

## Chapter

# 17

# America Enters a New Century

▼ The growth of American cities continued throughout the twentieth century.



NATIONAL GEOGRAPHIC

## Who & When?

1880

1882

Chinese Exclusion Act passed

1884

First skyscraper constructed in Chicago

1895

1892

Ellis Island admits immigrants

1910

1909

The NAACP is formed

W.E.B. Du Bois



CONTENTS

# The Big Ideas

Section  
**1**

## The New Immigrants

**Immigration influences a nation's or region's economy and society.** In the late 1800s and early 1900s, the pattern of immigration was changing.

Section  
**2**

## Moving to the City

**Immigration influences a nation's or region's economy and society.** Cities in the United States expanded rapidly in the late 1800s.

Section  
**3**

## A Changing Culture

**As a society matures, a distinctive culture can develop.** A unique American culture was developing that affected many parts of American life.

Section  
**4**

## The Progressive Movement

**Reactions to social injustice can lead to reform movements.** Many men and women became part of a widespread movement to bring about reform.

Section  
**5**

## A Changing Nation

**Political ideas and major events shape how people form governments.** In the new century, the United States began to expand outwardly while still facing problems at home.

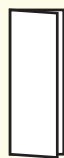


View the Chapter 17 video in the Glencoe Video Program.

### FOLDABLES™ Study Organizer

**Analyzing** Make this foldable to help you analyze information about the United States's people and policies as the country entered a new century.

**Step 1** Fold a sheet of paper in half from side to side, leaving a  $\frac{1}{2}$ -inch tab along the side.



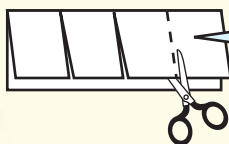
Leave  $\frac{1}{2}$ -inch tab here.

**Step 2** Turn the paper and fold into fourths.



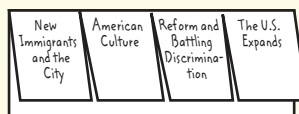
Fold in half, then fold in half again.

**Step 3** Unfold and cut up along the three fold lines.



Make four tabs.

**Step 4** Label your foldable as shown.



#### Reading and Writing

As you read the chapter, write information about each topic under the appropriate tab.



# Chapter 17

## Get Ready to Read

CORBIS

### Visual Literacy



#### 1 Learn It!

As you read and evaluate text, you are evaluating images as well. Painters and photographers use their craft to intentionally communicate ideas to the observer, in much the same way as authors use text.

Carefully study the image below. Then try to answer the following questions. What can you learn about the subject and the photographer?

- Why is this image here? What is it telling me?
- Is the image communicating facts or opinions?
- How does the image compare with what I already know?

Students at Tuskegee  
Institute ▶



#### Reading Tip

When taking notes, be sure to include references to images. These will help you understand and remember important points in the text.

## 2 Practice It!

Political cartoons are another kind of image you will see. Political cartoons often appear on the editorial page of the newspaper. These cartoons express opinions on political issues. Political cartoons are good sources of historical information because they reflect opinions on current events.

Review this political cartoon. Its topic is immigration. Write three questions you could ask about this visual information. Then answer your questions with a short paragraph describing what you see. Check your conclusions as you read through the chapter.

### Read to Write.....

Select two Internet news sites, one American and one from another country. Identify an image from each and describe the assumptions that went into placing the image on the Web site. Write an essay describing what you saw and interpreted.



## 3 Apply It!

Review the images on page 736. Why were these images selected for the chapter opener? What do you think the author is trying to communicate with them?

## Section

# I

# The New Immigrants

## Guide to Reading



### History Social Science Standards

**US8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

### Looking Back, Looking Ahead

You read about the tremendous growth in industry in the United States in the late 1800s. Large numbers of immigrants came to America in search of jobs.

### Focusing on the Main Ideas

- The immigrants who arrived in America in the late 1800s came from many different countries. (page 741)
- After a difficult journey to America, many immigrants faced harsh working conditions. (page 742)
- Many native-born Americans resented the immigrants and pushed for laws to control their numbers. (page 746)

### Locating Places

New York City  
Ellis Island  
Angel Island

### Meeting People

Emma Lazarus  
Grace Abbott  
Julia Clifford Lathrop

### Content Vocabulary

**emigrate** (EH • muh • GRAYT)  
**ethnic group**  
**steerage** (STIHR • ihj)  
**sweatshop**  
**assimilate** (uh • SIH • muh • LAYT)  
**nativist** (NAY • tuh • vihst)

### Academic Vocabulary

**register** (REH • juh • stuhr)  
**process**  
**aspect** (AS • PEHKT)

### Reading Strategy

**Analyzing Information** As you study Section 1, re-create the diagram below and write the reasons immigrants came to America.



## Where & When?



1880

**1882**  
Chinese Exclusion Act is passed

**1886**  
Statue of Liberty is erected

1900

**1892**  
Ellis Island starts processing immigrants

1920

**1917**  
Immigration Act of 1917 requires literacy





**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## A Flood of Immigrants

**Main Idea** The immigrants who arrived in America in the late 1800s came from many different countries.

**Reading Connection** Have you known anyone who has moved away because a parent or family member found a better job in another part of the country? Read to find out why immigrants to America in the late 1800s left Europe.

### An American Story

In the 1870s, two young brothers left Italy for America.

“We were so long on the water that we began to think we should never get to America. . . . We were all landed on an island and the bosses there said that Francisco and I must go back because we had not enough money, but a man named Bartolo came up and told them that

. . . he was our uncle and would take care of us. . . . We came to Brooklyn to a wooden house on Adams Street that was full of Italians from Naples. Bartolo had a room on the third floor and there were fifteen men in the room, all boarding with Bartolo. . . . It was very hot in the room, but we were soon asleep, for we were very tired.”

—from “Biography of a Bootblack”

**Who Were the “New” Immigrants?** Before 1865 most immigrants to the United States—except for the enslaved—came from northern and western Europe. The greater part of these “old” immigrants were Protestant, spoke English, and blended easily into American society. After the Civil War, even greater numbers of immigrants made the journey to the United States. The tide of newcomers reached a peak in 1907 when nearly 1.3 million people came to America.

#### Picturing History

Immigrants arrive in New York Harbor from Hamburg, Germany, in 1906. **Where did most immigrants to America come from after 1880?**





**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

In the mid-1880s, the pattern of immigration started to change. Large groups of “new” immigrants arrived from eastern and southern Europe. Greeks, Russians, Hungarians, Italians, Turks, and Poles were among the newcomers. At the same time, the number of “old” immigrants started to decrease. By 1907 only about 20 percent of the immigrants came from northern and western Europe, while 80 percent came from southern and eastern Europe.

Many of the newcomers from eastern and southern Europe were Catholics or Jews. Few spoke English. Because of this, they did not blend into American society as easily as the “old” immigrants had. Many newcomers felt like outsiders, and they clustered together in urban neighborhoods made up of people of the same nationality.

**Reasons for Emigrating** Why did so many people leave their homelands for the United States in the late 1800s and early 1900s? They were “pushed” away by difficult conditions at home and “pulled” to the United States by new opportunities.

Many people **emigrated** (EH•muh•GRAY•tuhd), or left their homelands, because of economic troubles. In Italy and Hungary, overcrowding and poverty made jobs scarce. Farmers in Croatia and Serbia could not own enough land to support their families. New machines such as looms put many craft workers out of work.

Persecution also drove people from their homelands. In some countries, the government passed laws or followed policies against certain **ethnic groups**—minorities that spoke different languages or followed different customs from those of most people in a country. Members of these ethnic groups often emigrated to escape discrimination or unfair laws. Many Jews fled persecution in Russia in the 1880s and came to the United States.

Immigrants saw the United States as a land of jobs, plentiful and affordable land, and opportunities for a better life. Although some immigrants returned to their homelands, ultimately, most decided to stay.

## The Journey to America

**Main Idea** After a difficult journey to America, many immigrants faced harsh working conditions.

**Reading Connection** What would it be like to move to a place across an ocean, thousands of miles from home, where most people did not speak your language? Read to find out how immigrants to America in the late 1800s adjusted to their new lives.

Immigrants often had a difficult journey to America. Many had to first travel to a seaport to board a ship. Often they traveled for hundreds of miles to get to the port cities.

Then came the long ocean voyage to America—12 days across the Atlantic or several weeks across the Pacific. Immigrants usually could afford only the cheapest tickets, and they traveled in **steerage** (STIHR•ihj)—cramped, noisy quarters on the lower decks. One writer noted, “Crowds everywhere, ill smelling bunks, uninviting washrooms—this is steerage.”

**The Statue of Liberty** Most European immigrants landed at **New York City**. After 1886 the magnificent sight of the Statue of Liberty, standing 300 feet above the ground, greeted the immigrants as they sailed into New York Harbor. The statue, a gift from France, seemed to promise hope for a better life in the new country. On the base of the statue, the stirring words of **Emma Lazarus**, an American poet, welcomed immigrants from Europe:

“Give me your tired, your poor,  
Your huddled masses yearning to  
breathe free, The wretched refuse of  
your teeming shore. Send these, the  
homeless, tempest-tossed to me, I  
lift my lamp beside the golden  
door!”

—from “The New Colossus”

**Reading Check Describe** Who were the “new” immigrants?





## An American Story

Sailing from Ireland, a 15-year-old girl, Annie Moore, arrived in America on January 1, 1892. Accompanying her were her two brothers. Their parents had come to America two years earlier, leaving Annie and her brothers under the care of their aunt. The parents had finally made enough money to bring the children to America.

When Annie stepped off the gangplank, to her surprise, city and state leaders and immigration officials greeted her. Annie was the first of about 12 million people to enter the United States through Ellis Island, the new immigration processing center. Today, a statue of Annie Moore stands in the Ellis Island Museum in New York.

**Entering America** Before the new arrivals could actually pass through the “golden door” to America, they had to **register** at government reception centers. In the East, immigrants were **processed** at Castle Garden, a former fort on Manhattan Island, and after 1892 at **Ellis Island** in New York Harbor. Most Asian immigrants arrived in America on the West Coast and went through the processing center on **Angel Island** in San Francisco Bay. Examiners at the centers recorded the immigrants’ names—sometimes

shortening or simplifying a name they found too difficult to write. The examiners asked the immigrants where they came from, their occupation, and whether they had relatives in the United States. The examiners also gave health examinations. Immigrants with contagious illnesses could be refused permission to enter the United States.

**Where Did Immigrants Find Work?** After passing through the reception centers, most immigrants entered the United States. Where would they go? How would they live? Some had relatives or friends to stay with and to help them find jobs. Others knew no one and would have to strike out on their own.

An immigrant’s greatest challenge was finding work. Sometimes organizations in his or her homeland recruited workers for jobs in the United States. The organization supplied American employers with unskilled workers who unloaded cargo or dug ditches.

