

# UNIT

## 4

**CHAPTER 13**  
**Changes on the**  
**Western Frontier**  
1877–1900

**CHAPTER 14**  
**A New Industrial Age**  
1877–1900

**CHAPTER 15**  
**Immigrants and**  
**Urbanization**  
1877–1914

**CHAPTER 16**  
**Life at the Turn of**  
**the 20th Century**  
1877–1917

UNIT

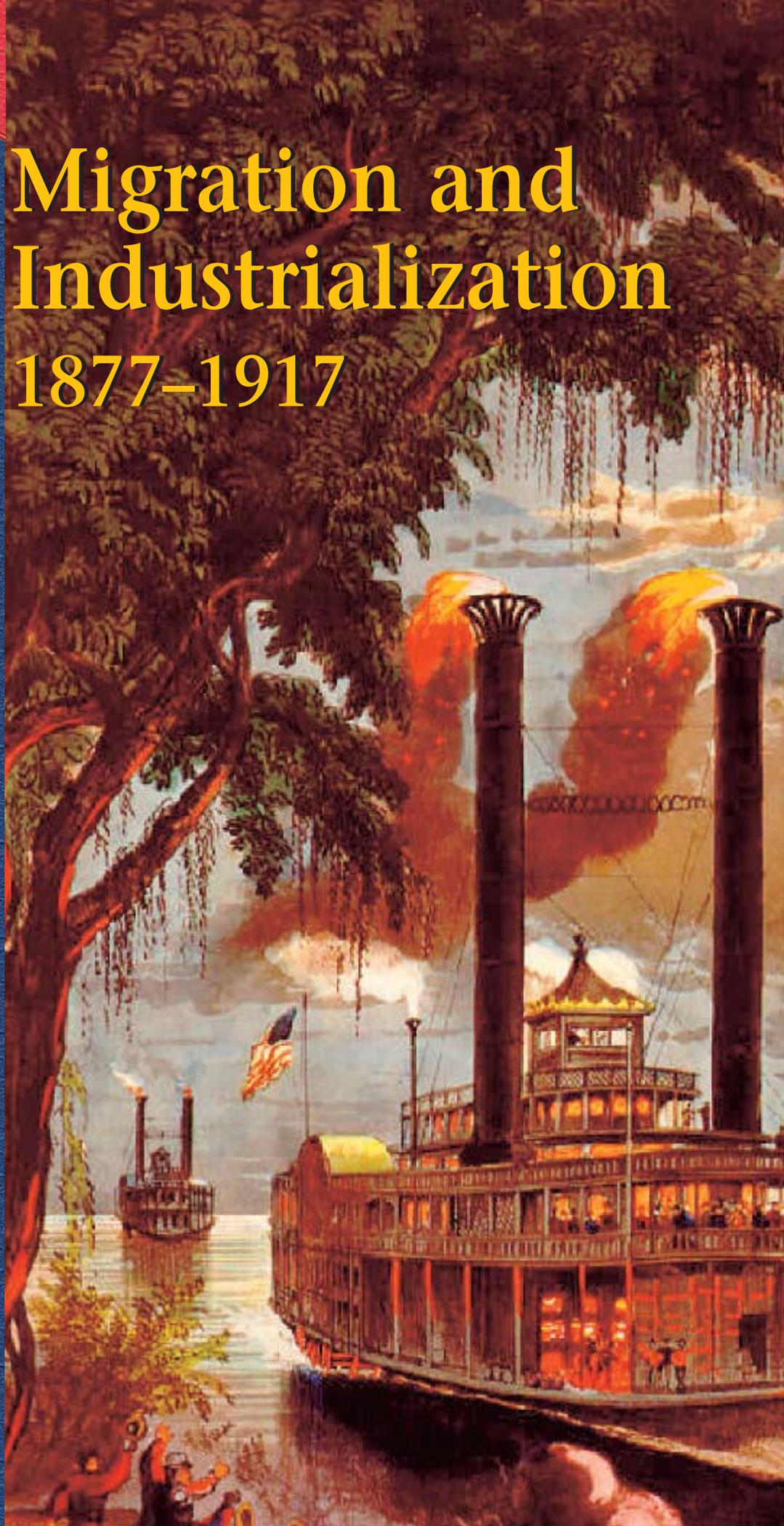
PROJECT

### **Oral Report**

This unit describes how the United States transformed itself from a rural, agricultural society to an urban, industrial one. Prepare an oral report that summarizes one or more of the factors that caused this change. Create visuals to accompany your report.

*Champions of the Mississippi by Currier and Ives*

# Migration and Industrialization 1877–1917





CHAPTER  
**13**

# CHANGES ON THE WESTERN FRONTIER

## Essential Question

How did westward migration after the Civil War affect the United States?



## What You Will Learn

In this chapter you will learn about the settlers who moved into the new frontier to mine, ranch, and farm.

### SECTION 1: Cultures Clash on the Prairie

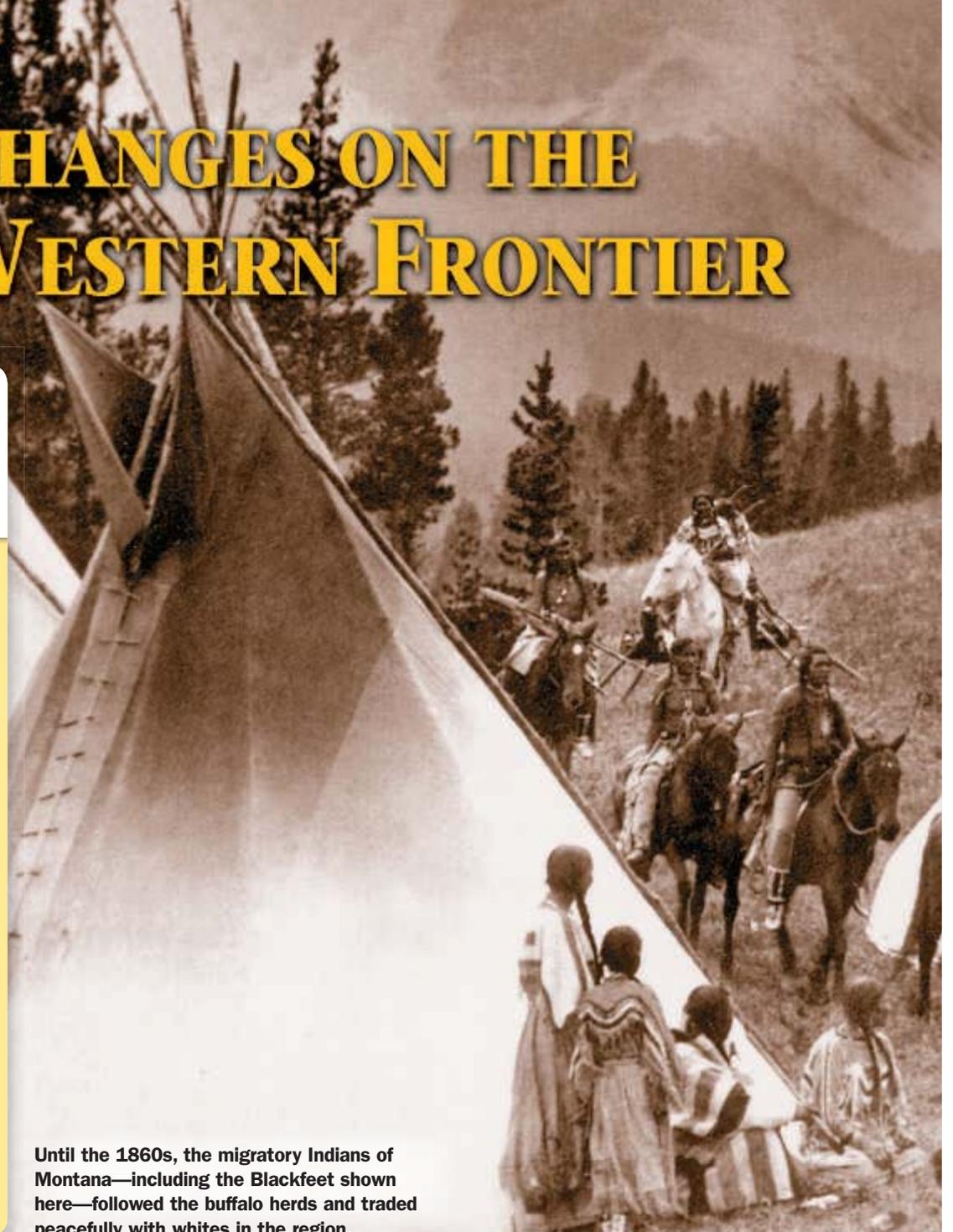
**Main Idea** The cattle industry boomed in the late 1800s, as the culture of the Plains Indians declined.

### SECTION 2: Settling on the Great Plains

**Main Idea** Settlers on the Great Plains transformed the land despite great hardships.

### SECTION 3: Farmers and the Populist Movement

**Main Idea** Farmers united to address their economic problems, giving rise to the Populist movement.



Until the 1860s, the migratory Indians of Montana—including the Blackfeet shown here—followed the buffalo herds and traded peacefully with whites in the region.

**1870** Red Cloud, chief of the Oglala Sioux, states his people's case in Washington, D.C.



**1880** James Garfield is elected president.

**1881** Garfield is assassinated. Chester Arthur becomes president.



**1884** Grover Cleveland is elected president.

USA  
WORLD

**1870**

**1880**

**1869** Suez Canal is opened.



**1872** Secret ballot is adopted in Britain.

**1881** French occupy Tunisia.



**Sitting Bull: Chief of the Lakota Nation**

## INTERACT WITH HISTORY

It is the late 1890s. The American West is the last frontier. Ranchers, cowboys, and miners have changed forever the lives of the Native Americans who hunted on the Western plains. Now westward fever intensifies as “boomers” rush to grab “free” farm land with the government’s blessing.

### Explore the Issues

- What might be some ways to make a living on the Western frontier?
- If native peoples already live in your intended home, how will you co-exist?
- How might settlers and Native Americans differ regarding use of the land?

**1889** Oklahoma opened for settlement; the land rush begins.

**1890** Sioux are massacred at Wounded Knee.

**1893** Diminished U.S. gold reserve triggers the panic of 1893.

**1896** William McKinley is elected president.

**1896** William Jennings Bryan runs for president.



**1890**



**1893** France takes over Indochina.

**1899** Berlin Conference divides Africa among European nations.

**1900**

**1900** Boxer Rebellion takes place in China.



SECTION 1

# Cultures Clash on the Prairie

### MAIN IDEA

The cattle industry boomed in the late 1800s, as the culture of the Plains Indians declined.

### WHY IT MATTERS NOW

Today, ranchers and Plains Indians work to preserve their cultural traditions.

### Terms & Names

- Great Plains
- Treaty of Fort Laramie
- Sitting Bull
- George A. Custer
- assimilation
- Dawes Act
- Battle of Wounded Knee
- longhorn
- Chisholm Trail
- long drive

## One American's Story

#### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes on cultures in the American West.

Zitkala-Ša was born a Sioux in 1876. As she grew up on the Great Plains, she learned the ways of her people. When Zitkala-Ša was eight years old she was sent to a Quaker school in Indiana. Though her mother warned her of the “white men’s lies,” Zitkala-Ša was not prepared for the loss of dignity and identity she experienced, which was symbolized by the cutting of her hair.

### A PERSONAL VOICE ZITKALA-ŠA

“I cried aloud . . . and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. . . . And now my long hair was shingled like a coward’s! In my anguish I moaned for my mother, but no one came. . . . Now I was only one of many little animals driven by a herder.”

—*The School Days of an Indian Girl*

Zitkala-Ša experienced firsthand the clash of two very different cultures that occurred as ever-growing numbers of white settlers moved onto the Great Plains. In the resulting struggle, the Native American way of life was changed forever.



## The Culture of the Plains Indians

Zitkala-Ša knew very little about the world east of the Mississippi River. Most Easterners knew equally little about the West, picturing a vast desert occupied by savage tribes. That view could not have been more inaccurate. In fact, distinctive and highly developed Native American ways of life existed on the **Great Plains**, the grassland extending through the west-central portion of the United States. (See map on page 411.)

To the east, near the lower Missouri River, tribes such as the Osage and Iowa had, for more than a century, hunted and planted crops and settled in small villages. Farther west, nomadic tribes such as the Sioux and Cheyenne gathered wild foods and hunted buffalo. Peoples of the Plains, abiding by tribal law, traded and produced beautifully crafted tools and clothing.

**THE HORSE AND THE BUFFALO** After the Spanish brought horses to New Mexico in 1598, the Native American way of life began to change. As the native peoples acquired horses—and then guns—they were able to travel farther and hunt more efficiently. By the mid-1700s, almost all the tribes on the Great Plains had left their farms to roam the plains and hunt buffalo.

Their increased mobility often led to war when hunters in one tribe trespassed on other tribes' hunting grounds. For the young men of a tribe, taking part in war parties and raids was a way to win prestige. A Plains warrior gained honor by killing his enemies, as well as by "counting coup" This practice involved touching a live enemy with a coup stick and escaping unharmed. And sometimes warring tribes would call a truce so that they could trade goods, share news, or enjoy harvest festivals. Native Americans made tepees from buffalo hides and also used the skins for clothing, shoes, and blankets. Buffalo meat was dried into jerky or mixed with berries and fat to make a staple food called pemmican. While the horse gave Native Americans speed and mobility, the buffalo provided many of their basic needs and was central to life on the Plains. (See chart on page 413.)

**FAMILY LIFE** Native Americans on the plains usually lived in small extended family groups with ties to other bands that spoke the same language. Young men trained to become hunters and warriors. The women helped butcher the game and prepared the hides that the men brought back to the camp; young women sometimes chose their own husbands.

The Plains Indian tribes believed that powerful spirits controlled events in the natural world. Men or women who showed particular sensitivity to the spirits became medicine men or women, or shamans. Children learned proper behavior and culture through stories and myths, games, and good examples. Despite their communal way of life, however, no individual was allowed to dominate the group. The leaders of a tribe ruled by counsel rather than by force, and land was held in common for the use of the whole tribe.

## Settlers Push Westward

The culture of the white settlers differed in many ways from that of the Native Americans on the plains. Unlike Native Americans, who believed that land could not be owned, the settlers believed that owning land, making a mining claim, or starting a business would give them a stake in the country. They argued that the Native Americans had forfeited their rights to the land because they hadn't settled down to "improve" it. Concluding that the plains were "unsettled," migrants streamed westward along railroad and wagon trails to claim the land.



▲ A portrait of a Sioux man and woman in the late 19th century.

### Vocabulary

**coup:** a feat of bravery performed in battle

### MAIN IDEA

### Summarizing

**A** How did the horse influence Native American life on the Great Plains?

▼ This Yankton Sioux coup stick was used by warriors.



**THE LURE OF SILVER AND GOLD** The prospect of striking it rich was one powerful attraction of the West. The discovery of gold in Colorado in 1858 drew tens of thousands of miners to the region.

Most mining camps and tiny frontier towns had filthy, ramshackle living quarters. Rows of tents and shacks with dirt “streets” and wooden sidewalks had replaced unspoiled picturesque landscapes. Fortune seekers of every description—including Irish, German, Polish, Chinese, and African-American men—crowded the camps and boomtowns. A few hardy, business-minded women tried their luck too, working as laundresses, freight haulers, or miners. Cities such as Virginia City, Nevada, and Helena, Montana, originated as mining camps on Native American land.



**VIDEO**

Sitting Bull:  
Chief of the  
Lakota Nation

hmhsocialstudies.com

## The Government Restricts Native Americans

While allowing more settlers to move westward, the arrival of the railroads also influenced the government’s policy toward the Native Americans who lived on the plains. In 1834, the federal government had passed an act that designated the entire Great Plains as one enormous reservation, or land set aside for Native American tribes. In the 1850s, however, the government changed its policy and created treaties that defined specific boundaries for each tribe. Most Native Americans spurned the government treaties and continued to hunt on their traditional lands, clashing with settlers and miners—with tragic results. **B**

**MASSACRE AT SAND CREEK** One of the most tragic events occurred in 1864. Most of the Cheyenne, assuming they were under the protection of the U.S. government, had peacefully returned to Colorado’s Sand Creek Reserve for the winter. Yet General S. R. Curtis, U.S. Army commander in the West, sent a telegram to militia colonel John Chivington that read, “I want no peace till the Indians suffer more.” In response, Chivington and his troops descended on the Cheyenne and Arapaho—about 200 warriors and 500 women and children—camped at Sand Creek. The attack at dawn on November 29, 1864 killed over 150 inhabitants, mostly women and children.

**DEATH ON THE BOZEMAN TRAIL** The Bozeman Trail ran directly through Sioux hunting grounds in the Bighorn Mountains. The Sioux chief, Red Cloud (Mahpiua Luta), had unsuccessfully appealed to the government to end white settlement on the trail. In December 1866, the warrior Crazy Horse ambushed Captain William J. Fetterman and his company at Lodge Trail Ridge. Over 80 soldiers were killed. Native Americans called this fight the Battle of the Hundred Slain. Whites called it the Fetterman Massacre.

Skirmishes continued until the government agreed to close the Bozeman Trail. In return, the **Treaty of Fort Laramie**, in which the Sioux agreed to live on a reservation along the Missouri River, was forced on the leaders of the Sioux in 1868. **Sitting Bull** (Tatanka Iyotanka), leader of the Hunkpapa Sioux, had never signed it. Although the Ogala and Brule Sioux did sign the treaty, they expected to continue using their traditional hunting grounds.

**MAIN IDEA**

**Analyzing Issues**

**B** What was the government’s policy toward Native American land?

### KEY PLAYER



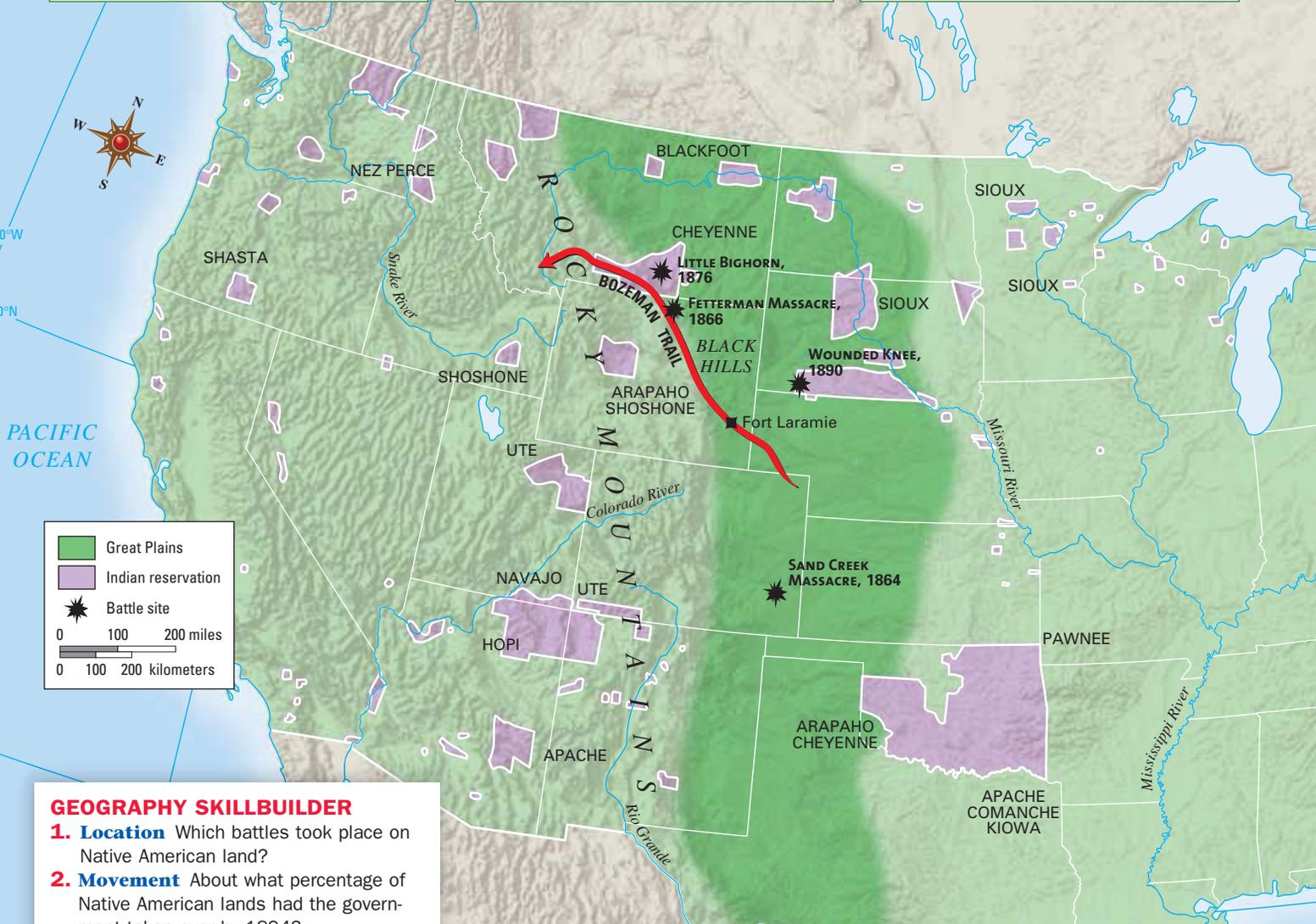
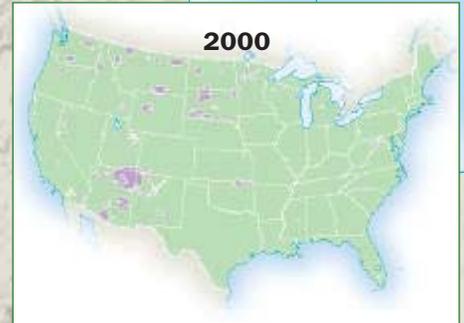
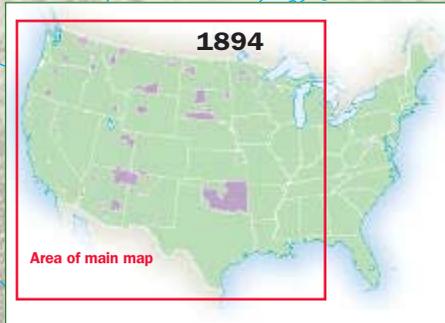
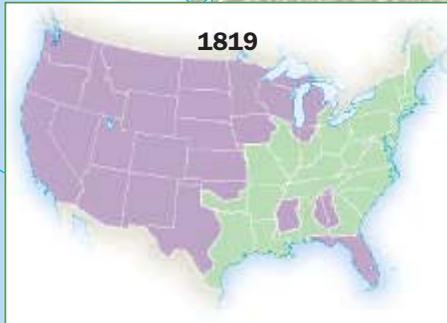
**SITTING BULL**  
1831–1890

As a child, Sitting Bull was known as Hunkesni, or Slow; he earned the name Tatanka Iyotanka (Sitting Bull) after a fight with the Crow, a traditional enemy of the Sioux.

Sitting Bull led his people by the strength of his character and purpose. He was a warrior, spiritual leader, and medicine man, and he was determined that whites should leave Sioux territory. His most famous fight was at the Little Bighorn River. About his opponent, George Armstrong Custer, he said, “They tell me I murdered Custer. It is a lie. . . . He was a fool and rode to his death.”

After Sitting Bull’s surrender to the federal government in 1881, his dislike of whites did not change. He was killed by Native American police at Standing Rock Reservation in December 1890.

# Shrinking Native American Lands, and Battle Sites



## GEOGRAPHY SKILLBUILDER

- 1. Location** Which battles took place on Native American land?
- 2. Movement** About what percentage of Native American lands had the government taken over by 1894?

A Sioux encampment near the South Dakota-Nebraska border.



## Bloody Battles Continue

The Treaty of Fort Laramie provided only a temporary halt to warfare. The conflict between the two cultures continued as settlers moved westward and Native American nations resisted the restrictions imposed upon them. A Sioux warrior explained why.

### A PERSONAL VOICE GALL, A HUNKPAPA SIOUX

“[We] have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming, and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?”

—quoted in *Bury My Heart at Wounded Knee*

**RED RIVER WAR** In late 1868, war broke out yet again as the Kiowa and Comanche engaged in six years of raiding that finally led to the Red River War of 1874–1875. The U.S. Army responded by herding the people of friendly tribes onto reservations while opening fire on all others. General Philip Sheridan, a Union Army veteran, gave orders “to destroy their villages and ponies, to kill and hang all warriors, and to bring back all women and children.” With such tactics, the army crushed resistance on the southern plains.

Colonel George  
Armstrong Custer,  
1865

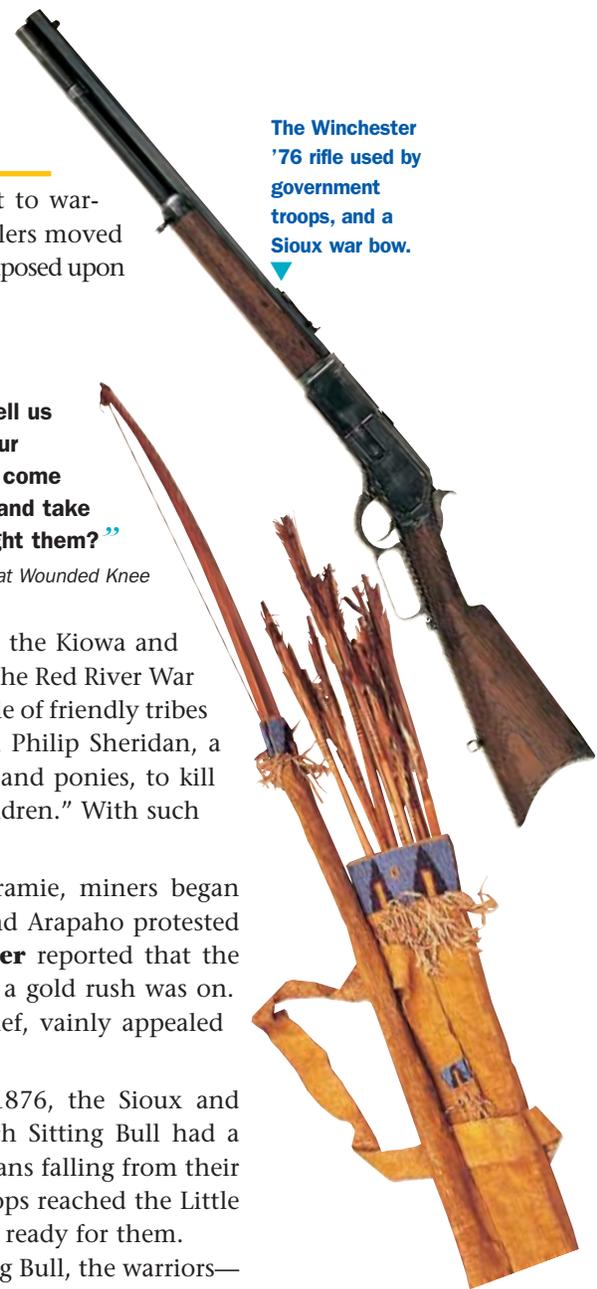


**GOLD RUSH** Within four years of the Treaty of Fort Laramie, miners began searching the Black Hills for gold. The Sioux, Cheyenne, and Arapaho protested to no avail. In 1874, when Colonel **George A. Custer** reported that the Black Hills had gold “from the grass roots down,” a gold rush was on. Red Cloud and Spotted Tail, another Sioux chief, vainly appealed again to government officials in Washington.

**CUSTER’S LAST STAND** In early June 1876, the Sioux and Cheyenne held a sun dance, during which Sitting Bull had a vision of soldiers and some Native Americans falling from their horses. When Colonel Custer and his troops reached the Little Bighorn River, the Native Americans were ready for them.

Led by Crazy Horse, Gall, and Sitting Bull, the warriors—with raised spears and rifles—outflanked and crushed Custer’s troops. Within an hour, Custer and all of the men of the Seventh Cavalry were dead. By late 1876, however, the Sioux were beaten. Sitting Bull and a few followers took refuge in Canada, where they remained until 1881. Eventually, to prevent his people’s starvation, Sitting Bull was forced to surrender. Later, in 1885, he appeared in William F. “Buffalo Bill” Cody’s Wild West Show. **C**

The Winchester  
'76 rifle used by  
government  
troops, and a  
Sioux war bow.



### MAIN IDEA

#### Analyzing Effects

**C** What were the results of Custer’s last stand?

## The Government Supports Assimilation

The Native Americans still had supporters in the United States, and debate over the treatment of Native Americans continued. The well-known writer Helen Hunt Jackson, for example, exposed the government’s many broken promises in her 1881 book *A Century of Dishonor*. At the same time many sympathizers supported **assimilation**, a plan under which Native Americans would give up their beliefs and way of life and become part of the white culture.

**THE DAWES ACT** In 1887, Congress passed the **Dawes Act** aiming to “Americanize” the Native Americans. The act broke up the reservations and gave some of the reservation land to individual Native Americans—160 acres to each

head of household and 80 acres to each unmarried adult. The government would sell the remainder of the reservations to settlers, and the resulting income would be used by Native Americans to buy farm implements. By 1932, whites had taken about two-thirds of the territory that had been set aside for Native Americans. In the end, the Native Americans received no money from the sale of these lands.

**THE DESTRUCTION OF THE BUFFALO** Perhaps the most significant blow to tribal life on the plains was the destruction of the buffalo. Tourists and fur traders shot buffalo for sport. U.S. General Sheridan noted with approval that buffalo hunters were destroying the Plains Indians' main source of food, clothing, shelter, and fuel. In 1800, approximately 65 million buffalo roamed the plains; by 1890, fewer than 1000 remained. In 1900, the United States sheltered, in Yellowstone National Park, a single wild herd of buffalo.

## The Battle of Wounded Knee

The Sioux continued to suffer poverty and disease. In desperation, they turned to a Paiute prophet who promised that if the Sioux performed a ritual called the Ghost Dance, Native American lands and way of life would be restored.

The Ghost Dance movement spread rapidly among the 25,000 Sioux on the Dakota reservation. Alarmed military leaders ordered the arrest of Sitting Bull. In December 1890, about 40 Native American police were sent to arrest him. Sitting Bull's friend and bodyguard, Catch-the-Bear, shot one of them. The police then killed Sitting Bull. In the aftermath, Chief Big Foot led the fearful Sioux away.

**WOUNDED KNEE** On December 28, 1890, the Seventh Cavalry—Custer's old regiment—rounded up about 350 starving and freezing Sioux and took them to a camp at Wounded Knee Creek in South Dakota. The next day, the soldiers demanded that the Native Americans give up all their weapons. A shot was fired; from which side, it was not clear. The soldiers opened fire with deadly cannon.

### Importance of the Buffalo

The buffalo provided the Plains Indians with more than just a high-protein food source.



1800 65,000,000



1870 1,000



2000 260,000



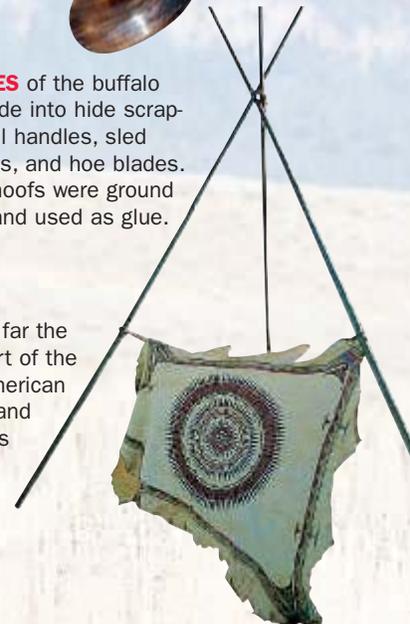
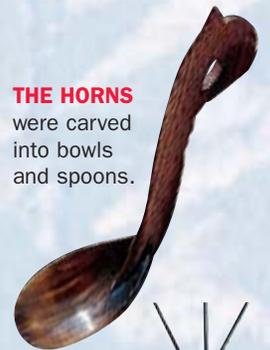
**THE SKULL** of the buffalo was considered sacred and was used in many Native American rituals.

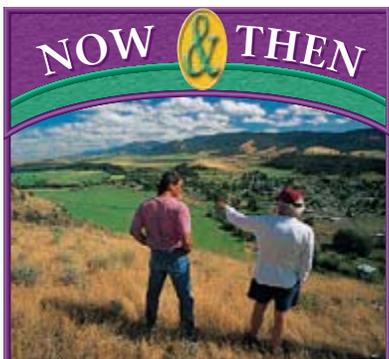
**THE HORNS** were carved into bowls and spoons.



**THE BONES** of the buffalo were made into hide scrapers, tool handles, sled runners, and hoe blades. The hoofs were ground up and used as glue.

**THE HIDE** was by far the most precious part of the buffalo. Native American clothing, tepees, and even arrow shields were made from buffalo hide.





### NEZ PERCE IN OREGON

Forced off their tribal lands in Wallowa County, Oregon, in 1877, the Nez Perce are returning almost 120 years later. 1999 figures put the number of Nez Perce in the Oregon area at around 3,000.

In 1997, Wallowa community leaders obtained a grant to develop the Wallowa Band Nez Perce Trail Interpretive Center—a cultural center that hosts powwows and other activities to draw tourists.

“I never thought I’d see the day,” said Earl (Taz) Conner, a direct descendant of Chief Joseph, the best known of the Nez Perce. And, in the words of Soy Redthunder, another tribe member, “[We] look at it as homecoming.”

Within minutes, the Seventh Cavalry slaughtered as many as 300 mostly unarmed Native Americans, including several children. The soldiers left the corpses to freeze on the ground. This event, the **Battle of Wounded Knee**, brought the Indian wars—and an entire era—to a bitter end. **D**

### MAIN IDEA

### Analyzing Causes

**D** What events led to the Battle of Wounded Knee?

### A PERSONAL VOICE BLACK ELK

“I did not know then how much was ended. When I look back . . . I can still see the butchered women and children lying heaped and scattered all along the crooked gulch. . . . And I can see that something else died there in the bloody mud, and was buried in the blizzard. A people’s dream died there. It was a beautiful dream.”

—Black Elk Speaks

## Cattle Becomes Big Business

As the great herds of buffalo disappeared, and Native Americans were forced onto smaller and less desirable reservations, horses and cattle flourished on the plains. As cattle ranchers opened up the Great Plains to big business, ranching from Texas to Kansas became a profitable investment.

**VAQUEROS AND COWBOYS** American settlers had never managed large herds on the open range, and they learned from their Mexican neighbors how to round up, rope, brand, and care for the animals. The animals themselves, the Texas **longhorns**, were sturdy, short-tempered breeds accustomed to the dry grasslands of southern Spain. Spanish settlers raised longhorns for food and brought horses to use as work animals and for transportation.

As American as the cowboy seems today, his way of life stemmed directly from that of those first Spanish ranchers in Mexico. The cowboy’s clothes, food, and vocabulary were heavily influenced by the Mexican *vaquero*, who was the first to wear spurs, which he attached with straps to his bare feet and used to control his horse. His *chaparreras*, or leather overalls, became known as chaps. He ate *charqui*, or “jerky”—dried strips of meat. The Spanish *bronco caballo*, or “rough horse” that ran wild, became known as a bronco or bronc. The strays, or *mesteños*, were the same mustangs that the American cowboy tamed and prized. The Mexican *rancho* became the American ranch. Finally, the English words *corral* and

This 1877 painting by James Walker shows Mexican vaqueros in a horse corral. ▶



**MAIN IDEA****Drawing Conclusions**

**E** What does the American cowboy tradition owe to the Mexican vaquero?

rodeo were borrowed from Spanish. In his skills, dress, and speech, the Mexican vaquero was the true forerunner of the American “buckaroo” or cowboy. **E**

Despite the plentiful herds of Western cattle, cowboys were not in great demand until the railroads reached the Great Plains. Before the Civil War, ranchers for the most part didn’t stray far from their homesteads with their cattle. There were, of course, some exceptions. During the California gold rush in 1849, some hardy cattlemen on horseback braved a long trek, or drive, through Apache territory and across the desert to collect \$25 to \$125 a head for their cattle. In 1854, two ranchers drove their cattle 700 miles to Muncie, Indiana, where they put them on stock cars bound for New York City. When the cattle were unloaded in New York, the stampede that followed caused a panic on Third Avenue. Parts of the country were not ready for the mass transportation of animals.

**GROWING DEMAND FOR BEEF** After the Civil War, the demand for beef skyrocketed, partly due to the rapidly growing cities. The Chicago Union Stock Yards opened in 1865, and by spring 1866, the railroads were running regularly through Sedalia, Missouri. From Sedalia, Texas ranchers could ship their cattle to Chicago and markets throughout the East. They found, however, that the route to Sedalia presented several obstacles: including thunderstorms and rain-swollen rivers. Also, in 1866, farmers angry about trampled crops blockaded cattle in Baxter Springs, Kansas, preventing them from reaching Sedalia. Some herds then had to be sold at cut-rate prices, others died of starvation. **F**

**MAIN IDEA****Summarizing**

**F** What developments led to the rapid growth of the cattle industry?

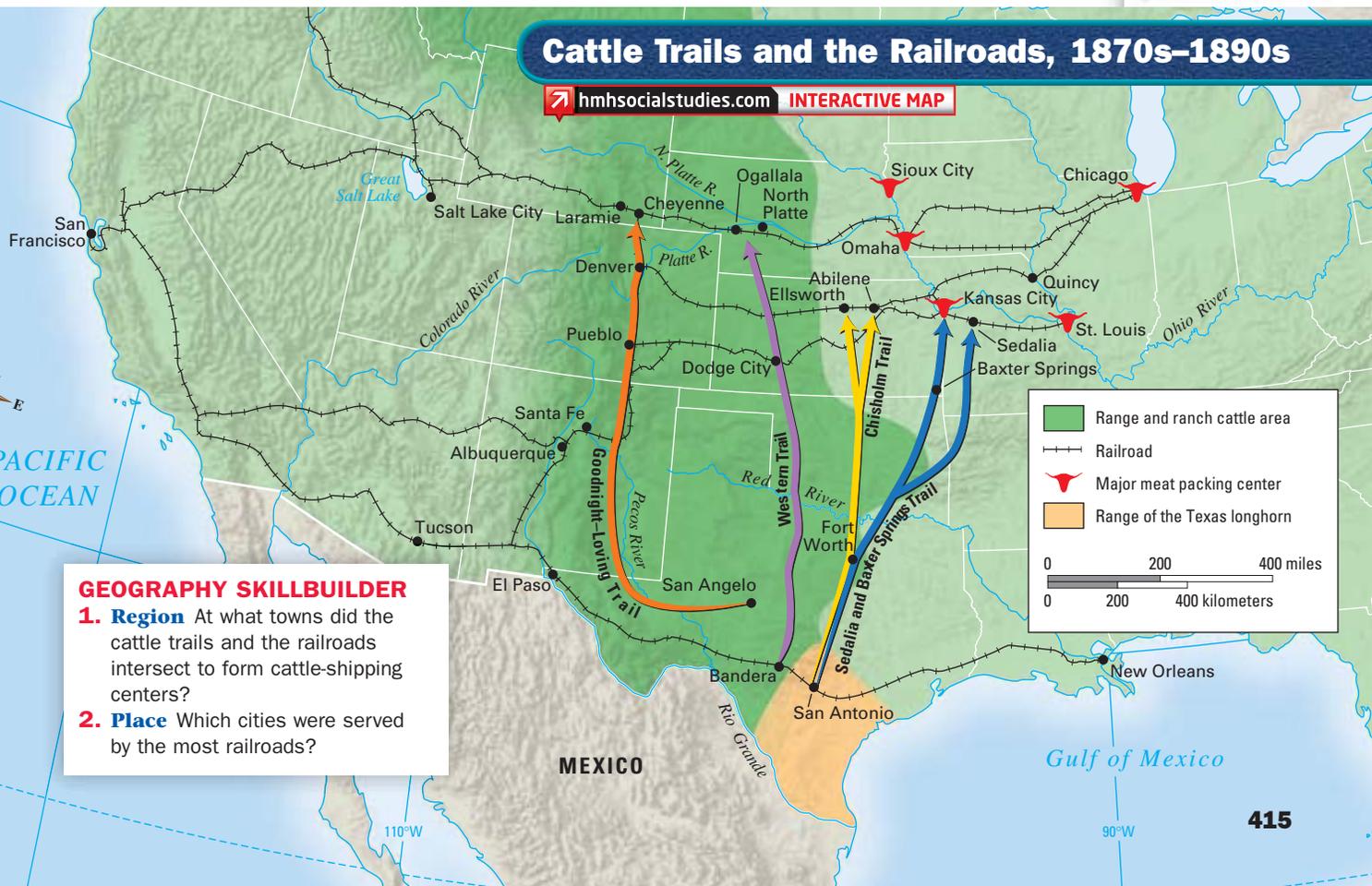
**THE COW TOWN** The next year, cattlemen found a more convenient route. Illinois cattle dealer Joseph McCoy approached several Western towns with plans to create a shipping yard where the trails and rail lines came together. The tiny Kansas town of Abilene enthusiastically agreed to the plan. McCoy built cattle pens, a three-story hotel, and helped survey the **Chisholm Trail**—the major cattle route from San Antonio, Texas, through Oklahoma to Kansas. Thirty-five thousand head of cattle were shipped out of the yard in Abilene during its first

**HISTORY**

**VIDEO**  
Wild West:  
Cattle Drive  
[hmsocialstudies.com](http://hmsocialstudies.com)

**Cattle Trails and the Railroads, 1870s–1890s**

[hmsocialstudies.com](http://hmsocialstudies.com) INTERACTIVE MAP

**GEOGRAPHY SKILLBUILDER**

- 1. Region** At what towns did the cattle trails and the railroads intersect to form cattle-shipping centers?
- 2. Place** Which cities were served by the most railroads?

## History Through

### Art

#### STAMPEDED BY LIGHTNING (1908)

Painter and sculptor Frederic Remington is best known for his romantic and spirited depictions of the Western frontier. Remington liked to paint in a single dominant color. Native Americans, cowboys at work, and other familiar Western scenes were all subjects of Remington's work.

**What do you learn about the work of the cowboy in this painting?**



year in operation. The following year, business more than doubled, to 75,000 head. Soon ranchers were hiring cowboys to drive their cattle to Abilene. Within a few years, the Chisholm Trail had worn wide and deep.

