

UNIT

6

1850–1914

# A Growing America

**Chapter 18 Americans Move West**  
**Chapter 19 The Industrial Age**  
**Chapter 20 Immigrants and Urban Life**





### What You Will Learn...

After the American Civil War, the United States began a process of building a new economy and political structure. Events in the rest of the world began affecting the nation more noticeably.

During this period of expansion, the U.S. population spread across the continent. New immigrants and new technology began to change life in many parts of the country, especially in cities. In the next three chapters, you will learn about changes in the United States that helped the country increase its size, wealth, and power.

### Explore the Art

In this picture, a teenage Buffalo Bill Cody flees from bandits on his Pony Express route. How does this picture show the importance of communication in the expansion of the United States?



# Americans Move West

**Essential Question** What changes occurred in the American West during the late 1800s?



## What You Will Learn...

In this chapter, you will read about the effects of westward expansion in the United States. You will also learn about how Native Americans resisted these changes.

### SECTION 1: Miners, Ranchers, and Railroads. . . . . 586

**The Big Idea** As more settlers moved West, mining, ranching, and railroads soon transformed the western landscape.

### SECTION 2: Wars for the West. . . . . 593

**The Big Idea** Native Americans and the U.S. government came into conflict over land in the West.

### SECTION 3: Farming and Populism. . . . . 600

**The Big Idea** Settlers on the Great Plains created new communities and unique political groups.

## FOCUS ON WRITING

**Writing a Letter** Before telephones and e-mail, one way to communicate with people far away was by letter. In this chapter, you will read about the settlement of the West by European Americans. Suppose you were an Irish immigrant working on a railroad that crossed the Great Plains. What might you have seen or experienced? After you read the chapter, you will write a letter to your sister in Ireland telling her about your experiences.



Wagon trains carried hundreds of thousands of settlers across the Great Plains.

UNITED STATES



1850



WORLD

**1860** The Pony Express begins delivering mail between East and West.



1860

**1855** Paris holds a World's Fair.





# HISTORY



Railroads That Tamed the West

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

10 MILES OF TRACK LAID IN ONE DAY. APRIL 28TH 1869

**1869** The first transcontinental railroad is completed.

**1874** Gold is discovered in the Black Hills of the Dakotas.

**1879** Thousands of African Americans migrate from the South to Kansas.

**1890** The Massacre at Wounded Knee occurs.



**1864** French scientist Louis Pasteur invents the purification process of pasteurization.

**1870**

**1880**

**1890**



**1883** The Orient Express railway makes its first run from Paris to Istanbul.

**1888** Brazil abolishes slavery.



# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter you will follow the development of the United States from the mid-1800s through the 1890s. You will learn that California was admitted to the Union in 1850. You will find out about the struggles that people

faced as the movement West continued and people settled the Great Plains. You will learn about the **technological** advancements made during this time as well as the difficult **geographical** obstacles miners and ranchers faced in the West.

## Understanding through Questioning

**Focus on Reading** When newspaper reporters want to get to the heart of a story, they ask certain questions: who, what, when, where, why, and how. When you are reading a history book, you can use the same questions to get to the heart of what happened in the past.

**Hypothetical Questions** You can also use questions to dig deeper than what is in the text. You can ask hypothetical, or what if, questions. These questions ask what might have happened had events occurred differently. Sometimes asking such questions can help history come alive.

**Who?**  
Congress

**Where?**  
the West

**How?**  
Congress gave land to anyone who agreed to settle on it for five years.

In 1862 Congress passed two important land acts that helped open the West to settlers. The Homestead Act gave government-owned land to small farmers. Any adult who was a U.S. citizen or planned to become one could receive 160 acres of land. In exchange, homesteaders promised to live on the land for five years. The Morrill Act granted more than 17 million acres of federal land to the states. (p. 600)

**What if?**  
If Congress had not passed these laws, U.S. citizens might not have moved West. The United States might not have grown as quickly as it did.

**What?**  
encouraged new settlement

**When?**  
1862

**Why?**  
Perhaps Congress feared what would happen to western lands if they remained unsettled by U.S. citizens.



## You Try It!

Read the following passage and then answer the questions below.

### Building Communities

Women were an important force in the settlement of the frontier. They joined in the hard work of farming and ranching and helped build communities out of the widely spaced farms and small towns. Their role in founding communities facilitated a strong voice in public affairs. Wyoming women, for example, were granted the vote in the new state's constitution, which was approved in 1869. Annie Bidwell, one of the founders of Chico, California, used her influence to support a variety of moral and social causes such as women's suffrage and temperance.

From  
Chapter 18,  
p. 602

Answer these questions based on the passage you just read.

1. Who is this passage about?
2. What did they do?
3. When did they do this?
4. How do you think they accomplished it?
5. Why do you think they were able to accomplish so much?
6. How can knowing this information help you understand the past?
7. What if women in the West had been given more rights? Fewer rights? How might the West have been different?

As you read Chapter 18, ask questions like *who*, *what*, *when*, *where*, *why*, *how*, and *what if* to help you analyze what you are reading.

## Chapter 18

### Section 1

frontier (p. 586)  
Comstock Lode (p. 587)  
boomtowns (p. 588)  
Cattle Kingdom (p. 589)  
cattle drive (p. 589)  
Chisholm Trail (p. 589)  
Pony Express (p. 590)  
transcontinental railroad (p. 590)

### Section 2

Treaty of Fort Laramie (p. 594)  
reservations (p. 595)  
Crazy Horse (p. 595)  
Treaty of Medicine Lodge (p. 595)  
buffalo soldiers (p. 596)  
George Armstrong Custer (p. 596)  
Sitting Bull (p. 596)  
Battle of the Little Bighorn (p. 596)  
Massacre at Wounded Knee (p. 597)  
Long Walk (p. 597)  
Geronimo (p. 597)  
Ghost Dance (p. 598)  
Sarah Winnemucca (p. 598)  
Dawes General Allotment Act (p. 598)

### Section 3

Homestead Act (p. 600)  
Morrill Act (p. 600)  
Exodusters (p. 601)  
sodbusters (p. 601)  
dry farming (p. 601)  
Annie Bidwell (p. 602)  
National Grange (p. 603)  
deflation (p. 604)  
William Jennings Bryan (p. 604)  
Populist Party (p. 604)

## Academic Vocabulary

In this chapter, you will learn the following academic words:

establish (p. 588)  
facilitate (p. 602)



# Miners, Ranchers, and Railroads

## What You Will Learn...

### Main Ideas

1. A mining boom brought growth to the West.
2. The demand for cattle created a short-lived Cattle Kingdom on the Great Plains.
3. East and West were connected by the transcontinental railroad.

### The Big Idea

As more settlers moved West, mining, ranching, and railroads soon transformed the western landscape.

### Key Terms

frontier, *p. 586*  
 Comstock Lode, *p. 587*  
 boomtowns, *p. 588*  
 Cattle Kingdom, *p. 589*  
 cattle drive, *p. 589*  
 Chisholm Trail, *p. 589*  
 Pony Express, *p. 590*  
 transcontinental railroad, *p. 590*



Use the graphic organizer online to take notes on the kinds of economic opportunities that people found in the West.

## If YOU were there...

You are a cowboy in Texas in 1875. You love life on the open range, the quiet nights, and the freedom. You even like the hard work of the long cattle drives to Kansas. But you know that times are changing. Homesteaders are moving in and fencing off their lands. Some of the older cowboys say it's time to settle down and buy a small ranch. You hope that they're not right.

## What would make you give up a cowboy's life?

**BUILDING BACKGROUND** In the years following the Civil War, the U.S. population grew rapidly. Settlements in the West increased. More discoveries of gold and silver attracted adventurers, while the open range drew others. Thousands of former Civil War soldiers also joined the move West.

## Mining Boom Brings Growth

During the years surrounding the War, most Americans had thought of the Great Plains and other western lands as the Great American Desert. In the years following the Civil War, Americans witnessed the rapid growth of the U.S. population and the spread of settlements throughout the West. With the admission of the state of California to the Union in 1850, the western boundary of the American **frontier**—an undeveloped area—had reached the Pacific Ocean.

The frontier changed dramatically as more and more people moved westward. Settlers built homes, fenced off land, and laid out ranches and farms. Miners, ranchers, and farmers remade the landscape of the West as they adapted to their new surroundings. The geography of the West was further changed by the development and expansion of a large and successful railroad industry that moved the West's natural resources to eastern markets. Gold and silver were the most valuable natural resources, and mining companies used the growing railroad network to bring these precious metals to the East.



## Causes and Effects of Westward Expansion

QUICK  
FACTS

### Causes

- New land for settlers and ranchers
- Mineral resources
- Businesses to support settlers, ranchers, and miners
- Immigration

### Effects

- New towns
- Railroads across the continent
- Cattle Kingdom

ANALYSIS  
SKILL

### INTERPRETING CHARTS

What three economic activities attracted people to the West?



Posters like this one were designed to persuade people to move West.

## Big Business

Most of the precious metals were located in western Nevada. In 1859 miner Henry Comstock discovered a huge deposit of gold and silver in Nevada that became called the **Comstock Lode**. The deposit was incredibly rich and deep. In just the first year after its discovery, the Comstock Lode lured thousands of California miners to Nevada. Over the next 20 years, the Comstock Lode produced more than \$500 million worth of gold and silver.

Expensive equipment was needed to remove the silver and gold that were trapped within quartz rock. Larger mining companies bought up land claims from miners who could not afford this machinery. As a result, mining became a big business in the West.

As companies dug bigger and deeper mines, the work became more dangerous. Miners had to use unsafe equipment, such as elevator platforms without protective walls. They worked in dark tunnels and breathed

hot, stuffy air. They suffered from lung disease caused by dusty air. Miners often were injured or killed by poorly planned explosions or by cave-ins. Fire was also a great danger. Mining was therefore one of the most dangerous jobs in the country. In the West, worries about safety and pay led miners to form several unions in the 1860s.

## Settlers

People from all over the world came to work in the western mines. Some miners came from the eastern United States. Others emigrated from Europe, Central and South America, and Asia. Many Mexican immigrants and Mexican Americans were experienced miners. They were skilled in assaying, or testing, the contents of valuable ore. One newspaper reporter wrote, "Here were congregated the most varied elements of humanity . . . belonging to almost every nationality and every status of life."



## New Towns

Mining booms also produced **boomtowns**, communities that grew suddenly when a mine opened. They disappeared just as quickly when the mine closed. Most boomtowns had general stores, saloons, and boardinghouses.

Few women or families lived in boomtowns. "I was never so lonely and homesick in all my life," wrote one young woman. Women washed, cooked, made clothes, and chopped wood. They also raised families, **established** schools, and wrote for newspapers. Their work helped turn some mining camps into successful, permanent towns.

### ACADEMIC VOCABULARY

**establish** to set up or create

**READING CHECK** Summarizing What risks did miners face?

## The Cattle Kingdom

The cattle industry was another area of rapid growth. Following the Civil War, a growing economy and population created a greater demand for beef in the East. Cattle worth \$3 to \$6 each in Texas could be sold for \$38 each in Kansas. In New York, they could be sold for \$80 each. The most popular breed of cattle was the longhorn. The longhorn spread quickly throughout western Texas. Because these animals needed very little water and could survive harsh weather, they were well-suited to the dry, desert-like environment of western Texas. But how could Texas ranchers move the longhorns to eastern markets?

In 1867 businessman Joseph McCoy discovered a solution. He built pens for cattle in the small town of Abilene, Kansas. The Kansas

## Myth and Reality in the Wild West

No episode in American history has given rise to as many myths as the Wild West. Writers of dime novels, popular in the East, helped create the myths in the years after the Civil War. Even today, popular books, television shows, and movies continue to portray the West in ways that are more myth than reality.

**Myth:** The cowboy was a free-spirited individual.

**Reality:** Most cowboys were employees. Many joined labor unions and even went on strike.

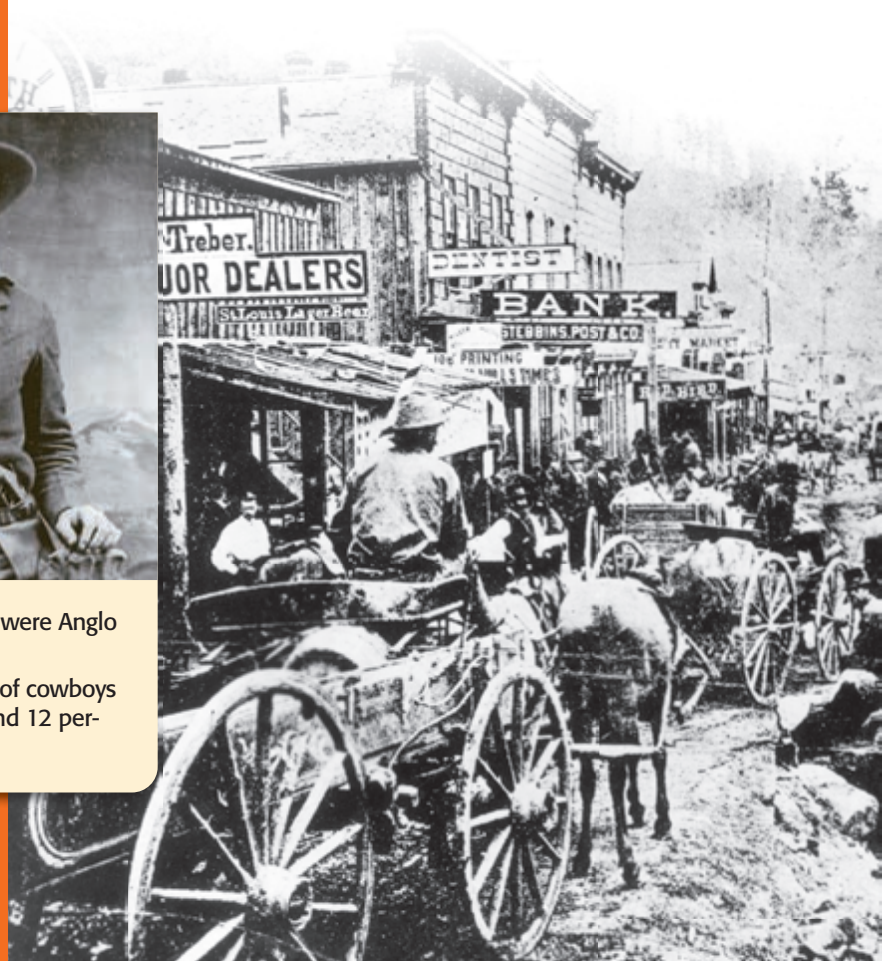
**Myth:** Western cowtowns were wild places where cowboys had gunfights, and there was little law and order.

**Reality:** Most were orderly cities with active law enforcement. Showdowns rarely, if ever, occurred.



**Myth:** Almost all cowboys were Anglo Americans.

**Reality:** About 25 percent of cowboys were African Americans, and 12 percent were Hispanic.





Pacific Railroad line went through Abilene. As a result, cattle could be shipped by rail from there. Soon, countless Texas ranchers were making the trip north to Abilene to sell their herds of cattle.

Around the same time, cattle ranching began to expand in the Midwest. **The Great Plains from Texas to Canada, where many ranchers raised cattle in the late 1800s, became known as the Cattle Kingdom.** Ranchers grazed huge herds on public land called the open range. The land had once been occupied by Plains Indians and buffalo herds.

### Importance of Cowboys

The workers who took care of the ranchers' cattle were known as cowhands or cowboys. They borrowed many techniques and tools from vaqueros (bah-KER-ohs), Mexican ranch

hands who cared for cattle and horses. From vaqueros came the western saddle and the lariat—a rope used for lassoing cattle. The cowboys also borrowed the vaqueros' broad felt hat. However, they changed it into the familiar high-peaked cowboy hat.

One of the cowboy's most important and dangerous duties was the **cattle drive**. On these long journeys, cowboys herded cattle to the market or to the northern Plains for grazing. The trips usually lasted several months and covered hundreds of miles. The **Chisholm Trail**, which ran from San Antonio, Texas, to the cattle town of Abilene, Kansas, was one of the earliest and most popular routes for cattle drives. It was blazed, or marked, by Texas cowboy Jesse Chisholm in the late 1860s.

At times, rowdy cowboys made life in cattle towns rough and violent. There were rarely shoot-outs in the street, but there was often disorderly behavior. Law officials such as Wyatt Earp became famous for keeping the peace in cattle towns.

### End of the Open Range

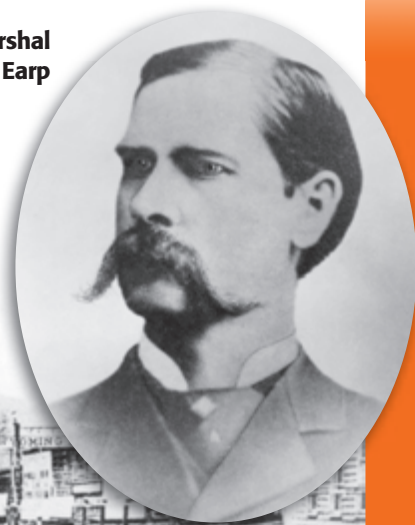
As the cattle business boomed, ranchers faced more competition for use of the open range. Farmers began to buy range land on the Great Plains where cattle had once grazed. Small ranchers also began competing with large ranchers for land. Then in 1874, the invention of barbed wire allowed westerners to fence off large amounts of land cheaply. The competition between farmers, large ranchers, and small ranchers increased. This competition led to range wars, or fights for access to land.

Making matters worse, in 1885 and 1886, disaster struck the Cattle Kingdom. The huge cattle herds on the Plains had eaten most of the prairie grass. Unusually severe winters in both years made the ranching situation even worse. Thousands of cattle died, and many ranchers were ruined financially. The Cattle Kingdom had come to an end.

#### READING CHECK Drawing Conclusions

Why did the Cattle Kingdom come to an end?

Marshal  
Wyatt Earp



Deadwood, South Dakota



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#### ANIMATED GEOGRAPHY

Cattle Drive  
Trails

#### FOCUS ON READING

Ask yourself questions about the information in this paragraph to help you understand the competition between farmers and ranchers.

## The Transcontinental Railroad

As more Americans began moving West, the need to send goods and information between the East and West increased. Americans searched for ways to improve communication and travel across the country.

In 1860 a system of messengers on horseback called the **Pony Express** began to carry messages west. The messengers carried mail between relay stations on a route about 2,000 miles long. However, telegraph lines, which sent messages faster, quickly put the Pony Express out of business.

Some Americans wanted to build a **transcontinental railroad**—a railroad that would cross the continent and connect the East to the West. The federal government, therefore, passed the Pacific Railway Acts in 1862 and in 1864. These acts gave railroad companies loans and large land grants that could be sold to pay for construction costs. Congress had granted more than 131 million

acres of public land to railroad companies. In exchange, the government asked the railroads to carry U.S. mail and troops at a lower cost. Many railroad companies were inspired to begin laying miles of tracks.

### Great Race

Two companies, the Central Pacific and the Union Pacific, led the race to complete the transcontinental railroad. In February 1863, the Central Pacific began building east from Sacramento, California. At the end of the year, the Union Pacific started building west from Omaha, Nebraska.

The Union Pacific hired thousands of railroad workers, particularly Irish immigrants. Chinese immigrants made up some 85 percent of the Central Pacific workforce. The railroad's part-owner Leland Stanford praised them, but he paid them less than other laborers. Chinese crews also were given the most dangerous tasks and had to work longer hours than other railroad laborers. They took the job, however, because the \$30 a month

### Routes West, 1870





that the Central Pacific paid was as much as 10 times what they could earn in China.

Railroad companies faced many geographic challenges. For example, workers for Central Pacific struggled to cross the Sierra Nevada mountain range in California. Breaking apart its rock formations required setting carefully controlled explosions using large amounts of blasting powder and the explosive nitroglycerin. And in the winter of 1866, snowdrifts more than 60 feet high trapped and killed dozens of workers. Faced with these obstacles, the Central Pacific took four years to lay the first 115 miles of track.

Meanwhile, Union Pacific workers faced harsh weather on the Great Plains. In addition, the company pressured them to work at a rapid pace—at times laying 250 miles of track in six months.

For both railroad companies, providing food and supplies for workers was vital. This job became more difficult in remote areas. The railroad companies consequently often relied on local resources. Professional

hunters, such as William “Buffalo Bill” Cody, shot thousands of buffalo to feed Union Pacific workers.

## Golden Spike

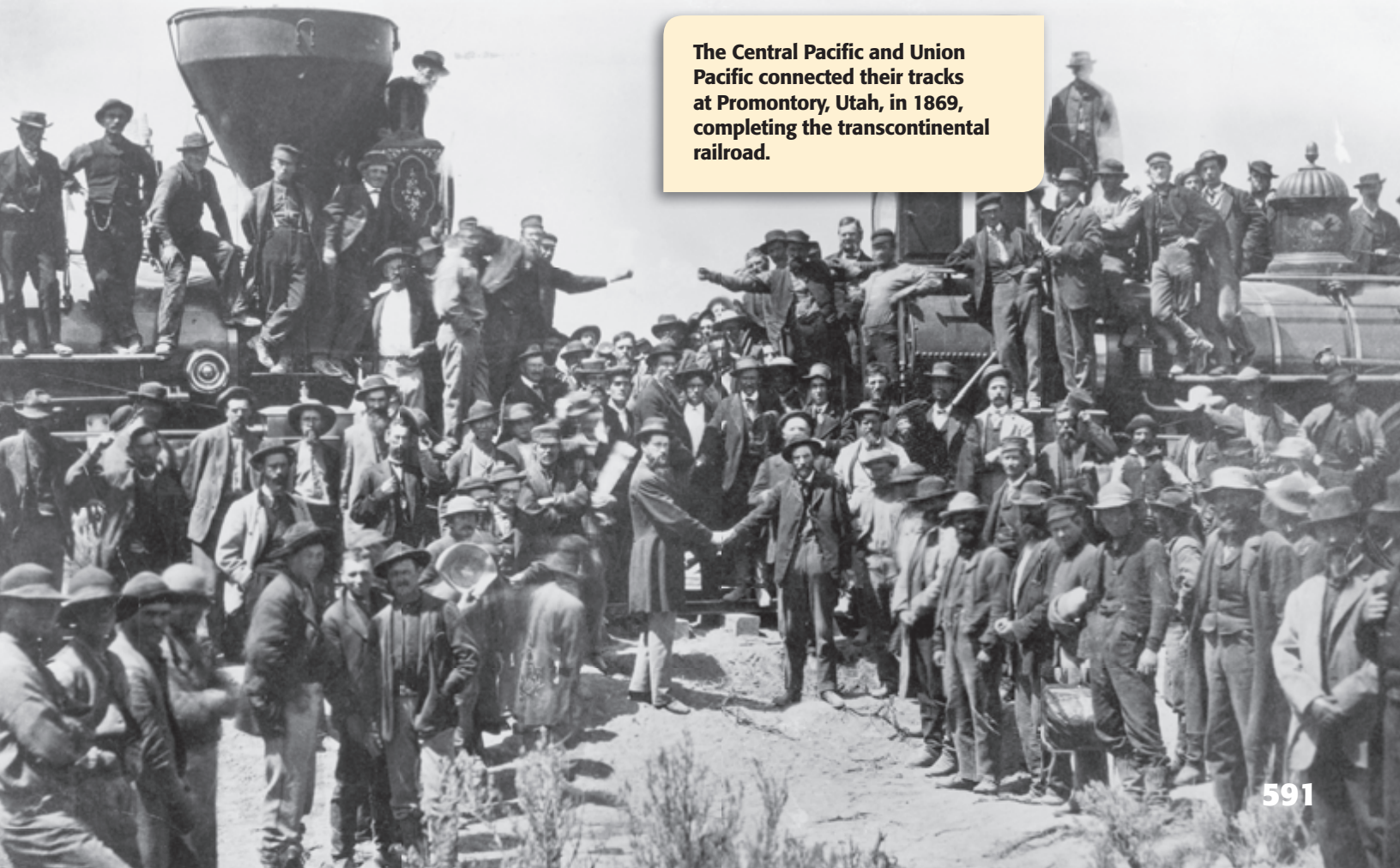
Congress required the two completed rail lines to connect at Promontory, Utah. On May 10, 1869, a golden spike was used to connect the railroad tie joining the two tracks. Alexander Toponce witnessed the event.