Some of America’s fastest-growing industries hired immigrant workers. In the steel mills of Pittsburgh, for example, most of the common laborers in the early 1900s were immigrant men. They might work 12 hours a day, seven days a week.

### Picturing History

Immigrant children learned the English language and American customs in neighborhood schools.

**How did language highlight the differences between generations of immigrants?**





Many immigrants, including women and children, worked in **sweatshops** in the garment industry. These were dark, crowded workshops where workers made clothing. The work was repetitious and hazardous, the pay low, and the hours long.

Pauline Newman, who later became an official in the International Ladies' Garment Workers Union, worked in a New York sweatshop as a child. She recalled:

“During most of the year we youngsters worked overtime until 9 p.m. every night except Fridays and Saturdays. No, we did not get additional pay for overtime. At this

point it is worth recording the [generosity] of the Triangle Waist Co. by giving us a piece of apple pie for supper instead of additional pay!”

—Pauline Newman,  
Letter to Michael and  
Hugh Owens

**How Did Immigrants Adjust?** Once they had moved to the United States, immigrants had to adjust to life in a new land. In their new homes, immigrants tried to preserve some **aspects** of their own cultures. At the same time, most wanted to **assimilate** (uh•SIH•muh•LAYT), or become part of the American culture. These two desires sometimes came into conflict.

# HISTORY MAKERS


## Immigration Stations

The first stop for millions of immigrants was Ellis Island. About 12 million people passed through the Ellis Island immigration center between 1892 and 1954. The main building was reopened in 1990 as the Ellis Island Museum of Immigration. Located a short distance north of the Statue of Liberty in New York Harbor, Ellis Island stands as a memorial to the traditions of freedom and opportunity in America.

Hundreds of thousands of immigrants from Japan and China arrived on the West Coast during the late 1800s and early 1900s. In 1910 an immigration station was opened on Angel Island near San Francisco, California, to accommodate Asian immigrants.

Immigrants arriving at Ellis Island

Immigrants at Angel Island ▶





### Picturing History

In the cities, immigrants lived in neighborhoods that were often separated into ethnic groups.

***How did immigrants try to adjust to their lives in the United States?***

Many immigrant parents continued to speak their native languages. Their children spoke English at school and with friends, but they also spoke their native language at home. On the other hand, the grandchildren of many immigrants spoke only English.

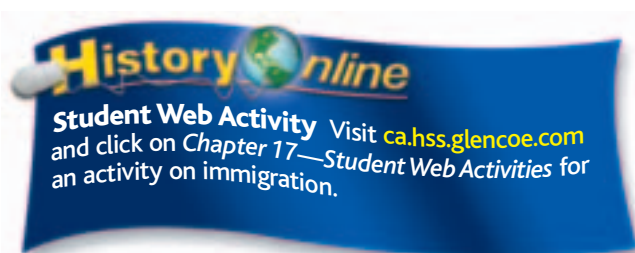
The role of immigrant women also changed in the United States, where women generally had more freedom than women in European and Asian countries. New lifestyles conflicted with traditional ways and sometimes caused family friction.

**Where Did Immigrants Settle?** Most of the new immigrants were from rural areas. Because they lacked the money to buy farmland in America, however, they often settled in industrial cities. With little or no education, they usually worked as unskilled laborers.

Relatives who had already immigrated to the United States helped new arrivals get settled, and people of the same ethnic group naturally tended to form communities. As a result neighborhoods of Jewish, Italian, Polish, Chinese, and other groups quickly developed in New York, Chicago, San Francisco, and other large cities. The immigrants sought to re-create some of the life they had left behind. The communities they established revolved around a number of traditional institutions. Most important were the houses of worship—the churches and synagogues—where worship was conducted and holidays were celebrated as they had been in their homelands. Priests and rabbis often acted as community leaders.

The immigrants published newspapers in their native languages, opened stores and theaters, and organized social clubs. Ethnic communities and institutions helped the immigrants preserve their cultural heritage.

**Reading Check Identify** What is assimilation?







**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## Nativist Movement

**Main Idea** Many native-born Americans resented the immigrants and pushed for laws to control their numbers.

**Reading Connection** Have you ever been forced to share something you wanted to keep to yourself? How did that make you feel? Read to find out how some Americans felt about all the new immigrants who were pouring into the United States.

Assimilation was also slowed by the attitudes of many native-born Americans. Although employers were happy to hire immigrant workers at low wages, some American-born workers resented the immigrants. These Americans feared that the immigrants would take away their jobs or drive down everyone's wages by accepting lower pay.

Ethnic, religious, and racial differences contributed to tensions between Americans and the

new immigrants. Some Americans argued that the new immigrants—with their foreign languages, unfamiliar religions, and distinctive customs—did not fit into American society.

People found it easy to blame immigrants for increasing crime, unemployment, and other problems. **Nativists** (NAY • tuh • vihsts) had opposed immigration earlier in the 1800s. Nativism gained strength in the late 1800s. Calls for restrictions on immigration mounted.

**What Laws Limited Immigration?** Lawmakers responded quickly to the tide of anti-immigrant feeling. In 1882 Congress passed the first law to limit immigration—the Chinese Exclusion Act. This law prohibited Chinese workers from entering the United States for 10 years. Congress extended the law in 1892 and again in 1902.

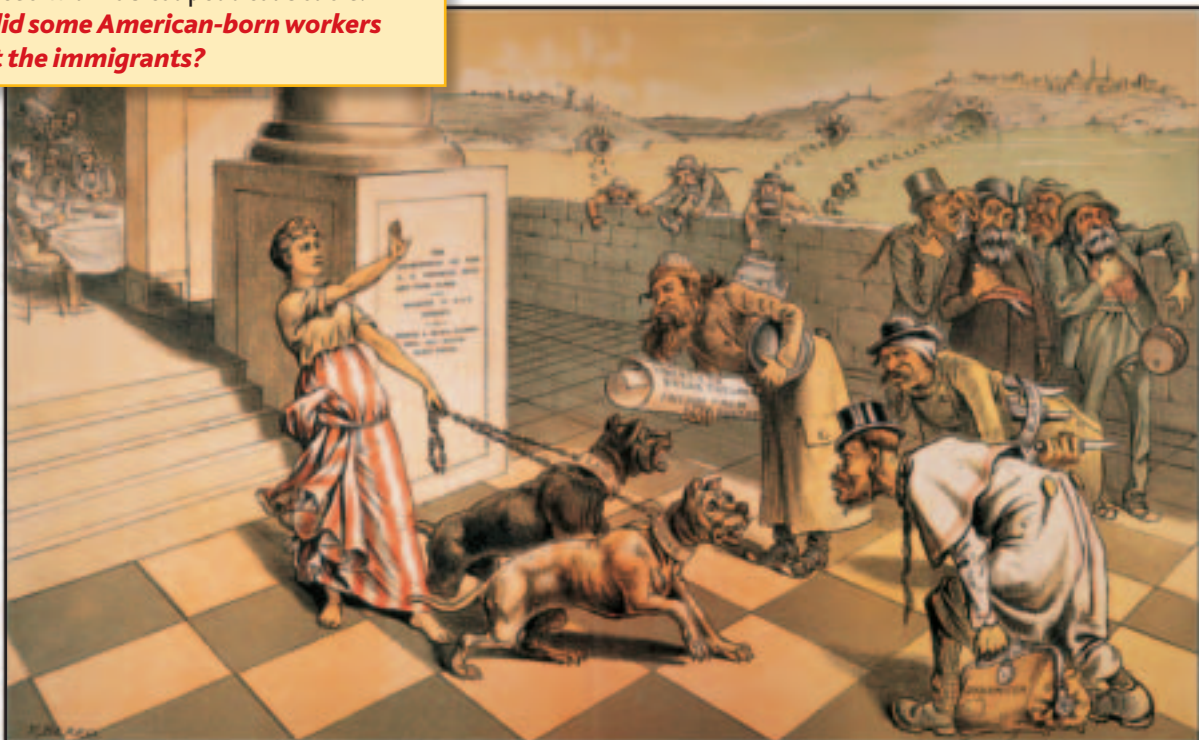
In 1907 the federal government and Japan came to a “gentleman’s agreement.” The Japanese agreed to limit the number of immigrants to the United States, and the Americans pledged fair treatment for Japanese Americans who were already in the United States.



### Analyzing Political Cartoons

In this cartoon, the female figure Columbia, representing the United States, turns away unwanted immigrants, such as criminals and those with radical political beliefs.

**Why did some American-born workers resent the immigrants?**



Other legislation affected immigrants from all nations. An 1882 law made each immigrant pay a tax and also barred criminals from entering the country. In 1897 Congress passed a bill requiring immigrants to be able to read and write in some language. Although President Cleveland vetoed the bill as unfair, Congress later passed the Immigration Act of 1917, which included a similar literacy requirement.

**Support for Immigrants** Despite some anti-immigrant sentiment, many Americans—including **Grace Abbott** and **Julia Clifford Lathrop**, who helped found the Immigrants' Protective League—spoke out in support of immigration. These Americans recognized that the United States was a nation of immigrants and that the newcomers made lasting contributions to their new society.

**Immigrants' Contributions** The new immigrants supplied the country's growing industries with the workers that were necessary for economic growth. At the same time, the new immigrants and their children—like the old immigrants before them—helped shape American life. They gave the nation its major religious groups—Protestants, Catholics, and Jews. As they became part of the society around them, they enriched that society with the customs, cultures, language, and literature of their homelands.

The effects of immigration were most visible in the cities, with their fast-growing ethnic neighborhoods. The flow of immigrants was one of the factors that transformed America's cities in the late 1800s and the early 1900s.

**Reading Check Explain** What was the nativist movement?

## Section 1 Review

**History online**  
Study Central Need help understanding the immigrant experience? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- In the late 1800s, many of the immigrants who arrived in America came from southern and eastern Europe, rather than western and northern Europe.
- Many new immigrants to America settled in ethnic neighborhoods and found work in low-paying and sometimes dangerous workshops known as sweatshops.
- Americans who were members of the nativist movement called for laws to limit immigration.

### What Did You Learn?

1. What was the difference between "old" and "new" immigration?
2. Which two cities were the points of entry into America for most immigrants?
4. **Conclude** Why do you think some Americans blamed the "new" immigrants for many of society's problems? **CA HR5.**
5. **The Big Ideas** What were some of the cultural differences that immigrants had to adjust to in the United States? Explain the concept of assimilation and its effect on families and American culture. **CA H13.**

### Critical Thinking

3. **Analyze** Re-create the diagram below. List reasons people left their home countries (pushed) and came to the United States (pulled). **CA H12.**

Pushed to Emigrate	Pulled to Immigrate

6. **READING Visual Literacy** Select one of the photographs that appear in Section 1 and write a paragraph in which you describe the scene, as well as why the author included the image with the text. Include a title for the paragraph. **CA 8LS1.9**



# You Decide . . .



**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

Rykoof Collection/CORBIS

## Should Immigration Be Limited?

*Immigrants struggled to find their place in American society. They changed American society with customs from their cultures. Many Americans resisted these changes and warned against further immigration. Read to find out how Americans viewed new immigrants.*

### Yes

The Chinese come for a season only; and, while they give their labor, they do not [spend the money they earn] in the country. They do not come to settle or make homes. . . . To compare the Chinese with even the lowest white laborers is, therefore, absurd.