## A Day in the Life of a Cowboy

The meeting of the Chisholm Trail and the railroad in Abilene ushered in the heyday of the cowboy. As many as 55,000 worked the plains between 1866 and 1885. Although folklore and postcards depicted the cowboy as Anglo-American, about 25 percent of them were African American, and at least 12 percent were Mexican. The romanticized American cowboy of myth rode the open range, herding cattle and fighting villains. Meanwhile, the real-life cowboy was doing nonstop work.

**A DAY'S WORK** A cowboy worked 10 to 14 hours a day on a ranch and 14 or more on the trail, alert at all times for dangers that might harm or upset the herds. Some cowboys were as young as 15; most were broken-down by the time they were 40. A cowboy might own his saddle, but his trail horse usually belonged to his boss. He was an expert rider and roper. His gun might be used to protect the herd from wild or diseased animals rather than to hurt or chase outlaws.

**ROUNDUP** The cowboy's season began with a spring roundup, in which he and other hands from the ranch herded all the longhorns they could find on the open range into a large corral. They kept the herd penned there for several days, until the cattle were so hungry that they preferred grazing to running away. Then the cowboys sorted through the herd, claiming the cattle that were marked with the brand of their ranch and calves that still needed to be branded. After the herd was gathered and branded, the trail boss chose a crew for the long drive.

**THE LONG DRIVE** This overland transport, or **long drive**, of the animals often lasted about three months. A typical drive included one cowboy for every 250 to 300 head of cattle; a cook who also drove the chuck wagon and set up camp; and a wrangler who cared for the extra horses. A trail boss earned \$100 or more a month for supervising the drive and negotiating with settlers and Native Americans.

**MAIN IDEA**

**Comparing**

**G** How did the cowboy's life differ from the myth about it?

During the long drive, the cowboy was in the saddle from dawn to dusk. He slept on the ground and bathed in rivers. He risked death and loss every day of the drive, especially at river crossings, where cattle often hesitated and were swept away. Because lightning was a constant danger, cowboys piled their spurs, buckles, and other metal objects at the edge of their camp to avoid attracting lightning bolts. Thunder, or even a sneeze, could cause a stampede. **G**

**LEGENDS OF THE WEST** Legendary figures like James Butler "Wild Bill" Hickok and Martha Jane Burke (Calamity Jane) actually never dealt with cows. Hickok served as a scout and a spy during the Civil War and, later, as a marshal in Abilene, Kansas. He was a violent man who was shot and killed while holding a pair of aces and a pair of eights in a poker game, a hand still known as the "dead man's hand." Calamity Jane was an expert sharpshooter who dressed as a man. She may have been a scout for Colonel George Custer.

## The End of the Open Range

Almost as quickly as cattle herds multiplied and ranching became big business, the cattle frontier met its end. Overgrazing of the land, extended bad weather, and the invention of barbed wire were largely responsible.

Between 1883 and 1887 alternating patterns of dry summers and harsh winters wiped out whole herds. Most ranchers then turned to smaller herds of high-grade stock that would yield more meat per animal. Ranchers fenced the land with barbed wire, invented by Illinois farmer Joseph F. Glidden. It was cheap and easy to use and helped to turn the open plains into a series of fenced-in ranches. The era of the wide-open West was over.

### HISTORICAL SPOTLIGHT

#### THE WILD WEST SHOW

In the 1880s, William F. Cody toured the country with a show called Buffalo Bill's Wild West. The show featured trick riding and roping exhibitions. It thrilled audiences with mock battles between cowboys and Indians.

Wild Bill Hickok, Annie Oakley, Calamity Jane (shown here), and even Sitting Bull toured in Wild West shows. Their performances helped make Western life a part of American mythology.



**SECTION 1**

### ASSESSMENT

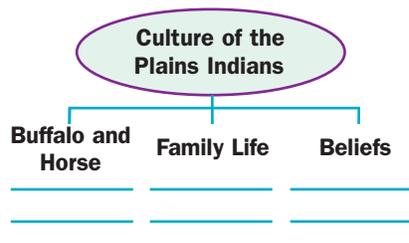
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Great Plains
- Treaty of Fort Laramie
- Sitting Bull
- George A. Custer
- assimilation
- Dawes Act
- Battle of Wounded Knee
- longhorn
- Chisholm Trail
- long drive

### MAIN IDEA

#### 2. TAKING NOTES

Fill in supporting details about the culture of the Plains Indians.



### CRITICAL THINKING

#### 3. MAKING INFERENCES

Why do you think the assimilation policy of the Dawes Act failed? Support your opinion with information from the text.

**Think About:**

- the experience of Native Americans such as Zitkala-Ša
- the attitudes of many white leaders toward Native Americans
- the merits of owning property
- the importance of cultural heritage

#### 4. ANALYZING CAUSES

What economic opportunities drew large numbers of people to the Great Plains beginning in the mid-1800s?

#### 5. DRAWING CONCLUSIONS

Identify the reasons for the rise and the decline of the cattle industry.

# Gold Mining

**GOLD!** Some struck it rich—some struck out. Between the Civil War and the turn of the century, deposits of the precious yellow metal were discovered in scattered sites from the Black Hills of South Dakota and Cripple Creek, Colorado, to Nome, Alaska. The dream of riches lured hundreds of thousands of prospectors into territories that were previously inhabited only by native peoples. The fortune seekers came from all walks: grizzled veterans from the California gold rush of 1849, youths seeking adventure, middle-class professionals, and even some families.

## PANNING FOR GOLD ▶

At the start of a gold rush, prospectors usually looked for easily available gold—particles eroded from rocks and washed downstream. Panning for it was easy—even children could do it. They scooped up mud and water from the streambed in a flat pan and swirled it. The circular motion of the water caused the sand to wash over the side and the remaining minerals to form layers according to weight. Gold, which is heavier than most other minerals, sank to the bottom.



## ◀ SLUICES AND ROCKERS

In 1898, prospectors like this mother and son in Fairbanks, Alaska, found sluicing to be more efficient than panning, since it could extract gold from soil. They would shovel soil into a sluice—a trough through which water flowed—and the water would carry off lightweight materials. The gold sank to the bottom, where it was caught in wooden ridges called cleats. A rocker was a portable sluice that combined the mobility of panning with the efficiency of sluicing.

# DATA

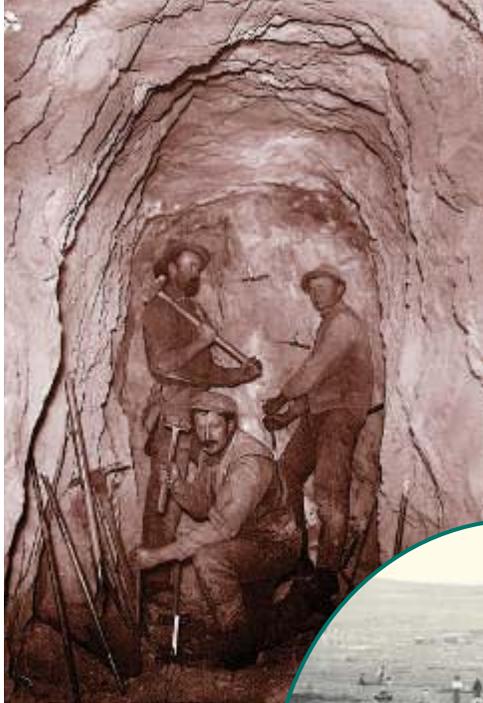
## FILE

### ▼ IN THE BOWELS OF THE EARTH

Although surface gold could be extracted by panning and sluicing, most gold was located in veins in underground rock. Mining these deposits involved digging tunnels along the veins of gold and breaking up tons of ore—hard and dangerous work. Tunnels often collapsed, and miners who weren't killed were trapped in utter darkness for days.

Heat was a problem, too. As miners descended into the earth, the temperature inside the mine soared. At a depth of about 2,000 feet, the temperature of the water that invariably flooded the bottom of a mine could be 160°F.

Cave-ins and hot water weren't the only dangers that miners faced. The pressure in the underground rock sometimes became so intense that it caused deadly explosions.



### ▲ A FAMILY AFFAIR

This early placer, or surface, mine at Cripple Creek attracted many women and children. It grew out of the vision of a young rancher, Bob Womack. He had found gold particles washed down from higher land and was convinced that the Cripple Creek area was literally a gold mine.

Because Womack was generally disliked, the community ignored him. When a German count struck gold there, however, business boomed. Womack died penniless—but the mines produced a \$400 million bonanza.

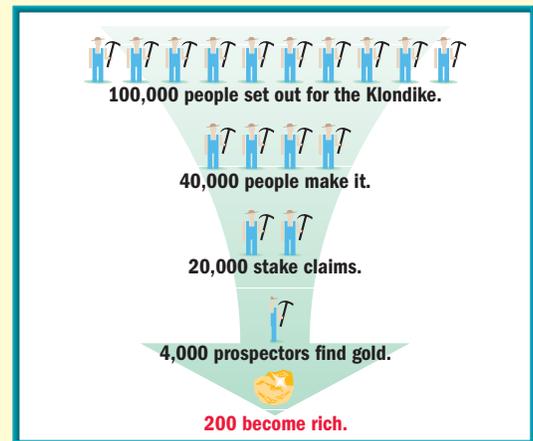
### BOOM TO BUST

Gold-rush towns could blossom out of the wilderness virtually overnight—but they could also die out almost as quickly.



### LONG ODDS

These statistics for the Klondike gold rush, from 1896 to 1899, show the incredible odds against striking it rich.



### DEADLY DIGGING

An estimated 7,500 people died while digging for gold and silver during the Western gold rushes. That was more than the total number of people who died in the Indian wars.

### THINKING CRITICALLY

#### CONNECT TO HISTORY

- 1. Creating Graphs** Use the Data File to create a bar graph that shows the percentage of people who set out for the Klondike who did not get there, got there, staked claims, found gold, and became rich.



SEE SKILLBUILDER HANDBOOK, PAGE R30.

#### CONNECT TO TODAY

- 2. Researching Ghost Towns** Research the history of a ghost town from boom to bust. Present a short report on life in the town and its attempts to survive beyond the gold rush.

[hmsocialstudies.com](http://hmsocialstudies.com) RESEARCH WEB LINKS

# Settling on the Great Plains

## MAIN IDEA

Settlers on the Great Plains transformed the land despite great hardships.

## WHY IT MATTERS NOW

The Great Plains region remains the breadbasket of the United States.

## Terms & Names

- Homestead Act
- exoduster
- soddy
- Morrill Act
- bonanza farm

## One American's Story

### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about settling the Great Plains.

When Esther Clark Hill was a girl on the Kansas prairie in the 1800s, her father often left the family to go on hunting or trading expeditions. His trips left Esther's mother, Allena Clark, alone on the farm.

Esther remembered her mother holding on to the reins of a runaway mule team, "her black hair tumbling out of its pins and over her shoulders, her face set and white, while one small girl clung with chattering teeth to the sides of the rocking wagon." The men in the settlement spoke admiringly about "Leny's nerve," and Esther thought that daily life presented a challenge even greater than driving a runaway team.



### A PERSONAL VOICE ESTHER CLARK HILL

"I think, as much courage as it took to hang onto the reins that day, it took more to live twenty-four hours at a time, month in and out, on the lonely and lovely prairie, without giving up to the loneliness."

—quoted in *Pioneer Women*

▲ Plains settlers, like this woman depicted in Harvey Dunn's painting *Pioneer Woman*, had to be strong and self-reliant.

As the railroads penetrated the frontier and the days of the free-ranging cowboy ended, hundreds of thousands of families migrated west, lured by vast tracts of cheap, fertile land. In their effort to establish a new life, they endured extreme hardships and loneliness.

## Settlers Move Westward to Farm

It took over 250 years—from the first settlement at Jamestown until 1870—to turn 400 million acres of forests and prairies into flourishing farms. Settling the second 400 million acres took only 30 years, from 1870 to 1900. Federal land policy and the completion of transcontinental railroad lines made this rapid settlement possible.

**RAILROADS OPEN THE WEST** From 1850 to 1871, the federal government made huge land grants to the railroads—170 million acres, worth half a billion

dollars—for laying track in the West. In one grant, both the Union Pacific and the Central Pacific received 10 square miles of public land for every mile of track laid in a state and 20 square miles of land for every mile of track laid in a territory.

In the 1860s, the two companies began a race to lay track. The Central Pacific moved eastward from Sacramento, and the Union Pacific moved westward from Omaha. Civil War veterans, Irish and Chinese immigrants, African Americans, and Mexican Americans did most of the grueling labor. In late 1868, workers for the Union Pacific cut their way through the solid rock of the mountains, laying up to eight miles of track a day. Both companies had reached Utah by the spring of 1869. Fifteen years later, the country boasted five transcontinental railroads. The rails to the East and West Coasts were forever linked.

The railroad companies sold some of their land to farmers for two to ten dollars an acre. Some companies successfully sent agents to Europe to recruit buyers. By 1880, 44 percent of the settlers in Nebraska and more than 70 percent of those in Minnesota and Wisconsin were immigrants. **A**

**MAIN IDEA**

**Analyzing Causes**

**A** How did the railroads help open the West?

**Vocabulary**

**speculator:** a person who buys or sells something that involves a risk on the chance of making a profit

**GOVERNMENT SUPPORT FOR SETTLEMENT** Another powerful attraction of the West was the land itself. In 1862, Congress passed the **Homestead Act**, offering 160 acres of land free to any citizen or intended citizen who was head of the household. From 1862 to 1900, up to 600,000 families took advantage of the government's offer. Several thousand settlers were **exodusters**—African Americans who moved from the post-Reconstruction South to Kansas.

Despite the massive response by homesteaders, or settlers on this free land, private speculators and railroad and state government agents sometimes used the law for their own gain. Cattlemen fenced open lands, while miners and woodcutters claimed national resources. Only about 10 percent of the land was actually settled by the families for whom it was intended. In addition, not all plots of land were of equal value. Although 160 acres could provide a decent living in the fertile soil of Iowa or Minnesota, settlers on drier Western land required larger plots to make farming worthwhile.

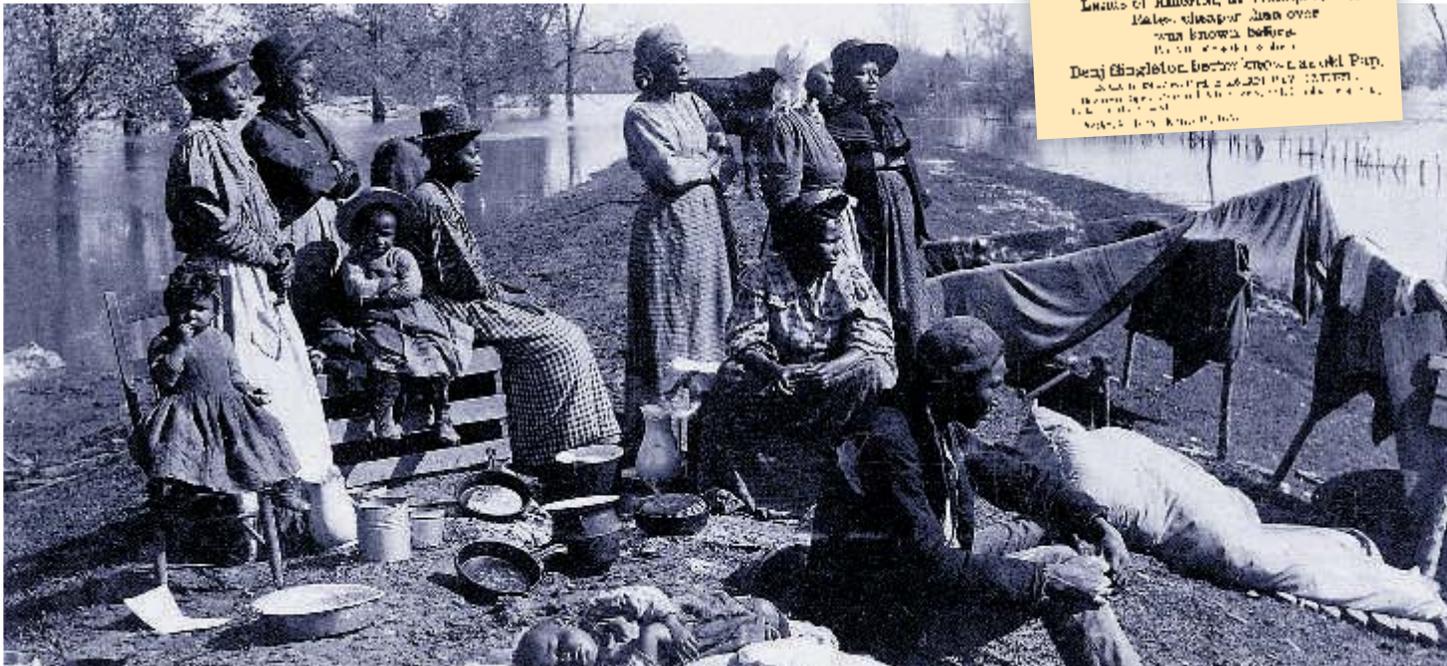
Eventually, the government strengthened the Homestead Act and passed more legislation to encourage settlers. In 1889, a major land giveaway in what is now Oklahoma attracted thousands of people. In less than a day, land-hungry settlers claimed 2 million acres in a massive land rush. Some took possession of the land before the government officially declared it open. Because these settlers claimed land sooner than they were supposed to, Oklahoma came to be known as the Sooner State. **B**

**MAIN IDEA**

**Analyzing Effects**

**B** In what ways did government policies encourage settlement of the West?

Posters like the one shown here drew hundreds of thousands of settlers to the West. Among the settlers were thousands of exodusters—freed slaves who had left the South.



**THE CLOSING OF THE FRONTIER** As settlers gobbled up Western land, Henry D. Washburn and fellow explorer Nathaniel P. Langford asked Congress to help protect the wilderness from settlement. In 1870, Washburn, who was surveying land in northwestern Wyoming, described the area’s geysers and bubbling springs as: “objects new in experience . . . possessing unlimited grandeur and beauty.”

In 1872, the government created Yellowstone National Park. Seven years later, the Department of the Interior forced railroads to give up their claim to Western landholdings that were equal in area to New York, New Jersey, Pennsylvania, Delaware, Maryland, and Virginia combined. Even so, by 1880, individuals had bought more than 19 million acres of government-owned land. Ten years later, the Census Bureau declared that the country no longer had a continuous frontier line—the frontier no longer existed. To many, the frontier was what had made America unique. In an 1893 essay entitled “The Significance of the Frontier in American History,” the historian Frederick Jackson Turner agreed.

**A PERSONAL VOICE** FREDERICK JACKSON TURNER

“American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character.”

—“The Significance of the Frontier in American History”

Today many historians question Turner’s view. They think he gave too much importance to the frontier in the nation’s development and in shaping a special American character. **C**

## Settlers Meet the Challenges of the Plains

The frontier settlers faced extreme hardships—droughts, floods, fires, blizzards, locust plagues, and occasional raids by outlaws and Native Americans. Yet the number of people living west of the Mississippi River grew from 1 percent of the nation’s population in 1850 to almost 30 percent by the turn of the century.

**DUGOUTS AND SODDIES** Since trees were scarce, most settlers built their homes from the land itself. Many pioneers dug their homes into the sides of ravines or small hills. A stovepipe jutting from the ground was often the only clear sign of such a dugout home.

Those who moved to the broad, flat plains often made freestanding houses by stacking blocks of prairie turf. Like a dugout, a sod home, or **soddy**, was warm in

A pioneer family stands in front of their soddy near Coburg, Nebraska, in 1887. ►



**Background**

The U.S. Census Bureau is the permanent collector of timely, relevant data about the people and economy of the United States.

**MAIN IDEA**

**Summarizing**

**C** What was Turner’s view of the role of the American frontier in 1893?

**Vocabulary**

**locust:** any of numerous grasshoppers that travel in large swarms, often doing great damage to crops

winter and cool in summer. Soddies were small, however, and offered little light or air. They were havens for snakes, insects, and other pests. Although they were fireproof, they leaked continuously when it rained.

**WOMEN'S WORK** Virtually alone on the flat, endless prairie, homesteaders had to be almost superhumanly self-sufficient. Women often worked beside the men in the fields, plowing the land and planting and harvesting the predominant crop, wheat. They sheared the sheep and carded wool to make clothes for their families. They hauled water from wells that they had helped to dig, and made soap and candles from tallow. At harvest time, they canned fruits and vegetables. They were skilled in doctoring—from snakebites to crushed limbs. Women also sponsored schools and churches in an effort to build strong communities.

**TECHNICAL SUPPORT FOR FARMERS** Establishing a homestead was challenging. Once accomplished, it was farming the prairie, year in and year out, that became an overwhelming task. In 1837, John Deere had invented a steel plow that could slice through heavy soil. In 1847, Cyrus McCormick began to mass-produce a reaping machine. But a mass market for these devices didn't fully develop until the late 1800s with the migration of farmers onto the plains.

Other new and improved devices made farm work speedier—the spring-tooth harrow to prepare the soil (1869), the grain drill to plant the seed (1841), barbed wire to fence the land (1874), and the corn binder (1878). Then came a reaper that could cut and thresh wheat in one pass. By 1890, there were more than 900 manufacturers of farm equipment. In 1830, producing a bushel of grain took about 183 minutes. By 1900, with the use of these machines, it took only 10 minutes. These inventions made more grain available for a wider market. **D**

**AGRICULTURAL EDUCATION** The federal government supported farmers by financing agricultural education. The **Morrill Act** of 1862 and 1890 gave federal land to the states to help finance agricultural colleges, and the Hatch Act of 1887 established agricultural experiment stations to inform farmers of new developments. Agricultural researchers developed grains for arid soil and techniques for dry farming, which helped the land to retain moisture. These innovations enabled the dry eastern plains to flourish and become “the breadbasket of the nation.”

**MAIN IDEA**

**Summarizing**

**D** How did new inventions change farming in the West?



**Science & Technology**

**INVENTIONS THAT TAMED THE PRAIRIE**

On the Great Plains, treeless expanses, root-filled soil, and unpredictable weather presented challenges to farming.



**BARBED WIRE** Barbed wire prevented animals from trampling crops and wandering off.



**REAPER** By speeding up harvesting, the reaper saved crops from inclement weather.



**STEEL PLOW** The steel plow made planting more efficient in root-filled soil.

**STEEL WINDMILL** In regions of unpredictable rainfall, the steel windmill prevented crop dehydration by bringing up underground water for irrigation.



▲  
**Bonanza farms like this one required the labor of hundreds of farm hands and horses.**

**FARMERS IN DEBT** Elaborate machinery was expensive, and farmers often had to borrow money to buy it. When prices for wheat were higher, farmers could usually repay their loans. When wheat prices fell, however, farmers needed to raise more crops to make ends meet. This situation gave rise to a new type of farming in the late 1870s. Railroad companies and investors created **bonanza farms**, enormous single-crop spreads of 15,000–50,000 acres. The Cass-Cheney-Dalrymple farm near Cassleton, North Dakota, for example, covered 24 square miles. By 1900, the average farmer had nearly 150 acres under cultivation. Some farmers mortgaged their land to buy more property, and as farms grew bigger, so did farmers' debts. Between 1885 and 1890, much of the plains experienced drought, and the large single-crop operations couldn't compete with smaller farms, which could be more flexible in the crops they grew. The bonanza farms slowly folded into bankruptcy.

Farmers also felt pressure from the rising cost of shipping grain. Railroads charged Western farmers a higher fee than they did farmers in the East. Also, the railroads sometimes charged more for short hauls, for which there was no competing transportation, than for long hauls. The railroads claimed that they were merely doing business, but farmers resented being taken advantage of. "No other system of taxation has borne as heavily on the people as those extortions and inequalities of railroad charges" wrote Henry Demarest Lloyd in an article in the March 1881 edition of *Atlantic Monthly*.

Many farmers found themselves growing as much grain as they could grow, on as much land as they could acquire, which resulted in going further into debt. But they were not defeated by these conditions. Instead, these challenging conditions drew farmers together in a common cause.

**Vocabulary mortgage:** to legally pledge property to a creditor as security for the payment of a loan or debt

**Vocabulary extortion:** illegal use of one's official position or powers to obtain property or funds

SECTION  
**2**

**ASSESSMENT**

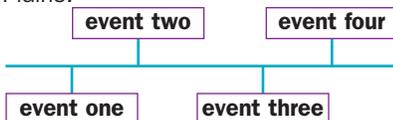
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Homestead Act
- soddy
- bonanza farm
- exoduster
- Morrill Act

**MAIN IDEA**

**2. TAKING NOTES**

Create a time line of four events that shaped the settling of the Great Plains.



How might history be different if one of these events hadn't happened?

**CRITICAL THINKING**

**3. EVALUATING**

How successful were government efforts to promote settlement of the Great Plains? Give examples to support your answer. **Think About:**

- the growth in population on the Great Plains
- the role of railroads in the economy
- the Homestead Act

**4. DRAWING CONCLUSIONS**

Review the changes in technology that influenced the life of settlers on the Great Plains in the late 1800s. Explain how you think settlement of the plains would have been different without these inventions.

**5. IDENTIFYING PROBLEMS**

How did the railroads take advantage of farmers?

# Farmers and the Populist Movement

## MAIN IDEA

Farmers united to address their economic problems, giving rise to the Populist movement.

## WHY IT MATTERS NOW

Many of the Populist reform issues, such as income tax and legally protected rights of workers, are now taken for granted.

## Terms & Names

- Oliver Hudson Kelley
- Grange
- Farmers' Alliances
- Populism
- bimetallism
- gold standard
- William McKinley
- William Jennings Bryan

## One American's Story

### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about the Populist Party.

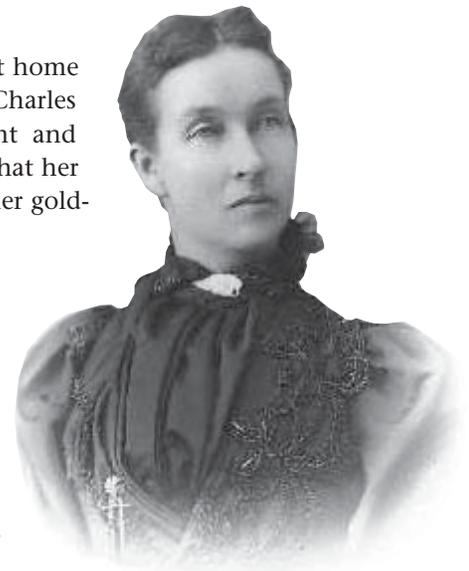
As a young adult in the early 1870s, Mary Elizabeth Lease left home to teach school on the Kansas plains. After marrying farmer Charles Lease, she joined the growing Farmers' Alliance movement and began speaking on issues of concern to farmers. Lease joked that her tongue was "loose at both ends and hung on a swivel," but her golden voice and deep blue eyes hypnotized her listeners.

### A PERSONAL VOICE MARY ELIZABETH LEASE

**"What you farmers need to do is to raise less corn and more Hell! We want the accursed foreclosure system wiped out. . . . We will stand by our homes and stay by our fire-sides by force if necessary, and we will not pay our debts to the loan-shark companies until the Government pays its debts to us."**

—quoted in "The Populist Uprising"

Farmers had endured great hardships in helping to transform the plains from the "Great American Desert" into the "breadbasket of the nation," yet every year they reaped less and less of the bounty they had sowed with their sweat.



▲ **Mary Elizabeth Lease, the daughter of Irish immigrants, was a leader of the Populist Party.**

## Farmers Unite to Address Common Problems

In the late 1800s, many farmers were trapped in a vicious economic cycle. Prices for crops were falling, and farmers often mortgaged their farms so that they could buy more land and produce more crops. Good farming land was becoming scarce, though, and banks were foreclosing on the mortgages of increasing numbers of farmers who couldn't make payments on their loans. Moreover, the railroads were taking advantage of farmers by charging excessive prices for shipping and storage.

## Analyzing Political Cartoons

### THE PLIGHT OF THE FARMERS

Farmers were particularly hard hit in the decades leading to the financial panic of 1893. They regarded big business interests as insurmountable enemies who were bringing them to their knees and leaving them with debts at every turn. This cartoon is a warning of the dangers confronting not only the farmers but the entire nation.

#### SKILLBUILDER Analyzing Political Cartoons

1. How does this cartoon depict the plight of the farmers?
2. Who does the cartoonist suggest is responsible for the farmers' plight?

SEE SKILLBUILDER HANDBOOK, PAGE R24.



**ECONOMIC DISTRESS** The troubles of the farmers were part of a larger economic problem affecting the entire nation. During the Civil War, the United States had issued almost \$500 million in paper money, called greenbacks. Greenbacks could not be exchanged for silver or gold money. They were worth less than hard money of the same face value. Hard money included both coins and paper money printed in yellow ink that could be exchanged for gold. After the war, the government began to take the greenbacks out of circulation.

Retiring the greenbacks caused some discontent. It increased the value of the money that stayed in circulation. It meant that farmers who had borrowed money had to pay back their loans in dollars that were worth more than the dollars they had borrowed. At the same time they were receiving less money for their crops. Between 1867 and 1887, for example, the price of a bushel of wheat fell from \$2.00 to 68 cents. In effect, farmers lost money at every turn. **A**

Throughout the 1870s, the farmers and other debtors pushed the government to issue more money into circulation. Those tactics failed—although the Bland-Allison Act of 1878 required the government to buy and coin at least \$2 million to \$4 million worth of silver each month. It wasn't enough to support the increase in the money supply that the farmers wanted.

**PROBLEMS WITH THE RAILROADS** Meanwhile, farmers paid outrageously high prices to transport grain. Lack of competition among the railroads meant that it might cost more to ship grain from the Dakotas to Minneapolis by rail than from Chicago to England by boat. Also, railroads made secret agreements with middlemen—grain brokers and merchants—that allowed the railroads to control grain storage prices and to influence the market price of crops.

Many farmers mortgaged their farms for credit with which to buy seed and supplies. Suppliers charged high rates of interest, sometimes charging more for items bought on credit than they did for cash purchases. Farmers got caught in a cycle of credit that meant longer hours and more debt every year. It was time for reform. **B**

**THE FARMERS' ALLIANCES** To push effectively for reforms, however, farmers needed to organize. In 1867, **Oliver Hudson Kelley** started the Patrons of

#### MAIN IDEA

#### Analyzing Issues

**A** Why did farmers think that an increased money supply would help solve their economic problems?

#### MAIN IDEA

#### Analyzing Causes

**B** What were some of the causes of farmers' economic problems?

### Vocabulary

**regulate:** to control or direct according to a rule or law

Husbandry, an organization for farmers that became popularly known as the **Grange**. Its original purpose was to provide a social outlet and an educational forum for isolated farm families. By the 1870s, however, Grange members spent most of their time and energy fighting the railroads. The Grange's battle plan included teaching its members how to organize, how to set up farmers' cooperatives, and how to sponsor state legislation to regulate railroads.

The Grange gave rise to other organizations, such as **Farmers' Alliances**. These groups included many others who sympathized with farmers. Alliances sent lecturers from town to town to educate people about topics such as lower interest rates on loans and government control over railroads and banks. Spellbinding speakers such as Mary Elizabeth Lease helped get the message across.

Membership grew to more than 4 million—mostly in the South and the West. The Southern Alliance, including white Southern farmers, was the largest. About 250,000 African Americans belonged to the Colored Farmers' National Alliance. Some alliance members promoted cooperation between black and white alliances, but most members accepted the separation of the organizations.

## HISTORICAL SPOTLIGHT

### THE COLORED FARMERS' NATIONAL ALLIANCE

A white Baptist missionary, R. M. Humphrey, organized the Colored Farmers' National Alliance in 1886 in Houston, Texas. Like their counterparts in the white alliances, members of the local colored farmers' alliances promoted cooperative buying and selling. Unlike white organizations, however, the black alliances had to work mostly in secret to avoid racially motivated violence at the hands of angry landowners and suppliers.

## The Rise and Fall of Populism

Leaders of the alliance movement realized that to make far-reaching changes, they would need to build a base of political power. **Populism**—the movement of the people—was born with the founding of the Populist, or People's, Party, in 1892. On July 2, 1892, a Populist Party convention in Omaha, Nebraska, demanded reforms to lift the burden of debt from farmers and other workers and to give the people a greater voice in their government.

**THE POPULIST PARTY PLATFORM** The economic reforms proposed by the Populists included an increase in the money supply, which would produce a rise in prices received for goods and services; a graduated income tax; and a federal loan program. The proposed governmental reforms included the election of U.S. senators by popular vote, single terms for the president and the vice-president, and a secret ballot to end vote fraud. Finally, the Populists called for an eight-hour workday and restrictions on immigration.

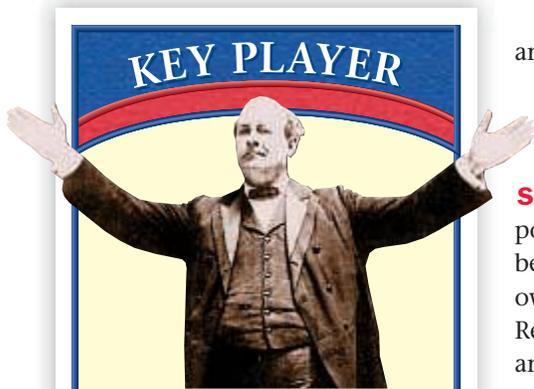
The proposed changes were so attractive to struggling farmers and desperate laborers that in 1892 the Populist presidential candidate won almost 10 percent of the total vote. In the West, the People's Party elected five senators, three governors, and about 1,500 state legislators. The Populists' programs eventually became the platform of the Democratic Party and kept alive the concept that the government is responsible for reforming social injustices. **C**

### MAIN IDEA

### Summarizing

**C** What was the Populist Party platform?

**THE PANIC OF 1893** During the 1880s, farmers were overextended with debts and loans. Railroad construction had expanded faster than markets. In February 1893, the Philadelphia and Reading Railroad went bankrupt, followed by the Erie, the Northern Pacific, the Union Pacific, and the Santa Fe. The government's gold supply had worn thin, partly due to its obligation to purchase silver. People panicked and traded paper money for gold. The panic also spread to Wall Street, where the prices of stocks fell rapidly. The price of silver then plunged, causing silver mines to close. By the end of the year, over 15,000 businesses and 500 banks had collapsed.



**WILLIAM JENNINGS BRYAN  
1860–1925**

William Jennings Bryan might be considered a patron saint of lost causes, largely because he let beliefs, not politics, guide his actions. He resigned his position as secretary of state (1913–1915) under Woodrow Wilson, for example, to protest the president’s movement away from neutrality regarding the war in Europe.

Near the end of his life, he went to Tennessee to assist the prosecution in the Scopes “monkey trial,” contesting the teaching of evolution in public schools. He is perhaps best characterized by a quote from his own “Cross of Gold” speech: “The humblest citizen in all the land, when clad in the armor of a righteous cause, is stronger than all the hosts of error.”

Investments declined, and consumer purchases, wages, and prices also fell. Panic deepened into depression as 3 million people lost their jobs. By December 1894, a fifth of the work force was unemployed. Many farm families suffered both hunger and unemployment. **D**

**SILVER OR GOLD** Populists watched as the two major political parties became deeply divided in a struggle between different regions and economic interests. Business owners and bankers of the industrialized Northeast were Republicans; the farmers and laborers of the agrarian South and West were Democrats.

The central issue of the campaign was which metal would be the basis of the nation’s monetary system. On one side were the “silverites,” who favored **bimetallism**, a monetary system in which the government would give citizens either gold or silver in exchange for paper currency or checks. On the other side were President Cleveland and the “gold bugs,” who favored the **gold standard**—backing dollars solely with gold.

The backing of currency was an important campaign issue because people regarded paper money as worthless if it could not be turned in for gold or silver. Because silver was more plentiful than gold, backing currency with both metals, as the silverites advocated, would make more currency (with less value per dollar) available. Supporters of bimetallism hoped that this measure would stimulate the stagnant economy. Retaining the gold standard would provide a more stable, but expensive, currency.

**BRYAN AND THE “CROSS OF GOLD”** Stepping into the debate, the Populist Party called for bimetallism and free coinage of silver. Yet their strategy was undecided: should they join forces with sympathetic candidates in the major parties and risk losing their political identity, or should they nominate their own candidates and risk losing the election?

As the 1896 campaign progressed, the Republican Party stated its firm commitment to the gold standard and nominated Ohioan **William McKinley** for president. After much debate, the Democratic Party came out in favor of a combined gold and silver standard, including unlimited coinage of silver. At the Democratic convention, former Nebraska congressman **William Jennings Bryan**, editor of the *Omaha World-Herald*, delivered an impassioned address to the assembled

**MAIN IDEA**

**Analyzing Causes**

**D** What caused the panic of 1893?

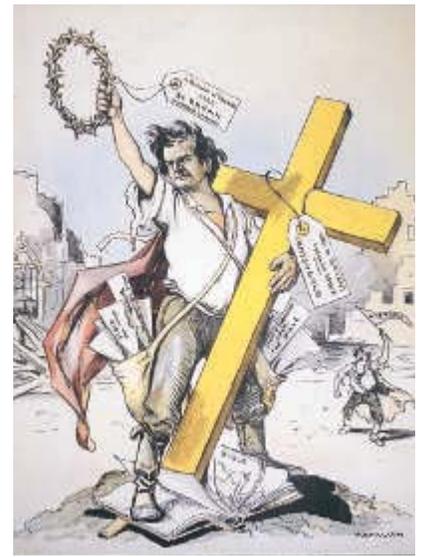
| Gold Bugs and Silverites |  |   |
|--------------------------|--|---|
|                          | Gold Bugs  | Silverites  |
| Who They Were            | bankers and businessmen  | farmers and laborers  |
| What They Wanted         | gold standard<br>less money in circulation   | bimetallism<br>more money in circulation  |
| Why                      | Loans would be repaid in stable money.   | Products would be sold at higher prices.  |
| Effects                  | <b>DEFLATION</b> <ul style="list-style-type: none"> <li>• Prices fall.</li> <li>• Value of money increases.</li> <li>• Fewer people have money.</li> </ul> | <b>INFLATION</b> <ul style="list-style-type: none"> <li>• Prices rise.</li> <li>• Value of money decreases.</li> <li>• More people have money.</li> </ul> |

delegates. An excerpt of what has become known as the “Cross of Gold” speech follows.

**A PERSONAL VOICE** WILLIAM JENNINGS BRYAN

**“Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer their demand 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.”**

—Democratic convention speech, Chicago, July 8, 1896



▲ William Jennings Bryan’s “Cross of Gold” speech inspired many cartoonists.

**MAIN IDEA**

**Analyzing Issues**

**E** Why was the metal that backed paper currency such an important issue in the 1896 presidential campaign?

Bryan won the Democratic nomination. When the Populist convention met two weeks later, the delegates were both pleased and frustrated. They liked Bryan and the Democratic platform, but they detested the Democratic vice-presidential candidate, Maine banker Arthur Sewall. Nor did they like giving up their identity as a party. They compromised by endorsing Bryan, nominating their own candidate, Thomas Watson of Georgia, for vice-president, and keeping their party organization intact. **E**

**THE END OF POPULISM** Bryan faced a difficult campaign. His free-silver stand had led gold bug Democrats to nominate their own candidate. It also weakened his support in cities, where consumers feared inflation because it would make goods more expensive. In addition, Bryan’s meager funds could not match the millions backing McKinley. Bryan tried to make up for lack of funds by campaigning in 27 states and sometimes making 20 speeches a day. McKinley, on the other hand, campaigned from his front porch, while thousands of well-known people toured the country speaking on his behalf.

McKinley got approximately 7 million votes and Bryan about 6.5 million. As expected, McKinley carried the East, while Bryan carried the South and the farm vote of the Middle West. The voters of the industrial Middle West, with their fear of inflation, brought McKinley into office.

With McKinley’s election, Populism collapsed, burying the hopes of the farmers. The movement left two powerful legacies, however: a message that the down-trodden could organize and have political impact, and an agenda of reforms, many of which would be enacted in the 20th century.

**SECTION 3**

**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Oliver Hudson Kelley
- Farmers’ Alliances
- bimetallism
- William McKinley
- Grange
- Populism
- gold standard
- William Jennings Bryan

**MAIN IDEA**

**2. TAKING NOTES**

Identify the causes of the rise of the Populist Party and the effects the party had.



Which effect has the most impact today? Explain.

**CRITICAL THINKING**

**3. EVALUATING**

What do you think were the most significant factors in bringing an end to the Populist Party? **Think about:**

- monetary policy
- third-party status
- source of popular support
- popular participation policy

**4. MAKING INFERENCES**

How did the Grange and the Farmers’ Alliances pave the way for the Populist Party?

# Literature of the West

**1850–1900** After gold was discovered in California, Americans came to view the West as a region of unlimited possibility. Those who could not venture there in person enjoyed reading about the West in colorful tales by writers such as Mark Twain (Samuel Clemens) and Bret Harte. Dime novels, cheaply bound adventure stories that sold for a dime, were also enormously popular in the second half of the 19th century.

Since much of the West was Spanish-dominated for centuries, Western literature includes legends and songs of Hispanic heroes and villains. It also includes the haunting words of Native Americans whose lands were taken and cultures threatened as white pioneers moved west.



▲ Mark Twain

## THE CELEBRATED JUMPING FROG OF CALAVERAS COUNTY

The American humorist Samuel Clemens—better known as Mark Twain—was a would-be gold and silver miner who penned tales of frontier life. “The Celebrated Jumping Frog of Calaveras County” is set in a California mining camp. Most of the tale is told by Simon Wheeler, an old-timer given to exaggeration.

“Well, Smiley kep’ the beast in a little lattice box, and he used to fetch him downtown sometimes and lay for a bet. One day a feller—a stranger in the camp, he was—come acrost him with his box, and says:

“‘What might it be that you’ve got in the box?’

“And Smiley says, sorter indifferent-like, ‘It might be a parrot, or it might be a canary, maybe, but it ain’t—it’s only just a frog.’

“And the feller took it, and looked at it careful, and turned it round this way and that, and says, ‘H’m—so ’tis. Well, what’s *he* good for?’

“‘Well,’ Smiley says, easy and careless, ‘he’s good enough for *one* thing, I should judge—he can outjump any frog in Calaveras County.’

