one of the leading reasons for excluding immigrants on medical grounds. To check for trachoma USPHS officers would flip back immigrants' eyelids using their fingers or a buttonhook, an implement originally intended for fastening the small buttons common on shoes and clothing at the time.

Written using resources from: [PBS Newshour](#), [History Channel](#), and the [National Archives](#)

Analysis Questions:

- 1) *Close Reading:* What happened to the pattern of immigration to the United States after 1890? Why did this lead to the need for medical inspection of immigrants?
- 2) *Close Reading:* How did medical inspectors check for trachoma? What does the use of buttonhooks communicate about how inspectors may have viewed immigrants?

Document #1 Analysis - Directions: Review the poem *Buttonhook* below.
When you are done, answer the analysis questions that follow.

The Buttonhook (2014) by Mary Jo Salter

3 President Roosevelt, touring Ellis Island
in 1906, watched the people from steerage
line up for their six-second physical.

6 Might not, he wondered aloud, the ungloved handling
of aliens who were ill infect the healthy?
Yet for years more it was done. I imagine

9 my grandmother, a girl in that Great Hall's
polyglot, reverberating vault
more terrible than church, dazed by the stars

12 and stripes in the vast banner up in front
where the blessed ones had passed through. Then she did too,
to a room like a little chapel, where her mother

15 might take Communion. A man in a blue cap
and a blue uniform—a doctor? a policeman?
(Papa would have known, but he had sailed

18 all alone before them and was waiting
now in New York; yet wasn't this New York?)—
a man in a blue cap reached for her mother.

21 Without a word (didn't he speak Italian?)
he stuck one finger into her mother's eye,
then turned its lid up with a buttonhook,

24 the long, curved thing for doing up your boots
when buttons were too many or too small.
You couldn't be American if you were blind

27 or going to be blind. That much she understood.
She'd go to school, she'd learn to read and write
and teach her parents. The eye man reached to touch

30 her own face next; she figured she was ready.
She felt big, like that woman in the sea
holding up not a buttonhook but a torch.

Analysis Questions:

- 1) *Sourcing*: When was this poem written? Is this a primary or secondary source?
 - a) *Sourcing*: Who is the narrator of the poem? Why might the perspective of the narrator be important to notice?

- 2) *Close Reading*: According to line 3, how long was the physical exam for immigrants arriving at Ellis Island?
 - a) *Analysis*: What does this tell you about the health inspection and how effective it might have been?

- 3) *Close Reading*: According to lines 13 - 15, did the narrator know what kind of person was conducting her health inspection?
 - a) *Analysis*: What does this tell you about the inspection process for incoming immigrants?

- 4) *Close Reading*: Lines 24 - 27 read: "You couldn't be American if you were blind or going to be blind. That much she understood." What does this tell you about the medical examination from the perspective of arriving immigrants?

- 5) *Close Reading*: How does the narrator feel when the inspector uses a buttonhook to check her eyes?

- 6) *Corroboration*: If you wanted to confirm that buttonhooks were used in the medical inspection of immigrants, what kinds of primary source documents could you use?

Document #2 Analysis: Review the image (s) below carefully and answer the analysis questions that follow.

Ellis Island, N.Y. Line Inspection of Arriving Aliens (1923) - National Archives



[Original image found here](#)

Zoomed In:



Analysis Questions:

- 1) *Sourcing*: When was this image taken? Is this a primary or secondary source about immigration through Ellis Island?

- 2) *Close reading*: What do you see in this image?

- 3) *Analysis*: What do you think is happening in this image?

- 4) *Corroboration*: How does this image support the poem's description of the medical exam immigrants received upon arriving at Ellis Island?
 - a) *Sourcing*: Does this image strengthen or weaken how reliable the poem is as a source of information about immigration through Ellis Island? Support your claims with evidence from both the image and the poem.



Immigration: Arriving in America

Evaluating Sources

Written Task *How can the corroboration of sources further our understanding of immigrant inspections in the early 1900's?*

Task - Using the documents above, and your knowledge of US History, please complete the following:

Compare and contrast your understanding of immigrant inspections from the primary source document (photograph) and the secondary source document (poem).

- What does the poem convey about immigrant experiences with medical inspections?
- What does the photograph convey about immigrant experiences with medical inspections?

Explain: Do you think one source is more valuable than the other when trying to understand immigrant experiences, or is it best to use both sources together?

- Think about what the poem illustrates that the photograph might not, and what the photograph illustrates that the poem might not.

- **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- **compare and contrast** means “to express similarities and differences”

Name - _____

Date - _____

US History and Government

Immigration – Family Heritage Project

“So...where ya from?”

Researching your family history and understanding where your family came from will allow you to understand who you are. This project can be important for many reasons – first, many will wonder, “How will this help me on the Regents?” If you can make a personal connection to a historical event, you will provide an excellent essay filled with facts and details. Secondly, your family is your most prized possession (I guess you’ll understand that when you are a little older). Thirdly, it will give you a sense of belonging and understanding of your family’s history. Finally, you will be gaining knowledge and making connections with family members, some of which you may not have had contacted in many years. When you have completed the project, I encourage you to hold onto it and the research that you have done. It may be used as a keepsake or may come in handy in the future.

This project is one of the most well-liked of the year and one that I hope you will enjoy.

Thus project has **TWO** parts, a written piece to be handed in and the other a presentation piece.

The Internet is a great source however your primary information should be coming from a relative in the form of interviews, old documents and photos. It is a good idea to take protective measures when handling old documents and photos and you may want to take notes or tape record any conversation you have with relatives and scan photos instead of using the originals.