Our best interests are suffering of these Asiatic slaves; we are trying to make them live decently while here, and to discourage their arrival in such numbers as to drive white laborers out of the country. . . .

—San Francisco Real Estate Circular, September 1874

*The Chinese Exclusion Act of 1882 reflected the widespread hostility against immigrant workers. The law halted immigration of Chinese workers and gained wide support from American labor unions.*

**Preamble.** Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That . . . until the expiration of 10 years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, . . . to remain within the United States.

—1882 Chinese Exclusion Act  
47<sup>th</sup> Congress, 1<sup>st</sup> Session, 1882



◀ Immigrants from China

# No

*Author, traveler, and artist Constance Gordon-Cumming wrote about discrimination against Chinese immigrants.*

[It is unbelievable that legislation against Chinese immigrants could have arisen] among a people whose national existence is based on the Declaration of Independence, and the assumption of liberty and equality of all men, without distinction of race or colour....

That [laws] so utterly un-American could have been suffered to pass, appears so extraordinary. . . .

—from *California As I Saw It, 1849–1900*

*Attorney Louis Marshall was a consistent champion of the rights of immigrants to the United States.*

In common with all other immigrants, those who have come from the countries sought to be tabooed [forbidden] have been industrious, and law-abiding and have made valuable contributions to our industrial, commercial and social development. . . .

To say that they are not assimilable argues ignorance. The facts show that they adopt American standards of living and that they are permeated [filled] with the spirit of our institutions. It is said that they speak foreign languages, but in those foreign languages they are taught to love our Government. . . .

—Attorney Louis Marshall  
Speaks Out  
Against Limiting  
Immigration, 1924



▲ Louis Marshall

## You Be The Historian

### DBQ Document-Based Questions

1. What did the writer from San Francisco fear? **CA HR5.**
2. What did Louis Marshall claim about the immigrants' contributions? **CA HR3.**
3. What facts does Marshall use to support his view that the newcomers are "assimilable"? **CA HR2.**



# Moving to the City

## Guide to Reading



### History Social Science Standards

**US.8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

### Looking Back, Looking Ahead

You learned that millions of new immigrants arrived in the United States in the late 1800s and early 1900s. All of these new people led to tremendous growth and change in America's cities.

### Focusing on the **Main Ideas**

- As Americans crowded into cities, strong contrasts emerged between the lives of the rich and the poor. (page 751)
- America's rapidly growing cities faced many problems. (page 753)
- As cities grew, Americans created new styles of buildings and improved forms of transportation. (page 754)

### Locating Places

Central Park

### Meeting People

Jane Addams

Elisha Otis

William LeBaron Jenney

Louis Sullivan

Frederick Law Olmsted (OHM • stehd)

### Content Vocabulary

**tenement** (TEH • nuh • muhnt)

**slum**

**suburb**

**Gilded Age** (GIHL • duhd)

**settlement house** (SEH • tuhl • muhnt)

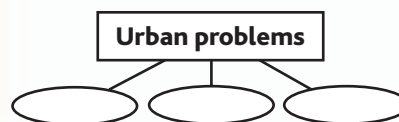
### Academic Vocabulary

**accommodate** (uh • KAH • muh • DAYT)

**professional** (pruh • FEH • shuh • nuhl)

### Reading Strategy

**Analyzing Information** As you study Section 2, re-create the diagram below and list three serious problems facing American cities in the late 1800s.



## Where & When?



1870

**1873**  
The Gilded Age is published

1880

**1883**  
The Brooklyn Bridge opens

1890

**1884**  
First skyscraper constructed in Chicago

**1889**  
Jane Addams founds Hull House



**US8.12.5** Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabrics of cities, wealth and economic opportunity, the conservation movement).

## Growth of Cities

**Main Idea** As Americans crowded into cities, strong contrasts emerged between the lives of the rich and the poor.

**Reading Connection** Do you live in a city, in a suburb, or in a rural area? Read to find out the changes that all three places underwent in the late 1800s and early 1900s.

### An American Story

A train pulling into Chicago in 1884 carried a young passenger named Hamlin Garland. For Garland, who had grown up on a farm, the big city was a bewildering sight. Garland later became famous for his stories about the Midwest. In one novel, he described his feeling of dismay when he first saw Chicago. “The mere thought of a million people stunned my imagination.” Garland wondered, “How can so many people find a living in one place?”

**Why Did Urban Areas Grow?** American cities grew rapidly after the Civil War. In 1870 one American in four lived in cities with 2,500 or more people. By 1910 nearly half of the American population were city dwellers. The United States was changing from a rural to an urban nation.

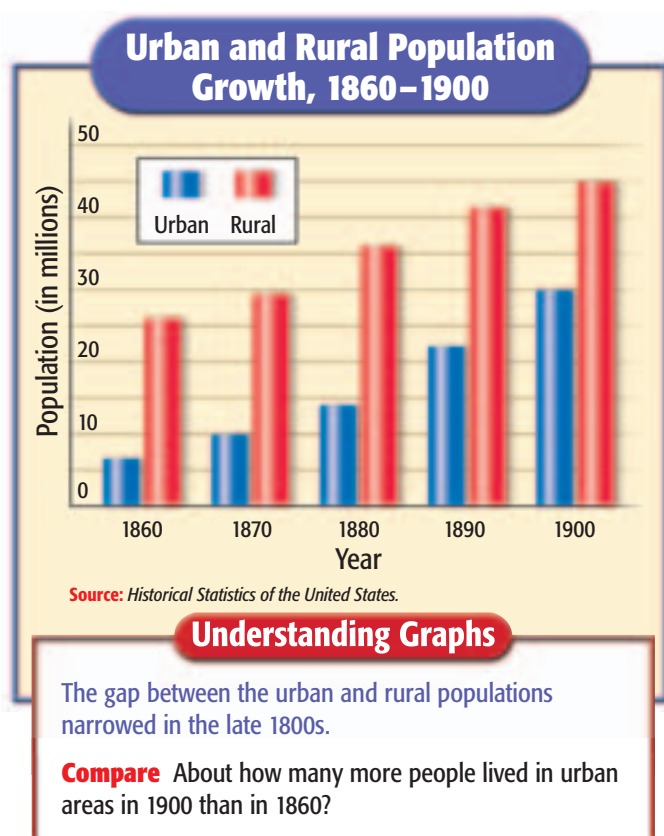
Immigrants played an enormous part in the growth of cities. In major urban centers such as New York, Detroit, and Chicago, immigrants and their children made up 80 percent or more of the population by 1900. Native-born Americans also contributed to urban growth. Americans moved in huge numbers from farming areas to cities, looking for jobs.

Industrialization had also changed work on farms. New machinery produced crops, using fewer farmworkers. In addition, women in rural areas no longer had to make clothing and household goods. These items, made by machine, could now be bought in stores or from catalogs. Freed from such chores, many women left farms to look for jobs in the cities.

African Americans also migrated to cities in large numbers. Most African Americans lived in the rural South. Many began moving to Southern cities in search of jobs and to escape debt, injustice, or discrimination. After 1914 a large number of African Americans moved to Northern cities, which offered more jobs in industry and manufacturing than Southern cities did. Many African Americans also hoped to find less discrimination and violence in the North.

**Transportation and Resources** America’s expanding railroad network fed the growth of the cities. Railroads helped people move to the cities, and they transported the raw materials for industry. Trains carried cattle to Chicago and Kansas City, making these cities great meatpacking centers.

Some cities flourished because of nearby resources. Pittsburgh developed rapidly as a center for iron and steel manufacturing because both iron ore and coal—to fuel the industry’s huge furnaces—were found in the area.







### **Picturing History**

In 1900 New York City's East Side was crowded with new immigrants. **What were some other major urban centers in 1900?**

Seaports such as New York and San Francisco developed as American trade with the rest of the world increased. In addition, the immigrant population of these cities provided a large pool of workers who were available for low wages.

**What Were Tenements?** Cities were exciting places that offered jobs, stores, and entertainment. But there was also substandard housing and desperate poverty. People poured into the cities faster than housing could be built to **accommodate** them. In the biggest, most crowded cities, the poorest residents—including most immigrants—lived in **tenements** (TEH•nuh•muhnts). Originally a tenement was simply a building in which several families rented rooms. By the late 1800s, however, a tenement had come to mean an apartment building in the **slums**—poor, run-down urban neighborhoods.

Tenements had many small, dark rooms. Three, four, or more people lived in each room. Usually several families had to share a cold-water tap and a toilet. Few tenement houses had hot

water or bathtubs. A government inspector wrote of the “filthy and rotten tenements” of the Chicago slums in 1896, where children filled “every nook, eating and sleeping in every windowsill, pouring in and out of every door.”

**How Did the Middle Class Live?** The cities also had a growing middle class. The middle class included the families of **professional** people such as doctors, lawyers, and ministers. Some managers and salaried office clerks also became part of the middle class.

The middle class enjoyed a comfortable life. Many families moved from cities to the **suburbs**, residential areas that sprang up outside of city centers as a result of improvements in transportation. There they lived in houses with hot water, indoor toilets, and—by 1900—electricity. Middle-class families might have one or two servants and the leisure time to enjoy music, art, and literature.

**What Was the Gilded Age?** At the top of the economic and social ladder stood the very rich. The wealthy lived very different lives from most Americans. They built enormous mansions in the cities and huge estates in the country. Some homes, such as those of J.P. Morgan and Henry Clay Frick in New York City, are now museums.

In these mansions, the rich lived lives of extreme luxury, throwing enormous parties and dinners. One party at a New York mansion had more than 1,000 guests and was estimated to have cost \$75,000 for food and entertainment, which is equal to about \$1.3 million today.

Mark Twain and Charles Dudley Warner published a novel in 1873 called *The Gilded Age*. The name—which refers to something covered with a thin layer of gold—became associated with America in the late 1800s. The **Gilded Age** (GIHL•duhd) suggested both the extravagant wealth of the time and the terrible poverty that lay underneath.

**Reading Check Describe** Why was tenement living difficult?



**US8.12.5** Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabrics of cities, wealth and economic opportunity, the conservation movement).

## Cities in Crisis

**Main Idea** America's rapidly growing cities faced many problems.

**Reading Connection** What sort of problems do cities face today? Read to find out about the problems that arose as America's cities grew.