“Governor Stanford, president of the Central Pacific, took the sledge [hammer], and the first time he struck he missed the spike and hit the rail. What a howl went up! Irish, Chinese, Mexicans, and everybody yelled with delight. ‘He missed it’ . . . Then Stanford tried it again and tapped the spike.”

—Alexander Toponce, quoted in  
*A Treasury of Railroad Folklore*,  
edited by B. A. Botkin and Alvin F. Harlo

The railroad companies were not finished, though. Following completion of the transcontinental railroad, companies continued building railroads until the West was crisscrossed with rail lines.

**The Central Pacific and Union Pacific connected their tracks at Promontory, Utah, in 1869, completing the transcontinental railroad.**



## Effects of the Transcontinental Railroad

QUICK FACTS

- Increased settlement of the West
- Increased business activity and East-West trade
- Helped make the railroad industry one of the most powerful in the country



### Results of the Railroad

The transcontinental railroad increased both economic growth and the population in the West. Railroad companies provided better transportation for people and goods. They also sold land to settlers, which encouraged people to move West.

New railroads helped businesses. Western timber companies, miners, ranchers, and farmers shipped wood, metals, meat, and grain east by railroad. In exchange, eastern businesses shipped manufactured goods to the West. As trade between regions increased, the idea that the U.S. economy was inter-

dependent became more widespread. Even perceptions of time became more formal as railroad schedules began to unite areas that had before existed under different times. Four continental time zones were established in 1883.

Railroad companies encouraged people to put their money into the railroad business, which they did—sometimes unwisely. Railroad speculation and the collapse of railroad owner Jay Cooke’s banking firm helped start the Panic of 1873. By the 1880s, many small western railroads were deeply in debt. Despite such setbacks, Americans remained interested in railroad investments. By 1890 there were about 164,000 more miles of track in operation than in 1865. Railroads had become one of the biggest industries in the United States.

**READING CHECK** **Finding Main Ideas** How did the railroad affect the development of the West?

**SUMMARY AND PREVIEW** In this section you learned about the increased settlement of the West. In the next section you will learn about conflicts with Native Americans.

### THE IMPACT TODAY

Today’s businesses ship goods across the country using railroads, the interstate highway system, and airplanes.

## Section 1 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Why did Americans move West in the years following the Civil War?

**b. Draw Conclusions** What effect did the discovery of the **Comstock Lode** have on the West?

**c. Evaluate** Do you think women were important to the success of mining towns? Why or why not?
- a. Recall** What led to the cattle boom in the West?

**b. Analyze** Why was there competition between ranchers and farmers to settle in the Great Plains?

**c. Evaluate** What played the biggest role in ending the **Cattle Kingdom**? Why?
- a. Recall** When and where did the Union Pacific and Central Pacific lines meet?

**b. Make Generalizations** How do you think the **transcontinental railroad** improved people’s lives?

### Critical Thinking

- Comparing** Review your notes about opportunities in the West. Then use a graphic organizer like the one below to list the effects of these opportunities.

Opportunity	Effect

### FOCUS ON WRITING

- Taking Notes on Mining, Ranching, and the Railroads** As you read this section, take notes on how mining, ranching, and railroads changed the West. How might a railroad worker feel about these changes?



# Wars for the West

## SECTION

# 2

### If YOU were there...

You are a member of the Sioux nation, living in Dakota Territory in 1875. These lands are sacred to your people, and the U.S. government has promised them to you. But now gold has been found here, and the government has ordered you to give up your land. Some Sioux leaders want to fight. Others say that it is of no use, that the soldiers will win.

**Would you fight to keep your lands? Why?**

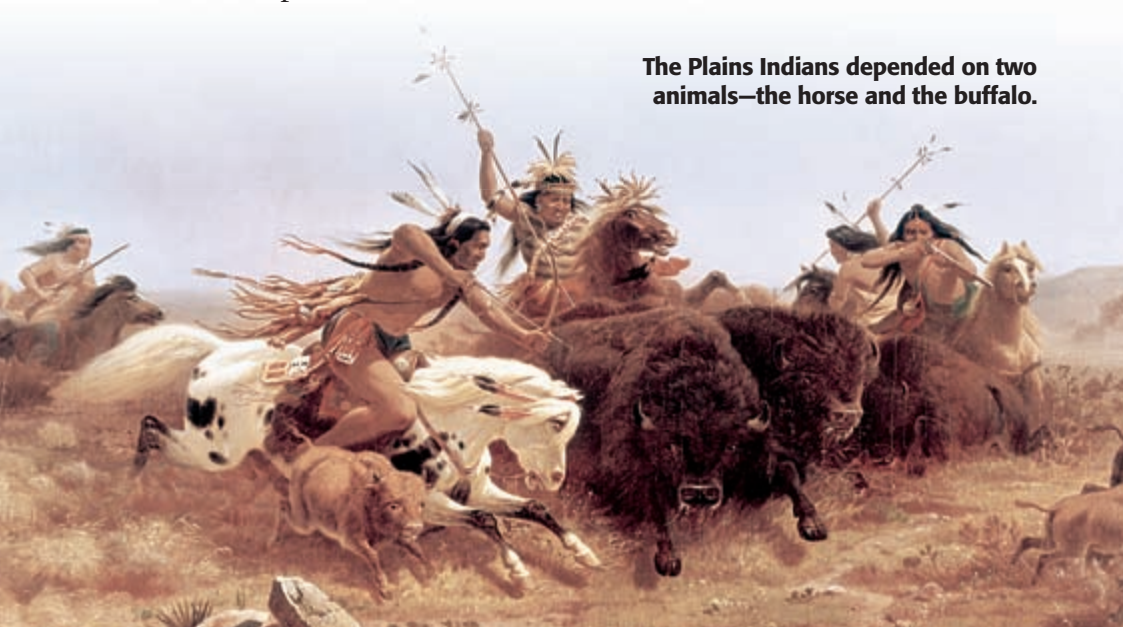
**BUILDING BACKGROUND** Miners, ranchers, and farmers all moved West in the years after the Civil War. The arrival of settlers and the U.S. army to the Great Plains meant the end of the way of life of the Indians who lived there. The coming of the railroad began this destruction, with the killing of thousands of buffalo. Treaties were made but did not protect Indian lands from settlers.

## Settlers Encounter the Plains Indians

As miners and settlers began crossing the Great Plains in the mid-1800s, they pressured the federal government for more access to western lands. To protect these travelers, U.S. officials sent agents to negotiate treaties with the Plains Indians.

The Plains Indians lived in the Great Plains, which stretch north into Canada and south into Texas. Indian groups such as the Apache and the Comanche lived in and around Texas and

**The Plains Indians depended on two animals—the horse and the buffalo.**



## What You Will Learn...

### Main Ideas

1. As settlers moved to the Great Plains, they encountered the Plains Indians.
2. The U.S. Army and Native Americans fought in the northern plains, the Southwest, and the Far West.
3. Despite efforts to reform U.S. policy toward Native Americans, conflict continued.

### The Big Idea

Native Americans and the U.S. government came into conflict over land in the West.

## Key Terms and People

Treaty of Fort Laramie, p. 594  
reservations, p. 595  
Crazy Horse, p. 595  
Treaty of Medicine Lodge, p. 595  
buffalo soldiers, p. 596  
George Armstrong Custer, p. 596  
Sitting Bull, p. 596  
Battle of the Little Bighorn, p. 596  
Massacre at Wounded Knee, p. 597  
Long Walk, p. 597  
Geronimo, p. 597  
Ghost Dance, p. 598  
Sarah Winnemucca, p. 598  
Dawes General Allotment Act, p. 598



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TAKING NOTES

Use the graphic organizer online to take notes on the major events in Native Americans' loss of land rights.

what is now Oklahoma. The Cheyenne and the Arapaho lived in different regions across the central Plains. The Pawnee lived in parts of Nebraska. To the north were the Sioux. These groups spoke many different languages. However, they used a common sign language to communicate and they shared a similar lifestyle.

### Hunting Buffalo

For survival, Plains Indians depended on two animals—the horse and the buffalo. The Spanish brought horses to America in the 1500s. Plains Indians learned to ride horses, and hunters used them to follow buffalo herds year-round. While on horseback, most Plains Indian hunters used a short bow and arrows to shoot buffalo from close range.

Plains Indians used buffalo for food, shelter, clothing, utensils, and tools. Women dried buffalo meat to make jerky. They made tepees and clothing from buffalo

hides, and cups and tools from buffalo horns. As one Sioux explained, “When our people killed a buffalo, all of the animal was utilized [used] in some manner; nothing was wasted.” The Plains Indians prospered. By 1850, some 75,000 Native Americans lived on the Plains.

### Struggle to Keep Land

Miners and settlers were also increasing in numbers—and they wanted Indians’ land. The U.S. government tried to avoid disputes by negotiating the **Treaty of Fort Laramie**, the first major treaty between the U.S. government and Plains Indians. Two years later, several southern Plains nations signed a treaty at Fort Atkinson in Nebraska. These treaties recognized Indian claims to most of the Great Plains. They also allowed the United States to build forts and roads and to travel across Indian homelands. The U.S. government promised to pay for any damages to Indian lands.

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

## Native American Land Loss in the West, 1850–1890



**Land lost by Native Americans**

- 1850–1870
- 1870–1890
- Reservations in 1890

UTE Native American group

0 200 400 Miles  
0 200 400 Kilometers

**Battles and Treaties of the Indian Wars**

- 1 Treaties at Fort Laramie, 1851 and 1868
- 2 Treaty at Fort Atkinson, 1853
- 3 Sand Creek Massacre, 1864
- 4 Fetterman Massacre, 1866
- 5 Treaty of Medicine Lodge, 1867
- 6 Battle of the Little Bighorn, 1876
- 7 Battle of the Rosebud, 1876
- 8 Wounded Knee Massacre, 1890

**GEOGRAPHY SKILLS INTERPRETING MAPS**

**Region** In what regions did Native Americans lose land in the late 1800s?



## Tribal Councils

Native Americans have long held tribal councils to make decisions on behalf of the group. Today this tradition of Native American government continues. There are more than 500 tribal governments in the United States. Tribal governments provide a wide range of services, including law enforcement, health care, and education. Here, a member of the Blackfoot Tribal Council addresses the Montana state legislature.



**ANALYSIS SKILL**

**ANALYZING INFORMATION**

What types of services do tribal governments provide?

The treaties did not keep the peace for long. In 1858 the discovery of gold in what is now Colorado brought thousands of miners to the West. They soon clashed with the Cheyenne and the Arapaho. In 1861 the U.S. government negotiated new treaties with Plains Indians. These treaties created **reservations, areas of federal land set aside for Native Americans**. The government expected Indians to stay on the reservations, which made hunting buffalo almost impossible.

Pioneers and miners continued to cross the Great Plains. Many miners used the Bozeman Trail. To protect them, the U.S. Army built forts along the trail, which ran through favored Sioux hunting grounds. The Sioux responded with war. In late 1866, **Crazy Horse** and a group of Sioux ambushed and killed 81 cavalry troops.

In 1868, under the Second Treaty of Fort Laramie, the government agreed to close the Bozeman Trail, abandon the forts, and provide reservation land to the Sioux.

The U.S. government also negotiated for southern Plains Indians to move off their land. **In the 1867 Treaty of Medicine Lodge, most southern Plains Indians agreed to live on reservations.** However, many Indians did not want to give up their hunting grounds. Fighting soon broke out between the Comanche and Texans. The U.S. Army and the Texas Rangers were unable to defeat the Comanche, so they cut off the Comanche's access to food and water. In 1875 the last of the Comanche war leaders surrendered.

**READING CHECK Summarizing** What was the federal policy toward the Plains Indians in the 1860s and 1870s?



## Two Views of a Historic Battle

### CONNECT TO THE ARTS

Art historians have identified about 1,000 paintings of the Battle of the Little Bighorn. The painting on this page was painted in 1899. The painting on the next page is one of the many colored-pencil drawings of the battle done by Amos Bad Heart Buffalo, who based his drawing on memories from Sioux warriors who participated in the battle.

*How do these paintings show the influences of different cultures?*



The Native Americans are shown surrounding a small force of U.S. soldiers.

General Custer is shown standing among his men as he fires.

## Fighting on the Plains

In the northern Plains, Southwest, and Far West, Native Americans continued to resist being moved to and confined on reservations. The U.S. government sent troops, including African American cavalry, who the Indians called buffalo soldiers, into the area to force the Indians to leave.

### Battles on the Northern Plains

As fighting on the southern Plains came to an end, new trouble started in the north. In 1874 Lieutenant Colonel **George Armstrong Custer's** soldiers discovered gold in the Black Hills of the Dakotas. **Sitting Bull**, a leader of the Lakota Sioux, protested U.S. demands for the land.

“What treaty that the whites have kept has the red man broken? Not one. What treaty that the white man ever made with us have they kept? Not one.”

—Sitting Bull, quoted in *Touch the Earth* by T. C. McLuhan

Other Sioux leaders listened to Sitting Bull and refused to give up land. Fighting soon broke out between the army and the Sioux.

On June 25, 1876, Custer's scouts found a Sioux camp along the Little Bighorn River in Montana Territory. Leading 264 of his soldiers, Custer raced ahead without waiting for any supporting forces. In the **Battle of the Little Bighorn**, Sioux forces led by Crazy Horse and Sitting Bull surrounded and defeated Custer and his troops. Newspapers called the battle “Custer's Last Stand” because his entire command was killed. It was the worst defeat the U.S. Army suffered in the West. The Battle of the Little Bighorn was also the Sioux's last major victory.

In 1881 Sitting Bull and a few followers returned from Canada where they had moved. They had run out of food during the hard winter. They joined the Sioux on Standing Rock Reservation in Dakota Territory.



### VIDEO

Sitting Bull:  
Chief of the  
Lakota Nation

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The U.S. Army is shown on horseback in this painting.



These horses have been captured by the Native Americans.

Almost a decade later, in 1890, while following orders to arrest Sitting Bull, reservation police killed him. Many Sioux left the reservations in protest. Later that year, the U.S. Army shot and killed about 150 Sioux near Wounded Knee Creek in South Dakota. This **Massacre at Wounded Knee** was the last major incident on the Great Plains.

## Southwest

The Navajo lived in what became Arizona and New Mexico. In 1863 the Navajo refused to settle on a reservation. In response, U.S. troops made raids on the Navajo's fields, homes, and livestock.

When the Navajo ran out of food and shelter, they started surrendering to the U.S. Army. In 1864 the army led Navajo captives on the **Long Walk**. On this 300-mile march the Navajo were forced to walk across the desert to a reservation in Bosque Redondo, New Mexico. Along the way, countless Navajo died.

## Far West

The United States had promised to let the peaceful Nez Percé keep their land in Oregon. Within a few years, however, the government ordered the Nez Percé to a reservation in what is now Idaho. Before leaving, a few angry Nez Percé killed some local settlers and tried to escape to Canada. Near the border, U.S. troops overtook them and sent them to a reservation in what is now Oklahoma.

## Final Battles

By the 1880s, most Native Americans had stopped fighting. The Apache of the Southwest, however, continued to battle the U.S. Army. A Chiricahua Apache named **Geronimo** and his band of raiders avoided capture for many years. In September 1886 Geronimo surrendered, ending the Apache armed resistance.

**READING CHECK** **Contrasting** How did the Apache resistance differ from that of the Navajo?

## Conflict Continues

By the 1870s, many Native Americans lived on reservations, where land was usually not useful for farming or buffalo hunting. Many Indians were starving.

A Paiute Indian named Wovoka began a religious movement, the **Ghost Dance**, that predicted the arrival of paradise for Native Americans. In this paradise, the buffalo herds would return and the settlers would disappear.

U.S. officials did not understand the meaning of the Ghost Dance. They feared it would lead to rebellion, so they tried to end the movement, which had spread to other groups, including the Sioux. After the massacre in 1890 at Wounded Knee, the Ghost Dance movement gradually died out.

In the late 1870s, a Paiute Indian named **Sarah Winnemucca** called for reform. She gave lectures on problems of the reservation system. Writer Helen Hunt Jackson published a book that pushed for reform of U.S. Indian policy in 1881.



**Sarah Winnemucca** spoke out for the fair treatment of her people.

Some reformers believed that Native Americans should adopt the ways of white people. The **Dawes General Allotment Act** of 1887 tried to lessen traditional influences on Indian society by making land ownership private rather than shared. The act also promised—but failed to deliver—U.S. citizenship to Native Americans. After breaking up reservation land, the government sold the acreage remaining. The Act took about two-thirds of Indian land.

**READING CHECK** Evaluating How did reformers try to influence Native Americans' lives?

**SUMMARY AND PREVIEW** In this section you read about conflict in the settlement of the West. In the next section you will learn more about Great Plains settlers.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. **Describe** What animals did Plains Indians depend on, and how did they use those animals?

b. **Analyze** How did U.S. policy toward the Plains Indians change in the late 1850s?

c. **Elaborate** Would you have agreed to move to a reservation? Why or why not?
- a. **Describe** What events led to the **Battle of the Little Bighorn**?

b. **Elaborate** Why do you think most Indian groups eventually stopped resisting the United States?
- a. **Describe** How did the **Dawes General Allotment Act** affect American Indians?

b. **Predict** What effect do you think the **Massacre at Wounded Knee** would have on relations between Plains Indians and the United States?

### Critical Thinking

- Identifying Cause and Effect** Review your notes about Native American land losses. Organize the events in a time line like the one below.



### FOCUS ON WRITING

- Reading about the Wars for the West** As you read this section, take notes on the wars between the U.S. government and the Plains Indians. How might a railroad worker have experienced these conflicts?



## Chief Joseph

### What would you do to protect your home and your ways of life?

**When did he live?** 1840–1904

**Where did he live?** Chief Joseph lived in the Wallowa Valley, the Nez Percé homeland, in present-day Oregon.

**What did he do?** Chief Joseph led his people in an effort to hold on to the Nez Percé homeland and to avoid war with the United States. For years, Joseph and a band of Nez Percé refused to move as white settlers moved into the valley. Finally, after being threatened with attack, Joseph gave in. An army led by General Oliver Otis Howard eventually chased the Nez Percé across Idaho, Wyoming, and Montana. They were sent to a reservation in what is now Oklahoma, where many died.

**Why is he so important?** Chief Joseph's surrender speech earned him a place in American history. The band of 700 people, including only 200 warriors, made a courageous three-month, 1,400-mile trek, hoping to cross into Canada for protection. Exhausted, hungry, and freezing, Joseph's people collapsed just short of the Canadian border. In later years, the chief spoke about what had happened.

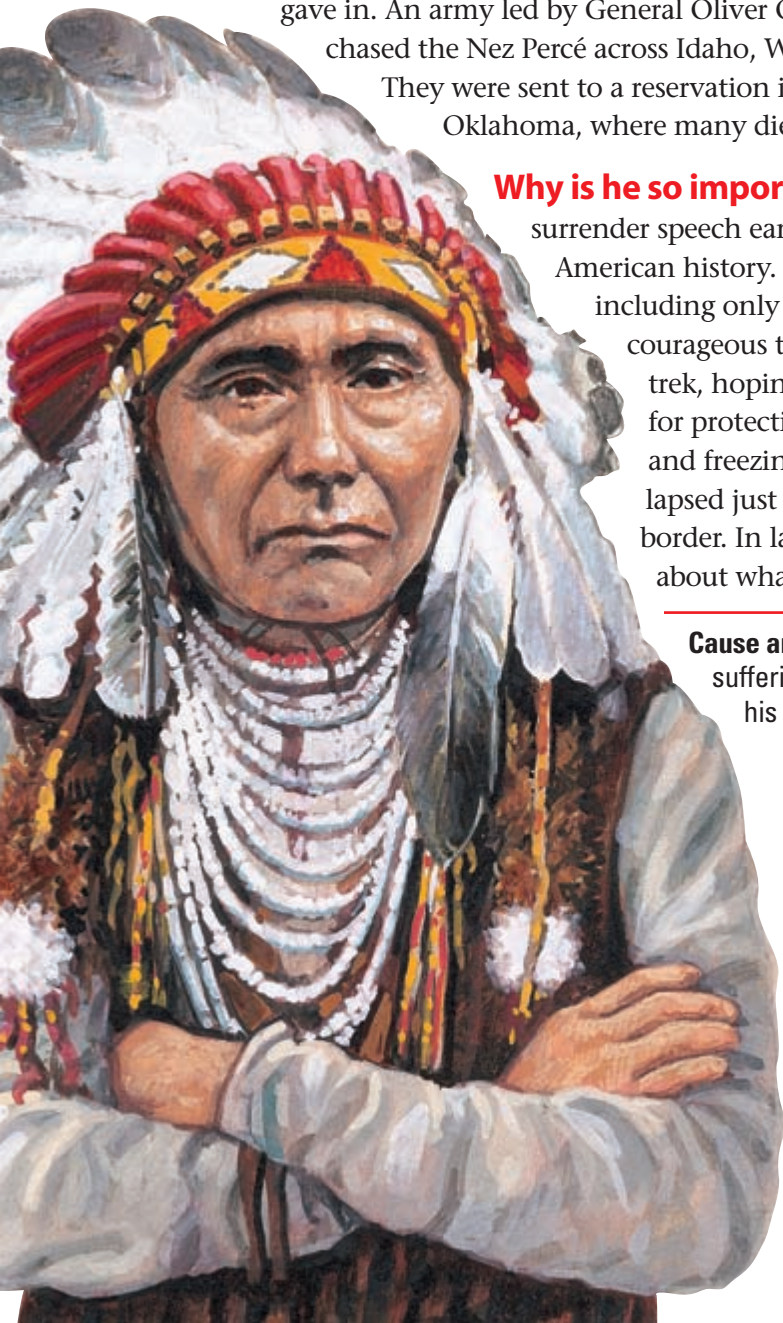
**Cause and Effect** What brought suffering to Chief Joseph and his people?