Part I – Written Piece – complete the following in paragraph form (750 word minimum, 3 pages)

Choose one aspect of your family’s heritage and answer the following questions in context of your essay:

1. From what country/area did your ancestors come from?
2. How far back can you trace?
3. When did they migrate to the United States?
4. For what reason did they immigrate? What was going on at that time in their country and in the US?
5. Where did they enter the US? Where did they settle and why?
6. Any interesting facts or stories from when they arrived?

History and Geography

1. Describe where the country (continent, surrounding countries, etc) is and its size.
2. Describe the climate and terrain.
3. What is the population currently? What is the life expectancy?
4. List other ethnic groups that may inhabit or influence your country.
5. What language is spoken there? What is the literacy rate?
6. What are the natural resources (raw materials) or GDP?
7. What are the main agricultural and industrial products?
8. What is the currency?

Culture

1. What is a traditional wedding like in your culture?
2. What are the driving laws? How old do you have to be?
3. What are the drinking laws?
4. What are common pastimes in your country?
5. What is the role of art in your country?
6. Are you related to anyone famous?
7. What are the religious practices of their country of origin?
8. Describe any traditional foods.
9. Describe any family traditions...even if you have a tradition that you do not think has an ethnic background.

Part II - Presentation Piece - *Select one* of the following choices

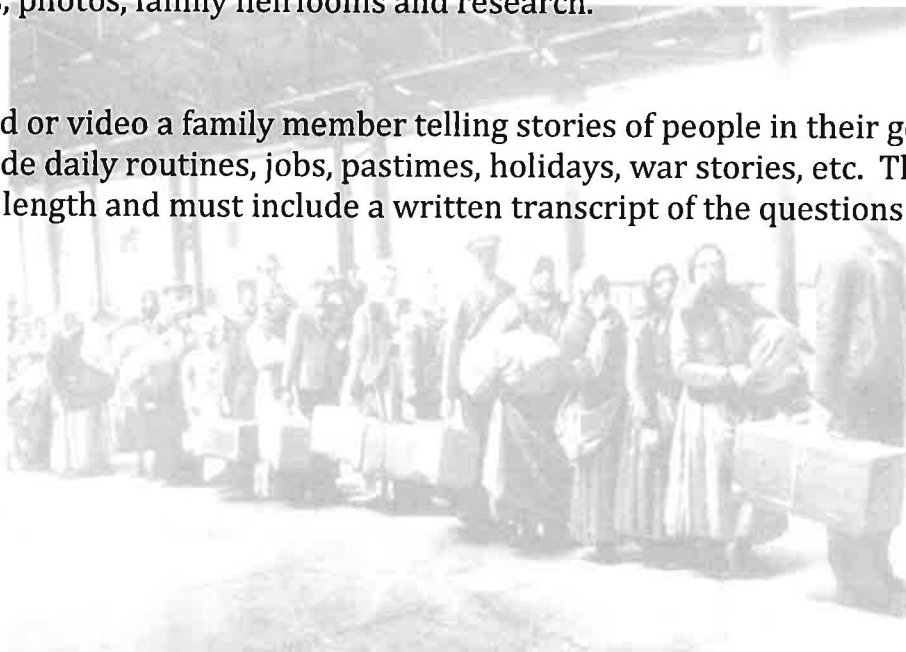
1. Create a family tree/pedigree chart POSTER. This must include at least 4 generations (starting with yourself). Each family member should have a birth and death date (if applicable). Photos must be incorporated on the poster/chart. Make it easy to read and pleasing to the eye.

****do not cut photos - making copies with a scanner would be better so as not damage your photos (especially if they are old and fragile)***

2. Select a country from your ancestry and research events which caused people to immigrate from that country and what influenced their selection of a new region to live. Make this pertinent to the immigration unit we are doing in class. (750 word minimum)

3. Create some kind of an album, memory book or even a partially fictional diary (*your reasons for immigrating, the journey, your new life in America, etc.*). This may include documents, photos, family heirlooms and research.

4. Tape record or video a family member telling stories of people in their generation. This could include daily routines, jobs, pastimes, holidays, war stories, etc. This must be 7-10 minutes in length and must include a written transcript of the questions that were asked.





Immigration and Urbanization

Using Evidence

Objective *What was the relationship between industrialization, immigration, and urbanization during the Gilded Age?*

Directions: Review the four claims below. Find evidence for the four claims from the documents provided and fill out the charts as prompted.

Claim #1: *Most immigrants that arrived in America during the Gilded Age came from Western Europe.*

- Find **one** piece of evidence to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Claim #2: *Industrialization in America was one of the pull factors for immigration to the United States among European immigrants.*

- Find evidence from **two different sources** to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Claim #3: *Both immigration and industrialization led to urbanization in America during the Gilded Age.*

- Find evidence from **two different sources** to support this claim. Document your findings in the chart below.