The rapid growth of the cities produced serious problems. The terrible overcrowding in tenement districts created sanitation and health problems. Garbage and horse manure accumulated in city streets, and the sewers could not handle the flow of human waste. Filth created a breeding ground for diseases, which spread rapidly through the crowded districts.

Fires were an ever-present threat. About 18,000 buildings were destroyed and 100,000 Chicagoans lost their homes in the Chicago fire of 1871. Two years later, Boston experienced a devastating fire.

**Health and Crime Problems** In a poor Chicago neighborhood in 1900, babies often died of whooping cough, diphtheria, or measles before their first birthday. A section of New York was called the "lung block" because so many residents had tuberculosis.

In an effort to control disease, New York City began to screen schoolchildren for contagious diseases and to provide visiting nurses to mothers with young children. The city also established public health clinics for those who could not pay for medical care.

The poverty in the cities often led to increased crime. Orphaned and homeless children sometimes resorted to picking pockets and other minor crimes to survive. Gangs roaming the poor neighborhoods committed more serious crimes. Writer Jacob Riis reported:

**"The gang is the ripe fruit of tenement-house growth. It was born there."**

—Jacob Riis,  
*How the Other Half Lives*

**Seeking Solutions** The problems of the cities did not go unnoticed. Many dedicated people worked to improve urban life and help the poor. Religious groups aided the poor. Some religious orders helped the poor in orphanages, prisons, and hospitals. Organizations such as the YMCA (Young Men's Christian Association) and YWCA (Young Women's Christian Association) offered recreation centers where city youngsters could meet and play.

The poor also received assistance from establishments called **settlement houses** (SEH•tuhl•muhnt). The settlement house movement had spread to the United States from Britain. Located in poor neighborhoods, settlement houses provided medical care, playgrounds, nurseries, and libraries as well as classes in English, music, and arts and crafts. Settlement workers—mostly women—also tried to get better police protection, garbage removal, and public parks for poor districts.

One of the most famous settlement houses was Chicago's Hull House, founded by **Jane Addams** in 1889. Addams paid all the expenses from her own income, until the activities at Hull House grew beyond her means. She then turned to the public to raise funds. Addams explained the purpose of Hull House:

**"We were ready to perform the humblest neighborhood services. We were asked to wash the new-born babies, and to prepare the dead for burial, to nurse the sick, and to 'mind the children.'"**

—Jane Addams,  
*Twenty Years at Hull House*



**Reading Check Explain** What purpose did settlement houses serve?





**US8.12.5** Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabrics of cities, wealth and economic opportunity, the conservation movement).

## The Changing City

**Main Idea** As cities grew, Americans created new styles of buildings and improved forms of transportation.

**Reading Connection** Have you ever admired the towering skyscrapers in a large city and wondered when the first tall buildings were made? Read to find out about the first skyscrapers and other advances that occurred in American cities.

Urban growth led to important new developments. In the late 1800s, cities saw the introduction of a new type of building, new kinds of public transportation, and public parks.

**Building Up—Not Out** Because of the limited space in cities, imaginative architects began building upward rather than outward. In the 1860s architects started to use iron frames to strengthen the walls of buildings. Iron supports—together with the safety elevator that **Elisha Otis** invented in 1852—made taller buildings possible.

In 1884 **William LeBaron Jenney** constructed a 10-story office building in Chicago. Supported by an iron-and-steel frame, it was the world's first skyscraper. Architect **Louis Sullivan** gave style to the skyscraper. "It must be every inch a proud and soaring thing, rising in sheer exultation," he said. Sullivan and his colleagues changed the face of America's cities.

### Picturing History

The Woolworth Building was designed and built to be the tallest building in the world. **Where was the first skyscraper built, and how tall was it?**





### **Picturing History**

Pedestrians stroll across a walkway on the Brooklyn Bridge in New York City. **How did the new bridges in New York City and St. Louis improve transportation?**

Soon architects were designing even taller structures. New York's Woolworth Building, completed in 1913, soared an incredible 55 stories—792 feet (241 m) high. People called the building the Cathedral of Commerce.

### **What New Designs Appeared in Cities?**

Some people looked to reshape the urban landscape. A group known as the "City Beautiful" movement believed city dwellers should be able to enjoy the beauties of nature. **Frederick Law Olmsted** (OHM•stehd), a leader in this movement, designed New York's **Central Park** as well as several parks in Boston.

In 1892 and 1893, Chicago hosted a World's Fair on fairgrounds designed by Olmsted. The World's Fair revealed that American architecture was dynamic and original. The best architects thoroughly understood European styles and adapted them for modern use. The firm of McKim, Mead, and White used the Italian Renaissance style in its design for the Boston Public Library. Another architect, Henry

Richardson, adapted styles from ancient Rome in his designs for churches, libraries, and even department stores.

**New Forms of Transportation** As cities grew, people needed new means of transportation. Author Mark Twain complained in 1867 that

**“[New York] is too large. You cannot accomplish anything . . . without devoting a whole day to it. . . . The distances are too great.”**

—Mark Twain, *San Francisco Alta California*

Streetcars, which horses pulled on tracks, provided public transportation at the time. Horses were slow, however, and left piles of manure. In 1873 San Francisco began construction of cable-car lines. A large underground cable powered by a motor at one end of the rail line moved passengers along.



In 1888 Richmond, Virginia, pioneered the use of the trolley car, a motorized train that was powered by electricity supplied through overhead cables. By the turn of the century, the trolley was everywhere. In 1897 Boston opened the nation's first subway, or underground railway. In 1904 New York City opened the first section of what was to become the largest subway system in the world.

Another improvement in transportation was street paving. During most of the 1800s, city streets remained poorly paved. Many streets were nothing more than sand and gravel. Other cities used wood blocks, brick, or cobblestone, all of which were bumpy, noisy, and hard to repair. The growing use of asphalt—a by-product of petroleum refining—beginning in the 1890s made city streets smoother and quieter.

**Building Bridges** Bridge construction also improved urban transportation. Many American cities were divided or bounded by rivers. Using

new construction technology, architects and engineers designed huge steel bridges to link sections of cities. The 520-foot (156-m) Eads Bridge across the Mississippi River in St. Louis opened in 1873. Ten years later New York's majestic Brooklyn Bridge, 1,600 feet (488 m) long, connected Manhattan and Brooklyn. Both bridges remain in use today.

The new forms of transportation not only helped people travel within the cities, but they also helped the cities grow. Middle-class suburbs developed along train or trolley lines stretching away from city centers. People who moved out of the city centers could easily travel downtown to work or shop.

The increase in immigration and the growth of the cities went hand in hand with other changes in American life. Education, culture, and recreation were changing too.

**Reading Check Summarize** What new forms of urban transportation were developed?

## Section 2 Review

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### Reading Summary

#### Review the Main Ideas

- Both native-born Americans and immigrants flocked to the cities looking for jobs.
- Disease, fire, and crime were major problems faced by America's cities.
- Skyscrapers and parks, along with streetcars and paved roads, became part of America's cityscapes.

### What Did You Learn?

- Who founded Hull House?
- Who invented the safety elevator?

### Critical Thinking

- Summarizing Information** Re-create the diagram below and describe three efforts made to improve living conditions in the cities. **CA HR3.**



- Analyze** How did the efforts of religious groups help those living in poverty? **CA HI2.**

- Summarize** Describe the differences in everyday life for the poor, middle-class, and wealthy in America's cities. **CA HI2.**

- The Big Ideas** Describe the relationship between improvements in transportation and the growth of cities and suburbs. **CA CS3.**

- ANALYSIS Linking Past to Present** Write an essay that describes efforts to enhance urban life during this period. How do those initiatives continue to affect city life today? **CA HI3.**  
**CA 8WA2.3**

# A Changing Culture

## Guide to Reading

### Looking Back, Looking Ahead

You learned that America's population boomed and its cities grew rapidly in the late 1800s and early 1900s. Elements of American culture—including education, the arts, and leisure activities—also changed during this period.

### Focusing on the **Main Ideas**

- The expanding education system provided opportunities for Americans and new immigrants. (page 758)
- Reading for learning and pleasure grew more popular as education and leisure time increased for Americans. (page 761)
- American art, music, and leisure time activities continued to develop their own distinct style. (page 762)

### Meeting People

John Dewey

Booker T. Washington

George Washington Carver

Joseph Pulitzer (PU • luht • suhr)

William Randolph Hearst (HUHRST)

Thomas Edison

### Locating Places

Tuskegee Institute

### Content Vocabulary

land-grant college

yellow journalism

realism (REE • uh • LIH • zuhm)

regionalism (REE • juh • nuhl • IZUHM)

ragtime

vaudeville (VAHD • vihl)

### Academic Vocabulary

benefit (BEH • nuh • FIHT)

isolate (EYE • suh • LAYT)

ethnic

### Reading Strategy

**Classifying Information** As you study Section 3, re-create the diagram below and describe the achievements of the persons listed.

	Achievements
John Dewey	
George Washington Carver	
Mary Cassatt	
Scott Joplin	



**History  
Social Science  
Standards**

**US8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.



## Who & When?

1860

1875

1890



1862

Morrill Act provides funds for colleges

*The Ohio State University*

*Carlisle student*



1879

Carlisle Indian Industrial School is founded

1881

Tuskegee Institute opens

*Booker T. Washington*





**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## Expanding Education

**Main Idea** The expanding education system provided opportunities for Americans and new immigrants.

**Reading Connection** Today, laws require that all children attend school. Did you know that it was not always that way? Read to find out about the changes that occurred in education in the late 1800s and early 1900s.

### An American Story

Mary Antin, a young girl who came to the United States from Russia in 1894, never forgot her first day of school.

“Father himself conducted us to school. He would not have delegated that mission to the President of the United States. . . . [Education was] the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. . . . The doors stood open for every one of us.”

—Mary Antin, *The Promised Land*

### How Did Enrollment Change?

Most Americans in 1865 had attended school for an average of only four years. Government and business leaders and reformers believed that for the nation to progress, the people needed more schooling. Toward the end of the 1800s, the “treasure” of education became more widely available to Americans.

By 1914 most states required children to have at least some schooling. More than 80 percent of all children between the ages of 5 and 17 were enrolled in elementary and secondary schools.

**Public Schools** The expansion of public education was particularly notable in high schools. The number of public high schools increased from 100 in 1860 to 6,000 in 1900, and to 12,000 in 1914. Despite this huge increase, however, many teenagers did not attend high school. Boys often went to work to help their families instead of attending school. The majority of high school students were girls.

## The Way It Was

### School Days

#### On the Bus

Students line up for a ride to school in Fresno, California. Few schools were lucky enough to have their own buses in the early 1900s. Not until 1939 were national standards for school buses adopted, including the color “school-bus yellow” to promote visibility and safety.





The **benefits** of a public school education were not shared equally by everyone. In the South, many African Americans received little or no education. In many parts of the country, African American children had no choice but to attend segregated elementary and secondary schools.