**Chief Joseph of the Nez Percé nation tried to protect his people from the advancement of white settlers.**

### Speech

“I am tired of fighting. Our chiefs are killed . . . The old men are all dead . . . It is cold, and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are—perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands I will fight no more forever.”

—Chief Joseph of the Nez Percé, surrender speech, October 5, 1877



# Farming and Populism

## What You Will Learn...

### Main Ideas

1. Many Americans started new lives on the Great Plains.
2. Economic challenges led to the creation of farmers' political groups.
3. By the 1890s, the western frontier had come to an end.

### The Big Idea

Settlers on the Great Plains created new communities and unique political groups.

### Key Terms and People

Homestead Act, p. 600

Morrill Act, p. 600

Exodusters, p. 601

sodbusters, p. 601

dry farming, p. 601

Annie Bidwell, p. 602

National Grange, p. 603

deflation, p. 604

William Jennings Bryan, p. 604

Populist Party, p. 604

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### TAKING NOTES

Use the graphic organizer online to take notes on the reasons for the rise of populism.

## If YOU were there...

You are a female schoolteacher in Wisconsin in 1880. You live and teach in a small town, but you grew up on a farm and are used to hard work. Now you are thinking about moving West to claim free land from the government. You could teach in a school there, too. You think it would be an exciting adventure, but your family is horrified that a single woman would move West on her own.

## Would you decide to become a homesteader?

**BUILDING BACKGROUND** By the 1870s and 1880s, the Great Plains had been “tamed” and made more welcoming to settlers. The end of the open cattle range was coming, and the Indian wars were nearly over. The government moved to encourage permanent settlements in the West by offering land to homesteaders.

## New Lives on the Plains

In 1862 Congress passed two important land grant acts that helped open the West to settlers. **The Homestead Act gave government-owned land to small farmers.** Any adult who was a U.S. citizen or planned to become one could receive 160 acres of land. In exchange, homesteaders promised to live on the land for five years. **The Morrill Act granted more than 17 million acres of federal land to the states.** The act required each state to sell this land and to use the money to build colleges to teach agriculture and engineering.

## Settling the Plains

People from all over the country moved West. Many farming families moved from areas where farmland was becoming scarce or expensive, such as New England. Many single women moved West. The Homestead Act granted land to unmarried women, which was unusual for the time.

The promise of land and a life free of discrimination also drew a large group of African Americans West. In 1879 some



20,000 to 40,000 southern African Americans moved to Kansas. Known as **Exodusters**, these southerners made a mass exodus, or departure, from the South. A number of black communities soon developed.

Western homesteads also were attractive to immigrants. Norwegian, Swedish, Danish, German, and Czech immigrants formed many small communities on the Great Plains.

### Farming the Plains

Plains farmers had many unique challenges. The seasons were extreme. Weather could be extreme. Also, the root-filled sod, or dirt, beneath the Plains grass was very tough. The hard work of breaking up the sod earned Plains farmers the nickname **sodbusters**.

In the 1890s western Plains farmers began **dry farming**, a new method of farming that shifted the focus away from water-dependent crops such as corn. Instead, farmers grew more hardy crops like red wheat. In addition, by the 1880s mechanical farming was becoming common. By using machinery, farmers could work much more quickly on large fields with fewer workers. Farmers shipped their harvest east by train. From there, crops were shipped overseas. The Great Plains soon became known as the breadbasket of the world.

Pioneers like this family often lived in houses made of sod because there were few trees for lumber on the Plains.

## Primary Source

### LETTER

## Letter from the Plains, 1863

In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa.

*"I remember I used to wonder when I heard that it would be impossible to keep the milk here as we did at home. Now I have learned that it is indeed impossible because of the heat here in the summertime . . . It's difficult, too, to preserve the butter. One must pour brine [salt water] over it or salt it.*

*The thunderstorms are so violent that one might think it was the end of the world . . . Quite often the lightning strikes down both cattle and people, damages property, and splinters sturdy oak trees into many pieces."*

—quoted in *Sources in American History*

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

What might be some of the differences between Norway and Svendsen's new home in Iowa?



## ACADEMIC VOCABULARY

**facilitate** to make easier

### Building Communities

Women were an important force in the settlement of the frontier. They joined in the hard work of farming and ranching and helped build communities out of the widely spaced farms and small towns. Their role in founding communities **facilitated** a strong voice in public affairs. Wyoming women, for example, were granted the vote in the new state's constitution, which was approved in 1869. **Annie Bidwell**, one of the founders of Chico, California, used her influence to support a variety of moral and social causes such as women's suffrage and temperance.

Many early settlers found life on their remote farms to be extremely difficult. Farmers formed communities so that they could assist one another in times of need. One of the first things that many pioneer communities did was establish a local church and school.

Children helped with many chores around the farm. Author Laura Ingalls Wilder was one of four children in a pioneer family. Wilder's books about settlers' lives on the prairie are still popular today.

#### READING CHECK Comparing and Contrasting

How were settlers' lives alike and different from their lives in the East?

### Farmers' Political Groups

From 1860 to 1900, the U.S. population more than doubled. To feed this growing population, the number of farms tripled. With modern machines, farmers in 1900 could harvest a bushel of wheat almost 20 times faster than they could in 1830.

#### Farm Incomes Fall

The combination of more farms and greater productivity, however, led to overproduction. Overproduction resulted in lower prices for crops. As their incomes decreased, many farmers found it difficult to pay bills. Farmers who could not make their mortgage payments lost their farms and homes. Many of these homeless farmers became tenant farmers who worked land owned by others. By 1880 one-fourth of all farms were rented by tenants, and the number continued to grow.

#### The National Grange

Many farmers blamed businesspeople—wholesalers, brokers, grain buyers, and especially railroad owners—for making money at their expense. As economic conditions worsened, farmers began to follow the example of other workers. They formed associations to protect and help their interests.

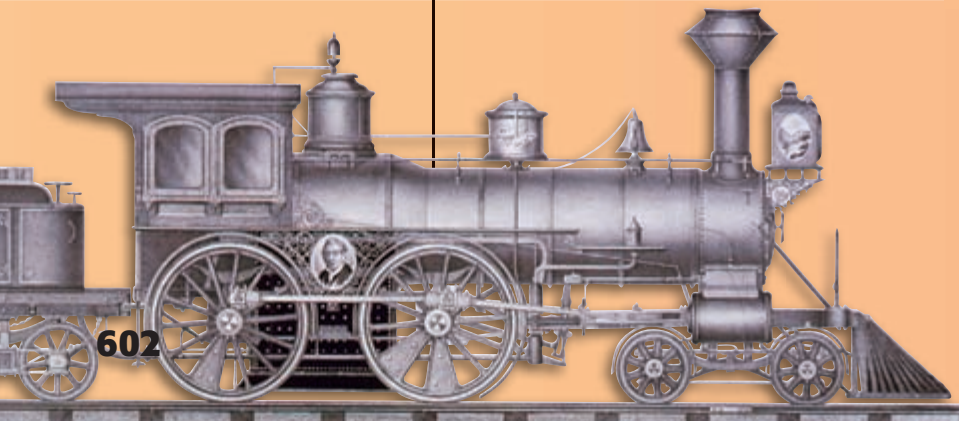
## Time Line

### Farming and the Rise of Populism

**1862** President Lincoln signs the bill that authorizes the transcontinental railroad.

**1867** The National Grange is founded.

**1879**  
Exodusters move to Kansas.





One such organization was founded by Oliver Hudson Kelley, who toured the South in 1866 for the U.S. Department of Agriculture. Kelley saw firsthand how the country's farmers suffered. Afterward, Kelley and several government clerks formed the National Grange of the Patrons of Husbandry in 1867. **The National Grange was a social and educational organization for farmers.** (*Grange* is an old word for granary.) Local chapters were quickly founded, and membership grew rapidly.

The Grange campaigned for political candidates who supported farmers' goals. The organization also called for laws that regulated rates charged by railroads. The U.S. Supreme Court ruled in 1877 that the government could regulate railroads because they affected the public interest. In 1886 the Court said that the federal government could only regulate companies doing business across state lines. Rate regulation for railroad lines within states fell to the state governments.

In February 1887 Congress passed the Interstate Commerce Act, providing national regulations over trade between states and creating the Interstate Commerce Commission to ensure fair railroad rates. However, the commission lacked power to enforce its regulations.

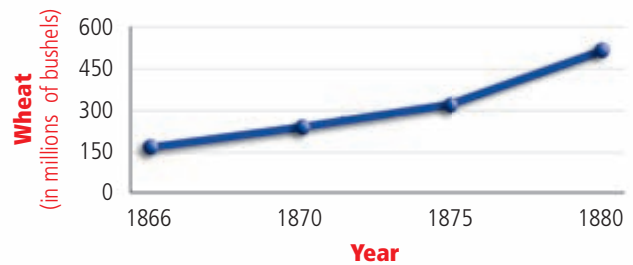
## Agricultural Supply and Demand

### CONNECT TO ECONOMICS

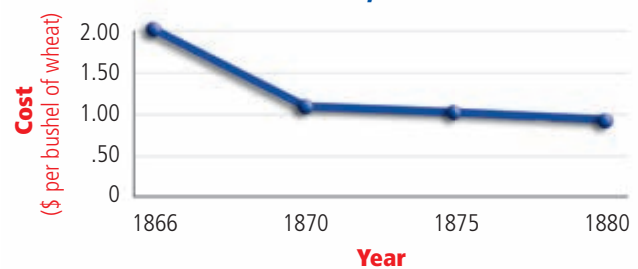
**Supply** is the amount of a good that is available.  
**Demand** is the amount of a good that people want to buy.  
 When supply exceeds demand, prices fall.

*What happened to the price of wheat as the supply increased?*

Wheat Production, 1866–1880



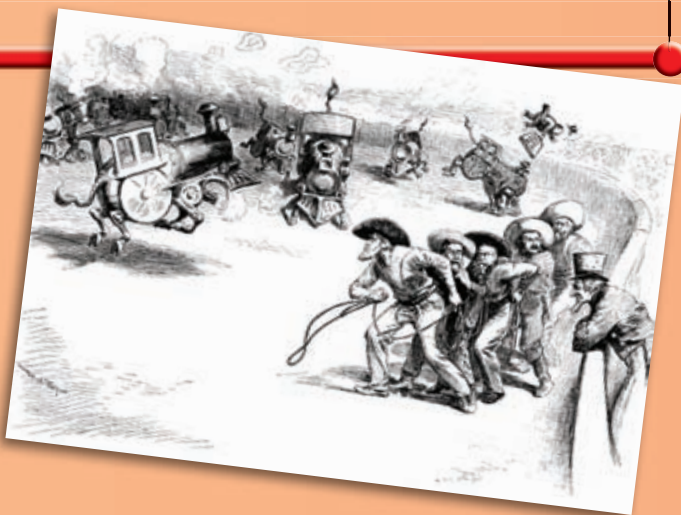
Wheat Prices, 1866–1880



**1887** The Interstate Commerce Commission is formed to regulate railroad prices.

**1896** The Populist Party backs William Jennings Bryan as the Democratic presidential candidate.

**1892**  
The national Populist Party is formed.



### ANALYSIS SKILL

### READING TIME LINES

How many years after the authorization of the transcontinental railroad was the Interstate Commerce Commission created?

## Free Silver Debate

Money issues also caused problems for farmers. Many farmers hoped that help would come from new laws affecting the money supply.

Since 1873 the United States had been on the gold standard, meaning that all paper money had to be backed by gold in the treasury. As a result, the money supply grew more slowly than the nation's population and led to **deflation—a decrease in the money supply and overall lower prices**. One solution was to allow the unlimited coining of silver and to back paper currency with silver. This was the position of those in the Free Silver movement.

During the late 1870s, there was a great deal of support for the Free Silver movement. Many farmers began backing political candidates who favored free silver coinage. One such candidate was **William Jennings Bryan** of Nebraska.

The two major political parties, however, largely ignored the money issue. After the election of 1888, the Republican-controlled Congress passed the Sherman Silver Purchase Act. The act increased the amount of silver purchased for coinage. However, this did not help farmers as much as they had hoped.

## Populist Party

To have greater power, many farmers organized to elect candidates that would help them. These political organizations became known as the Farmers' Alliances.

In the 1890 elections the Alliances were a strong political force. State and local wins raised farmers' political hopes. At a conference in Cincinnati, Ohio, in 1891, Alliance leaders met with labor and reform groups. Then, at a convention in St. Louis in February 1892, the Alliances formed a new national political party.

**The new party was called the Populist Party, and it called for the government to own railroads and telephone and telegraph systems.** It also favored the "free and unlimited coinage of silver." To gain the votes of workers, the Populists backed an eight-hour workday and limits on immigration.

The concerns of the Populists were soon put in the national spotlight. During the Panic of 1893, the U.S. economy experienced a crisis that some critics blamed on the shortage of gold. The failure of several major railroad companies also contributed to the economic problems.

The Panic of 1893 led more people to back the Populist call for economic reform. In 1896 the Republicans nominated William McKinley for president. McKinley was firmly against free coinage of silver. The Democrats nominated William Jennings Bryan, who favored free coinage.

The Populists had to decide between running their own candidate, and thus splitting the silver vote, or supporting Bryan. They decided to support Bryan. The Republicans had a well-financed campaign, and they won the election. McKinley's victory in 1896 marked the end of both the Populist Party and the Farmers' Alliances.

## BIOGRAPHY

### William Jennings Bryan

1860–1925

William Jennings Bryan was born in Illinois but moved to Nebraska when he finished law school. He was elected Nebraska's first Democratic Congress member in 1890. Through his political campaigns and work as a newspaper editor, he became one of the best-known supporters of Populist ideas. After a dramatic speech at the 1896 Democratic National Convention, Bryan was nominated for the presidency. He was the youngest presidential candidate up to that time. Although he lost the election, he continued to be an influential speaker.

**Making Inferences** Why was Bryan's support of Populist ideas important?

**READING CHECK Summarizing** Why did farmers, laborers, and reformers join to form the Populist Party?





Guthrie, Oklahoma

## Oklahoma Land Rush

- The rush began at noon on April 22, 1889.
- Some witnesses said they could feel the ground shake as 50,000 people raced to claim land.
- Single women and widows could claim land on an equal basis with men.
- Many settlers were dismayed to find some people had claimed land before the rush legally began. These people were called sooners.

## End of the Frontier

By 1870 only small portions of the Great Plains remained unsettled. For most of the next two decades, this land remained open range.

In March 1889, government officials announced that homesteaders could file claims on land in what is now the state of Oklahoma. This land had belonged to Creek and Seminole Indians. Within a month, about 50,000 people rushed to Oklahoma to stake their claims.

In all, settlers claimed more than 11 million acres of former Indian land in the famous Oklahoma land rush. This huge wave of pioneers was the last chapter of the westward movement. By the early 1890s, the frontier had ceased to exist in the United States.

### READING CHECK Finding Main Ideas

What event signaled the closing of the frontier?

**SUMMARY AND PREVIEW** In this section you read about the challenges settlers faced. In the next chapter you will read about the growth of America's industrial power and how that growth affected American lives.

## Section 3 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Describe** What groups settled in the Great Plains?
  - Explain** How did the U.S. government make lands available to western settlers?
  - Elaborate** Would you have chosen to settle on the frontier? Why or why not?
- Recall** What was the goal of the **National Grange**?
  - Make Inferences** Why did the **Populist Party** want the government to own railroads and telegraph and telephone systems?
  - Evaluate** Do you think farmers were successful in bringing about economic and political change? Explain.
- Recall** What was the Oklahoma land rush?
  - Explain** Why did the frontier cease to exist in the United States?

### Critical Thinking

- Comparing and Contrasting** Look back over your notes about the rise of populism. Use them to explain why Populists sought the changes they did in a chart like the one below.

Change sought	Reason why

### FOCUS ON WRITING

- Farming the Great Plains** As you read this section, take notes on the growth of farming on the Great Plains. How did farmers interact with the railroads? What changes might have been apparent to a railroad worker?

# Social Studies Skills

Analysis

Critical Thinking

Civic Participation

Study

## Comparing Migration Maps

### Define the Skill

One of the best ways of using geography to learn history is by comparing maps. This skill allows you to see changes over time. It also helps you see relationships between one factor, such as population growth, and another factor, such as transportation routes or economic activities in an area.

### Learn the Skill

Follow these steps to compare information on maps.

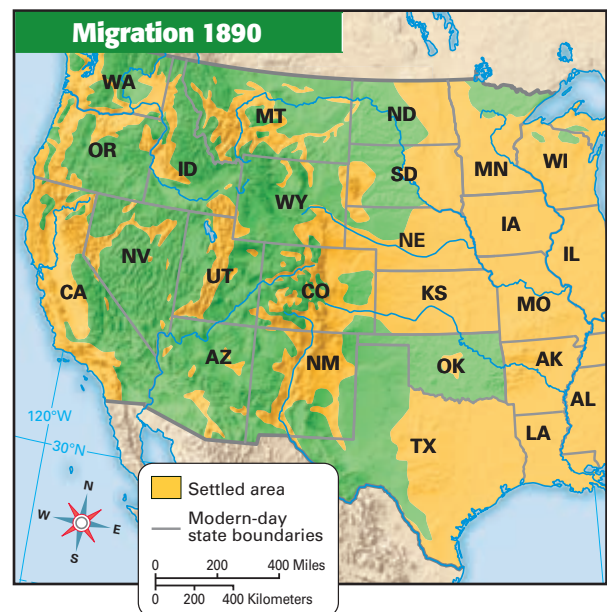
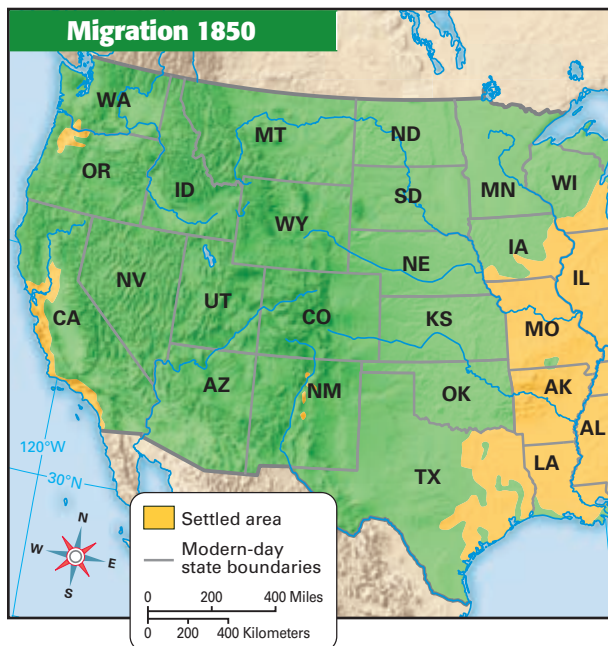
- 1 Apply basic map skills by reading the title and studying the legend and symbols for each map.
- 2 Note the date of each map and the area it covers. Maps compared for changes over time should include the same areas. Those used to look for relationships should have similar dates.

- 3 Note similarities or differences. Closely examine and compare each map's patterns and symbols.
- 4 Apply critical thinking skills. Make generalizations and draw conclusions about the relationships you find.

### Practice the Skill

Use the maps below to answer the following questions.

1. What present-day state was unsettled by Americans in 1850 and almost completely settled in 1890?
2. Which other two present-day states show the most settlement by Americans from 1850 to 1890?
3. Why do you think the West coast was settled before the interior of the United States?
4. According to the maps, how might rivers have shaped the settlement of the West?







## History's Impact

### ▶ video series

Review the video to answer the closing question:

*How was a cowboy's job essential to the American economy?*

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



### The American West

As settlers moved West, they came into conflict with American Indians. The U.S. government defeated Indian resistance and moved many tribes to reservations.

The completion of the transcontinental railroad in 1869 opened the West to more settlement. Gold and silver strikes also drew people hoping to get rich.

The railroads helped make the rise of the Cattle Kingdom possible. Cowboys drove huge herds of cattle from ranches to railway stations to be shipped to the East.

Farmers settled the Great Plains in large numbers. They overcame many hardships to make the Plains the breadbasket of America.

## Reviewing Vocabulary, Terms, and People

- Who was the leader of the 7th Cavalry in the Battle of the Little Bighorn?
  - Cyrus McCormick
  - Leland Stanford
  - William Jennings Bryan
  - George Armstrong Custer
- What act gave millions of acres of federal lands to the states, which were to sell them and use those funds to build agricultural and engineering colleges?
  - Morrill Act
  - Sherman Act
  - Pacific Railway Act
  - Interstate Commerce Act
- Which frontier woman was instrumental in supporting reform efforts in the West?
  - Sarah Winnemucca
  - Laura Ingalls Wilder
  - Annie Bidwell
  - Lucretia Mott

## Comprehension and Critical Thinking

### SECTION 1 (Pages 586–592)

- Recall** Why were many Americans eager to move to the western frontier?
- Analyze** How did railroads and ranching change the landscape of the West?
- Elaborate** In your opinion, which made the greatest changes to the West—mining, ranching, or railroads? Explain your answer.

### SECTION 2 (Pages 593–598)

- Describe** What was life like for the Plains Indians before and after the arrival of large numbers of American settlers?
- Draw Conclusions** Why did the spread of the Ghost Dance movement cause concern for U.S. officials?
- Elaborate** What do you think about the reservation system established by the United States?