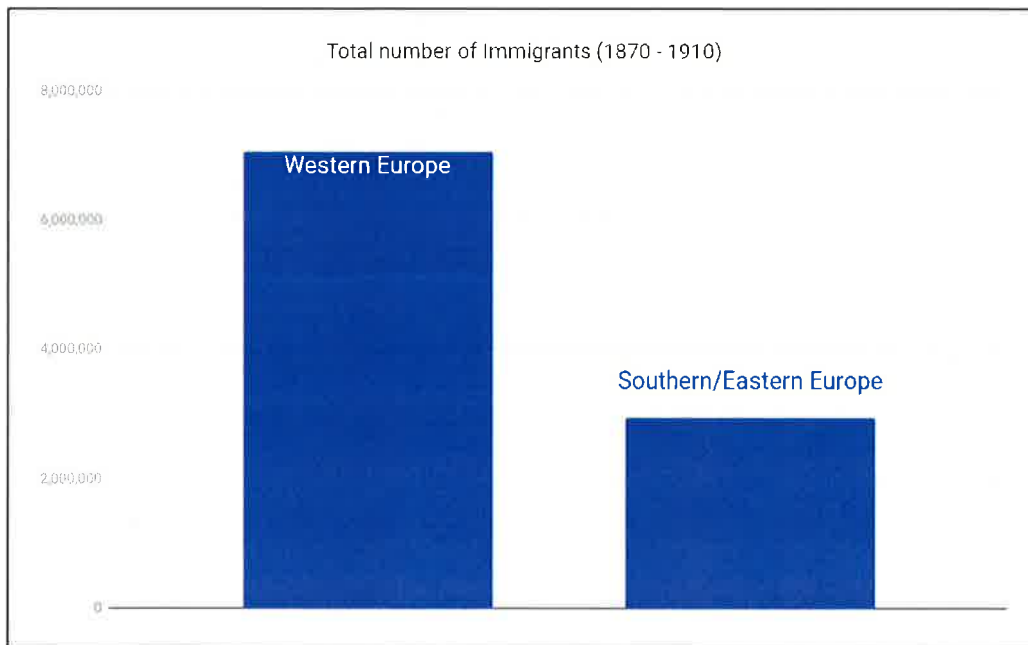
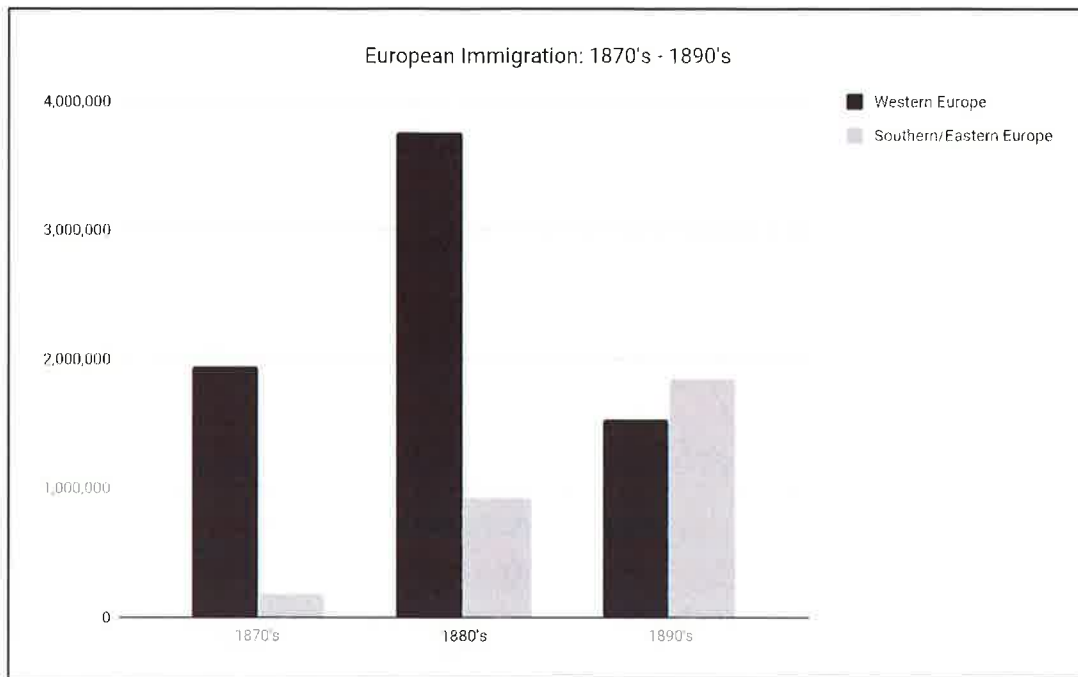
Evidence	Source	Connect evidence to the claim

Claim #4: *During the Gilded Age, urbanization, caused by immigration and industrialization, led to cities struggling with basic infrastructure (ex: housing, water, sanitation).*

- Find **two** pieces of evidence to support this claim. Document your findings in the chart below.

Evidence	Source	Connect evidence to the claim

Document 1a: Immigration in the Gilded Age: Change or Continuity? By Roger Daniels - *Magazine of History Volume 13 No 4 (1999)*



Data Source: US Department of Commerce, *Historical Statistics of the United States (1975)*

Document 1b: Immigration in the Gilded Age: Change or Continuity? By Roger Daniels -
Magazine of History Volume 13 No 4 (1999)

... Numbers, can only tell a fragment of the immigrant story, one must consider as well the following questions:

- 1) **Where did immigrants come from?** Gilded Age immigrants came overwhelmingly from Europe, with a shift over time toward Eastern and Southern Europe. Germans, British, Irish, Scandinavians, Italians, and subjects of the Austro-Hungarian and Russian Empires predominated.
- 2) **Why did they leave?** As with most migrants in American history, perceived economic/social advantage, persecution at home for minority groups, and compulsory military service were the major push factors (conditions at home that encouraged immigration) for many. Pull factors (reasons for an attraction to the United States) were mostly related to promised economic opportunity, availability of farmland, and industrialization in the United States.
- 3) **How did they get here?** The development of transportation networks greatly influenced Gilded Age immigration. As railroads with cheaper fares spread throughout Europe, places with transportation to seaports multiplied. Oceanic transport and the advent of steamships also made travel easier.
- 4) **Where did they settle?**...Ever since the census began to count foreign born residents separately in 1850, they have been more likely to reside in cities... Ethnic groups had their own patterns: Irish and Canadians favored New England, Italians and Russians the middle Atlantic states, Germans the east north central states, and Scandinavians the west north central states...
- 5) **What did they do?** Because the Gilded Age was an era of expanding industrialization, most immigrants worked at industrial jobs, usually at the unskilled level...most immigrants took the hardest, lowest paying, most hazardous industrial employment... It was not just immigrant men who worked. Immigrant women and children were much more likely to be in the labor force than those who were native-born.
- 6) **How did they live?** Most Gilded Age immigrants, like their predecessors, lived in ethnic enclaves in both town and country whenever they could. There they could speak their own languages, worship with familiar rituals, and generally recreate a version of the world they had left. The Chinese were confined in parts of cities that became known as Chinatown....enclaves for Europeans developed names like Little Italy.