**What Was Progressive Education?** Around 1900 a new philosophy of education emerged in the United States. Supporters of this “progressive

education” wanted to shape students’ characters and teach them good citizenship as well as facts. They also believed children should learn through the use of hands-on activities. These ideas had the greatest effect in elementary schools.

**John Dewey**, the leading spokesperson for progressive education, criticized schools for overemphasizing memorization of information. Instead, Dewey argued, schools should relate learning to the interests, problems, and concerns of students.



### Crossing Guard

A New York City police officer guides students on their way to school in 1899. By the early 1900s, the police provided this service in many communities.

### Bookmobile

Librarians attempted to provide reading material to rural communities. Here, a traveling library makes book deliveries in Washington County, Maryland.



### Writing

By 1900, the Palmer method of penmanship was taught everywhere. In the Palmer method, some capital letters were no longer written separately, and entire words could be completed before the pen was lifted to cross a “t” or dot an “i.” Writing sets included ink bottles like this one. Its double covers prevented evaporation and protected against leakage.



### The Classroom

Students observe an experiment and take notes during science class in 1900.

### Elementary Students

The classroom was the primary place where immigrant children learned American ways.

## How Did Higher Education Change?

Colleges and universities also changed and expanded. An 1862 law called the Morrill Act gave the states large amounts of federal land that could be sold to raise money for education. The states used these funds to start dozens of schools called **land-grant colleges**. Wealthy individuals also established and supported colleges and universities. Some schools were named for the donors—for example, Cornell University for Ezra Cornell and Stanford University for Leland Stanford.

In 1865 only a handful of American colleges admitted women. The new land-grant schools admitted women students, as did new women's colleges—Vassar, Smith, Wellesley, and Bryn Mawr—founded in the late 1800s. By 1890 women could attend a wide range of schools, and by 1910 almost 40 percent of all American college students were women.

Some new colleges, such as Hampton Institute in Virginia, provided higher education for African Americans and Native Americans. Howard University in Washington, D.C., founded shortly after the Civil War, had a largely African American student body. By the early 1870s, Howard offered degrees in theology, medicine, law, and agriculture. Prominent graduates of Howard include Thurgood



▲ Students in classroom at Tuskegee Institute

Marshall, who later became a justice of the Supreme Court, writer Toni Morrison, and political scientist Ralph Bunche, the first African American to win the Nobel Peace Prize.

One Hampton Institute student, **Booker T. Washington**, became an educator. In 1881 Washington founded the **Tuskegee Institute** in Alabama to train teachers and to provide practical education for African Americans. As a result of his work, Washington became influential in business and politics.

In 1896 scientist **George Washington Carver** joined the Tuskegee faculty. His research transformed agricultural development in the South. From the peanut, which was formerly of little use, Carver developed hundreds of products, including plastics and synthetic rubber.

**Schools for Native Americans** Reservation schools and boarding schools also opened to train Native Americans for jobs. The Carlisle Indian Industrial School in Pennsylvania was founded in 1879, and similar schools opened in the West. Although these schools provided Native Americans with training for jobs in industry, they also **isolated** Native Americans from their tribal traditions. Sometimes, boarding schools were located hundreds of miles away from a student's family.



▲ These two photographs of a young Navajo, Tom Torlino, show how his appearance changed a short time after he entered the Carlisle Indian School.

**Reading Check Compare** What did the colleges Bryn Mawr, Vassar, and Smith have in common?





**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## A Nation of Readers

**Main Idea** Reading for learning and pleasure grew more popular as education and leisure time increased for Americans.

**Reading Connection** Do you read a newspaper every day? Read to find out about the growth of daily newspapers in America's large cities.

As opportunities for education grew, a growing number of Americans became interested in reading. Public libraries opened across the nation, mainly through the efforts of Andrew Carnegie. In 1881 the wealthy steel industrialist had made an extraordinary announcement. He pledged to build a public library in any city that would agree to pay its operating costs. In the next 30 years, Carnegie donated more than \$30 million to found more than 2,000 libraries throughout the world.

**Spreading the News** Technological advances in printing, paper making, and communications made it possible to publish daily papers for large numbers of readers. The growing cities provided readers for the newspapers.

In 1883 **Joseph Pulitzer** (PU • luht • suhr) purchased the *New York World* and created a new kind of newspaper. The paper grabbed attention with illustrations, cartoons, and sensational stories with huge, shocking headlines, such as "ANOTHER MURDERER TO HANG." The *World* soon built up its circulation to more than one million readers every day.

**William Randolph Hearst's** (HUHRST) *New York Morning Journal* became even more successful than the *World*, attracting readers by exaggerating the dramatic or gruesome aspects of stories. This style of sensational writing became known as **yellow journalism**—a name that came from the paper's popular comic strip, "The Yellow Kid."

Newspapers published by **ethnic** groups and people of color thrived as well. By 1900, six daily Jewish-language newspapers were printed in New York City. African Americans

started more than 1,000 newspapers between 1865 and 1900.

More magazines took advantage of printing improvements and mass circulation techniques to reach a national market. Between 1865 and 1900, the number of magazines in the United States rose from about 700 to 5,000. Some magazines of that era, such as *Ladies' Home Journal*, are still published today.

**How Did Literature Change?** Many writers of the era explored new themes and subjects. Their approach to literature was called **realism** (REE • uh • LIH • zuhm) because it dealt with the lives of people. Related to realism was **regionalism** (REE • juh • nuhl • IZUHM), writing that focused on a particular region of the country.

Mark Twain was a realist and a regionalist. Many of his books, including *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*, are set along the Mississippi River, where Twain grew up.

Stephen Crane wrote about city slums in *Maggie* and about the Civil War in *The Red Badge of Courage*. In books such as *The Call of the Wild* and *The Sea Wolf*, Jack London portrayed the lives of miners and hunters in the far Northwest. Edith Wharton described the joys and sorrows of upper-class Easterners in *The House of Mirth* and *The Age of Innocence*.

Paul Laurence Dunbar, the son of former slaves, wrote poetry and novels that used the dialects and folktales of Southern African Americans. Dunbar was one of the first African American writers to gain fame worldwide.

Inexpensive paperback books appeared for the first time in the late 1800s. Many paperbacks featured lively adventure tales or stories of athletic boys and girls.

Horatio Alger wrote a successful series of young adult books with such titles as *Work and Win* and *Luck and Pluck*. Based on the idea that hard work and honesty brought success, Alger's books sold millions of copies.

**Reading Check Explain** What is regionalism?







**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## Art, Music, and Leisure

**Main Idea** American art, music, and leisure time activities continued to develop their own distinct style.

**Reading Connection** Can you imagine the United States without baseball or football? What about without jazz music? Read to find out about the activities and art forms that took hold in America in the late 1800s.

For most of the 1800s, the work of American artists and musicians reflected a European influence. After the Civil War, Americans began to develop a distinctively American style.

**What Did American Artists Paint?** Some American painters pursued realist themes. Thomas Eakins painted the human anatomy and surgical operations. One of Eakins's students, Henry Tanner, depicted warm family scenes of African Americans in the South. Frederic Remington portrayed the American

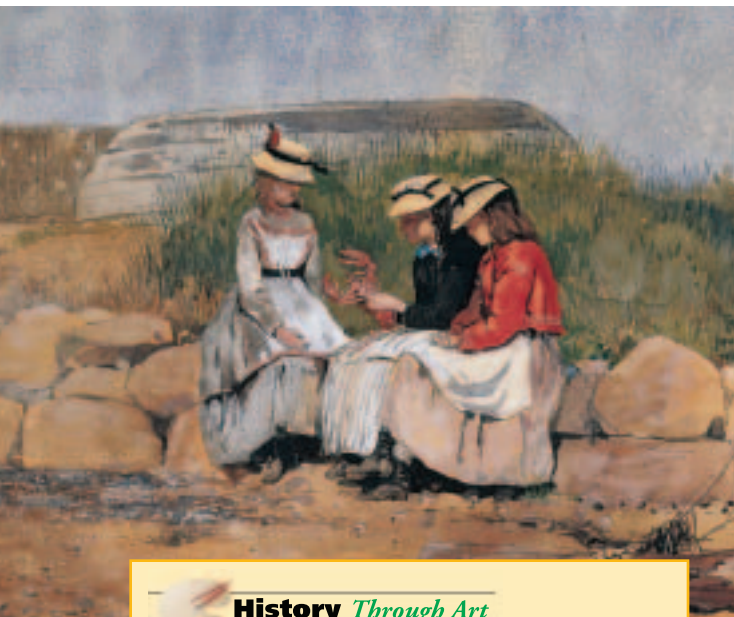
West, focusing on subjects such as cowhands and Native Americans. Winslow Homer was one of America's greatest artists. Homer painted Southern farmers, Adirondack campers, and stormy sea scenes. Although Homer died in 1910, his work remains popular with collectors and museum visitors. James Whistler's *Arrangement in Grey and Black*, commonly known as *Whistler's Mother*, is one of the best-known American paintings. Mary Cassatt was influential in the French Impressionist school of painting. Impressionists tried to capture the play of light, color, and patterns as they made immediate impressions on the senses.

**Music in America** More distinctively American kinds of music were also becoming popular. Bandleader John Philip Sousa composed many rousing marches, including "The Stars and Stripes Forever." African American musicians in New Orleans in the late 1800s developed an entirely new kind of music—jazz. Jazz combined elements of work songs, gospel music, spirituals, and African rhythms. Related to jazz was ragtime music. For about 20 years, beginning around the turn of the century, **ragtime**—with its complex rhythms—was the dominant force in popular music. One of the best-known ragtime composers is Scott Joplin. He wrote "Maple Leaf Rag" and many other well-known works.

The symphony orchestras of New York, Boston, and Philadelphia—all founded before 1900—were among the world's finest. Great singers and conductors came from all over the world to perform at New York's Metropolitan Opera House.

**Leisure Time** Although sweatshop workers labored long hours for six or even seven days a week, middle-class people and even some factory workers enjoyed increasing amounts of leisure time.

Unlike round-the-clock farmwork, professional and industrial jobs gave people hours and even days of free time. Americans developed new forms of recreation.



### History Through Art

#### *Girls with Lobster* by Winslow Homer

Homer painted scenes of people enjoying the New Jersey and New England seashores.

**What themes did many American painters represent in their works?**

A favorite leisure-time activity for many people was watching and following sports. Baseball became the most popular spectator sport in America. By the turn of the century, both the National and American Leagues had been founded—each made up of teams from major cities. Another popular spectator sport was football, which developed from the English game of rugby. By the 1890s, college games were drawing huge crowds.

Basketball, invented by Dr. James Naismith of Springfield, Massachusetts, also became popular. Naismith developed the game in the 1890s as an indoor winter sport for his YMCA physical education classes. Considered the only major sport that is completely American in origin, basketball soon spread to other countries.