“The feller took the box again, and took another long, particular look, and give it back to Smiley, and says, very deliberate, ‘Well,’ he says, ‘I don’t see no p’int about that frog that’s any better’n any other frog.’

“‘Maybe you don’t,’ Smiley says. ‘Maybe you understand frogs and maybe you don’t understand ’em; maybe you’ve had experience, and maybe you ain’t only a amature, as it were. Anyways, I’ve got my opinion, and I’ll resk forty dollars that he can outjump any frog in Calaveras County.’”

—Mark Twain, “The Celebrated Jumping Frog of Calaveras County”  
(1865)

## THE BALLAD OF GREGORIO CORTEZ

In the border ballads, or *corridos*, of the American Southwest, few figures are as famous as the Mexican vaquero, Gregorio Cortez. This excerpt from a ballad about Cortez deals with a confrontation between Cortez and a group of Texas lawmen. Although he is hotly pursued, Cortez has an amazingly long run before being captured.

. . . And in the county of Kiansis  
They cornered him after all;  
Though they were more than  
three hundred  
He leaped out of their corral.

Then the Major Sheriff said,  
As if he was going to cry,  
“Cortez, hand over your weapons;  
We want to take you alive.”

Then said Gregorio Cortez,  
And his voice was like a bell,  
“You will never get my  
weapons  
Till you put me in a cell.”

Then said Gregorio Cortez,  
With his pistol in his hand,  
“Ah, so many mounted Rangers  
Just to take one Mexican!”

—Anonymous, “The Ballad of Gregorio Cortez,” translated by Américo Paredes



Vaquero (modeled 1980/cast 1990), Luis Jiménez, National Museum of American Art/Art Resource, New York.

## CHIEF SATANTA'S SPEECH AT THE MEDICINE LODGE CREEK COUNCIL

Known as the Orator of the Plains, Chief Satanta represented the Kiowa people in the 1867 Medicine Lodge Creek negotiations with the U.S. government. The speech from which this excerpt is taken was delivered by Satanta in Spanish but was translated into English and widely published in leading newspapers of the day.

All the land south of the Arkansas belongs to the Kiowas and Comanches, and I don't want to give away any of it. I love the land and the buffalo and will not part with it. I want you to understand well what I say. Write it on paper. Let the Great Father [U.S. president] see it, and let me hear what he has to say. I want you to understand also, that the Kiowas and Comanches don't want to fight, and have not been fighting since we made the treaty. I hear a great deal of good talk from the gentlemen whom the Great Father

### ▲ Chief Satanta

sends us, but they never do what they say. I don't want any of the medicine lodges [schools and churches] within the country. I want the children raised as I was. When I make peace, it is a long and lasting one—there is no end to it. . . . A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry. I have spoken.

—Chief Satanta, speech at the Medicine Lodge Creek Council (1867)

### THINKING CRITICALLY

- 1. Comparing and Contrasting** Compare and contrast the views these selections give of the American frontier in the second half of the 19th century. Use details from the selections to help explain your answer.



SEE SKILLBUILDER HANDBOOK, PAGE R8.

- 2.** [hmhsocialstudies.com](http://hmhsocialstudies.com) **INTERNET ACTIVITY**



From the gauchos of the Argentine pampas to the workers on Australian sheep stations, many nations have had their own versions of the cowboys of the American West. Use the links for American Literature to research one such nation. Prepare a bulletin-board display that shows the similarities and differences between Western cowboys and their counterparts in that country.

# 13

## TERMS & NAMES

For each term or name below, write a sentence explaining its connection to changes on the Great Plains.

1. Homestead Act
2. Sitting Bull
3. assimilation
4. Morrill Act
5. exoduster
6. George A. Custer
7. William Jennings Bryan
8. William McKinley
9. Populism
10. Grange

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### Cultures Clash on the Prairie (pages 408–417)

1. Identify three differences between the culture of the Native Americans and the culture of the white settlers on the Great Plains.
2. How effective was the Dawes Act in promoting the assimilation of Native Americans into white culture?
3. Why did the cattle industry become a big business in the late 1800s?
4. How did cowboy culture reflect the ethnic diversity of the United States?

### Settling on the Great Plains (pages 420–424)

5. What measures did the government take to support settlement of the frontier?
6. How did settlers overcome the challenges of living on the Great Plains?

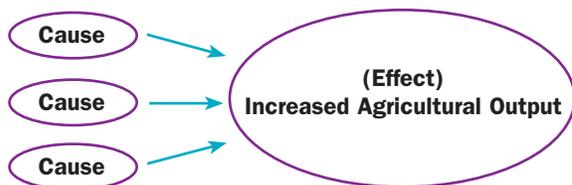
## Farmers and the Populist Movement

(pages 425–429)

7. What economic problems confronted American farmers in the 1890s?
8. According to farmers and other supporters of free silver, how would bimetallism help the economy?

## CRITICAL THINKING

1. **USING YOUR NOTES** Create a cause/effect diagram identifying the reasons that agricultural output from the Great Plains increased during the late 1800s.



2. **ANALYZING MOTIVES** In 1877, Nez Perce Chief Joseph said, “My people have always been the friends of white men. Why are you in such a hurry?” Why do you think white people hurried to settle the West, with so little regard for Native Americans? Give evidence from the chapter to support your position.
3. **INTERPRETING CHARTS** Look at the chart of Gold Bugs and Silverites on page 428. What would be the result of the policies favored by the gold bugs? by the silverites?

## VISUAL SUMMARY CHANGES ON THE WESTERN FRONTIER

### NATIVE AMERICANS

Native Americans of the plains hunted, farmed, and traded in traditional ways. Plains peoples relied on the buffalo for a variety of survival needs.

### RANCHERS AND COWHANDS

Ranchers and cowboys ushered in the era of the long drive and the roundup. Texas longhorn cattle took the place of the buffalo as the dominant animal on the Great Plains.

## CLASH OF CULTURES ON THE FRONTIER

### MINERS

Discoveries of gold and other precious metals led to the growth of mining camps and boomtowns in the Rocky Mountains and to the west.

### FARMERS AND THE POPULIST MOVEMENT

New settlement, barbed wire, and bad weather ended the cattle boom. Farmers across the South, Midwest, and West organized to address their common economic problems.

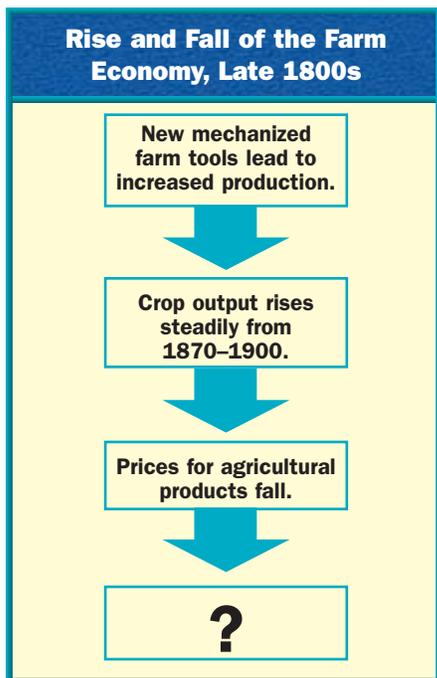
### HOMESTEADERS

Hundreds of thousands of homesteaders settled on the plains, claiming land grants from the U.S. government.



## STANDARDIZED TEST PRACTICE

Use the flowchart and your knowledge of U.S. history to answer question 1.



1. Which effect accurately completes the flowchart?
- A Farmers have less money to repay loans, and many lose their farms.
  - B Small farmers live off the land, so are not affected by the economy.
  - C Wealthy farmers hoard gold, rather than depend on paper money.
  - D The government subsidizes farmers to help them pay their bills.

Use the quotation and your knowledge of U.S. history to answer question 2.

“[We] have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming, and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?”

—Gall, a Hunkpapa Sioux, quoted in *Bury My Heart at Wounded Knee*

2. What was Gall’s view of future relations between the Plains Indians and the settlers?
- F peaceful coexistence
  - G further conflict
  - H mutual respect
  - J equality before the law
3. How did the invention of barbed wire change the look of the Western frontier?
- A It endangered wildlife.
  - B It ended the cattle frontier.
  - C It increased cattle stocks.
  - D It enriched the cow towns.

[hmhsocialstudies.com](http://hmhsocialstudies.com) TEST PRACTICE

For additional test practice, go online for:

- Diagnostic tests
- Tutorials

### INTERACT WITH HISTORY

Think about the issues you explored at the beginning of the chapter. Suppose you are a frontier settler. Write a letter to the family members you left behind describing your journey west and how you are living now. Use information from the chapter to provide some vivid impressions of life on the frontier.

### FOCUS ON WRITING

You are a historian studying the development of the American West. Write an essay explaining how Americans settled the West in the late 1800s and how the region changed as a result. Use specific examples to support your main idea.

### COLLABORATIVE LEARNING



Work in pairs to research federal policy toward Native Americans between 1830 and 1890. Then work together to create a time line identifying key events that shaped the policy and the relationships between whites and Native Americans during the time period. Begin your time line with the passage of the Indian Removal Act in 1830 and end it with the Battle of Wounded Knee in 1890.

CHAPTER  
**14**

# A NEW INDUSTRIAL AGE

## Essential Question

What impact did scientific discoveries and manufacturing processes have on the nature of work, the American labor movement, and American businesses?



## What You Will Learn

In this chapter you will learn about the industrial revolution of the late 1800s and the impact it had on American businesses and workers.

### SECTION 1: The Expansion of Industry

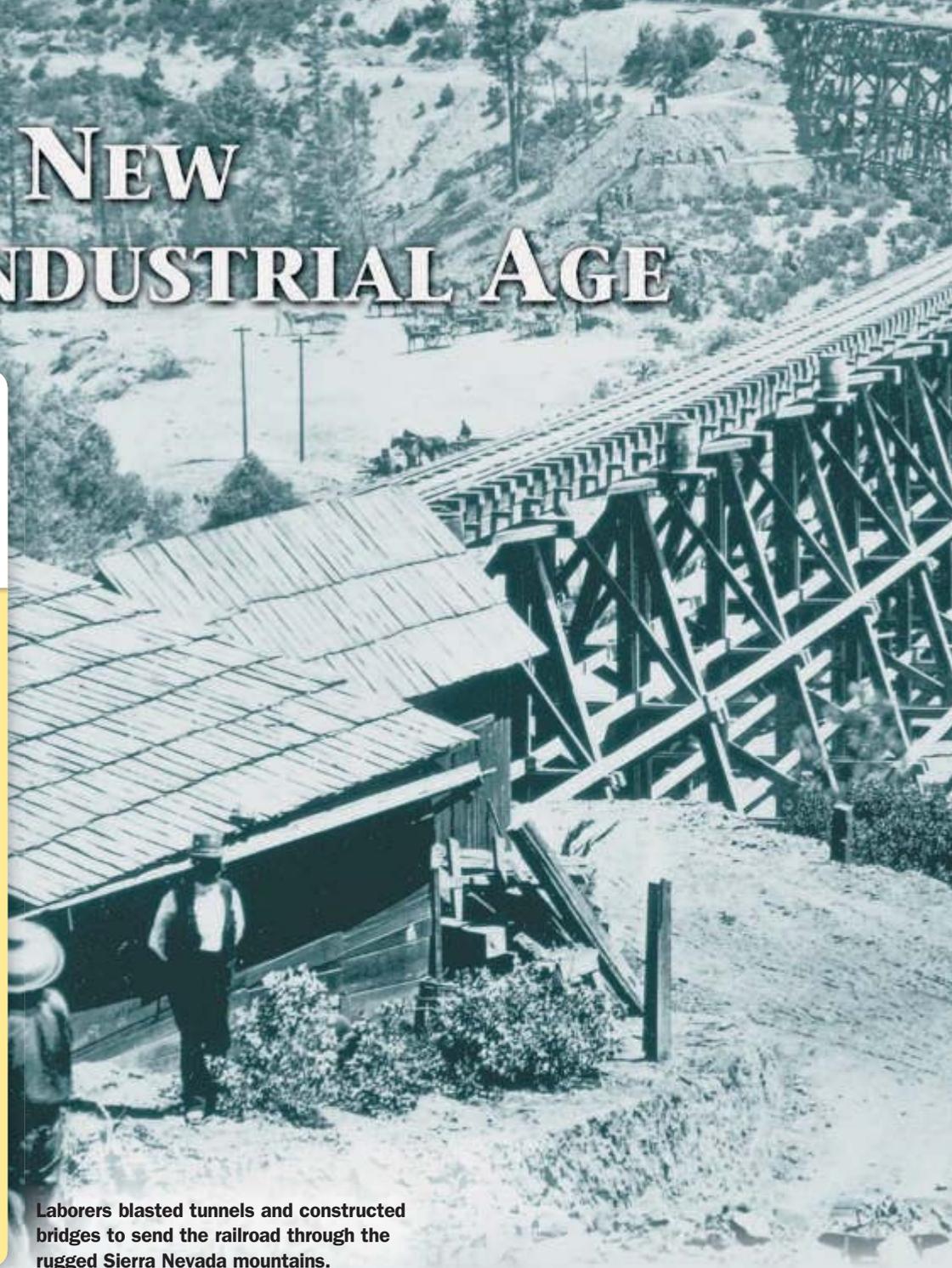
**Main Idea** At the end of the 19th century, natural resources, creative ideas, and growing markets fueled an industrial boom.

### SECTION 2: The Age of the Railroads

**Main Idea** The growth and consolidation of railroads benefited the nation but also led to corruption and required government regulation.

### SECTION 3: Big Business and Labor

**Main Idea** The expansion of industry resulted in the growth of big business and prompted laborers to form unions to better their lives.



Laborers blasted tunnels and constructed bridges to send the railroad through the rugged Sierra Nevada mountains.

**1869** Central Pacific and Union Pacific complete the transcontinental railroad.

**1876** Alexander Graham Bell invents the telephone.

**1877** *Munn v. Illinois* establishes government regulation of railroads.

Mother Jones supports the Great Strike of 1877.

**1879** Thomas A. Edison invents a workable light bulb.

**1884** Grover Cleveland is elected president.



USA  
WORLD

**1870**

**1880**

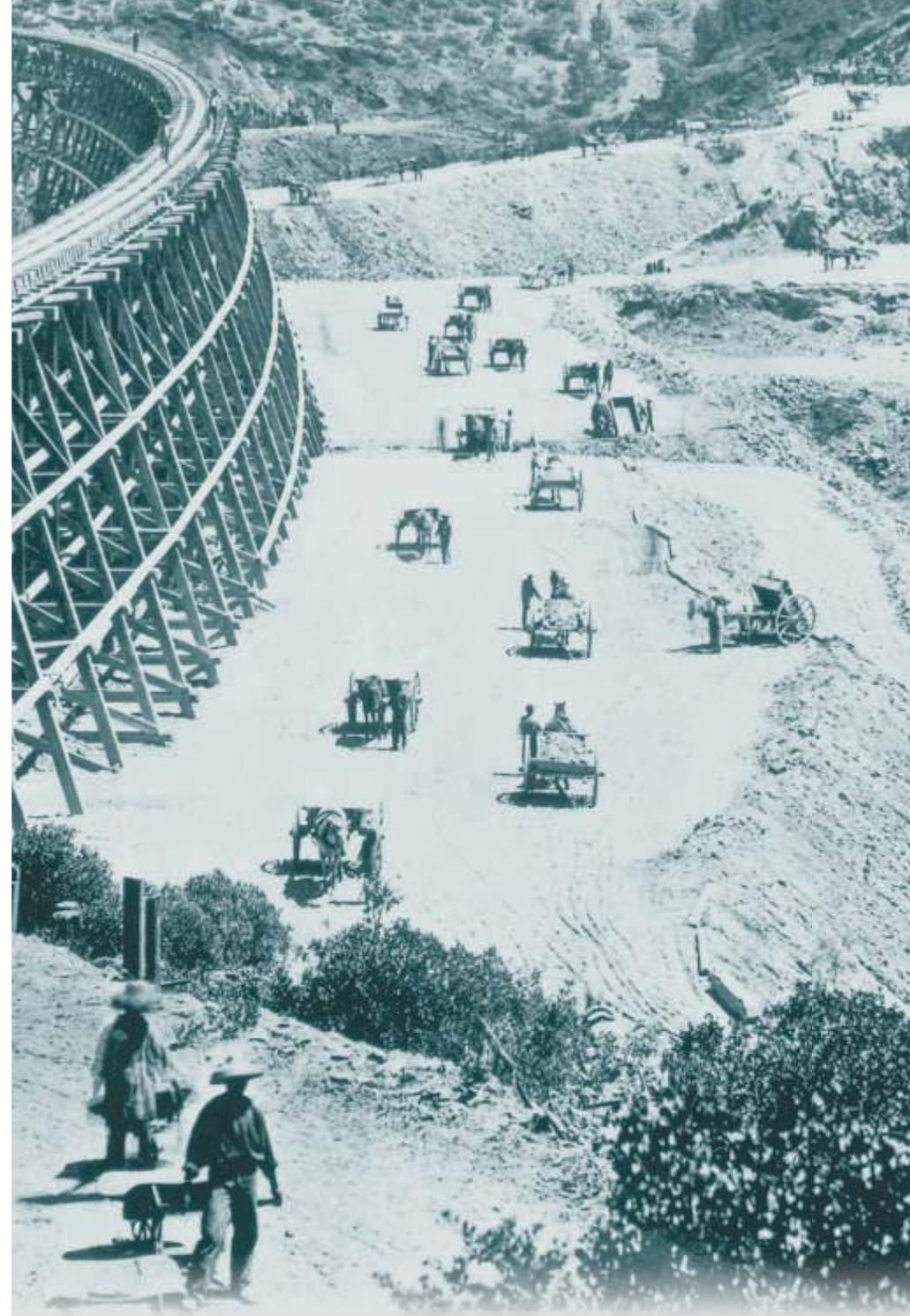
**1870** Franco-Prussian War breaks out.

**1875** British labor unions win right to strike.



**1882** United States restricts Chinese immigration.

**1883** Germany becomes the first nation to provide national health insurance.



Great Minds in Business:  
Andrew Carnegie

[hmhsocialstudies.com](http://hmhsocialstudies.com) VIDEO ACTIVE MAP

## INTERACT WITH HISTORY

The year is 1863 and railroad construction is booming. In six years, the U.S. will be linked by rail from coast to coast. Central Pacific Railroad employs mainly Chinese immigrants to blast tunnels, lay track, and drive spikes, all for low wages. You are a journalist assigned to describe this monumental construction project for your readers.

### Explore the Issues

- What dangers do the railroad workers encounter?
- How will businesses and the general public benefit from the transcontinental railroad?
- How might railroad construction affect the environment?

**1886** Haymarket riot turns public sentiment against unions.



**1890** Congress passes the Sherman Antitrust Act.

**1894** President Cleveland sends federal troops to Illinois to end the Pullman strike.

**1896** William McKinley is elected president.

**1900** William McKinley is reelected.

**1890**

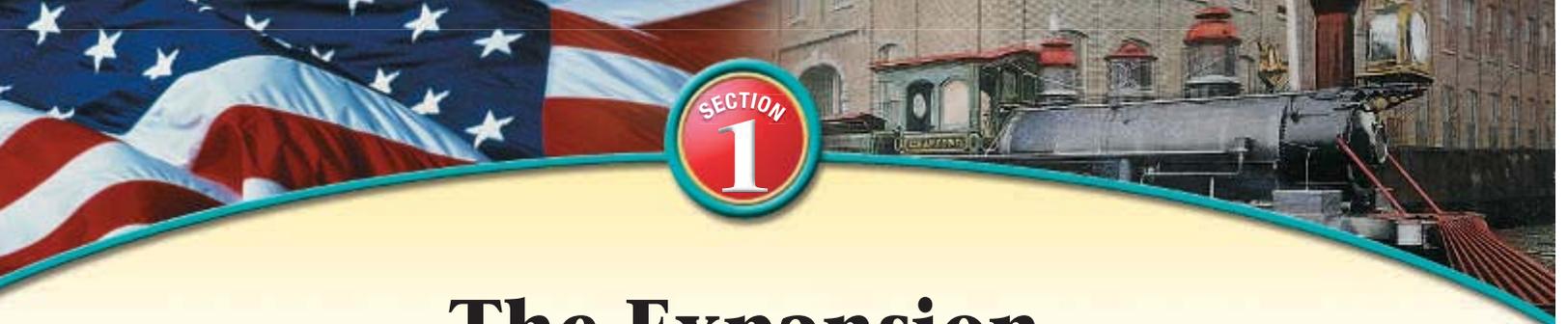
**1890** Colonization of sub-Saharan Africa peaks.

**1893** Women in New Zealand gain voting rights.

**1900**

**1896** First modern Olympic Games are held in Athens, Greece.





SECTION  
1

# The Expansion of Industry

## MAIN IDEA

At the end of the 19th century, natural resources, creative ideas, and growing markets fueled an industrial boom.

## WHY IT MATTERS NOW

Technological developments of the late 19th century paved the way for the continued growth of American industry.

## Terms & Names

- Edwin L. Drake
- Bessemer process
- Thomas Alva Edison
- Christopher Sholes
- Alexander Graham Bell

## One American's Story

hmhsocialstudies.com  
**TAKING NOTES**

Use the graphic organizer online to take notes on the causes of the industrial boom and their impact on industrialization.

One day, Pattillo Higgins noticed bubbles in the springs around Spindletop, a hill near Beaumont in southeastern Texas. This and other signs convinced him that oil was underground. If Higgins found oil, it could serve as a fuel source around which a vibrant industrial city would develop.

Higgins, who had been a mechanic and a lumber merchant, couldn't convince geologists or investors that oil was present, but he didn't give up. A magazine ad seeking investors got one response—from Captain Anthony F. Lucas, an experienced prospector who also believed that there was oil at Spindletop. When other investors were slow to send money, Higgins kept his faith, not only in Spindletop, but in Lucas.

### A PERSONAL VOICE PATTILLO HIGGINS

“Captain Lucas, . . . these experts come and tell you this or that can't happen because it has never happened before. You believe there is oil here, . . . and I think you are right. I know there is oil here in greater quantities than man has ever found before.”

—quoted in *Spindletop*



▲  
Pattillo Higgins

In 1900, the two men found investors, and they began to drill that autumn. After months of difficult, frustrating work, on the morning of January 10, 1901, oil gushed from their well. The Texas oil boom had begun.

## Natural Resources Fuel Industrialization

After the Civil War, the United States was still largely an agricultural nation. By the 1920s—a mere 60 years later—it had become the leading industrial power in the world. This immense industrial boom was due to several factors, including: a wealth of natural resources, government support for business, and a growing urban population that provided both cheap labor and markets for new products.

**BLACK GOLD** Though eastern Native American tribes had made fuel and medicine from crude oil long before Europeans arrived on the continent, early American settlers had little use for oil. In the 1840s, Americans began using kerosene to light lamps after the Canadian geologist Abraham Gesner discovered how to distill the fuel from oil or coal.

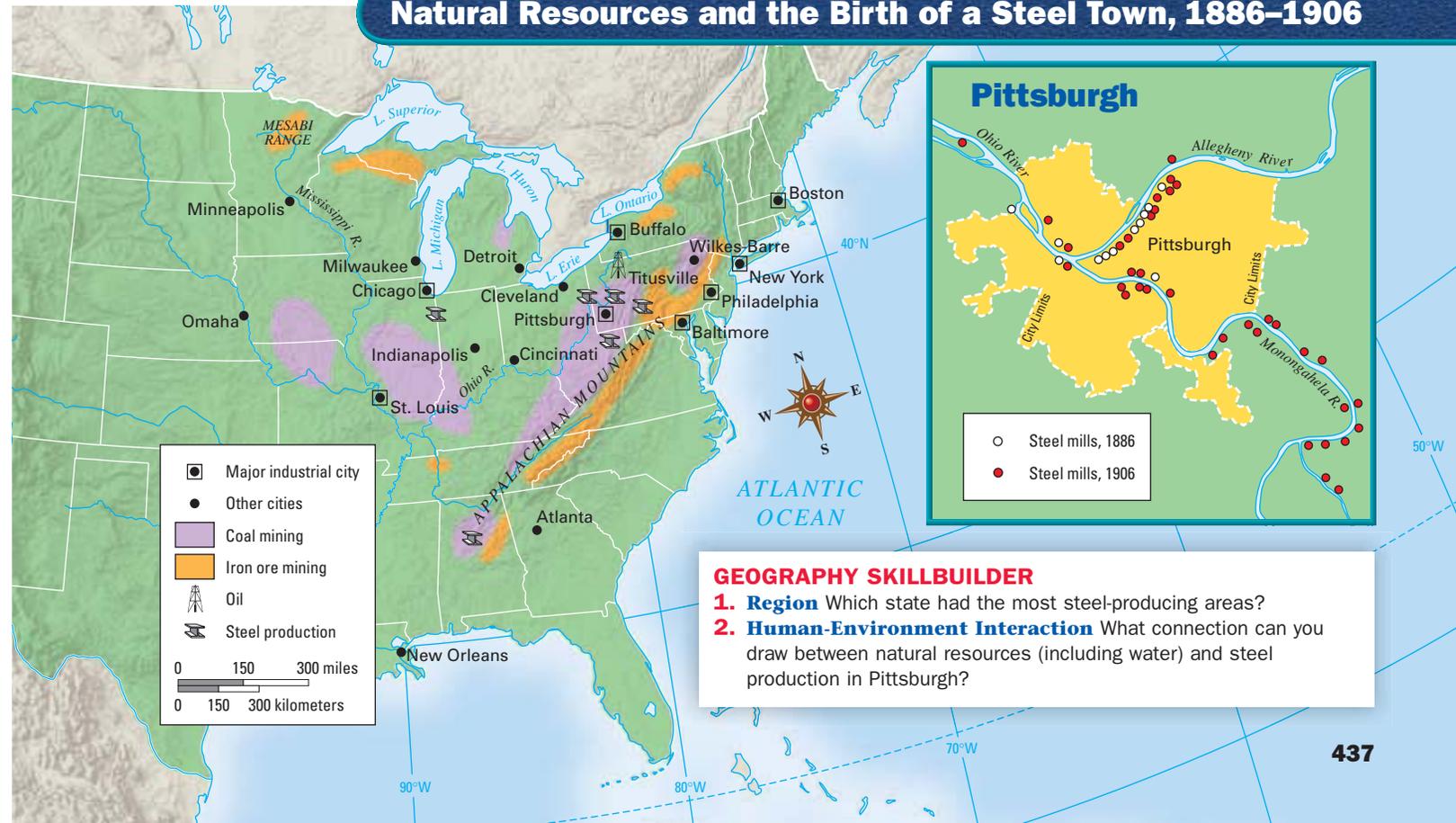
It wasn't until 1859, however, when **Edwin L. Drake** successfully used a steam engine to drill for oil near Titusville, Pennsylvania, that removing oil from beneath the earth's surface became practical. This breakthrough started an oil boom that spread to Kentucky, Ohio, Illinois, Indiana, and, eventually, Texas. Petroleum-refining industries arose in Cleveland and Pittsburgh as entrepreneurs rushed to transform the oil into kerosene. Gasoline, a byproduct of the refining process, originally was thrown away. But after the automobile became popular, gasoline became the most important form of oil.

**BESSEMER STEEL PROCESS** Oil was not the only natural resource that was plentiful in the United States. There were also abundant deposits of coal and iron. In 1887, prospectors discovered iron ore deposits more than 100 miles long and up to 3 miles wide in the Mesabi Range of Minnesota. At the same time, coal production skyrocketed—from 33 million tons in 1870 to more than 250 million tons in 1900.

Iron is a dense metal, but it is soft and tends to break and rust. It also usually contains other elements, such as carbon. Removing the carbon from iron produces a lighter, more flexible, and rust-resistant metal—steel. The raw materials needed to make steel were readily available; all that was needed was a cheap and efficient manufacturing process. The **Bessemer process**, developed independently by the British manufacturer Henry Bessemer and American ironmaker William Kelly around 1850, soon became widely used. This technique involved injecting air into molten iron to remove the carbon and other impurities. By 1880, American manufacturers were using the new method to produce more than 90 percent of the nation's steel. In this age of rapid change and innovation, even

**Vocabulary**  
**entrepreneur:**  
 a person who organizes, operates, and assumes the risk for a business venture

## Natural Resources and the Birth of a Steel Town, 1886–1906



### GEOGRAPHY SKILLBUILDER

- Region** Which state had the most steel-producing areas?
- Human-Environment Interaction** What connection can you draw between natural resources (including water) and steel production in Pittsburgh?

# The Technological Explosion, 1826–1903

1826

1831

1837

1846

1860

1867

1873

1876

1877

1879

1895

1903

• Photography

• Reaper

• Telegraph

• Sewing Machine

• Internal-Combustion Engine

• Dynamite

• Typewriter

• Electric Motor

• Phonograph

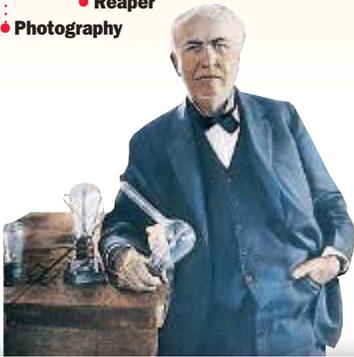
• Light Bulb

• Radio

• Motion Pictures

• X-Ray

• Airplane



## HISTORICAL SPOTLIGHT

### ILLUMINATING THE LIGHT BULB

Shortly after moving into a long wooden shed at Menlo Park, Thomas Alva Edison and his associates set to work to develop the perfect incandescent bulb. Arc lamps already lit some city streets and shops, using an electric current passing between two sticks of carbon, but they were glaring and inefficient.

Edison hoped to create a long-lasting lamp with a soft glow, and began searching for a filament that would burn slowly and stay lit. Edison tried wires, sticks, blades of grass, and even hairs from his assistants' beards. Finally, a piece of carbonized bamboo from Japan did the trick. Edison's company used bamboo filaments until 1911, when it began using tungsten filaments, which are still used today.

the successful Bessemer process was bettered by the 1860s. It was eventually replaced by the open-hearth process, enabling manufacturers to produce quality steel from scrap metal as well as from raw materials. **A**

**NEW USES FOR STEEL** The railroads, with thousands of miles of track, became the biggest customers for steel, but inventors soon found additional uses for it. Joseph Glidden's barbed wire and McCormick's and Deere's farm machines helped transform the plains into the food producer of the nation.

Steel changed the face of the nation as well, as it made innovative construction possible. One of the most remarkable structures was the Brooklyn Bridge. Completed in 1883, it spanned 1,595 feet of the East River in New York City. Its steel cables were supported by towers higher than any man-made and weight-bearing structure except the pyramids of Egypt. Like those ancient marvels, the completed bridge was called a wonder of the world.

Around this time, setting the stage for a new era of expansion upward as well as outward, William Le Baron Jenney designed the first skyscraper with a steel frame—the Home Insurance Building in Chicago. Before Jenney had his pioneering idea, the weight of large buildings was supported entirely by their walls or by iron frames, which limited the buildings' height. With a steel frame to support the weight, however, architects could build as high as they wanted. As structures soared into the air, not even the sky seemed to limit what Americans could achieve.

## Inventions Promote Change

By capitalizing on natural resources and their own ingenuity, inventors changed more than the landscape. Their inventions affected the very way people lived and worked.

**THE POWER OF ELECTRICITY** In 1876, **Thomas Alva Edison** became a pioneer on the new industrial frontier when he established the world's first research laboratory in Menlo Park, New Jersey. There Edison perfected the incandescent light bulb—patented in 1880—and later invented an entire system for producing and distributing electrical power. Another inventor, George Westinghouse, along with Edison, added innovations that made electricity safer and less expensive.

The harnessing of electricity completely changed the nature of business in America. By 1890, electric power ran numerous machines, from fans to printing presses. This inexpensive, convenient source of energy soon became available in homes and spurred the invention of time-saving appliances. Electric streetcars made urban travel cheap and efficient and also promoted the outward spread of cities.

More important, electricity allowed manufacturers to locate their plants

### MAIN IDEA

#### Summarizing

**A** What natural resources were most important for industrialization?

#### Vocabulary

##### incandescent:

giving off visible light as a result of being heated

**MAIN IDEA****Analyzing Effects**

**B** How did electricity change American life?

wherever they wanted—not just near sources of power, such as rivers. This enabled industry to grow as never before. Huge operations, such as the Armour and Swift meatpacking plants, and the efficient processes that they used became the models for new consumer industries. **B**

**INVENTIONS CHANGE LIFESTYLES** Edison's light bulb was only one of several revolutionary inventions. **Christopher Sholes** invented the typewriter in 1867 and changed the world of work. Next to the light bulb, however, perhaps the most dramatic invention was the telephone, unveiled by **Alexander Graham Bell** and Thomas Watson in 1876. It opened the way for a worldwide communications network.

The typewriter and the telephone particularly affected office work and created new jobs for women. Although women made up less than 5 percent of all office workers in 1870, by 1910 they accounted for nearly 40 percent of the clerical work force. New inventions also had a tremendous impact on factory work, as well as on jobs that traditionally had been done at home. For example, women had previously sewn clothing by hand for their families. With industrialization, clothing could be mass-produced in factories, creating a need for garment workers, many of whom were women.

Industrialization freed some factory workers from backbreaking labor and helped improve workers' standard of living. By 1890, the average workweek had been reduced by about ten hours. However, many laborers felt that the mechanization of so many tasks reduced human workers' worth. As consumers, though, workers regained some of their lost power in the marketplace. The country's expanding urban population provided a vast potential market for the new inventions and products of the late 1800s.



▲ The typewriter shown here dates from around 1890.

**SECTION 1**

**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Edwin L. Drake
- Thomas Alva Edison
- Alexander Graham Bell
- Bessemer process
- Christopher Sholes

**MAIN IDEA**

**2. TAKING NOTES**

In a chart like the one below, list resources, ideas, and markets that affected the industrial boom of the 19th century. In the second column, note how each item contributed to industrialization.

| Resources, Ideas, Markets | Impact |
|---------------------------|--------|
|                           |        |

**CRITICAL THINKING**

**3. MAKING INFERENCES**

Do you think that consumers gained power as industry expanded in the late 19th century? Why or why not?

**4. HYPOTHESIZING**

If the U.S. had been poor in natural resources, how would industrialization have been affected?

**5. ANALYZING EFFECTS**

Which invention or development described in this section had the greatest impact on society? Justify your choice. **Think About:**

- the applications of inventions
- the impact of inventions on people's daily lives
- the effect of inventions on the workplace

# Industry Changes the Environment

By the mid-1870s, new ideas and technology were well on the way to changing almost every aspect of American life. The location of Cleveland, Ohio, on the shores of Lake Erie, gave the city access to raw materials and made it ripe for industrialization. What no one foresaw were the undesirable side effects of rapid development and technological progress.

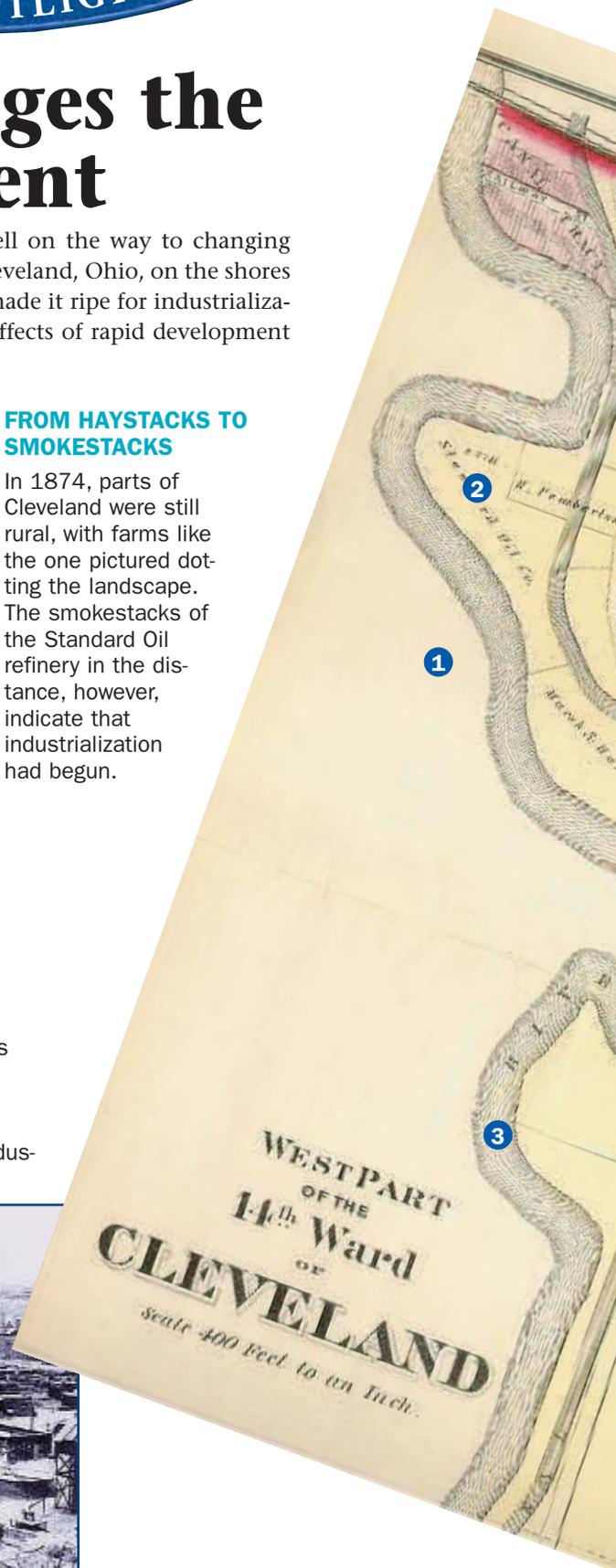


## 1 FROM HAYSTACKS TO SMOKESTACKS

In 1874, parts of Cleveland were still rural, with farms like the one pictured dotting the landscape. The smokestacks of the Standard Oil refinery in the distance, however, indicate that industrialization had begun.

## 2 REFINING THE LANDSCAPE

Industries like the Standard Oil refinery shown in this 1889 photo soon became a source of prosperity for both Cleveland and the entire country. The pollution they belched into the atmosphere, however, was the beginning of an ongoing problem: how to balance industrial production and environmental concerns.





2

**3 A RIVER OF FIRE**

Industrial pollution would affect not only the air but also the water. Refineries and steel mills discharged so much oil into the Cuyahoga River that major fires broke out on the water in 1936, 1952, and 1969. The 1952 blaze, pictured above, destroyed three tugboats, three buildings, and the ship-repair yards. In the decade following the 1969 fire, changes in the way industrial plants operated, along with the construction of wastewater treatment plants, helped restore the quality of the water.

**THINKING CRITICALLY**

- Analyzing Patterns** Locate the Standard Oil Company on the map of Cleveland. What can you conclude about where industry was located as compared with the location of residential neighborhoods?
- Creating a Thematic Map** Pose a historical question about the relationship between industry and areas of the Midwest. For example, what types of industry developed near Chicago and why? Then research and create a map that answers your question.

 **SEE SKILLBUILDER HANDBOOK, PAGE R32.**

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **RESEARCH WEB LINKS**

# The Age of the Railroads

## MAIN IDEA

The growth and consolidation of railroads benefited the nation but also led to corruption and required government regulation.

## WHY IT MATTERS NOW

Railroads made possible the expansion of industry across the United States.

## Terms & Names

- transcontinental railroad
- George M. Pullman
- *Crédit Mobilier*
- *Munn v. Illinois*
- Interstate Commerce Act

## One American's Story

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TAKING NOTES

Use the graphic organizer online to take notes on the effects of the rapid growth of the railroads.

In October 1884, the economist Richard Ely visited the town of Pullman, Illinois, to write about it for *Harper's* magazine. At first, Ely was impressed with the atmosphere of order, planning, and well-being in the town George M. Pullman had designed for the employees of his railroad-car factory. But after talking at length with a dissatisfied company officer, Ely concluded the town had a fatal flaw: it too greatly restricted its residents. Pullman employees were compelled to obey rules in which they had no say. Ely concluded that “the idea of Pullman is un-American.”

### A PERSONAL VOICE RICHARD T. ELY

“It is benevolent, well-wishing feudalism [a medieval social system], which desires the happiness of the people, but in such way as shall please the authorities. . . . If free American institutions are to be preserved, we want no race of men reared as underlings.”

—“Pullman: A Social Study”

As the railroads grew, they came to influence many facets of American life, including, as in the town of Pullman, the personal lives of the country's citizens. They caused the standard time and time zones to be set and influenced the growth of towns and communities. However, the unchecked power of railroad companies led to widespread abuses that spurred citizens to demand federal regulation of the industry.



▲ The town of Pullman was carefully laid out and strictly controlled.

## Railroads Span Time and Space

Rails made local transit reliable and westward expansion possible for business as well as for people. Realizing how important railroads were for settling the West and developing the country, the government made huge land grants and loans to the railroad companies.

**A NATIONAL NETWORK** By 1856, the railroads extended west to the Mississippi River, and three years later, they crossed the Missouri. Just over a decade later, crowds across the United States cheered as the Central Pacific and Union Pacific Railroads met at Promontory, Utah, on May 10, 1869. A golden spike marked the spanning of the nation by the first **transcontinental railroad**. Other transcontinental lines followed, and regional lines multiplied as well. At the start of the Civil War, the nation had had about 30,000 miles of track. By 1890, that figure was nearly six times greater.

**ROMANCE AND REALITY** The railroads brought the dreams of available land, adventure, and a fresh start within the grasp of many Americans. This romance was made possible, however, only by the harsh lives of railroad workers.

The Central Pacific Railroad employed thousands of Chinese immigrants. The Union Pacific hired Irish immigrants and desperate, out-of-work Civil War veterans to lay track across treacherous terrain while enduring attacks by Native Americans. Accidents and diseases disabled and killed thousands of men each year. In 1888, when the first railroad statistics were published, the casualties totaled more than 2,000 employees killed and 20,000 injured.

**RAILROAD TIME** In spite of these difficult working conditions, the railroad laborers helped to transform the diverse regions of the country into a united nation. Though linked in space, each community still operated on its own time, with noon when the sun was directly overhead. Noon in Boston, for example, was almost 12 minutes later than noon in New York. Travelers riding from Maine to California might reset their watches 20 times.

