## Planning Guide

### Chapter 13

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Note: Please refer to the Unit 4 Resource Book for this chapter’s URB materials.

* Also available in Spanish
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### Teacher Resources

- Strategies for Success
- Presentation Plus! with MindJogger CheckPoint
- Success With English Learners

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### CLOSE

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is ExamView® Assessment Suite?
Glencoe’s ExamView® Assessment Suite is a powerful assessment tool that enables you to create and customize tests for your students. Tests can be either printed or administered online.

How can ExamView® Assessment Suite help me?
ExamView® allows you to create your own test questions or choose from existing, fully editable banks of questions customized for this book. Question formats include true/false, multiple choice, completion, matching, short answer, and essay, and many questions are based on documents, maps, or graphs. Each question includes reteach information where students can go for more help on the topic. The flexibility of ExamView® allows you to develop testing materials that:

- focus on specific skills or competencies
- address state or national standards
- are leveled for different abilities
- can be translated to Spanish in one click

ExamView® Assessment Suite is one of Glencoe’s technology resources available for teachers.

### History ONLINE
Visit glencoe.com and enter QuickPass™ code TAV9399c13T for Chapter 13 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.

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The following videotape programs are available from Glencoe as supplements to this chapter:

- Ellis Island (ISBN 0-7670-0005-6)
- Ellis Island DVD (ISBN 0-7670-4451-7)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aetv.com
The History Channel: www.historychannel.com

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

**For students at a Grade 8 reading level:**
- *The Great Wheel*, by Robert Lawson

**For students at a Grade 9 reading level:**
- *If Your Name Was Changed at Ellis Island*, by Ellen Levine

**For students at a Grade 10 reading level:**
- *My Antonia*, by Willa Cather

**For students at a Grade 11 reading level:**
- *Irish Immigrants: 1840–1920*, by Megan O’Hara

**For students at a Grade 12 reading level:**
- *We Are Americans: Voices of the Immigrant Experience*, by Dorothy Hoobler and Thomas Hoobler
Focus

MAKING CONNECTIONS
Why Do People Migrate?
Have students brainstorm the reasons people move to other countries and list their answers on the chalkboard. Discuss with students the reasons, if any, for which they might move to another country. Then discuss how they think life would be different in a new country.  

Teach

The Big Ideas
As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1
Immigration
Essential Question: Why did Europeans come to America in the late 1900s?  
(better economic opportunities, new freedoms, peace) Tell students that in this section they will learn why millions of people came to the United States and how they changed America.  

Section 2
Urbanization
Essential Question: What are some of the characteristics of cities?  
(Answers might include large populations, density of buildings, noise, pollution, traffic, cultural amenities, access to public services.) Tell students that this section will focus on how the growth of cities changed the United States.  

Section 3
The Gilded Age
Essential Question: What were the characteristics of the Gilded Age?  
(growth of big business, the idea of individualism, new social reforms) Tell students that in Section 3 they will learn about the Gilded Age in the United States, as well as how society and culture changed during that time.  

Chapter 13
Urban America
1865–1896

SECTION 1 Immigration
SECTION 2 Urbanization
SECTION 3 The Gilded Age
SECTION 4 Populism
SECTION 5 The Rise of Segregation

U.S. EVENTS
1870
• Ballot Act makes voting secret in Britain
1876
• Porfirio Díaz becomes dictator of Mexico
1881
• Anti-Jewish pogroms erupt in Russia
1884
• First subway in London opens

WORLD EVENTS
1870
1872
• Fifteenth Amendment ratified
1875
• Farmers’ Alliance founded
1880
1881
• President Garfield assassinated
1883
• Brooklyn Bridge completed
1884
• Civil Service Act adopted
1885

U.S. PRESIDENTS
Hayes 1877–1881
Garfield 1881
Arthur 1881–1885
Cleveland 1885–1889

Immigrants look toward New York City while waiting on a dock at Ellis Island in the early 1900s.
MAKING CONNECTIONS

Why Do People Migrate?

European and Asian immigrants arrived in the United States in great numbers during the late 1800s. Providing cheap labor, they made rapid industrial growth possible. They also helped populate the growing cities.

- How do you think life in big cities was different from life on farms and in small towns?
- How do you think the immigrants of the late 1800s changed American society?

Analyzing Information

Make a Folded Table Foldable to clarify your understanding of how immigration and urbanization are related. As you read the chapter, list the causes and effects of immigration and urbanization. In each cell, list as many causes and effects as possible and include approximate dates where appropriate.

Dinah Zike’s Foldables

Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike’s Reading and Study Skills Foldables booklet.

Section 4

Populism

Essential Question: What is populism and how did it affect the United States? (A reform movement that started with the nation’s farmers; the movement brought attention to the plight of farmers, and farmers organized to increase their political power.) Tell students that this section will cover the rise of the Populist Movement and its impact on the nation. OL

Section 5

The Rise of Segregation

Essential Question: What is racial segregation? Why is it inherently wrong? (Separation of racial groups based on skin color; it is wrong because it violates the founding principles of the United States.) Tell students that this section will focus on the increase of racial segregation in the late 1800s and the passing of laws that legalized racial separation. OL
In the late nineteenth century, a major wave of immigration began. Most immigrants settled in cities, where distinctive ethnic neighborhoods emerged. Some Americans, however, feared that the new immigrants would not adapt to American culture or might be harmful to American society.

**Europeans Flood Into America**

MAIN IDEA Immigrants from Europe came to the United States for many reasons and entered the country through Ellis Island.

**HISTORY AND YOU** Have you ever been to an ethnic neighborhood where residents have re-created aspects of their homeland? Read on to learn how immigrants adjusted to life in the United States.

Between 1865—the year the Civil War ended—and 1914—the year World War I began—nearly 25 million Europeans immigrated to the United States. By the late 1890s, more than half of all immigrants in the United States were from eastern and southern Europe, including Italy, Greece, Austria-Hungary, Russia, and Serbia. This period of immigration is known as “new” immigration. The “old” immigration, which occurred before 1890, had been primarily of people from northern and western Europe. More than 70 percent of these new immigrants were men; they were working either to be able to afford to purchase land in Europe or to bring family members to America.

Europeans immigrated to the United States for many reasons. Many came because American industries had plenty of jobs available. Europe’s industrial cities, however, also offered plenty of jobs, so economic factors do not entirely explain why people migrated. Many came in the hope of finding better jobs that would let them escape poverty and the restrictions of social class in Europe. Some moved to avoid forced military service, which in some nations lasted for many years. In some cases, as in Italy, high food prices encouraged people to leave. In Poland and Russia, population pressure led to emigration. Others, especially Jews living in Russia and the Austro-Hungarian Empire, fled to escape religious persecution.

In addition, most European states had made moving to the United States easy. Immigrants were allowed to take their savings with them, and most countries had repealed old laws forcing peasants to stay in their villages and banning skilled workers from leaving the country. At the same time, moving to the United States offered a chance to break away from Europe’s class system and move to a democratic nation where people had the opportunity to move up the social ladder.
The Atlantic Voyage

The voyage to the United States was often very difficult. Most immigrants booked passage in steerage, the cheapest accommodations on a steamship. Edward Steiner, an Iowa clergyman who posed as an immigrant in order to write a book on immigration, described the miserable quarters:

"Narrow, steep and slippery stairways lead to it. Crowds everywhere, ill smelling bunks, uninviting washrooms—this is steerage. The odors of scattered orange peelings, tobacco, garlic and disinfectants meeting but not blending. No lounge or chairs for comfort, and a continual babble of tongues—this is steerage. The food, which is miserable, is dealt out of huge kettles into the dinner pails provided by the steamship company."

—quoted in World of Our Fathers

At the end of a 14-day journey, the passengers usually disembarked at Ellis Island, a tiny island in New York Harbor. There, a huge three-story building served as the processing center for many of the immigrants arriving from Europe after 1892.

Analyzing VISUALS

1. Describing When was the level of immigration from the different regions of Europe roughly equal? How did it later change?
2. Analyzing Did more immigrants come from Canada or Latin America?

Why Did People Emigrate?

Push Factors
- Farm poverty and worker uncertainty
- Wars and compulsory military service
- Political tyranny
- Religious oppression
- Population pressure

Pull Factors
- Plenty of land and plenty of work
- Higher standard of living
- Democratic political system
- Opportunity for social advancement

Sea Travel Today Ask: Why were passengers allowed to travel in the steerage sections of ships in the 1800s? (There were little or no regulations in place that monitored passenger safety or ship conditions.) Explain that the International Maritime Organization (IMO) was created as a special agency of the United Nations in 1948. Its purpose has been to ensure safe shipping practices throughout the world. Have students work with a partner to research current regulations on passenger ships. Students can find this information on the IMO Internet site at www.imo.org. Ask students to create charts showing five protective measures that the IMO requires of all passenger ships in the first column. Using their knowledge of current safety provisions, have students reread the text and cite violations of current practices that were present in the steerage sections in which many immigrants traveled.
Differentiated Instruction

Interpersonal Ask: How did ethnic neighborhoods both help and hinder immigrants? (Answers will vary. Possible response: People could communicate more easily and feel more comfortable; however, this comfort may have made some less willing to learn new customs, language, and ideas.)

Answer:
The population became more ethnically diverse, especially in the urban areas.

Civics Ask: How did you become a United States citizen? (Answers will vary. Some students may respond that they were born in the United States. Others may say they were born abroad but to American parents. Others may volunteer that they have undergone the naturalization process.) Have students work with a partner to list the requirements immigrants must meet before they can apply for U.S. citizenship. Students can obtain this information by taking the U.S. Immigration Service online quiz at www.uscis.gov/citizenship/home.html. Then ask partners to research the naturalization process on the Internet at www.uscis.gov/naturalization-process.htm. Have partners create a poster that could be displayed in your community, informing immigrants of the application requirements and naturalization process. Display the posters in your school.

Ellis Island
Most immigrants passed through Ellis Island in about a day. They would not soon forget their hectic introduction to the United States. A medical examiner who worked there later described how “hour after hour, ship load after ship load . . . the stream of human beings with its kaleidoscopic variations was . . . hurried through Ellis Island by the equivalent of ‘step lively’ in every language of the earth.” About 12 million immigrants passed through Ellis Island between 1892 and 1954.

In Ellis Island’s enormous hall, crowds of immigrants filed past the doctor for an initial inspection. “Whenever a case aroused suspicion,” an inspector wrote, “the alien was set aside in a cage apart from the rest . . . and his coat lapel or shirt marked with colored chalk” to indicate the reason for the isolation. About one out of five newcomers was marked with an “H” for heart problems, “K” for hernias, “Sc” for scalp problems, or “X” for mental disability. Newcomers who failed the inspection might be separated from their families and returned to Europe.

Many Italian immigrants took jobs as construction workers, bricklayers, and dockworkers in urban areas, but this group is building a railroad, c. 1900.

Many Chinese came to America to escape poverty and civil war. Many helped build railroads. Others set up small businesses. These children were photographed in San Francisco’s Chinatown, c. 1900.

A Jewish people migrated to the United States from all across Europe seeking an opportunity to better their lives. Many Jews from Eastern Europe (such as these above) were also fleeing religious persecution.

Additional Support

Activity: Interdisciplinary Connection

The “New” Immigrants Arrive in America
In the late 1800s, the number of immigrants coming from northwest Europe began to decline, while “new immigrants,” fleeing war, poverty, and persecution, began to arrive in large numbers from southern and eastern Europe, and from Asia.
Asian Immigration

**MAIN Idea** Asian immigrants arrived on the West Coast, where they settled mainly in cities.

**HISTORY AND YOU** Do you know someone who has moved to the United States from Asia? What motivated that person to come here? Read on to learn about the experiences of earlier generations of Asian immigrants.

In the mid-1800s, China’s population reached about 430 million, and the country was suffering from severe unemployment, poverty, and famine. Then, in 1850, the Taiping Rebellion erupted in China. This insurrection caused such suffering that thousands of Chinese left for the United States. In the early 1860s, as construction began on the Central Pacific Railroad, the demand for railroad workers led to further Chinese immigration.

Chinese immigrants settled mainly in western cities, where they often worked as laborers or servants or in skilled trades. Others became merchants. Because native-born Americans kept them out of many businesses, some Chinese immigrants opened their own.

Japanese also began immigrating to the United States. Although some came earlier, the number of Japanese immigrants soared upward between 1900 and 1910. As Japan industrialized, economic problems caused many Japanese to leave their homeland for new economic opportunities.

Until 1910 Asian immigrants arriving in San Francisco first stopped at a two-story shed at the wharf. As many as 500 people at a time were often squeezed into this structure, which Chinese immigrants from Canton called _muk ak_, or “wooden house.” In January 1910 California opened a barracks on Angel Island for Asian immigrants. Most were young men in their teens or twenties, who nervously awaited the results of their immigration hearings. The wait could last for months. On the walls of the barracks, several immigrants wrote anonymous poems in pencil or ink.

**Making Generalizations** Why did Chinese immigrants come to the United States?

**Reading Charts** Ask: What push factor did the three groups of immigrants have in common? (land shortage for peasants) **ELL**

**Critical Thinking**

Contrasting Ask: How did the immigration process at Angel Island differ from that at Ellis Island? (Immigrants had to wait longer at Angel Island.) **OL**

**Analyzing VISUALS**

1. New York
2. Unlike the two fairly equal groups in Texas, one immigrant group far outnumbered the other in Ohio.

**Answer:**
high unemployment; poverty and famine in China; Taiping Rebellion; availability of railroad jobs in the United States

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**Chinese Immigration** During the 1906 San Francisco earthquake, most immigration records in the city burned. This helped the Chinese bring others from China into America. Because no records were available, the Chinese already living in the United States could claim they were born here, which automatically made them citizens.