Americans not only watched but also participated in sports. Tennis and golf were enjoyed by the wealthy, usually in exclusive private clubs. Bicycling grew in popularity after

the “safety” bicycle was developed. These new bicycles used air-filled rubber tires instead of metal-rimmed wheels.

Large cities had many theaters. Plays performed ranged from serious dramas by Shakespeare to **vaudeville** (VAHD•vihl) shows, which were variety shows with dancing, singing, comedy, and magic acts. Tickets to vaudeville shows were inexpensive, making them very popular. The circus also attracted large crowds. In 1910 the United States had about 80 traveling circuses.

**Thomas Edison** invented “moving pictures” in the 1880s. The “movies” soon became enormously popular. Some theaters, called nickelodeons, charged five cents to see short films. The nickelodeons were the beginning of today’s film industry.

 **Reading Check** **Describe** What elements made up jazz music?

## Section 3 Review

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### Reading Summary

#### Review the Main Ideas

- In the late 1800s and early 1900s, the number of public schools in the United States increased greatly, and the number of colleges for women and African Americans also grew.
- Newspaper and magazine readership increased greatly, and a number of American writers explored new themes.
- Distinctive styles of American art and music developed, and watching professional sports became a favorite leisure time activity.

### What Did You Learn?

1. Describe the new philosophy of education that emerged around 1900.
2. What was yellow journalism?

### Critical Thinking

3. **Summarizing Information** Re-create the diagram below and describe the work of each of these writers. **CA HR3**

Writer	Description of work
Horatio Alger	
Stephen Crane	
Edith Wharton	

4. **The Big Ideas** Explain the correlation between leisure time and the development of the arts. **CA HI2**
5. **Analyze** What did supporters of progressive education emphasize? What did they criticize in existing models of education? **CA HI1**
6. **Creative Writing** Write a letter to Andrew Carnegie persuading him to establish a public library in your community. Describe the advantages of locating the library in your area and the benefits citizens would receive from his grant. **CA 8WA2.1**



# Section 4

## The Progressive Movement

### Guide to Reading



#### History Social Science Standards

**US8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

#### Looking Back, Looking Ahead

You learned that America's businesses and cities grew rapidly in the late 1800s. Such rapid growth allowed corruption in business and government to spread.

#### Focusing on the Main Ideas

- Americans took action against corruption in business and government. (page 765)
- New calls for reform were aided by writers who exposed government and business corruption. (page 767)
- In the early 1900s, more people received the right to vote, and the government began to regulate industry. (page 769)

#### Meeting People

William M. Tweed

Jacob Riis (REES)

Eugene V. Debs

Lincoln Steffens

Ida Tarbell

Upton Sinclair (sihn • KLEHR)

Robert La Follette (luh FAH • luht)

Theodore Roosevelt

#### Content Vocabulary

political machine

trust

oligopoly (AH • lih • GAH • puh • lee)

muckraker (MUHK • RAYK • uhr)

primary

initiative (ih • NIH • shuh • tiv)

referendum (REH • fuh • REHN • duhm)

recall

laissez-faire (LEH • ZAY • FEHR)

conservation

#### Academic Vocabulary

underlie

inspect

#### Reading Strategy

**Organizing Information** As you read Section 4, re-create the diagram below and list reforms for each category.

Reforms		
Government	Business	Voting



### Who & When?

1900

1901

Roosevelt becomes president

*Theodore Roosevelt*

1904

Ida Tarbell publishes history of Standard Oil

1910

1912

Congress passes the Seventeenth Amendment

*Ida Tarbell*

1920

1920

Women vote in presidential election for first time



**US8.12.6** Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

## Call for Reform

**Main Idea** Americans took action against corruption in business and government.

**Reading Connection** What would you think if the members of a school sports team who paid the coach the most money got to be the starting players? Read to find out how reformers worked to prevent unqualified and dishonest people from receiving important government jobs.

Many Americans called for reform in the late 1800s. The reformers, called progressives, had many different goals. These progressive reformers focused on urban problems, government, and business. They claimed that government and big business were taking advantage of the American people rather than serving them.

**Fighting Corruption** **Political machines**—powerful organizations linked to political parties—controlled local government in many cities. In each ward, or political district within a city, a machine representative controlled jobs

and services. This representative was the political boss. A political boss was often a citizen's closest link to local government. Although they did help people, many bosses were dishonest.

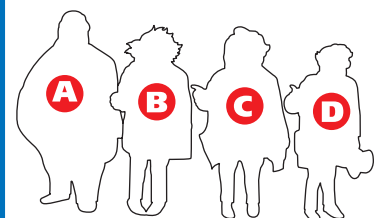
Corrupt politicians found numerous ways to make money. They accepted bribes from tenement landlords in return for overlooking violations of city housing codes. They received campaign contributions from contractors hoping to do business with the city. They also accepted kickbacks. A kickback is an arrangement in which contractors padded the amount of their bill for city work and paid, or “kicked back,” a percentage of that amount to the bosses.

Some politicians used their knowledge of city business for personal profit. One of the most corrupt city bosses, **William M. Tweed**, known as Boss Tweed, headed New York City's Democratic political machine in the 1860s and 1870s. Boss Tweed led a network of city officials called the Tweed ring.



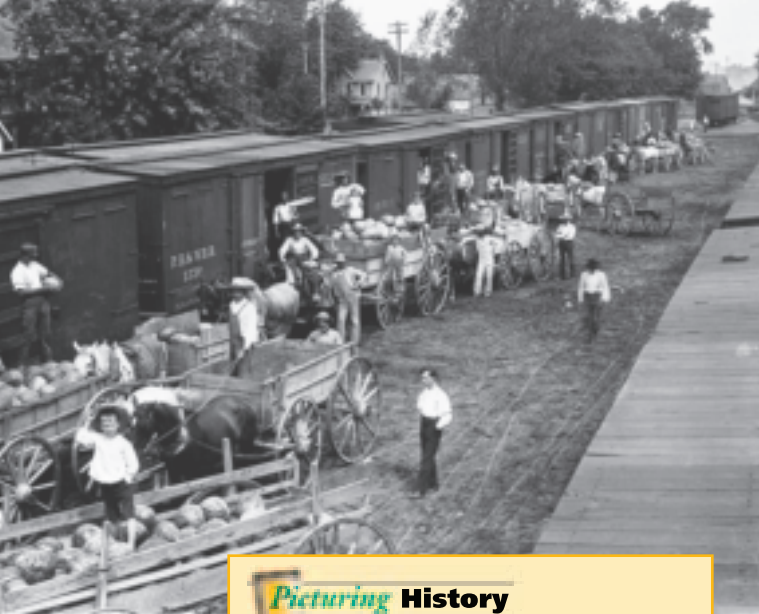
### Analyzing Political Cartoons

**The Tweed Ring** Boss Tweed and New York City officials are shown pointing to one another in response to the question “Who stole the people's money?” On Tweed's right, a man holds a hat labeled “Chairs,” a reference to the \$179,000 New York City paid for 40 chairs and 3 tables. Other contractors and cheats—their names on their coats—complete the “ring.”  
**How did political bosses gain votes for their parties?**



**A** Boss Tweed   **B** Peter Sweeny   **C** Richard Connelly   **D** Mayor A. Oakley Hall





### **Picturing History**

Small businesses and farmers often had to pay high rates to the railroads to ship their goods to market. **What did the Interstate Commerce Act do?**

The Tweed Ring controlled the police, courts, and some newspapers. Political cartoonist Thomas Nast exposed the Tweed ring's operations in his cartoons for *Harper's Weekly*. Tweed was convicted and sentenced to prison.

To break the power of political bosses, reformers founded organizations such as the National Municipal League in Philadelphia. These groups worked to make city governments more honest and efficient.

**What Was the Spoils System?** The spoils system—rewarding political supporters with jobs and favors—had been common practice since the time of Andrew Jackson. Also called patronage, the system existed at all levels of government and led to numerous abuses. Many who received government jobs were not qualified. Some were dishonest.

A number of presidents, including Rutherford B. Hayes (1877–1881) and James Garfield (1881), wanted to change the spoils system. Hayes's efforts received little support, and Garfield was assassinated by an unsuccessful office seeker before he could launch his reforms.

When Vice President Chester A. Arthur succeeded Garfield, he tried to end the spoils system. In 1883 Congress passed the Pendleton

Act, which established the Civil Service Commission to set up competitive examinations for federal jobs.

**Controlling Business** During the late 1800s, many Americans came to believe that **trusts**, or combinations of companies, were becoming too large. They believed these trusts had too much control over the economy and the government. This public concern led to new laws.

In 1890 Congress passed the Sherman Antitrust Act, the first federal law to control trusts and monopolies. Supporters of the law hoped it would keep trusts from limiting competition. During the 1890s, however, the government rarely used the Sherman Act to curb business. Instead, it applied the act against labor unions, claiming that union strikes interfered with trade. Not until the early 1900s did the government win cases against trusts by using the Sherman Act.

**Reining in the Railroads** The railroads functioned as an **oligopoly** (AH•lih•GAH•puh•lee)—a market structure in which a few large companies control the prices of the industry. In 1887 Congress passed the Interstate Commerce Act, which required railroads to charge “reasonable and just” rates and to publish those rates. The act also created the Interstate Commerce Commission (ICC) to supervise the railroad industry.

**Lowering Tariffs** Reformers also wanted to lower tariffs. Many people believed that high tariffs led to higher prices for goods. In 1890 the Republicans raised tariffs sharply to protect American businesses from international competition. Voters showed their opposition to high tariffs by sending many Democrats to Congress. Grover Cleveland, who became president in 1893, also supported lower tariffs.

 **Reading Check Explain** Why did many people want lower tariffs?



**US8.12.6** Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

## The New Reformers

**Main Idea** New calls for reform were aided by writers who exposed government and business corruption.

**Reading Connection** Have you ever watched the investigative reporters on your local television news shows? What sorts of problems do they report on? Read to find out about the investigative reporters who wrote about problems in government and business in the early 1900s.

### An American Story

Newspaper reporter **Jacob Riis** (REES) shocked Americans with exposés of living conditions in large cities. With words and powerful photographs, Riis vividly portrayed immigrant life in New York City's crowded tenements.

“We used to go in the small hours of the morning into the worst tenements to count noses and see if the law against overcrowding was violated, and the sights I saw there gripped my heart until I felt that I must tell of them, or burst.”

—Jacob Riis,  
*The Making of an American*

**Socialists and Progressives** In the early 1900s, new ideas for correcting injustice and solving social problems emerged among American reformers. Socialism and progressivism were two such ideas.

Socialists believed a nation's resources and major industries should be owned and operated by the government on behalf of all the people—not by individuals and private companies for their own profit. **Eugene V. Debs** helped found the American Socialist Party in 1898. Under Debs's leadership, the party won some support in the early 1900s. Debs ran for president five times but never received more than 6 percent of the popular vote.