In 1869, to remedy this problem, Professor C. F. Dowd proposed that the earth's surface be divided into 24 time zones, one for each hour of the day. Under his plan, the United States would contain four zones: the Eastern, Central, Mountain, and Pacific time zones. The railroad companies endorsed Dowd's plan enthusiastically, and many towns followed suit.

Finally, on November 18, 1883, railroad crews and towns across the country synchronized their watches. In 1884, an international conference set worldwide time zones that incorporated railroad time. The U.S. Congress, however, didn't officially adopt railroad time as the standard for the nation until 1918. As strong a unifying force as the railroads were, however, they also opened the way for abuses that led to social and economic unrest. **A**

**MAIN IDEA**  
**Analyzing Effects**  
**A** What were the effects of railroad expansion?

## HISTORICAL SPOTLIGHT

### CHINESE IMMIGRANTS AND THE RAILROADS

Although the railroads paid all their employees poorly, Asians usually earned less than whites. The average pay for whites working a ten-hour day was \$40 to \$60 a month plus free meals. Chinese immigrants hired by the Central Pacific performed similar tasks from dawn to dusk for about \$35 a month—and they had to supply their own food.

The immigrants' working conditions were miserable. In 1866, for example, the railroad hired them to dig a tunnel through a granite mountain. For five months of that year, the Chinese lived and worked in camps surrounded by banks of snow. The total snowfall reached over 40 feet. Hundreds of the men were buried in avalanches or later found frozen, still clutching their shovels or picks.



## Opportunities and Opportunists

The growth of the railroads influenced the industries and businesses in which Americans worked. Iron, coal, steel, lumber, and glass industries grew rapidly as they tried to keep pace with the railroads' demand for materials and parts. The rapid spread of railroad lines also fostered the growth of towns, helped establish new markets, and offered rich opportunities for both visionaries and profiteers.

## ANOTHER PERSPECTIVE

### ON THE WRONG TRACK

While the railroads captured the imagination of most 19th-century Americans, there were those who didn't get on the bandwagon. The writer Herman Melville raged against the smoke-belching iron horse and the waves of change it set in motion as vehemently as his character Captain Ahab raged against the white whale and the sea in *Moby-Dick*. "Hark! here comes that old dragon again—that gigantic gadfly . . . snort! puff! scream! Great improvements of the age," Melville fumed. "Who wants to travel so fast? My grandfather did not, and he was no fool."

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### INTERACTIVE

Explore the impact of the railroads on Chicago.

Pullman cars brought luxury to the rails, as shown in this advertisement from around 1890.



**NEW TOWNS AND MARKETS** By linking previously isolated cities, towns, and settlements, the railroads promoted trade and interdependence. As part of a nationwide network of suppliers and markets, individual towns began to specialize in particular products. Chicago soon became known for its stockyards and Minneapolis for its grain industries. These cities prospered by selling large quantities of their products to the entire country. New towns and communities also grew up along the railroad lines. Cities as diverse as Abilene, Kansas; Flagstaff, Arizona; Denver, Colorado; and Seattle, Washington, owed their prosperity, if not their very existence, to the railroads. **B**

**PULLMAN** The railroads helped cities not only grow up but branch out. In 1880, for example, **George M. Pullman** built a factory for manufacturing sleepers and other railroad cars on the Illinois prairie. The nearby town that Pullman built for his employees followed in part the models of earlier industrial experiments in Europe. Whereas New England textile manufacturers had traditionally provided housing for their workers, the town of Pullman provided for almost all of workers' basic needs. Pullman residents lived in clean, well-constructed brick houses and apartment buildings with at least one window in every room—a luxury for city dwellers. In addition, the town

offered services and facilities such as doctors' offices, shops, and an athletic field.

As Richard Ely observed, however, the town of Pullman remained firmly under company control. Residents were not allowed to loiter on their front steps or to drink alcohol. Pullman hoped that his tightly controlled environment would ensure a stable work force. However, Pullman's refusal to lower rents after cutting his employees' pay led to a violent strike in 1894.

**CRÉDIT MOBILIER** Pullman created his company town out of the desire for control and profit. In some other railroad magnates, or powerful and influential industrialists, these desires turned into self-serving corruption. In one of the most infamous schemes, stockholders in the Union Pacific Railroad formed, in 1864, a construction company called **Crédit Mobilier** (kréd'īt mō-bél'yər). The stockholders gave this company a contract to lay track at two to three times the actual cost—and pocketed the profits. They donated shares of stock to about 20 representatives in Congress in 1867.

A congressional investigation of the company, spurred by reports in the *New York Sun*, eventually found that the officers of the Union Pacific had taken up to \$23 million in stocks, bonds, and cash. Testimony implicated such well-known and respected federal officials as Vice-President Schuyler Colfax and Congressman James Garfield, who later became president. Although these public figures kept their profits and received little more than a slap on the wrist, the reputation of the Republican Party was tarnished. **C**

## The Grange and the Railroads

Farmers were especially disturbed by what they viewed as railroad corruption. The Grangers—members of the Grange, a farmers' organization founded in 1867—began demanding governmental control over the railroad industry.

### MAIN IDEA

#### Summarizing

**B** How did the railroads affect cities?

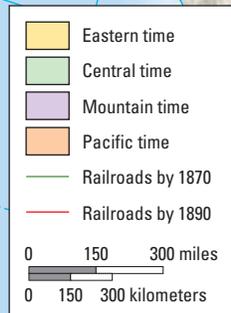
### MAIN IDEA

#### Summarizing

**C** How did railroad owners use Crédit Mobilier to make huge, undeserved profits?

# Major Railroad Lines, 1870–1890

hmsocialstudies.com INTERACTIVE MAP



## GEOGRAPHY SKILLBUILDER

- 1. Human-Environment Interaction** What factor led to rapid growth in Chicago, Minneapolis, and Denver?
- 2. Movement** Why was rail construction concentrated in the East before 1870 and in the West after 1870?

### Background

Price fixing occurs when companies within an industry all agree to charge the same price for a given service, rather than competing to offer the lowest price.

**RAILROAD ABUSES** Farmers were angry with railroad companies for a host of reasons. They were upset by misuse of government land grants, which the railroads sold to other businesses rather than to settlers, as the government intended. The railroads also entered into formal agreements to fix prices, which helped keep farmers in their debt. In addition, they charged different customers different rates, often demanding more for short hauls—for which there was no alternative carrier—than they did for long hauls.

**GRANGER LAWS** In response to these abuses by the railroads, the Grangers took political action. They sponsored state and local political candidates, elected legislators, and successfully pressed for laws to protect their interests. In 1871 Illinois authorized a commission “to establish maximum freight and passenger rates and prohibit discrimination.” Grangers throughout the West, Midwest, and Southeast convinced state legislators to pass similar laws, called Granger laws.

The railroads fought back, challenging the constitutionality of the regulatory laws. In 1877, however, in the case of *Munn v. Illinois*, the Supreme Court upheld the Granger laws by a vote of seven to two. The states thus won the right to regulate the railroads for the benefit of farmers and consumers. The Grangers also helped establish an important principle—the federal government’s right to regulate private industry to serve the public interest. **D**

**INTERSTATE COMMERCE ACT** The Grangers’ triumph was short-lived, however. In 1886, the Supreme Court ruled that a state could not set rates on interstate commerce—railroad traffic that either came from or was going to another state. In response to public outrage, Congress passed the **Interstate Commerce Act** in 1887. This act reestablished the right of the federal government to supervise railroad activities and established a five-member Interstate Commerce Commission (ICC) for that purpose. The ICC had difficulty regulating railroad rates because of a long legal process and resistance from the railroads. The final

### MAIN IDEA

#### Analyzing Issues

**D** How did the Grangers, who were largely poor farmers, do battle with the giant railroad companies?

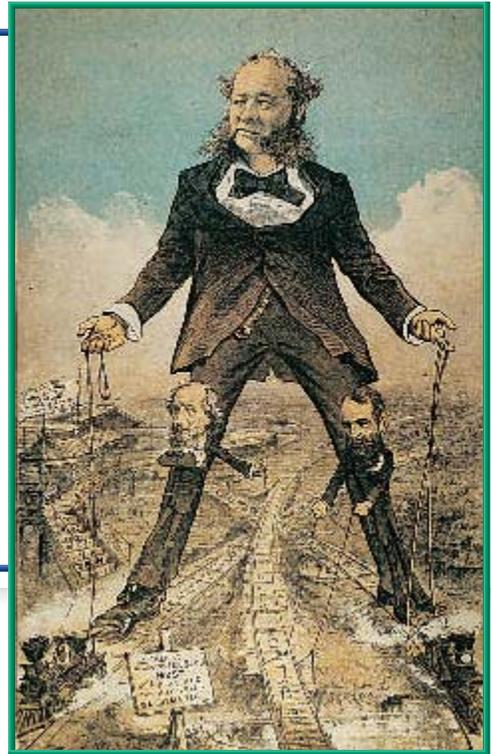
**“THE MODERN COLOSSUS OF (RAIL) ROADS”**

Joseph Keppler drew this cartoon in 1879, featuring the railroad “giants” William Vanderbilt (top), Jay Gould (bottom right), and Cyrus W. Fields (bottom left). The three magnates formed a railroad trust out of their Union Pacific, New York Central, and Lake Shore & Dependence lines.

**SKILLBUILDER Analyzing Political Cartoons**

1. The title of this cartoon is a pun on the Colossus of Rhodes, a statue erected in 282 B.C. on an island near Greece. According to legend, the 100-foot-tall statue straddled Rhodes’s harbor entrance. Do you think the artist means the comparison as a compliment or a criticism? Why?
2. The reins held by the railroad magnates attach not only to the trains but also to the tracks and the railroad station. What does this convey about the magnates’ control of the railroads?

 **SEE SKILLBUILDER HANDBOOK, PAGE R24.**



blow to the commission came in 1897, when the Supreme Court ruled that it could not set maximum railroad rates. Not until 1906, under President Theodore Roosevelt, did the ICC gain the power it needed to be effective.

**PANIC AND CONSOLIDATION** Although the ICC presented few problems for the railroads, corporate abuses, mismanagement, overbuilding, and competition pushed many railroads to the brink of bankruptcy. Their financial problems played a major role in a nationwide economic collapse. The panic of 1893 was the worst depression up to that time: by the end of 1893, around 600 banks and 15,000 businesses had failed, and by 1895, 4 million people had lost their jobs. By the middle of 1894, a quarter of the nation’s railroads had been taken over by financial companies. Large investment firms such as J. P. Morgan & Company reorganized the railroads. As the 20th century dawned, seven powerful companies held sway over two-thirds of the nation’s railroad tracks.

**Vocabulary consolidation:** the act of uniting or combining

SECTION 2

ASSESSMENT

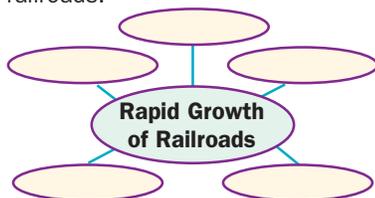
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- transcontinental railroad
- **Crédit Mobilier**
- Interstate Commerce Act
- George M. Pullman
- **Munn v. Illinois**

**MAIN IDEA**

**2. TAKING NOTES**

In a chart like the one below, fill in effects of the rapid growth of railroads.



How did the growth of railroads affect people’s everyday lives?  
How did it affect farmers?

**CRITICAL THINKING**

**3. MAKING INFERENCES**

Do you think the government and private citizens could have done more to curb the corruption and power of the railroads? Give examples to support your opinion.

**Think About:**

- why the railroads had power
- the rights of railroad customers and workers
- the scope of government regulations

**4. SYNTHESIZING**

The federal government gave land and made loans to the railroad companies. Why was the government so eager to promote the growth of railroads?

**5. ANALYZING MOTIVES**

Reread “Another Perspective” on railroads (page 444). Why do you think that some Americans disliked this new means of transportation?

# Big Business and Labor

## MAIN IDEA

The expansion of industry resulted in the growth of big business and prompted laborers to form unions to better their lives.

## WHY IT MATTERS NOW

Many of the strategies used today in industry and in the labor movement, such as consolidation and the strike, have their origins in the late 19th century.

## Terms & Names

- Andrew Carnegie
- vertical and horizontal integration
- Social Darwinism
- John D. Rockefeller
- Sherman Antitrust Act
- Samuel Gompers
- American Federation of Labor (AFL)
- Eugene V. Debs
- Industrial Workers of the World (IWW)
- Mary Harris Jones

## One American's Story

[hmhsocialstudies.com](http://hmhsocialstudies.com)  
**TAKING NOTES**

Use the graphic organizer online to take notes on the achievements and setbacks of the labor movement between 1876 and 1911.

Born in Scotland to penniless parents, **Andrew Carnegie** came to this country in 1848, at age 12. Six years later, he worked his way up to become private secretary to the local superintendent of the Pennsylvania Railroad. One morning, Carnegie single-handedly relayed messages that unsnarled a tangle of freight and passenger trains. His boss, Thomas A. Scott, rewarded Carnegie by giving him a chance to buy stock. Carnegie's mother mortgaged the family home to make the purchase possible. Soon Carnegie received his first dividend.

### A PERSONAL VOICE ANDREW CARNEGIE

"One morning a white envelope was lying upon my desk, addressed in a big John Hancock hand, to 'Andrew Carnegie, Esquire.' . . . All it contained was a check for ten dollars upon the Gold Exchange Bank of New York. I shall remember that check as long as I live. . . . It gave me the first penny of revenue from capital—something that I had not worked for with the sweat of my brow. 'Eureka!' I cried. 'Here's the goose that lays the golden eggs.'"

—Autobiography of Andrew Carnegie

Andrew Carnegie was one of the first industrial moguls to make his own fortune. His rise from rags to riches, along with his passion for supporting charities, made him a model of the American success story.

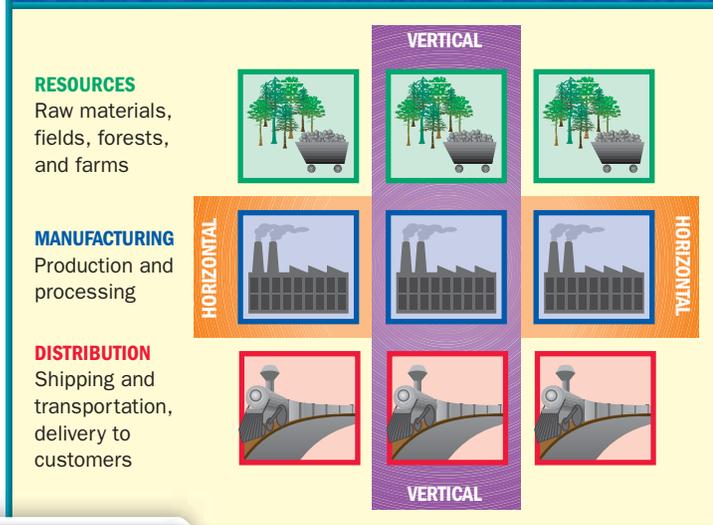


▲ Nineteenth-century industrialist Andrew Carnegie gave money to build public libraries, hoping to help others write their own rags-to-riches stories.

## Carnegie's Innovations

By 1865, Carnegie was so busy managing the money he had earned in dividends that he happily left his job at the Pennsylvania Railroad. He entered the steel business in 1873 after touring a British steel mill and witnessing the awesome spectacle of the Bessemer process in action. By 1899, the Carnegie Steel Company

## Vertical and Horizontal Integration



manufactured more steel than all the factories in Great Britain.

### NEW BUSINESS STRATEGIES

Carnegie's success was due in part to management practices that he initiated and that soon became widespread. First, he continually searched for ways to make better products more cheaply. He incorporated new machinery and techniques, such as accounting systems that enabled him to track precise costs. Second, he attracted talented people by offering them stock in the company, and he encouraged competition among his assistants.

In addition to improving his own manufacturing operation, Carnegie attempted to control as much of the steel industry as he could. He did this mainly by **vertical integration**, a process in which he bought out his suppliers—coal fields and iron mines, ore freighters, and railroad lines—in order to control the raw materials and transportation systems. Carnegie also attempted to buy out competing steel producers. In this process, known as **horizontal integration**, companies producing similar products merge. Having gained control over his suppliers and having limited his competition, Carnegie controlled almost the entire steel industry. By the time he sold his business in 1901, Carnegie's companies produced by far the largest portion of the nation's steel. **A**

### MAIN IDEA

#### Summarizing

**A** What were Andrew Carnegie's management and business strategies?



### VIDEO

Great Minds in Business:  
Andrew Carnegie

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Popular literature promoted the possibility of rags-to-riches success for anyone who was virtuous and hard-working.

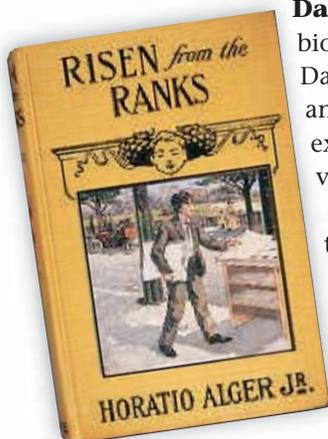
## Social Darwinism and Business

Andrew Carnegie explained his extraordinary success by pointing to his hard work, shrewd investments, and innovative business practices. Late-19th-century social philosophers offered a different explanation for Carnegie's success. They said it could be explained scientifically by a new theory—Social Darwinism.

**PRINCIPLES OF SOCIAL DARWINISM** The philosophy called **Social Darwinism** grew out of the English naturalist Charles Darwin's theory of biological evolution. In his book *On the Origin of Species*, published in 1859, Darwin described his observations that some individuals of a species flourish and pass their traits along to the next generation, while others do not. He explained that a process of "natural selection" weeded out less-suited individuals and enabled the best-adapted to survive.

The English philosopher Herbert Spencer used Darwin's biological theories to explain the evolution of human society. Soon, economists found in Social Darwinism a way to justify the doctrine of laissez faire (a French term meaning "allow to do"). According to this doctrine, the marketplace should not be regulated. William G. Sumner, a political science professor at Yale University, promoted the theory that success and failure in business were governed by natural law and that no one had the right to intervene.

**A NEW DEFINITION OF SUCCESS** The premise of the survival and success of the most capable naturally made sense to the 4,000 millionaires who had emerged since the Civil War. Because the theory supported the notion of individual responsibility and blame, it also appealed to the Protestant work ethic of



many Americans. According to Social Darwinism, riches were a sign of God's favor, and therefore the poor must be lazy or inferior people who deserved their lot in life.

## Fewer Control More

Although some business owners endorsed the “natural law” in theory, in practice most entrepreneurs did everything they could to control the competition that threatened the growth of their business empires.

**GROWTH AND CONSOLIDATION** Many industrialists took the approach “If you can't beat 'em, join 'em.” They often pursued horizontal integration in the form of mergers. A merger usually occurred when one corporation bought out the stock of another. A firm that bought out all its competitors could achieve a monopoly, or complete control over its industry's production, wages, and prices.

One way to create a monopoly was to set up a holding company, a corporation that did nothing but buy out the stock of other companies. Headed by banker J. P. Morgan, United States Steel was one of the most successful holding companies. In 1901, when it bought the largest manufacturer, Carnegie Steel, it became the world's largest business.

Corporations such as the Standard Oil Company, established by **John D. Rockefeller**, took a different approach to mergers: they joined with competing companies in trust agreements. Participants in a trust turned their stock over to a group of trustees—people who ran the separate companies as one large corporation. In return, the companies were entitled to dividends on profits earned by the trust. Trusts were not legal mergers, however. Rockefeller used a trust to gain total control of the oil industry in America. **B**

**ROCKEFELLER AND THE “ROBBER BARONS”** In 1870, Rockefeller's Standard Oil Company of Ohio processed two or three percent of the country's crude oil. Within a decade, it controlled 90 percent of the refining business. Rockefeller reaped huge profits by paying his employees extremely low wages and driving his competitors out of business by selling his oil at a lower price than it cost to produce it. Then, when he controlled the market, he hiked prices far above original levels.

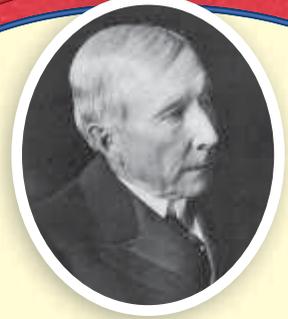
Alarmed at the tactics of industrialists, critics began to call them robber barons. But industrialists were also philanthropists. Although Rockefeller kept most of his assets, he still gave away over \$500 million, establishing the Rockefeller Foundation, providing funds to found the University of Chicago, and creating a medical institute that helped find a cure for yellow fever.

### MAIN IDEA

#### Summarizing

**B** What strategies enabled big businesses to eliminate competition?

## KEY PLAYER



**JOHN D. ROCKEFELLER**  
1839–1937

At the height of John Davison Rockefeller's power, an associate noted that he “always sees a little farther than the rest of us—and then he sees around the corner.”

Rockefeller's father was a flashy peddler of phony cancer cures with a unique approach to raising children. “I cheat my boys every chance I get. . . . I want to make 'em sharp,” he boasted.

It seems that this approach succeeded with the oldest son, John D., who was sharp enough to land a job as an assistant bookkeeper at the age of 16. Rockefeller was very proud of his own son, who succeeded him in the family business. At the end of his life, Rockefeller referred not to his millions but to John D., Jr., as “my greatest fortune.”

This 1900 cartoon, captioned “What a funny little government!” is a commentary on the power of the Standard Oil empire. John D. Rockefeller holds the White House in his hand.



Andrew Carnegie donated about 90 percent of the wealth he accumulated during his lifetime; his fortune still supports the arts and learning today. “It will be a great mistake for the community to shoot the millionaires,” he said, “for they are the bees that make the most honey, and contribute most to the hive even after they have gorged themselves full.” **C**

**SHERMAN ANTITRUST ACT** Despite Carnegie’s defense of millionaires, the government was concerned that expanding corporations would stifle free competition. In 1890, the **Sherman Antitrust Act** made it illegal to form a trust that interfered with free trade between states or with other countries.

Prosecuting companies under the Sherman Act was not easy, however, because the act didn’t clearly define terms such as *trust*. In addition, if firms such as Standard Oil felt pressure from the government, they simply reorganized into single corporations. The Supreme Court threw out seven of the eight cases the federal government brought against trusts. Eventually, the government stopped trying to enforce the Sherman act, and the consolidation of businesses continued.

**BUSINESS BOOM BYPASSES THE SOUTH** Industrial growth concentrated in the North, where natural and urban resources were plentiful. The South was still trying to recover from the Civil War, hindered by a lack of capital—money for investment. After the war, people were unwilling to invest in risky ventures. Northern businesses already owned 90 percent of the stock in the most profitable Southern enterprise, the railroads, thereby keeping the South in a stranglehold. The South remained mostly agricultural, with farmers at the mercy of railroad rates. Entrepreneurs suffered not only from excessive transportation costs, but also from high tariffs on raw materials and imported goods, and from a lack of skilled workers. The post-Reconstruction South seemed to have no way out of economic stagnation. However, growth in forestry and mining, and in the tobacco, furniture, and textile industries, offered hope. **D**

In this photograph, taken by Lewis Hine in 1912, a young sweatshop laborer in New York City carries piecework home.



#### MAIN IDEA

#### Evaluating

**C** Do you agree with Carnegie’s defense of millionaires? Why or why not?

#### MAIN IDEA

#### Synthesizing

**D** How did economic factors limit industrialization in the South?

## Labor Unions Emerge

As business leaders merged and consolidated their forces, it seemed necessary for workers to do the same. Although Northern wages were generally higher than Southern wages, exploitation and unsafe working conditions drew workers together across regions in a nationwide labor movement. Laborers—skilled and unskilled, female and male, black and white—joined together in unions to try to improve their lot.

**LONG HOURS AND DANGER** One of the largest employers, the steel mills, often demanded a seven-day workweek. Seamstresses, like factory workers in most industries, worked 12 or more hours a day, six days a week. Employees were not entitled to vacation, sick leave, unemployment compensation, or reimbursement for injuries suffered on the job.

Yet injuries were common. In dirty, poorly ventilated factories, workers had to perform repetitive, mind-dulling tasks, sometimes with dangerous or faulty equipment. In 1882, an average of 675 laborers were killed in work-related accidents each week. In addition, wages were so low that most families could not survive unless everyone held a job. Between 1890 and 1910, for example, the number of women working for wages

doubled, from 4 million to more than 8 million. Twenty percent of the boys and 10 percent of the girls under age 15—some as young as five years old—also held full-time jobs. With little time or energy left for school, child laborers forfeited their futures to help their families make ends meet.

In sweatshops, or workshops in tenements rather than in factories, workers had little choice but to put up with the conditions. Sweatshop employment, which was tedious and required few skills, was often the only avenue open to women and children. Jacob Riis described the conditions faced by “sweaters.”

### A PERSONAL VOICE JACOB RIIS

“The bulk of the sweater’s work is done in the tenements, which the law that regulates factory labor does not reach. . . . In [them] the child works unchallenged from the day he is old enough to pull a thread. There is no such thing as a dinner hour; men and women eat while they work, and the ‘day’ is lengthened at both ends far into the night.”

—How the Other Half Lives

Not surprisingly, sweatshop jobs paid the lowest wages—often as little as 27 cents for a child’s 14-hour day. In 1899, women earned an average of \$267 a year, nearly half of men’s average pay of \$498. The very next year Andrew Carnegie made \$23 million—with no income tax.

**EARLY LABOR ORGANIZING** Skilled workers had formed small, local unions since the late 1700s. The first large-scale national organization of laborers, the National Labor Union (NLU), was formed in 1866 by ironworker William H. Sylvius. The refusal of some NLU local chapters to admit African Americans led to the creation of the Colored National Labor Union (CNLU). Nevertheless, NLU membership grew to 640,000. In 1868, the NLU persuaded Congress to legalize an eight-hour day for government workers. **E**

NLU organizers concentrated on linking existing local unions. In 1869, Uriah Stephens focused his attention on individual workers and organized the Noble Order of the Knights of Labor. Its motto was “An injury to one is the concern of all.” Membership in the Knights of Labor was officially open to all workers, regardless of race, gender, or degree of skill. Like the NLU, the Knights supported an eight-hour workday and advocated “equal pay for equal work” by men and women. They saw strikes, or refusals to work, as a last resort and instead advocated arbitration. At its height in 1886, the Knights of Labor had about 700,000 members. Although the Knights declined after the failure of a series of strikes, other unions continued to organize.

## Union Movements Diverge

As labor activism spread, it diversified. Two major types of unions made great gains under forceful leaders.

**CRAFT UNIONISM** One form of labor organization was craft unionism, which included skilled workers from one or more trades. Jewish immigrant **Samuel Gompers** led the Cigar Makers’ International Union to join other craft unions in 1886. The **American Federation of Labor (AFL)**,

### MAIN IDEA

#### Analyzing Issues

**E** How did industrial working conditions contribute to the growth of the labor movement?

#### Vocabulary

**arbitration:** a method of settling disputes in which both sides submit their differences to a mutually approved judge

### HISTORICAL SPOTLIGHT

#### AFRICAN AMERICANS AND THE LABOR MOVEMENT

Angered by their exclusion from the NLU, African American laborers formed the Colored National Labor Union (CNLU) in 1869. Led by Isaac Meyers, a caulker from Baltimore, the CNLU emphasized cooperation between management and labor and the importance of political reform.

The CNLU disbanded in the early 1870s, but many African-American laborers found a home in the Knights of Labor, the first union to welcome blacks and whites alike. The Great Strike of 1877 brought whites and African Americans together, but the labor movement remained largely divided along racial lines.

Management often hired African Americans as strikebreakers, which intensified white unions’ resistance to accepting blacks. African Americans continued to organize on their own, but discrimination and their small numbers relative to white unions hurt black unions’ effectiveness.



▲ In New York City's Union Square in 1914, IWW members protest violence against striking coal miners in Colorado.

*“The strike is the weapon of the oppressed.”*

EUGENE V. DEBS

with Gompers as its president, focused on collective bargaining, or negotiation between representatives of labor and management, to reach written agreements on wages, hours, and working conditions. Unlike the Knights of Labor, the AFL used strikes as a major tactic. Successful strikes helped the AFL win higher wages and shorter workweeks. Between 1890 and 1915, the average weekly wages in unionized industries rose from \$17.50 to \$24, and the average workweek fell from almost 54.5 hours to just under 49 hours.

**INDUSTRIAL UNIONISM** Some labor leaders felt that unions should include all laborers—skilled and unskilled—in a specific industry. This concept captured the imagination of **Eugene V. Debs**, who attempted to form such an industrial union—the American Railway Union (ARU). Most of the new union's members were unskilled and semiskilled laborers, but skilled engineers and firemen joined too. In 1894, the new union won a strike for higher wages. Within two months, its membership climbed to 150,000, dwarfing the 90,000 enrolled in the four skilled railroad brotherhoods. Though the ARU, like the Knights of Labor, never recovered after the failure of a major strike, it added to the momentum of union organizing. **F**

**SOCIALISM AND THE IWW** In an attempt to solve the problems faced by workers, Eugene Debs and some other labor activists eventually turned to socialism, an economic and political system based on government control of business and property and equal distribution of wealth. Socialism, carried to its extreme form—communism, as advocated by the German philosopher Karl Marx—would result in the overthrow of the capitalist system. Most socialists in late-19th-century America drew back from this goal, however, and worked within the labor movement to achieve better conditions for workers. In 1905, a group of radical unionists and socialists in Chicago organized the **Industrial Workers of the World (IWW)**, or the Wobblies. Headed by William “Big Bill” Haywood, the Wobblies included miners, lumberers, and cannery and dock workers. Unlike the ARU, the IWW welcomed African Americans, but membership never topped 100,000. Its only major strike victory occurred in 1912. Yet the Wobblies, like other industrial unions, gave dignity and a sense of solidarity to unskilled workers.

**OTHER LABOR ACTIVISM IN THE WEST** In April 1903, about 1,000 Japanese and Mexican workers organized a successful strike in the sugar-beet fields of Ventura County, California. They formed the Sugar Beet and Farm Laborers' Union of Oxnard. In Wyoming, the State Federation of Labor supported a union of Chinese and Japanese miners who sought the same wages and treatment as other union miners. These small, independent unions increased both the overall strength of the labor movement and the tension between labor and management.

**MAIN IDEA**

**Contrasting**

**F** How did craft unions and industrial unions differ?

## Strikes Turn Violent

Industry and government responded forcefully to union activity, which they saw as a threat to the entire capitalist system.

**THE GREAT STRIKE OF 1877** In July 1877, workers for the Baltimore and Ohio Railroad (B&O) struck to protest their second wage cut in two months. The work stoppage spread to other lines. Most freight and even some passenger traffic, covering over 50,000 miles, was stopped for more than a week. After several state governors asked President Rutherford B. Hayes to intervene, saying that the strikers were impeding interstate commerce, federal troops ended the strike.

**THE HAYMARKET AFFAIR** Encouraged by the impact of the 1877 strike, labor leaders continued to press for change. On the evening of May 4, 1886, 3,000 people gathered at Chicago's Haymarket Square to protest police brutality—a striker had been killed and several had been wounded at the McCormick Harvester plant the day before. Rain began to fall at about 10 o'clock, and the crowd was dispersing when police arrived. Then someone tossed a bomb into the police line. Police fired on the workers; seven police officers and several workers died in the chaos that followed. No one ever learned who threw the bomb, but the three speakers at the demonstration and five other radicals were charged with inciting a riot. All eight were convicted; four were hanged and one committed suicide in prison. After Haymarket, the public began to turn against the labor movement. **G**

**THE HOMESTEAD STRIKE** Despite the violence and rising public anger, workers continued to strike. The writer Hamlin Garland described conditions at the Carnegie Steel Company's Homestead plant in Pennsylvania.

### MAIN IDEA

#### Analyzing Causes

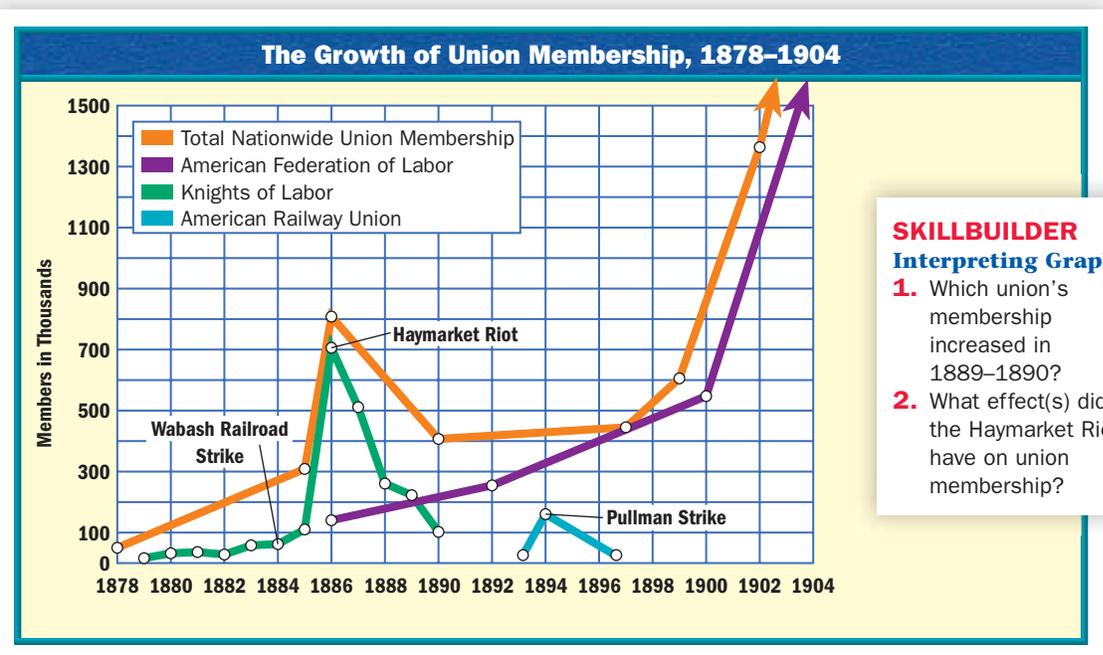
**G** How did the 1877 strike and Haymarket cause the public to resent the labor movement?

### A PERSONAL VOICE HAMLIN GARLAND

“Everywhere . . . groups of pale, lean men slouched in faded garments, grimy with the soot and grease of the mills. . . . A roar as of a hundred lions, a thunder as of cannons, . . . jarring clang of falling iron. . . !”

—quoted in *McClure's Magazine*

The steelworkers finally called a strike on June 29, 1892, after the company president, Henry Clay Frick, announced his plan to cut wages. Frick hired armed



### SKILLBUILDER Interpreting Graphs

- Which union's membership increased in 1889–1890?
- What effect(s) did the Haymarket Riot have on union membership?

guards from the Pinkerton Detective Agency to protect the plant so that he could hire scabs, or strikebreakers, to keep it operating. In a pitched battle that left at least three detectives and nine workers dead, the steelworkers forced out the Pinkertons and kept the plant closed until the Pennsylvania National Guard arrived on July 12. The strike continued until November, but by then the union had lost much of its support and gave in to the company. It would take 45 years for steelworkers to mobilize once again.

**THE PULLMAN COMPANY STRIKE** Strikes continued in other industries, however. During the panic of 1893 and the economic depression that followed, the Pullman company laid off more than 3,000 of its 5,800 employees and cut the wages of the rest by 25 to 50 percent, without cutting the cost of its employee housing. After paying their rent, many workers took home less than \$6 a week. A strike was called in the spring of 1894, when the Pullman company failed to restore wages or decrease rents. Eugene Debs asked for arbitration, but Pullman refused to negotiate with the strikers. So the ARU began boycotting Pullman trains.

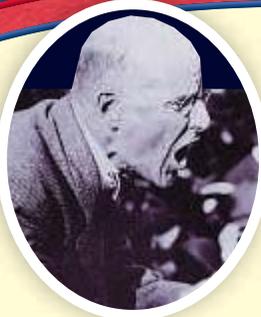
After Pullman hired strikebreakers, the strike turned violent, and President Grover Cleveland sent in federal troops. In the bitter aftermath, Debs was jailed. Pullman fired most of the strikers, and the railroads blacklisted many others, so

they could never again get railroad jobs.

**WOMEN ORGANIZE** Although women were barred from many unions, they united behind powerful leaders to demand better working conditions, equal pay for equal work, and an end to child labor. Perhaps the most prominent organizer in the women's labor movement was **Mary Harris Jones**. Jones supported the Great Strike of 1877 and later organized for the United Mine Workers of America (UMW). She endured death threats and jail with the coal miners, who gave her the nickname Mother Jones. In 1903, to expose the cruelties of child labor, she led 80 mill children—many with hideous injuries—on a march to the home of President Theodore Roosevelt. Their crusade influenced the passage of child labor laws.

Other organizers also achieved significant gains for women. In 1909, Pauline Newman, just 16 years old, became the first female organizer of the International Ladies' Garment Workers' Union (ILGWU). A garment worker from the age of eight, Newman also supported

## KEY PLAYERS



**EUGENE V. DEBS**  
1855–1926

Born in Indiana, Eugene V. Debs left home at the age of 14 to work for the railroads. In 1875 he helped organize a local lodge of the Brotherhood of Locomotive Firemen, and after attempts to unite the local railroad brotherhoods failed, Debs organized the American Railway Union.

While in prison following the Pullman strike in 1894, Debs read the works of Karl Marx and became increasingly disillusioned with capitalism. He became a spokesperson for the Socialist Party of America and was its candidate for president five times. In 1912, he won about 900,000 votes—an amazing 6 percent of the total.



**MOTHER JONES**  
1830–1930

Mary Harris “Mother” Jones was a native of Ireland who immigrated to North America as a child. She became involved in the American labor movement after receiving assistance from the Knights of Labor. According to a reporter who followed “the mother of the laboring class” on her children’s march in 1903, “She fights their battles with a Mother’s Love.” Jones continued fighting until her death at age 100.

Jones was definitely not the kind of woman admired by industrialists. “God almighty made women,” she declared, “and the Rockefeller gang of thieves made ladies.”

the “Uprising of the 20,000,” a 1909 seamstresses’ strike that won labor agreements and improved working conditions for some strikers.

The public could no longer ignore conditions in garment factories after a fire broke out at the Triangle Shirtwaist factory in New York City on March 25, 1911. The fire spread swiftly through the oil-soaked machines and piles of cloth, engulfing the eighth, ninth, and tenth floors. As workers attempted to flee, they discovered that the company had locked all but one of the exit doors to prevent theft. The unlocked door was blocked by fire. The factory had no sprinkler system, and the single fire escape collapsed almost immediately. In all, 146 women died; some were found huddled with their faces raised to a small window. Public outrage flared after a jury acquitted the factory owners of manslaughter. In response, the state of New York set up a task force to study factory working conditions. **H**

**MAIN IDEA**

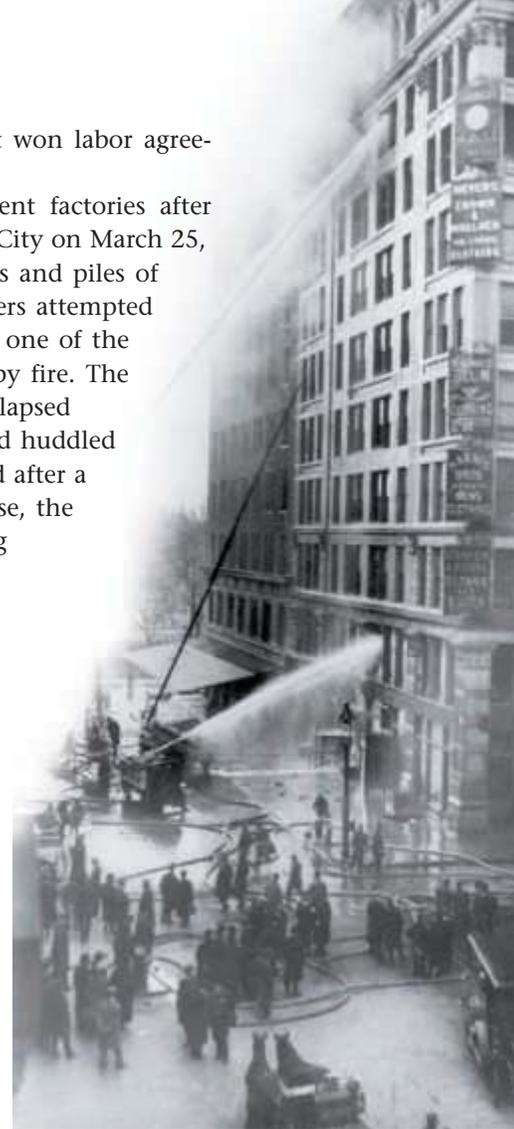
**Summarizing**

**H** What factors made the Triangle Shirtwaist fire so lethal?

**MANAGEMENT AND GOVERNMENT PRESSURE UNIONS**

The more powerful the unions became, the more employers came to fear them. Management refused to recognize unions as representatives of the workers. Many employers forbade union meetings, fired union members, and forced new employees to sign “yellow-dog contracts,” swearing that they would not join a union.

Finally, industrial leaders, with the help of the courts, turned the Sherman Antitrust Act against labor. All a company had to do was say that a strike, picket line, or boycott would hurt interstate trade, and the state or federal government would issue an injunction against the labor action. Legal limitations made it more and more difficult for unions to be effective. Despite these pressures, workers—especially those in skilled jobs—continued to view unions as a powerful tool. By 1904, the AFL had about 1,700,000 members in its affiliated unions; by the eve of World War I, AFL membership would climb to over 2 million.



▲ The fire department’s ladders reached only to the sixth floor, two floors below the burning Triangle Shirtwaist Company.

**SECTION 3 ASSESSMENT**

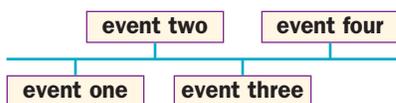
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Andrew Carnegie
- John D. Rockefeller
- American Federation of Labor (AFL)
- Industrial Workers of the World (IWW)
- vertical and horizontal integration
- Sherman Antitrust Act
- Eugene V. Debs
- Mary Harris Jones
- Social Darwinism
- Samuel Gompers

**MAIN IDEA**

**2. TAKING NOTES**

Make a time line of the notable achievements and setbacks of the labor movement between 1876 and 1911.