This entitled them to bring their children from China. As children of citizens, they too were automatically citizens.
**Reading Strategies**

**Using Word Parts** Ask: What base word helps define *nativism*? (native) **BL**

**Critical Thinking**

**Assessing** Explain that irony is when the opposite of the expected happens. **Ask:** Why was *nativism* ironic? (The ancestors of most native-born Americans were immigrants.) **OL**

**Answers:**
1. Catholic beliefs; school funding
2. priests shown as beasts who prey on children; funding Catholic schools takes money from public schools

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**Chapter 13 • Section 1**

**R** Reading Strategies

**Using Word Parts** Ask: What base word helps define *nativism*? (native) **BL**

**C** Critical Thinking

**Assessing** Explain that irony is when the opposite of the expected happens. **Ask:** Why was *nativism* ironic? (The ancestors of most native-born Americans were immigrants.) **OL**

**Answers:**
1. Catholic beliefs; school funding
2. priests shown as beasts who prey on children; funding Catholic schools takes money from public schools

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**Nativism Resurges**

**MAIN Idea** Economic concerns and religious and ethnic prejudices led some Americans to push for laws restricting immigration.

**HISTORY AND YOU** In what ways does immigration affect the area in which you live? Read on to learn why nativists tried to stop immigration.

Eventually the wave of immigration led to increased feelings of nativism on the part of many Americans. **Nativism** is an extreme dislike of immigrants by native-born people. It surfaced during the heavy wave of Irish immigration in the 1840s and 1850s. In the late 1800s, anti-immigrant feelings focused mainly on Asians, Jews, and eastern Europeans.

Nativists opposed immigration for many reasons. Some feared that the influx of Catholics from countries such as Ireland, Italy, and Poland would swamp the mostly Protestant United States. Many labor unions also opposed immigration, arguing that immigrants undermined American workers because they would work for low wages and accept jobs as strikebreakers.

**Prejudice Against Catholics**

Increased feelings of nativism led to the founding of anti-immigrant organizations. The American Protective Association, founded by Henry Bowers in 1887, was an anti-Catholic organization. Its members vowed not to hire or vote for Catholics.

The Irish were among the immigrants who suffered most from the anti-Catholic feeling. Arriving to escape famine and other hardships, many were illiterate and found only the lowest-paying work as miners, dockhands, ditch-diggers, and factory workers. Irish women worked as cooks, servants, and mill-workers. The dominant Protestant, British culture in America, which considered Irish poverty to be the result of laziness, superstition, and ignorance, had no use for the Catholic Irish.

Although several presidents vetoed legislation that would have limited immigration, prejudice

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**Hands-On Chapter Project**

Step 1

**Researching Immigration and Political Ads**

**Step 1: Researching German and Irish Immigration, 1815–1860**

**Essential Question:** When did Irish and German immigrate in this period and where did they settle?

**Directions** Explain to students that they will create a poster display of the dominant groups that immigrated in this period. Students should research historical census figures using library books and the Internet. Student teams can focus on different elements for the final product: numbers of German and Irish immigrants by decade or half-decade; maps of their migration routes (even narrowing in on the area of the “home country” if possible) and copies of art or visuals that represent the time period, immigrants’ backgrounds, and so on.

**Putting It Together** When the teams meet, they can sift through their data and determine how to best display it on a white board or poster. German and Irish immigrant information might be presented in a side-by-side format if the data is comparable, or on separate posters. **OL**

(Chapter Project continued on page 454)
Restrictions on Asian Immigration

In the West, anti-Chinese sentiment sometimes led to racial violence. Denis Kearney, himself an Irish immigrant, organized the Workingmen’s Party of California in the 1870s to fight Chinese immigration. The party won seats in California’s legislature and pushed to cut off Chinese immigration. In 1882 Congress passed the Chinese Exclusion Act. The law barred Chinese immigration for 10 years and prevented the Chinese already in the country from becoming citizens. The Chinese in the United States organized letter-writing campaigns, petitioned the president, and even filed suit in federal court, but their efforts failed. Congress renewed the law in 1892 and made it permanent in 1902. It was not repealed until 1943.

On October 11, 1906, in response to rising Japanese immigration, the San Francisco Board of Education ordered “all Chinese, Japanese and Korean children” to attend the racially segregated “Oriental School” in the city’s Chinatown neighborhood. (Students of Chinese heritage had been forced to attend racially segregated schools since 1859.) The directive caused an international incident. Japan took great offense at the insulting treatment of its people.

In response, Theodore Roosevelt invited school board leaders to the White House. He proposed a deal. He would limit Japanese immigration, if the school board would rescind its segregation order. Roosevelt then carried out his end of the deal. He began talks with Japan, and negotiated an agreement whereby Japan agreed to curtail the emigration of Japanese to the continental United States. The San Francisco school board then revoked its segregation order. This deal became known as the “Gentleman’s Agreement” because it was not a formal treaty and depended on the leaders of both countries to uphold the agreement.

The Literacy Debate

In 1905 Theodore Roosevelt commissioned a study on how immigrants were admitted to the nation. The commission recommended an English literacy test. Two years later, another commission suggested literacy tests—in any language—for immigration. These recommendations reflected the bias of people against the “new immigrants,” who were thought to be less intelligent than the “old immigrants.” Although Presidents Taft and Wilson both vetoed legislation to require literacy from immigrants, the legislation eventually passed in 1917 over Wilson’s second veto. The purpose of the law was to reduce immigration from southeastern European nations.

Explaining Why did the federal government pass the Chinese Exclusion Act?

Vocabulary
1. Explain the significance of: steerage, Ellis Island, Jacob Riis, Angel Island, nativism, Chinese Exclusion Act.

Main Ideas
2. Listing Why did European immigrants come to the United States?
3. Describing What caused the increase in Chinese immigration in the 1860s?
4. Organizing Complete a graphic organizer by listing the reasons nativists opposed immigration to the United States.

Critical Thinking
5. Big Ideas Where did most immigrants settle in the late 1800s? How did this benefit ethnic groups?
6. Interpreting Why did some Americans blame immigrants for the nation’s problems?
7. Analyzing Visuals Select one of the people featured in any photo in this section. Write a journal entry about his or her experience, based on what you see in the photo.

Writing About History
8. Descriptive Writing Imagine that you are an immigrant who arrived in the United States in the 1800s. Write a letter to a relative in your home country describing your feelings during processing at either Ellis Island or Angel Island.

Answers
1. Significant terms, people, and events are boldfaced and highlighted in the section.
2. The United States had few immigration restrictions. There were plenty of available jobs. It was a way to escape poverty, forced military service, and religious persecution.
3. Severe unemployment, poverty, famine, war, job opportunities
4. Influx of Catholics would give the Roman Catholic Church too much power
   Immigrants would weaken unions
   Immigrants would take jobs from Americans
5. Large cities; more available jobs, easier access to transportation, and greater ability to be part of a community
6. Answers will vary. Possible responses: Immigrants took jobs from native-born Americans. The large influx of immigrants caused cities to spend money to upgrade public utilities and law enforcement.
7. Journals will vary but should accurately reflect the experience of one of the individuals pictured in this section.
8. Letters will vary but should incorporate details from the text about the Ellis and Angel Island processing centers.
ANALYZING PRIMARY SOURCES

Focus
Chinese immigrants who could prove they were children of American fathers were automatically American citizens. Because “paper sons and daughters” bought false documents to claim citizenship, all were carefully questioned before being admitted. **Ask:** How might this have affected processing at Angel Island? (slowed the process)

Teach

**S** Skill Practice

**Visual Literacy** **Ask:** According to the cartoon, what push factors drew immigrants to the United States? (no oppressive taxes, no expensive kings, no compulsory military service, no knouts or dungeons) **BL**

**C** Critical Thinking

**Predicting Consequences** **Ask:** What may have happened as a result of the eye examinations? (Answers will vary but could include that immigrants received eye injuries and infections from the examinations.) **DL**

Differentiated Instruction

**Primary Source Reading**

**Objective:** Read to learn why political machines like Tammany Hall appealed to immigrants.

**Focus:** Discern why the civil service system is inefficient according to this political machine leader.

**Assess:** Summarize the content of this excerpt in 2 to 3 sentences.

**Close:** Create an advertisement aimed at recruiting workers to the political machine.

**Differentiated Learning Strategies**

**BL** Describe what’s wrong with the civil service law according to Plunkett.

**AL** Write a brief counterpoint to Plunkett’s argument.

**ELL** Work with a partner to paraphrase the excerpt (using your own words.)
Questions Asked Immigrants, c. 1907

Magazine Article, 1903

“When I went to work for that American family I could not speak a word of English, and I did not know anything about housework. The family consisted of husband, wife and two children. They were very good to me and paid me $3.50 a week, of which I could save $3.

“I did not understand what the lady said to me, but she showed me how to cook, wash, iron, sweep, dust, make beds, wash dishes, clean windows, paint and brass, polish the knives and forks, etc., by doing the things herself and then overseeing my efforts to imitate her. . . . In six months I had learned how to do the work of our house quite well, and . . . I had also learned English. . . . I worked for two years as a servant . . . . and I was now ready to start in business.”

—Chinese immigrant Lee Chew, reflecting on his first years in America

Political Cartoon, 1896

“The Immigrant: The Stranger at Our Gate,”
The Ram’s Horn (April 25, 1896)

Emigrant: “Can I come in?”
Uncle Sam: “I ‘spose you can; there’s no law to keep you out.”

1. Analyzing Visuals Compare the political cartoons in Sources 1 and 6. How do the two depictions differ on the reasons why immigrants left their homeland and why they came to the United States?
2. Making Inferences Why did immigrants have to undergo health inspections? What do you suppose happened when an immigrant was found to have a contagious illness?
3. Interpreting Why do you think the author of Source 3 remembered Ellis Island so clearly decades later?
4. Evaluating According to Lee Chew in Source 4, what were some factors that helped him adapt as an immigrant and become a small business owner?
5. Making Inferences Study the questions listed in Source 5. Why do you think immigrants were required to answer these questions?

Activity: Collaborative Learning

Immigration Skit Ask: Were all immigrants glad they had moved to the United States? (Responses may vary. Explain that a number of immigrants regretted leaving their homelands and moved back.) Ask: Why did immigrants have different views of their new homeland? (Responses may vary, but should include age, gender, and personal experiences.) Have the students form “family” groups consisting of a grandparent, two parents, a daughter, and a son. Suggest that students choose one of the homelands discussed in this chapter. Have the groups discuss how age, gender, and experiences influenced how immigrants felt about living in the United States. Have each group perform a skit in which family members evaluate their decision to move to the United States. Encourage students to include details from the text about problems that “pushed” the family from its homeland.
Native-born Americans and immigrants were drawn to cities by the jobs available in America’s growing industries. The new, modern cities had skyscrapers, public transportation systems, and neighborhoods divided by social class. In many cities, political machines controlled city government.

**Americans Migrate to the Cities**

**MAIN Idea** Rural Americans and immigrants moved to the cities where skyscrapers and mass transit were developed to deal with congestion.

**HISTORY AND YOU** Have you ever ridden the bus, subway, or railway system? How do you think your ride to school or the store would be different without mass transportation? Read on to learn why cities developed mass transportation systems.

After the Civil War, the urban population of the United States grew from around 10 million in 1870 to more than 30 million in 1900. New York City, which had more than 800,000 inhabitants in 1860, grew to almost 3.5 million by 1900. During the same period, Chicago swelled from 109,000 residents to more than 1.6 million. The United States had only 131 cities with populations of 2,500 or more residents in 1840; by 1900, there were more than 1,700 such urban areas.

Most of the immigrants who poured into the United States in the late 1800s lacked both the money to buy farms and the education to obtain higher-paying jobs. Thus, they settled in the nation's growing cities, where they toiled long hours for little pay in the rapidly expanding factories of the United States. Despite the harshness of their new lives, most immigrants found that the move had improved their standard of living.

Rural Americans also began moving to the cities at this time. Farmers moved to cities because urban areas offered more and better-paying jobs than did rural areas. Cities had much to offer, too—bright lights, running water, and modern plumbing, plus attractions such as museums, libraries, and theaters.

The physical appearance of cities also changed dramatically. As city populations grew, demand raised the price of land, creating the incentive to build upward rather than outward. Soon, tall, steel frame buildings called skyscrapers began to appear. Chicago’s ten-story Home Insurance Building, built in 1885, was the first skyscraper, but other buildings quickly dwarfed it. New York City, with its business district on the narrow island of Manhattan, boasted more skyscrapers than any other city in the world. With limited space, New Yorkers had to build up, not out.
The Technology of Urbanization

Before the mid-1800s, few buildings exceeded four or five stories. To make wooden and stone buildings taller required enormously thick walls in the lower levels. This changed when steel companies began mass-producing cheap steel girders and steel cable.

Steel Cable

Steel also changed the way bridges were built. Engineers could now suspend bridges from steel towers using thick steel cables. Using this technique, engineer John Roebling designed New York’s Brooklyn Bridge—the world’s largest suspension bridge at the time. It was completed in 1883.

Elisha Otis invented the safety elevator in 1852. By the late 1880s, the first electric elevators had been installed, making tall buildings practical.

No one contributed more to the design of skyscrapers than Chicago’s Louis Sullivan. “What people are within, the buildings express without,” explained Sullivan, whose lofty structures featured simple lines and spacious windows using new, durable plate glass.

To move people around cities quickly, various kinds of mass transit developed. At first, almost all cities relied on the horsecar, a railroad car pulled by horses. In 1890 horsecars moved about 70 percent of urban traffic in the United States.

More than 20 cities, beginning with San Francisco in 1873, installed cable cars, which were pulled along tracks by underground cables. Then, in 1887, engineer Frank J. Sprague developed the electric trolley car. The country’s first electric trolley line opened the following year in Richmond, Virginia.

In the largest cities, congestion became so bad that engineers began looking for ways to move mass transit off the streets. Chicago responded by building an elevated railroad, while Boston, followed by New York, built the first subway systems.