### SECTION 3 (Pages 600–605)

6. **a. Identify** What political organizations did western farmers create? Why did farmers create these organizations?
- b. Analyze** How did women participate in the settling of the American frontier?
- c. Predict** How might the end of the frontier in the United States affect the nation?

## Reviewing Themes

7. **Geography** What geographic obstacles did miners, ranchers, and railroad workers face in the West?
8. **Science and Technology** What types of technology did farmers on the Great Plains use, and how did it benefit them?

## Using the Internet

9. **Activity: Creating a Presentation** Our view of the settlement of the West is heavily influenced by popular culture. Writers, painters, and illustrators provided a steady flow of words and images that sensationalized life in the American West. Later, film makers and television producers also contributed to the myth of the Wild West. “When legend becomes fact,” said one actor in the classic western movie *The Man Who Shot Liberty Valance*, “print the legend.” How does legend affect our view of this part of our history? Through the activities found in the online book, analyze the myths and realities of the West and the ways in which they shaped our view of that time period. Then create a visual display or PowerPoint presentation to present your research.

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## Reading Skills

**Understanding Through Questioning** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

For survival, Plains Indians depended on two animals—the horse and the buffalo. The Spanish brought horses to America in the 1500s. Plains Indians learned to ride horses, and hunters used them to follow buffalo herds year-round. (p. 594)

10. Write two or three questions you have about the information in the passage above. Remember to use the five W's—Who? What? When? Where? and Why?

## Social Studies Skills

**Comparing Migration Maps** Use the Social Studies Skills taught in this chapter to answer the questions about the map below.



11. According to the map above, for what reasons did settlers migrate to the West?
  - a. for mining, ranching, and farming
  - b. for jobs in manufacturing
  - c. for the homes in the major cities there
  - d. for the fishing industry

### FOCUS ON WRITING

12. **Writing Your Letter** Review your notes. Then write a letter to your sister back in Ireland about your experiences on the Great Plains. Describe all the changes you have seen. Use colorful language and precise details to make your sister feel as though she were there.



**DIRECTIONS:** Read each question and write the letter of the best response.

1

- Government ownership of railroads
- Free and unlimited coinage of silver
- An eight-hour day for industrial workers
- Strict limits on foreign immigration
- Election of officials who will help farmers

Which of the following intended to accomplish the changes listed above in American society?

- A the Morrill Act
- B the Populist Party
- C the National Grange
- D the Homestead Act

2 The goal of many reformers who wanted to help Native Americans in the late 1800s was to

- A get Indians to adopt the ways of white people.
- B return to Indians all the land that had been taken from them.
- C relocate all the nations to create an American Indian state in Oklahoma.
- D negotiate treaties to bring peace to the frontier.

3 What played the *most* important part in the growth of the West's population and economy between 1865 and 1900?

- A the mining industry
- B the Cattle Kingdom
- C the Populist Party
- D the railroad

4 In general, the policy of the United States government toward Native Americans in the West was to

- A send the army to track them down and engage them in battle.
- B move them onto reservations and open their homelands to white settlers.
- C kill all the buffalo so that they could not continue their traditional way of life.
- D drive them into Canada or Mexico to settle.

5 The biggest problem facing western farmers in the late 1800s was

- A a scarcity of good, cheap land to farm.
- B their lack of organization to achieve change.
- C overproduction and low crop prices.
- D the threat of attacks by Native Americans.

6 Read the following speech from Comanche chief Ten Bears and use it to answer the question below.

“You said that you wanted to put us upon a reservation, to build us houses and make us medicine lodges [places of religious practice]. I do not want them. I was born upon the prairie, where the wind blew free and there was nothing to break the light of the sun. I was born where there were no enclosures and where everything drew a free breath. I want to die there and not within walls.”

—Ten Bears, quoted in *Eyewitnesses and Others*

**Document-Based Question** Why does Ten Bears not want to move to a reservation?

# The Industrial Age

**Essential Question** How did technological advances change people's lives and affect businesses?



## What You Will Learn...

In this chapter, you will learn about the new inventions of the late 1800s. You will also read about how life and business changed because of these inventions.

### SECTION 1: The Second Industrial Revolution . . . . 614

**The Big Idea** The Second Industrial Revolution led to new sources of power and advances in transportation and communication.

### SECTION 2: Big Business . . . . . 619

**The Big Idea** The growth of big business in the late 1800s led to the creation of monopolies.

### SECTION 3: Industrial Workers. . . . . 624

**The Big Idea** Changes in the workplace led to a rise in labor unions and workers' strikes.

## FOCUS ON WRITING

**A Business Plan** You are an inventor in the late 1800s, and you want to start a business to sell your new inventions. Write a business plan for investors that will encourage them to lend you money to start your business. As you read this chapter, gather information about the new business practices that you can use to run your business. Then write your plan. Include information about what you will sell, how you will make it, and how you can avoid conflicts with the workers who make your product.



**1879**

Thomas Edison invents the first lightbulb.

**1870**



**1876**

German engineer Nikolaus A. Otto perfects a gasoline-powered engine.





**H**  
**HISTORY**

Great Minds  
in Business:  
Andrew Carnegie

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

Technological advances changed city life in the United States.



**1886**  
The American Federation of Labor is formed on December 8.

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

**1892**  
On June 29 the Homestead strike begins. Carnegie Steel Company refuses to negotiate with the union.

**1880**

**1883** The island volcano of Krakatau in the Pacific Ocean erupts in one of the world's greatest natural disasters.

**1890**

**1889**  
The Eiffel Tower is built in Paris.

**1900**

**1898** French scientists Pierre and Marie Curie discover radium.





# Reading Social Studies

Economics

Geography

Politics

Society and Culture

Science and Technology



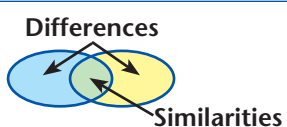
**Focus on Themes** In this chapter, you will read about the advancements in transportation and communication made during what is called the Second Industrial Revolution. You will learn about the rise of powerful corporations. You will also read about the

workers who organized in the late 1800s and will see what happened as unions began demanding better treatment for workers. Throughout the chapter, you will see how **society** was affected by the changing **economy**.

## Organization of Facts and Information

**Focus on Reading** How are clothes organized in a department store? How are files arranged in a file cabinet? Clear organization helps us find the product we need, and it also helps us find facts and information.

**Understanding Structural Patterns** Writers use structural patterns to organize information in sentences or paragraphs. What's a structural pattern? It's simply a way of organizing information. Learning to recognize those patterns will make it easier for you to read and understand social studies texts.

Patterns of Organization		
Pattern	Clue Words	Graphic Organizer
<b>Cause-effect</b> shows how one thing leads to another.	as a result, therefore, because, this led to	
<b>Chronological order</b> shows the sequence of events or actions.	after, before, first, then, not long after, finally	
<b>Comparison-contrast</b> points out similarities and/or differences.	although, but, however, on the other hand, similarly, also	
<b>Listing</b> presents information in categories such as size, location, or importance.	also, most important, for example, in fact	<b>Category</b> <ul style="list-style-type: none"> <li>• Fact</li> <li>• Fact</li> <li>• Fact</li> </ul>

To use text structure to improve your understanding, follow these steps:

1. Look for the main idea of the passage you are reading.
2. Then look for clues that signal a specific pattern.
3. Look for other important ideas and think about how the ideas connect. Is there any obvious pattern?
4. Use a graphic organizer to map the relationships among the facts and details.



## You Try It!

The following passages are from the chapter you are about to read. As you read each set of sentences, ask yourself what structural pattern the writer used to organize the information.

### Recognizing Structural Patterns

- (A) Great advances in communication technologies took place in the late 1800s. By 1861, telegraph wires connected the East and West coasts. Five years later, a telegraph cable on the floor of the Atlantic Ocean connected the United States and Great Britain. *(p. 617)*
- (B) Many business leaders justified their business methods through their belief in social Darwinism . . . Other business leaders, however, believed that the rich had a duty to aid the poor. *(p. 621)*
- (C) During the late 1800s, several factors led to a decline in the quality of working conditions. Machines run by unskilled workers were eliminating the jobs of many skilled craftspeople. These low-paid workers could be replaced easily. *(p. 624)*

After you read the passages, answer the questions below:

1. Reread passage A. What structural pattern did the writer use to organize this information? How can you tell?
2. Reread passage B. What structural pattern did the writer use to organize this information? How can you tell? Why do you think the writer chose this pattern?
3. Reread passage C. What structural pattern did the writer use to organize this information? How can you tell? Why do you think the writer chose this pattern?

As you read Chapter 19, think about the organization of the ideas. Ask yourself why the writer chose to organize the information in this way.

## Chapter 19

### Section 1

Second Industrial Revolution *(p. 615)*  
 Bessemer process *(p. 615)*  
 Thomas Edison *(p. 616)*  
 patents *(p. 616)*  
 Alexander Graham Bell *(p. 617)*  
 Henry Ford *(p. 617)*  
 Wilbur and Orville Wright *(p. 618)*

### Section 2

corporations *(p. 619)*  
 Andrew Carnegie *(p. 620)*  
 vertical integration *(p. 620)*  
 John D. Rockefeller *(p. 620)*  
 horizontal integration *(p. 621)*  
 trust *(p. 621)*  
 Leland Stanford *(p. 621)*  
 social Darwinism *(p. 621)*  
 monopoly *(p. 622)*  
 Sherman Antitrust Act *(p. 622)*

### Section 3

Frederick W. Taylor *(p. 624)*  
 Knights of Labor *(p. 625)*  
 Terence V. Powderly *(p. 625)*  
 American Federation of Labor *(p. 625)*  
 Samuel Gompers *(p. 625)*  
 collective bargaining *(p. 626)*  
 Mary Harris Jones *(p. 626)*  
 Haymarket Riot *(p. 626)*  
 Homestead strike *(p. 627)*  
 Pullman strike *(p. 627)*

## Academic Vocabulary

In this chapter, you will learn the following academic words:

implement *(p. 617)*  
 acquire *(p. 620)*

# The Second Industrial Revolution

## What You Will Learn...

### Main Ideas

1. Breakthroughs in steel processing led to a boom in railroad construction.
2. Advances in the use of oil and electricity improved communications and transportation.
3. A rush of inventions changed Americans' lives.

### The Big Idea

The Second Industrial Revolution led to new sources of power and advances in transportation and communication.

### Key Terms and People

Second Industrial Revolution, *p. 615*

Bessemer process, *p. 615*

Thomas Edison, *p. 616*

patents, *p. 616*

Alexander Graham Bell, *p. 617*

Henry Ford, *p. 617*

Wilbur and Orville Wright, *p. 618*



Use the graphic organizer online to take notes on the inventors of the Second Industrial Revolution.

### If YOU were there...

You live in a small town but are visiting an aunt in the city in the 1890s. You are amazed when your aunt pushes a button on the wall to turn on electric lights. At home you still use kerosene lamps. You hear a clatter outside and see an electric streetcar traveling down the street. You are shocked when a telephone rings, and your aunt speaks to someone miles away!

**Which of these inventions would you find most amazing?**

**BUILDING BACKGROUND** The first Industrial Revolution in America began in the early 1800s. It changed the way products were made, from handwork to machines. It moved the workplace from cottages to factories. Later, it brought advances in transportation and communication. The Second Industrial Revolution built on these changes, introducing new technology and new sources of power.





## Breakthroughs in Steel Processing

Technological advances were important to the **Second Industrial Revolution**, a period of rapid growth in U.S. manufacturing in the late 1800s. By the mid-1890s, the United States had become the world's industrial leader.

### The Steel Industry

Some of the most important advances in technology happened in the steel industry. Steel is iron that has been made stronger by heat and the addition of other metals. In the mid-1850s Henry Bessemer invented the **Bessemer process**, a way to manufacture steel quickly and cheaply by blasting hot air through melted iron to quickly remove impurities. Before, turning several tons of iron ore into steel took a day or more. The Bessemer process took only 10 to 20 minutes.

The Bessemer process helped increase steel production. U.S. mills had produced 77,000 tons of steel in 1870. By 1879 production had risen to more than 1 million tons in one year.

### Riding the Rails

As steel dropped in price, so did the cost of building railroads. Companies built thousands of miles of new steel track. The design of elegant passenger and sleeping cars improved passenger service. Manufacturers and farmers sent products to market faster than ever by rail in newly invented refrigerated shipping cars. Cities where major rail lines crossed, such as Chicago, grew rapidly. Railroads also increased western growth by offering free tickets to settlers. Finally, as rail travel and shipping increased, railroads and related industries began employing more people.

#### Factors Affecting Industrial Growth

- Greater ability to use natural resources
- A growing population
- Transportation advances
- Rising immigration
- Inventions and innovations
- Increasing business investment
- Government policies assisting business, such as protective tariffs

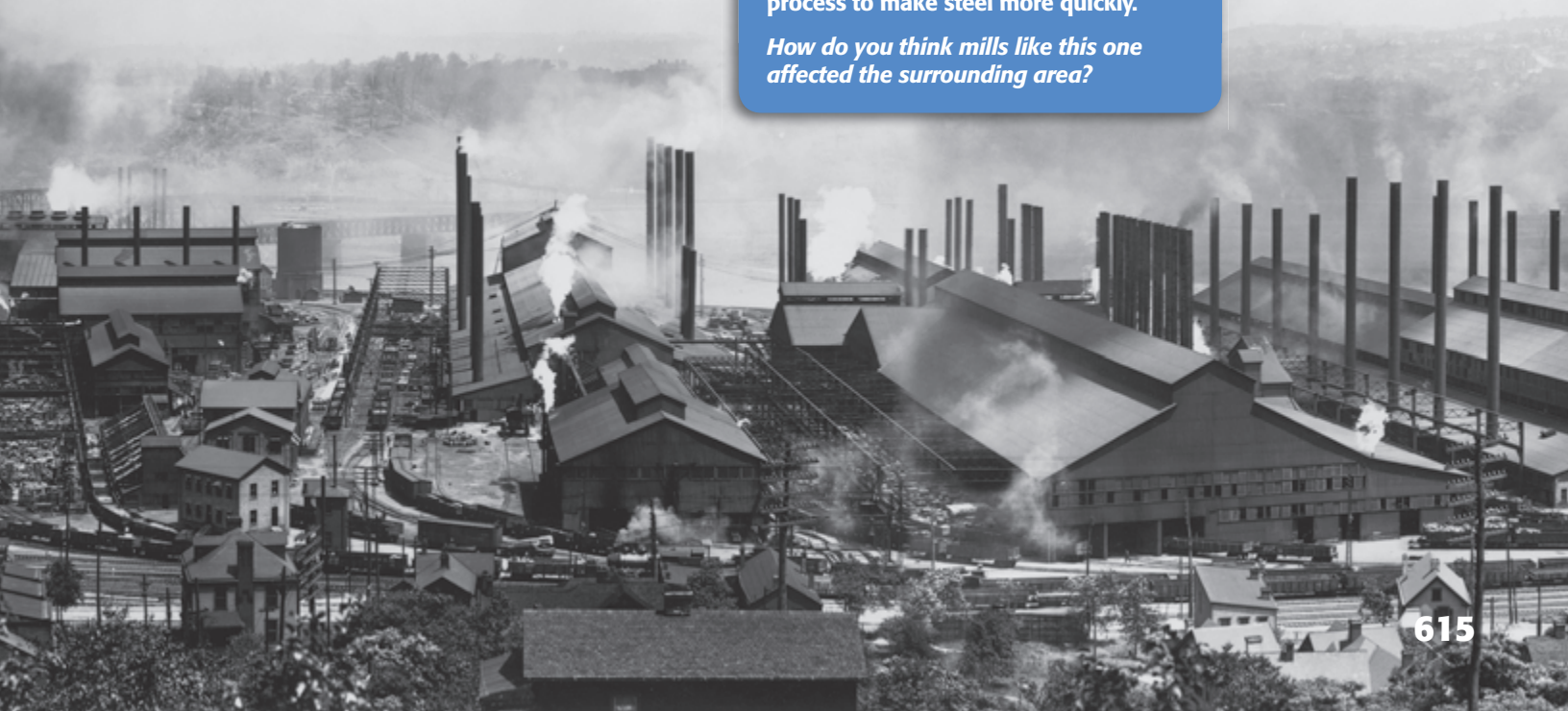
#### READING CHECK Identifying Cause and Effect

**Effect** How did steel processing change in the 1850s, and how did this affect the United States?

### Homestead Steel Mill

Steel mills like this one in Homestead, Pennsylvania, were the center of the new steel industry that led to advancements in rail travel. Workers used the Bessemer process to make steel more quickly.

*How do you think mills like this one affected the surrounding area?*



## The Spirit of Innovation

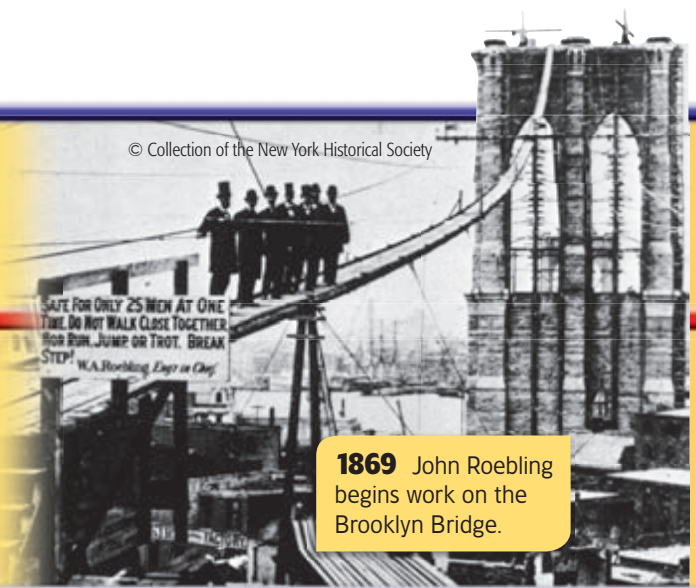
**1854** Henry Bessemer patents a method for making cast steel.

**1850**

**1852** Elisha Otis invents the elevator safety brake, making elevators safe for people.

**1860**

**1869** John Roebling begins work on the Brooklyn Bridge.



### Use of Oil and Electricity

The Second Industrial Revolution was characterized by dramatic developments in the use and distribution of oil and electricity. These power sources fueled other changes.

#### Oil as a Power Source

An important technological breakthrough in the late 1800s was the use of petroleum, or oil, as a power source. People had known about oil for many years but had discovered few ways to use it. However, in the 1850s, chemists invented a way to convert crude, or unprocessed, oil into a fuel called kerosene. Kerosene could be used for cooking, heating, and lighting. Suddenly there was a demand for oil.

As demand grew, people began searching for a reliable source for oil. In 1859 Edwin L. Drake proved that it was possible to pump crude oil from the ground. Soon, wildcatters, or oil prospectors, drilled for oil in Ohio, Pennsylvania, and West Virginia. Oil became a big business as these states began producing millions of barrels per year. Oil companies built refineries to turn the crude oil into finished products like kerosene. One oil company supervisor referred to oil workers as “men who are supplying light for the world.”

### Electricity Spreads

In addition to kerosene, electricity became a critical source of light and power during the Second Industrial Revolution. The possible uses of electricity interested inventors like **Thomas Edison**. His research center in Menlo Park, New Jersey, was called an invention factory. Edison explained his practical approach to science.

“I do not regard myself as a pure scientist, as so many persons have insisted that I am. I do not search for the laws of nature . . . for the purpose of learning truth. I am only a professional inventor . . . with the object [goal] of inventing that which will have commercial utility [use].”

—Thomas Edison, quoted in *American Made*, by Harold C. Livesay

Edison eventually held more than 1,000 **patents, exclusive rights to make or sell inventions**. Patents allowed inventors to protect their inventions from being manufactured by others.

In 1878 Edison announced that he would soon invent a practical electric light. By the end of 1879 Edison and his team of inventors had created the electric lightbulb. The public was excited. However, Edison had a problem. At the time, few homes or businesses could get electricity. Edison therefore built a power plant that began supplying electricity to dozens of New York City buildings in

#### FOCUS ON READING

How does this paragraph show the cause and effect structure?



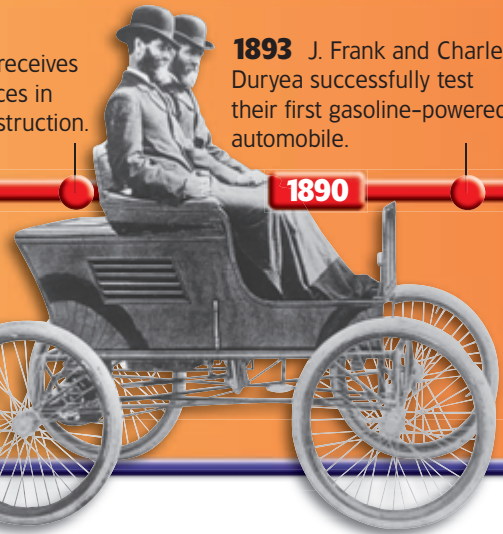
**1872** Elijah McCoy receives the patent for his device that oiled machine engines.



**1887** Harriet Strong receives a patent for her advances in dam and reservoir construction.



**1893** J. Frank and Charles Duryea successfully test their first gasoline-powered automobile.



1870



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

1880

**1879** Thomas Edison creates a durable electric lightbulb.

September 1882. The *New York Times* reported that with electric lighting in the newspaper offices, “it seemed almost like writing by daylight.” However, Edison’s equipment could not send electricity over long distances. As a result, his power company, Edison Electric, provided electricity mainly to central cities.

In the late 1880s, George Westinghouse built a power system that could send electricity across many miles. As Edison and Westinghouse competed, the use of electricity spread rapidly in the nation’s cities. After a while, electricity soon lit homes and businesses and powered city factories. Electricity also was used to power streetcars in cities across the nation.

### READING CHECK Drawing Conclusions

Why did people begin to pump oil from the ground?

## Rush of Inventions

In the late 1800s, inventors focused on finding solutions to practical problems. Communication and transportation took the lead.

### Advances in Communication

Great advances in communication technologies took place in the late 1800s. By 1861, telegraph wires connected the East and West coasts. Five years later, a telegraph cable on

the floor of the Atlantic Ocean connected the United States and Great Britain.

However, the telegraph carried only written messages and was difficult for untrained people to use. These problems were solved in March 1876, when inventor **Alexander Graham Bell** patented the telephone. Bell was a Scottish-born speech teacher who studied the science of sound. He called the telephone a “talking telegraph.”

Telephone companies raced to lay thousands of miles of phone lines. By 1880 there were about 55,000 telephones in the United States, and by 1900 there were almost 1.5 million.