In what ways did strikes threaten industry?

**CRITICAL THINKING**

**3. EVALUATING LEADERSHIP**

Do you think that the tycoons of the late 19th century are best described as ruthless robber barons or as effective captains of industry? **Think About:**

- their management tactics and business strategies
- their contributions to the economy
- their attitude toward competition

**4. DRAWING CONCLUSIONS**

Does the life of Andrew Carnegie support or counter the philosophy of Social Darwinism? Explain.

**5. HYPOTHESIZING**

If the government had supported unions instead of management in the late 19th century, how might the lives of workers have been different?

# 14

## VISUAL SUMMARY

### A NEW INDUSTRIAL AGE

#### LONG-TERM CAUSES

- abundant natural resources
- harnessing of early power sources such as water and coal
- invention of the steam engine
- construction of roads, canals, and railroads in early 1800s

#### IMMEDIATE CAUSES

- expansion of railroads in late 1800s
- cheap labor supply provided by increasing immigration
- burst of technological innovation
- new management techniques and business strategies
- investment capital

### BIG BUSINESS BOOMS



1880–1914

#### IMMEDIATE EFFECTS

- growth of large corporations
- new and plentiful manufactured goods
- poor working conditions in factories and sweatshops
- increased labor activism

#### LONG-TERM EFFECTS

- regional economies are linked
- labor movement wins shorter workweek

### TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the industrialization of the late 19th century.

1. Thomas Alva Edison
2. Alexander Graham Bell
3. George M. Pullman
4. transcontinental railroad
5. Interstate Commerce Act
6. Andrew Carnegie
7. Sherman Antitrust Act
8. Samuel Gompers
9. American Federation of Labor (AFL)
10. Mary Harris Jones

### MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

#### The Expansion of Industry (pages 436–439)

1. How did the growth of the steel industry influence the development of other industries?
2. How did inventions and developments in the late 19th century change the way people worked?

#### The Age of the Railroads (pages 442–446)

3. Why did people, particularly farmers, demand regulation of the railroads in the late 19th century?
4. Why were attempts at railroad regulation often unsuccessful?

#### Big Business and Labor (pages 447–455)

5. Why were business leaders such as John D. Rockefeller called robber barons?
6. Why did the South industrialize more slowly than the North did?
7. Why did workers form unions in the late 19th century?
8. What factors limited the success of unions?

### CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, list what you see as the overall costs and benefits of industrialization.

| INDUSTRIALIZATION |          |
|-------------------|----------|
| Costs             | Benefits |
|                   |          |

2. **RECOGNIZING BIAS** In 1902 George Baehr, head of the Philadelphia and Reading Railway Company, said, “The rights and interests of the labor man will be protected and cared for not by the labor agitators but by the Christian men to whom God in his infinite wisdom has given the control of the property interests of the country.” What bias does this statement reveal? How does Baehr’s view reflect Social Darwinism?
3. **IDENTIFYING PROBLEMS** Consider the problems that late-19th-century workers faced and the problems that workers face today. How important do you think unions are for present-day workers? Support your answer.

## STANDARDIZED TEST PRACTICE

Use the quotation below and your knowledge of U.S. history to answer question 1.

**“No man, however benevolent, liberal, and wise, can use a large fortune so that it will do half as much good in the world as it would if it were divided into moderate sums and in the hands of workmen who had earned it by industry and frugality.”**

—Rutherford B. Hayes, from *The Diary and Letters of Rutherford Birchard Hayes*

- Which of the following people could best be described by Rutherford B. Hayes’s words *benevolent, liberal, and a large fortune*?
  - Thomas Edison
  - Eugene V. Debs
  - Charles Darwin
  - Andrew Carnegie
- The American Federation of Labor (AFL) differed from the Knights of Labor in that the Knights of Labor focused on —
  - collective bargaining and aggressive use of strikes.
  - organizing only unskilled workers.
  - arbitration and use of strikes as a last resort.
  - winning a shorter workweek.

- How did the railroads both benefit from and contribute to the industrialization of the United States?
  - The railroads needed government protection, and their development helped government grow.
  - The railroads used new inventions and brought people to see the inventions.
  - The railroads used steel and coal and delivered both to new markets.
  - The railroads needed passengers, and passengers needed to get to new industries.
- In the 19th century, government attempts to regulate industry in the United States included the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890). What posed the biggest obstacle to enforcement of these laws?
  - the business tactics of industrialists
  - the use of vertical integration
  - the rulings of the Supreme Court
  - the theory of Social Darwinism

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials

### INTERACT WITH HISTORY

Recall the issues that you explored at the beginning of the chapter. Consider how your answer might be different based on what you now know about the effects of railroad expansion and business consolidation. Then write a newspaper editorial about the Great Strike of 1877 (see page 453), supporting the position of either the railroad owners or the striking workers.

### FOCUS ON WRITING

Imagine you are a union leader in a factory. If your demands for better working conditions are not met, all of the employees will stop work and go on strike. Write a persuasive letter in which you urge your employer to adopt specific reforms to improve working conditions.

### COLLABORATIVE LEARNING



In a small group read and discuss the “One American’s Story” at the beginning of Section 1. Consider the following question: What qualities did Pattillo Higgins have that made him successful? Then make a poster describing Pattillo Higgins’s personal qualities and how they helped him to achieve his dream. What present-day figures share Higgins’s traits? Add images of these people, with captions, to the poster and display it in your classroom.

CHAPTER  
**15**

# IMMIGRANTS AND URBANIZATION

## Essential Question

What were the economic, social, and political effects of immigration?



## What You Will Learn

In this chapter you will explore the immigrant experience and discover the effects of immigration.

### SECTION 1: The New Immigrants

**Main Idea** Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries.

### SECTION 2: The Challenges of Urbanization

**Main Idea** The rapid growth of cities forced people to contend with problems of housing, transportation, water, and sanitation.

### SECTION 3: Politics in the Gilded Age

**Main Idea** Local and national political corruption in the 19th century led to calls for reform.



The intersection of Orchard and Hester Streets on New York City's Lower East Side, center of Jewish immigrant life in 1905.



**1877** Rutherford B. Hayes is elected president.

**1880** James A. Garfield is elected president.

**1881** Chester A. Arthur succeeds Garfield after Garfield's assassination.

**1884** Grover Cleveland is elected president.

**1888** Benjamin Harrison is elected president.

**1892** Grover Cleveland is elected to a second term.

USA  
WORLD

1880

1890

**1876** Porfirio Díaz seizes power in Mexico.



**1884** Berlin Conference meets to divide Africa among European nations.



**1885** Indian National Congress forms.

**1893** France establishes Indochina.



## INTERACT WITH HISTORY

The year is 1880. New York City's swelling population has created a housing crisis. Immigrant families crowd into apartments that lack light, ventilation, and sanitary facilities. Children have nowhere to play except in the streets and are often kept out of school to work and help support their families. You are a reformer who wishes to help immigrants improve their lives.

### Explore the Issues

- How can immigrants gain access to the services they need?
- What skills do newcomers need?
- How might immigrants respond to help from an outsider?

**1896** William McKinley is elected president.

**1898** Hawaii is annexed by the United States.

**1900** McKinley is reelected.

**1903** The Wright Brothers achieve the first successful airplane flight.



**1910** The appearance of Halley's comet causes widespread panic.

**1912** Woodrow Wilson is elected president.

**1900**

**1910**

**1901** The Commonwealth of Australia is founded.

**1905** Workers revolt in St. Petersburg, Russia.

**1908** Oil is discovered in Persia.

**1912** Qing dynasty in China is overthrown.

**1914** Panama Canal opens.

# The New Immigrants

## MAIN IDEA

Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries.

## WHY IT MATTERS NOW

This wave of immigration helped make the United States the diverse society it is today.

## Terms & Names

- Ellis Island
- Angel Island
- melting pot
- nativism
- Chinese Exclusion Act
- Gentlemen's Agreement

## One American's Story



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**TAKING NOTES**

Use the graphic organizer online to take notes about immigration to the United States.

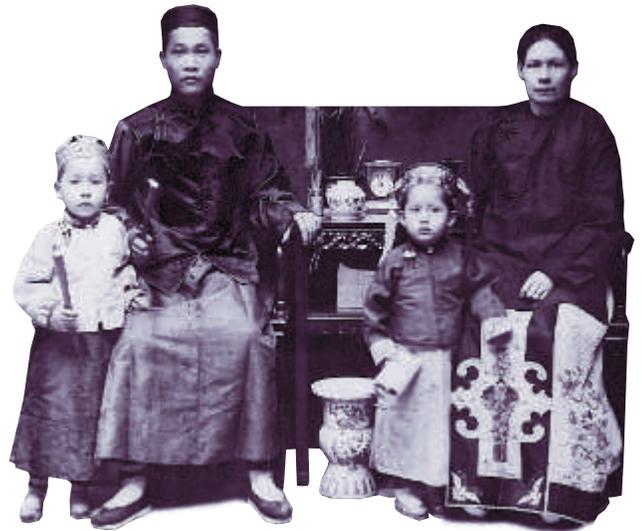
In 1871, 14-year-old Fong See came from China to “Gold Mountain”—the United States. Fong See stayed, worked at menial jobs, and saved enough money to buy a business. Despite widespread restrictions against the Chinese, he became a very successful importer and was able to sponsor many other Chinese who wanted to enter the United States. Fong See had achieved the American dream. However, as his great-granddaughter Lisa See recalls, he was not satisfied.

### A PERSONAL VOICE LISA SEE

“He had been trying to achieve success ever since he had first set foot on the Gold Mountain. His dream was very ‘American.’ He wanted to make money, have influence, be respected, have a wife and children who loved him. In 1919, when he traveled to China, he could look at his life and say he had achieved his dream. But once in China, he suddenly saw his life in a different context. In America, was he really rich? Could he live where he wanted? . . . Did Americans care what he thought? . . . The answers played in his head—no, no, no.”

—On Gold Mountain

Despite Fong See’s success, he could not, upon his death in 1957, be buried next to his Caucasian wife because California cemeteries were still segregated.



## Through the “Golden Door”

Millions of immigrants like Fong See entered the United States in the late 19th and early 20th centuries, lured by the promise of a better life. Some of these immigrants sought to escape difficult conditions—such as famine, land shortages, or religious or political persecution. Others, known as “birds of passage,” intended to immigrate temporarily to earn money, and then return to their homelands.

### Background

From 1815 to 1848, a wave of revolutions—mostly sparked by a desire for constitutional governments—shook Europe. In 1830, for example, the Polish people rose up against their Russian rulers.

**EUROPEANS** Between 1870 and 1920, approximately 20 million Europeans arrived in the United States. Before 1890, most immigrants came from countries in western and northern Europe. Beginning in the 1890s, however, increasing numbers came from southern and eastern Europe. In 1907 alone, about a million people arrived from Italy, Austria-Hungary, and Russia.

Why did so many leave their homelands? Many of these new immigrants left to escape religious persecution. Whole villages of Jews were driven out of Russia by pogroms, organized attacks often encouraged by local authorities. Other Europeans left because of rising population. Between 1800 and 1900, the population in Europe doubled to nearly 400 million, resulting in a scarcity of land for farming. Farmers competed with laborers for too few industrial jobs. In the United States, jobs were supposedly plentiful. In addition, a spirit of reform and revolt had spread across Europe in the 19th century. Influenced by political movements at home, many young European men and women sought independent lives in America.

**CHINESE AND JAPANESE** While waves of Europeans arrived on the shores of the East Coast, Chinese immigrants came to the West Coast in smaller numbers. Between 1851 and 1883, about 300,000 Chinese arrived. Many came to seek their fortunes after the discovery of gold in 1848 sparked the California gold rush. Chinese immigrants helped build the nation's railroads, including the first transcontinental line. When the railroads were completed, they turned to farming, mining, and domestic service. Some, like Fong See, started businesses. However, Chinese immigration was sharply limited by a congressional act in 1882.

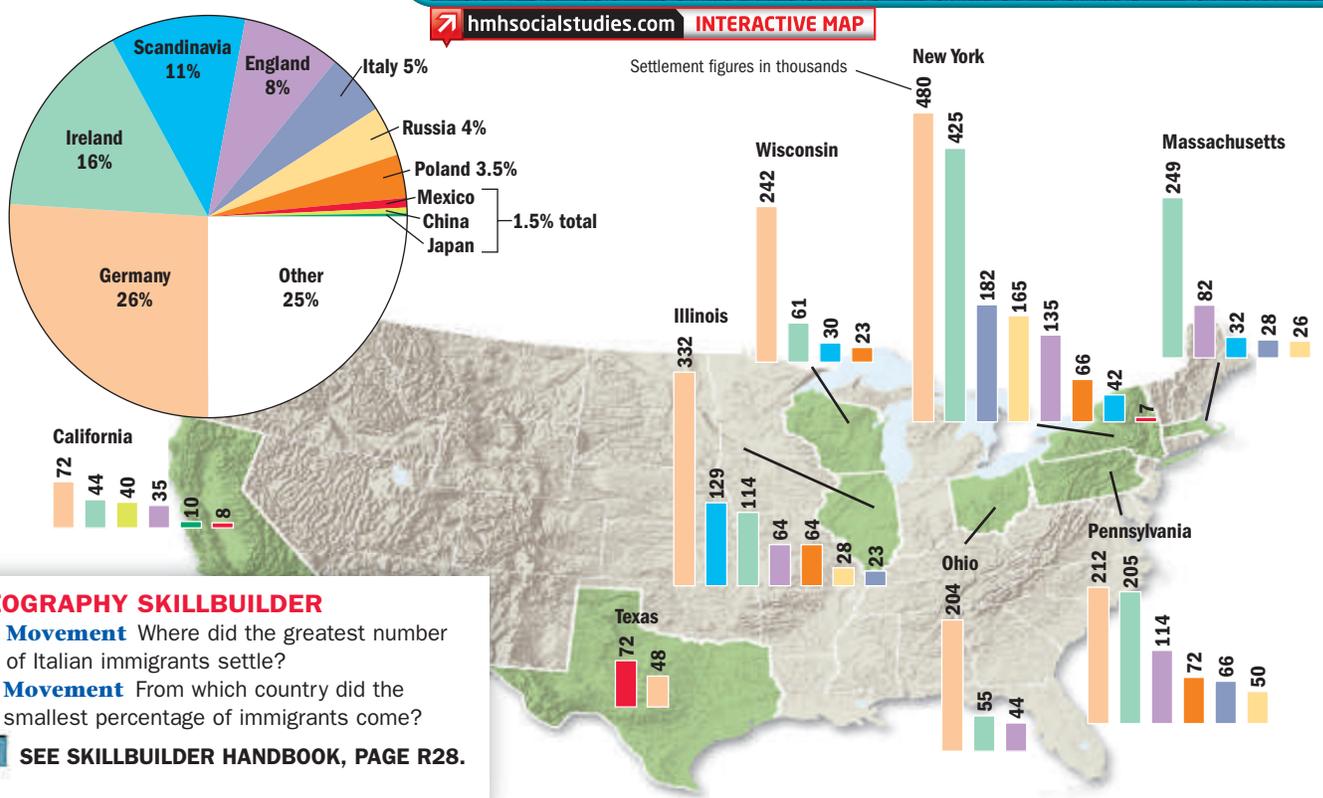
In 1884, the Japanese government allowed Hawaiian planters to recruit Japanese workers, and a Japanese emigration boom began. The United States' annexation of Hawaii in 1898 resulted in increased Japanese immigration to the West Coast. Immigration continued to increase as word of comparatively high American wages spread. The wave peaked in 1907, when 30,000 left Japan for the United States. By 1920, more than 200,000 Japanese lived on the West Coast.



**VIDEO**  
Italians in America: Old World, New Land  
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## U.S. Immigration Patterns, as of 1900

[hmhsocialstudies.com](http://hmhsocialstudies.com) INTERACTIVE MAP



**GEOGRAPHY SKILLBUILDER**

- 1. Movement** Where did the greatest number of Italian immigrants settle?
- 2. Movement** From which country did the smallest percentage of immigrants come?

 SEE SKILLBUILDER HANDBOOK, PAGE R28.

**MAIN IDEA**

**THE WEST INDIES AND MEXICO** Between 1880 and 1920, about 260,000 immigrants arrived in the eastern and southeastern United States from the West Indies. They came from Jamaica, Cuba, Puerto Rico, and other islands. Many West Indians left their homelands because jobs were scarce and the industrial boom in the United States seemed to promise work for everyone.

Mexicans, too, immigrated to the United States to find work, as well as to flee political turmoil. The 1902 National Reclamation Act, which encouraged the irrigation of arid land, created new farmland in Western states and drew Mexican farm workers northward. After 1910, political and social upheavals in Mexico prompted even more immigration. About 700,000 people—7 percent of the population of Mexico at the time—came to the U.S. over the next 20 years. **A**

**Analyzing Causes**

**A** What reasons did people from other parts of the world have for immigrating to the United States?

## Life in the New Land

No matter what part of the globe immigrants came from, they faced many adjustments to an alien—and often unfriendly—culture.

**A DIFFICULT JOURNEY** By the 1870s, almost all immigrants traveled by steamship. The trip across the Atlantic Ocean from Europe took approximately one week, while the Pacific crossing from Asia took nearly three weeks.

Many immigrants traveled in steerage, the cheapest accommodations in a ship's cargo holds. Rarely allowed on deck, immigrants were crowded together in the gloom, unable to exercise or catch a breath of fresh air. They often had to sleep in louse-infested bunks and share toilets with many other passengers. Under these conditions, disease spread quickly, and some immigrants died before they reached their destination. For those who survived, the first glimpse of America could be breathtaking.

**A PERSONAL VOICE ROSA CAVALLERI**

**“America! . . . We were so near it seemed too much to believe. Everyone stood silent—like in prayer. . . . Then we were entering the harbor. The land came so near we could almost reach out and touch it. . . . Everyone was holding their breath. Me too. . . . Some boats had bands playing on their decks and all of them were tooting their horns to us and leaving white trails in the water behind them.”**

—quoted in *Rosa: The Life of an Italian Immigrant*

European governments used passports to control the number of professionals and young men of military age who left the country.

**ELLIS ISLAND** After initial moments of excitement, the immigrants faced the anxiety of not knowing whether they would be admitted to the United States. They had to pass inspection at immigration stations, such as the one at Castle Garden in New York, which was later moved to **Ellis Island** in New York Harbor.

About 20 percent of the immigrants at Ellis Island were detained for a day or more before being inspected. However, only about 2 percent of those were denied entry.

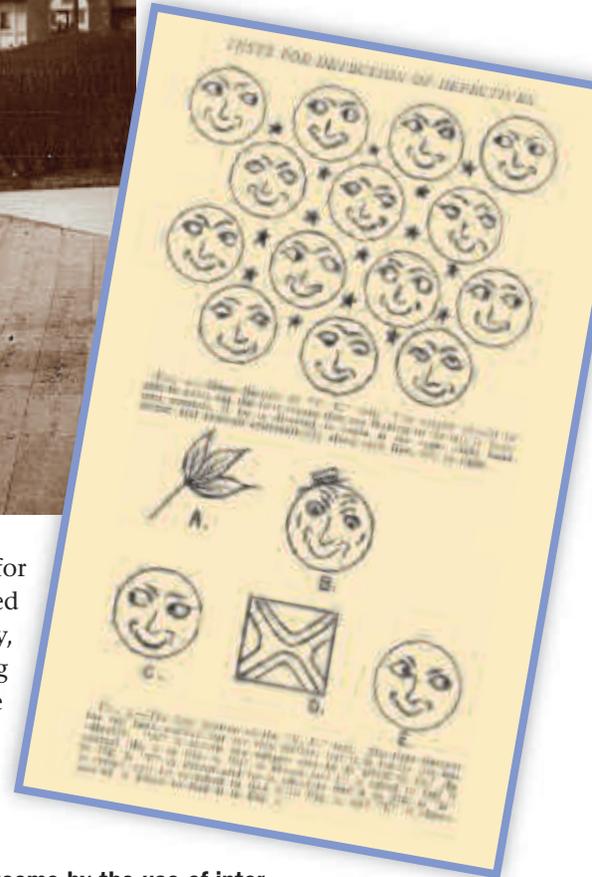
The processing of immigrants on Ellis Island was an ordeal that might take five hours or more. First, they had to pass a physical examination by a doctor. Anyone with a serious health problem or a contagious disease, such as tuberculosis, was promptly sent home. Those who passed the medical exam then reported to a government inspector. The inspector checked documents and questioned immigrants

**Vocabulary tuberculosis:** a bacterial infection, characterized by fever and coughing, that spreads easily





◀ Many immigrants, like these arriving at Ellis Island, were subjected to tests such as the one below. To prove their mental competence, they had to identify the four faces looking left in 14 seconds. Can you do it?



### Vocabulary

**felony:** any one of the most serious crimes under the law, including murder, rape, and burglary

to determine whether they met the legal requirements for entering the United States. The requirements included proving they had never been convicted of a felony, demonstrating that they were able to work, and showing that they had some money (at least \$25 after 1909). One inspector, Edward Ferro, an Italian immigrant himself, gave this glimpse of the process.

### ★ A PERSONAL VOICE EDWARD FERRO

“The language was a problem of course, but it was overcome by the use of interpreters. . . . It would happen sometimes that these interpreters—some of them—were really softhearted people and hated to see people being deported, and they would, at times, help the aliens by interpreting in such a manner as to benefit the alien and not the government.”

—quoted in *I Was Dreaming to Come to America*

From 1892 to 1924, Ellis Island was the chief immigration station in the United States. An estimated 17 million immigrants passed through its noisy, bustling facilities.

**ANGEL ISLAND** While European immigrants arriving on the East Coast passed through Ellis Island, Asians—primarily Chinese—arriving on the West Coast gained admission at **Angel Island** in San Francisco Bay. Between 1910 and 1940, about 50,000 Chinese immigrants entered the United States through Angel Island. Processing at Angel Island stood in contrast to the procedure at Ellis Island. Immigrants endured harsh questioning and a long detention in filthy, ramshackle buildings while they waited to find out whether they would be admitted or rejected. **B**

**COOPERATION FOR SURVIVAL** Once admitted to the country, immigrants faced the challenges of finding a place to live, getting a job, and getting along in daily life while trying to understand an unfamiliar language and culture. Many immigrants sought out people who shared their cultural values, practiced their religion,

### MAIN IDEA

#### Identifying Problems

**B** What difficulties did immigrants face in gaining admission to the United States?



### VIDEO

Angel Island: Ellis Island of the West

[hmsocialstudies.com](http://hmsocialstudies.com)

and spoke their native language. The ethnic communities were life rafts for immigrants. People pooled their money to build churches or synagogues. They formed social clubs and aid societies. They founded orphanages and old people's homes, and established cemeteries. They even published newspapers in their own languages.

Committed to their own cultures but also trying hard to grow into their new identities, many immigrants came to think of themselves as “hyphenated” Americans. As hard as they tried to fit in, these new Polish- and Italian- and Chinese-Americans felt increasing friction as they rubbed shoulders with people born and raised in the United States. Native-born people often disliked the immigrants’ unfamiliar customs and languages, and viewed them as a threat to the American way of life. **C**

### Vocabulary

**synagogue:** place of meeting for worship and religious instruction in the Jewish faith

### MAIN IDEA

### Summarizing

**C** How did immigrants deal with challenges they faced?

## Immigration Restrictions

Many native-born Americans thought of their country as a **melting pot**, a mixture of people of different cultures and races who blended together by abandoning their native languages and customs. Many new immigrants, however, did not wish to give up their cultural identities. As immigration increased, strong anti-immigrant feelings emerged.

**THE RISE OF NATIVISM** One response to the growth in immigration was **nativism**, or overt favoritism toward native-born Americans. Nativism gave rise to anti-immigrant groups and led to a demand for immigration restrictions.

Many nativists believed that Anglo-Saxons—the Germanic ancestors of the English—were superior to other ethnic groups. These nativists did not object to immigrants from the “right” countries. Prescott F. Hall, a founder in 1894 of the Immigration Restriction League, identified desirable immigrants as “British, German, and Scandinavian stock, historically free, energetic, progressive.” Nativists thought that problems were caused by immigrants from the “wrong” countries—“Slav, Latin, and Asiatic races, historically down-trodden . . . and stagnant.”

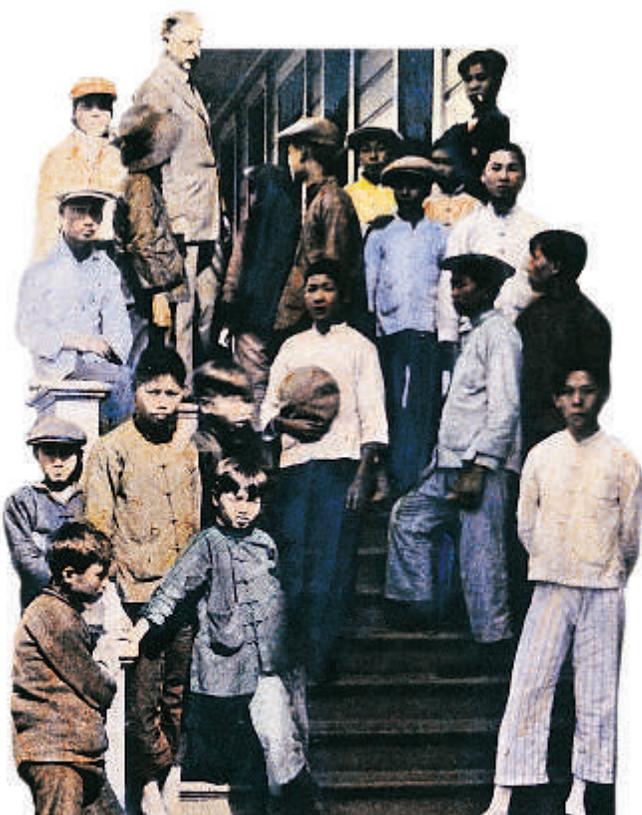
Nativists sometimes objected more to immigrants’ religious beliefs than to their ethnic backgrounds. Many native-born Americans were Protestants and thought that Roman Catholic and Jewish immigrants would undermine the

democratic institutions established by the country’s Protestant founders. The American Protective Association, a nativist group founded in 1887, launched vicious anti-Catholic attacks, and many colleges, businesses, and social clubs refused to admit Jews.

In 1897, Congress—influenced by the Immigration Restriction League—passed a bill requiring a literacy test for immigrants. Those who could not read 40 words in English or their native language would be refused entry. Although President Cleveland vetoed the bill, it was a powerful statement of public sentiment. In 1917, a similar bill would be passed into law in spite of President Woodrow Wilson’s veto.

**ANTI-ASIAN SENTIMENT** Nativism also found a foothold in the labor movement, particularly in the West, where native-born workers feared that jobs would go to Chinese

Chinese immigrants wait outside the hospital on Angel Island in San Francisco Bay, 1910.



### Vocabulary

**progressive:** favoring advancement toward better conditions or new ideas

immigrants, who would accept lower wages. The depression of 1873 intensified anti-Chinese sentiment in California. Work was scarce, and labor groups exerted political pressure on the government to restrict Asian immigration. The founder of the Workingmen's Party, Denis Kearney, headed the anti-Chinese movement in California. He made hundreds of speeches throughout the state, each ending with the message, "The Chinese must go!"

In 1882, Congress slammed the door on Chinese immigration for ten years by passing the **Chinese Exclusion Act**. This act banned entry to all Chinese except students, teachers, merchants, tourists, and government officials. In 1892, Congress extended the law for another ten years. In 1902, Chinese immigration was restricted indefinitely; the law was not repealed until 1943.

**THE GENTLEMEN'S AGREEMENT** The fears that had led to anti-Chinese agitation were extended to Japanese and other Asian people in the early 1900s. In 1906, the local board of education in San Francisco segregated Japanese children by putting them in separate schools. When Japan raised an angry protest at this treatment of its emigrants, President Theodore Roosevelt worked out a deal. Under the **Gentlemen's Agreement** of 1907–1908, Japan's government agreed to limit emigration of unskilled workers to the United States in exchange for the repeal of the San Francisco segregation order.

Although doorways for immigrants had been all but closed to Asians on the West Coast, cities in the East and the Midwest teemed with European immigrants—and with urban opportunities and challenges.



▲ Fear and resentment of Chinese immigrants sometimes resulted in mob attacks, like the one shown here.

SECTION 1

ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Ellis Island
- melting pot
- Chinese Exclusion Act
- Angel Island
- nativism
- Gentlemen's Agreement

**MAIN IDEA**

**2. TAKING NOTES**

Create a diagram such as the one below. List two or more causes of each effect.

| Causes         | Effects   |
|----------------|---|
| 1.<br>2.<br>3. | Immigrants leave their home countries.          |
| 1.<br>2.<br>3. | Immigrants face hardships in the United States. |
| 1.<br>2.<br>3. | Some nativists want to restrict immigration.    |

**CRITICAL THINKING**

**3. IDENTIFYING PROBLEMS**

Which group of immigrants do you think faced the greatest challenges in the United States? Why?

**4. ANALYZING EFFECTS**

What were the effects of the massive influx of immigrants to the U.S. in the late 1800s?

**5. EVALUATING**

What arguments can you make against nativism and anti-immigrant feeling? **Think About:**

- the personal qualities of immigrants
- the reasons for anti-immigrant feeling
- the contributions of immigrants to the United States

# Diversity and the National Identity

Before the first Europeans arrived, a variety of cultural groups—coastal fishing societies, desert farmers, plains and woodland hunters—inhabited North America. With the arrival of Europeans and Africans, the cultural mix grew more complex. Although this diversity has often produced tension, it has also been beneficial. As different groups learned from one another about agriculture, technology, and social customs, American culture became a rich blend of cultures from around the world.

## 1610s–1870s

### ◀ SPANISH NORTH AMERICA

Spanish missionaries in the Southwest tried to impose their culture upon Native Americans. However, many Native Americans retained aspects of their original cultures even as they took on Spanish ways. For example, today many Pueblo Indians of New Mexico perform ancient ceremonies, such as the Corn Dance, in addition to celebrating the feast days of Catholic saints. Later, the first cowboys—descendants of the Spanish—would introduce to white Americans cattle-ranching techniques developed in Mexico.



## 1776

### THE DECLARATION OF INDEPENDENCE ▶

The signers of the Declaration of Independence were descendants of immigrants. The founders' ancestors had come to North America in search of economic opportunity and freedom of religious expression. When the Second Continental Congress declared a “United States” in 1776, they acknowledged that the country would contain diverse regions and interests. Thus the founders placed on the presidential seal the motto “*E Pluribus Unum*”—“out of many, one.”



## 1862–1863

### THE EMANCIPATION PROCLAMATION ▲

At the midpoint of the Civil War, President Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves in areas of the Union that were in rebellion. Although the Proclamation could not be enforced immediately, it was a strong statement of opposition to slavery, and it paved the way for African Americans' citizenship.

# 1886

## THE STATUE OF LIBERTY ►

Jewish poet Emma Lazarus wrote the famous lines inscribed at the foot of the Statue of Liberty, “Give me your tired, your poor, /Your huddled masses yearning to breathe free, . . .” The statue’s dedication took place during the most extensive wave of immigration the United States has ever known.

Many native-born Americans felt that the newcomers should fully immerse themselves in their new culture. However, most immigrants combined American language and customs with their traditional ways. As immigrants celebrated Independence Day and Thanksgiving, they introduced into American culture new celebrations, such as Chinese New Year and Cinco de Mayo.

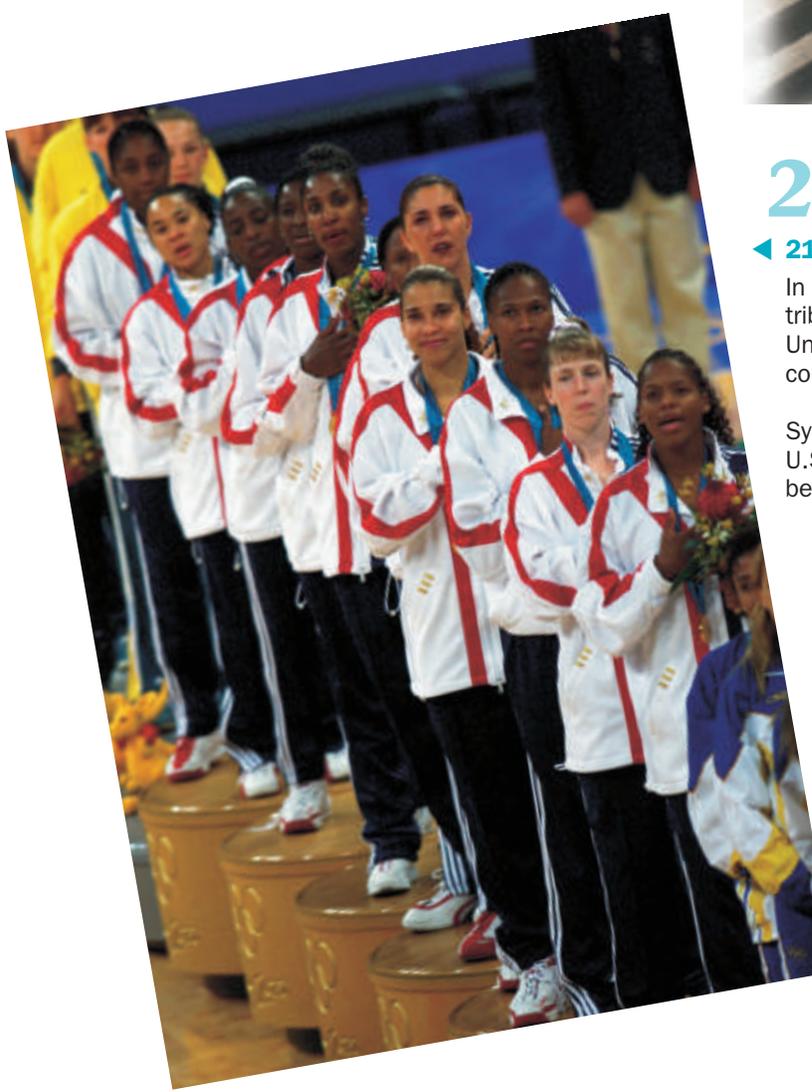


# 2000

## ◀ 21ST-CENTURY DIVERSITY

In 1998, three countries (Mexico, China, and India) contributed a third of the total number of immigrants to the United States. The rest of 1998’s immigrants came from countries as diverse as Vietnam, Sudan, and Bosnia.

American athletes at the 2000 Olympic Games in Sydney, Australia, reflected the increasing diversity of the U.S., pointing toward a future in which there may no longer be a majority racial or ethnic group.



### THINKING CRITICALLY

#### CONNECT TO HISTORY

- 1. Analyzing Motives** Why do you think some groups have tried to suppress the culture of others over the course of history? Why have many groups persisted in retaining their cultural heritage?



SEE SKILLBUILDER HANDBOOK, PAGE R6.

#### CONNECT TO TODAY

- 2. Predicting Effects** Research current U.S. policy on immigration. How might this policy affect cultural diversity? Write a short editorial from one of the following viewpoints:
  - U.S. immigration policy needs to change.
  - U.S. immigration policy should be maintained.



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# The Challenges of Urbanization

## MAIN IDEA

The rapid growth of cities forced people to contend with problems of housing, transportation, water, and sanitation.

## WHY IT MATTERS NOW

Consequently, residents of U.S. cities today enjoy vastly improved living conditions.

## Terms & Names

- urbanization
- Americanization movement
- tenement
- mass transit
- Social Gospel movement
- settlement house
- Jane Addams

## One American's Story

### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about urbanization and its problems.

In 1870, at age 21, Jacob Riis left his native Denmark for the United States. Riis found work as a police reporter, a job that took him into some of New York City's worst slums, where he was shocked at the conditions in the overcrowded, airless, filthy tenements. Riis used his talents to expose the hardships of New York City's poor.

### A PERSONAL VOICE JACOB RIIS

“Be a little careful, please! The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. . . . Close [stuffy]? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall-door that is forever slamming. . . . Here is a door. Listen! That short hacking cough, that tiny, helpless wail—what do they mean? . . . The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it.”

—*How the Other Half Lives*

Making a living in the late 19th and early 20th centuries was not easy. Natural and economic disasters had hit farmers hard in Europe and in the United States, and the promise of industrial jobs drew millions of people to American cities. The urban population exploded from 10 million to 54 million between 1870 and 1920. This growth revitalized the cities but also created serious problems that, as Riis observed, had a powerful impact on the new urban poor.



▲ As many as 12 people slept in rooms such as this one in New York City, photographed by Jacob Riis around 1889.

## Urban Opportunities

The technological boom in the 19th century contributed to the growing industrial strength of the United States. The result was rapid **urbanization**, or growth of cities, mostly in the regions of the Northeast and Midwest.

## IMMIGRANTS SETTLE IN CITIES

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. Cities also offered unskilled laborers steady jobs in mills and factories. By 1890, there were twice as many Irish residents in New York City as in Dublin, Ireland. By 1910, immigrant families made up more than half the total population of 18 major American cities.

The **Americanization movement** was designed to assimilate people of wide-ranging cultures into the dominant culture. This social campaign was sponsored by the government and by concerned citizens. Schools and voluntary associations provided programs to teach immigrants skills needed for citizenship, such as English literacy and American history and government. Subjects such as cooking and social etiquette were included in the curriculum to help the newcomers learn the ways of native-born Americans. **A**

Despite these efforts, many immigrants did not wish to abandon their traditions. Ethnic communities provided the social support of other immigrants from the same country. This enabled them to speak their own language and practice their customs and religion. However, these neighborhoods soon became overcrowded, a problem that was intensified by the arrival of new transplants from America's rural areas.

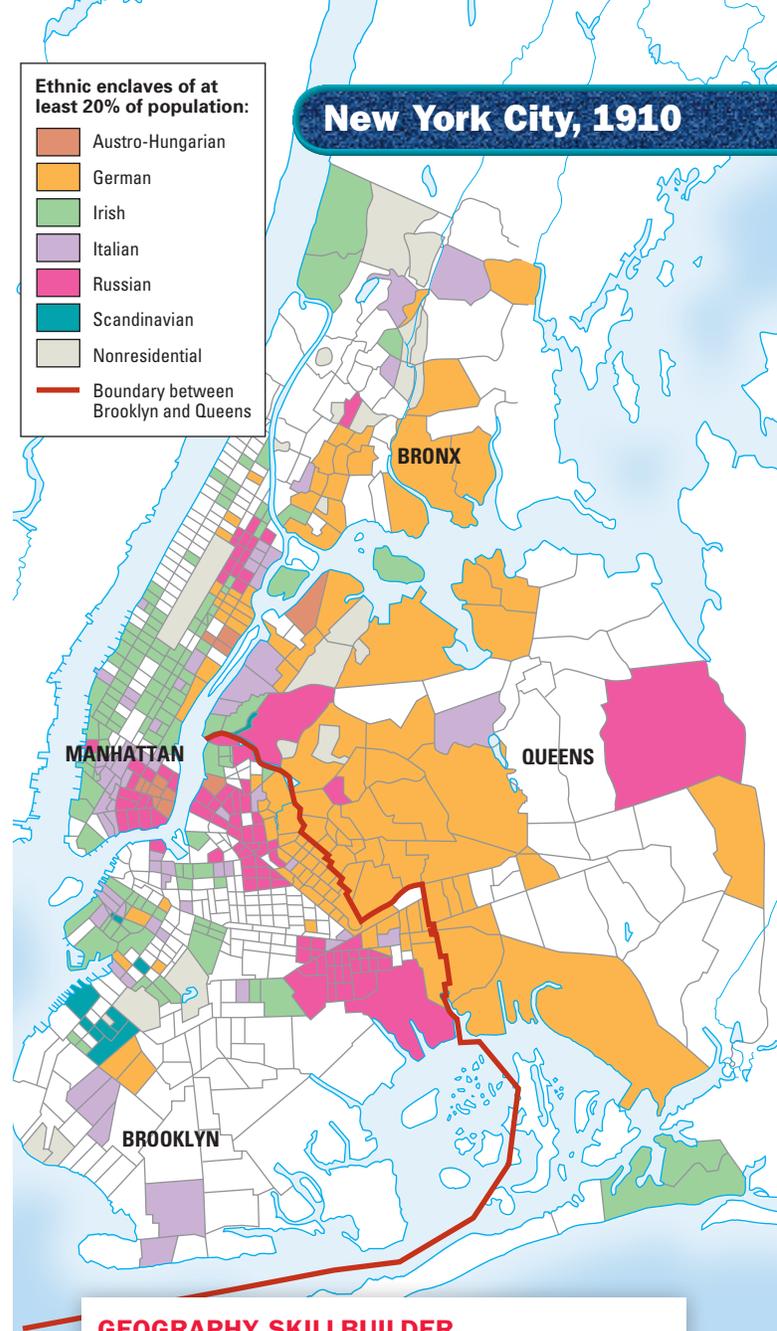
**MIGRATION FROM COUNTRY TO CITY** Rapid improvements in farming technology during the second half of the 19th century were good news for some farmers but bad news for others. Inventions such as the McCormick reaper and the steel plow made farming more efficient but meant that fewer laborers were needed to work the land. As more and more farms merged, many rural people moved to cities to find whatever work they could.

Many of the Southern farmers who lost their livelihoods were African Americans. Between 1890 and 1910, about 200,000 African Americans moved north and west, to cities such as Chicago and Detroit, in an effort to escape racial violence, economic hardship, and political oppression. Many found conditions only somewhat better than those they had left behind. Segregation and discrimination were often the reality in Northern cities. Job competition between blacks and white immigrants caused further racial tension.

### MAIN IDEA

#### Analyzing Motives

**A** Why did native-born Americans start the Americanization movement?



## New York City, 1910

### GEOGRAPHY SKILLBUILDER

- 1. Place** What general pattern of settlement do you notice?
- 2. Movement** Which ethnic group settled in the largest area of New York City?

## Urban Problems

As the urban population skyrocketed, city governments faced the problems of how to provide residents with needed services and safe living conditions.