Document 2: Western European Immigration - Details (Source: Advocates of Human Rights)

Country	Push Factors	Pull Factors
Germany	<p>Bestselling book in 1829 about Missouri by Gottfried Duden</p> <p>Social and economic discrimination against Jews and Catholics</p> <p>Young men left Germany to avoid mandatory military service</p>	<p>The north-central states (Wisconsin, Minnesota and Michigan) promoted their states for settlement among Germans with funding and support from their state legislatures</p>
Austria - Hungary	<p>Hungarian 'Forty-niners' came to the United States to escape retribution by Austrian authorities after the defeat of the Hungarian Revolution of 1848</p> <p>Overpopulation</p> <p>Lack of jobs</p>	<p>America was the land of the free, provided amnesty to those seeking refuge after the Hungarian Revolution</p> <p>Developing economy in the United States provided many jobs</p> <p>Farmable lands were available for displaced Austrian farmers</p>
Italy	<p>Southern Italy was economically depressed</p> <p>Overpopulation</p>	<p>Jobs in a growing American economy</p>
Ireland	<p>Economic depression</p> <p>Irish potato famine, in which almost 1.5 million Irish men and women died of starvation or disease</p>	<p>Protestant immigrants were drawn to the overwhelming Protestant majority of the United States</p> <p>Catholic unskilled laborers found thriving American urban centers as a destination for their work - the textile and construction industries were specifically targeted for their high demand for unskilled worker</p>
Norway	<p>Avoid religious persecution</p> <p>Lack of jobs and economic depression</p>	<p>While Norway had a shortage of jobs in the 1800s, America had a shortage of labor</p> <p>As America's economy grew, more workers were needed - this opportunity for employment drew many Norwegian emigrants to America</p>

Document 3: American History - HMH Textbook - Module 13 (2012)

Most of the immigrants who streamed into the United States in the late 19th century became city dwellers because cities were the cheapest and most convenient places to live. As a result, many of the large established cities - such as New York and Chicago - got larger.

Because of industrialization, cities also offered unskilled laborers steady jobs in mills and factories. By 1910, immigrants made up more than half the total population in 18 American cities. Rapid improvements in farming technology during the second half of the 19th century was good news for some and bad news for others. Inventions such as the McCormick reaper and steel plow meant fewer laborers were needed to work the land. Many rural Americans moved from the country to the city looking for work. This included African Americans, many of whom were former farmers. African Americans were also drawn to the bigger cities looking for a life that was more peaceful and safer than the racially discriminating southern states where violence against African Americans was on the rise. As a result, job competition between African American and white immigrants began to rise, bringing with it a different set of racial tensions.

The Americanization movement was designed to assimilate immigrants into American culture. Schools and voluntary associations provided programs to teach immigrants skills needed to participate in American democracy. Despite these efforts, many immigrants did not wish to abandon their traditions. Often, ethnic groups of one kind lived in different compact neighborhoods and tried to preserve their old world ways. For example, many Italians, having arrived in New York City, moved to Little Italy. A new American culture began to develop in diverse cities - one that mixed the old world ethnic traditions with the new American ways.

Working conditions in cities were often no better than living conditions. Having come from rural areas, few new immigrants were skilled in modern manufacturing or industrial work. They often had no choice but to take up low-paying, unskilled jobs in factories, mills, and sweatshops. Often, entire families had to work just to make ends meet.

Housing and infrastructure became a major issue. As urban populations increased, new types of housing were developed. Sometimes, two or three families occupied a single family home. These multi family urban dwellings, called tenements, were overcrowded and unsanitary. Cities tried to keep up with the growth and expansion of the population.

Electric subways and streetcars were built in cities like New York, San Francisco, and Boston. Cities struggled to keep up with the demands for new transportation and repair old ones. Safe drinking water also became a major problem. Even in large cities like New York - indoor plumbing was rare. Residents had to collect water in pails from city faucets and heat it for bathing and cooking. Finally, as cities grew, so did the challenge of keeping them clean. Horse manure piled up on streets, sewage flowed through open gutters, and factories released foul smoke into the air.



Immigration and Urbanization

Using Evidence

Written Task *What was the relationship between industrialization, immigration, and urbanization during the gilded age?*

Task - Using the documents above, and your knowledge of US History, please complete the following:

Below are two images that illustrate relationships between immigration, industrialization, and urbanization. **Evaluate** to what extent the relationship depicted in the image is true or false.

- Use both evidence from the documents above and your knowledge of US History to support your claims
- Evaluate each relationship in one paragraph, for a total of two paragraphs

- **evaluate** means to “examine and judge the significance, worth, or condition of; to determine the value of ”

Push & Pull

Factors



Caused

Immigration

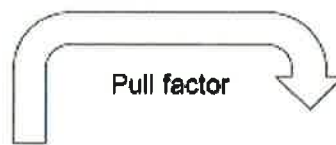


Resulted in

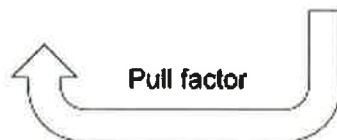
Urbanization



Immigration



Industrialization



The Problems of Urbanization –

The rapid movement of people to American cities in the late 19th and early 20th centuries led to a myriad of problems.