### Automobiles and Planes

In 1876 a German engineer invented an engine powered by gasoline, another fuel made from oil. In 1893 Charles and J. Frank Duryea used a gasoline engine to build the first practical motorcar in the United States. By the early 1900s, thousands of cars were being built in the United States.

At first, only the wealthy could buy these early cars. **Henry Ford** introduced the Model T in 1908. Ford was the first to implement the moving assembly line in manufacturing, a process that greatly reduced the cost of building a product, thus making cars more affordable.

### THE IMPACT TODAY

AT&T Corporation is a direct descendant of Bell’s original company. AT&T pioneered the use of telephone cables across the oceans, satellite communications, and a radar system for the U.S. Defense Department.



### VIDEO

Henry Ford:  
Taking the  
Low Road

hmhsocialstudies.com

### ACADEMIC VOCABULARY

**implement**  
to put in place

## The Spirit of Innovation



**1893** George Ferris displays the first Ferris wheel at the World's Columbian Exposition in Chicago.

**1900**



**1903** Orville Wright makes the first flight in a motorized airplane.

**ANALYSIS SKILL**

**READING TIME LINES**

When was the telephone invented?



**VIDEO**

The Wright Brothers Controversy

hmhsocialstudies.com

New engine technology helped make another breakthrough in transportation possible—air flight. Brothers **Wilbur and Orville Wright** built a lightweight airplane that used a small, gas-powered engine. In Kitty Hawk, North Carolina, Orville Wright made the first piloted flight in a gas-powered plane on December 17, 1903. This invention would change the way that many Americans traveled in the future and would increase the demand for oil production.

**READING CHECK**

**Comparing** What new inventions excited the public in the 1800s, and how were they used?

**SUMMARY AND PREVIEW**

The Second Industrial Revolution led to advances in energy sources, communication, and transportation. In the next section you will learn about the growth of big business.

## Section 1 Assessment



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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Describe** What was the **Bessemer process**?

**b. Summarize** How did improvements to railroads affect the economy and transportation in the United States?

**c. Elaborate** What do you think was the most important effect of the Bessemer process? Why?
- a. Identify** What is kerosene, and for what could it be used?

**b. Explain** What problem did **Thomas Edison** face regarding the use of electricity, and how did he solve it?
- a. Recall** What contribution did **Wilbur and Orville Wright** make to transportation?

**b. Draw Conclusions** How did **Alexander Graham Bell's** invention improve life in the United States?

**c. Elaborate** Why do you think there was a rush of inventions in the late 1800s?

### Critical Thinking

- Analyzing** Look over your notes on inventors. Use them to complete a table like the one below about inventors and their inventions.

Inventor	Invention

### FOCUS ON WRITING

- Information on a Product** In your notes, list what kinds of new products became available at this time. What do you think would be a good thing to make and sell during the late 1800s?



# Big Business

## SECTION

# 2

### If YOU were there...

It is 1895, and your town is home to a large corporation. The company's founder and owner, a wealthy man, lives in a mansion on a hill. He is a fair employer but not especially generous. Many townspeople work in his factory. You and other town leaders feel that he should contribute more to local charities and community organizations.

### How could this business leader help the town more?

**BUILDING BACKGROUND** Advanced technology along with the use of oil and electric power helped American businesses grow. Soon the shape of the American economy changed. Some companies grew so large that they began to dominate entire industries.

## Dominance of Big Business

In the late 1800s many entrepreneurs formed their businesses as **corporations**, or businesses that sell portions of ownership called **stock shares**. The leaders of these corporations were some of the most widely respected members of American society in the late 1800s. Political leaders praised prosperous businesspeople as examples of American hard work, talent, and success.

## What You Will Learn...

### Main Ideas

1. The rise of corporations and powerful business leaders led to the dominance of big business in the United States.
2. People and the government began to question the methods of big business.

### The Big Idea

The growth of big business in the late 1800s led to the creation of monopolies.

## Key Terms and People

corporations, p. 619  
Andrew Carnegie, p. 620  
vertical integration, p. 620  
John D. Rockefeller, p. 620  
horizontal integration, p. 621  
trust, p. 621  
Leland Stanford, p. 621  
social Darwinism, p. 621  
monopoly, p. 622  
Sherman Antitrust Act, p. 622



Use the graphic organizer online to take notes on the new business practices you learn about while reading the chapter.

New sales techniques like those taught by John H. Patterson helped change business practices.

**ANIMATED  
GEOGRAPHY  
AND HISTORY**Industrial  
Growth  
1860-1900**ACADEMIC  
VOCABULARY**

acquire to get

## Corporations Generate Wealth

Successful corporations reward not only the people who found them but also investors who hold stock. Stockholders in a corporation typically get a percentage of profits based on the amount of stock they own. Although stockholders actually own the corporation, they do not run its day-to-day business. Instead, they elect a board of directors that chooses the corporation's main leaders, such as the president.

Corporations provided several important advantages over earlier business forms. Stockholders in a corporation are not responsible for business debts. If a corporation fails financially, the stockholders lose only the money that they invested. Stockholders are also usually free to sell their stock to whomever they want, whenever they want. As a result, corporations encouraged more investment in businesses. By 1900 more than 100 million shares per year were being traded on the New York Stock Exchange.

## Business Leaders

Countless business leaders became wealthy, powerful, and famous because of the business

boom. **Andrew Carnegie** was one of the most admired businesspeople of the time. Born in Scotland, Carnegie came to the United States as a poor immigrant. As a teenager he took a job with a railroad company and quickly worked his way up to the position of railroad superintendent.

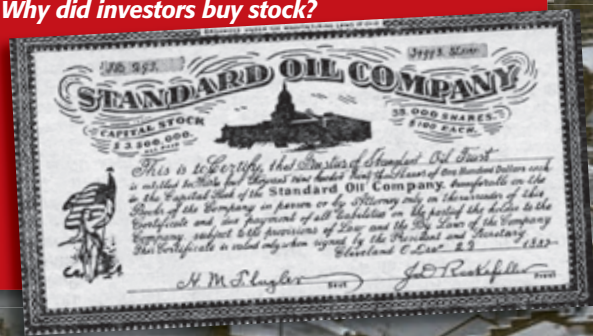
In 1873 he focused his efforts on steel-making. Carnegie expanded his business by buying out competitors when steel prices were low. By 1901 Carnegie's mills were producing more steel than all of Great Britain's mills combined. Carnegie's businesses succeeded largely through **vertical integration**, or ownership of businesses involved in each step of a manufacturing process. For example, to lower production costs, Carnegie **acquired** the iron ore mines, coalfields, and railroads needed to supply and support his steel mills.

**John D. Rockefeller** was also successful in consolidating, or combining, businesses. By age 21, while a partner in a wholesale business, he decided to start an oil-refining company. In only 10 years Rockefeller's Standard Oil Company was the country's largest oil refiner. Like Carnegie, Rockefeller used

## The Rise of Investing

Investors purchased stock in corporations in record numbers in the late 1800s. They received stock certificates, like the one shown here, to document their part ownership in corporations. Corporations used the money raised by selling stocks to expand. Standard Oil Company financed the building of this refinery in Richmond, California, by selling stock.

*Why did investors buy stock?*





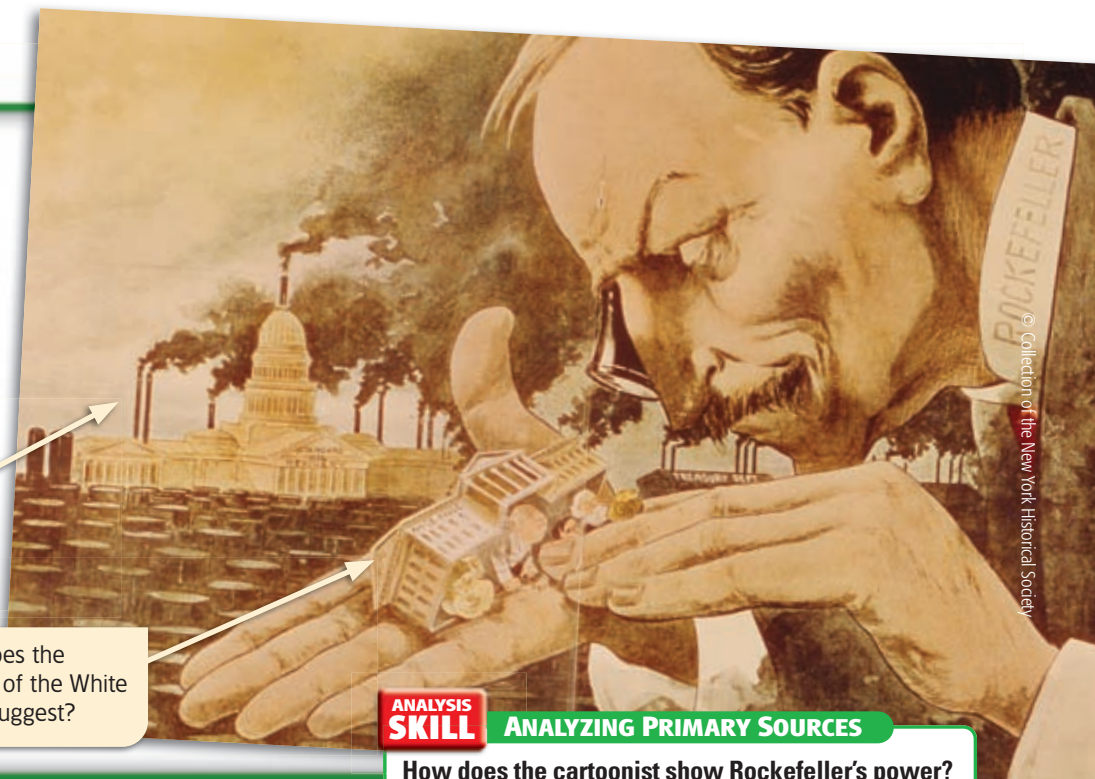
## Primary Source

### POLITICAL CARTOON Trusts

The wealth and size of trusts such as Standard Oil made many Americans fear the influence of business leaders over government.

What do you think the smokestacks on the Capitol building represent?

What does the position of the White House suggest?



ANALYSIS  
SKILL

### ANALYZING PRIMARY SOURCES

How does the cartoonist show Rockefeller's power?

© Collection of the New York Historical Society

vertical integration. For example, the company controlled most of the pipelines it used.

Rockefeller's company also developed **horizontal integration**, or owning all businesses in a certain field. By 1880 Rockefeller's companies controlled about 90 percent of the oil refining business in the United States. Rockefeller also formed a **trust**, a legal arrangement grouping together a number of companies under a single board of directors. To earn more money, trusts often tried to get rid of competition and to control production.

**Leland Stanford** was another important business leader of the late 1800s. He made a fortune selling equipment to miners. While governor of California, he became one of the founders of the state's Central Pacific railroad. Stanford also founded Stanford University.

Late in life, Stanford argued that industries should be owned and managed cooperatively by workers. He believed this would be the fulfillment of democracy.

### READING CHECK Comparing and Contrasting

Why did Andrew Carnegie use vertical integration?

## Questioning the Methods of Big Business

By the late 1800s, people and the government were becoming uncomfortable with child labor, low wages, and poor working conditions. They began to view big business as a problem.

### Social Darwinism

Many business leaders justified their business methods through their belief in **social Darwinism**, a view of society based on scientist Charles Darwin's theory of natural selection. Social Darwinists thought that Darwin's "survival of the fittest" theory decided which human beings would succeed in business and in life in general.

Other business leaders, however, believed that the rich had a duty to aid the poor. These leaders tried to help the less fortunate through philanthropy, or giving money to charities. Carnegie, Rockefeller, Stanford, and other business leaders gave away large sums. Carnegie gave away more than \$350 million to charities, about \$60 million of which went to



### VIDEO

John D. Rockefeller:  
The Standard Oil  
Trust

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

fund public libraries to expand access to books. By the late 1800s, various charities had received millions of dollars from philanthropists.

## The Antitrust Movement

Critics of big business said that many business leaders earned their fortunes through unfair business practices. These criticisms grew stronger in the 1880s as corporations became more powerful. Large corporations often used their size and strength to drive smaller competitors out of business. Carnegie and Rockefeller, for example, pressured railroads to charge their companies lower shipping rates. Powerful trusts also arranged to sell goods and services below market value. Smaller competitors went out of business trying to match those prices. Then the trusts raised prices again.

Some people became concerned when a trust gained a **monopoly, or total ownership of a product or service**. Critics argued that monopolies reduced necessary competition. They believed competition in a free market economy kept prices low and the quality of goods and services high.

Some Americans also worried about the political power of wealthy trusts. Many citizens and small businesses wanted the gov-

ernment to help control monopolies and trusts. People who favored trusts responded that trusts were more efficient and gave the consumer dependable products or services.

Many members of Congress favored big business. However, elected officials could not ignore the concerns of voters. In July 1890 Congress passed the **Sherman Antitrust Act, a law that made it illegal to create monopolies or trusts that restrained trade**. It stated that any “attempt to monopolize . . . any part of the trade or commerce among the several States” was a crime. However, the act did not clearly define a trust in legal terms. The antitrust laws were therefore difficult to enforce. Corporations and trusts kept growing in size and power.

**READING CHECK Analyzing** How did concerns about trusts lead to the Sherman Antitrust Act?

**SUMMARY AND PREVIEW** In the late 1800s some corporations became monopolies that dominated industries such as oil. In the next section you will learn about how industrial workers organized to improve working conditions.

## Section 2 Assessment



hmsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What are **horizontal** and **vertical integration**?

**b. Explain** What are the benefits of investing in **corporations**?

**c. Evaluate** What do you think about the business methods of **Carnegie, Rockefeller, and Stanford**?
- a. Describe** What is **social Darwinism**?

**b. Summarize** What concerns did critics of big business have regarding **trusts**?

**c. Evaluate** Was the **Sherman Antitrust Act** successful? Why or why not?

### Critical Thinking

- 3. Contrasting** Look back over your notes about new business practices. Find examples of the new

business practices. Use them to complete a graphic organizer like the one below.

New Practices	Example

### FOCUS ON WRITING

- 4. Gathering Information on Business** Look back over your notes and determine what new practices helped businesses expand during this time. Which practices could you use to start your business? Where would you try to sell your product?



## Andrew Carnegie, John D. Rockefeller, and Leland Stanford

### How would you go about building an industry?

**Andrew Carnegie (1835–1919)** Born in Scotland, Carnegie rose to become a multibillionaire in the steel industry. He brought new technologies to his steel mills and made them extremely efficient. In 1901 he sold Carnegie Steel Company for \$250 billion, making him the richest man in the world.

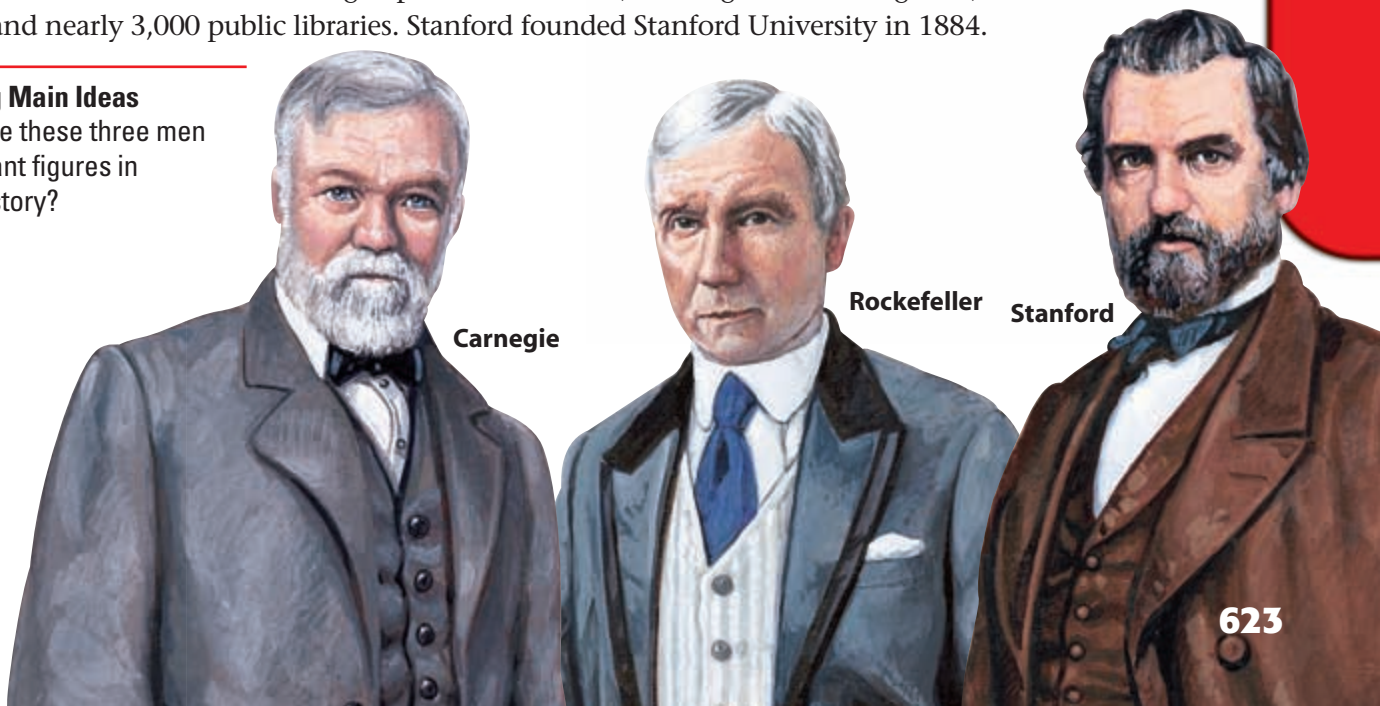
**John D. Rockefeller (1839–1937)** Rockefeller got his start in the oil business in Cleveland, Ohio. Rockefeller’s Standard Oil Company quickly bought out its competitors throughout the United States. To better control oil production and delivery, Rockefeller also bought railroad rights, terminals, and pipelines.

**Leland Stanford (1825–1893)** Leland Stanford was born to a New York farming family that sent him to excellent private schools. After practicing law in Wisconsin, he made his career in California. Stanford was instrumental in building the western section of the transcontinental railroad. He then plunged into politics, serving one term as governor. His political connections helped him obtain huge state land grants and other benefits for his railroad companies. As president of Central Pacific and Southern Pacific, he oversaw the laying of thousands of miles of track throughout the West.

**Why are they so important?** Carnegie, Rockefeller, and Stanford helped make America the world’s greatest industrial power by the end of the 1800s. They built giant industries that made goods cheaply by keeping workers’ wages low. They also engaged in ruthless business practices to defeat their competition and create monopolies. The Sherman Antitrust Act was passed in reaction to the Standard Oil monopoly. Later in life, all three men became philanthropists, people devoted to charity work. Rockefeller’s philanthropies gave out \$500 million in his lifetime. Carnegie spent \$350 million, funding educational grants, concert halls, and nearly 3,000 public libraries. Stanford founded Stanford University in 1884.

#### Finding Main Ideas

Why are these three men important figures in U.S. history?



Carnegie

Rockefeller

Stanford

# Industrial Workers

## What You Will Learn...

### Main Ideas

1. The desire to maximize profits and become more efficient led to poor working conditions.
2. Workers began to organize and demand improvements in working conditions and pay.
3. Labor strikes often turned violent and failed to accomplish their goals.

### The Big Idea

Changes in the workplace led to a rise in labor unions and workers' strikes.

## Key Terms and People

Frederick W. Taylor, p. 624

Knights of Labor, p. 625

Terence V. Powderly, p. 625

American Federation of Labor, p. 625

Samuel Gompers, p. 625

collective bargaining, p. 626

Mary Harris Jones, p. 626

Haymarket Riot, p. 626

Homestead strike, p. 627

Pullman strike, p. 627



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TAKING NOTES

Use the graphic organizer online to take notes about the problems workers faced in the new economy.

## If YOU were there...

You run a button machine in a clothing factory in the 1890s. You work from 7:00 in the morning until 6:00 at night, every day except Sunday. Your only break is 15 minutes for lunch. Now you hear about a movement to start a workers' union to bargain with your employer. Union members will ask for an eight-hour workday. But you think your employer might fire you if you join.

## Would you join the union?

**BUILDING BACKGROUND** The rise of corporations and the establishment of monopolies gave big business a great deal of power. An antitrust movement arose to try to limit the power of trusts. Workers themselves began to organize and take action against bad working conditions and other problems.