Summarizing What new technologies helped people in the late 1800s get to and from work?
Separation by Class

MAIN Idea | In the cities, society was separated by classes, with the upper, middle, and working classes living in different neighborhoods.

HISTORY AND YOU | Do you know the history of certain neighborhoods in your city or town? Can you see where the classes were divided? Read on to learn how each class lived in the cities.

In the growing cities, the wealthy people and the working class lived in different parts of town. So, too, did members of the middle class. The boundaries between neighborhoods were quite definite and can still be seen in many American cities today.

High Society

During the last half of the 1800s, the wealthiest families established fashionable districts in the heart of a city. Americans with enough money could choose to construct homes in the style of a feudal castle, an English manor house, a French château, a Tuscan villa, or a Persian pavilion. In Chicago, merchant and real estate developer Potter Palmer chose a castle. In New York, Cornelius Vanderbilt’s grandson commissioned a $3 million French château with a two-story dining room, a gymnasium, and a marble bathroom.

As their homes grew larger, wealthy women managed an increasing number of servants, such as cooks, maids, butlers, coachmen, nannies, and chauffeurs, and spent a great deal of money on social activities. In an age in which many New Yorkers lived on $500 a year, socialite hostess Corinela Sherman Martin spent $360,000 on a dance.

Middle-Class Gentility

American industrialization also helped expand the middle class. The nation’s rising middle class included doctors, lawyers, engineers, managers, social workers, architects, and teachers. Many people in the middle class moved away from the central city so as to escape the crime and pollution and be able to afford larger homes. Some took advantage of the new commuter rail lines to move to “street-car suburbs.”
In the late nineteenth century, most middle class families had at least one live-in servant. This gave the woman of the house more time to pursue activities outside the home. “Women’s clubs” became popular. At first, these clubs focused on social and educational activities. Over time, however, “club women” became very active in charitable and reform activities. In Chicago, for example, the Women’s Club helped establish juvenile courts and exposed the terrible conditions at the Cook County Insane Asylum.

The Working Class

Few families in the urban working class could hope to own a home. Most spent their lives in crowded tenements, or apartment buildings. The first tenement in the United States was built in 1839. In New York, three out of four residents squeezed into tenements, dark and crowded multi-family apartments. To supplement the average industrial worker’s annual income of $445, many families rented precious space to a boarder. Zalmen Yoffeh, a journalist, lived in a New York tenement as a child. He recalled:

“With . . . one dollar a day [our mother] fed and clothed an ever-growing family. She took in boarders. Sometimes this helped; at other times it added to the burden of living. Boarders were often out of work and penniless; how could one turn a hungry man out? She made all our clothes. She walked blocks to reach a place where meat was a penny cheaper, where bread was a half cent less. She collected boxes and old wood to burn in the stove.”

—quoted in How We Lived

The Family Economy

Within the working class, some people were better off than others. White native-born men earned higher wages than African American men, immigrants, and women.

One economist estimated that 64 percent of working class families relied on more than one wage earner in 1900. In some cases, the whole family worked, including the children. The dangerous working conditions faced by child workers, and the fact that they were not in school, alarmed many reformers.

Activity: Economics Connection

Budgeting Ask: What factors do you consider before buying something? (Answers may include the price, affordability, or need for an item.) Have students work in pairs to develop a household budget. Allow class time for partners to compare their itemized budgets and add expenditures they had not considered. Then ask partners to interview a family member or other adult about the costs of each budget item for a family of four. Have students calculate the income of two working adults, assuming 40-hour workweeks at minimum wage. Ask partners to calculate the shortfall between income and expenses and then list ways in which their shortfall can be addressed (such as deleting recreational and luxury items, working additional jobs, and so on). As a class, discuss the challenges of “making ends meet” and the emotional repercussions of not being able to meet the needs of the family.
A growing number of women took jobs outside the home. Native-born white women typically had more years of education than other women. Thus, many used their literacy to work as teachers or do clerical work.

The largest source of employment for women, however, remained domestic service. Immigrant women often worked as domestic servants in the North; African American women usually worked as domestic servants in the South. Such work involved long hours, low wages, and social isolation.

When people were physically unable to work, they had to rely on family members or charity. When a worker was maimed or killed on the job, there was usually no compensation.

Most older Americans lived with family members. Nearly 70 percent of those 65 or older lived with their grown children. A growing number, however, lived independently or in homes for the aged.

Explain: Who was in the “middle class” in the late 1800s? Where did they live?

Critics of political machines said that they took bribes and gave contracts to friends, robbing cities of resources. Defenders argued that they provided services and kept the city running.

Workers in New York find the city treasury empty, while behind the scenes, Boss Tweed and other city politicians enjoy a sumptuous feast.

Urban Problems

MAIN IDEA
Major problems plagued the cities; political machines provided help for some residents but were frequently corrupt.

HISTORY AND YOU
What kinds of programs are used in your area to deal with urban problems? Read about political machines and how they ran city government.

City living posed the risks of crime, violence, fire, disease, and pollution. The rapid growth of cities only made these problems worse and complicated the ability of urban governments to respond to these problems.

Crime and Pollution

Crime was a growing problem in American cities. Minor criminals, such as pickpockets, swindlers, and thieves, thrived in crowded urban living conditions. Major crimes multiplied as well. From 1880 to 1900, the murder rate jumped sharply from 25 per million people to more than 100 per million people.

Primary Source

New York “Boss” George W. Plunkitt explains the benefits of the political machines:

“The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there’s a family in my district in want I know it before the charitable societies do, and me and my men are first on the ground.... The consequence is that the poor look up to George W. Plunkitt ... and don’t forget him on election day.

Another thing, I can always get a job for a deservin’ man.... I know every big employer in the district and in the whole city, for that matter, and they ain’t in the habit of sayin’ no to me when I ask them for a job.”

—quoted in William L. Riordan, Plunkitt of Tammany Hall

Putting It Together

When the teams meet they can sift through their data and determine how to best display it on a white board or poster. Information and visuals might include other text to explain any particular forces compelling emigration from Mexico and Central and South America.

(Chapter Project continued on page 464)
Alcohol contributed to violent crime, both inside and outside the home. Danish immigrant Jacob Riis, who documented slum life in his 1890 book How the Other Half Lives, accused saloons of "breeding poverty," corrupting politics, bringing suffering to the wives and children of drunkards, and fostering "the corruption of the child" by selling beer to minors.

Disease and pollution posed even bigger threats. Improper sewage disposal contaminated city drinking water and triggered epidemics of typhoid fever and cholera. Though flush toilets and sewer systems existed in the 1870s, pollution remained a severe problem as horse manure was left in the streets, smoke belched from chimneys, and soot and ash accumulated from coal and wood fires.

**Machine Politics**

The political machine, an informal political group designed to gain and keep power, came about partly because cities had grown much faster than their governments. New city dwellers needed jobs, housing, food, heat, and police protection. In exchange for votes, political machines and the party bosses who ran them eagerly provided these necessities.

**Graft and Fraud**
The party bosses who ran the political machines also controlled the city's finances. Many machine politicians grew rich as the result of fraud or graft—getting money through dishonest or questionable means. George Plunkitt, one of New York City's most powerful party bosses, defended what he called "honest graft." For example, a politician might find out in advance where a new park was to be built and buy the land near the site. The politician would then sell the land to the city for a profit. As Plunkitt stated, "I see my opportunity, and I take it."

Outright fraud occurred when party bosses accepted bribes from contractors who were supposed to compete fairly to win contracts to build streets, sewers, and buildings. Corrupt bosses also sold permits to their friends to operate public utilities, such as railroads, waterworks, and power systems.

**Tammany Hall**
Tammany Hall, the New York City Democratic political machine, was the most infamous such organization. William "Boss" Tweed was its leader during the 1860s and 1870s. Tweed's corruptness led to a prison sentence in 1874.

City machines often controlled all the city services, including the police department. In St. Louis, the "boss" never feared arrest when he called out to his supporters at the police-supervised voting booth,"Are there any more repeaters out here that want to vote again?"

Opponents of political machines, such as political cartoonist Thomas Nast, blasted bosses for their corruption. Defenders, though, argued that machines provided necessary services and helped to assimilate the masses of new city dwellers.

**Assess**

**History ONLINE**
Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

Describing Ask: How did immigration challenge American cities? (Cities were unprepared for sudden population growth and struggled to provide services.)

**Section 2 REVIEW**

**Vocabulary**

**Main Ideas**
2. **Identifying** What technologies made the building of skyscrapers possible?
3. **Comparing** How did the living conditions of the upper, middle, and the working classes in the late 1800s compare?
4. **Organizing** Complete the graphic organizer below by listing the effects of many Americans moving from rural to urban areas in the late 1800s.

<table>
<thead>
<tr>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>larger urban population</td>
</tr>
<tr>
<td>more disease</td>
</tr>
<tr>
<td>growth of political machines</td>
</tr>
</tbody>
</table>

5. **Critical Thinking**
5. **Big Ideas** How did political machines respond to the needs of the people?
6. **Synthesizing** Why were pollution and sewage a problem in American cities in the late 1800s?
7. **Analyzing Visuals** Look at the photos on pages 452–453. How did industrialization affect the class structure in the United States?

**Writing About History**
8. **Persuasive Writing** Take on the role of an urban planner in a major city in the late 1800s. Write a letter to members of the city government listing specific reasons for the importance of setting aside city land for parks and recreational areas.

**Answers**

1. Significant terms, places, and people are boldfaced and highlighted in the section.

2. steel frames, elevators, durable plate glass

3. The wealthy lived in grand homes in fashionable areas, the middle class lived in comfortable homes in streetcar suburbs, and the working class lived in tenements.

4. They contaminated drinking water and triggered epidemics of typhoid fever and cholera, as well as other health problems.

5. Political machines provided jobs, housing, food, heat, and police protection.

6. They contaminated drinking water and triggered epidemics of typhoid fever and cholera, as well as other health problems.

7. Answers will vary but may include: expanded the middle class; separated classes into distinctly different neighborhoods.

8. Letters will vary but should include specific reasons for parks and recreational areas.
Italian Immigration to America

Italians from southern Italy were among the largest group of the “new immigrants”—the peoples who flooded American shores between 1880 and 1920. In Italy, most were poor peasants who worked for absentee landlords and lived in extreme poverty. They were often illiterate and had never traveled even as far as the next village. Leaving for America was daunting. “Make yourself courageous” — those were the last words one boy heard his father say as they said goodbye in Naples.

How Did Geography Shape Urban Life?

In New York City, these peasant-immigrants congregated in Little Italy in lower Manhattan. They would find an apartment on the street where people from their village in Italy lived. In 1910, as many as 40,000 people were packed in a 17-block area of Little Italy. As they mingled with other Italians, they began thinking of themselves as Italians, not Neapolitans (from Naples) or Sicilians (from Sicily).

New York’s Little Italy bustled with peddlers, bakers, and laborers, but also with immigrants moving in or out of the area. Italian families were hardworking and thrifty. As soon as possible, they moved to cleaner, sunnier places, such as Brooklyn or Long Island. By 1914, one researcher said there were at least 1500 lawyers, 500 physicians, and a growing number of merchants, bankers, and businessmen in New York City who were of Italian heritage. It was a very American success story.

Women worked long hours. They went out once or even twice a day to shop from pushcarts for their meals. They often cooked and did the washing for their family and for male boarders, too.

Learn About Little Italy

Divide the class into small groups. Ask each group to select a major city in the United States known to have a Little Italy or other ethnic neighborhood. (San Diego, San Francisco, Cleveland, and Chicago all have a Little Italy.) Have each group use library or Internet resources to research that city’s unique contributions. Ask each group to use its findings to prepare a presentation for the class. Presentations should include visual elements such as photographs, maps, and illustrations.
Bread was often sold on the streets because tenement ovens could not produce the traditional Italian crust. Young children ran many errands, like buying food and gathering wood for fuel.

Mulberry Street was the heart of Little Italy. Neapolitans (people from Naples) tended to settle on Mulberry Street, while Sicilians crowded the tenements on Elizabeth Street two blocks away.

Around 1900, roughly 4,300 tenement apartments were occupied with large families who lived in just a few rooms.

Street vendors often sold foods that were popular in Italy. They were very busy during holidays. In Little Italy, one of the biggest holidays was the feast of Saint Gennaro, patron saint of Naples—still celebrated in Little Italy in New York today.

Assess/Close
Have students assume the role of the young person whose father told him to “Make yourself courageous.” Have them write a letter back to their family in Italy telling them about life in New York’s Little Italy.

Activity: Economics Connection
Migrant Workers and the Law The young Italian males who came to the United States often intended to work for one or two seasons before returning to Italy. They generally did not speak English, and relied on labor bosses to find them jobs in construction. The padrones, as they were called, sometimes cheated the young workers. Have students find contemporary examples of similar situations that migrant workers or other immigrants face. Lead a discussion of how this justice issue might be resolved.

Analyzing GEOGRAPHY
Answers:
1. Italian immigrants moved to neighborhoods in New York where other people from their home villages lived.
2. between 1880 and 1920
The Gilded Age

Guide to Reading

Big Ideas
Past and Present Ideas about wealth during the last part of the 1800s continue to affect society today.

Content Vocabulary
- individualism (p. 458)
- Social Darwinism (p. 459)
- philanthropy (p. 460)
- settlement house (p. 467)
- Americanization (p. 467)

Academic Vocabulary
- evolution (p. 459)
- publish (p. 461)

People and Events to Identify
- Gilded Age (p. 458)
- Gospel of Wealth (p. 460)
- Mark Twain (p. 461)
- Social Gospel (p. 466)
- Jane Addams (p. 467)

Reading Strategy
Categorizing Complete a graphic organizer similar to the one below by filling in the main idea of each of the theories and movements listed.