**HOUSING** When the industrial age began, working-class families in cities had two housing options. They could either buy a house on the outskirts of town, where they would face transportation problems, or rent cramped rooms in a boardinghouse in the central city. As the urban population increased, however, new types of housing were designed. For example, row houses—single-family dwellings that shared side walls with other similar houses—packed many single-family residences onto a single block.

After working-class families left the central city, immigrants often took over their old housing, sometimes with two or three families occupying a one-family residence. As Jacob Riis pointed out, these multifamily urban dwellings, called **tenements**, were overcrowded and unsanitary.

In 1879, to improve such slum conditions, New York City passed a law that set minimum standards for plumbing and ventilation in apartments. Landlords began building tenements with air shafts that provided an outside window for each room. Since garbage was picked up infrequently, people sometimes dumped it into the air shafts, where it attracted vermin. To keep out the stench, residents nailed windows shut. Though established with good intent, these new tenements soon became even worse places to live than the converted single-family residences. **B**

**TRANSPORTATION** Innovations in **mass transit**, transportation systems designed to move large numbers of people along fixed routes, enabled workers to go to and from jobs more easily. Street cars were introduced in San Francisco in 1873 and electric subways in Boston in 1897. By the early 20th century, mass-transit networks in many urban areas linked city neighborhoods to one another and to outlying communities. Cities struggled to repair old transit systems and to build new ones to meet the demand of expanding populations.

**WATER** Cities also faced the problem of supplying safe drinking water. As the urban population grew in the 1840s and 1850s, cities such as New York and Cleveland built public waterworks to handle the increasing demand. As late as the 1860s, however, the residents of many cities had grossly inadequate piped water—or none at all. Even in large cities like New York, homes seldom had indoor plumbing, and residents had to collect water in pails from faucets on the street

and heat it for bathing. The necessity of improving water quality to control diseases such as cholera and typhoid fever was obvious. To make city water safer, filtration was introduced in the 1870s and chlorination in 1908. However, in the early 20th century, many city dwellers still had no access to safe water.

**SANITATION** As the cities grew, so did the challenge of keeping them clean. Horse manure piled up on the streets, sewage flowed through open gutters, and factories spewed foul smoke into the air. Without dependable trash collection, people dumped their garbage on the streets. Although private contractors called scavengers were hired to sweep the streets, collect garbage, and clean outhouses, they

### MAIN IDEA

#### Identifying Problems

**B** What housing problems did urban working-class families face?

Sanitation problems in big cities were overwhelming. It was not unusual to see a dead horse in the street.



#### Vocabulary

**chlorination:** a method of purifying water by mixing it with the chemical chlorine

**MAIN IDEA****Analyzing Effects**

**C** How did conditions in cities affect people's health?

often did not do the jobs properly. By 1900, many cities had developed sewer lines and created sanitation departments. However, the task of providing hygienic living conditions was an ongoing challenge for urban leaders. **C**

**CRIME** As the populations of cities increased, pickpockets and thieves flourished. Although New York City organized the first full-time, salaried police force in 1844, it and most other city law enforcement units were too small to have much impact on crime.

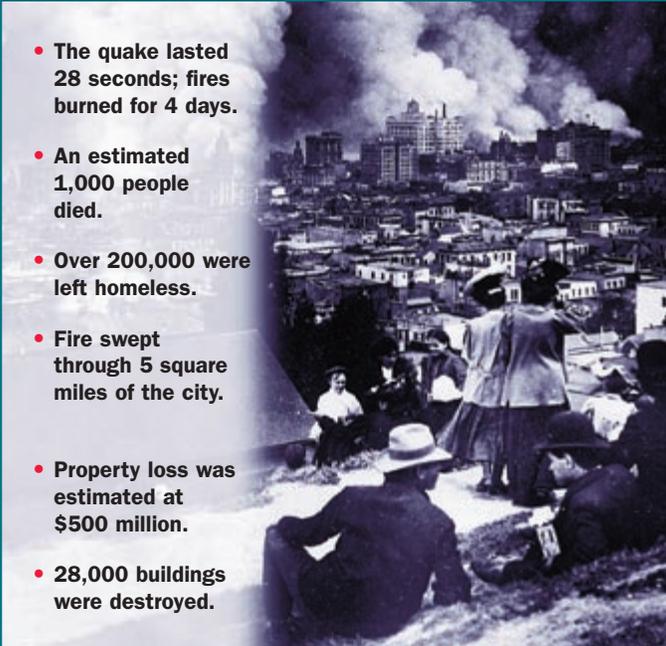
**FIRE** The limited water supply in many cities contributed to another menace: the spread of fires. Major fires occurred in almost every large American city during the 1870s and 1880s. In addition to lacking water with which to combat blazes, most cities were packed with wooden dwellings, which were like kindling waiting to be ignited. The use of candles and kerosene heaters also posed a fire hazard. In San Francisco, deadly fires often broke out during earthquakes. Jack London described the fires that raged after the San Francisco earthquake of 1906.

**A PERSONAL VOICE** JACK LONDON

**“On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. In a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames. . . . And the great water-mains had burst. All the shrewd contrivances and safeguards of man had been thrown out of gear by thirty seconds’ twitching of the earth-crust.”**

—“The Story of an Eye-witness”

At first, most city firefighters were volunteers and not always available when they were needed. Cincinnati, Ohio, tackled this problem when it established the nation’s first paid fire department in 1853. By 1900, most cities had full-time professional fire departments. The introduction of a practical automatic fire sprinkler in 1874 and the replacement of wood as a building material with brick, stone, or concrete also made cities safer.

| <b>FIRE: Enemy of the City</b>  |  |
|---|--|
| <b>The Great Chicago Fire</b> October 8–10, 1871  | <b>The San Francisco Earthquake</b> April 18, 1906   |
|  <ul style="list-style-type: none"> <li>• The fire burned for over 24 hours.</li> <li>• An estimated 300 people died.</li> <li>• 100,000 were left homeless.</li> <li>• More than 3 square miles of the city center was destroyed.</li> <li>• Property loss was estimated at \$200 million.</li> <li>• 17,500 buildings were destroyed.</li> </ul> |  <ul style="list-style-type: none"> <li>• The quake lasted 28 seconds; fires burned for 4 days.</li> <li>• An estimated 1,000 people died.</li> <li>• Over 200,000 were left homeless.</li> <li>• Fire swept through 5 square miles of the city.</li> <li>• Property loss was estimated at \$500 million.</li> <li>• 28,000 buildings were destroyed.</li> </ul> |

## KEY PLAYER



**JANE ADDAMS**  
1860–1935

During a trip to England, Jane Addams visited Toynbee Hall, the first settlement house. Addams believed that settlement houses could be effective because there, workers would “learn from life itself” how to address urban problems. She cofounded Chicago’s Hull House in 1889.

Addams was also an antiwar activist, a spokesperson for racial justice, and an advocate for quality-of-life issues, from infant mortality to better care for the aged. In 1931, she was a co-winner of the Nobel Peace Prize.

Until the end of her life, Addams insisted that she was just a “very simple person.” But many familiar with her accomplishments consider her a source of inspiration.

## Reformers Mobilize

As problems in cities mounted, concerned Americans worked to find solutions. Social welfare reformers targeted their efforts at relieving urban poverty.

**THE SETTLEMENT HOUSE MOVEMENT** An early reform program, the **Social Gospel movement**, preached salvation through service to the poor. Inspired by the message of the Social Gospel movement, many 19th-century reformers responded to the call to help the urban poor. In the late 1800s, a few reformers established **settlement houses**, community centers in slum neighborhoods that provided assistance to people in the area, especially immigrants. Many settlement workers lived at the houses so that they could learn firsthand about the problems caused by urbanization and help create solutions.

Run largely by middle-class, college-educated women, settlement houses provided educational, cultural, and social services. They provided classes in such subjects as English, health, and painting, and offered college extension courses. Settlement houses also sent visiting nurses into the homes of the sick and provided whatever aid was needed to secure “support for deserted women, insurance for bewildered widows, damages for injured operators, furniture from the clutches of the installment store.”

Settlement houses in the United States were founded by Charles Stover and Stanton Coit in New York City in 1886. **Jane Addams**—one of the most influential members of the movement—and Ellen Gates Starr founded Chicago’s Hull House in 1889. In 1890, Janie Porter Barrett founded Locust Street Social Settlement in Hampton, Virginia—the first settlement house for African Americans. By 1910, about 400 settlement houses were operating in cities across the country. The settlement houses helped cultivate social responsibility toward the urban poor.

## SECTION 2

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- urbanization
- Americanization movement
- tenement
- mass transit
- Social Gospel movement
- settlement house
- Jane Addams

### MAIN IDEA

#### 2. TAKING NOTES

Re-create the spider map below on your paper. List urban problems on the vertical lines. Fill in details about attempts that were made to solve each problem.



### CRITICAL THINKING

#### 3. ANALYZING MOTIVES

Why did immigrants tend to group together in cities?

#### 4. EVALUATING

Which solution (or attempted solution) to an urban problem discussed in this section do you think had the most impact? Why?

#### 5. ANALYZING EFFECTS

What effects did the migration from rural areas to the cities in the late 19th century have on urban society?

##### Think About:

- why people moved to cities
- the problems caused by rapid urban growth
- the differences in the experiences of whites and blacks

# Politics in the Gilded Age

## MAIN IDEA

Local and national political corruption in the 19th century led to calls for reform.

## WHY IT MATTERS NOW

Political reforms paved the way for a more honest and efficient government in the 20th century and beyond.

## Terms & Names

- political machine
- graft
- Boss Tweed
- patronage
- civil service
- Rutherford B. Hayes
- James A. Garfield
- Chester A. Arthur
- Pendleton Civil Service Act
- Grover Cleveland
- Benjamin Harrison

## One American's Story

hmhsocialstudies.com  
**TAKING NOTES**

Use the graphic organizer online to take notes about political corruption in the Gilded Age.

Mark Twain described the excesses of the late 19th century in a satirical novel, *The Gilded Age*, a collaboration with the writer Charles Dudley Warner. The title of the book has since come to represent the period from the 1870s to the 1890s. Twain mocks the greed and self-indulgence of his characters, including Philip Sterling.

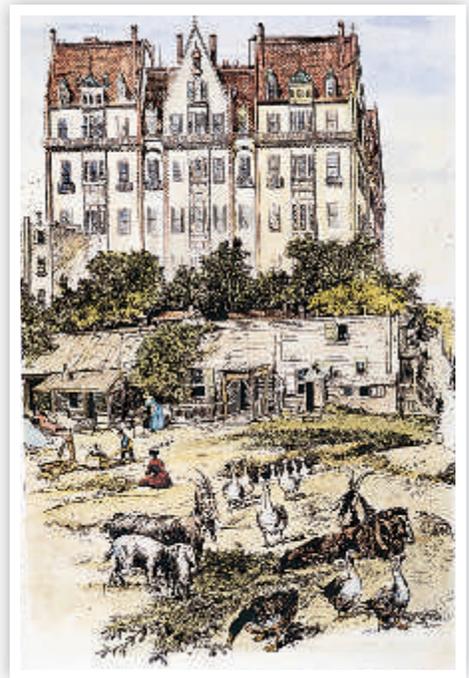
### A PERSONAL VOICE

MARK TWAIN AND CHARLES DUDLEY WARNER

“There are many young men like him [Philip Sterling] in American society, of his age, opportunities, education and abilities, who have really been educated for nothing and have let themselves drift, in the hope that they will find somehow, and by some sudden turn of good luck, the golden road to fortune. . . . He saw people, all around him, poor yesterday, rich to-day, who had come into sudden opulence by some means which they could not have classified among any of the regular occupations of life.”

—*The Gilded Age*

Twain's characters find that getting rich quick is more difficult than they had thought it would be. Investments turn out to be worthless; politicians' bribes eat up their savings. The glittering exterior of the age turns out to hide a corrupt political core and a growing gap between the few rich and the many poor.



▲ A luxurious apartment building rises behind a New York City shantytown in 1889.

## The Emergence of Political Machines

In the late 19th century, cities experienced rapid growth under inefficient government. In a climate influenced by dog-eat-dog Social Darwinism, cities were receptive to a new power structure, the political machine, and a new politician, the city boss.

**THE POLITICAL MACHINE** An organized group that controlled the activities of a political party in a city, the **political machine** also offered services to voters and businesses in exchange for political or financial support. In the decades after the Civil War, political machines gained control of local government in Baltimore, New York, San Francisco, and other major cities.

The machine was organized like a pyramid. At the pyramid's base were local precinct workers and captains, who tried to gain voters' support on a city block or in a neighborhood and who reported to a ward boss. At election time, the ward boss worked to secure the vote in all the precincts in the ward, or electoral district. Ward bosses helped the poor and gained their votes by doing favors or providing services. As Martin Lomasney, elected ward boss of Boston's West End in 1885, explained, "There's got to be in every ward somebody that any bloke can come to . . . and get help. Help, you understand; none of your law and your justice, but help." At the top of the pyramid was the city boss, who controlled the activities of the political party throughout the city. Precinct captains, ward bosses, and the city boss worked together to elect their candidates and guarantee the success of the machine. **A**

**THE ROLE OF THE POLITICAL BOSS** Whether or not the boss officially served as mayor, he controlled access to municipal jobs and business licenses, and influenced the courts and other municipal agencies. Bosses like Roscoe Conkling in New York used their power to build parks, sewer systems, and waterworks, and gave money to schools, hospitals, and orphanages. Bosses could also provide government support for new businesses, a service for which they were often paid extremely well.

It was not only money that motivated city bosses. By solving urban problems, bosses could reinforce voters' loyalty, win additional political support, and extend their influence.

**IMMIGRANTS AND THE MACHINE** Many precinct captains and political bosses were first-generation or second-generation immigrants. Few were educated beyond grammar school. They entered politics early and worked their way up from the bottom. They could speak to immigrants in their own language and understood the challenges that newcomers faced. More important, the bosses were able to provide solutions. The machines helped immigrants with naturalization (attaining full citizenship),

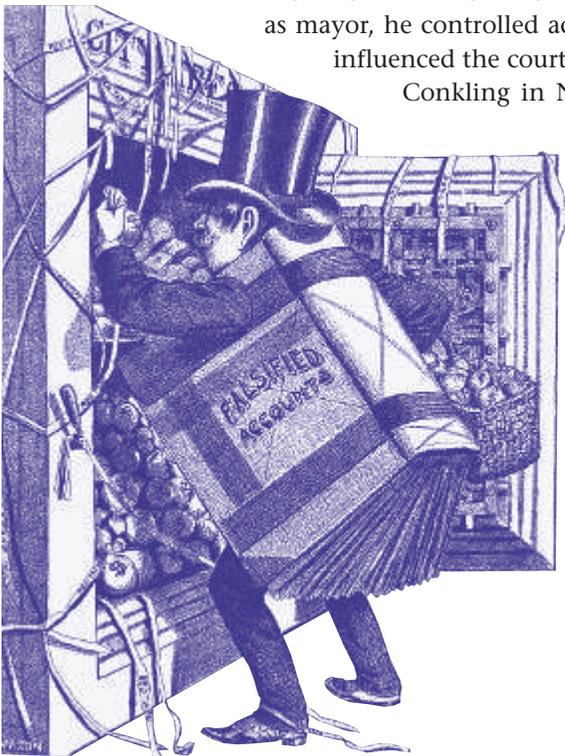
housing, and jobs—the newcomers' most pressing needs. In return, the immigrants provided what the political bosses needed—votes. **B**

"Big Jim" Pendergast, an Irish-American saloonkeeper, worked his way up from precinct captain to Democratic city boss in Kansas City by aiding Italian, African-American, and Irish voters in his ward. By 1900, he controlled Missouri state politics as well.

**A PERSONAL VOICE** JAMES PENDERGAST

"I've been called a boss. All there is to it is having friends, doing things for people, and then later on they'll do things for you. . . . You can't coerce people into doing things for you—you can't make them vote for you. I never coerced anybody in my life. Wherever you see a man bulldozing anybody he don't last long."

—quoted in *The Pendergast Machine*



▲ A corrupt 19th-century boss robs the city treasury by easily cutting government red tape, or bureaucracy.

**MAIN IDEA**

**Summarizing**

**A** In what way did the structure of the political machine resemble a pyramid?

**MAIN IDEA**

**Analyzing Motives**

**B** Why did immigrants support political machines?

## Municipal Graft and Scandal

While the well-oiled political machines provided city dwellers with services, many political bosses fell victim to corruption as their influence grew.

**ELECTION FRAUD AND GRAFT** When the loyalty of voters was not enough to carry an election, some political machines turned to fraud. Using fake names, party faithfuls cast as many votes as were needed to win.

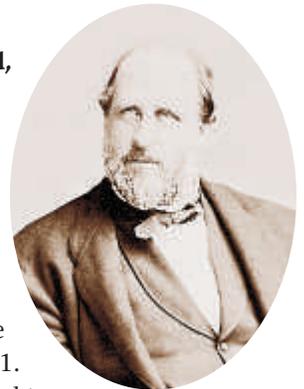
Once a political machine got its candidates into office, it could take advantage of numerous opportunities for **graft**, the illegal use of political influence for personal gain. For example, by helping a person find work on a construction project for the city, a political machine could ask the worker to bill the city for more than the actual cost of materials and labor. The worker then “kicked back” a portion of the earnings to the machine. Taking these kickbacks, or illegal payments for their services, enriched the political machines—and individual politicians.

Political machines also granted favors to businesses in return for cash and accepted bribes to allow illegal activities, such as gambling, to flourish. Politicians were able to get away with shady dealings because the police rarely interfered. Until about 1890, police forces were hired and fired by political bosses.

**THE TWEED RING SCANDAL** William M. Tweed, known as **Boss Tweed**, became head of Tammany Hall, New York City’s powerful Democratic political machine, in 1868. Between 1869 and 1871, Boss Tweed led the Tweed Ring, a group of corrupt politicians, in defrauding the city.

One scheme, the construction of the New York County Courthouse, involved extravagant graft. The project cost taxpayers \$13 million, while the actual construction cost was \$3 million. The difference went into the pockets of Tweed and his followers.

Thomas Nast, a political cartoonist, helped arouse public outrage against Tammany Hall’s graft, and the Tweed Ring was finally broken in 1871. Tweed was indicted on 120 counts of fraud and extortion and was sentenced to 12 years in jail. His sentence was reduced to one year, but after leaving jail, Tweed was quickly arrested on another charge. While serving a second sentence, Tweed escaped. He was captured in Spain when officials identified him from a Thomas Nast cartoon. By that time, political corruption had become a national issue.



▲ Boss Tweed, head of Tammany Hall.

### Vocabulary

**extortion:** illegal use of one’s official position to obtain property or funds

## Analyzing Political Cartoons

### “THE TAMMANY TIGER LOOSE”

Political cartoonist Thomas Nast ridiculed Boss Tweed and his machine in the pages of *Harper’s Weekly*. Nast’s work threatened Tweed, who reportedly said, “I don’t care so much what the papers write about me—my constituents can’t read; but . . . they can see pictures!”

#### SKILLBUILDER Analyzing Political Cartoons

1. Under the Tammany tiger’s victim is a torn paper that reads “LAW.” What is its significance?
2. Boss Tweed and his cronies, portrayed as noblemen, watch from the stands on the left. The cartoon’s caption reads “What are you going to do about it?” What effect do you think Nast wanted to have on his audience?



SEE SKILLBUILDER HANDBOOK, PAGE R24.





**RUTHERFORD B. HAYES (1877–1881)**  
*“Nobody ever left the presidency with less regret . . . than I do.”*



**JAMES A. GARFIELD (1881)**  
*“Assassination can be no more guarded against than death by lightning.”*



**CHESTER A. ARTHUR (1881–1885)**  
*“There doesn’t seem to be anything else for an ex-president to do but . . . raise big pumpkins.”*

## Civil Service Replaces Patronage

The desire for power and money that made local politics corrupt in the industrial age also infected national politics.

**PATRONAGE SPURS REFORM** Since the beginning of the 19th century, presidents had complained about the problem of **patronage**, or the giving of government jobs to people who had helped a candidate get elected. In Andrew Jackson’s administration, this policy was known as the spoils system. People from cabinet members to workers who scrubbed the steps of the Capitol owed their jobs to political connections. As might be expected, some government employees were not qualified for the positions they filled. Moreover, political appointees, whether qualified or not, sometimes used their positions for personal gain.

Reformers began to press for the elimination of patronage and the adoption of a merit system of hiring. Jobs in **civil service**—government administration—should go to the most qualified persons, reformers believed. It should not matter what political views they held or who recommended them. **C**

**REFORM UNDER HAYES, GARFIELD, AND ARTHUR** Civil service reform made gradual progress under Presidents Hayes, Garfield, and Arthur. Republican president **Rutherford B. Hayes**, elected in 1876, could not convince Congress to support reform, so he used other means. Hayes named independents to his cabinet. He also set up a commission to investigate the nation’s customhouses, which were notorious centers of patronage. On the basis of the commission’s report, Hayes fired two of the top officials of New York City’s customhouse, where jobs were controlled by the Republican Party. These firings enraged the Republican New York senator and political boss Roscoe Conkling and his supporters, the Stalwarts.

When Hayes decided not to run for reelection in 1880, a free-for-all broke out at the Republican convention, between the Stalwarts—who opposed changes in the spoils system—and reformers. Since neither Stalwarts nor reformers could win a majority of delegates, the convention settled on an independent presidential candidate, Ohio congressman **James A. Garfield**. To balance out Garfield’s ties to reformers, the Republicans nominated for vice-president **Chester A. Arthur**, one of Conkling’s supporters. Despite Arthur’s inclusion on the ticket, Garfield angered the Stalwarts by giving reformers most of his patronage jobs once he was elected.

On July 2, 1881, as President Garfield walked through the Washington, D.C., train station, he was shot two times by a mentally unbalanced lawyer named Charles Guiteau, whom Garfield had turned down for a job. The would-be assassin announced, “I did it and I will go to jail for it. I am a Stalwart and Arthur is now president.” Garfield finally died from his wounds on September 19. Despite his ties to the Stalwarts, Chester Arthur turned reformer when he became president. His first message to Congress urged legislators to pass a civil service law.

The resulting **Pendleton Civil Service Act** of 1883 authorized a bipartisan civil service commission to make

### MAIN IDEA

#### Analyzing Causes

**C** How did patronage contribute to government incompetence and fraud?

appointments to federal jobs through a merit system based on candidates' performance on an examination. By 1901, more than 40 percent of all federal jobs had been classified as civil service positions, but the Pendleton Act had mixed consequences. On the one hand, public administration became more honest and efficient. On the other hand, because officials could no longer pressure employees for campaign contributions, politicians turned to other sources for donations.

## Business Buys Influence

### MAIN IDEA

#### Analyzing Effects

**D** What were the positive and the negative effects of the Pendleton Civil Service Act?

With employees no longer a source of campaign contributions, politicians turned to wealthy business owners. Therefore, the alliance between government and big business became stronger than ever. **D**

**HARRISON, CLEVELAND, AND HIGH TARIFFS** Big business hoped the government would preserve, or even raise, the tariffs that protected domestic industries from foreign competition. The Democratic Party, however, opposed high tariffs because they increased prices. In 1884, the Democratic Party won a presidential election for the first time in 28 years with candidate **Grover Cleveland**. As president, Cleveland tried to lower tariff rates, but Congress refused to support him.

In 1888, Cleveland ran for reelection on a low-tariff platform against the former Indiana senator **Benjamin Harrison**, the grandson of President William Henry Harrison. Harrison's campaign was financed by large contributions from companies that wanted tariffs even higher than they were. Although Cleveland won about 100,000 more popular votes than Harrison, Harrison took a majority of the electoral votes and the presidency. He signed the McKinley Tariff Act of 1890, which raised tariffs on manufactured goods to their highest level yet.

In 1892, Cleveland was elected again—the only president to serve two non-consecutive terms. He supported a bill for lowering the McKinley Tariff but refused to sign it because it also provided for a federal income tax. The Wilson-Gorman Tariff became law in 1894 without the president's signature. In 1897, William McKinley was inaugurated president and raised tariffs once again.

The attempt to reduce the tariff had failed, but the spirit of reform was not dead. New developments in areas ranging from technology to mass culture would help redefine American society as the United States moved into the 20th century.



### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- political machine
- graft
- Boss Tweed

- patronage
- civil service
- Rutherford B. Hayes

- James A. Garfield
- Chester A. Arthur
- Pendleton Civil Service Act

- Grover Cleveland
- Benjamin Harrison

### MAIN IDEA

#### 2. TAKING NOTES

In a chart like the one shown, list examples of corruption in 19th-century politics.



### CRITICAL THINKING

#### 3. EVALUATING LEADERSHIP

Reread the quotation from James Pendergast on page 474. Explain whether you agree or disagree that machine politicians did not coerce people.

#### 4. ANALYZING CAUSES

Why do you think tariff reform failed? Support your response with evidence from the chapter.

#### 5. HYPOTHESIZING

How do you think politics in the United States would have been different if the Pendleton Civil Service Act had not been passed?

#### THINK ABOUT:

- the act's impact on federal workers
- the act's impact on political fundraising
- Republican Party conflicts



**TERMS & NAMES**

For each term or name below, write a sentence explaining its connection to immigration and urbanization.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. Ellis Island             | 6. graft                        |
| 2. Gentlemen’s Agreement    | 7. Boss Tweed                   |
| 3. Americanization movement | 8. patronage                    |
| 4. Jane Addams              | 9. Rutherford B. Hayes          |
| 5. political machine        | 10. Pendleton Civil Service Act |

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions.

**The New Immigrants** (pages 460–465)

1. What trends or events in other countries prompted people to move to the United States in the late 19th and early 20th centuries?
2. What difficulties did many of these new immigrants face?

**The Challenges of Urbanization**

(pages 468–472)

3. Why did cities in the United States grow rapidly in the decades following the Civil War?
4. What problems did this rapid growth pose for cities?
5. What solutions to urban problems did the settlement-house movement propose?

**Politics in the Gilded Age** (pages 473–477)

6. Why did machine politics become common in big cities in the late 19th century?
7. What government problems arose as a result of patronage?
8. Summarize the views of Grover Cleveland and Benjamin Harrison on tariffs.

**CRITICAL THINKING**

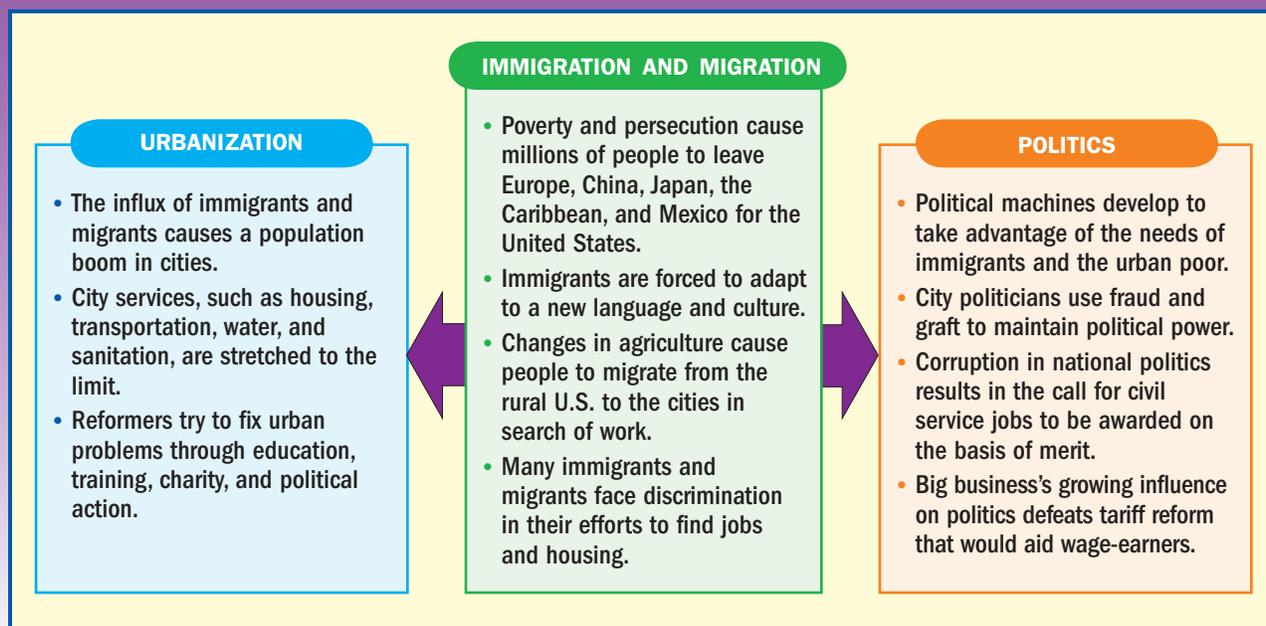
1. **USING YOUR NOTES** In a diagram like the one below, show one result of and one reaction against (a) the increase in immigration and (b) the increase in machine politics.



2. **EVALUATING** In the 1860s, Horace Greeley—editor of the *New York Tribune*—remarked, “We cannot all live in the cities, yet nearly all seem determined to do so.” Why do you think this was true at the end of the 19th century? Do you think it is still true? Why or why not?
3. **COMPARING** How were politicians like Boss Tweed similar to industrial magnates like Carnegie and Rockefeller?

**VISUAL SUMMARY**

**IMMIGRANTS AND URBANIZATION**



## STANDARDIZED TEST PRACTICE

Use the quotation and your knowledge of U.S. history to answer question 1.

**“The Chinese . . . ask for fair treatment. . . . Since the first restriction law was passed the United States has received as immigrants more than two million Austro-Hungarians, two million Italians and a million and a half Russians and Finns. Each of these totals is from five to seven times the whole amount of Chinese immigration of all classes during thirty years of free immigration. . . . The question is not now of the admission of laborers, but whether other Chinese who are entitled to come under both law and treaty shall receive the same courtesies as people of other nations, and shall be relieved from many harassing regulations. They must no longer be detained, photographed and examined as if they were suspected of crime.”**

—Ng Poon Chew, from *The Treatment of the Exempt Classes of Chinese in the United States*

1. The information in the passage supports which one of the following points of view?
- A European immigration should be restricted.
  - B Chinese laborers should be allowed to immigrate.
  - C All immigrants are treated like criminals.
  - D Chinese immigrants and European immigrants should be treated the same.

Use the cartoon and your knowledge of U.S. history to answer question 2.



2. The cartoon suggests that Boss Tweed (the large figure at left) —
- F was solely responsible for stealing the people's money.
  - G did not steal the people's money.
  - H had help from his associates in stealing the people's money.
  - J was loyal to his associates.

[hmhsocialstudies.com](http://hmhsocialstudies.com) TEST PRACTICE

For additional test practice, go online for:

- Diagnostic tests
- Tutorials

## INTERACT WITH HISTORY

Think about the issues you explored at the beginning of the chapter. With what you have learned about the challenges faced by immigrants in the 19th century, consider the following question: What were the best solutions attempted by government and reformers in the 1800s? Create a pamphlet promoting the reform, improvement, or government solution you chose.

## FOCUS ON WRITING

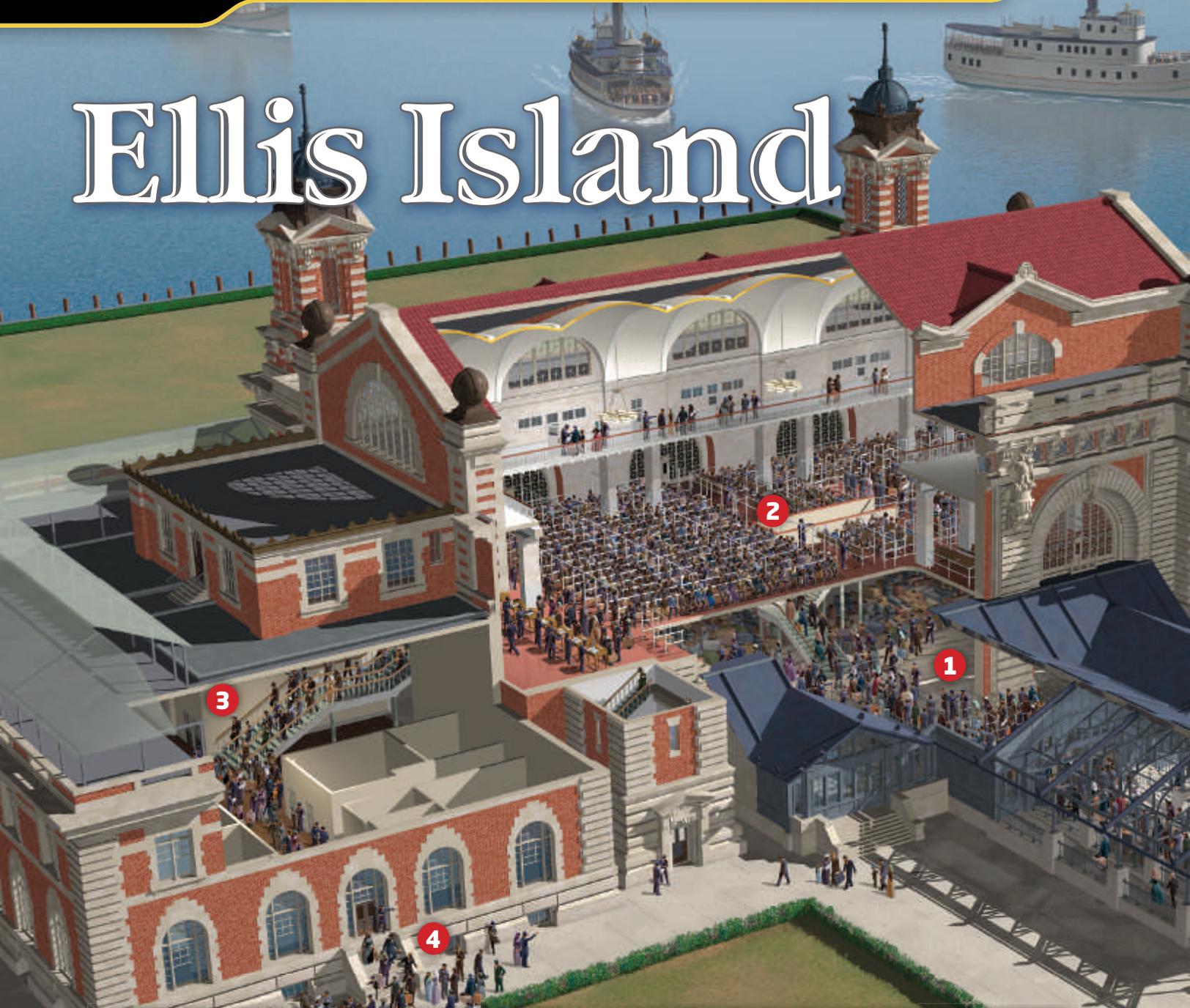
Imagine you are a senator and the Senate is about to vote on the Chinese Exclusion Act. Prepare a persuasive speech arguing against the new law. For the first part of your speech, explain why this law is unjust and unfair to the Chinese. For the second part, address the concerns of those in favor of the act and provide an alternate solution for the issues prompting the Chinese Exclusion Act.

## COLLABORATIVE LEARNING



Organize into small groups and discuss stories of immigration or the experiences of recent immigrants to the U.S. that you have heard or read about. With the group, create a multimedia presentation of these stories. Use pictures, text, and sound to represent the stories.

# Ellis Island



**For most European immigrants, Ellis Island was the first stop.** Between 1892 and 1954, the immigration station processed over 12 million immigrants. These immigrants went through an inspection before they were allowed to enter the United States. Those with serious health problems were sent home, as were those who did not meet various legal requirements. Others were sent home because they exceeded

immigration quotas. However, if immigrants could clear these hurdles, they were free to enter the United States and begin their new lives.

Go online to explore some of the personal stories and recollections of immigrants who made the journey to America and passed through Ellis Island. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](https://www.hmhsocialstudies.com).

- 1 Doctors examined immigrants as they headed upstairs to the Great Hall.
- 2 Lines were long, but the inspection often lasted only a few minutes.
- 3 Immigrants who passed the inspection could exchange money, send mail or telegrams, or buy train tickets.
- 4 Immigrants then met relatives or loved ones.
- 5 Immigrants who had to stay overnight were assigned to dormitories.



 **CLICK THROUGH**  
**INTER / ACTIVITIES**  
[hmhsocialstudies.com](http://hmhsocialstudies.com)



 **The Golden Door**

Watch the video to see how and why immigrants traveled to the United States.



 **Examination**

Watch the video to see the physical examination that immigrants experienced at Ellis Island.



 **Quotas**

Watch the video to see how immigration quotas affected immigrants trying to come to the United States.

# CHAPTER 16

# LIFE AT THE TURN OF THE 20TH CENTURY

## Essential Question

What were the significant trends in areas such as technology, education, race relations, and mass culture at the turn of the 20th century?



## What You Will Learn

In this chapter you will learn about life at the turn of the century for Americans, including the hardships and discrimination that some faced.

### SECTION 1: Science and Urban Life

**Main Idea** Advances in science and technology helped solve urban problems, including overcrowding.

### SECTION 2: Expanding Public Education

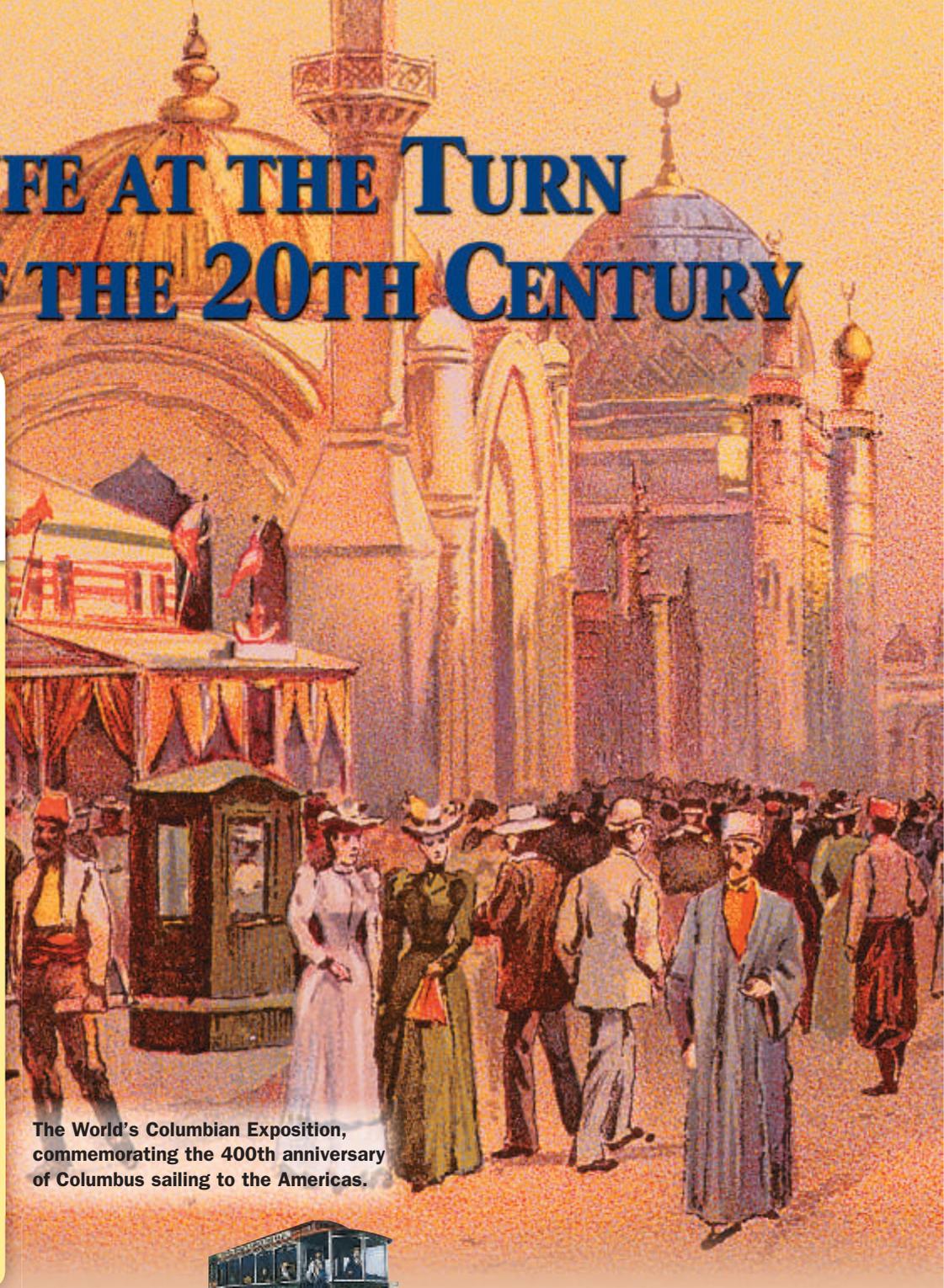
**Main Idea** Reforms in public education led to a rise in national literacy and the promotion of public education.

### SECTION 3: Segregation and Discrimination

**Main Idea** African Americans led the fight against voting restrictions and Jim Crow laws.

### SECTION 4: The Dawn of Mass Culture

**Main Idea** As Americans had more time for leisure activities, a modern mass culture emerged.



The World's Columbian Exposition, commemorating the 400th anniversary of Columbus sailing to the Americas.



1883 Construction of the Brooklyn Bridge is completed.

1888 Electric trolleys are first introduced.

1892 Ida B. Wells crusades against lynching.

1896 Supreme Court establishes "separate-but-equal" doctrine in *Plessy v. Ferguson*.

USA  
WORLD

1880

1885

1890

1895

1878 Bicycle touring club is founded in Europe.

1884 Fifteen-nation conference on the division of Africa convenes in Berlin.

1889 Barnum & Bailey Circus opens in London.





## INTERACT WITH HISTORY

It is the summer of 1893. In Chicago, the World's Columbian Exposition is in full swing. Besides Thomas Edison's kinetograph—a camera that records motion—attractions include a towering “Ferris wheel” that lifts trolley cars into the sky and the first hamburgers in America. More than 21 million people will attend the exposition. You will be one of them.

### Explore the Issues

- How can technology contribute to new forms of recreation?
- What types of inventions transform communications?
- Why would mass media emerge at this time?