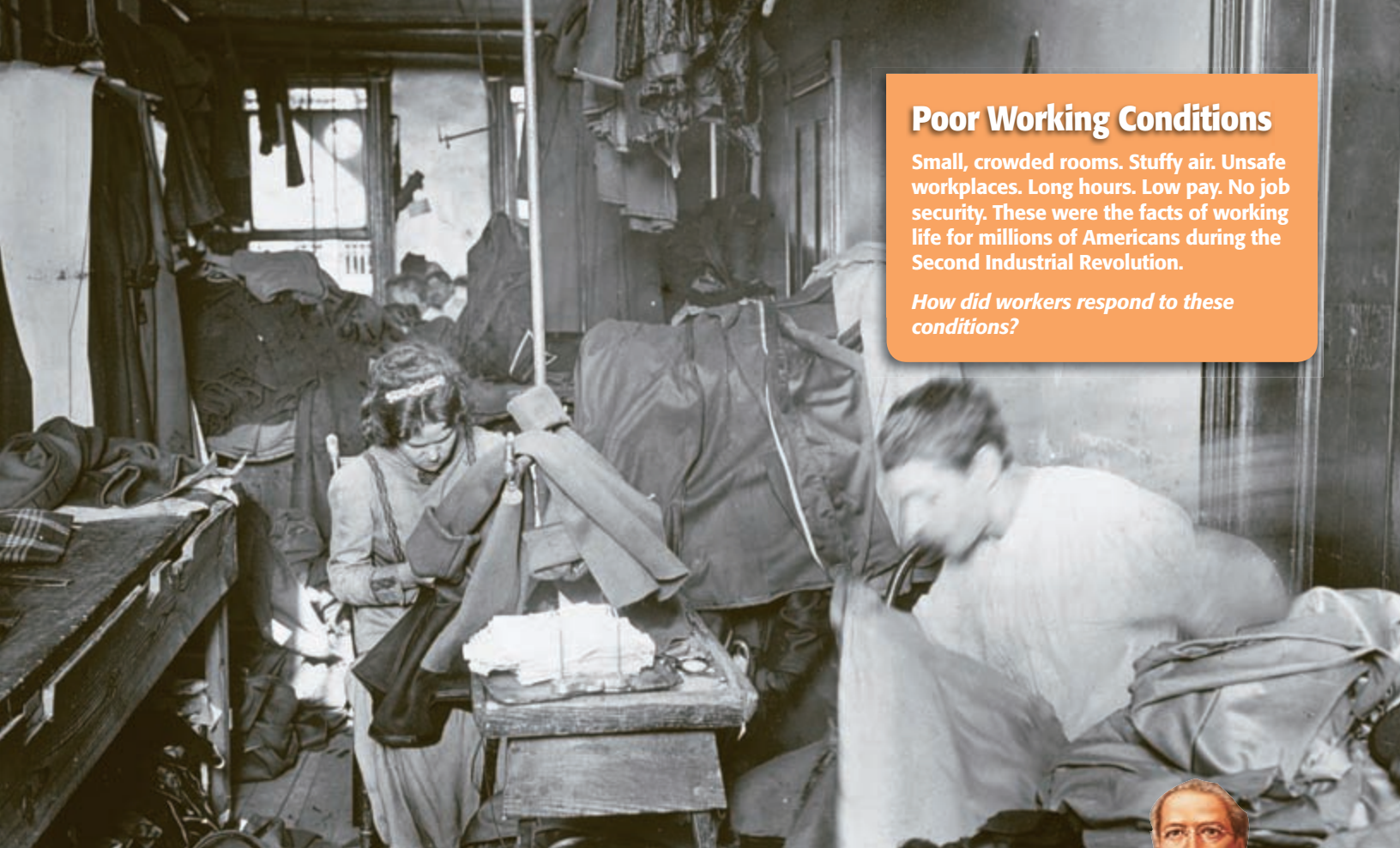
## Maximizing Profits and Efficiency

During the late 1800s, several factors led to a decline in the quality of working conditions. Machines run by unskilled workers were eliminating the jobs of many skilled craftspeople. These low-paid workers could be replaced easily. Factories began to focus on specialization, or workers repeating a single step again and again. Specialization brought costs down and caused production to rise. But it also made workers tired, bored, and more likely to be injured. Specialization allowed for Henry Ford's idea of a moving assembly line to speed production. Ford's use of the moving assembly line allowed automobiles to be made more quickly and cheaply. Automobiles soon became available to a wider segment of the population than ever before.

In 1909 **Frederick W. Taylor**, an efficiency engineer, published a popular book called *The Principles of Scientific Management*. He encouraged managers to view workers as interchangeable parts of the production process. In factories, managers influenced by Taylor paid less attention to working conditions. Injuries increased, and as conditions grew worse, workers looked for ways to bring about change.

**READING CHECK Identifying Cause and Effect** Why did companies begin to use scientific management, and how did it affect workers?





## Poor Working Conditions

Small, crowded rooms. Stuffy air. Unsafe workplaces. Long hours. Low pay. No job security. These were the facts of working life for millions of Americans during the Second Industrial Revolution.

*How did workers respond to these conditions?*

## Workers Organize

Workers formed labor unions to get better wages and working conditions for all workers in a factory or industry. The first national labor union, the **Knights of Labor**, was founded in the 1870s. It pushed for an eight-hour workday, equal pay for equal work, and an end to child labor. Union members also wanted the government to regulate trusts. Unlike most unions at the time, the Knights included both skilled and unskilled workers. The Knights of Labor was originally organized much like a secret society. In 1879 **Terence V. Powderly** became leader of the Knights. He ended all secrecy, creating the first truly national labor union in the United States.

Another early labor union was the **American Federation of Labor (AFL)**, led by Samuel Gompers. Unlike the Knights, the American Federation of Labor organized individual national unions, such as the mine-workers' and steelworkers' unions. The AFL

## BIOGRAPHY

### Samuel Gompers

1850–1924

Samuel Gompers was born in London. He came to the United States with his parents in 1863 at age 13. He worked as a cigar maker and joined a local union, eventually becoming its president. The Cigarmakers Union was reorganized and later joined the American Federation of Labor. Gompers became the AFL's first president and remained so, except for the year 1895, until his death. He campaigned for basic trade-union rights, such as the right to picket and to organize boycotts and strikes. His efforts on behalf of workers helped organized labor to gain respect.

**Summarizing** How did Samuel Gompers help the labor-union movement?

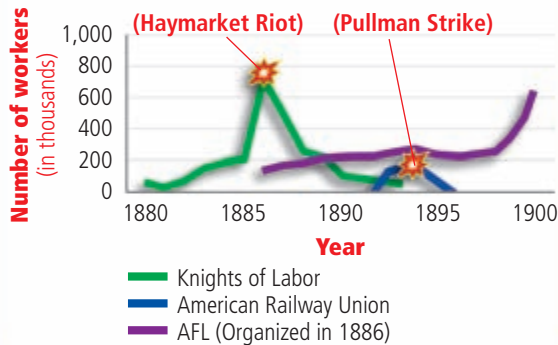


## Major Labor Strikes, Late 1800s



- 1 Haymarket Riot** In May 1886 the Haymarket Riot erupted between protesters and police in Chicago. It resulted in the decline of the Knights of Labor.
- 2 Homestead Strike** In 1892 a strike occurred at Carnegie Steel Company in Homestead, Pennsylvania. The resulting fight left workers and Pinkerton guards dead.
- 3 Colorado Miners' Strike** In the summer of 1893, gold miners at Cripple Creek, Colorado, went on strike for higher wages and a shorter workday.
- 4 Pullman Strike** The Pullman strike of 1894 began with workers who made Pullman train cars. It soon spread to workers who worked on trains pulling the sleeper cars.
- 5 California Railroad Strike** In 1894 railroad workers in Oakland went on strike in the Bay Area's first major strike. Supporting Chicago Pullman workers, they halted passenger, freight, and mail trains for months.

Union Membership, 1880–1900



**ANALYSIS SKILL**

**ANALYZING INFORMATION**

How did conflicts between striking workers and authorities affect union membership?

also limited its membership to skilled workers. This gave the union great bargaining power but left out most workers. The AFL tried to get better wages, hours, and working conditions for laborers. By 1890 the AFL's membership was larger than that of the Knights. **With collective bargaining**—all workers acting collectively, or together—workers had a much greater chance of success in negotiating with management. Most employers opposed collective bargaining. One company president said, "I shall never give in. I would rather go out of business."

Many women took active roles in unions. For example, **Mary Harris Jones**, an Irish immigrant, worked for better conditions for miners. A fiery speaker, she organized strikes and helped educate workers.

**READING CHECK** **Contrasting** How did the Knights of Labor and the AFL differ?

## Labor Strikes

By the late 1800s, other unions were gaining strength. Major workers' strikes swept the country and included miners in Colorado, steel workers in Pennsylvania, and railroad workers in Illinois and California. The first major labor strike began in 1886 in Chicago.

In May 1886, thousands of union members in Chicago went on strike because they wanted an eight-hour workday. Two strikers were killed in a fight with police. The next night, workers met at Haymarket Square to protest the killings. **In what became known as the Haymarket Riot**, someone threw a bomb that wounded many police officers and killed eight. The police fired into the crowd, killing several people and wounding 100 others.

**THE IMPACT TODAY**

In 1955 the AFL merged with the Congress of Industrial Organizations to become the AFL-CIO. Today the organization has more than 10 million members.



Eight people, some of whom were not at the riot, were arrested and convicted of conspiracy. One of them had a Knights of Labor membership card. Though Knights leadership had not supported the strike, several local chapters had. Membership in the Knights fell quickly.

Sometimes, business owners succeeded in breaking up unions. In 1892 a violent strike called the **Homestead strike** took place at Andrew Carnegie's Homestead steel factory in Pennsylvania. Union members there protested a plan to buy new machinery and cut jobs. The company refused to negotiate with the union and locked workers out of the plant, hiring strike breakers to perform their jobs. The workers responded by seizing control of the plant. Gunfire erupted on July 6, when Pinkerton detectives hired by the company tried to enter the plant. A fierce battle raged for 14 hours, leaving 16 people dead. The governor called out the state militia to restore order. Continuing for four more months, the union was eventually defeated.

Another major strike happened at George Pullman's Pullman Palace Car Company in the company town of Pullman, Illinois. Most of the company workers lived there, paying high rents. During a financial depression that began in 1893, Pullman laid off about half of the workers and cut pay for those that were left, without lowering their rents. On May 11, 1894, workers began the **Pullman strike**, which stopped traffic on many railroad lines until federal courts ordered the workers to return to their jobs. President Grover Cleveland sent federal troops to Chicago to stop the strike. Such defeats seriously damaged the labor movement for years.

**READING CHECK Analyzing** What were the effects of early major strikes on workers?

**SUMMARY AND PREVIEW** Workers formed unions to fight for better conditions and to keep their jobs. In the next section, you will learn about a new wave of immigrants in the late 1800s.

## Section 3 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Why did conditions in factories begin to decline?

**b. Draw Conclusions** How were workers affected by specialization and scientific management?

**c. Evaluate** Do you think scientific management made businesses more successful? Explain.
- a. Identify** What role did **Mary Harris Jones** play in the labor movement?

**b. Analyze** Why did workers demand **collective bargaining**, and why did business owners oppose it?

**c. Elaborate** Do you think the demands made by labor unions were reasonable? Explain your answer.
- a. Describe** What major labor strikes took place in the late 1800s?

**b. Evaluate** Do you think President Cleveland was right to use federal troops to end the **Pullman strike**? Explain.

### Critical Thinking

- Analyzing** Review your notes about the problems workers faced. Use them to complete a table like the one below about how workers tried to solve the problems they faced.

Problem	Solution

### FOCUS ON WRITING

- Taking Notes on Working Conditions** In your notebook, list some reasons why industrial workers were unhappy with working conditions. Can you think of ways to run your business so that you can avoid the problem of strikes?

## Analyzing Costs and Benefits

### Define the Skill

Everything you do has both costs and benefits connected to it. *Benefits* are things that you gain from something. *Costs* are what you give up to obtain benefits. For example, if you buy a video game, the benefits of your action include the game itself and the enjoyment of playing it. The most clear cost is what you pay for the game. However, there are other costs that do not involve money. One is the time you spend playing the game. This is a cost because you give up something else, such as doing your homework or watching a TV show, when you choose to play the game.

The ability to analyze costs and benefits is a valuable life skill as well as a useful tool in the study of history. Weighing an action's benefits against its costs can help you decide whether or not to take it.

### Learn the Skill

Analyzing the costs and benefits of historical events will help you to better understand and evaluate them. Follow these guidelines to do a cost-benefit analysis of an action or decision in history.

- 1 First determine what the action or decision was trying to accomplish. This step is needed in order to determine which of its effects were benefits and which were costs.
- 2 Then look for the positive or successful results of the action or decision. These are its benefits.
- 3 Consider the negative or unsuccessful effects of the action or decision. Also think about what positive things would have happened if it had *not* occurred. All these things are its costs.

- 4 Making a chart of the costs and benefits can be useful. By comparing the list of benefits to the list of costs you can better understand the action or decision and evaluate it.

For example, you learned in Chapter 19 about the Second Industrial Revolution and its effects on the American economy. A cost-benefit analysis of the changes in American businesses might produce a chart like this one:

Benefits	Costs
New inventions made life easier.	New business methods ran smaller companies out of business.
Communication became easier with new technologies.	Workers received lower wages.
Efficient management reduced costs of products.	Strikes resulted in violence and deaths.
Workers began to organize for better conditions.	

Based on this chart, one might conclude that the Second Industrial Revolution was beneficial to the nation's economy.

### Practice the Skill

Among the changes that occurred in the early 1900s was an increase in specialization and efficiency in the workplace. Use information from the chapter and the guidelines above to do a cost-benefit analysis of this development. Then write a paragraph explaining whether or not it was a wise one.





## History's Impact

### ▶ video series

Review the video to answer the closing question:

*What advantages and disadvantages did the assembly line create? Do you think assembly lines still exist today?*

## Visual Summary

**QUICK FACTS** Use the visual summary below to help you review the main ideas of the chapter.



### Inventions

- Bessemer process
- Lightbulb
- Automobile



### Big Business

- Growth of corporations
- Wealthy business owners
- Antitrust movements



### Labor Movement

- Knights of Labor
- American Federation of Labor
- Haymarket Riot
- Homestead Strike

## Reviewing Vocabulary, Terms, and People

Identify the descriptions below with the correct term or person from the chapter.

1. Labor organization that represented both skilled and unskilled laborers and was the first national labor union in the United States
2. Inventor who patented the telephone in 1876
3. A way of making steel quickly and cheaply by blasting hot air through melted iron to quickly remove waste
4. A system of business in which one company owns businesses in each step of the manufacturing process
5. Powerful business leader who helped to found the Central Pacific Railroad
6. Union speaker who worked to better the lives of mine workers
7. A method of negotiating for better wages or working conditions in which all workers act together to ensure a better chance for success

## Comprehension and Critical Thinking

### SECTION 1 (Pages 614–618)

8. a. **Identify** What was the Second Industrial Revolution?  
b. **Draw Conclusions** Why were advances in transportation and communication important to the Second Industrial Revolution?  
c. **Elaborate** Which invention do you think had the greatest effect on people's lives in the late 1800s? Explain your answer.

### SECTION 2 (Pages 619–622)

9. a. **Recall** What criticisms were made of business leaders and trusts?  
b. **Analyze** How did the rise of corporations and powerful business leaders lead to the growth of big business?  
c. **Evaluate** Do you think the growth of big business helped or hurt ordinary Americans? Explain your answer.

### SECTION 3 (Pages 624–627)

10. **a. Recall** What led to poor working conditions in factories during the Second Industrial Revolution?
- b. Make Inferences** Why did labor unions have a better chance of improving working conditions than laborers did on their own?
- c. Evaluate** Did the strikes of the 1880s and 1890s hurt or help the labor movement in the long run? Explain your answer.

## Reviewing Themes

11. **Economics** How did the rise of big business affect consumers in the United States?
12. **Society and Culture** What changes in society were brought about by the organization of labor?

## Using the Internet

13. **Activity: Creating a Time Line** Technology in some sense has been part of human history since we began to write history. All tools are, in a sense, technology. In this chapter you read about new scientific discoveries that had positive and negative effects. Using the activities available through the online textbook, choose one technological innovation mentioned in the chapter and trace its development to the present day. Create an illustrated time line to present your research.

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## Reading Skills

**Organization of Facts and Information** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Corporations provided several important advantages over earlier business forms. Stockholders in a corporation are not responsible for business debts. If a corporation fails financially, the stockholders lose only the money that they invested. Stockholders are also usually free to sell their stock to whomever they want, whenever they want. (p. 620)

14. By which structural pattern is the above passage organized?
- Listing
  - Cause-effect
  - Chronological order
  - Comparison-contrast

## Social Studies Skills

**Analyzing Costs and Benefits** Use the Social Studies Skills taught in this chapter to answer the question below.

15. Write two costs and two benefits of the Pullman strike from the point of view of the workers who participated.

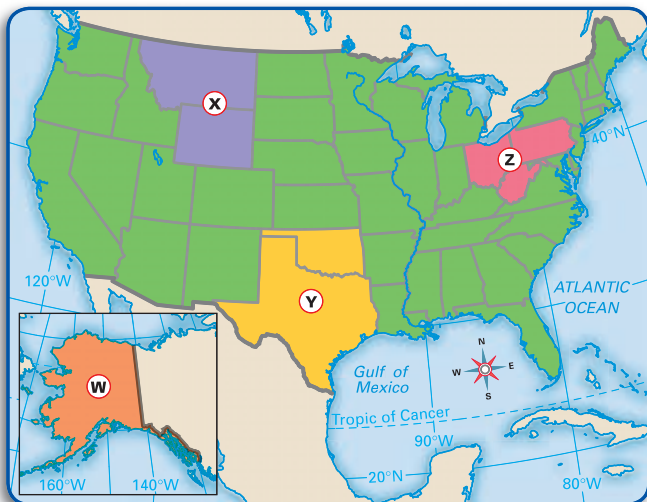
### FOCUS ON WRITING

16. **Writing Your Business Plan** Collect your notes and determine a good product to sell during the late 1800s. Decide which business practices you would use and which you would not. Write two to three paragraphs in which you explain why your product would sell, which business practices you can use to make your product, and how to avoid conflicts with workers. Remember to explain to the investors why your plan will work.



**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.

1



Which area on the map provided the petroleum for the oil-refining industry that arose in the United States in the mid- to late 1800s?

- A the area labeled W
- B the area labeled X
- C the area labeled Y
- D the area labeled Z

2 The person *most* responsible for making the steel industry a big business in the United States is

- A John D. Rockefeller.
- B Andrew Carnegie.
- C Henry Bessemer.
- D Leland Stanford.

3 The exclusive right to make or sell an invention or product is called

- A a corporation.
- B a patent.
- C vertical integration.
- D a trust.

4 The development of corporations in America was helped by

- A suburbs.
- B vertical integration.
- C the Sherman Antitrust Act.
- D social Darwinism.

5 Which of the following was an inventor of the late 1800s?

- A Andrew Carnegie
- B Thomas Edison
- C Leland Stanford
- D John D. Rockefeller

6 One cause of labor strikes in the late 1800s was that workers sought

- A shorter workdays.
- B vertical integration.
- C social Darwinism.
- D lower wages.

7 Read the following excerpt from the 1889 book *Recent Economic Changes* and use it to answer the question below.

“Machinery is now recognized as essential to cheap production. Nobody can produce effectively and economically without it, and what was formerly known as domestic manufacture is now almost obsolete. But machinery is one of the most expensive of all products, and its extensive purchase and use require an amount of capital far beyond the capacity [ability] of the ordinary individual to furnish.”

—David Wells, quoted in *Voices of the American Past*

**Document-Based Question** How might the large amounts of money needed for machinery affect the future of business?

# Henry Ford

**Henry Ford was a brilliant inventor and industrialist and founder of the Ford Motor Company.** He helped bring about a time of rapid growth and progress that forever changed how people worked and lived. Henry Ford grew up on his family's farm near Dearborn, Michigan. As a child, he disliked life on the farm. He found the clicks and whirs of machinery much more exciting. When Ford

was 16, he went to nearby Detroit to work in a machine shop. From there, he turned his ideas for how to make affordable and well-built cars into one of the world's largest automobile companies.

Explore the amazing life and career of Henry Ford online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmsocialstudies.com](http://hmsocialstudies.com).



"My 'gasoline buggy' was the first and for a long time the only automobile in Detroit. It was considered . . . a nuisance, for it made a racket and it scared horses."

— Henry Ford



### My Life and Work

Read the document to learn more about Henry Ford's life and career in his own words.



CLICK THROUGH  
**INTER / ACTIVITIES**

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### Big Plans

Watch the video to learn more about Henry Ford's early career.



### Taking the Low Road

Watch the video to explore Henry Ford's vision for his car company.



### The Assembly Line

Watch the video to see how Henry Ford used the assembly line to produce cars more efficiently and cheaply.

# Immigrants and Urban Life

**Essential Question** How did immigration during the late 1800s affect the United States?



## What You Will Learn...

In this chapter, you will learn about immigration and its effects on U.S. cities. You will also read about some of the challenges faced by these cities.

### SECTION 1: A New Wave of Immigration . . . . . 636

**The Big Idea** A new wave of immigration in the late 1800s brought large numbers of immigrants to the United States.

### SECTION 2: The Growth of Cities . . . . . 642

**The Big Idea** American cities experienced dramatic expansion and change in the late 1800s.

### SECTION 3: City Life . . . . . 646

**The Big Idea** The rapid growth of cities in the late 1800s created both challenges and opportunities.

## FOCUS ON WRITING

**A Memo** You are a writer at a television network, and you have an idea for a TV drama series set in the late 1800s. Draft a memo telling your boss about your story idea. As you read this chapter, gather information about the people, places, and events of this time period. Tell about the cast of characters, the setting, and the basic plot of your series.



**1873**  
Olmsted designs the U.S. Capitol grounds.

**1876**  
The Centennial Exposition opens in Philadelphia.

**1870**



**1878**  
Electric streetlights are introduced in London.





These immigrants to the United States entered through Ellis Island



1880

**1886** Workers complete the Statue of Liberty.

**1889** Jane Addams founds Hull House in Chicago.

**1893** The Ferris Wheel is introduced at the 1893 Columbian Exposition in Chicago.



1900

**1886** Impressionists' exhibit opens in Paris.

**1891** Construction begins on Russia's Trans-Siberian Railroad.

**1901** The first Nobel Prizes are awarded in Stockholm, Sweden.



1910

# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter, you will read about the changes in **society and culture** in the late 1800s. Among these changes was an increase in immigration. New immigrants to America found a

society full of **economic** opportunities and hardships. Immigration and technology combined to change the way of life in cities.

## Understanding Historical Fact versus Historical Fiction

**Focus on Reading** When you read a book like *The Red Badge of Courage* or see a movie about World War II, do you ever wonder how much is fiction and how much is fact?

**Distinguishing Fact from Fiction** Historical fiction gives readers a chance to meet real historical people and real historical events in the framework of a made-up story. Some of what you read in historical fiction could be verified in an encyclopedia, but other parts existed only in the author's mind until he or she put it on paper. As a good reader of history, you should know the difference between facts, which can be proved or verified, and fiction.

Notice how one reader determined which details could be verified or proved.

That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. Hear the pump squeak! It is the lullaby of tenement house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain ...

— From *How the Other Half Lives*, by Jacob Riis

The woman filling her pail isn't a fact I can check. He's just using her as an example of what women did.

We could probably check city records to see whether the buildings really had sinks in the hallways.

The writer is generalizing here. We probably can't prove 1,000 thirsty throats. We could find out whether the city's water pumps actually went dry in the summer. That's verifiable.



# Key Terms and People

## Chapter 20

### Section 1

old immigrants (p. 636)  
new immigrants (p. 636)  
steerage (p. 637)  
benevolent societies (p. 639)  
tenements (p. 639)  
sweatshops (p. 640)  
Chinese Exclusion Act (p. 641)

### Section 2

mass transit (p. 644)  
suburbs (p. 644)  
mass culture (p. 644)  
Joseph Pulitzer (p. 645)  
William Randolph Hearst (p. 645)  
department stores (p. 645)  
Frederick Law Olmsted (p. 645)

### Section 3

Jacob Riis (p. 646)  
settlement houses (p. 648)  
Jane Addams (p. 648)  
Hull House (p. 648)  
Florence Kelley (p. 648)

## Academic Vocabulary

advocate (p. 641)  
factor (p. 643)

## You Try It!

The following passage is from *Bread Givers* by Anzia Yeziarska, a young immigrant to New York. After you read it, answer the questions below.