Theory or Movement | Main Idea
--- | ---
Social Darwinism | survival of the fittest
Laissez-faire | no government interference in business
Gospel of Wealth | the wealthy use philanthropy to create conditions that help people help themselves
Realism | portray the world realistically

Social Darwinism

MAIN Idea Individualism and Social Darwinism shaped Americans’ attitudes toward industrial society.

HISTORY AND YOU Do you think each individual person should be left on his or her own to succeed, or should people help those who fall behind? Read to learn about people who applied the notion of “survival of the fittest” to human society.

In 1873 Mark Twain and Charles Warner wrote a novel entitled The Gilded Age: A Tale of Today. Historians later adopted the term and applied it to the era in American history that began about 1870 and ended around 1900. The era was in many ways a time of marvels. Amazing new inventions led to rapid industrial growth. Cities expanded to sizes never seen before. Masses of workers thronged the streets. Skyscrapers reached to the sky, electric lights banished the darkness, and wealthy entrepreneurs built spectacular mansions.

By calling this era the Gilded Age, Twain and Warner were sounding an alarm. Something is gilded if it is covered with gold on the outside but made of cheaper material inside. A gilded age might appear to sparkle, but critics pointed to corruption, poverty, crime, and great disparities in wealth between the rich and the poor.

Whether the era was golden or merely gilded, it was certainly a time of great cultural activity. Industrialism and urbanization altered the way Americans looked at themselves and their society, and these changes gave rise to new values, new art, and new entertainment.

The Idea of Individualism

One of the strongest beliefs of the era—and one that remains strong today—was the idea of individualism. Many Americans firmly believed that no matter how humble their origins, they could rise in society and go as far as their talents and commitment would take them. No one expressed the idea of individualism better than Horatio Alger, who wrote more than 100 “rags-to-riches” novels. In his books, a poor person goes to the big city and, through a combination of hard work and luck,
becomes successful. His popular books convinced many young people that no matter how many obstacles they faced, success was possible.

Social Darwinism

Another powerful idea of the era was Social Darwinism. This philosophy, loosely derived from Darwin’s theories, strongly reinforced the idea of individualism.

Herbert Spencer

British philosopher Herbert Spencer applied Charles Darwin’s theory of evolution and natural selection to human society. In his 1859 book On the Origin of Species by Means of Natural Selection, Darwin argued that plant and animal life had evolved over the years by a process he called natural selection. In this process, those species that cannot adapt to the environment in which they live gradually die out, while those that do adapt thrive and live on.

Spencer took this theory intended to explain developments over millions of years and argued that human society also evolved through competition and natural selection. He argued that society progressed and became better because only the fittest people survived. Spencer and others, such as American scholar William Graham Sumner, who shared his views, became known as Social Darwinists, and their ideas became known as Social Darwinism. “Survival of the fittest” became the catchphrase of their philosophy.

Social Darwinism also paralleled the economic doctrine of laissez-faire that opposed any government programs that interfered with business. Not surprisingly, industrial leaders heartily embraced the theory. John D. Rockefeller maintained that survival of the fittest, as demonstrated by the growth of huge businesses like his own Standard Oil, was “merely the working out of the law of nature and the law of God.”

Activity: Interdisciplinary Connection

Science

Ask: In the natural world, which animals survive and which do not? (Answers may include that the physically weak, sick, injured, or small animals may not survive predation or environmental factors, such as extreme climate and drought.) Invite a science teacher to talk with students about “survival of the fittest” in the animal world. Ask the teacher to describe how animals adapt to improve their chances of survival. After the presentation, have students form groups to list ways in which immigrants adapt to improve their chances of physical, economic, and social survival. Have groups create a “Tips for Survival” poster that will help a new immigrant succeed in today’s United States. Display the posters and discuss them as a class.

Ask: Does adapting to fit into American society threaten an immigrant’s chances of retaining his or her cultural heritage? Can an individual live successfully within two cultures? OL
Darwinism and the Church

For many devout Christians, however, Darwin's conclusions were upsetting and offensive. They rejected the theory of evolution because they believed it contradicted the Bible's account of creation. Some ministers, however, concluded that evolution may have been God's way of creating the world. One of the most famous ministers of the era, Henry Ward Beecher, called himself a “Christian evolutionist.”

Carnegie’s Gospel of Wealth

Andrew Carnegie advocated a gentler version of Social Darwinism that he called the Gospel of Wealth. This philosophy held that wealthy Americans should engage in philanthropy and use their great fortunes to create the conditions that would help people help themselves. Building schools and hospitals, for example, was better than giving handouts to the poor. Carnegie himself helped fund the creation of public libraries in cities across the nation because libraries provided the information people needed to get ahead in life.

The Adventures of Huckleberry Finn

— from The Adventures of Huckleberry Finn by Mark Twain

A new movement in art and literature called Realism began in the 1800s. Just as Darwin tried to explain the natural world scientifically, artists and writers tried to portray the world realistically. European realists included Edgar Degas and Edouard Manet. Perhaps the best-known American realist painter was Thomas Eakins. In realistic detail, he painted young men rowing and athletes playing baseball, and he showed surgeons and scientists in action.

Realist writers and artists did not want to portray people and the world idealistically. Instead they sought to present things as accurately as possible.

“Say, who is you? What is you? Dog my cats ef I didn’ hear sumf'n. Well, I know what it’s gwyn to do: I’s gwyn to set down here and listen tell I hears it agin.”

So he set down on the ground betwixt me and Tom. He leaned his back up against a tree, and stretched his legs out till one of them most touched one of mine. My nose begun to itch. It itched till the tears come into my eyes. But I doesn’t scratch. Then it begun to itch on the inside. Next I got to itching underneath. I didn’t know how I was going to set still. This miserable went on as much as six or seven minutes; but it seemed a sight longer than that.”

— from The Adventures of Huckleberry Finn by Mark Twain

Additional Support

Using Technology to Create Realist Art

Ask: What images would you choose to realistically portray American life to a prospective immigrant? (Students may name game systems, popular foods, sports teams, and so on.) Have students work in pairs with a computer presentation program to create a slide show of images that realistically represent various facets of American life today, such as home life, school, work, recreation, communities, politics, and organizations. Encourage students to use their imaginations. Suggest that they incorporate music into their presentations. Have partners present their slide shows to the class. During the presentations, ask class members to note particularly effective and realistic images. At the end of the presentations, discuss memorable images with the class. Ask: Did some presentations give conflicting views of American life? Why might one person’s “reality” differ from another’s?
Writers also attempted to capture the world as they saw it. In several novels, William Dean Howells presented realistic descriptions of American life. For example, his novel The Rise of Silas Lapham (1885) described the attempts of a self-made man to enter Boston society. Also an influential literary critic, Howells was the first to declare Mark Twain an incomparable American genius.

Twain, whose real name was Samuel Clemens, published his masterpiece, The Adventures of Huckleberry Finn, in 1884. In this novel, the title character and his friend Jim, an escaped slave, float down the Mississippi River on a raft. Twain wrote in local dialect with a lively sense of humor. He had written a true American novel, in which the setting, subject, characters, and style were clearly American.

**Popular Culture**

Popular culture changed considerably in the late 1800s. Industrialization improved the standard of living for many people, enabling them to spend money on entertainment and recreation. Increasingly, urban Americans divided their lives into separate units—that of work and that of home. People began “going out” to public entertainment.

**The Saloon** In cities, saloons often outnumbered groceries and meat markets. As a place for social gathering, saloons played a major role in the lives of male workers. Saloons offered drinks, free toilets, water for horses, and free newspapers for customers. They even offered the first “free lunch”: salty food that made patrons thirsty and eager to drink more. Saloons also served as political centers and saloonkeepers were often key figures in political machines.

**Amusement Parks and Sports** Working-class families and single adults could find entertainment at new amusement parks such as New York’s Coney Island. Amusements such as water slides and railroad rides cost only a nickel or dime.

Watching professional sports also became popular during the late 1800s. Formed in 1869, the first professional baseball team was the Cincinnati Red Stockings. Other cities soon fielded their own teams. In 1903 the first official World Series was played between the Boston Red Sox and the Pittsburgh Pirates. Football also gained in popularity and by the late 1800s had spread to public colleges.

As work became less strenuous, many people looked for activities involving physical exercise. Tennis, golf, and croquet became popular. In 1891 James Naismith, athletic director for a college in Massachusetts, invented a new indoor game called basketball.

**Vaudeville and Ragtime** Adapted from French theater, vaudeville took on an American flavor in the early 1880s with its hodgepodge of animal acts, acrobats, and dancers. The fast-paced shows went on continuously all day and night.

Like vaudeville, ragtime music echoed the hectic pace of city life. Its syncopated rhythms grew out of the music of riverside honky-tonks, saloon pianists, and banjo players, using the patterns of African American music. Scott Joplin, one of the most important African American ragtime composers, became known as the “King of Ragtime.” He wrote his most famous piece, “The Maple Leaf Rag,” in 1899.

**Social Classes in the Gilded Age**

**Ask:** How does personal wealth affect your daily life? 
*Answers will vary but could include that wealth dictates what is purchased, what activities are pursued, and the amount of leisure time people have.*) Divide students into six groups. Assign two groups to the wealthy class, two to the middle class, and two to the working class. Have groups use the Internet to obtain more information about everyday life in the Gilded Age, such as recreational opportunities, social groups, and types of vocations. Then ask groups to write a daily activity log for one week, describing activities and tasks people in their assigned class might perform. Have groups share their logs with the class.

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**Additional Support**

**Skill Practice**

**Analyzing Visuals** Ask: Why is this a realistic painting? (It shows players and surroundings as they are, without romanticizing them.)

**Critical Thinking**

**Making Inferences** Ask: Why might vaudeville shows have run continuously day and night? (to accommodate shift workers)

**Answer:**

It served as a community and political center for male workers.
Politics in Washington

MAIN Idea The two major parties were closely competitive in the late 1800s; tariff rates and big business regulation were hotly debated political issues.

HISTORY AND YOU Have you ever considered getting a job working for the government once you graduate? Read to learn why you will have to take an examination if you want a government job.

After President James A. Garfield was elected in 1880, many of his supporters tried to claim the “spoils of office”—the government jobs that are handed out following an election victory. President Garfield did not believe in the spoils system. One of these job seekers made daily trips to the White House in the spring of 1881 asking for a job. He was repeatedly rejected. Reasoning that he would have a better chance for a job if Vice President Chester A. Arthur were president, this man shot President Garfield on July 2, 1881. Weeks later, Garfield died from his wounds.

Civil Service Reform

For many, Garfield’s assassination highlighted the need to reform the political system. Traditionally, under the spoils system, elected politicians extended patronage—the power to reward supporters by giving them government jobs. Many Americans believed the system made government inefficient and corrupt. In the late 1870s, reformers had begun pushing for an end to patronage.

When Rutherford B. Hayes became president in 1877, he tried to end patronage by firing officials who had been given their jobs because of their support of the party and replacing them with reformers. His actions divided the Republican Party between “Stalwarts” (who supported patronage) and the “Halfbreeds” (who opposed it), and no reforms were passed. In 1880 the Republicans nominated James Garfield, a “Halfbreed,” for president and Chester A. Arthur, a “Stalwart,” for vice president. Despite the internal feud over patronage, the Republicans managed to win the election, only to have Garfield assassinated a few months later.

Garfield’s assassination turned public opinion against the spoils system. In 1883 Congress responded by passing the Pendleton Act. This law required that some jobs be filled by competitive written examinations, rather than through patronage. This marked the beginning of professional civil service—a system where most government workers are given jobs based on their qualifications rather than on their political affiliation. Although only about 10 percent of federal jobs were made civil service positions in 1883, the percentage steadily increased over time.

The Election of 1884

In 1884 the Democratic Party nominated Grover Cleveland, the governor of New York, for president. Cleveland was a reformer with a reputation for honesty. The Republican Party nominated James G. Blaine, a former Speaker of the House rumored to have accepted bribes. Some Republican reformers were so unhappy with Blaine that they supported Cleveland. They became known as “Mugwumps,” from an Algonquian word meaning “great chief.” If Blaine was their party’s candidate, declared the Mugwumps, they would vote for Cleveland, “an honest Democrat.”

Blaine hoped to make up for the loss of the Mugwumps by courting Catholic voters. Shortly before the election, however, Blaine met with a Protestant minister who denounced the Democrats for having ties to Catholicism. When Blaine was slow to condemn the remark, he lost many Catholic votes. Cleveland narrowly won the election.

As the first elected Democratic president since 1856, Grover Cleveland faced a horde of supporters who expected him to reward them with jobs. Mugwumps, on the other hand, expected him to increase the number of jobs protected by the civil service system. Cleveland chose a middle course and angered both sides. Economic issues, however, soon replaced the debate about patronage reform.

The Interstate Commerce Commission

Many Americans were concerned by the power of large corporations. Small businesses and farmers had become particularly angry at the railroads. While large corporations such as Standard Oil were able to negotiate rebates and lower rates because of the volume of goods they shipped, others were forced to pay much higher rates. Although the high fixed costs and low operating costs of railroads caused much
of this problem, many Americans believed railroads were gouging customers.

Neither party moved quickly at the federal level to address these problems. Both believed that government should not interfere with corporations’ property rights, which courts had held to be the same as those of individuals. Many states, however, passed laws regulating railroad rates; in 1886 the Supreme Court ruled in the case of Wabash, St. Louis, and Pacific Railway v. Illinois that states could not regulate railroad rates for traffic between states because only the federal government could regulate interstate commerce.

Public pressure forced Congress to respond to the Wabash ruling. In 1887 Cleveland signed the Interstate Commerce Act. This act, which created the Interstate Commerce Commission (ICC), was the first federal law to regulate interstate commerce. The legislation limited railroad rates to what was “reasonable and just,” forbade rebates to high-volume users, and made it illegal to charge higher rates for shorter hauls. The commission was not very effective in regulating the industry, however, because it had to rely on the courts to enforce its rulings.