During the same period, progressives brought new energy to the reform movement. Like the socialists, many progressives were alarmed by the concentration of wealth and power in the hands of a few. Progressives rejected the socialist idea of government ownership of industries. Instead, they supported government efforts to regulate industry.

They also sought to reform government, to make it more efficient and better able to resist the influence of powerful business interests. Progressives also believed that society had an obligation to protect and help all its members. Many progressive reforms were meant to help those who lacked wealth and influence.

**Who Were the Muckrakers?** Journalists aided the reformers by exposing injustices and corruption. Investigative reporters wrote stories that brought problems to the attention of the public—and gained readers. These journalists were called **muckrakers** (MUHK•RAYK•uhrz) because they “raked” (exposed) the “muck” (dirt and corruption) underlying society.

One of the most effective muckrakers, **Lincoln Steffens**, reported for *McClure's Magazine*. Steffens's articles exposed corrupt machine politics in New York, Chicago, and other cities. **Ida Tarbell**, also writing for *McClure's*, described the unfair practices of the oil trust. Her articles led to public pressure for more government control over big business. In her 1904 book *The History of the Standard Oil Company*, she warned of the giant corporation's power.

In his novel *The Jungle*, published in 1906, **Upton Sinclair** (sihn•KLEHR) described the horrors of the meatpacking industry in Chicago. His vivid descriptions shocked Americans and helped persuade Congress to pass the Meat Inspection Act in 1906. That same year, Congress also passed the Pure Food and Drug Act, requiring accurate labeling of food and medicine and banning the sale of harmful food.

**Reading Check Identify** Who wrote about unfair practices in the oil industry?



# Biography

**US8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

## JACOB RIIS

1849–1914

Jacob Riis came to the United States from Denmark when he was 21. Riis lived in poverty for many years and often made police lodging houses his temporary home. In 1873 Riis began to work as a reporter and photographer for New York City newspapers. In addition to his own experience with poverty, Riis's job allowed him to further witness the poverty in which many lived in New York City.

Riis strongly believed that the poor were not to blame for their situation and felt that something should be done to help them. He realized he could use his newspaper stories to focus attention on the needs of the poor. Riis published many articles about the living conditions in the poorer sections of the city. These articles were accompanied by his photographs or illustrations, which brought to life the circumstances in which the city's inhabitants lived and worked. In 1890 Riis wrote *How the Other Half Lives*. By taking pictures of the tenements, Riis was able to bring the terrible conditions of the slums to the attention of readers. His book helped establish housing codes to prevent the worst abuses.

When Theodore Roosevelt became the city's police commissioner, he asked Riis to present a reform program. Through Riis's efforts, many playgrounds and parks were established in the city. Riis helped make others aware of the problems many urban Americans faced in their daily lives. He was later known as one of the first muckraking journalists, a group of people whose articles and photographs exposed corruption and social problems in American life. Riis served as an example of what individuals could do to lessen these problems.



***“The poor we shall always have with us, but the slum we need not have.”***

**—Jacob Riis, *Battle with the Slum***

### Then and Now

Are photographs still a powerful means of exposing corruption and injustice? Explain.





Bettmann/CORBIS

## Expanding Democracy

**Main Idea** In the early 1900s, more people received the right to vote, and the government began to regulate industry.

**Reading Connection** Do you consider protecting public parks and the environment to be an important issue? Read to find out about one of the first American presidents to be concerned with the environment.

In the early 1900s, progressives backed a number of reforms designed to increase the people's direct control of the government. **Robert La Follette** (luh FAH • luht), known as "Fighting Bob," led Wisconsin's reform-minded Republicans. La Follette's greatest achievement was reforming the state electoral system. Candidates for general elections in Wisconsin

had been chosen at state conventions run by party bosses. La Follette introduced a direct **primary** election, allowing the state's voters to choose their party's candidates. Reformers in other states copied this "Wisconsin idea."

**What Was the Oregon System?** The state of Oregon also made important changes in the political process to give voters more power. The reforms in Oregon included a direct primary election and the initiative, the referendum, and the recall.

The **initiative** (ih • NIH • shuh • tiv) allowed citizens to place a measure or issue on the ballot in a state election. The **referendum** (REH • fuh • REHN • duhm) gave voters the opportunity to accept or reject measures that the state legislature enacted. The **recall** enabled voters to remove unsatisfactory elected officials from their jobs. These reforms were called the Oregon System. Other western states soon adopted the reforms.

### Picturing History

Before the passage of the Nineteenth Amendment, many women campaigned for the right to vote. **Which was the first state to allow women to vote?**





◀ Theodore Roosevelt board game



McKinley/Roosevelt ▶  
glass canteen, 1900

**The Seventeenth Amendment** Progressives also changed the way U.S. senators are elected. The Constitution had given state legislatures the responsibility for choosing senators, but party bosses and business interests often controlled the selection process. Progressives wanted to give the people an opportunity to vote for their senators directly. Support for this idea grew. In 1912 Congress passed the Seventeenth Amendment to the Constitution to provide for the direct election of senators. Ratified in 1913, the amendment gave the people a voice in selecting their representatives.

📖 (See page 264 for the text of the Seventeenth Amendment.)

**The Fight for Suffrage** At the Seneca Falls Convention in 1848, women had called for the right to vote. After the Civil War, Congress passed the Fifteenth Amendment, giving voting rights to freed men—but not to women. Some leading abolitionists became suffragists, men and women who fought for woman suffrage, or women’s right to vote. The suffragists won their early victories in the West. First as a territory in

1869 and then as a state in 1890, Wyoming led the nation in giving women the vote. Between 1910 and 1913, six other states adopted woman suffrage. By 1919 women could vote in at least some elections in most of the 48 states.

In 1919 Congress voted in favor of the Nineteenth Amendment, which allowed woman suffrage. The amendment was ratified in 1920, in time for women to vote in that year’s presidential election. For the first time, American women were able to participate in the election of their national leaders.

### “Trustbuster” in the White House

President William McKinley, elected in 1900, was assassinated less than a year later. Suddenly, 42-year-old **Theodore Roosevelt**, the Republican vice president, took over the top office and became the youngest president in the nation’s history. When Roosevelt moved into the White House in 1901, he brought progressivism with him.

President McKinley had favored big business, but President Roosevelt was known to support business regulation and other progressive reforms. In 1902 Roosevelt ordered the Justice Department to take legal action against certain trusts that had violated the Sherman Antitrust Act. His first target was the Northern Securities Company, a railroad monopoly formed by financiers J.P. Morgan and James J. Hill to control transportation in the Northwest. The Supreme Court finally decided that Northern Securities had illegally limited trade and ordered the trust to be taken apart.

During the rest of Roosevelt’s term as president, he obtained a total of 25 indictments (legal charges) against trusts in the beef, oil, and tobacco industries. Although hailed as a trust-buster, Roosevelt did not want to break up all trusts. As he saw it, trusts should be regulated, not destroyed.

Roosevelt ran for the presidency in 1904, promising the people a Square Deal—fair and equal treatment for all. He was elected with more than 57 percent of the popular vote.

**Roosevelt's Policies** Roosevelt's "Square Deal" called for a considerable amount of government regulation of business. This contrasted with an attitude toward business that dated back to the presidency of Thomas Jefferson, which was summed up in the phrase **laissez-faire** (LEH • ZAY FEHR). This French term generally means "let people do as they choose."


Roosevelt introduced a new era of government regulation. He supported the Meat Inspection and Pure Food and Drug Acts; these acts gave the Department of Agriculture and the Food and Drug Administration the power to visit businesses and **inspect** their products.

### Why Was Conservation Important?

Roosevelt held a lifelong enthusiasm for the great outdoors and the wilderness. He believed in the need for **conservation**, the protection and preservation of natural resources. As president,

Roosevelt took steps to conserve the country's forests, mineral deposits, and water resources. In 1905 he proposed the creation of the U.S. Forest Service. He pressured Congress to set aside millions of acres of national forests and created the nation's first wildlife sanctuaries. Roosevelt also formed the National Conservation Commission, which produced the first survey of the country's natural resources.

Roosevelt has been called America's first environmental president. While he made conservation an important public issue, Roosevelt also recognized the need for economic growth and development. He tried to strike a balance between business interests and protection of the environment and conservation.

 **Reading Check Identify** What reform allowed voters to place a measure on the ballot?

## Section 4 Review

**History online**  
Study Central Need help understanding the Progressive Movement? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- Americans became angered by corrupt politicians who made money illegally and by large trusts, which began to control the economy and the government.
- Socialists and progressives wanted the government to more tightly control business practices, and reforming journalists exposed injustices and corruption in business.
- Changes led to more political control for common citizens, and the government began to regulate industry and conserve the environment.

### What Did You Learn?

1. Explain how the Civil Service Commission helped eliminate the spoils system.
2. What industry did Upton Sinclair describe in his book *The Jungle*?
3. **Organizing Information** Re-create the diagram below and show how the Seventeenth Amendment reformed the political process. **CA HI.3.**
4. **Compare and Contrast** Write a paragraph comparing socialist and progressive views on industry.
5. **Analyze** Examine the political cartoon on page 765. Why are the individuals pointing to someone else? What statement is cartoonist Thomas Nast making about the extent of political corruption in New York City? **CA HR.4.**

### Critical Thinking

3. **Organizing Information** Re-create the diagram below and show how the Seventeenth Amendment reformed the political process. **CA HI.3.**

Seventeenth Amendment	
Policy before	Policy after

6. **The Big Ideas** Write an essay summarizing the role of muckrakers in the reform movement. How would the reform movement have been different if the press were controlled by the government instead of being free?

**CA 8WA2.3**



# WILD WONDERS

**GRIZZLY BEARS, WOLVES, MOOSE, CARIBOU, DALL'S SHEEP** and many other animals roam Alaska's Denali National Park and Preserve. Larger than Massachusetts, the six-million-acre park includes the highest mountain in North America.

The Alaskan wilderness area set aside as Mount McKinley National Park in 1917 was renamed Denali in 1980 when Congress tripled the size of the park. Denali was the peak's Native American name, meaning "the High One."

The idea of setting aside areas of natural beauty and historic importance for the benefit of the people dates back to the mid-1800s. Before then, Americans had viewed wild places either as obstacles or as a source of natural resources for people to use.

The conservation movement gained popularity in the early 1900s when President Theodore Roosevelt and other conservationists urged Americans to protect natural resources.

Today conservation continues to be an important issue. Although many of us enjoy visiting national parks such as Denali, the parks also serve as refuges for wildlife. Scientists study the plants and animals so that they can protect them. With 430 species of flowering plants, 37 species of mammals, and 156 species of birds, Denali is one of America's great areas of unspoiled wilderness.