Mashah [Anzia's sister] came home with stories that in rich people's homes they had silver knives and forks, separate, for each person. And new-ironed tablecloths and napkins every time they ate on them. And rich people had marble bathtubs in their own houses, with running hot and cold water all day and night long so they could take a bath any time they felt like it, instead of having to stand on a line before the public bath-house, as we had to do when we wanted a bath for the holidays. But these millionaire things were so far over our heads that they were like fairy tales.

That time when Mashah had work hemming towels in an uptown house, she came home with another new-rich idea, another money-spending thing, which she said she had to have. She told us that by those Americans, everybody in the family had a toothbrush and a separate towel for himself.

—Anzia Yeziarska, *Bread Givers*

1. Which facts from the paragraph above can be confirmed?
2. What sources might you check to confirm some of these facts?
3. List two things from the passage that could not be confirmed.
4. Why are these two things not able to be confirmed?

As you read Chapter 20, notice which facts you could easily confirm.

# A New Wave of Immigration

## What You Will Learn...

### Main Ideas

1. U.S. immigration patterns changed during the late 1800s as new immigrants arrived from Europe, Asia, and Mexico.
2. Immigrants worked hard to adjust to life in the United States.
3. Some Americans opposed immigration and worked to restrict it.

### The Big Idea

A new wave of immigration in the late 1800s brought large numbers of immigrants to the United States.

### Key Terms and People

old immigrants, *p. 636*  
 new immigrants, *p. 636*  
 steerage, *p. 637*  
 benevolent societies, *p. 639*  
 tenements, *p. 639*  
 sweatshops, *p. 640*  
 Chinese Exclusion Act, *p. 641*



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TAKING NOTES

Use the graphic organizer online to take notes on the benefits and challenges immigrants found.

## If YOU were there...

You live with your family on a small farm in Italy in the 1890s. You want to earn some money to help your parents, but there are not many jobs nearby. You have heard that jobs are easy to find in the booming factories of the United States. But you speak no English and know no one in America.

**Would you travel to the United States in search of new opportunities?**

**BUILDING BACKGROUND** From its beginnings, America has attracted people from many parts of the world. They came for many reasons, including land, religious freedom, and the chance to start new lives. In the late 1800s, jobs created by the rapid growth of the U.S. economy drew millions of new immigrants.

## Changing Patterns of Immigration

Millions of immigrants came to the United States from northern Europe in the mid-1800s. They came mainly from Great Britain, Germany, Ireland, and the countries of Scandinavia. Except for the Irish, who were Roman Catholics, most were Protestants. Many were skilled workers. Others settled in rural areas and became farmers. **By the late 1800s immigrants from northern Europe were known as old immigrants.** A newer and larger wave of immigration—from different parts of the world—was arriving in the United States.

### New Immigrants

During the 1880s more than 5 million immigrants arrived in the United States—about the same number of people as had arrived during the six decades from 1800 to 1860 combined. The majority of these **new immigrants were from southern and eastern Europe.** Thousands of Czechs, Greeks, Hungarians, Italians, Poles, Russians, and Slovaks came to the United States to find new opportunities and better lives. A young woman from Russia spoke for many of her



fellow immigrants when she said she hoped “for all manner of miracles in a strange, wonderful land!”

New immigrants came from many different cultural and religious backgrounds. They included Orthodox Christians, Roman Catholics, and Jews. Some were escaping political or religious persecution. They were eager for the job opportunities created by the U.S. industrial boom of the late 1800s.

### Arriving in a New Land

Immigrants usually faced a difficult journey by ship to America. Most traveled in **steerage**—an area below a ship’s deck where steering mechanisms were located. Steerage tickets were inexpensive, but the cabins were hot, cramped, and foul-smelling. Many passengers were seasick for the entire journey. Some even died of diseases contracted along the way.

Once in the United States, new arrivals were processed through government-run immigration centers. The busiest center on the East Coast was Ellis Island, which opened in New York Harbor in 1892. The first immigrant processed through Ellis Island was Annie Moore Schayer, a 14 year old from Ireland. Over the next 40 years, millions of European immigrants came through Ellis Island.

At immigration centers officials interviewed and examined immigrants to decide whether to let them enter the country. People with contagious diseases or legal problems could be turned away. “There was this terrible anxiety that one of us might be rejected,” remembered one immigrant traveling with his family. “And if one of us was, what would the rest of the family do?” This rarely happened, however. Less than 2 percent of the people who arrived at Ellis Island were not allowed into the country.

On the West Coast, many Chinese immigrants entered the United States through Angel Island, which opened near San Francisco in 1910. Because laws limited immigration from China, only people whose fathers were

## Primary Source

### AUTOBIOGRAPHY

## An Immigrant’s Story

Mary Antin and her family were Jewish. They moved from Russia to Boston in the 1890s to find religious freedom. Here, Antin writes about their journey.



What do you think fugitive means here?

*For sixteen days the ship was our world ... [It] pitched and rolled so that people were thrown from their berths [beds] ... All this while the seasickness lasted. Then came happy hours on deck, with fugitive sunshine, birds atop the crested waves, band music and dancing and fun ... And so suffering, fearing, brooding [worrying], rejoicing, we crept nearer and nearer to the coveted [wished for] shore, until, on a glorious May morning, six weeks after our departure from Polotzk our eyes beheld the Promised Land [the United States].*

—Mary Antin, *The Promised Land*

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

Why do you think Antin was both “fearing” and “rejoicing” during her trip?

Antin describes a mix of emotions.

U.S. citizens were allowed into the country. Chinese immigrants were often kept at Angel Island for weeks or months while officials investigated their families.

Mexican immigrants also came to the United States in large numbers in the late 1800s. The main processing center for immigrants from Mexico was in El Paso, Texas. Most settled in the Southwest. They found work in construction, steel mills, and mines, and on large commercial farms.

**READING CHECK** **Contrasting** How was the experience of immigrants at Ellis Island different from that of immigrants at Angel Island?



### VIDEO

Angel Island: Ellis Island of the West

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

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

### ANIMATED HISTORY

Ellis Island

## Coming to America

ASIA

NORTH AMERICA

PACIFIC OCEAN

SOUTH AMERICA



In this photo, Japanese men and Chinese women leave the detention center on Angel Island in San Francisco Bay. Angel Island was the processing center for many immigrants from Asia.



Augustin and Maria Lozano and their two children are shown after moving from Mexico to California. Many Mexican immigrants moved into the Southwest.



HISTORY

### VIDEO

Italians in America: Old World, New Land

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

### FOCUS ON READING

How could you verify the facts in this paragraph?

## Adjusting to a New Life

Once they entered the United States, immigrants began the hard work of adjusting to life in a new country. They needed to find homes and jobs. They had to learn a new language and get used to new customs. This was all part of building a new life.

### Immigrant Neighborhoods

Many immigrants moved into neighborhoods with others from the same country. In these neighborhoods, they could speak their native language and eat foods that reminded them of home. Immigrants could also practice the customs that their families had passed down from generation to generation. An Italian immigrant remembered that in his new neighborhood, “cheeses from Italy, sausage, salamis were all hanging in the window.”

In their newly adopted neighborhoods, many immigrant groups published newspapers in their own languages. They founded schools, clubs, and places of worship to help preserve their customs. In New York City, for example, Jewish immigrants founded a theater that gave performances in Yiddish—the language spoken by Jews from central and eastern Europe.

Immigrants often opened local shops and small neighborhood banks. Business owners helped new arrivals by offering credit and giving small loans. Such aid was important for newcomers because there were few commercial banks in immigrant neighborhoods. In 1904 Italian immigrant Amadeo Peter Giannini started the Bank of Italy in San Francisco. This bank later grew and became the Bank of America.

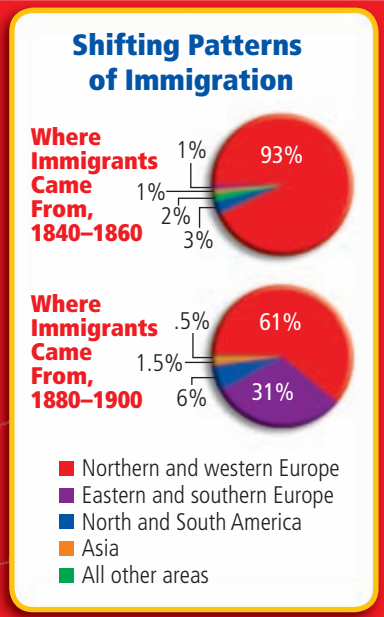




**Swedish immigrant Swan August Swanson followed his father to Wisconsin to help with the family farm. Like many new Americans, he married within the immigrant community.**



**The son of Italian immigrants, Amadeo Peter Giannini founded the Bank of Italy in San Francisco in 1904. Due to his guidance and perseverance, it became the largest privately owned bank in the world.**



During the late 1800s the places people came from began to change. The charts above show the percentages of people who moved from different places. The total number of immigrants reached a peak in the 1880s, when about 5 million people came to the United States.

*By how much did the percentage of immigrants from northern and western Europe change from 1840 to 1900?*

Some immigrant communities formed **benevolent societies**. These aid organizations offered immigrants help in cases of sickness, unemployment, or death. At that time, few national government agencies provided such aid.

Even with neighborhood support, however, immigrants often found city life difficult. Many immigrants lived in **tenements**—poorly built, overcrowded apartment buildings. One young woman in New York City described the difference between her hopes and reality in the new land:

“ [I dreamed] of the golden stairs leading to the top of the American palace where father was supposed to live. [I] went ‘home’ to . . . an ugly old tenement in the heart of the Lower East Side. There were stairs to climb but they were not golden.”

— Miriam Shomer Zusner, *Yesterday: A Memoir of a Russian Jewish Family*

Immigrants worked hard to adjust to their new country. Children often learned American customs more quickly than their parents. In public schools immigrant children learned English from McGuffey’s Readers—illustrated textbooks that taught reading and writing.

### Finding Work

Many new immigrants had worked on farms in their homelands. Few could afford to buy land in the United States, however. Instead, they found jobs in cities, where most of the country’s manufacturing took place.

Having come from rural areas, few new immigrants were skilled in modern manufacturing or industrial work. They often had no choice but to take low-paying, unskilled jobs in garment factories, steel mills, or construction. Long hours were common.

Not all industrial labor took place in large factories. Some immigrants worked for little pay in small shops or mills located in their own neighborhoods. Often associated with the clothing industry, these workplaces were called **sweatshops** because of long hours and hot, unhealthy working conditions. One young immigrant worker remembered:

“When the shirtwaists were finished at the machine ... we were given scissors to cut the threads off. It wasn't heavy work, but it was monotonous [boring], because you did the same thing from seven-thirty in the morning till nine at night.”

– Pauline Newman, quoted in *American Mosaic: The Immigrant Experience in the Words of Those Who Lived It*, by Joan Morrison and Charlotte Fox Zabusky

Immigrants with skills that were in demand sometimes found work outside factories and sweatshops. For example, some immigrants worked as bakers, carpenters, masons, or skilled machinists. Others saved or borrowed money to open small businesses such as laundries, barbershops, or street vending carts. New immigrants often opened the same types of businesses in which other immigrants from the same country were already succeeding. They worked hard for long hours to become successful themselves.

**READING CHECK Summarizing** How did new immigrants help themselves and others to try to make successful lives in the United States?

## LINKING TO TODAY

### Asian Americans Today

Today, almost 15 million people in the United States are of Asian origin. They account for about 5 percent of the U.S. population—or about 1 in 20 Americans. Asian Americans trace their roots to various countries, including China, India, the Philippines, and, like this family, Vietnam. Most Asian Americans live in the West. California has by far the largest Asian American population of any state.



#### ANALYSIS SKILL ANALYZING INFORMATION

Why have so many people moved to the United States?



## Opposition to Immigration

Some Americans welcomed new immigrants. Many business leaders, for example, wanted immigrant workers who were willing to work for low pay. In general, however, anti-immigrant feelings grew along with the rise in immigration in the late 1800s. Some labor unions opposed immigration because their members believed immigrants would take jobs away from native-born Americans.

Other Americans called nativists also feared that too many new immigrants were being allowed into the country. Many nativists held racial and ethnic prejudices. They thought that the new immigrants would not learn American customs, which might harm American society.

Some nativists were violent toward immigrants. Others **advocated** laws to stop or limit immigration. For example, in 1880 about 105,000 Chinese immigrants lived in the United States. Two years later, Congress passed the **Chinese Exclusion Act**, **banning Chinese people from immigrating to the United States for 10 years**. This law marked the first time a nationality was banned from entering the country. Although the law violated treaties with China, Congress continued to renew the law for decades to come. In 1892 another law was passed restricting convicts, immigrants with certain diseases, and those likely to need public assistance from entering the country.

Despite such opposition immigrants continued to arrive in large numbers. They worked for low pay in factories and built buildings, highways, and railroads. Their labor helped power the continuing industrial growth of the late 1800s and early 1900s. Although they did not always achieve their dreams as quickly as they had hoped, most immigrants were still confident about the future for themselves and their families in the United States. An immigrant from Russia named Abraham Hyman expressed this idea, saying, “Your

feeling is that a better time is coming, if not for yourself, for your families, for your children.”

### ACADEMIC VOCABULARY

**advocate** to plead in favor of

**READING CHECK Analyzing** Why did nativists oppose immigration?

**SUMMARY AND PREVIEW** Immigrants helped build the nation’s economy and cities, but they met resistance from some native-born Americans. In the next section you will learn about what life was like in urban America.

## Section 1 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Identify** What was Ellis Island?
  - Contrast** What differences existed between the **old immigrants** and the **new immigrants**?
- Identify** What job opportunities were available to new immigrants?
  - Summarize** How did immigrants attempt to adapt to their new lives in the United States?
  - Elaborate** Why do you think many immigrants tolerated difficult living and working conditions?
- Recall** What was the purpose of the **Chinese Exclusion Act**?
  - Explain** Why did some labor unions oppose immigration?
  - Predict** How might the growing opposition to immigration lead to problems in the United States?

### Critical Thinking

- Categorizing** Review your notes on the benefits and challenges new U.S. immigrants faced. Then use the following graphic organizer to categorize the challenges into different areas of life.



### FOCUS ON WRITING

- Writing about Immigrants and Their Lives** Make a list of potential characters for your TV series, and be sure to include new immigrants. Take notes about what life was like for them.

# The Growth of Cities

## What You Will Learn...

### Main Ideas

1. Both immigrants and native-born Americans moved to growing urban areas in record numbers in the late 1800s and early 1900s.
2. New technology and ideas helped cities change and adapt to rapid population growth.

### The Big Idea

American cities experienced dramatic expansion and change in the late 1800s.

### Key Terms and People

mass transit, *p. 644*

suburbs, *p. 644*

mass culture, *p. 644*

Joseph Pulitzer, *p. 645*

William Randolph Hearst, *p. 645*

department stores, *p. 645*

Frederick Law Olmsted, *p. 645*



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TAKING NOTES

Use the graphic organizer online to take notes on the causes of the growth of cities.

## If YOU were there...

The year is 1905 and you have just come to the city of Chicago from the small town where you grew up. People rush past as you stop to stare up at the skyscrapers. Elevated trains roar overhead, and electric streetcars clatter along streets already crowded with pushcarts and horse-drawn wagons.

**Will you stay and look for work in this big city?**

**BUILDING BACKGROUND** Industrial growth and a new wave of immigration swelled the populations of American cities in the late 1800s. Cities changed quickly to accommodate so many new people, offering urban residents excitement and new kinds of entertainment.

## Growth of Urban Areas

In 1850 New York City was the only U.S. city with a population of more than 500,000. By 1900 New York City, Chicago, Philadelphia, St. Louis, Boston, and Baltimore all had more than half a million residents. More than 35 U.S. cities had populations greater than 100,000. About 40 percent of Americans now lived in urban areas.

As you have read, new immigrants were responsible for a lot of this urban growth. So were families from rural areas in the United States. As farm equipment replaced workers in the countryside, large numbers of rural residents moved to the cities in search of work. African Americans from the rural South also began moving to northern cities in the 1890s. They hoped to escape discrimination and find better educational and economic opportunities. Cities such as Chicago; Cleveland, Ohio; Detroit, Michigan; and New York saw large increases in their African American populations during the late 1800s and early 1900s.

Perhaps the most dramatic example of urban growth was the rise of Chicago. The city's population exploded from 30,000 in 1850 to 1.7 million in 1900. Chicago passed St. Louis as the



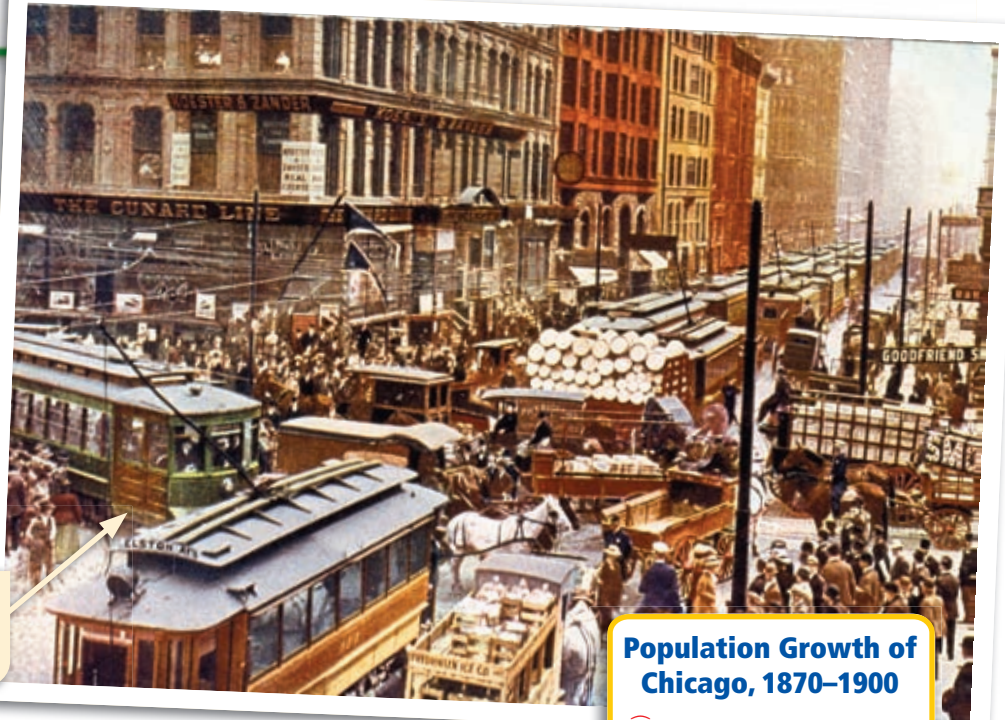
## Primary Source

### POSTCARD

## Chicago, 1900

Postcards like this one were one way people shared the experience of visiting or living in a big city like Chicago. This scene shows a bustling street corner at which modern transportation like streetcars mingle with horse-drawn carts.

Streetcars move large numbers of people through the crowded cities.

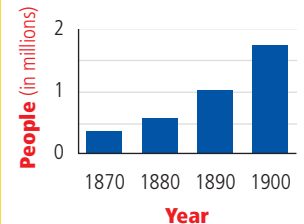


### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

What changes does this picture show taking place in cities at the time?

### Population Growth of Chicago, 1870–1900



biggest city in the Midwest. Along with the large numbers of African Americans moving to the city, many of Chicago's new residents were immigrants from southern and eastern Europe. In 1900 immigrants and their children made up three quarters of Chicago's population.

Chicago's location was another **factor** in its rapid growth. Many of the new railroad lines connecting the East and West coasts ran through Chicago. This put Chicago at the heart of the nation's trade in lumber, grain, and meat. Thousands of new Chicago residents found work in the city's huge slaughterhouses and meatpacking plants. Here, meat from the West and Midwest was packed into refrigerated train cars and shipped to the growing cities of the East, where it could be sold in shops to customers.

### READING CHECK Identifying Cause and Effect

What factors led to massive population growth in urban areas during the late 1800s and early 1900s?

## Changing Cities

American cities such as Chicago were ill-prepared for the rapid urban growth of the late 1800s and early 1900s. Where was everyone going to live? How were people going to get from home to work on crowded city streets? Several new technologies helped cities meet these challenges. These technologies forever changed the look and function of U.S. cities.

### Building Skyscrapers

With so many people moving to urban areas, cities quickly ran out of building space in downtown areas. One solution would be to build taller buildings. Typical city buildings in the mid-1800s were only five stories tall, but taller structures were impossible to construct because the building materials available were either too weak or too heavy.

This changed with the rise of the American steel industry in the late 1800s.

### ACADEMIC VOCABULARY

**factor** cause

## THE IMPACT TODAY

Skyscrapers today use much of the same technology that was developed in the late 1800s—steel skeletons and elevators. Chicago's Willis Tower, with 110 stories, is one of the tallest buildings in the world.

Mills began producing tons of strong and inexpensive steel. Soon, architects such as Louis Sullivan of Chicago began designing multistory buildings called skyscrapers. Architects used steel beams to make sturdy frames that could support the weight of tall buildings. This allowed builders to use limited city space more efficiently.

The safety elevator, patented by Elisha Otis in the 1850s, helped make skyscrapers practical. Previous elevators had been unsafe because they would crash to the ground if the elevator cable snapped. Otis's safety elevator included a device to hold the elevator in place if the cable broke.

### Getting Around

Taller buildings made it possible for more people to live and work in city centers. This increased the need for **mass transit, or public transportation designed to move many people.** By the late 1860s New York City had elevated trains running on tracks above the streets. Chicago followed in the 1890s.

Some cities built underground railroads, known as subways. In 1897 the first subway in the United States opened in Boston. In 1904 the first line of the New York City subway system began operation. Cable cars and electric trolleys also became common. These streetcars cheaply and quickly carried people in the cities to and from work.

Many Americans who could afford it moved to **suburbs, residential neighborhoods outside of downtown areas** that had begun springing up before the Civil War. Mass transit networks made such moves possible. People could live in the suburbs and take trolleys, subways, or trains into the cities.

### New Ideas

In the late 1800s the United States also began to develop forms of **mass culture, or leisure and cultural activities shared by many people.** One factor contributing to mass culture was a boom in publishing. The invention of the Linotype, an automatic typesetting machine, greatly reduced the time and cost of printing. In 1850

## Frederick Law Olmsted

### CONNECT TO THE ARTS

Frederick Law Olmsted designed Central Park to serve as a place where New York City residents could relax, exercise, and enjoy nature. Olmsted included areas for horseback riding, ice-skating, boating, and baseball. The Children's District was designed as a place where parents could bring children to stay cool in the summer.