Debating Tariffs Another major economic issue concerned tariffs. Many Democrats thought that Congress should cut tariffs because these taxes had the effect of raising the price of manufactured goods. Although it may have made sense to protect weak domestic manufacturing after the Civil War, many questioned the need to maintain high tariffs in the 1880s, when large American companies were fully capable of competing internationally. High tariffs also forced other nations to respond in kind, making it difficult for farmers to export their surpluses.

In December 1887 President Cleveland proposed lowering tariffs. The House, with a Democratic majority, passed moderate tariff reductions, but the Republican-controlled Senate rejected the bill. With Congress deadlocked, tariff reduction became a major issue in the election of 1888.
Reading Strategies
Activating Prior Knowledge
Remind students that Harrison won the electoral vote, but not the popular vote. Ask: Why was Harrison ruled the winner of the 1888 election if he did not receive the majority of the popular vote? (The electoral vote, not the popular vote, decides the presidency.)  

Critical Thinking
Explaining Ask: Why were trusts powerful? (Trusts consolidated similar businesses, giving them monopolies; without competition, they could set prices as high as they wished.)  

Answer: created the Interstate Commerce Commission and passed the Sherman Antitrust Act

Hands-on Chapter Project
Step 3
Researching Immigration and Political Ads

Step 3: Comparing Immigration in 19th and 20th Centuries Essential Question: Has immigration differed in basic ways in the past nearly 200 years?
Directions Students can compare their work from Steps 1 and 2 and formulate questions that will focus on what may differ. For example: Are the numbers vastly different? Have the reasons for migration changed?

Students may find that their earlier research is helpful here, even if it was not reflected on the poster. Encourage students to consider the political and social conditions in both the home countries and in the United States in, say 1860 compared to 2000.

Putting It Together Students may want to create a bulleted list or another poster to illustrate their comparative findings with charts, tables, or other visuals.  

(Chapter Project continued on page 472)

Chapter 13 • Section 3

Republicans Regain Power
The Republicans and their presidential candidate, Benjamin Harrison, received large campaign contributions in 1888 from industrialists who benefited from high tariffs. Cleveland and the Democrats campaigned against high tariff rates. In one of the closest races in American history, Harrison lost the popular vote but won the electoral vote.

The McKinley Tariff The election of 1888 gave the Republicans control of both houses of Congress as well as the White House. Using this power, the party passed legislation to address points of national concern. In 1890 Representative William McKinley of Ohio pushed through a tariff bill that cut tobacco taxes and tariff rates on raw sugar but greatly increased rates on other goods, such as textiles, to discourage people from buying those imports.

The McKinley Tariff was intended to protect American industry from foreign competition and encourage consumers to buy American goods. Instead, it helped to trigger a steep rise in the price of all goods that angered many Americans and may have contributed to President Harrison’s defeat in the 1892 election.

The Sherman Antitrust Act Congress also responded to popular pressure to do something about the power of the large business combinations known as trusts. In 1890 Congress passed the Sherman Antitrust Act, which prohibited any “combination . . . or conspiracy, in restraint of trade or commerce among the several States.” The law, however, was vaguely worded, poorly enforced, and weakened by judicial interpretation. Most significantly, the Supreme Court ruled the law did not apply to manufacturing, holding that manufacturing was not interstate commerce. Thus the law had little impact. In the 1890s businesses formed trusts and combinations at a great rate. Like the ICC, the Sherman Antitrust Act was more important for establishing a precedent than for its immediate impact.

Summarizing What actions did Congress take to regulate big business?

Debates in History

Is Social Darwinism the Best Approach for Ensuring Progress and Economic Growth?
The social problems that came with industrialization led to a debate over government’s role in the economy. Some believed that government should intervene to help the poor and solve problems while others argued that leaving things alone was the best solution.
Challenging Social Darwinism

In 1879 journalist Henry George published Progress and Poverty, a discussion of the American economy that quickly became a national bestseller. In his book George observed, “The present century has been marked by a prodigious increase in wealth-producing power.” This should, he asserted, have made poverty “a thing of the past.” Instead, he claimed, the “gulf between the employed and the employer is growing wider; social contrasts are becoming sharper.” In other words, laissez-faire economics was making society worse—the opposite of what Social Darwinists believed.

Most economists now argue that George’s analysis was flawed. Industrialism did make some Americans very wealthy, but it also improved the standard of living for most others as well. At the time, however, in the midst of poverty, crime, and harsh working conditions, many Americans did not believe things were improving. George’s economic theories encouraged other reformers to challenge the assumptions of the era.

Lester Frank Ward

In 1883 Lester Frank Ward published Dynamic Sociology, in which he argued that humans were different from animals because they had the ability to make plans to produce the future outcomes they desired.

Ward’s ideas came to be known as Reform Darwinism. People, he insisted, had succeeded in the world because of their ability to cooperate; competition was wasteful and time-consuming. Government, he argued, could regulate the economy, cure poverty, and promote education more efficiently than competition in the marketplace could.

YES

William Graham Sumner
Professor

Primary Source

“The moment that government provided work for one, it would have to provide work for all, and there would be no end whatever possible. Society does not owe any man a living. In all the cases that I have ever known of young men who claimed that society owed them a living, it has turned out that society paid them—in the State prison . . . The fact that a man is here is no demand upon other people that they shall keep him alive and sustain him. He has got to fight the battle with nature as every other man has; and if he fights it with the same energy and enterprise and skill and industry as any other man, I cannot imagine his failing—that is, misfortune apart.”

—testimony before the U.S. House of Representatives, 1879

NO

Lester Frank Ward
Sociologist

Primary Source

“The actions of men are a reflex of their mental characteristics. Where these differ so widely the acts of their possessors will correspondingly differ. Instead of all doing the same thing they will do a thousand different things. The natural and necessary effect of this is to give breadth to human activity. Every subject will be looked at from all conceivable points of view, and no aspect will be overlooked or neglected. It is due to this multiplicity of viewpoints, growing out of natural inequalities in the minds of men, that civilization and culture have moved forward along so many lines and swept the whole field of possible achievement.”

—from “Social Classes in the Light of Modern Sociological Theory,” 1908

1. Summarizing What argument does Professor Sumner make against government assisting people?
2. Paraphrasing How does Professor Ward believe that different abilities aid society?
3. Contrasting How can you contrast the ideas of the two men?
4. Evaluating Which opinion do you agree with? Write a brief essay explaining your ideas.

Activity: Interdisciplinary Connection

Civics A supporter of laissez-faire, William Graham Sumner objected to government regulation of the economy, social legislation, and trade unions. When asked by a congressman whether government could hire workers who had lost their jobs to mechanization, Sumner said the worker must make the best of the situation and rely on his own resourcefulness. In contrast, Ward felt that a kind government could meet the needs of its citizens. He believed in equality for all, regardless of class, race, or gender. Universal education, Ward thought, was the key to establishing full equality. Ask: In what way are both men’s ideas similar? (Both believed people are capable of examining a situation and taking action.)
**Reading Strategy**

**Activating Prior Knowledge**

Ask: How does twentieth-century history prove that Bellamy’s fictional society is not realistic? (The Soviet Union collapsed under the weight of economic problems due to socialism.)

**Writing Support**

**Personal Writing** Have students write a journal entry describing a personal experience in which they either made choices to improve their situation or suffered through no fault of their own.

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**People in History**

**Answer:** Hull House provided day care, kindergartens, libraries, an art gallery, an employment agency, and a union meeting place.

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**Looking Backward** Writer Edward Bellamy promoted another alternative to Social Darwinism and laissez-faire economics. In 1888 he published *Looking Backward*, a novel about a man who falls asleep in 1887 and awakens in the year 2000 to find that the nation has become a perfect society with no crime, poverty, or politics. In this fictional society, the government owns all industry and shares the wealth equally with all Americans. Bellamy’s ideas were essentially a form of socialism. His book became a bestseller and helped to shape the thinking of some American reformers.

**Naturalism in Literature** Criticism of industrial society also appeared in literature in a new style of writing known as naturalism. Social Darwinists argued that people could make choices to improve their situation. Naturalists challenged this idea by suggesting that some people failed in life simply because they were caught up in circumstances they could not control. Sometimes people’s lives were destroyed through no fault of their own.

Among the most prominent naturalist writers were Stephen Crane, Jack London, and Theodore Dreiser. Stephen Crane’s novel *Maggie, A Girl of the Streets* (1893), told the story of a girl’s descent into prostitution and death. Jack London’s tales of the Alaskan wilderness demonstrated the power of nature over civilization. Theodore Dreiser’s novels, such as *Sister Carrie* (1900), painted a world where people sinned without punishment and where the pursuit of wealth and power often destroyed their character.

**Helping the Urban Poor**

The plight of the urban poor prompted some reformers to find new ways to help. Their efforts gave rise to the Social Gospel movement, the Salvation Army, the YMCA, and settlement houses.

The **Social Gospel** movement worked to better conditions in cities according to the biblical ideals of charity and justice. Washington Gladden, a minister, was an early advocate who popularized the movement in writings such as *Applied Christianity* (1887). Walter Rauschenbusch, a Baptist minister from New York, became the leading voice in the Social Gospel movement.

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**Activity: Interdisciplinary Connection**

**Sociology** The eighth of nine children in a prosperous family, Jane Addams was valedictorian of her college graduating class. Although she attempted to study medicine, poor health forced her to stop. Upon recovery, Addams toured Europe with her friend Ellen G. Starr. There they visited Toynbee Hall, a settlement house in London’s East End. Convinced they could open a similar place in the United States, Addams and Starr leased a large house in Chicago, made speeches to raise money, convinced young women of wealthy families to volunteer their time and services, took care of children, nursed the sick, and listened to the troubles of people who came for help. By its second year, Hull House saw over 2,000 people every week. **Ask:** Would Jane Addams have been as successful today? (Answers will vary but should be supported with sound reasoning.)
The Church, he argued, must “demand protection for the moral safety of the people.” The Social Gospel movement inspired many churches to take on new community functions. Some churches built gyms and provided social programs and child care. Others focused exclusively on helping the poor.

The Salvation Army and the YMCA The Salvation Army and the YMCA also combined faith and an interest in reform. The Salvation Army offered practical aid and religious counseling to the urban poor. The Young Men’s Christian Association (YMCA) tried to help industrial workers and the urban poor by organizing Bible studies, citizenship training, and group activities. YMCAs, or “Ys,” offered libraries, gymnasiums, auditoriums, and low-cost hotel rooms available on a temporary basis to those in need.

The head of the Chicago YMCA, Dwight L. Moody, was a gifted preacher who founded his own church, today known as Moody Memorial Church. By 1867, Moody had begun to organize revival meetings in other American cities, which drew thousands of people. Moody rejected both the Social Gospel and Social Darwinism. He believed the way to help the poor was not by providing them with services but by redeeming their souls and reforming their character.

The Settlement House Movement The settlement house movement began as an offshoot of the Social Gospel movement. In the late 1800s, idealistic reformers—many college-educated women—established settlement houses in poor, often heavily immigrant neighborhoods. A settlement house was a community center where reformers resided and offered everything from medical care and English classes to kindergartens and recreational programs. Jane Addams opened the famous Hull House in Chicago in 1889. Her work inspired others, including Lillian Wald, who founded the Henry Street Settlement in New York City.

Public Education As the United States became increasingly industrialized and urbanized, it needed more workers who were trained and educated. The number of public schools increased dramatically after the Civil War. The number of children attending school rose from 6,500,000 in 1870 to 17,300,000 in 1890. Public schools were often the only way of education for immigrant children. At public schools, immigrant children were taught English and learned about American history and culture, a process known as Americanization.

Grammar schools divided students into grades and drilled them in punctuality, neatness, and efficiency—necessary habits for the workplace. At the same time, vocational education in high schools taught skills required in specific trades.

Not everyone had access to school. Cities were far ahead of rural areas. Many African Americans also did not have equal “educational opportunities. Some African Americans started their own schools, following the example of Booker T. Washington, who founded the Tuskegee Institute in 1881.

1. **Explaining** What was the purpose of a settlement house?

2. Individualism; urbanization; new values, art, and forms of entertainment

3. Art and literature became more realistic as artists and writers depicted the changing values of industrializing America.

4. The enforcing courts judged the legislation too vague and refused to rule against big companies.

5. **Vocabulary**
   - **Social Gospel**: better conditions in cities according to biblical ideals of charity and justice
   - **Revivalism**: help the poor by redeeming their souls
   - **Settlement house**: improve living conditions of the poor

6. **Critical Thinking**
   - **6. Big Ideas**: Do you think the idea of the Gospel of Wealth is still alive today? Why or why not?
   - **7. Analyzing Visuals**: Look at the cartoon on the right on page 463. What do the figures in the background suggest?

7. **Writing About History**
   - **8. Descriptive Writing**: Imagine that you are a newspaper editor in the late 1800s. Write an editorial in which you support or oppose the philosophy of Social Darwinism.

8. **Assess**
   - **Determining Importance**
     - **Ask**: Why were reformers important in the Gilded Age? (They exposed and worked to cure social ills, such as poverty and illiteracy which were otherwise ignored by a society experiencing newly increasing wealth.)

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**Answers**

1. Significant terms are boldfaced and highlighted throughout the section.
2. Individualism; urbanization; new values, art, and forms of entertainment
3. Art and literature became more realistic as artists and writers depicted the changing values of industrializing America.
4. The enforcing courts judged the legislation too vague and refused to rule against big companies.
5. | Reform Movement | Goals |
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<td>Revivalism</td>
<td>help the poor by redeeming their souls</td>
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<td>Settlement house</td>
<td>improve living conditions of the poor</td>
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6. Answers will vary but should be backed up by examples of and/or statistics on philanthropy of wealthy individuals.
7. Disgruntled, out-of-work Americans whose factory is no longer producing, while the British factory continues to operate.
8. Editorials will vary but should accurately express the philosophy of Social Darwinism.
Focus

Ask: Why is the author appalled at the number of children? (Answers may vary but may include the idea that tenements were unsafe for children.) What is the irony in the water and beer reference? (While the second floor of the tenement has no running water, immigrants spend their money on beer.)