WHO:

The people	Why was each group drawn to cities in the Northeast and Midwest?
1. immigrants	
2. farmers	
3. African Americans	

WHAT:

The problems	What was done in response to each problem?
4. Lack of housing & open areas of land	
5. Lack of safe & efficient transportation	
6. Unsafe drinking water	
7. Lack of sanitation	
8. Fire hazards	
9. Crime	

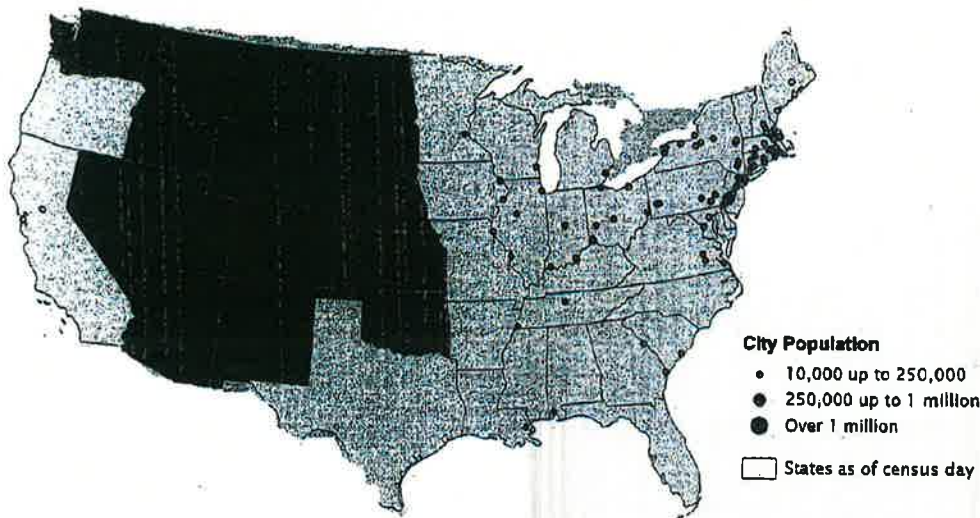
How were **Social Gospel movement, settlement houses, & Jane Addams** involved in efforts to solve the problems of urbanization?

GROWTH OF MAJOR U.S. CITIES, 1860-1900

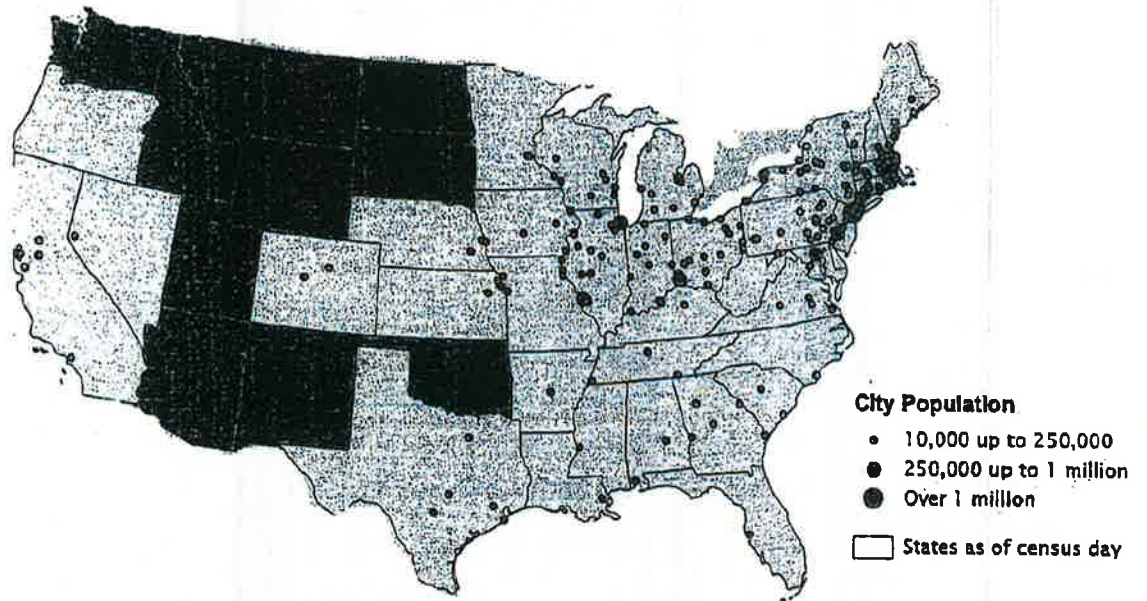
City	1860	1880	1900
New York City	1,174,800	1,912,000	3,437,000
Philadelphia	565,500	847,000	1,294,000
Boston	177,800	363,000	561,000
Baltimore	212,400	332,000	509,000
Cincinnati	161,000	255,000	326,000
St. Louis	160,800	350,000	575,000
Chicago	109,300	503,000	1,698,000