*Why do you think a city dweller might be attracted to Central Park?*

Olmsted intentionally placed the pond near busy streets, hoping that it would attract walkers.

People can walk, ride, or roller skate on the many trails through Central Park.





there were fewer than 300 daily newspapers in the country. Because of the use of Lino-type machines, by 1900 there were more than 2,000 newspapers.

Big cities often had many newspapers, so publishers had to compete for readers. In 1896 **Joseph Pulitzer** added a color comic to his *New York World* newspaper. More people started buying Pulitzer's paper. **William Randolph Hearst**, publisher of the *New York Journal*, saw that comics helped sell newspapers. So he added a color comic strip to the *Journal*. Soon, newspapers across the country were adding comic strips.

Mass culture affected how people shopped as well. **Giant retail shops, or department stores**, appeared in some cities during the late 1800s. One of the earliest was Marshall Field in Chicago, which offered low prices and large quantities of products. It also was the first department store to offer its customers a restaurant where they could eat while shopping. Newspaper advertising was used to bring in customers. The public was also attracted by fancy window displays.

World fairs were another example of mass culture. Fairs brought merchants together, which sometimes resulted in new ideas and products. At the 1904 St. Louis World's Fair, for example, a Syrian food vendor began making cones for a nearby ice cream vendor who had run out of dishes. Ice cream cones became popular throughout the country.

The demand for public entertainment also led to the creation of amusement parks, such as New York's Coney Island. The inexpensive entry tickets made Coney Island a favorite destination for children and families. For a nickel, visitors could ride a new invention called the Switchback Railway—the country's first roller coaster.

As cities grew, people became aware of the need for open public space. Landscape architect **Frederick Law Olmsted** became nationally famous. He designed Central Park in New York City, as well as many state and national parks. Some of his other well-known

projects include Prospect Park in Brooklyn, New York, and the U.S. Capitol grounds, which he worked on between 1874 and 1895.

**READING CHECK Summarizing** What forms of mass culture were available in urban areas?

**SUMMARY AND PREVIEW** Immigration and new technology helped cities grow in the late 1800s. In the next section you will learn about some of the problems caused by rapid urban growth.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What groups of people began moving to cities in the late 1800s?

**b. Explain** Why did African Americans begin to move to northern cities in the 1890s?

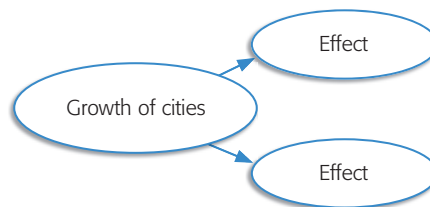
**c. Predict** Do you think cities such as Chicago continued to grow in the 1900s? Why or why not?
- a. Define** What is **mass transit**? What made mass transit necessary?

**b. Explain** How did new inventions make it possible for people to build skyscrapers?

**c. Evaluate** Which improvement to urban living do you think had the greatest impact on people's lives? Explain your answer.

### Critical Thinking

- Identifying Cause and Effect** Review your notes on the causes for the growth of cities. Then copy the following graphic organizer and use it to identify the effects of city growth. You may need to add more circles.



### FOCUS ON WRITING

- Describing Setting** A city like those you have read about could serve as the setting of your TV series. How could you describe the city?

# City Life

## What You Will Learn...

### Main Ideas

1. Crowded urban areas faced a variety of social problems.
2. People worked to improve the quality of life in U.S. cities.

### The Big Idea

The rapid growth of cities in the late 1800s created both challenges and opportunities.

## Key Terms and People

Jacob Riis, p. 646

settlement houses, p. 648

Jane Addams, p. 648

Hull House, p. 648

Florence Kelley, p. 648



Use the graphic organizer online to take notes on problems facing city residents.

## If YOU were there...

You live in a fast-growing city in 1895. When you walk the streets, you meet families that are packed into run-down apartments in crowded, filthy neighborhoods. You meet immigrants who want to study English but have no money for classes. You are determined to help these city residents improve their lives.

## What would you do to help improve life in your city?

**BUILDING BACKGROUND** Despite the new public parks, skyscrapers, and mass transit systems, many cities were not ready for the rapid population growth that began taking place in the late 1800s. Overcrowding and poor living conditions forced people to search for solutions to these problems.

## Urban Problems

In the late 1800s and early 1900s, shortages of affordable housing forced many poor families to squeeze into tiny tenement apartments, which were frequently unsafe and unsanitary. Journalist and photographer **Jacob Riis** became famous for exposing the horrible conditions in New York City tenements. Riis wrote about one typical tenement family:

“There were nine in the family: husband, wife, an aged grandmother, and six children . . . All nine lived in two rooms, one about ten feet square that served as parlor, bedroom, and eating-room, the other a small hall-room made into a kitchen.”

— Jacob Riis, *How the Other Half Lives*

This kind of overcrowding caused sanitation problems. Most cities did not have a good system for collecting trash, so garbage often piled up outside apartment buildings. An article in the *New York Tribune* described the garbage in front of one tenement as a “mass of air poisoning, death-breeding filth, reeking in the fierce sunshine.”

Unsafe conditions were also common in tenements. Before 1900 most cities did not have laws requiring landlords to fix their tenements or to maintain safety standards. A fire on one floor could easily spread, and fire escapes were often blocked or broken.



## Tenement Life

### QUICK FACTS

#### Causes

- Overcrowding
- Unsafe buildings
- Unsanitary conditions
- Scarce running water
- Poor ventilation

#### Effects

- Diseases such as tuberculosis and cholera
- High child death rates
- Fire
- Crime



Tenement rooms had few or no windows to let in fresh air and sunshine. Comfort was also scarce, with so many people crowded into such small spaces. Running water and indoor plumbing were also scarce. So was clean water—cities often dumped garbage into local rivers that were used for drinking water.

Disease-causing bacteria grew easily in these conditions. Diseases such as cholera, typhoid, influenza, and tuberculosis spread quickly in crowded neighborhoods. Children were the most vulnerable to these diseases. For example, babies born in Chicago in 1870 had only a 50 percent chance of living to the age of five.

Air pollution was also a serious problem in many growing cities. This was a time when many business leaders were building huge oil refineries, steel mills, and other factories. The steel mills of Andrew Carnegie, for example, helped make Pittsburgh the nation's steel-making center in the late 1800s. Steel mills

brought jobs and wealth to Pittsburgh, but they also caused some of the nation's worst air pollution. "Every street appears to end in a huge, black cloud," said one writer. "Pittsburgh is smoke, smoke, smoke—everywhere smoke." The air was so polluted at times that the city had to turn on outdoor lighting during the day.

The work of many city governments slowly helped to lessen some of these urban problems. By the late 1800s new sewage and water purification systems improved city sanitation. Many major cities also were hiring full-time firefighters and police officers. Police officers in cities were typically placed in one neighborhood. They knew the local residents and were frequently involved in local activities. They could spot local problems and, in many cases, provide help to immigrants.

#### THE IMPACT TODAY

Like many industrial cities, Pittsburgh has made great progress in cleaning its air and water. Today, Pittsburgh is ranked as one of the cleanest American cities.

**READING CHECK** Summarizing What challenges did many city residents face in the late 1800s?

## Improving City Life

Jacob Riis hoped his book *How the Other Half Lives* would shock many Americans—and it did. A reformer named Lawrence Veiller helped lead the effort to improve conditions in tenements. Describing the effects of tenement living on children, he wrote:

“A child living its early years in dark rooms, without sunlight or fresh air, does not grow up to be a normal, healthy person ... It is not of such material that strong nations are made.”

— Lawrence Veiller, quoted in *Readings in American History, Vol. 2*

Veiller worked with an organization called the Charity Organization Society (COS) to get changes made to New York laws. In 1900 he and the COS sponsored an exhibit of photographs and maps graphically showing the conditions of New York tenements. More than 10,000 people visited the exhibit, and they were shocked by what they saw. The work of Veiller and

the COS helped to get the 1901 New York State Tenement House Act passed. This law required new buildings to have better ventilation and running water. The act became a model for housing reform in other states.

Because there was little government aid available in the 1800s, private organizations generally took on the task of helping the urban poor. Some individuals set up **settlement houses, or neighborhood centers in poor areas that offered education, recreation, and social activities.**

Settlement houses were staffed by professionals and volunteers. Many were educated women who came from wealthy families. In 1886 Charles B. Stover and Stanton Coit established the first settlement house in the United States. It was called Neighborhood Guild and was located on the Lower East Side in New York City. In 1889 **Jane Addams** and Ellen Gates Starr moved into a run-down building in a poor Chicago neighborhood and turned it into **Hull House, the most famous settlement house of the period.**

The Hull House staff focused on the needs of immigrant families, and by 1893 Hull House was serving 2,000 people a week. It provided services such as English classes, day care, and cooking and sewing classes. Children and adults came to take part in club meetings, art classes, plays, and sports.

Jane Addams and the staff at Hull House also worked for reforms. They studied the problems facing immigrants and poor city dwellers, then searched for ways to improve conditions. **Florence Kelley** was one important reformer at Hull House. She visited sweatshops and wrote about the problems there. Her work helped convince lawmakers to take action. Illinois passed a law in 1893 to limit working hours for women and to prevent child labor.

Kelley became the state's chief factory inspector and helped enforce the law. Although she believed more reforms were needed, she did report some improvements:

### Hull House

Neighborhood children attended kindergarten at Hull House. Their parents typically had low-paying jobs, and many were children of immigrants. Children like these had few other options for education.

*How did Hull House try to improve the lives of children?*





“Previous to the passage of the factory law of 1893, it was the rule of [a candy] factory to work the children . . . from 7 A.M. to 9 P.M., with twenty minutes for lunch, and no supper, a working week of eighty-two hours . . . Since the enactment of the factory law, their working week has consisted of six days of eight hours each, a reduction of thirty-four hours a week.”

— Florence Kelley and Alzina P. Stevens,  
from *Hull House Maps and Papers*

As Hull House gained recognition, the settlement house movement spread to other cities. Most settlement houses continued to provide programs and services for city dwellers through the early 1900s. Some, such as Germantown Settlement in Pennsylvania, remain active today.

### READING CHECK Drawing Conclusions

How did Hull House help improve city life?

**SUMMARY AND PREVIEW** Reformers in the late 1800s worked to solve urban problems. In the next chapter you will learn how Progressives pushed for further reforms.

## BIOGRAPHY

### Jane Addams

1860–1935

Jane Addams was born in Cedarville, Illinois. Like many upper-class women of the era, she received a college education but found few jobs open to her. In 1888, on a visit to England with classmate Ellen Gates Starr, she visited a London settlement house. On their return to the United States, Addams and Starr opened a settlement house in Chicago. They started a kindergarten and a public playground. Addams also became involved in housing safety and sanitation issues, factory inspection, and immigrants' rights. In 1931 she shared the Nobel Peace Prize for her work with the Women's International League for Peace and Freedom.

**Summarizing** How did Jane Addams try to improve the lives of workers?



## Section 3 Assessment

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**ONLINE QUIZ**

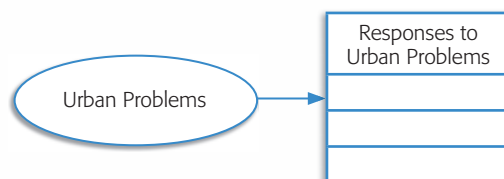
### Reviewing Ideas, Terms, and People

- Describe** What were conditions like in tenements?
  - Summarize** What problems resulted from the rapid growth of cities?
  - Draw Conclusions** Why do you think people lived in tenements?
- Define** What is a **settlement house**?
  - Explain** How did settlement houses help city dwellers?
  - Evaluate** Do you think settlement houses were successful? Why or why not?

### Critical Thinking

- Categorizing** Review your notes on urban problems. Then copy the chart to the right onto your

own sheet of paper and use it to identify the responses to those problems.



### FOCUS ON WRITING

- Writing about Urban Problems** Finding solutions to problems is an important part of the plot of many stories. Take notes on scenes you could include in your TV series in which characters deal with the problems of urban life.

## Making Comparisons

### Define the Skill

Understanding similarities is important when studying history. Comparing two or more people, things, events, or ideas highlights the similarities between them. Making comparisons can help clarify larger historical issues. This is true when comparing different time periods or when comparing different things from the same time period. Making comparisons is important in identifying historical connections.

### Learn the Skill

When you encounter similar people, things, events, or ideas in history, use the following guidelines to make comparisons.

- 1 Identify who or what you are going to compare.
- 2 Look for similarities between them. Find examples of what makes them alike. Note any differences as well.
- 3 Use comparison words such as “like,” “both,” and “similar” to point out similarities.

In this chapter, you have learned about several reformers, including Lawrence Veiller and Florence Kelley. Veiller helped lead the effort to improve conditions in tenements. Kelley was a reformer who worked at Hull House.

Lawrence Veiller and Florence Kelley were alike in many ways. Although Veiller focused on tenements and Kelley concentrated on factory work, both were concerned with problems that affected children. Both did research about their issues. Both then wrote about the poor conditions they found.

Both Veiller and Kelley worked successfully for laws that would improve those conditions. Kelley’s work helped convince Illinois lawmakers to pass a law to limit child labor. Similarly, Veiller helped to get the 1901 New York State Tenement House Act passed.

### Practice the Skill

Review the chapter to find two people, things, events, or ideas that are similar. Then apply the guidelines to answer the following questions.

- 1 Which people, events, or ideas will you compare? Why is each of them important?
- 2 How are they alike? How are they different?





## History's Impact

### ▶ video series

Review the video to answer the closing question:

*Why do you think the United States had stricter immigration regulations for Asian immigrants?*

## Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



### People Arrived

- New immigrants, mostly from southern and eastern Europe
- Came for new opportunities and better lives
- Mostly found jobs in cities
- Faced opposition from some Americans

### Cities Grew

- Massive urban growth
- New technologies emerged—skyscrapers and mass transit
- New urban culture

### Problems Developed

- Overcrowded tenements
- Unsanitary conditions

## Reviewing Vocabulary, Terms, and People

Identify the descriptions below with the correct term or person from the chapter.

1. Public transportation systems built to move many people and ease traffic in crowded cities
2. Founded Hull House with Ellen Gates Starr in 1889
3. Organizations created by immigrants to help each other in times of sickness, unemployment, or other troubles
4. Law banning Chinese people from moving to the United States
5. Neighborhood centers in poor urban areas that offered education, recreation, and social activities
6. Landscape architect who designed New York City's Central Park
7. Small shops or mills where immigrants worked for long hours in hot, unhealthy conditions

## Comprehension and Critical Thinking

### SECTION 1 (Pages 636–641)

- 8. a. Identify** From what parts of the world did the wave of new immigrants come?
- b. Analyze** In what ways did immigration patterns in the United States change in the late 1800s?
- c. Elaborate** In your opinion, were the difficulties that immigrants faced worth the benefits of life in the United States? Explain.

### SECTION 2 (Pages 642–645)

- 9. a. Recall** Why did U.S. cities experience such rapid growth in the late 1800s?
- b. Analyze** How did new technologies help cities deal with population growth?
- c. Elaborate** Would you have preferred to live in a city or in a suburb? Why?

### SECTION 3 (Pages 646–649)

10. a. **Recall** What were conditions like in tenements in the late 1800s?
- b. **Make Inferences** Why did rapid population growth cause problems in cities?
- c. **Elaborate** Why do you think the settlement house movement grew in the late 1800s and early 1900s?

## Reviewing Themes

11. **Economics** What role did economics play in the growth of cities?
12. **Society and Culture** How did the lives of city dwellers change with the rise of mass culture?

## Reading Skills

**Understanding Historical Fact versus Historical Fiction** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Mass culture affected how people shopped as well. Giant retail shops, or department stores, appeared in some cities during the late 1800s. One of the earliest was Marshall Field in Chicago, which offered low prices and large quantities of products. It also was the first department store to offer its customers a restaurant where they could eat while shopping. Newspaper advertising was used to bring in customers. The public was also attracted by fancy window displays. (p. 645)

13. Which facts above can be verified? Where would you look to verify them?

## Social Studies Skills

**Making Comparisons** Use the Social Studies Skills taught in this chapter to answer the question below.

14. Choose two reforms that were discussed in this chapter. Make a comparison between the two.

## Using the Internet

15. **Activity: Investigating Culture** Mass culture developed in the late 1800s and early 1900s as a result of new and broader forms of communication taking root. Using the online textbook, explore some of the early influences on mass culture. Then research the ways in which modern culture is influenced by the media, the Internet, and other forms of mass communication. How does today's society experience mass culture? Create a visual display or computer-based presentation that compares mass culture then and now.

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### FOCUS ON WRITING

16. **Writing Your Memo** Look back over your notes about the people, places, and events of the late 1800s. Decide which of these you will include in your television drama series. Then draft a one-to two-paragraph memo to your boss describing the series. Remember to describe the basic plot, setting, and characters.





**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Which of the following is associated with providing a better life for urban immigrants in the late 1800s and early 1900s?
- A the department store
  - B the suburb
  - C the tenement
  - D the settlement house
- 2** Immigrants to the United States in the late 1800s and early 1900s came *mainly* from
- A southern and eastern Europe.
  - B Japan, China, and the rest of Asia.
  - C Mexico and Central America.
  - D northern and western Europe.
- 3** Ellis Island and Angel Island were both
- A locations of settlement houses.
  - B immigration processing centers.
  - C centers of shipping and industry.
  - D amusement parks.
- 4** Which of the following is an example of mass culture?
- A newspaper comics
  - B immigrant neighborhoods
  - C Yiddish-language theaters
  - D subways
- 5** The *main* goal of Hull House was to
- A provide jobs for wealthy women.
  - B pass the Tenement House Act of 1901.
  - C help poor immigrants.
  - D oppose the Chinese Exclusion Act.

- 6** Anti-immigrant feeling resulted in
- A benevolent societies.
  - B the Chinese Exclusion Act.
  - C tenements.
  - D the Tenement House Act.

- 7** Which of the following groups moved from the southern United States to the North in large numbers during the 1890s?
- A Chinese immigrants
  - B Mexican Americans
  - C African Americans
  - D Irish immigrants

- 8** Read this 1896 newspaper article describing poor conditions faced by many people and use it to answer the question below.

“lack of family privacy ... lack of light and air, and of sanitary accommodations, insuring a large death rate, and danger from fire ... [These places are] infested with vermin [insects] and infected with disease germs, they are a disgrace to humanity and a menace, not only to the health of the unfortunate residents therein, but to the health of the whole community.”

—*The New York Times*, 1896

**Document-Based Question** Based on this description, to what was this article most likely referring?

# 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.



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 **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.

## Assignment

Write a persuasive essay either for or against one of these statements.

1. New laws should have limited immigration in the late 1800s.
2. The government should have done more to improve conditions in tenements.

### TIP Using Order of Importance

How do you know whether to start or end with your most important or most convincing reason? If you are worried about getting your readers to read your entire paper, you might try to catch their attention by starting with the most convincing reason. If you are concerned that your readers remember one point after they finish reading, you may want to place that point, or reason, at the end of your paper.

# Persuasion and History

**Y**ou have probably heard people disagree about current political events—perhaps a new law or a government leader. People also disagree about events of the past. When we disagree about historical events, those of the past or those of the present, we can use persuasive arguments to convince others to agree with our opinion.

## 1. Prewrite

### Stating Your Opinion

Persuasion starts with an opinion or a position on a topic. Choose one of the statements in the assignment and decide on your opinion, either for or against. Write your opinion in a statement: it will be the big idea of your persuasive paper. For example, here is an opinion statement about the first topic:

*The government should not have limited immigration in the late 1800s.*

### Building and Organizing a Logical Argument

A strong persuasive essay includes a logical argument, sound reasoning, and proof in support of an opinion. Reasons tell *why* you have an opinion. Proof, or evidence, includes facts, examples, or expert opinions.

- **Opinion:** *Reformers' work improved Americans' lives.*
- **Reason:** *Reforms improved life in cities.*
- **Evidence:** *Lawrence Veiller influenced the passage of the 1901 New York State Tenement House Act.*

Persuasive writing is usually organized by order of importance.

## 2. Write

Here is a framework to help you write your first draft.

### A Writer's Framework

#### Introduction

- Start with an interesting opener, such as a quotation or a surprising fact.
- Include your opinion statement, or big idea, for the paper.

#### Body

- Present one reason and its supporting evidence in each body paragraph.
- Address your reasons by order of importance.

#### Conclusion

- Restate your opinion in different words.
- Summarize your reasons.
- Make a connection to a current event.



## 3. Evaluate and Revise

### Evaluating

Use these questions to discover ways to improve your draft.

#### Evaluation Questions for a Persuasive Essay

- Does your introduction include a clear statement of your opinion on the topic?
- Do you present your reasons by order of importance in the body paragraphs?
- Do you provide at least three reasons to support your opinion?
- Do you include facts, examples, or expert opinions to support each reason?
- Do you restate your opinion in different words in your conclusion?
- Does your conclusion include a summary of the reasons that support your opinion?

### Revising

Your essay will be more forceful if you write in the active voice.

**Passive voice:** *New parks were designed by Frederick Law Olmsted.*

**Active voice:** *Frederick Law Olmsted designed new parks.*

Active voice is more forceful, and often clearer, because it makes a stronger connection between the action and the actor. However, we may use passive voice because we do not know, or do not want to say, who the actor is or was.

**Example:** *New parks were designed in the late 1800s.*

## 4. Proofread and Publish

### Proofreading

If you are writing your paper on a computer, you should use the spell-check feature to look for spelling errors. However, the spell-check feature will not help much if you have used the wrong word. Here are some examples to look for: *their/they're*, *its/it's*, *accept/except*, *affect/effect*, *advice/advise*, *altar/alter*, *capitol/capital*. When you spot one of these words in your paper, check your dictionary to make sure you have used the correct word.

### Publishing

Share your essay with a classmate who took an opinion opposed to yours. Review each other's reasons. Can one of you persuade the other?

## 5. Practice and Apply

Use the steps and strategies in this workshop to write a persuasive essay.

**TIP** **Fact vs. Opinion** Knowing the difference between a fact and an opinion is important for both writers and readers of persuasive essays.

- **Facts** are statements that can be proven true or false. *Jane Addams founded Hull House in 1889.*
- **Opinions** are statements of personal belief and cannot be proven. *Jane Addams was the greatest American woman of her time.*