Teach

C Critical Thinking
Assessing Ask: The author says the immigrant is sullen, or resentful. Does the immigrant have any choices? (Answers will vary but could reflect that the immigrant does not have to buy beer.)

S Skill Practice
Calculating Ask: What percentage of monthly income is spent on charitable donations? (just under 2%)
**Milestones**

**ON THE RUN, 1881. THE JESSE JAMES GANG,** after robbing a Chicago, Rock Island, and Pacific train near Winstons, Missouri, and killing the conductor and a passenger.

**OVER TurnED, 1878. BY THE SUPREME COURT,** a Louisiana court decision that awarded damages to an African American woman who had been refused admission to a steamship stateroom reserved for whites.

**P LAGUED BY GRASSHOPPERS, 1874. THE AMERICAN GREAT PLAINS,** insect swarms a mile wide blot out the midday sun. Two inches deep on the ground, they leave “nothing but the mortgage,” as one farmer put it.

**C ELEBRATED IN EUROPE, 1887. ANNIE OAKLEY,** star of Buffalo Bill’s Wild West Show, Oakley shot a cigarette from the lips of Crown Prince Wilhelm of Germany. Years later, when the U.S. goes to war against Kaiser Wilhelm, Oakley will quip: “I wish I’d missed that day!”

**REMOVED, 1884. IDA B. WELLS,** journalist and former slave, from a ladies coach on a train. Wells refused to move to the smoking car where African Americans were to be seated.

**ARRESTED, 1872. SUSAN B. ANTHONY,** for casting a ballot in Rochester, New York. Anthony argued that the Fourteenth and Fifteenth Amendments applied to women.

## Numbers

1 in 12 Americans living in cities of 100,000 or more in 1865

1 in 5 Americans living in cities in 1896

522 Inhabitants in a one-acre area in the Bowery, New York City

$2 Daily wage for a farm laborer, New York, 1869

$4 Daily wage for a plumber, New York City, 1869

50¢ Price of a pair of boy’s knee pants, a parasol, button boots, or a necktie (1870s)

$8 Price of a “Fine All-Wool Suit,” 1875

25¢ Admission to “Barnum’s American Museum” (featuring the smallest pair of human beings ever seen!), 1896

### Critical Thinking

1. Analyzing Visuals Look at the Jacob Riis photo of an urban family and the photo of a New York City street. What do the pictures tell you about urban life in the 1890s?

2. Comparing What character traits do you think Ida B. Wells and Susan B. Anthony may have shared?

### Assess/Close

Have students explain the connection between Greeley’s comment and the tenement conditions described by Riis.

**Critical Thinking Answers:**

1. Urban life was crowded and filled with poverty.

2. Determination, courage, a sense of justice.

Visit the TIME Web site at [www.time.com](http://www.time.com) for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.

### Additional Support

**Congressional Debate** Ask: Why is it important that all Americans have the right to vote? (Answers will vary but may include the ideas that all citizens should have a voice in their government, that universal suffrage lends varied perspectives and a balanced approach to decision-making, and that crucial legislation affecting women and minority groups may not have passed without universal suffrage.) Tell students they are members of the House of Representatives and are considering a bill that would require women, as well as men, to register for the draft. Have students form groups of four or five by gender (all male, all female) and list the merits or disadvantages of the bill. Ask groups to share their lists while you note their points on the board. Place a star by comments proffered by females. Ask students to volunteer how perspectives might differ because of gender. As a class, vote on the bill.
Section 4

Populism

After the Civil War, falling crop prices and deflation made it hard for farmers to make a living. Farmers tried to overcome these problems by forming organizations such as the Grange and the Farmers’ Alliance. In the 1890s, many farmers joined the Populist Party.

Unrest in Rural America

MAIN Idea
Deflation, low crop prices, and tariffs hurt farmers economically.

HISTORY AND YOU
What can you buy for a dollar today? Read on to learn how the value of a dollar has changed over time.

Populism was a movement to increase farmers’ political power and to work for legislation in their interest. Farmers joined the Populist movement because they were in the midst of an economic crisis. New technology enabled farmers to produce more crops, but the greater supply had caused prices to fall. High tariffs also made it hard for farmers to sell their goods overseas. Farmers also felt they were victimized by large and faraway entities: the banks from which they obtained loans and the railroads that set their shipping rates.

The Money Supply

Some farmers thought adjusting the money supply would solve their economic problems. During the Civil War, the federal government had expanded the money supply by issuing millions of dollars in greenbacks—paper currency that could not be exchanged for gold or silver coins. This increase in the money supply without an increase in goods for sale caused inflation, or a decline in the value of money. As the paper money lost value, the prices of goods soared.

After the Civil War ended, the United States had three types of currency in circulation—greenbacks, gold and silver coins, and national bank notes backed by government bonds. To get inflation under control, the federal government stopped printing greenbacks and began paying off its bonds. In 1873 Congress also decided to stop making silver into coins. These decisions meant that the money supply was not large enough for the country’s growing economy. In 1865, for example, there was about $30 in circulation for each person. By 1895, there was only about $23. As the economy expanded, deflation—or an increase in the value of money and a decrease in prices—began. As money increased in value, prices fell.

Deflation hit farmers especially hard. Most farmers had to borrow money for seed and other supplies to plant their crops. Because

Guide to Reading

Big Ideas
Economics and Society The Populist movement and its presidential candidate William Jennings Bryan strongly supported silver as the basis for currency.

Content Vocabulary
• populism (p. 470)
• deflation (p. 470)
• cooperatives (p. 471)
• graduated income tax (p. 473)

Academic Vocabulary
• bond (p. 470)
• currency (p. 471)
• strategy (p. 472)

People and Events to Identify
• Farmers’ Alliance (p. 472)
• William Jennings Bryan (p. 474)
• William McKinley (p. 475)

Reading Strategy
Taking Notes As you read about the emergence of populism in the 1890s, use the major headings of the section to create an outline similar to the one below.

Populism
I. Unrest in Rural America
A. The Money Supply
B. The Grange Takes Action
C. The Farmers’ Alliance

II. The Rise of Populism
A. The Subtreasury Plan
B. A Populist Runs for President
C. The Election of 1896

A. Bryan’s Campaign
B. The Front Porch Campaign

Resource Manager

R Reading Strategies
• Teacher Edition
  – Using Word Parts, p. 471
  – Using Context Clues, p. 472
  – Sequencing Info, p. 474

Additional Resources
• Pri. Source Reading,
  URB p. 103
• Guide Reading Act.,
  URB p. 117

C Critical Thinking
• Teacher Edition
  – Det. Cause/Effect, p. 472
  – Explaining, p. 473

Additional Resources
• Quizzes and Tests,
  p. 180

D Differentiated Instruction
• Teacher Edition
  – Logical/Math., p. 473

W Writing Support
• Additional Resources
  – Supreme Court Case
    Stud., p. 15

S Skill Practice
• Teacher Edition
  – Reading Graphs, p. 471
  – Analyzing Maps, p. 474

Additional Resources
• Read. Essen., p. 150
The Farmers’ Plight

Objective: Interpret a primary source to determine the concerns of farmers in the late 1800s.

Focus: Students should underline or circle all of the causes of suffering by the farmers.

Teach: Summarize the farmers’ plight in one sentence.

Assess: Create a Problem-Solution chart (graphic organizer) by listing the problems and the proposed solutions.

Close: Draft a (legislative) bill that would address the farmers’ concerns raised in this excerpt.

Differentiated Instruction Strategies

BL Characterize this excerpt. Is it a positive or negative message? Why do you think so?

AL Compare the plight of the farmers of the late 1800s with the plight of farmers today. Do any similarities exist?

ELL Two words are defined in the Reader’s Dictionary. Add at least three other words to this list and definitions.
None of the strategies the Grangers employed improved farmers' economic conditions. Several Western states passed “Granger laws” that set maximum rates and prohibited railroads from charging more for short hauls than for long ones. The railroads fought back by cutting services and refusing to lay new track. Then, in 1886, the Supreme Court ruled in Wabash v. Illinois that states could not regulate railroads or any commerce that crossed state lines.

The Grange’s cooperatives also failed, partly because they were too small to have any effect on prices, and partly because Eastern businesses and railroads considered them to be similar to unions—illegitimate conspiracies that restricted trade—so they refused to do business with them. By the late 1870s, farmers began to leave the Grange for organizations they hoped would address their problems.

The Farmers' Alliance

As the Grange began to fall apart, a new organization, known as the Farmers' Alliance, began to form. By 1890, the Alliance had between 1.5 and 3 million members, with strong support in the South and on the Great Plains, particularly in Kansas, Nebraska, North Dakota, and South Dakota.

When Charles W. McUne became the leader of the Alliance, he announced a plan to organize very large cooperatives, which he called exchanges. McUne hoped these exchanges would be big enough to force farm prices up and to make loans to farmers at low interest rates. The exchanges had some success. The Texas Exchange successfully marketed cotton at prices slightly higher than those paid to individual farmers, while the Illinois Exchange negotiated slightly better railroad rates for wheat farmers.

Ultimately, the large cooperatives failed. Many overextended themselves by lending too much money at low interest rates that was never repaid. In many cases, wholesalers, railroads, and bankers discriminated against them, making it difficult for them to stay in business. They also failed because they were still too small to affect world prices for farm products.

Explaining How did the Farmers’ Alliance try to help farmers?
The Rise of Populism

**MAIN Idea** Farmers started the People’s Party to fight for their interests and attracted many supporters when a depression hit in the 1890s.

**HISTORY AND YOU** Do you remember reading about the creation of the Republican Party in the 1850s? Read how another new party, the Populists, shook up politics in the 1890s.

By 1890 the Alliance’s lack of success had started a debate in the organization. Some Alliance leaders, particularly in the western states, wanted to form a new party and push for political reforms. Members of the Kansas Alliance formed the People’s Party, also known as the Populists, and nominated candidates to run for Congress and the state legislature. Alliances in Nebraska, South Dakota, and Minnesota quickly followed Kansas’s example.

Most Southern leaders of the Alliance opposed the idea of a third party. They did not want to undermine the Democrats’ control of the South. Instead, they suggested that the Alliance produce a list of demands and promise to vote for candidates who supported those demands. They hoped this would force Democrats to adopt the Alliance program.

The Subtreasury Plan

To get Southern Democrats to support the Alliance, Charles Macune introduced the subtreasury plan, which called for the government to set up warehouses called subtreasuries. Farmers would store their crops in the warehouses, and the government would provide low-interest loans to the farmers.

Macune believed the plan would enable farmers to hold their crops off the market in large enough quantities to force prices up. The Alliance also called for the free coinage of silver, an end to protective tariffs and national banks, tighter regulation of the railroads, and direct election of senators by voters.

Macune’s strategy seemed to work at first. In 1890 the South elected four governors, all Democrats, who had pledged to support the Alliance program. Several Southern legislatures now had pro-Alliance majorities, and more than 40 Democrats who supported the Alliance program were elected to Congress.

A Populist Runs for President

Meanwhile, the new People’s Party did equally well in the West. Populists took control of the Kansas and Nebraska legislatures. Populists also held the balance of power in Minnesota and South Dakota. Eight Populist representatives and two Populist senators were elected to the United States Congress.

At first, Southern members of the Alliance were excited over their success in electing so many pro-Alliance Democrats to Congress and to Southern state legislatures, but over the next two years, their excitement turned into frustration. Despite their promises, few Democrats followed through in their support of the Alliance program.

In May 1891 Western populists met with some labor and reform groups in Cincinnati. There, they endorsed the creation of a new national People’s Party to run candidates for president. The following year, many Southern farmers had reached the point where they were willing to break with the Democratic Party and join the People’s Party.

In July 1892 the People’s Party held its first national convention in Omaha, Nebraska. James B. Weaver was nominated to run for president. The Omaha convention endorsed a platform that denounced the government’s refusal to coin silver as a “vast conspiracy against mankind” and called for a return to unlimited coinage of silver at a ratio that gave 16 ounces of silver the same value as one ounce of gold. It also called for federal ownership of railroads and a graduated income tax, one that taxed higher earnings more heavily.

Populists also adopted proposals designed to appeal to organized labor. The Omaha platform also called for an eight-hour workday and immigration restrictions, but workers found it hard to identify with a party focused on rural problems and the coinage of silver.

The Populists had close ties to the Knights of Labor, but that organization was in decline, and the fast-growing American Federation of Labor had steered clear of an alliance with them. As a result, most urban workers continued to vote for the Democrats, whose candidate, Grover Cleveland, won the election.

**Summarizing** What was the main outcome of the Populist campaign in the elections of 1892?

**Activity: Economics Connection**

**Scarcity and Choice** Ask: How do you determine what you are willing to pay for an item while you’re shopping? (Answers will vary but may include an evaluation of need or want, item availability, and price.) Discuss each consideration and relate them to the situation in which crop farmers found themselves in the 1890s. Have students work in pairs to design an item they wish to “sell” to classmates. Allow student partners to decide quantity and price (ranging from $5 to $25). Reconvene the class, giving each student $25 in play money. Ask each student pair to auction their item after providing a verbal description of what they are selling. When the auction concludes, ask students why they purchased particular items. Ask: Which items appealed to you because supply was limited? BL
Reading Strategies
Sequencing Information
Ask: In what order were the 1896 political party conventions held?  (Republicans, Democrats, Populists)  

Skill Practice
Analyzing Maps
Ask: How does the map show the influence of the Populists on the election?  (All the states where populism was popular voted the same way.)  

The Election of 1896
MAIN Idea
Although William Jennings Bryan had the support of the Populists and the Democrats, Republican William McKinley defeated him.

HISTORY AND YOU
What was the best speech you have ever heard? How did the speaker draw you in? Read on to learn how a powerful speech won the presidential nomination for William Jennings Bryan.