Growth of Cities

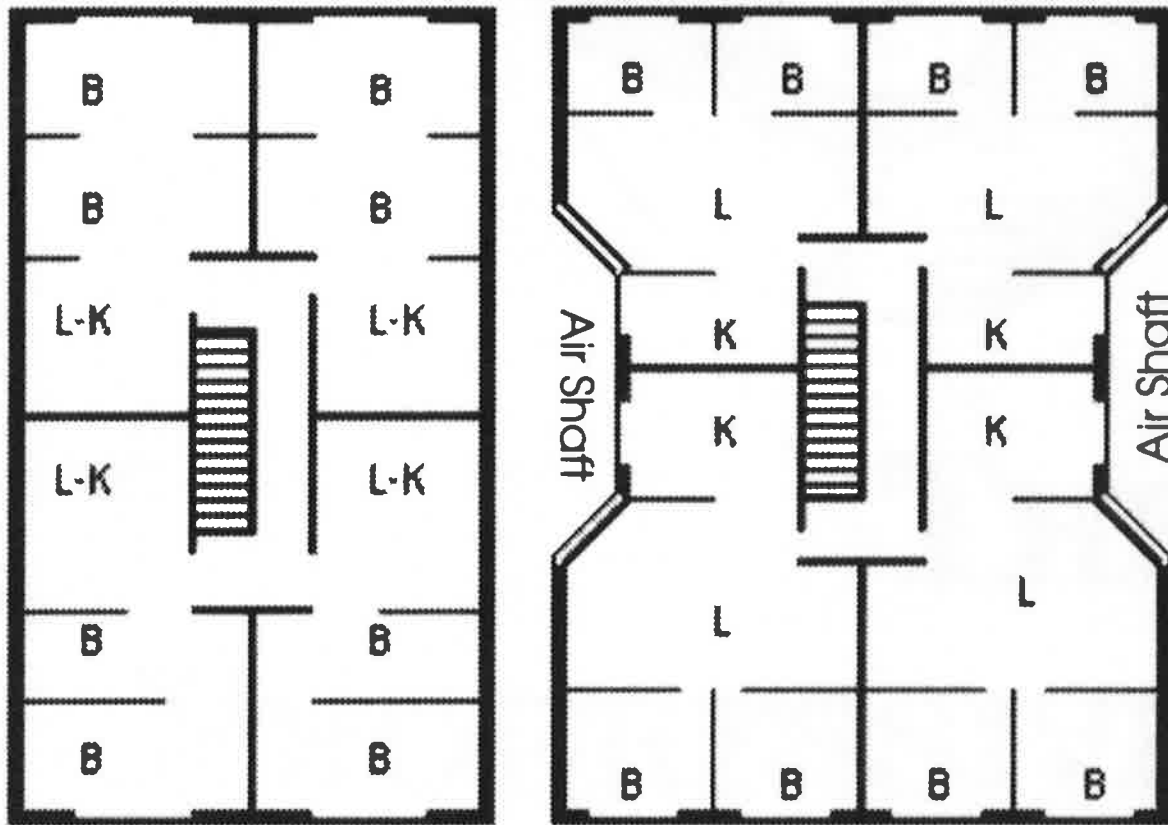
1860



1880



New York City Urban Tenements 1860 & 1900




KEY:

K = kitchen

L = living Room

B = bedroom

 = windows

Name - _____

Date - _____

Industrialization – Urbanization

Jacob Riis: How the Other Half Lives

Directions: Browse the photos on the following pages to answer the questions below.

1. Describe five urban problems that you can observe in the pictures and illustrations.

A.

B.

C.

D.

E.

2. Why do you think that Jacob Riis (the photographer) chose to inform people about these problems by using pictures instead of just writing an article?

3. Look at the photograph of the "Street Arabs." These boys, like many of Riis' subjects, were asked to pose for the camera. Does this make his work more or less accurate as a historical source? Explain.

4. How do captions such as "Slept in the Cellar Four Years" and "The Baby's Playground" influence the viewer's understanding of the pictures?

5. Would Riis have been better off if he stuck to more straight-forward descriptions such as "Market Scene," "Home of the Italian Rag-picker," or "Five Cents a Spot"?



“Street Arabs”

“Slept in a Cellar Four Years”



“Baby’s Playground”



"Market Scene"

"Home of an Italian Rag Picker"



"Five Cents a Spot"

CHAPTER
15

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTIONS

Industry and Urban Growth

Section 2

Directions: Read the paragraphs below and study the charts carefully. Then answer the questions that follow.

In the late 1800s, the United States experienced not only remarkable industrial growth but also a shift in the types of goods produced.

New technology contributed greatly to the change in goods. For example, the Bessemer process for making steel from iron had been invented. For the first time, steel could be made cheaply in large quantities. As a result, steel—

which lasts up to twenty times longer than iron—became increasingly popular.

Population movement related to immigration and rural migration also occurred in the late 1800s. Industrialized urban areas in the Northwest and Midwest offered jobs to immigrants and former farmers.

Net Worth of the Ten Largest Manufacturing Industries			
1879		1909	
INDUSTRY	(\$ Millions)	INDUSTRY	(\$ Millions)
Textiles and their products	\$ 602	Food and drink	\$ 2,935
Food and drink	498	Textiles and their products	2,550
Forest products	361	Iron and steel and their products	2,411
Iron and steel and their products	318	Machinery	1,860
Machinery	242	Forest products	1,767
Leather products	157	Chemicals	1,280
Chemicals	137	Cotton goods	860
Metal other than iron	86	Stone and glass products	705
Stone and glass products	83	Leather products	659
Printing and publishing	80	Printing and publishing	611
All manufacturing	\$2,718	All manufacturing	\$16,937