**1901** McKinley is assassinated.

**1900** William McKinley is reelected.

**1901** Theodore Roosevelt becomes president.

**1904** Theodore Roosevelt is elected president.



**1908** Henry Ford introduces the Model T.

**1908** William H. Taft is elected president.

**1912** Woodrow Wilson is elected president.

**1916** Woodrow Wilson is reelected.

1900

1905

1910

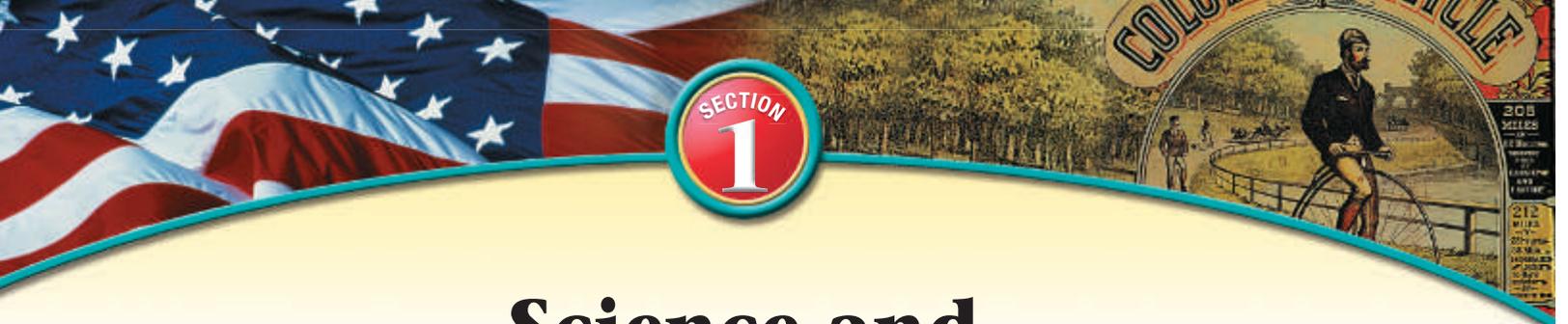
1915

**1899** Austrian psychoanalyst Sigmund Freud publishes *The Interpretation of Dreams*.



**1910** Mexican Revolution begins.

**1914** World War I begins in Europe.



SECTION 1

# Science and Urban Life

### MAIN IDEA

Advances in science and technology helped solve urban problems, including overcrowding.

### WHY IT MATTERS NOW

American cities continue to depend on the results of scientific and technological research.

### Terms & Names

- Louis Sullivan
- Daniel Burnham
- Frederick Law Olmsted
- Orville and Wilbur Wright
- George Eastman

## One American's Story

#### hmhsocialstudies.com TAKING NOTES

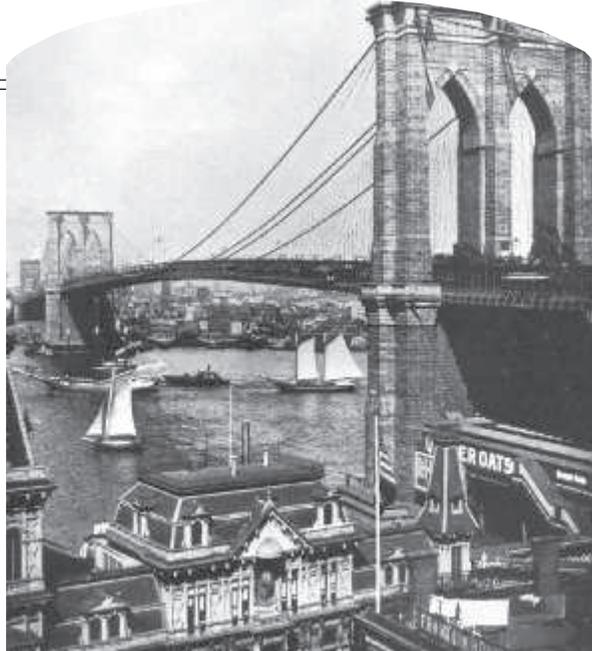
Use the graphic organizer online to take notes on important changes in city design, communications, and transportation.

The Brooklyn Bridge, connecting Brooklyn to the island of Manhattan in New York City, opened in 1883. It took 14 years to build. Each day, laborers descended to work in a caisson, or water tight chamber, that took them deep beneath the East River. E. F. Farrington, a mechanic who worked on the bridge, described the working conditions.

**A PERSONAL VOICE E. F. FARRINGTON**

**“Inside the caisson everything wore an unreal, weird appearance. There was a confused sensation in the head . . . What with the flaming lights, the deep shadows, the confusing noise of hammers, drills, and chains, the half-naked forms flitting about . . . one might, if of a poetic temperament, get a realizing sense of Dante’s Inferno.”**

—quoted in *The Great Bridge*



Four years later, trains ran across the bridge 24 hours a day and carried more than 30 million travelers each year.

▲ In 1883, New Yorkers celebrated the opening of the world’s longest suspension bridge, the 1,595-foot-long Brooklyn Bridge.

## Technology and City Life

Engineering innovations, such as the Brooklyn Bridge, laid the groundwork for modern American life. Cities in every industrial area of the country expanded both outward and upward. In 1870, only 25 American cities had populations of 50,000 or more; by 1890, 58 cities could make that claim. By the turn of the 20th century, due to the increasing number of industrial jobs, four out of ten Americans made their homes in cities.

In response to these changes, technological advances began to meet the nation’s needs for communication, transportation, and space. One remedy for more urban space was to build toward the sky.

**SKYSCRAPERS** Architects were able to design taller buildings because of two factors: the invention of elevators and the development of internal steel skeletons to bear the weight of buildings. In 1890–1891, architect **Louis Sullivan** designed the ten-story Wainwright Building in St. Louis. He called the new breed of skyscraper a “proud and soaring thing.” The tall building’s appearance was graceful because its steel framework supported both floors and walls.

The skyscraper became America’s greatest contribution to architecture, “a new thing under the sun,” according to the architect Frank Lloyd Wright, who studied under Sullivan. Skyscrapers solved the practical problem of how to make the best use of limited and expensive space. The unusual form of another skyscraper, the Flatiron Building, seemed perfect for its location at one of New York’s busiest intersections. **Daniel Burnham** designed this slender 285-foot tower in 1902. The Flatiron Building and other new buildings served as symbols of a rich and optimistic society. **A**

**ELECTRIC TRANSIT** As skyscrapers expanded upward, changes in transportation allowed cities to spread outward. Before the Civil War, horses had drawn the earliest streetcars over iron rails embedded in city streets. In some cities during the 1870s and 1880s, underground moving cables powered streetcar lines. Electricity, however, transformed urban transportation.

In 1888 Richmond, Virginia, became the first American city to electrify its urban transit. Other cities followed. By the turn of the twentieth century, intricate networks of electric streetcars—also called trolley cars—ran from outlying neighborhoods to downtown offices and department stores.

New railroad lines also fed the growth of suburbs, allowing residents to commute to downtown jobs. New York’s northern suburbs alone supplied 100,000 commuters each day to the central business district.

A few large cities moved their streetcars far above street level, creating elevated or “el” trains. Other cities, like New York, built subways by moving their rail lines underground. These streetcars, elevated trains, and subways enabled cities to annex suburban developments that mushroomed along the advancing transportation routes. **B**

**ENGINEERING AND URBAN PLANNING** Steel-cable suspension bridges, like the Brooklyn Bridge, also brought cities’ sections closer together. Sometimes these bridges provided recreational opportunities. In his design for the Brooklyn Bridge, for example, John Augustus Roebling provided an elevated promenade whose “principal use will be to allow people of leisure, and old and young invalids, to promenade over the bridge on fine days.” This need for open spaces in the midst of crowded commercial cities inspired the emerging science of urban planning.

City planners sought to restore a measure of serenity to the environment by designing recreational areas. Landscape architect **Frederick Law Olmsted** spearheaded the movement for planned urban parks.

In 1857 Olmsted, along with English-born architect Calvert Vaux, helped draw up a plan for “Greensward,” which was selected to become Central Park, in New York City. Olmsted envisioned the park as a rustic haven in the center of the busy city. The finished park featured boating and

#### MAIN IDEA

#### Analyzing Causes

**A** How did new technologies make the building of skyscrapers practical?

#### MAIN IDEA

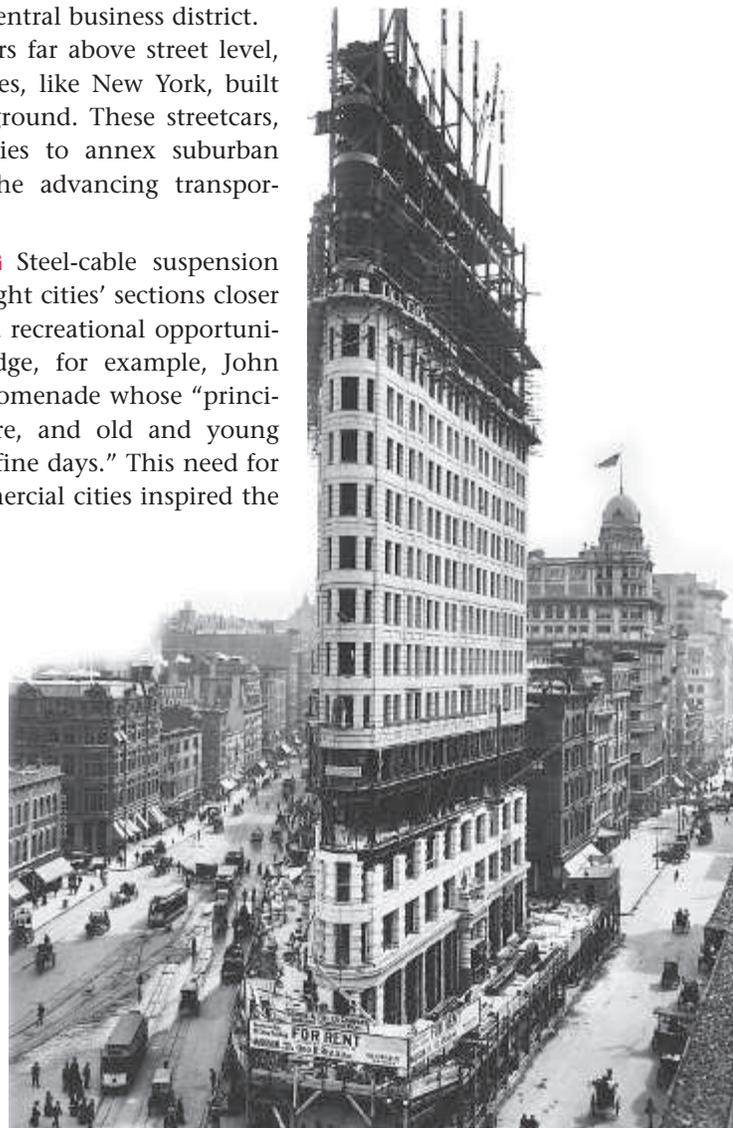
#### Summarizing

**B** How did electric transit impact urban life?

#### Vocabulary

**promenade:** a public place for walking

The Flatiron Building, shown here under construction, stands at the intersection of Fifth Avenue and 23rd Street in New York City.



tennis facilities, a zoo, and bicycle paths. Olmsted hoped that the park's beauty would soothe the city's inhabitants and let them enjoy a "natural" setting.

### A PERSONAL VOICE FREDERICK LAW OLMSTED

**"The main object and justification [of the park] is simply to produce a certain influence in the minds of people and through this to make life in the city healthier and happier. The character of this influence . . . is to be produced by means of scenes, through observation of which the mind may be more or less lifted out of moods and habits."**

—quoted in *Frederick Law Olmsted's New York*

In the 1870s, Olmsted planned landscaping for Washington, D.C., and St. Louis. He also drew the initial designs for "the Emerald Necklace," Boston's parks system. Boston's Back Bay area, originally a 450-acre swamp, was drained and developed by urban planners into an area of elegant streets and cultural attractions, including Olmsted's parks.

**CITY PLANNING** By contrast, Chicago, with its explosive growth from 30,000 people in 1850 to 300,000 in 1870, represented a nightmare of unregulated expansion. Fortunately for the city, a local architect, Daniel Burnham, was intrigued

## History Through *Architecture*

### THE CHICAGO PLAN

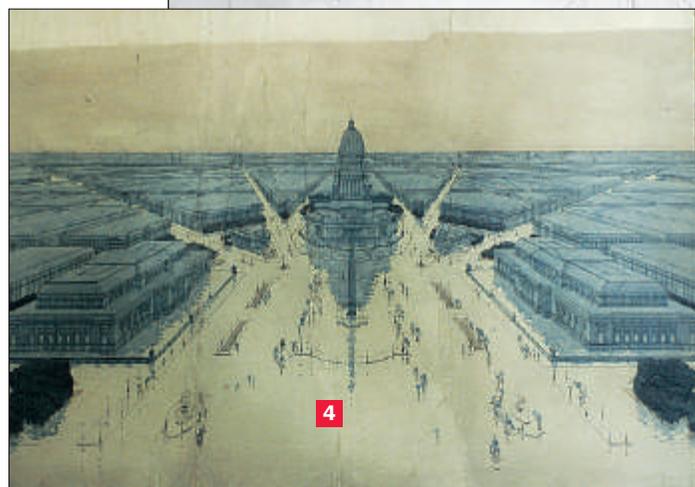
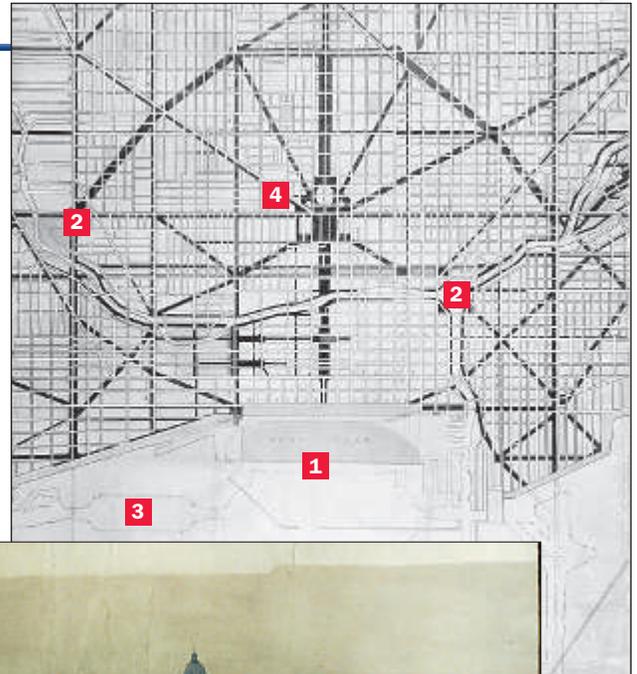
This map from Daniel Burnham's original plan of Chicago looks deceptively like an ordinary map today. But at the time, it was almost revolutionary in its vision, and it inspired city planners all over the country.

- 1 Chicago's Lakefront** First, Burnham designed the "White City" to host the 1893 World's Columbian Exposition. His greatest legacy to Chicago may have been his idea for a lakefront park system, complete with beaches, playing fields, and playgrounds.
- 2 Neighborhood Parks** Though not all cities could claim a lakefront vista for recreation, most cities sprinkled neighborhood parks where their residents needed them. Urban planners provided for local parks—such as Lincoln Park in Chicago—so that "the sweet breath of plant life" would be available to everyone.
- 3 Harbors For Cities** On the Great Lakes, the shipping business depended on accessible harbors. Burnham saw the advantage of harbors for recreation and commercial purposes, but he advocated moving the harbors away from the central business districts to free space for public use.
- 4 The Civic Center** Burnham redesigned the street pattern to create a group of long streets that would converge on a grand plaza, a practice reflected in other American cities. The convergence of major thoroughfares at a city's center helped create a unified city from a host of neighborhoods.

### SKILLBUILDER *Interpreting Visual Sources*

1. Why did Chicago's location make it a good choice for urban planning?
2. How was Chicago's importance as a shipping center maintained?

 SEE SKILLBUILDER HANDBOOK, PAGE R23.



 Unity was the goal of the architect of Chicago's city center.

### MAIN IDEA

#### Summarizing

**C** List three major changes in cities near the turn of the century. What effect did each have?

by the prospect of remaking the city. His motto was “Make no little plans. They have no magic to stir men’s blood.” He oversaw the transformation of a swampy area near Lake Michigan into a glistening White City for Chicago’s 1893 World’s Columbian Exposition. Majestic exhibition halls, statues, the first Ferris wheel, and a lagoon greeted more than 21 million visitors who came to the city.

Many urban planners saw in Burnham’s White City glorious visions of future cities. Burnham, however, left Chicago an even more important legacy: an overall plan for the city, crowned by elegant parks strung along Lake Michigan. As a result, Chicago’s lakefront today features curving banks of grass and sandy beaches instead of a jumbled mass of piers and warehouses. **C**

## New Technologies

New developments in communication brought the nation closer together. In addition to a railroad network that now spanned the nation, advances in printing, aviation, and photography helped to speed the transfer of information.

**A REVOLUTION IN PRINTING** By 1890, the literacy rate in the United States had risen to nearly 90 percent. Publishers turned out ever-increasing numbers of books, magazines, and newspapers to meet the growing demand of the reading public. A series of technological advances in printing aided their efforts.

American mills began to produce huge quantities of cheap paper from wood pulp. The new paper proved durable enough to withstand high-speed presses. The electrically powered web-perfecting press, for example, printed on both sides of a continuous paper roll, rather than on just one side. It then cut, folded, and counted the pages as they came down the line. Faster production and lower costs made newspapers and magazines more affordable. People could now buy newspapers for a penny a copy.

**AIRPLANES** In the early 20th century, brothers **Orville** and **Wilbur Wright**, bicycle manufacturers from Dayton, Ohio, experimented with new engines powerful enough to keep “heavier-than-air” craft aloft. First the Wright brothers built a glider. Then they commissioned a four-cylinder internal combustion engine, chose a propeller, and designed a biplane with a 40’4” wingspan. Their first successful flight—on December 17, 1903, at Kitty Hawk, North Carolina—covered 120 feet and lasted 12 seconds. Orville later described the take-off.

### A PERSONAL VOICE ORVILLE WRIGHT

“After running the motor a few minutes to heat it up, I released the wire that held the machine to the track, and the machine started forward into the wind. Wilbur ran at the side of the machine . . . to balance it. . . . Unlike the start on the 14th, made in a calm, the machine, facing a 27-mile wind, started very slowly. . . . One of the life-saving men snapped the camera for us, taking a picture just as the machine had reached the end of the track and had risen to a height of about two feet.”

—quoted in *Smithsonian Frontiers of Flight*

## WORLD STAGE

### THE GARDEN CITY

Urban planning in the United States had European counterparts. In *Tomorrow: A Peaceful Path to Social Reform* (1898), for example, the British city planner Ebenezer Howard wrote of a planned residential community called a garden city.

Howard wanted to combine the benefits of urban life with easy access to nature. His city plan was based on concentric circles—with a town at the center and a wide circle of rural land on the perimeter. The town center included a garden, concert hall, museum, theater, library, and hospital.

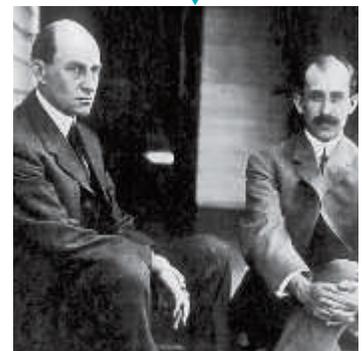
The circle around the town center included a park, a shopping center, a conservatory, a residential area, and industry. Six wide avenues radiated out from the town center. In 1903, Letchworth, England served as the model for Howard’s garden city.

### Vocabulary

#### internal combustion engine:

an engine in which fuel is burned within the engine rather than in an external furnace

Orville (right) and Wilbur Wright at home in Dayton, Ohio, in 1909.



## AVIATION PIONEERS

In 1892, Orville and Wilbur Wright opened a bicycle shop in Dayton, Ohio. They used the profits to fund experiments in aeronautics, the construction of aircraft. In 1903, the Wright brothers took a gasoline-powered airplane that they had designed to a sandy hill outside Kitty Hawk, North Carolina.

The airplane was powered by a 4-cylinder 12-horse-power piston engine, designed and constructed by the bicycle shop's mechanic, Charles Taylor. The piston—a solid cylinder fit snugly into a hollow cylinder that moves back and forth under pressure—was standard until jet-propelled aircraft came into service in the 1940s.

The engine is the heaviest component in airplane construction. The design of lighter engines was the most important development in early aviation history.



### Early Airplane Engines and Their Weights

| Date  | Name of Engine | Approximate Weight per Unit of Horsepower |
|-------|----------------|---|
| 1880s | Otto           | 440 lbs (200 kg)                          |
| 1903  | Wright         | 13 lbs (6 kg)                             |
| 1910  | Gnome          | 3.3 lbs (1.5 kg)                          |
| 1918  | V-12 Liberty   | 2 lbs (1 kg)                              |
| 1944  | Wright Cyclone | 1.1 lbs (0.5 kg)                          |

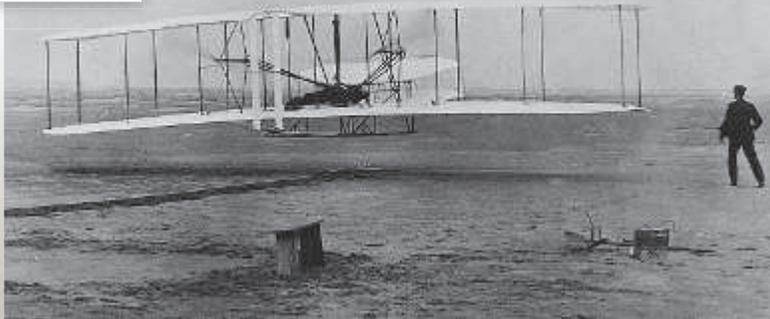
Source: *The History of Invention*, Trevor I. Williams



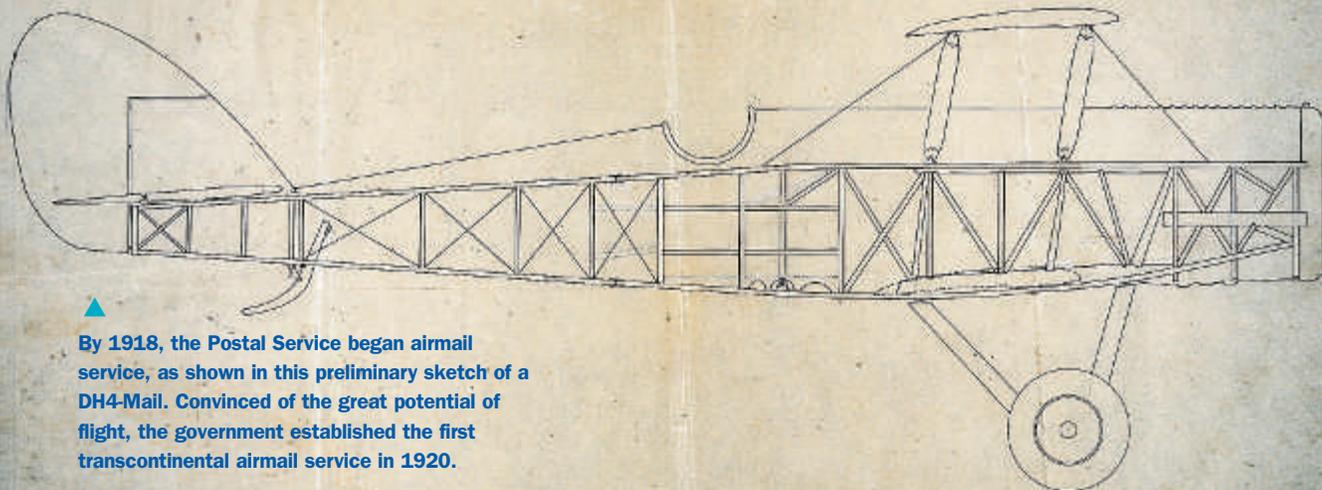
### VIDEO

The Wright Brothers Controversy

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On December 17, Orville Wright made the first successful flight of a powered aircraft in history. The public paid little attention. But within two years, the brothers were making 30-minute flights. By 1908, the pioneer aviators had signed a contract for production of the Wright airplane with the U.S. Army.



By 1918, the Postal Service began airmail service, as shown in this preliminary sketch of a DH4-Mail. Convinced of the great potential of flight, the government established the first transcontinental airmail service in 1920.

Within two years, the Wright brothers had increased their flights to 24 miles. By 1920, convinced of the great potential of flight, the U.S. government had established the first transcontinental airmail service.

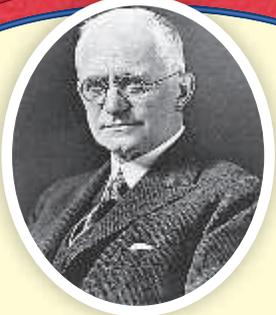
**PHOTOGRAPHY EXPLOSION** Before the 1880s, photography was a professional activity. Because of the time required to take a picture and the weight of the equipment, a photographer could not shoot a moving object. In addition, photographers had to develop their shots immediately.

New techniques eliminated the need to develop pictures right away. **George Eastman** developed a series of more convenient alternatives to the heavy glass plates previously used. Now, instead of carrying their darkrooms around with them, photographers could use flexible film, coated with gelatin emulsions, and could send their film to a studio for processing. When professional photographers were slow to begin using the new film, Eastman decided to aim his product at the masses.

In 1888, Eastman introduced his Kodak camera. The purchase price of \$25 included a 100-picture roll of film. After taking the pictures, the photographer would send the camera back to Eastman's Rochester, New York, factory. For \$10, the pictures were developed and returned with the camera reloaded. Easily held and operated, the Kodak prompted millions of Americans to become amateur photographers. The camera also helped to create the field of photojournalism. Reporters could now photograph events as they occurred. When the Wright brothers first flew their simple airplane at Kitty Hawk, an amateur photographer captured the first successful flight on film.



KEY PLAYER



GEORGE EASTMAN  
1854–1932

In 1877, when George Eastman took up photography as a hobby, he had to lug more than 100 pounds of equipment for one day's outing. To lighten his load, he replaced heavy glass plates with film that could be rolled onto a spool.

In 1888, Eastman sold his first roll-film camera. Eastman called his new camera (shown at left) the Kodak, because the made-up name was short and memorable. It was popularized by the slogan "You Press the Button, We Do the Rest."

SECTION  
**1**

ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Louis Sullivan
- Daniel Burnham
- Frederick Law Olmsted
- Orville and Wilbur Wright
- George Eastman

**MAIN IDEA**

**2. TAKING NOTES**

Using a three-column chart, such as the one below, list three important changes in city design, communication, and transportation.

| City Design | Communication | Transportation |
|-------------|---------------|----------------|
| 1.          | 1.            | 1.             |
| 2.          | 2.            | 2.             |
| 3.          | 3.            | 3.             |

Which change had the greatest impact on urban life? Why?

**CRITICAL THINKING**

**3. HYPOTHESIZING**

If you had been an urban planner at the turn of the century, what new ideas would you have included in your plan for the ideal city?

**Think About:**

- Olmsted's plans for Central Park
- Burnham's ideas for Chicago
- the concept of the garden city

**4. EVALUATING**

Which scientific or technological development described in this section had the greatest impact on American culture? Use details from the text to justify your choice.

**5. SUMMARIZING**

How did bridge building contribute to the growth of cities?

# Expanding Public Education

## MAIN IDEA

Reforms in public education led to a rise in national literacy and the promotion of public education.

## WHY IT MATTERS NOW

The public education system is the foundation of the democratic ideals of American society.

## Terms & Names

- Booker T. Washington
- Tuskegee Normal and Industrial Institute
- W. E. B. Du Bois
- Niagara Movement

## One American's Story

[hmhsocialstudies.com](http://hmhsocialstudies.com)  
**TAKING NOTES**

Use the graphic organizer online to take notes on developments in education at the turn of the 20th century.

William Torrey Harris was an educational reformer who saw the public schools as a great instrument “to lift all classes of people into . . . civilized life.” As U.S. commissioner of education from 1889 to 1906, Harris promoted the ideas of great educators like Horace Mann and John Dewey—particularly the belief that schools exist for the children and not the teachers. Schools, according to Harris, should properly prepare students for full participation in community life.

### A PERSONAL VOICE WILLIAM TORREY HARRIS

“Every [educational] method must . . . be looked at from two points of view: first, its capacity to secure the development of rationality or of the true adjustment of the individual to the social whole; and, second, its capacity to strengthen the individuality of the pupil and avoid the danger of obliterating the personality of the child by securing blind obedience in place of intelligent cooperation, and by mechanical memorizing in place of rational insight.”

—quoted in *Public Schools and Moral Education*



▲ **Compulsory attendance laws, though slow to be enforced, helped fill classrooms at the turn of the 20th century.**

Many other middle-class reformers agreed with Harris and viewed the public schools as training grounds for employment and citizenship. People believed that economic development depended on scientific and technological knowledge. As a result, they viewed education as a key to greater security and social status. Others saw the public schools as the best opportunity to assimilate the millions of immigrants entering American society. Most people also believed that public education was necessary for a stable and prosperous democratic nation.

## Expanding Public Education

Although most states had established public schools by the Civil War, many school-age children still received no formal schooling. The majority of students who went to school left within four years, and few went to high school.

**SCHOOLS FOR CHILDREN** Between 1865 and 1895, states passed laws requiring 12 to 16 weeks annually of school attendance by students between the ages of 8 and 14. The curriculum emphasized reading, writing, and arithmetic. However, the emphasis on rote memorization and the uneven quality of teachers drew criticism. Strict rules and physical punishment made many students miserable.

One 13-year-old boy explained to a Chicago school inspector why he hid in a warehouse basement instead of going to school.

**A PERSONAL VOICE**

“They hits ye if yer don’t learn, and they hits ye if ye whisper, and they hits ye if ye have string in yer pocket, and they hits ye if yer seat squeaks, and they hits ye if ye don’t stan’ up in time, and they hits ye if yer late, and they hits ye if ye fer- get the page.”

—anonymous schoolboy quoted in *The One Best System*

**MAIN IDEA**

**Drawing Conclusions**

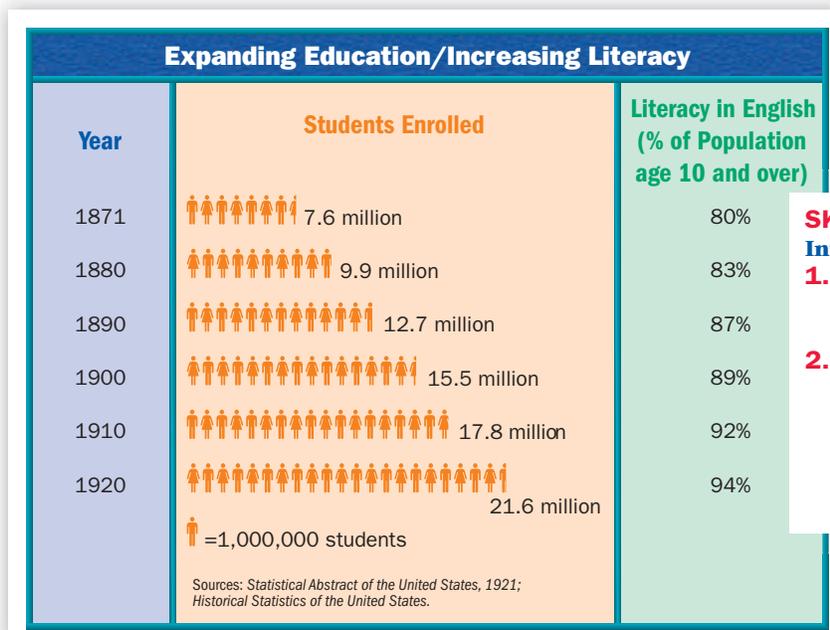
**A** Why did American children begin attending school at a younger age?

In spite of such problems, children began attending school at a younger age. Kindergartens, which had been created outside the public school system to offer childcare for employed mothers, became increasingly popular. The number of kindergartens surged from 200 in 1880 to 3,000 in 1900, and, under the guidance of William Torrey Harris, public school systems began to add kindergartens to their programs. **A**

Although the pattern in public education in this era was one of growth, opportunities differed sharply for white and black students. In 1880, about 62 percent of white children attended elementary school, compared to about 34 percent of African-American children. Not until the 1940s would public school education become available to the majority of black children living in the South.

**THE GROWTH OF HIGH SCHOOLS** In the new industrial age, the economy demanded advanced technical and managerial skills. Moreover, business leaders like Andrew Carnegie pointed out that keeping workers loyal to capitalism required society to “provide ladders upon which the aspiring can rise.”

By early 1900, more than half a million students attended high school. The curriculum expanded to include courses in science, civics, and social studies. And new vocational courses prepared male graduates for industrial jobs in drafting, carpentry, and mechanics, and female graduates for office work.



**SKILLBUILDER**  
**Interpreting Graphs**  
 1. By how much did the illiteracy rate drop from 1871 to 1920?  
 2. Does the number of immigrants during this period make the reduction more or less impressive? Why?

**RACIAL DISCRIMINATION** African Americans were mostly excluded from public secondary education. In 1890, fewer than 1 percent of black teenagers attended high school. More than two-thirds of these students went to private schools, which received no government financial support. By 1910, about 3 percent of African Americans between the ages of 15 and 19 attended high school, but a majority of these students still attended private schools.

**EDUCATION FOR IMMIGRANTS** Unlike African Americans, immigrants were encouraged to go to school. Of the nearly 10 million European immigrants settled in the United States between 1860 and 1890, many were Jewish people fleeing poverty and systematic oppression in eastern Europe. Most immigrants sent their children to America's free public schools, where they quickly became "Americanized." Years after she became a citizen, the Russian Jewish immigrant Mary Antin recalled the large numbers of non-English-speaking immigrant children. By the end of the school year, they could recite "patriotic verses in honor of George Washington and Abraham Lincoln . . . with plenty of enthusiasm."

Some people resented the suppression of their native languages in favor of English. Catholics were especially concerned because many public school systems had mandatory readings from the (Protestant) King James Version of the Bible. Catholic communities often set up parochial schools to give their children a Catholic education.

Thousands of adult immigrants attended night school to learn English and to qualify for American citizenship. Employers often offered daytime programs to Americanize their workers. At his Model T plant in Highland Park, Michigan, Henry Ford established a "Sociology Department," because "men of many nations must be taught American ways, the English language, and the right way to live." Ford's ideas were not universally accepted. Labor activists often protested that Ford's educational goals were aimed at weakening the trade union movement by teaching workers not to confront management. **B**

## Expanding Higher Education

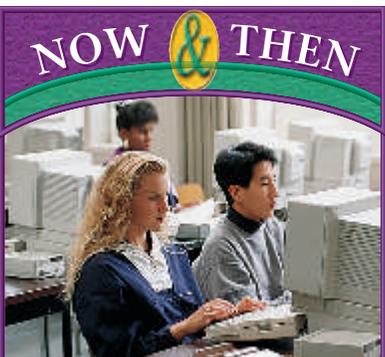
Although the number of students attending high school had increased by the turn of the century, only a minority of Americans had high school diplomas. At the same time, an even smaller minority—only 2.3 percent—of America's young people attended colleges and universities.

**CHANGES IN UNIVERSITIES** Between 1880 and 1920, college enrollments more than quadrupled. And colleges instituted major changes in curricula and admission policies. Industrial development changed the nation's educational

needs. The research university emerged—offering courses in modern languages, the physical sciences, and the new disciplines of psychology and sociology. Professional schools in law and medicine were established. Private colleges and universities required entrance exams, but some state universities began to admit students by using the high school diploma as the entrance requirement.

**HIGHER EDUCATION FOR AFRICAN AMERICANS** After the Civil War, thousands of freed African Americans pursued higher education, despite their exclusion from white institutions. With the help of the Freedmen's Bureau and other groups, blacks founded Howard, Atlanta, and Fisk Universities, all of which opened

**NOW & THEN**



**TECHNOLOGY AND SCHOOLS**

In 1922, Thomas Edison predicted that motion pictures would eventually replace textbooks. More recently, it has been predicted that computers will replace traditional classrooms and texts. Computers are used for video course sharing, in which students in many locations participate in the same class. Teachers are using electronic interactive whiteboards to help them lead and record presentations and discussions. Students are also using computers to access and share scientific data and to communicate with peers around the world.

**Vocabulary**  
**parochial school:**  
a school supported by a church parish

**MAIN IDEA**

**Summarizing**  
**B** What institutions encouraged European immigrants to become assimilated?

**MAIN IDEA**

**Synthesizing**

**C** Describe the state of higher education for African Americans at the turn of the century.

between 1865 and 1868. Private donors could not, however, financially support or educate a sufficient number of black college graduates to meet the needs of the segregated communities. By 1900, out of about 9 million African Americans, only 3,880 were in attendance at colleges or professional schools. **C**

The prominent African American educator, **Booker T. Washington**, believed that racism would end once blacks acquired useful labor skills and

proved their economic value to society. Washington, who was born enslaved, graduated from Virginia's Hampton Institute. By 1881, he headed the **Tuskegee Normal and Industrial Institute**, now called Tuskegee University, in Alabama. Tuskegee aimed to equip African Americans with teaching diplomas and useful skills in agricultural, domestic, or mechanical work. "No race," Washington said, "can prosper till it learns that there is as much dignity in tilling a field as in writing a poem."

By contrast, **W. E. B. Du Bois**, the first African American to receive a doctorate from Harvard (in 1895), strongly disagreed with Washington's gradual approach. In 1905, Du Bois founded the **Niagara Movement**, which insisted that blacks should seek a liberal arts education so that the African-American community would have well-educated leaders.

Du Bois proposed that a group of educated blacks, the most "talented tenth" of the community, attempt to achieve immediate inclusion into mainstream American life. "We are Americans, not only by birth and by citizenship," Du Bois argued, "but by our political ideals. . . . And the greatest of those ideals is that ALL MEN ARE CREATED EQUAL."

By the turn of the 20th century, millions of people received the education they needed to cope with a rapidly changing world. At the same time, however, racial discrimination remained a thorn in the flesh of American society.



▲ Medical students and their professors work in the operating theater of the Moorland-Spingarn Research Center at Howard University.

**SECTION 2**

**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- **Booker T. Washington**
- **Tuskegee Normal and Industrial Institute**
- **W. E. B. Du Bois**
- **Niagara Movement**

**MAIN IDEA**

**2. TAKING NOTES**

In a chart like the one below, list at least three developments in education at the turn of the 20th century and their major results.

| Development | Result |
|-------------|--------|
| 1.          |        |
| 2.          |        |
| 3.          |        |

Which educational development do you think was most important? Explain your choice.

**CRITICAL THINKING**

**3. HYPOTHESIZING**

How might the economy and culture of the United States have been different without the expansion of public schools? **Think About:**

- the goals of public schools and whether those goals have been met
- why people supported expanding public education
- the impact of public schools on the development of private schools

**4. COMPARING**

Compare and contrast the views of Booker T. Washington and W. E. B. Du Bois on the subject of the education of African Americans.

# Segregation and Discrimination

## MAIN IDEA

African Americans led the fight against voting restrictions and Jim Crow laws.

## WHY IT MATTERS NOW

Today, African Americans have the legacy of a century-long battle for civil rights.

## Terms & Names

- Ida B. Wells
- poll tax
- grandfather clause
- segregation
- Jim Crow laws
- *Plessy v. Ferguson*
- debt peonage

## One American's Story

### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes on important events in race relations at the turn of the 20th century.

Born into slavery shortly before emancipation, **Ida B. Wells** moved to Memphis in the early 1880s to work as a teacher. She later became an editor of a local paper. Racial justice was a persistent theme in Wells's reporting. The events of March 9, 1892 turned that theme into a crusade. Three African-American businessmen, friends of Wells, were lynched—illegally executed without trial. Wells saw lynching for what it was.

### A PERSONAL VOICE IDA B. WELLS

“Thomas Moss, Calvin McDowell, and Lee Stewart had been lynched in Memphis . . . [where] no lynching had taken place before. . . . This is what opened my eyes to what lynching really was. An excuse to get rid of Negroes who were acquiring wealth and property and thus keep the race terrorized.”

—quoted in *Crusade for Justice*

African Americans were not the only group to experience violence and racial discrimination. Native Americans, Mexican residents, and Chinese immigrants also encountered bitter forms of oppression, particularly in the American West.



▲ Ida B. Wells moved north to continue her fight against lynching by writing, lecturing, and organizing for civil rights.

## African Americans Fight Legal Discrimination

As African Americans exercised their newly won political and social rights during Reconstruction, they faced hostile and often violent opposition from whites. African Americans eventually fell victim to laws restricting their civil rights but never stopped fighting for equality. For at least ten years after the end of Reconstruction in 1877, African Americans in the South continued to vote and occasionally to hold political office. By the turn of the 20th century, however, Southern states had adopted a broad system of legal policies of racial discrimination and devised methods to weaken African-American political power.

**VOTING RESTRICTIONS** All Southern states imposed new voting restrictions and denied legal equality to African Americans. Some states, for example, limited the vote to people who could read, and required registration officials to administer a literacy test to test reading. Blacks trying to vote were often asked more difficult questions than whites, or given a test in a foreign language. Officials could pass or fail applicants as they wished.

Another requirement was the **poll tax**, an annual tax that had to be paid before qualifying to vote. Black as well as white sharecroppers

were often too poor to pay the poll tax. To reinstate white voters who may have failed the literacy test or could not pay the poll tax, several Southern states added the **grandfather clause** to their constitutions. The clause stated that even if a man failed the literacy test or could not afford the poll tax, he was still entitled to vote if he, his father, or his grandfather had been eligible to vote before January 1, 1867. The date is important because before that time, freed slaves did not have the right to vote. The grandfather clause therefore did not allow them to vote.

**JIM CROW LAWS** During the 1870s and 1880s, the Supreme Court failed to overturn the poll tax or the grandfather clause, even though the laws undermined all federal protections for African Americans' civil rights. At the same time that blacks lost voting rights, Southern states passed racial **segregation** laws to separate white and black people in public and private facilities. These laws came to be known as **Jim Crow laws** after a popular old minstrel song that ended in the words "Jump, Jim Crow." Racial segregation was put into effect in schools, hospitals, parks, and transportation systems throughout the South.