As the election of 1896 approached, leaders of the People’s Party decided to make the free coinage of silver the focus of their campaign. They also decided to hold their convention after the Republican and Democratic conventions. They believed the Republicans would endorse a gold standard, and they did. They also expected the Democrats to nominate Grover Cleveland, even though Cleveland also strongly favored a gold standard. The People’s Party hoped that when they endorsed silver, pro-silver Democrats would abandon their party and vote for the Populists.

Unfortunately for the Populists, their strategy failed. The Democrats did not waiver on the silver issue. Instead, they nominated William Jennings Bryan, a strong supporter of silver. When the Populists gathered in St. Louis for their own convention, they faced a difficult choice: endorse Bryan and risk undermining their identity as a separate party, or nominate their own candidate and risk splitting the silver vote. They eventually decided to support Bryan as well.

Bryan’s Campaign
William Jennings Bryan, a former member of Congress from Nebraska, was only 36 years old when the Democrats and the Populists nominated him for president. Bryan had served in Congress as a representative from Nebraska. He was a powerful speaker and he won the Democratic nomination by delivering an electrifying address in defense of silver—one of the most famous in American political history.

Campaign Spending
Reluctant to leave his sick wife and refusing to compete with Bryan, McKinley talked to a total of 750,000 people from the front porch of his home. His campaign was well-managed by a close friend and wealthy businessman, Marcus Hanna. The first campaign to hand out walking sticks, campaign buttons, umbrellas, ribbons, and other memorabilia, it raised $3.5 million, largely from leading industrialists. Known as a defender of farmers and laborers, Bryan was nicknamed the “Great Commoner” because of his concern for the common people. Bryan’s campaign, while garnering great support in the South and West, raised far less money. At the end of the campaign, McKinley had outspent Bryan 20 to 1.  

Ask: How might campaign spending affect the outcome of an election?  (Students will most likely answer that well-financed campaigns more thoroughly promote their candidates.)  

For many, the campaign to elect William Jennings Bryan was viewed as both a crusade and a revolution, as the symbols and slogans on this 1896 poster show.
With a few well-chosen words, Bryan transformed the campaign for silver into a crusade:

**Primary Source**

“Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold."

—quoted in America in the Gilded Age

Bryan waged an energetic campaign, traveling thousands of miles and delivering 600 speeches in 14 weeks. Some found his relentless campaigning undignified, and Catholic immigrants and other city dwellers cared little for the silver issue. They did not like Bryan’s speaking style either. It reminded them of rural Protestant preachers, who were sometimes anti-Catholic. Republicans knew that Democrats and Populists would be hard to beat in the South and the West. To regain the White House, they had to sweep the Northeast and the Midwest. They decided on William McKinley, the governor of Ohio, as their candidate.

**The Front Porch Campaign**

Unlike Bryan, McKinley launched a “Front Porch Campaign,” greeting delegates who came to his home in Canton, Ohio. The Republicans campaigned against the Democrats by promising workers that McKinley would provide a “full dinner pail.” This meant more to urban workers than the issue of silver money because the economy was in a severe recession following the Panic of 1893. At the same time, most business leaders supported the Republicans, convinced that unlimited silver coinage would ruin the country. Many employers warned workers that if Bryan won, businesses would fail and unemployment would rise further.

McKinley’s reputation as a moderate on labor issues and as tolerant toward ethnic groups helped improve the Republican Party’s image with urban workers and immigrants. When the votes were counted, McKinley had won with a decisive victory. He captured 51 percent of the popular vote and had a winning margin of 95 electoral votes—hefty numbers in an era of tight elections. As expected, Bryan won the South and most of the West, but few of the states he carried had large populations or delivered many electoral votes. By embracing populism and its rural base, Bryan and the Democrats lost the northeastern industrial areas, where votes were concentrated.

The Populist Party declined after 1896. Their efforts to ease the economic hardships of farmers and to regulate big business had not worked. Some of the reforms they favored, including the graduated income tax and some governmental regulation of the economy—however, came about in the subsequent decades.

**Evaluating** What were the results of the 1896 presidential election?
Section 5

The Rise of Segregation

After Reconstruction ended, Southern states began passing laws that eroded the rights of African Americans by introducing segregation and denying voting rights. African American leaders struggled to protect civil rights and improve quality of life but could not always agree on the most effective strategy.

Resistance and Repression

MAIN IDEA Many African Americans fled the South, but some stayed and joined the Populist Party.

HISTORY AND YOU Do you remember reading about the rise of sharecropping after the Civil War? Read how African American farmers tried to work together in the late 1800s.

After Reconstruction, many African Americans in the rural South lived in conditions of grinding poverty. Most were sharecroppers, landless farmers who gave their landlords a large portion of their crops as rent, rather than paying cash. Sharecropping usually left farmers in chronic debt. Many eventually left farming and sought jobs in Southern towns or headed west to claim homesteads.

The Exodusters Head to Kansas

In the mid-1870s, Benjamin “Pap” Singleton, a former slave, became convinced that African Americans would never be given a chance to get ahead in the South. He began urging African Americans to move west, specifically to Kansas, and form their own independent communities where they could help each other get ahead. His ideas soon set in motion a mass migration. In the spring of 1879, African American communities in Louisiana, Mississippi, and Texas were swept with a religious enthusiasm for moving to Kansas—seeing it as a new promised land. In less than two months, approximately 6,000 African Americans left their homes in the rural South and headed to Kansas. The newspapers called it “an Exodus,” like the Hebrews’ escape from Egyptian bondage. The migrants themselves came to be known as “Exodusters.”

One of the migrants to Kansas later explained why they went: “The whole South—every State in the South—had got into the hands of the very men that held us as slaves.” The first Exodusters, many possessing little more than hope and the clothes on their backs, arrived in Kansas in the spring of 1879. A journalist named Henry King described the scene:

Henry King described the scene:

"The whole South—every State in the South—had got into the hands of the very men that held us as slaves."
“One morning in April, 1879, a Missouri steamboat arrived at Wyandotte, Kansas, and discharged a load of negro men, women and children, with . . . barrels, boxes, and bundles of household effects. . . . Their garments were incredibly patched and tattered . . . and there was not probably a dollar in money in the pockets of the entire party. . . . They looked like persons coming out of a dream. And, indeed, such they were . . . for this was the advance guard of the Exodus.”

—quoted in Eyewitness: The Negro in History

**Forming a Separate Alliance**

While some African Americans fled the South, others joined with poor white farmers who had created the Farmers’ Alliance. Alliance leaders urged African Americans to form a similar organization. In 1886 African American farmers established the Colored Farmers’ National Alliance. By 1890, the organization had about 1.2 million members.

When the Populist Party formed in 1891, many African American farmers joined the new organization. This posed a major challenge to the Democratic Party in the South. If poor whites left the party and joined with African Americans in voting for the Populists, the coalition might be unbeatable.

To win back the poor white vote, Democratic leaders began appealing to racism, warning whites that support for Populism would return the South to “Black Republican” rule, similar to Reconstruction. In addition, election officials began using various methods to make it harder and harder for African Americans to vote. As one Democratic leader in the South told a reporter, “Some of our people, some editors especially, deny that [African Americans] are hindered from voting; but what is the good of lying? They are interfered with, and we are obliged to do it, and we may as well tell the truth.”

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Exodusters

Benjamin Singleton’s association—the Edgefield Real Estate and Homestead Association in Tennessee—had scouted out land and had carefully planned the movement, but by 1879, the sheer number of African Americans heading to Kansas overwhelmed his efforts. In total, more than 20,000 African American migrants headed for Kansas between 1877 and 1879.
Critical Thinking

Predicting Consequences

Ask: What results when a group of people are denied the vote? 
(Answers will vary but may include that they are denied rights; have no one to represent them and their rights and interests.)

Reading Strategies

Academic Vocabulary

Ask: What synonym can be used for poll in the term poll tax? 
(voting)

Answers:
It upheld segregation and expressed a new legal doctrine endorsing “separate but equal” facilities for African Americans.

Legalizing Segregation

African Americans in the North were often barred from public places, but segregation, or the separation of the races, was different in the South. Southern states passed laws that enforced discrimination. These laws became known as Jim Crow laws. The term probably refers to the song “Jump Jim Crow,” which was popular in minstrel shows of the day.

Civil Rights Cases

In 1883 the Supreme Court set the stage for legalized segregation when it overturned the Civil Rights Act of 1875. That law had prohibited keeping people out of public places on the basis of race and barred racial discrimination in selecting jurors. The 1883 Supreme Court decision, however, said that the Fourteenth Amendment provided only that “no state” could deny citizens equal protection under the law. Private organizations—such as hotels, theaters, and railroads—were free to practice segregation.

Encouraged by the Supreme Court’s ruling and by the decline of congressional support for civil rights, Southern states passed a series of laws that established racial segregation in virtually all public places. Southern whites and African Americans could no longer ride together in the same railroad cars, eat in the same dining halls, or even drink from the same fountains.

Plessy v. Ferguson

In 1892 an African American named Homer Plessy challenged a Louisiana law that forced him to ride in a separate railroad car from whites. He was arrested for riding in a “whites-only” car. In 1896 the Supreme Court, in Plessy v. Ferguson, upheld the Louisiana law and set out a new doctrine of “separate but equal” facilities for African Americans. The ruling established the legal basis for discrimination in the South for more than 50 years. While public facilities for African Americans in the South were always separate, they were far from equal. In many cases, they were inferior.

Recognizing Bias

Ask: What required tests do Americans take in order to gain the right to do something? 
(Answers will vary but may include driver’s tests, blood tests for marriage licenses, drug tests for employment, and so on.)

Remind students that literacy tests required of African Americans in the South were designed to ensure failure so African Americans could not vote. Have students form groups. Tell students for the purpose of this exercise that the school now requires students to pass a test in order to attend dances, athletic events, and other extracurricular activities. Have groups decide what qualifications students should meet in order to be allowed to attend these events. Ask them to use these qualifications to design a screening test. Ask groups to share their tests with the class. Discuss differences and similarities and the fairness of criteria and questions.
**Case Study 37: Brown v. Board of Education of Topeka, KS, p. 73**

**Analyzing a Supreme Court Case**

**Objective:** Learn why “separate but equal” was ruled to be unconstitutional.

**Focus:** Identify the central issue of the case.

**Teach:** Discuss the Court’s opinion.

**Assess:** Explain the importance of the case (segregation was outlawed).

**Close:** Write a paragraph summarizing the case.

**Differentiated Instruction Strategies**

- **BL** List two methods people use to fight discrimination.
- **AL** Create a time line that shows the impact of the *Brown* decision.
- **ELL** Explain the difference between the *Plessy* decision and the *Brown* decision.

**More About the Case**

What arguments did Homer Plessy make to the courts?

- He said the Separate Car Act violated his civil rights under the 13th and 14th Amendments.
- He said that, since he was only one-eighth black and looked white, he should have a white man’s rights.

The three lower courts upheld the Act, since equal accommodations were available. Although the Supreme Court agreed, it found the issue of Plessy’s race important but not properly placed in this case.

**Answers:**

1. He distinguishes between civil/political and social rights.
2. He sees it as wrong and argues that the Constitution is color-blind.
3. Answers will vary but should support choices.

**DBQ Document-Based Questions**

1. **Analyzing Primary Sources** What distinction does Justice Brown make about the rights of citizens?
2. **Identifying Points of View** How does Justice Harlan regard the Court’s decision?
3. **Evaluating** What rights do you think all states should extend to their citizens? Why do you think so?
The African American Response

**MAIN Idea** Some African American leaders focused on practical vocational education, while others pushed for full civil rights and educational opportunities.

**HISTORY AND YOU** How would your life be different without an education? Read on to learn why some early civil rights leaders focused on access to education.

The African American community responded to violence and discrimination in several ways. Ida B. Wells used the press to end violence, while Mary Church Terrell worked in education. Booker T. Washington proposed that African Americans focus on achieving economic goals, rather than political goals. W. E. B. Du Bois argued African Americans should demand equal rights immediately.

**Ida B. Wells**

In the late 1800s, mob violence increased in the United States, particularly in the South. Between 1890 and 1899, there was an average of 187 lynchings—hangings without proper court proceedings—each year.

In 1892 Ida B. Wells, a fiery young African American woman from Tennessee, launched a fearless crusade against lynching. After a mob drove Wells out of town, she settled in Chicago and continued her campaign. In 1895 she published a book denouncing mob violence and demanding “a fair trial by law for those accused of crime, and punishment by law after honest conviction.” Although Congress rejected an anti-lynching bill, the number of lynchings decreased significantly in the 1900s, due in great part to the efforts of activists such as Wells.

**Mary Church Terrell**

One lynching victim had been a close friend of Mary Church Terrell, a college-educated woman who had been born during the Civil War. This death, and President Harrison’s refusal to publicly condemn lynching, started Terrell on her lifelong battle against lynching, racism, and sexism.

Terrell also worked with woman suffrage workers such as Jane Addams and Susan B. Anthony. In addition to helping found the

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**People In History**

**Booker T. Washington**

1856–1915

- Born into slavery on a plantation in Virginia, Booker T. Washington spent his childhood working in the coal mines of West Virginia. At age 16, he heard about the Hampton Institute in Virginia, where African Americans could learn farming or a trade. With little money in his pockets, Washington left home and walked nearly 500 miles to the school, where he was able to work as a janitor to pay for his education.

- When the Alabama legislature decided in 1881 to begin a school to train black leaders, Washington was recommended for the job. He borrowed money to buy an abandoned plantation; the students built classrooms, a chapel, and dormitories. The Tuskegee Institute became well-known, attracting prominent scholars such as George Washington Carver to the faculty.

- Washington used his influence with white businessmen to raise money for the school. He encouraged the development of black-owned businesses, and he organized the National Negro Business League in 1900. He was a nationally known spokesperson for the African American community and advised presidents William Howard Taft and Theodore Roosevelt on political appointments.