Urban Growth						
YEAR	INCORPORATED PLACES, 2,500 AND OVER		INCORPORATED PLACES, 100,000 AND OVER		INCORPORATED PLACES, 1,000,000 AND OVER	
	NUMBER	PERCENTAGE OF TOTAL POPULATION	NUMBER	PERCENTAGE OF TOTAL POPULATION	NUMBER	PERCENTAGE OF TOTAL POPULATION
1880	930	28.2	20	12.3	1	2.4
1890	1,348	35.1	28	15.4	3	5.8
1900	1,737	39.7	38	18.7	3	8.4
1910	2,262	45.7	50	22.0	3	9.2

Interpreting Text and Visuals

1. Which manufacturing industry added the most value to the economy in 1879?

in 1909? _____

2. Which industry jumped two rankings from 1879 to 1909? _____

Which industry fell three rankings from 1879 to 1909? _____

3. How does the worth of the tenth-ranked industry in 1909 compare with the top-ranked industry of just thirty years earlier? _____

How many times greater is the worth of all manufacturing in 1909 than the worth of all manufacturing thirty years earlier? _____

4. What might explain the increase in the rankings of stone, glass, iron, and steel and the decline in rankings of forest products and leather products? _____

5. The iron and steel industry increased only one ranking from 1879 to 1909. Yet iron and steel could fairly be called one of the industries that had risen dramatically during that time period. Explain.

6. What percentage of the population lived in incorporated places (towns and cities) having a population of between 100,000 and 1 million in 1880? _____

in 1910? _____

7. What was the increase in the percentage of the country's total population in all incorporated places of more than 2,500 between the years 1880 and 1910? _____

8. The number of incorporated cities over 1,000,000 stayed the same from 1890 to 1910, yet their percentage of the total population rose. Explain. _____

Name - _____

Date - _____

US History

Immigration and Urbanization – Stations

Station #1 – *How the Other Half Lives* by Jacob Riis

1. As you read the excerpt, write down as many adjectives (at least 4) as you can to vividly describe the tenement life as verbally illustrated by the author.
2. Based on your interpretation, what is life like for a “seven-cent lodger”? Use facts from the reading and your knowledge of social studies.
3. What was done to improve these conditions?

Station #2 – *The New Colossus* by Emma Lazarus

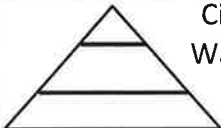
1. Circle the terms with which you are unfamiliar and would need to look up. Use the dictionary provided to discover their definitions.
2. According to the poem, who is the, “...mighty woman with a torch...”?
3. According to the poem, what is represented by the “golden door”?
4. Give an example of another national symbol and explain its significance.

Station #3 – Photos: “Five Cents a Spot” by Jacob Riis and “Peace, an Ellis Island Madonna” by Lewis Hine

1. Look at the photo by **Riis** and describe, in detail, what you see first. What is happening in the photo?
2. Who do you think the audience is for this image? Why did Riis take this photo?
3. If someone took the same photograph today, what would be different? What would be the same?
4. Look at the photo by **Hine** and describe what you see first. What details can you see?
5. What do you think is happening in the photo?
6. What do you think the photographer was trying to convey?

The Emergence of the Political Machine

The political machine controlled the activities of a political party & offered services to voters and businesses in exchange for political (votes) or financial (bribes) support.

1. How was the political machine organized?	 <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <p>City Boss – controlled activities of the city</p> <p>Ward Bosses – worked to secure votes in precincts</p> <p>Precinct Captains – tried to gain voters in neighborhood</p> </div>
2. What did political or city bosses do?	
3. What role did immigrants play in the machine?	

As political machines grew stronger, many bosses became greedy and corrupt.

How did political machines commit voter fraud? _____

4. What is graft?	the dishonest use of a politician's authority for personal gain
5. How did the bosses use graft for their own personal gain?	
6. What are kickbacks?	illegal payments for political favors
7. How did the bosses use kickbacks for their own personal gain?	

Who was **William Marcy "Boss" Tweed**? _____



Explain how **Thomas Nast** was able to take down **Tammany Hall** and the **Tweed Ring**: _____

CHAPTER
15

Section 3

AMERICAN LIVES **William Marcy Tweed**
Corrupt Boss of the Political Machine

"There is not in the history of villainy a parallel for the gigantic crime against property conspired [to] by the Tammany Ring."—Henry G. Stebbins, report of the Committee of Seventy that investigated the Tweed Ring (1871)

William Marcy Tweed was the most spectacular example of the corrupt boss of the urban political machine of the 1800s. Rising from obscurity to control New York City in a time of its great growth, Tweed and his friends raked in a fortune. Then their empire quickly collapsed.

Tweed (1823–1878) was born in New York. He became a bookkeeper and seemed ready for modest success. After becoming chief of a volunteer fire company, he turned to politics, running for alderman as a Democrat. Knowing that he would probably lose the election to the Whig candidate, he persuaded a friend to run as an independent Whig. By splitting that party's vote, Tweed won the election.

Tweed took over New York's Democratic Party, called Tammany Hall after its headquarters. Soon he was elected to the board of supervisors. Despite having no legal training, he opened a law office in 1860. One client paid him \$100,000 in one year alone, knowing that his so-called legal advice would prove useful. Winning the election of friends to various city posts, Tweed built his power. In 1861 his candidate defeated a rival for mayor. The campaign cost Tweed \$100,000—but he made the money back quickly.

Soon thereafter Tweed was the head of several New York politicians, a corrupt group—known as a "ring"—that took over control of city finances. They cheated the government out of millions of dollars.

In 1868, the ring controlled the mayor of New York City, the speaker of the state assembly, and the state's governor. In 1869, the ring decided that all bills sent to New York City and the county would be doubled, with the extra money going into their pockets. Later the share was increased even more.