**PLESSY v. FERGUSON** Eventually a legal case reached the U.S. Supreme Court to test the constitutionality of segregation. In 1896, in **Plessy v. Ferguson**, the Supreme Court ruled that the separation of races in public accommodations was legal and did not violate the Fourteenth Amendment. The decision established the doctrine of "separate but equal," which allowed states to maintain segregated facilities for blacks and whites as long as they provided equal service. The decision permitted legalized racial segregation for almost 60 years. (See *Plessy v. Ferguson*, page 496.)

## Turn-of-the-Century Race Relations

African Americans faced not only formal discrimination but also informal rules and customs, called racial etiquette, that regulated relationships between whites and blacks. Usually, these customs belittled and humiliated African Americans, enforcing their second-class status. For example, blacks and whites never shook hands, since shaking hands would have implied equality. Blacks also had to yield the sidewalk to white pedestrians, and black men always had to remove their hats for whites.



▲ This theater in Leland, Mississippi, was segregated under the Jim Crow laws.

### Vocabulary

**minstrel:** one of a troupe of entertainers in blackface presenting a comic variety show

### MAIN IDEA

### Analyzing Effects

**A** How did the *Plessy v. Ferguson* ruling affect the civil rights of African Americans?

## HISTORICAL SPOTLIGHT

### WASHINGTON VS. DU BOIS

Booker T. Washington argued for a gradual approach to racial equality—suggesting that “it is at the bottom of life we must begin, and not at the top.”

Ten years later, W. E. B. Du Bois denounced this view of gradual equality. Du Bois demanded full social and economic equality for African Americans, declaring that “persistent manly agitation is the way to liberty.”

In 1909 the Niagara Movement, founded by Du Bois in 1905, became the National Association for the Advancement of Colored People (NAACP), with Du Bois as the editor of its journal, *The Crisis*. He wrote, “We refuse to surrender . . . leadership . . . to cowards and trucklers. We are men; we will be treated as men.” The NAACP continues the fight for racial equality today.

Some moderate reformers, like Booker T. Washington, earned support from whites. Washington suggested that whites and blacks work together for social progress.

### A PERSONAL VOICE BOOKER T. WASHINGTON

“To those of the white race . . . I would repeat what I say to my own race. . . . Cast down your bucket among these people who have, without strikes and labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth. . . . In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

—Atlanta Exposition address, 1895

Washington hoped that improving the economic skills of African Americans would pave the way for long-term gains. People like Ida B. Wells and W. E. B. Du Bois, however, thought that the problems of inequality were too urgent to postpone. **B**

**VIOLENCE** African Americans and others who did not follow the racial etiquette could face severe punishment or death. All too often, blacks who were accused of violating the etiquette were lynched. Between 1882 and 1892, more than 1,400 African-American men and women were shot, burned, or hanged without trial in the South. Lynching peaked in the 1880s and 1890s but continued well into the 20th century.

**DISCRIMINATION IN THE NORTH** Most African Americans lived in the segregated South, but by 1900, a number of blacks had moved to Northern cities. Many blacks migrated to Northern cities in search of better-paying jobs and social equality. But after their arrival, African Americans found that there was racial discrimination in the North as well. African Americans found themselves forced into segregated neighborhoods. They also faced discrimination in the workplace. Labor unions often discouraged black membership, and employers hired African-American labor only as a last resort and fired blacks before white employees.

Sometimes the competition between African Americans and working-class whites became violent, as in the New York City race riot of 1900. Violence erupted after a young black man, believing that his wife was being mistreated by a white policeman, killed the policeman. Word of the killing spread, and whites retaliated by attacking blacks. Northern blacks, however, were not alone in facing discrimination. Non-whites in the West also faced oppression. **C**

## Discrimination in the West

Western communities were home to people of many backgrounds working and living side by side. Native Americans still lived in the Western territories claimed by the United States. Asian immigrants went to America’s Pacific Coast in search of wealth and work. Mexicans continued to inhabit the American Southwest. African Americans were also present, especially in former slave-holding areas, such as Texas. Still, racial tensions often made life difficult.

**MEXICAN WORKERS** In the late 1800s, the railroads hired more Mexicans than members of any other ethnic group to construct rail lines in the Southwest.

### MAIN IDEA

#### Summarizing

**B** What were Booker T. Washington’s views about establishing racial equality?

### MAIN IDEA

#### Contrasting

**C** How did conditions for African Americans in the North differ from their circumstances in the South?



◀ Mexican track workers for the Southern Pacific railroad posed for this group photo taken sometime between 1910 and 1915.

Mexicans were accustomed to the region's hot, dry climate. But the work was grueling, and the railroads made them work for less money than other ethnic groups.

Mexicans were also vital to the development of mining and agriculture in the Southwest. When the 1902 National Reclamation Act gave government assistance for irrigation projects, many southwest desert areas bloomed. Mexican workers became the major labor force in the agricultural industries of the region.

Some Mexicans, however, as well as African Americans in the Southwest, were forced into **debt peonage**, a system that bound laborers into slavery in order to work off a debt to the employer. Not until 1911 did the Supreme Court declare involuntary peonage a violation of the Thirteenth Amendment.

**EXCLUDING THE CHINESE** By 1880, more than 100,000 Chinese immigrants lived in the United States. White people's fear of job competition with the Chinese immigrants often pushed the Chinese into segregated schools and neighborhoods. Strong opposition to Chinese immigration developed, and not only in the West. (See Chinese Exclusion Act, page 465.)

Racial discrimination posed terrible legal and economic problems for non-whites throughout the United States at the turn of the century. More people, however, whites in particular, had leisure time for new recreational activities, as well as money to spend on a growing array of consumer products.

**Vocabulary**

**peon:** a worker bound in servitude to a landlord creditor

**SECTION 3**

**ASSESSMENT**

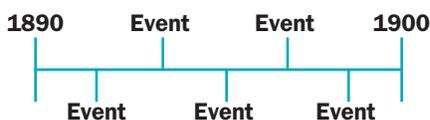
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Ida B. Wells
- grandfather clause
- Jim Crow laws
- debt peonage
- poll tax
- segregation
- Plessy v. Ferguson

**MAIN IDEA**

**2. TAKING NOTES**

Review the section, and find five key events to place on a time line as shown.



Which of these events do you think was most important? Why?

**CRITICAL THINKING**

**3. IDENTIFYING PROBLEMS**

How did segregation and discrimination affect the lives of African Americans at the turn of the 20th century?

**4. COMPARING**

What did some African-American leaders do to fight discrimination?

**5. CONTRASTING**

How did the challenges and opportunities for Mexicans in the United States differ from those for African Americans? **Think About:**

- the types of work available to each group
- the effects of government policies on each group
- the effect of the legal system on each group



## PLESSY v. FERGUSON (1896)

**ORIGINS OF THE CASE** In 1892, Homer Plessy took a seat in the “Whites Only” car of a train and refused to move. He was arrested, tried, and convicted in the District Court of New Orleans for breaking Louisiana’s segregation law. Plessy appealed, claiming that he had been denied equal protection under the law. The Supreme Court handed down its decision on May 18, 1896.

**THE RULING** The Court ruled that separate-but-equal facilities for blacks and whites did not violate the Constitution.

### LEGAL REASONING

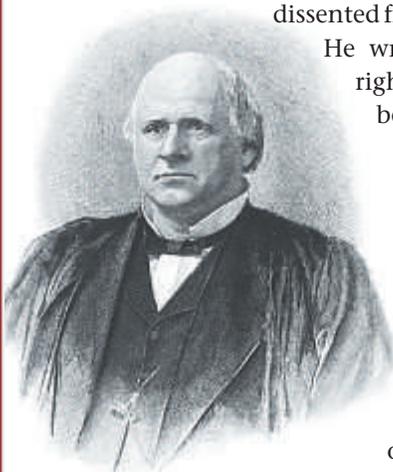
Plessy claimed that segregation violated his right to equal protection under the law. Moreover he claimed that, being “of mixed descent,” he was entitled to “every recognition, right, privilege and immunity secured to the citizens of the United States of the white race.”

Justice Henry B. Brown, writing for the majority, ruled:

“The object of the [Fourteenth] amendment was . . . undoubtedly to enforce the absolute equality of the two races before the law, but . . . it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other.”

In truth, segregation laws did perpetrate an unequal and inferior status for African Americans. Justice John Marshall Harlan understood this fact and dissented from the majority opinion.

He wrote, “In respect of civil rights, all citizens are equal before the law.” He condemned the majority for letting “the seeds of race hate . . . be planted under the sanction of law.” He also warned that “The thin disguise of ‘equal’ accommodations . . . will not mislead any one, nor atone for the wrong this day done.”



Justice John Marshall Harlan

### LEGAL SOURCES

#### LEGISLATION

##### U.S. CONSTITUTION, FOURTEENTH AMENDMENT (1868)

“No state shall . . . deny to any person within its jurisdiction the equal protection of the laws.”

##### LOUISIANA ACTS 1890, NO. 111

“. . . that all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored races.”

#### RELATED CASES

##### CIVIL RIGHTS CASES (1883)

The Court ruled that the Fourteenth Amendment could not be used to prevent private citizens from discriminating against others on the basis of race.

##### WILLIAMS v. MISSISSIPPI (1898)

The Court upheld a state literacy requirement for voting that, in effect, kept African Americans from the polls.

##### CUMMING v. BOARD OF EDUCATION OF RICHMOND COUNTY (1899)

The Court ruled that the federal government cannot prevent segregation in local school facilities because education is a local, not federal, issue.



- ▲ One result of Jim Crow laws was separate drinking fountains for whites and African Americans.

## WHY IT MATTERED

In the decades following the Civil War [1861–1865], Southern state legislatures passed laws that aimed to limit civil rights for African Americans. The Black Codes of the 1860s, and later Jim Crow laws, were intended to deprive African Americans of their newly won political and social rights granted during Reconstruction.

*Plessy* was one of several Supreme Court cases brought by African Americans to protect their rights against segregation. In these cases, the Court regularly ignored the Fourteenth Amendment and upheld state laws that denied blacks their rights. *Plessy* was the most important of these cases because the Court used it to establish the separate-but-equal doctrine.

As a result, city and state governments across the South—and in some other states—maintained their segregation laws for more than half of the 20th century. These laws limited African Americans' access to most public facilities, including restaurants, schools, and hospitals. Without exception, the facilities reserved for whites were superior to those reserved for nonwhites. Signs reading “Colored Only” and “Whites Only” served as constant reminders that facilities in segregated societies were separate but not equal.

## HISTORICAL IMPACT

It took many decades to abolish legal segregation. During the first half of the 20th century, the National Association for the Advancement of Colored People (NAACP) led the legal fight to overturn *Plessy*. Although they won a few cases over the years, it was not until 1954 in *Brown v. Board of Education* that the Court overturned any part of *Plessy*. In that case, the Supreme Court said that separate-but-equal was unconstitutional in public education, but it did not completely overturn the separate-but-equal doctrine.

In later years, the Court did overturn the separate-but-equal doctrine, and it used the *Brown* decision to do so. For example, in 1955, Rosa Parks was convicted for violating a Montgomery, Alabama, law for segregated seating on buses. A federal court overturned the conviction, finding such segregation unconstitutional. The case was appealed to the Supreme Court, which upheld without comment the lower court's decision. In doing so in this and similar cases, the Court signaled that the reasoning behind *Plessy* no longer applied.



- ▲ As secretary of the Montgomery chapter of the NAACP, Rosa Parks had protested segregation through everyday acts long before September 1955.

## THINKING CRITICALLY

### CONNECT TO TODAY

1. **Analyzing Primary Sources** Read the part of the Fourteenth Amendment reprinted in this feature. Write a paragraph explaining what you think “equal protection of the laws” means. Use evidence to support your ideas.

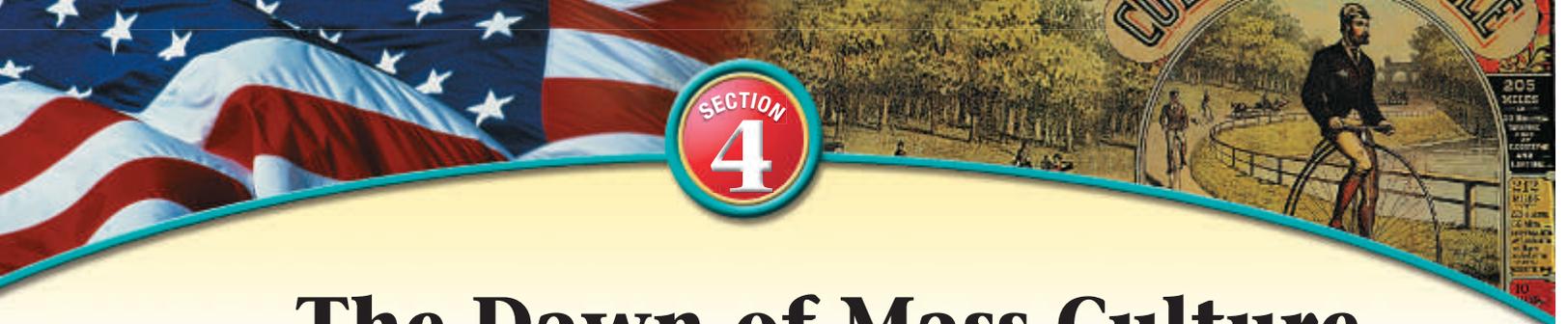
 **SEE SKILLBUILDER HANDBOOK, PAGE R22.**

### CONNECT TO HISTORY



2. Visit the links for Historic Decisions of the Supreme Court to research and read Justice Harlan's entire dissent in *Plessy v. Ferguson*. Based on his position, what view might Harlan have taken toward laws that denied African Americans the right to vote? Write a paragraph or two expressing what Harlan would say about those laws.

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **INTERNET ACTIVITY**



# The Dawn of Mass Culture

## MAIN IDEA

As Americans had more time for leisure activities, a modern mass culture emerged.

## WHY IT MATTERS NOW

Today, the United States has a worldwide impact on mass culture.

## Terms & Names

- Joseph Pulitzer
- William Randolph Hearst
- Ashcan school
- Mark Twain
- rural free delivery (RFD)

### One American's Story

#### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes on the development of mass culture.

Along the Brooklyn seashore, on a narrow sandbar just nine miles from busy Manhattan, rose the most famous urban amusement center, Coney Island. In 1886, its main developer, George Tilyou, bragged, "If Paris is France, then Coney Island . . . is the world." Indeed, tens of thousands of visitors mobbed Coney Island after work each evening and on Sundays and holidays. When Luna Park, a spectacular amusement park on Coney Island, opened in May 1903, a reporter described the scene.

**A PERSONAL VOICE** BRUCE BLEN

"[Inside the park was] an enchanted, storybook land of trellises, columns, domes, minarets, lagoons, and lofty aerial flights. And everywhere was life—a pageant of happy people; and everywhere was color—a wide harmony of orange and white and gold. . . . It was a world removed—shut away from the sordid clatter and turmoil of the streets."

—quoted in *Amusing the Million*

Coney Island offered Americans a few hours of escape from the hard work week. A schoolteacher who walked fully dressed into the ocean explained her unusual behavior by saying, "It has been a hard year at school, and when I saw the big crowd here, everyone with the brakes off, the spirit of the place got the better of me." The end of the 19th century saw the rise of a "mass culture" in the United States.



▲ The sprawling amusement center at Coney Island became a model for urban amusement parks.

## American Leisure

Middle-class Americans from all over the country shared experiences as new leisure activities, nationwide advertising campaigns, and the rise of a consumer culture began to level regional differences. As the 19th century drew to a close, many Americans fought off city congestion and dull industrial work by enjoying amusement parks, bicycling, new forms of theater, and spectator sports.

**AMUSEMENT PARKS** To meet the recreational needs of city dwellers, Chicago, New York City, and other cities began setting aside precious green space for outdoor enjoyment. Many cities built small playgrounds and playing fields throughout their neighborhoods for their citizens' enjoyment.

Some amusement parks were constructed on the outskirts of cities. Often built by trolley-car companies that sought more passengers, these parks boasted picnic grounds and a variety of rides.

The roller coaster drew daredevil customers to Coney Island in 1884, and the first Ferris wheel drew enthusiastic crowds to the World's Columbian Exposition in Chicago in 1893. Clearly, many Americans were ready for new and innovative forms of entertainment—and a whole panorama of recreational activities soon became available.

**BICYCLING AND TENNIS** With their huge front wheels and solid rubber tires, the first American bicycles challenged their riders. Because a bump might toss the cyclist over the handlebars, bicycling began as a male-only sport. However, the 1885 manufacture of the first commercially successful "safety bicycle," with its smaller wheels and air-filled tires, made the activity more popular. And the Victor safety bicycle, with a dropped frame and no crossbar, held special appeal to women.

Abandoning their tight corsets, women bicyclists donned shirtwaists (tailored blouses) and "split" skirts in order to cycle more comfortably. This attire soon became popular for daily wear. The bicycle also freed women from the scrutiny of the ever-present chaperone. The suffragist Susan B. Anthony declared, "I think [bicycling] has done more to emancipate women than anything else in the world. . . . It gives women a feeling of freedom and self-reliance." Fifty thousand men and women had taken to cycles by 1888. Two years later 312 American firms turned out 10 million bikes in one year. **A**

Americans took up the sport of tennis as enthusiastically as they had taken up cycling. The modern version of this sport originated in North Wales in 1873. A year later, the United States saw its first tennis match. The socialite Florence Harriman recalled that in the 1880s her father returned from England with one of New York's first tennis sets. At first, neighbors thought the elder Harriman had installed the nets to catch birds.

Hungry or thirsty after tennis or cycling? Turn-of-the-century enthusiasts turned to new snacks with recognizable brand names. They could munch on a Hershey chocolate bar, first sold in 1900, and wash down the chocolate with a Coca-Cola®. An Atlanta pharmacist originally formulated the drink as a cure for headaches in 1886. The ingredients included extracts from Peruvian coca leaves as well as African cola nuts.

*"Eight hours for work, eight hours for rest, eight hours for what we will"*

THE CARPENTERS' UNION,  
WORCESTER, MASSACHUSETTS

**MAIN IDEA**

**Making Inferences**

**A** How did the mass production of bicycles change women's lives?

Bicycling and other new sports became fads in the late 1800s.



The Negro Leagues were first formed in 1920.



**SPECTATOR SPORTS** Americans not only participated in new sports, but became avid fans of spectator sports, especially boxing and baseball. Though these two sports had begun as popular informal activities, by the turn of the 20th century they had become profitable businesses. Fans who couldn't attend an important boxing match jammed barbershops and hotel lobbies to listen to telegraphed transmissions of the contest's highlights.

**BASEBALL** New rules transformed baseball into a professional sport. In 1845, Alexander J. Cartwright, an amateur player, organized a club in New York City and set down regulations that used aspects of an English sport called rounders. Five years later, 50 baseball clubs had sprung up in the United States, and New York alone boasted 12 clubs in the mid-1860s.

In 1869, a professional team named the Cincinnati Red Stockings toured the country. Other clubs soon took to the road, which led to the formation of the National League in 1876 and the American League in 1900. In the first World Series, held in 1903, the Boston Pilgrims beat the Pittsburgh Pirates. African-American baseball players, who were excluded from both leagues because of racial discrimination, formed their own clubs and two leagues—the Negro National League and the Negro American League.

The novelist Mark Twain called baseball “the very symbol . . . and visible expression of the drive and push and rush and struggle of the raging, tearing, booming nineteenth century.” By the 1890s, baseball had a published game schedule, official rules, and a standard-sized diamond. **B**

**MAIN IDEA**

**Drawing Conclusions**

**B** Why do you think sports were so popular among Americans at the turn of the century?

## The Spread of Mass Culture

As increasing numbers of Americans attended school and learned to read, the cultural vistas of ordinary Americans expanded. Art galleries, libraries, books, and museums brought new cultural opportunities to more people. Other advances fostered mass entertainment. New media technology led to the release of hundreds of motion pictures. Mass-production printing techniques gave birth to thousands of books, magazines, and newspapers.

**MASS CIRCULATION NEWSPAPERS** Looking for ways to captivate readers' attention, American newspapers began using sensational headlines. For example, to introduce its story about the horrors of the Johnstown, Pennsylvania flood of 1889, in which more than 2,000 people died, one newspaper used the headline “THE VALLEY OF DEATH.”

**Joseph Pulitzer**, a Hungarian immigrant who had bought the *New York World* in 1883, pioneered popular innovations, such as a large Sunday edition,

### MAIN IDEA

#### Drawing Conclusions

**C** How did the *World* and the *Journal* attract readers?

comics, sports coverage, and women's news. Pulitzer's paper emphasized "sin, sex, and sensation" in an attempt to surpass his main competitor, the wealthy **William Randolph Hearst**, who had purchased the *New York Morning Journal* in 1895. Hearst, who already owned the San Francisco *Examiner*, sought to outdo Pulitzer by filling the *Journal* with exaggerated tales of personal scandals, cruelty, hypnotism, and even an imaginary conquest of Mars. **C**

The escalation of their circulation war drove both papers to even more sensational news coverage. By 1898, the circulation of each paper had reached more than one million copies a day.

**PROMOTING FINE ARTS** By 1900, at least one art gallery graced every large city. Some American artists, including Philadelphian Thomas Eakins, began to embrace realism, an artistic school that attempted to portray life as it is really lived. Eakins had studied anatomy with medical students and used painstaking geometric perspective in his work. By the 1880s, Eakins was also using photography to make realistic studies of people and animals.

In the early 20th century, the **Ashcan school** of American art, led by Eakins's student Robert Henri, painted urban life and working people with gritty realism and no frills. Both Eakins and the Ashcan school, however, soon were challenged by the European development known as abstract art, a direction that most people found difficult to understand.

In many cities, inhabitants could walk from a new art gallery to a new public library, sometimes called "the poor man's university." By 1900, free circulating libraries in America numbered in the thousands.

### History Through

#### Art

#### THE CHAMPION SINGLE SCULLS (MAX SCHMITT IN A SINGLE SCULL) (1871)

This painting by Thomas Eakins is an example of the realist movement—an artistic school that aimed at portraying people and environments as they really are.

**What realistic details do you see portrayed in this painting?**





▲ Highly popular dime novels often featured adventure stories.

**POPULAR FICTION** As literacy rates rose, scholars debated the role of literature in society. Some felt that literature should uplift America's literary tastes, which tended toward crime tales and Western adventures.

Most people preferred to read light fiction. Such books sold for a mere ten cents, hence their name, "dime novels." Dime novels typically told glorified adventure tales of the West and featured heroes like Edward Wheeler's *Deadwood Dick*. Wheeler published his first *Deadwood Dick* novel in 1877 and in less than a decade produced over 30 more. **D**

Some readers wanted a more realistic portrayal of American life. Successful writers of the era included Sarah Orne Jewett, Theodore Dreiser, Stephen Crane, Jack London, and Willa Cather. Most portrayed characters less polished than the upper-class men and women of Henry James's and

Edith Wharton's novels. Samuel Langhorne Clemens, the novelist and humorist better known as **Mark Twain**, inspired a host of other young authors when he declared his independence of "literature and all that bosh." Yet, some of his books have become classics of American literature. *The Adventures of Huckleberry Finn*, for example, remains famed for its rendering of life along the Mississippi River.

Although art galleries and libraries attempted to raise cultural standards, many Americans had scant interest in high culture—and others did not have access to it. African Americans, for example, were excluded from visiting many museums and other white-controlled cultural institutions.

## New Ways to Sell Goods

Along with enjoying new leisure activities, Americans also changed the way they shopped. Americans at the turn of the 20th century witnessed the beginnings of the shopping center, the development of department and chain stores, and the birth of modern advertising.

**URBAN SHOPPING** Growing city populations made promising targets for enterprising merchants. The nation's earliest form of a shopping center opened in Cleveland, Ohio, in 1890. The glass-topped arcade contained four levels of jewelry, leather goods, and stationery shops. The arcade also provided band music on Sundays so that Cleveland residents could spend their Sunday afternoons strolling through the elegant environment and gazing at the window displays.

Retail shopping districts formed where public transportation could easily bring shoppers from outlying areas. To anchor these retail shopping districts, ambitious merchants started something quite new, the modern department store.

**THE DEPARTMENT STORE** Marshall Field of Chicago first brought the department store concept to America. While working as a store clerk, Field found that paying close attention to women customers could increase sales considerably. In 1865, Field opened his own store, featuring several floors of specialized departments. Field's motto was "Give the lady what she wants." Field also pioneered the bargain basement, selling bargain goods that were "less expensive but reliable."

**THE CHAIN STORE** Department stores prided themselves on offering a variety of personal services. New chain stores—retail stores offering the same merchandise under the same ownership—sold goods for less by buying in quantity and limiting personal service. In the 1870s, F. W. Woolworth found that if he offered an item at a very low price, "the consumer would purchase it on the spur of the

### MAIN IDEA

#### Analyzing Causes

**D** What factors contributed to the popularity of dime novels?

#### Vocabulary

**consumer:** a person who purchases goods or services for direct use or ownership

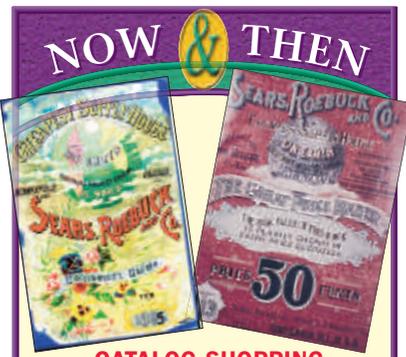
moment” because “it was only a nickel.” By 1911, the Woolworth chain boasted 596 stores and sold more than a million dollars in goods a week.

**ADVERTISING** An explosion in advertising also heralded modern consumerism. Expenditures for advertising were under \$10 million a year in 1865 but increased tenfold, to \$95 million, by 1900. Patent medicines grabbed the largest number of advertising lines, followed by soaps and baking powders. In addition to newspapers and magazines, advertisers used ingenious methods to push products. Passengers riding the train between New York and Philadelphia in the 1870s might see signs for Dr. Drake’s Plantation Bitters on barns, houses, billboards, and even rocks.

**CATALOGS AND RFD** Montgomery Ward and Sears Roebuck brought retail merchandise to small towns. Ward’s catalog, launched in 1872, grew from a single sheet the first year to a booklet with ordering instructions in ten languages. Richard Sears started his company in 1886. Early Sears catalogs stated that the company received “hundreds of orders every day from young and old who never [before] sent away for goods.” By 1910, about 10 million Americans shopped by mail. The United States Post Office boosted mail-order businesses. In 1896 the Post Office introduced a **rural free delivery (RFD)** system that brought packages directly to every home.

The turn of the 20th century saw prosperity that caused big changes in Americans’ daily lives. At the same time, the nation’s growing industrial sector faced problems that called for reform.

**NOW & THEN**



**CATALOG SHOPPING**

Catalogs were a novelty when Sears and Montgomery Ward arrived on the scene. However, by the mid-1990s, more than 13 billion catalogs filled the mailboxes of Americans.

Today, the world of mail-order business is changing. After over 100 years of operation, Montgomery Ward filed for bankruptcy on December 28, 2000.

Online shopping is challenging mail-order commerce today. Online retail sales grew from \$500 million in 1998 to nearly \$89 billion in 2007. What do online shoppers order? Computer equipment, computer software, and electronic appliances make up about 25 percent of online spending.

**SECTION 4 ASSESSMENT**

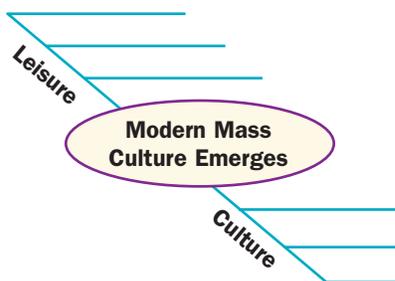
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Joseph Pulitzer
- William Randolph Hearst
- Ashcan school
- Mark Twain
- rural free delivery (RFD)

**MAIN IDEA**

**2. TAKING NOTES**

Re-create the spider diagram below. Add examples to each category.



Why is mass culture often described as a democratic phenomenon?

**CRITICAL THINKING**

**3. SUMMARIZING**

How did American methods of selling goods change at the turn of the 20th century?

**Think About:**

- how city people did their shopping
- how rural residents bought goods
- how merchants advertised their products

**4. ANALYZING VISUAL SOURCES**

This cartoon shows the masters of the “new journalism.” According to the cartoonist, where were Pulitzer and Hearst leading American journalism?



# Going to the Show

As Americans moved from rural areas to cities, they looked for new ways to spend their weekend and evening leisure time. Live theatrical performances brought pleasure to cities and small towns alike. Stars, popular performers who could attract large audiences, compensated for the less-talented supporting actors. Audiences could choose from a wide range of music, drama, circus, and the latest in entertainment—moving pictures.

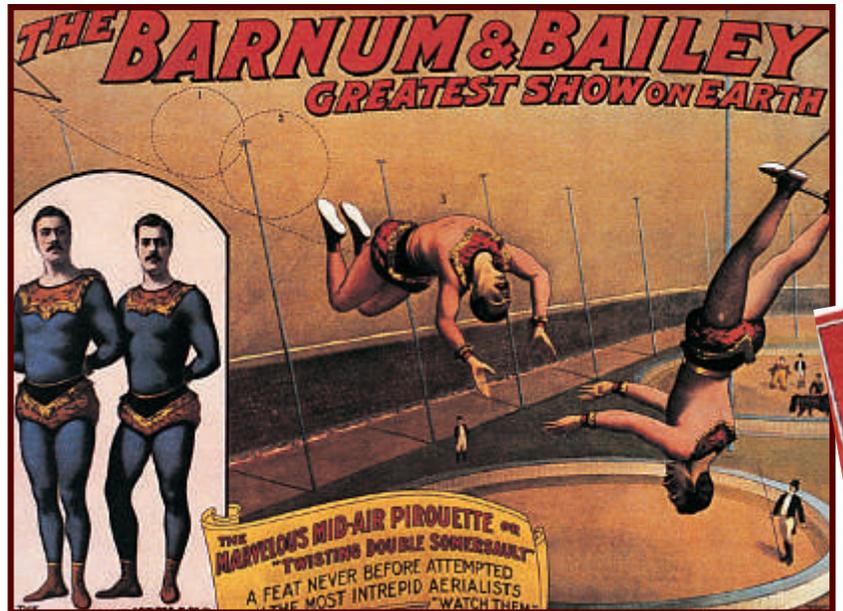
## ◀ VAUDEVILLE THEATER

Performances that included song, dance, juggling, slapstick comedy, and sometimes chorus lines of female performers were characteristic of vaudeville. Promoters sought large audiences with varied backgrounds. Writing in *Scribner's Magazine* in October 1899, actor Edwin Milton Royle hailed vaudeville theater as “an American invention” that offered something to attract nearly everyone.

Until the 1890s, African-American performers filled roles mainly in minstrel shows that featured exaggerated imitations of African-American music and dance and reinforced racist stereotypes of blacks. By the turn of the century, however, minstrel shows had largely been replaced by more sophisticated musicals, and many black performers entertained in vaudeville.



Bill “Bojangles” Robinson was a popular tap dancer.



## ▲ THE CIRCUS

The biggest spectacle of all was often the annual visit of the Barnum & Bailey Circus, which its founders, P. T. Barnum and Anthony Bailey, touted as “The Greatest Show on Earth.” Established in 1871, the circus arrived by railroad and staged a parade through town to advertise the show.

# DATA

## FILE

### A LOOK AT THE FACTS

A shorter workweek allowed many Americans more time for leisure activities, and they certainly took advantage of it.



- In 1890, an average of 60,000 fans attended professional baseball games daily.
- In 1893, a crowd of 50,000 attended the Princeton-Yale football game.
- *A Trip to Chinatown*, one of the popular new musical comedies, ran for an amazing 650 performances in the 1890s.
- In 1900, 3 million phonograph records of Broadway-produced musical comedies were sold.
- The love of the popular musicals contributed to the sale of \$42 million worth of musical instruments in 1900.
- By 1900, almost 500 men's social clubs existed. Nine hundred college fraternity and sorority chapters had over 150,000 members.

### Changes in the U.S. Workweek

| Year | Hours per week |
|------|----------------|
| 1860 | 66             |
| 1890 | 60             |
| 1920 | 51             |

Source: Historical Statistics of the United States

### THINKING CRITICALLY

#### CONNECT TO HISTORY

- 1. Interpreting Data** Study the statistics in the Data File. What summary statements about the culture and attitudes of this time period can you make? Is this a time in history when you would like to have lived? Why or why not?



SEE SKILLBUILDER HANDBOOK, PAGE R27.

#### CONNECT TO TODAY

- 2. Chronological Order** Trace the development and impact on the rest of the world of one area—music, theater, or film—of popular American culture. Use a time line from the turn of the 20th to the 21st century with “United States developments” on one side and “world impacts” on the other.

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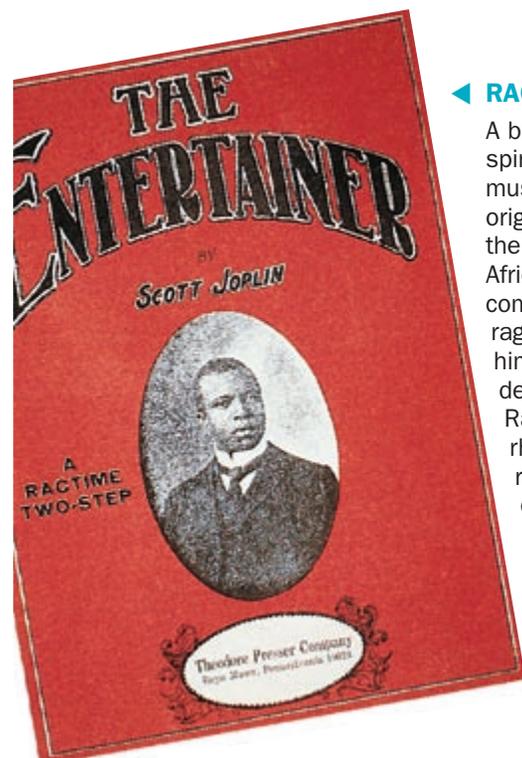


### ▲ THE SILVER SCREEN

The first films, one-reel, ten minute sequences, consisted mostly of vaudeville skits or faked newsreels. In 1903, the first modern film—an eight minute silent feature called *The Great Train Robbery*—debuted in five-cent theaters called nickelodeons. By showing a film as often as 16 times a day, entrepreneurs could generate greater profits than by a costly stage production. By 1907, an estimated 3,000 nickelodeons dotted the country.

### ◀ RAGTIME MUSIC

A blend of African-American spirituals and European musical forms, ragtime originated in the 1880s in the saloons of the South. African-American pianist and composer Scott Joplin's ragtime compositions made him famous in the first decade of the 1900s. Ragtime led later to jazz, rhythm and blues, and rock 'n' roll. These forms of popular American culture spread worldwide, creating new dances and fashions that emulated the image of “loud, loose, American rebel.”



# 16

## TERMS & NAMES

For each term or name, write a sentence explaining its connection to late 19th-century American life.

- Louis Sullivan
- Orville and Wilbur Wright
- Booker T. Washington
- W. E. B. Du Bois
- Niagara Movement
- Ida B. Wells
- Jim Crow laws
- Plessy v. Ferguson*
- debt peonage
- rural free delivery

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### Science and Urban Life (pages 482–487)

- How did new technology promote urban growth around the turn of the century?
- In what ways did methods of communication improve in the late 19th and early 20th centuries?

### Expanding Public Education (pages 488–491)

- How did late 19th century public schools change?
- Why did some immigrants oppose sending their children to public schools?

### Segregation and Discrimination (pages 492–495)

- In what ways was racial discrimination reinforced by the federal government’s actions and policies?
- How did Mexicans help make the Southwest prosperous in the late 19th century?

### Dawn of Mass Culture (pages 498–503)

- What leisure activities flourished at the turn of the 20th century?
- What innovations in retail methods changed the way Americans shopped during this time period?

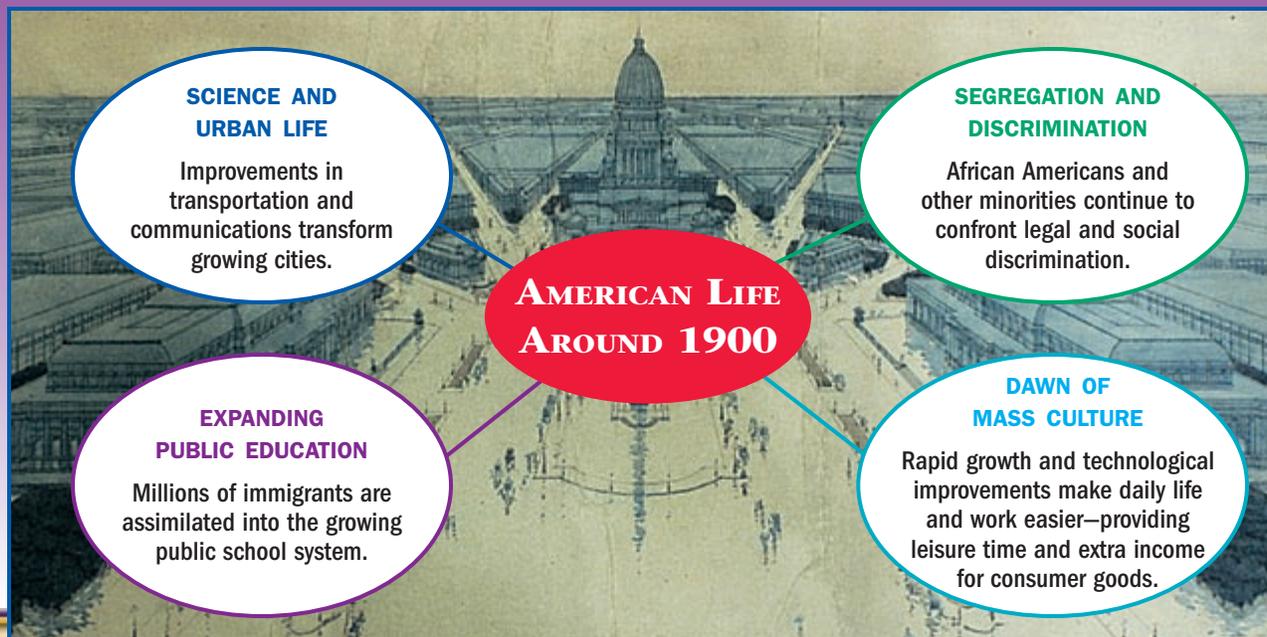
## CRITICAL THINKING

- USING YOUR NOTES** Create a table similar to the one shown, listing at least six important trends at the turn of the century, along with a major impact of each.

| Trend | Impact |
|-------|--------|
| 1.    |        |
| 2.    |        |
| 3.    |        |
| 4.    |        |
| 5.    |        |
| 6.    |        |

- DRAWING CONCLUSIONS** How had changes in technology affected urban life by the turn of the 20th century?
- INTERPRETING GRAPHS** Look at the graph of Expanding Education/Increasing Literacy on page 489. Which year reported the greatest gain in the literacy rate? What do you think were the implications on society of a more literate population?

## VISUAL SUMMARY LIFE AT THE TURN OF THE 20TH CENTURY



## STANDARDIZED TEST PRACTICE

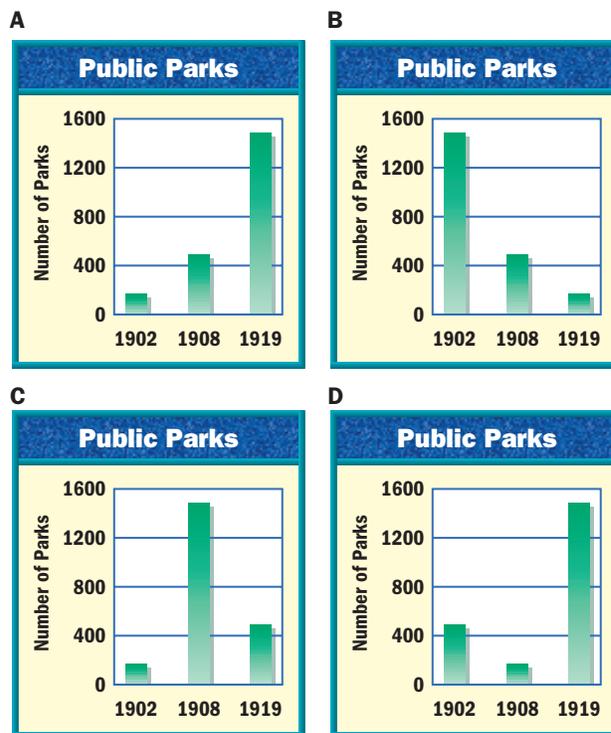
Use the quotation below and your knowledge of U.S. history to answer question 1.

**“We boast of the freedom enjoyed by our people above all other peoples. But it is difficult to reconcile that boast with a state of the law which, practically, puts the brand of servitude and degradation upon a large class of our fellow-citizens, our equals before the law.”**

—Justice John Marshall Harlan in the dissenting opinion in *Plessy v. Ferguson*

- Justice Harlan used this reasoning for what purpose?
  - to celebrate American democracy
  - to justify segregation
  - to denounce the “separate-but-equal” argument
  - to demonstrate that equality before the law is not practical
- Which of the following was *not* an outcome of expanding public education in the early 20th century?
  - the establishment of public high schools and colleges
  - the growth of equal education for all
  - a rise in the literacy rate
  - the founding of kindergartens

- The turn of the 20th century brought shorter work hours and more leisure time to many urban Americans. Which of the following bar graphs correctly reflects these factors?



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### INTERACT WITH HISTORY

Recall the issues that you explored at the beginning of the chapter. Now that you know more about the role of technology in people’s lives, would you change any of your responses? Discuss your ideas with a small group. Then make a cause-and-effect chart about one technological innovation of the era and its lasting impact on society.

### FOCUS ON WRITING

Imagine you are a newspaper editor in 1896. Write an editorial explaining what you think of the Supreme Court ruling in *Plessy v. Ferguson*. Be sure to address the “separate but equal” argument.

### MULTIMEDIA ACTIVITY



Visit the links for Chapter Assessment to find out more about the World’s Columbian Exposition held in Chicago in 1893. In a small group, make a list of the “famous firsts,” such as the first elevated railway, introduced at the exposition. Illustrate your list, adding pictures and informative captions, on a colorful poster for display in the classroom.

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