- What were Booker T. Washington’s most important achievements?

**W. E. B. Du Bois**

1868–1963

- W. E. B. Du Bois was born in Massachusetts a few years after the end of the Civil War. After graduating from Fisk University, Du Bois earned a Ph.D. from Harvard. As a professor at Atlanta University, Du Bois focused his research on race relations in the United States.

- The Souls of Black Folk, Du Bois’s 1903 collection of essays, had a major impact on its readers. In them, Du Bois directly criticized Booker T. Washington for being too cautious and conservative on civil rights issues. Du Bois believed African Americans needed to insist upon equal treatment and voting rights. He also helped to found the Niagara Movement, the forerunner of the NAACP. In 1910 he began publishing The Crisis, the official magazine of the NAACP.

- In his later years, Du Bois turned to socialism and became active in the peace movement. This led to political censure and the State Department’s refusal to allow Du Bois to travel outside the country. When he was permitted to leave, he went to Ghana, where he became a citizen the year he died.

- How did W. E. B. Du Bois’s approach to civil rights differ from Washington’s approach?

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**Hands-on Chapter Project:**

**Step 5**

**Researching Immigration and Political Ads**

**Step 5: Comparing Campaigns**

**Essential Question:** Are today’s presidential campaigns less substantive and more sensationalized than nineteenth-century and early twentieth-century campaigns?

**Directions** Each team should review what they learned about the McKinley-Bryan campaign in Step 4, as well as previous campaigns they have studied. Then ask the teams to conduct research on recent presidential elections and compare and contrast these aspects of the candidates’ campaigns: the types of communication used, major issues stressed, voter segments they tried to reach, and campaign strategies that defeated the losing candidate or won the White House. **OL**

(Chapter Project continued on the Visual Summary page)
Calls for Compromise

The most famous African American of the late nineteenth century was the influential educator Booker T. Washington. He proposed that African Americans concentrate on achieving economic goals rather than political ones. In 1895 Washington summed up his views in a speech before a mostly white audience in Atlanta. Known as the Atlanta Compromise, the speech urged African Americans to postpone the fight for civil rights and instead concentrate on preparing themselves educationally and vocationally for full equality:

“With courage, born of success achieved in the past, with a keen sense of the responsibility which we shall continue to assume, we look forward to a future large with promise and hope. Seeking no favors because of our color, nor patronage because of our needs, we knock at the bar of justice, asking an equal chance.”

—adapted from Up From Slavery

Du Bois Rejects Compromise

The Atlanta Compromise speech provoked a strong challenge from W. E. B. Du Bois, the leader of a new generation of African American activists. In his 1903 book The Souls of Black Folk, Du Bois explained why he saw no advantage in giving up civil rights, even temporarily. He was particularly concerned with protecting and exercising voting rights. “Negroes must insist continually, in season and out of season,” he wrote, “that voting is necessary to proper manhood, that color discrimination is barbarism.” In the years that followed, many African Americans worked to win the vote and end discrimination. The struggle, however, would prove to be a long one.

Vocabulary

Main Ideas
2. Describing Under what kind of conditions did many African Americans in the South live in after Reconstruction?
3. Identifying How did Southern states restrict African American voting in the 1890s?
4. Organizing Use a graphic organizer similar to the one below to list the responses of some prominent African Americans to racial discrimination.

<table>
<thead>
<tr>
<th>African American</th>
<th>Response to Discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ida B. Wells</td>
<td>wrote against lynching</td>
</tr>
<tr>
<td>Booker T. Washington</td>
<td>prepared educationally and vocationally for equality</td>
</tr>
<tr>
<td>W.E.B. Du Bois</td>
<td>campaigned for civil and voting rights and helped found the Niagara Movement</td>
</tr>
</tbody>
</table>

Critical Thinking
5. Big Ideas How did Booker T. Washington’s answer to racial discrimination differ from that of W. E. B. Du Bois?
6. Analyzing Visuals Look at the cartoon on page 479. How does the cartoonist play into white fears?

Writing About History
7. Expository Writing Imagine that you are living in the 1890s. Write a letter to the editor of the local newspaper explaining your view of the Supreme Court ruling in Plessy v. Ferguson.
Assessing  Ask: How might political machines have done more good than harm? (Answers will vary but may include that, although machines manipulated voters for the selfish motives of party bosses and their associates, the practical help they gave new immigrants made it possible for immigrants to survive in their new homeland.)

In what way are today’s voters similar to those of the late nineteenth century? (Answers will vary but may include that voters often choose candidates who promise programs and legislation that benefit their constituents.)

Synthesizing  Ask: Why were artistic realism and naturalism natural outcomes of the times? (Answers will vary but could include the fact that the American experience was rapidly changing and that artists wanted to capture the reality of those changes. Writers and artists also wanted to depict the problems that arose with industrialization.)

Effects of Industrialization:

1. Immigration and Urbanization
   - Rise of large factories greatly increases the demand for labor in the United States, encouraging immigrants to move to America in large numbers.
   - The increase in industrial jobs encourages large numbers of Americans and immigrants to settle in cities.
   - As cities grow large, pollution, crime, disease, and fire become serious problems.
   - New industrial technology allows cities to grow even larger with the development of the skyscraper, the elevator, and the trolley car.
   - Large urban areas change the nature of politics creating corrupt urban political “machines” such as Tammany Hall in New York.

2. Farm Problems
   - Industrialization and new technology increases farm production and creates the ability to ship farm products across the country.
   - Farmers produce huge surpluses, driving down food prices, while a money shortage leads to high interest rates; farmers grow deeper in debt while income falls.
   - High railroad rates in the West combine with high rents for tenant farmers in the South to create a crisis for farmers.
   - Farmers form the Grange, the Alliance, and the Populist Party to help address their concerns.

3. Changes in Culture
   - Industrial society initially leads to a strong belief in individualism; Social Darwinism emerges as the idea that government should not interfere in society.
   - Ongoing social problems caused by industrialization lead to Reform Darwinism and the emergence of reformers who want to use government to help solve society’s problems and regulate the economy.
   - New forms of realist and naturalist art and literature depict industrial life in serious and realistic ways.

Researching Immigration and Political Ads

Step 6: Creating the Ads  Essential Question: In a 60-90 second television time-slot, what will get a candidate’s message across to a specific group?

Directions  Students may have new ideas about campaign strategies after completing Step 5. In Step 6 they should review the scripts they began earlier. They will probably need to throw out some of their ideas as they realize that a message to one group might result in a negative reaction from another group. Their final product of 3 short ads can be in different forms—a written script and sketches of visuals, digital camera shots—whatever a given class can access.

Putting It Together  The Democratic and Republican teams can meet to review the work of the other team, comparing notes about the process and offering ideas for improvement or revision.
Reviewing Vocabulary

Directions: Choose the word or words that best completes the sentence.

1. _______ was a philosophy that believed wealthy Americans bore the responsibility of using their fortunes to further social progress.
   A Social Darwinism  
   B Realism  
   C Gospel of Wealth  
   D Individualism

2. Immigrant children became knowledgeable about American culture at public schools—a process known as _______.
   A Americanization  
   B nativism.  
   C Social Darwinism.  
   D individualism.

3. The rapid increase in the money supply without an increase in the amount of goods for sale caused _______, or the decline in the value of money.
   A goldbugs  
   B silverites  
   C deflation  
   D inflation

4. The _______ was an informal political group that provided city services in return for votes and political power.
   A party bosses  
   B political machine  
   C Populists  
   D Grange

5. The _______ was one method of segregation used in the South after the Civil War.
   A cooperative  
   B poll tax  
   C tenement  
   D graft

Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

Section 1 (pp. 442–447)

6. In the late nineteenth century, many labor unions opposed immigration, arguing that immigrants _______.
   A would work for higher wages.  
   B eased financial drains on social services.  
   C assimilated into American culture.  
   D would accept jobs as strikebreakers.

7. What was the major reason for Chinese immigration to the United States in the early nineteenth century?
   A Many Chinese were escaping severe unemployment and famine.  
   B Many Chinese were escaping religious persecution.  
   C Many Chinese left to avoid required military service.  
   D Many Chinese left to escape the class system and move up the social ladder.

Section 2 (pp. 450–455)

8. Working class individuals residing in cities usually lived _______.
   A in the streetcar suburbs.  
   B in tenements.  
   C in fashionable downtown districts.  
   D away from the central city.

9. Who was the leader of Tammany Hall during the 1860s and 1870s?
   A Thomas Nast  
   B James Pendergast  
   C William Tweed  
   D Thomas Pendergast

TEST-TAKING TIP

Read the questions carefully. From the wording of each question, you can see that some have two or three concepts in common. Find the one choice that best answers each question.

Answers and Analyses

Reviewing Vocabulary

1. C Social Darwinism was the application of survival of the fittest to society. Realism was an artistic movement. Individualism was a philosophy that prized success by individual effort. The Gospel of Wealth was coined by Andrew Carnegie. He believed those who had money should use it to help people help themselves.

2. A This is a good place to discuss the suffix –ization, which means a process or the result of making something. So, Americanization means the process of making someone American.

3. D Students may have trouble choosing between inflation and deflation. An increase in the money supply leads to inflation. (A decrease in the money supply can lead to deflation.) Goldbugs and silverites are not economic terms.

4. B Party bosses, such as the infamous Boss Tweed in New York, “ran” political machines. The Populists grew out of the Grange movement, and both are associated with democratic ideals, not corruption.

5. B Cooperatives were stores where farmers bought products from each other. A tenement was a multifamily apartment. Graft is the dishonest collection of money.

Reviewing Main Ideas

6. D A, B, and C are incorrect, because they inaccurately represent the feelings of many labor unions toward immigrants. In reality, immigrants’ willingness to work for lower wages worried unions. In addition, increased immigration placed increasing strains on social services. Immigrants did not immediately assimilate into American culture, which caused prejudice against them.
10. C Each answer choice describes a nineteenth-century philosophy. Students should connect Social Darwinism with Darwin's theory of survival of the fittest, which is described in C. A describes socialism. B and D describe communism.

11. D The federal government began regulating the railroads due to the type of problems described in the first three answer choices.

12. C The Populist Party was closely tied to economic goals and principles, so C makes the most sense.

13. C Plessy v. Ferguson established the concept of "separate but equal" facilities for whites and African Americans. This concept was based on the Fourteenth Amendment.

Critical Thinking

14. A The People's Party originated with farmers, and the subtreasury plan was introduced by Charles Macune to help farmers raise crop prices. The other answer choices were opposite of Populist goals.

15. D Wheat prices decreased significantly during this ten-year period, while cotton prices decreased gradually.

Section 3 (pp. 458–467)

10. The nineteenth-century philosophy of Social Darwinism maintained that
A. the government should have control over the means of production and the marketplace.
B. all social class distinctions in American society should be eliminated.
C. economic success comes to those who are the hardest working and most competent.
D. wealth and income should be more equally distributed.

11. The Interstate Commerce Act (1887) was designed to regulate interstate commerce by requiring
A. railroads to increase rebates to high-volume users.
B. railroads to charge higher rates for short hauls.
C. states to regulate interstate railroad traffic.
D. the federal government to regulate railroad rates.

Section 4 (pp. 470–475)

12. Populists supported federal ownership of railroads because they thought the government would
A. increase access to railroads in rural areas.
B. make the trains run on time.
C. manage the railroads in the public interest.
D. collect enough revenue to allow it to eliminate the graduated income tax.

Section 5 (pp. 476–481)

13. The ruling from Plessy v. Ferguson (1896) was based on the Supreme Court's interpretation of the
A. necessary and proper clause from Article I, Section 8 of the U.S. Constitution.
B. free speech provision of the First Amendment.
C. equal protection clause in the Fourteenth Amendment.
D. voting rights provision in the Fifteenth Amendment.

Critical Thinking

Directions: Choose the best answers to the following questions.

14. In 1890 the Populists formed the People's Party and supported
A. the subtreasury plan where farmers could store crops in warehouses to force prices up.
B. limited governmental regulations for the railroad companies.
C. the election of senators by state legislatures.
D. the free coinage of gold.

Base your answer to question 15 on the chart below and your knowledge of Chapter 13.

15. What happened to crop prices between 1870 and 1880?
A. The price of cotton increased as the price of wheat and corn decreased.
B. The price of wheat, corn, and cotton increased.
C. The price of cotton, wheat, and corn stayed the same following an initial increase.
D. The price of wheat significantly decreased as the price of cotton decreased steadily.
16. Which of the following concepts is associated with the Gospel of Wealth?

A) survival of the fittest
B) laissez-faire
C) unregulated competition
D) philanthropy

17. What does the cartoon express about immigrants coming to the United States?

A) Immigrants were welcome to the United States.
B) Immigrants had to pass by dogs to gain entry.
C) Anarchists, Socialists, and Communists were welcome.
D) Anarchists, Socialists, and Communists were not welcome.

18. The “new immigrants” to the United States between 1890 and 1915 came primarily from

A) southern and eastern Europe.
B) northern and western Europe.
C) East Asia.
D) Latin America.

19. According to the editorial, what effect did immigration have on the nation’s economy?

20. How is the editorial’s view of the effects of immigration different from that of the nativists?

Extended Response

21. Responses will vary. Answers must address and evaluate the effectiveness of the different reform movements during the period. Essays should include Social Darwinism, nativist response, populism, and changes in cities.

**Document-Based Questions**

16. Philanthropy was associated with the Gospel of Wealth, but not with survival of the fittest—a central Social Darwinist theory. Unregulated competition is a feature of laissez-faire.

17. In the cartoon, Lady Liberty is signaling figures representing Anarchists, Communists, and Socialists to halt by holding up her hand. In addition, she is holding guard dogs to help keep them at bay.

18. Have students who incorrectly answer this question refer to the map on page 443. Although it covers a longer time period, it should help students in answering the question.