Because the city did not enjoy complete free-

dom from state control, Tweed had a new city charter written. It appeared to simplify city government, thus winning the support of many prominent New Yorkers as a useful reform. Its real purpose, though, was to increase Tammany control over the city government. Tweed got the state legislature to pass the charter.

By authorizing the building of the Brooklyn Bridge, Tweed collected \$40,000 in stock. The millions received from the fraudulent scheme to build the county courthouse was split five ways. Four parts went to Tweed and three friends. The final share was used to distribute among lesser politicians.

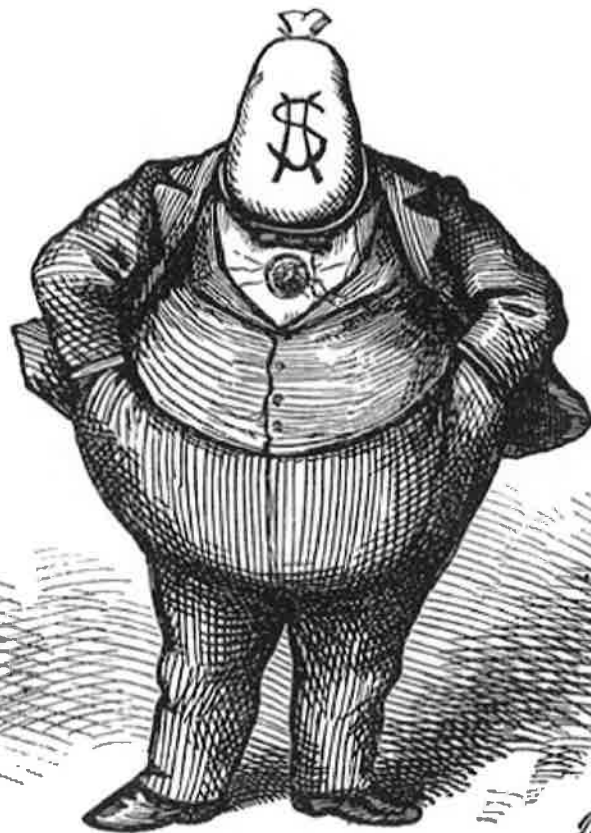
In 1870, the press began a campaign against the Tweed Ring. *Harper's Weekly*, led by cartoonist Thomas Nast, was first. It was followed by the *New York Times*. The next year, two Democratic opponents of the ring gave the *Times* official records that showed widespread corruption. The ring offered the newspaper \$5 million not to publish the evidence—and another \$500,000 to Nast to stop drawing his cartoons. But they went ahead, and New Yorkers rose in anger. An investigating committee condemned Tweed and his partners, who were then arrested. Tweed spent his last eight years in and out of court and prison. He died in jail at age 55.

Questions

1. What was Tweed's first political "dirty trick"?
2. What was the secret to Tweed's holding power for as long as he did?
3. The evidence offered to the *New York Times* in 1871 included pages from the city's account books. Why would they be damaging to the ring?



Boss Tweed: As long as I count the Vote, what are you going to do about it?



THE "BRAINS"












UNDER THE THUMB

The Boss - "Well, what are you going to do about it?"





National Politics and Reform in the Gilded Age

1876	Rutherford B. Hayes elected president 	1. What was Hayes' position on civil service reform ? What did he do to promote it?
1880	James A. Garfield elected president 	2. In the debate over civil service reform , did Garfield seem to favor the <i>Stalwarts</i> or the <i>Mugwumps</i> ?
1881	Garfield assassinated; Chester A. Arthur becomes president 	3. What position did Arthur take on civil service reform , and what did he do to support it?
1883	Pendleton Act passed	4. What did the Pendleton Act do?
1884	Grover Cleveland elected president 	5. What was Cleveland's position on tariffs , and what did he do to promote this position?
1888	Benjamin Harrison elected president 	6. What was Harrison's position on tariffs , and what did he do to support this stand?
1892	Grover Cleveland reelected as president 	7. What happened to tariffs during Cleveland's second presidency?
1897	William McKinley elected president 	8. What happened to tariffs during McKinley's presidency?

Name - _____

US History & Government

Urbanization – *America: The Story of US* – “Cities”

1. The Statue of Liberty was a gift from which country? _____
2. How did Joseph Pulitzer keep the Statue of Liberty in New York? _____

3. What was the outer shell of the Statue of Liberty made of? _____
4. About how many immigrants will pass by the Statue of Liberty on their way to Ellis Island? _____
5. In what city would there be more Italians than in Rome, Italy? _____
6. What critical ingredient was needed to build skyscrapers? _____
7. What was the process that Carnegie would use to produce steel cheaper? _____
8. Look up the definition of Gilded Age - _____

9. Novices (men who were new to working on skyscrapers), were referred to as _____
Because it could be dangerous to work with them.
10. Men working on the skyscrapers were paid _____ dollars a day.
11. What was invented at the Turn of the Century that allowed buildings to go up higher than five floors? _____
12. The city that is known for its steel production and even named its football team after it is _____
13. What were the 3 degrees of Chief Inspector Thomas Byrnes interrogation techniques? _____

14. What did Inspector Byrnes invent to put a stop to the significant crime problem in NYC that was adopted and used in other cities across the United States? _____
15. When magazines refused to print his photographs, Jacob Riis published a book entitled, _____

16. Jacob Riis would photograph the terrible conditions of what? _____
17. What impacts did Colonel Waring and his “White Ducks” have on city life? (Name 3) _____

18. After thousands of failures, what material finally worked in Edison's incandescent light bulb? _____

19. What were the impacts of the light bulb, especially in the cities? (Give at least 3 examples) _____

20. List 3 safety measures that are a direct result of the Triangle Shirt Waist Factory Fire. _____