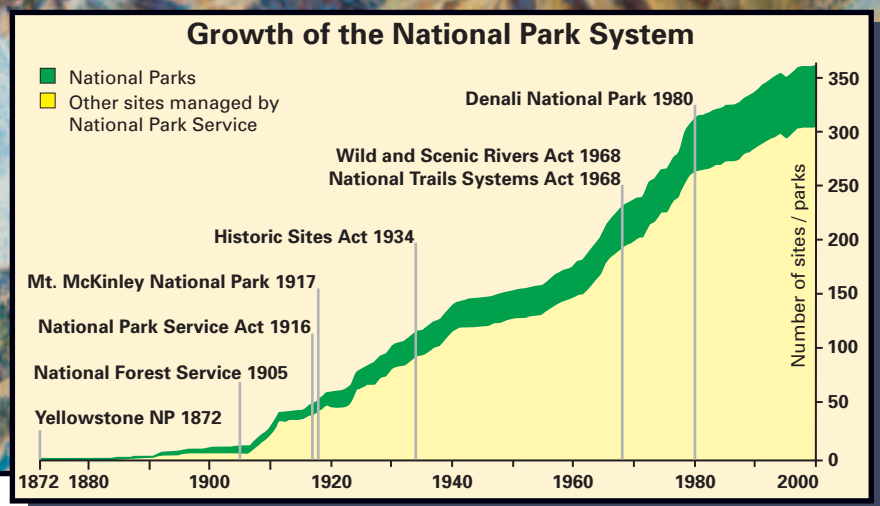
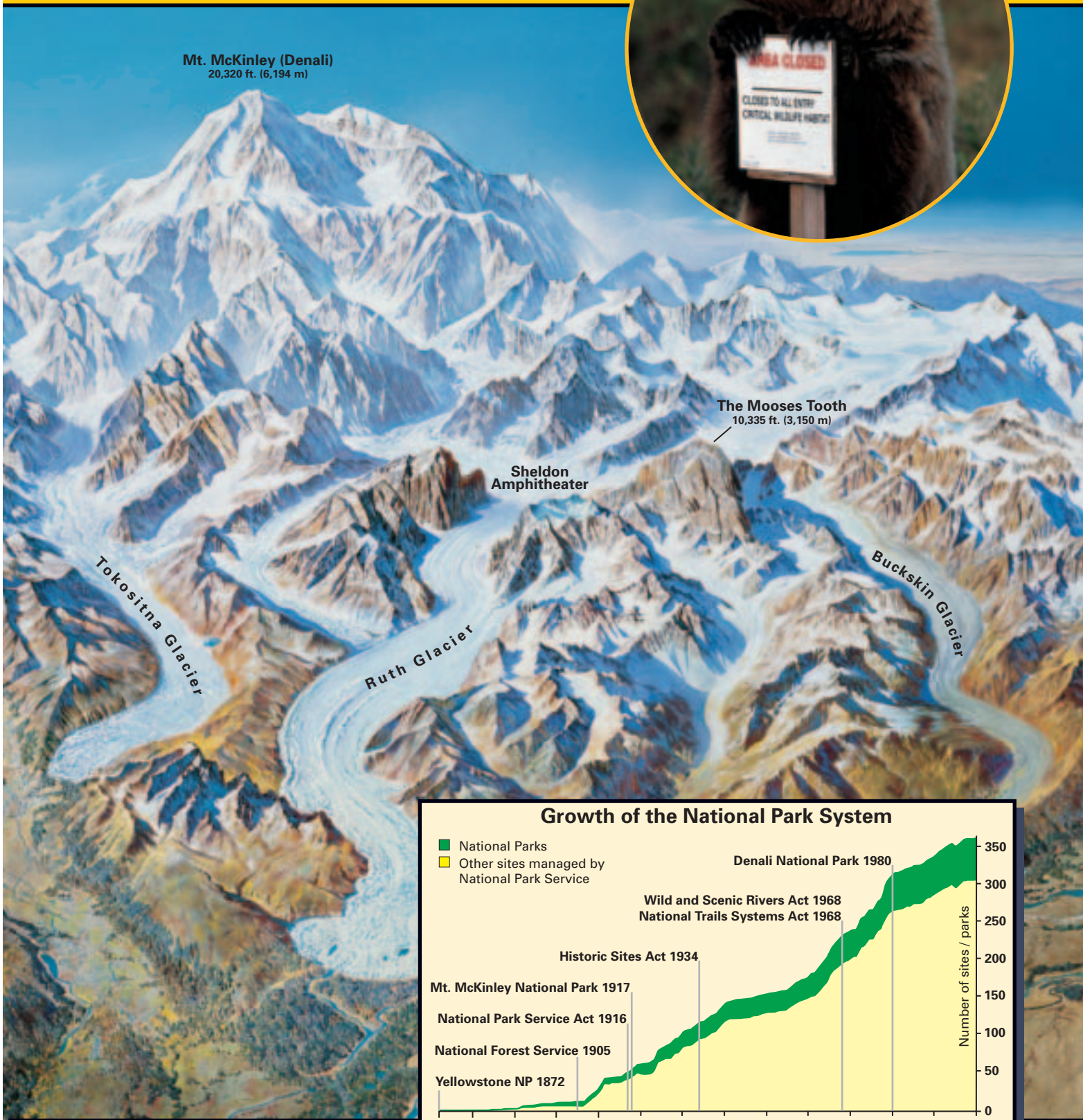
## LEARNING from GEOGRAPHY

1. Which peaks are higher than 15,000 feet?
2. Do you think it is necessary for the government to aid environmental programs? Explain.





**US8.12.5** Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).



# A Changing Nation

## Guide to Reading



### History Social Science Standards

**US.8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

### Looking Back, Looking Ahead

You learned that American reformers attempted to reduce corruption in business and government. At the same time, Americans wanted to expand their power and trade around the world.

### Focusing on the **Main Ideas**

- The United States demonstrated its power in areas such as Latin America and the Pacific. (page 775)
- Many ethnic and religious minorities in America faced discrimination and even violence. (page 778)
- Minority groups in the United States sought to end discrimination and gain equal rights. (page 780)

### Locating Places

Alaska

Hawaiian Islands

Cuba

Guam

Philippines

Panama

### Content Vocabulary

**isthmus** (IHS • muhs)

**discrimination**

(dihs • KRIH • muh • NAY • shuhn)

**ward**

**barrio** (BAHR • ee • OH)

### Academic Vocabulary

**reject**

**modify** (MAH • duh • FY)

**bias** (BY • uhs)

### Reading Strategy

**Analyzing Information** As you study Section 5, re-create the diagram below and describe the policies listed.

	Description
Roosevelt Corollary	
Dollar Diplomacy	
Moral Diplomacy	



## Where & When?



1865

1867

United States buys Alaska territory

1890

1898

United States annexes Hawaii; Spanish-American War

1915

1914

Panama Canal completed





## American Foreign Policy

**Main Idea** The United States demonstrated its power in areas such as Latin America and the Pacific.

**Reading Connection** Have you ever wondered how the United States came to include places such as Alaska and Hawaii which are so far from the continental states? Read to find out how the United States expanded its power around the world.

### An American Story

In the late 1800s and early 1900s, Americans looked beyond their borders and yearned for an empire. Merchants desired overseas markets, and adventurers wanted another frontier to conquer. Senator Albert Beveridge voiced the feelings of many when he proclaimed in 1900:

“The Philippines are ours forever. . . . And just beyond the Philippines are China’s illimitable markets. We will not retreat from either. . . . The Pacific is our ocean.”

—Albert Beveridge,  
“In Support of an American  
Empire”

**Goals of Foreign Policy** When President George Washington published his Farewell Address in 1796, he advised Americans to increase trade with other countries but to have “as little political connection as possible.” Above all else, he warned Americans to “steer clear of permanent alliances with any portion of the foreign world.” These principles guided American foreign policy for about 100 years. However, various people interpreted Washington’s words in different ways. Some believed he meant that the United States should follow a policy of isolationism, or noninvolvement, in world affairs. Others believed that Washington supported trade with other countries and was not calling for complete isolation from the world.

**How Did the United States Expand?** Soon after the Civil War, some American leaders began to push for the United States to expand beyond its borders. They believed that acquiring new territories would increase trade and allow the United States to become a world power. In 1867 Secretary of State William Seward negotiated the purchase of **Alaska**, which was Russian territory at the time. At first, many people ridiculed Alaska as “Seward’s Ice Box.” The discovery of gold there later proved the value of the region’s natural resources.

In 1898, during the presidency of William McKinley, the United States annexed—took control of—the **Hawaiian Islands**. The islands provided a base for the American navy. From Hawaii the United States could oversee its trade in Japan and China.

That same year, the United States went to war with Spain. The American press had aroused intense anger by reporting the brutal way that Spain crushed a rebellion in **Cuba**. Almost immediately, fighting extended to Spanish colonies in the Pacific Ocean as well as in Cuba. When the Spanish-American War ended, not only did Cuba gain its independence, but the United States also gained **Guam** and the **Philippines**.

Although about 400 American soldiers died fighting in the war, more than 2,000 died of diseases such as yellow fever, malaria, and other diseases contracted in the tropical climate. The African Americans who served faced the additional burden of discrimination. Serving in segregated units, African Americans battled alongside the Cuban rebel army, in which black and white troops fought as equals.

**American Interest in Latin America** Since colonial times, the United States had carried on a flourishing trade with Latin America, including the Caribbean region. Fear of European influence in the region was a factor that led to the Monroe Doctrine in 1823, when President James Monroe warned European nations not to attempt to establish new colonies in North or South America.





### Using Geography Skills

By 1900, the United States had gained a number of possessions in the Pacific.

- 1. Location** Locate Puerto Rico, Guam, and the Philippines. Which of these is farthest from the continental United States?
- 2. Analyze** When were the Hawaiian Islands acquired?

Theodore Roosevelt, who became President after McKinley's assassination in 1901, worried that instability in the Caribbean region would lead European powers to intervene. In 1902 Venezuela and the Dominican Republic were deeply in debt to European nations. Roosevelt was concerned that European powers would step in to protect their financial interests there.

The president responded to these incidents in 1904 by asserting America's right to act as a "policeman" in Latin America, intervening "however reluctantly . . . in cases of wrongdoing." This policy, known as the Roosevelt Corollary, was an addition to the Monroe Doctrine. Up to that time, the United States had used the Monroe Doctrine only to prevent European intervention in Latin America. Under the Roosevelt Corollary, the United States now claimed the right to intervene in the affairs of Latin American nations whenever those nations seemed unstable. Roosevelt liked to proclaim "Speak softly, but carry a big stick." He meant

that he preferred peace, but that he would use force when necessary. Roosevelt put his "big stick" to use to advance U.S. interests in Panama.

**The Panama Canal** For years the United States and other countries had wanted to build a canal across Central America to connect the Atlantic and Pacific Oceans. An ideal location for such a canal was across the **isthmus** (IH • muhs) of **Panama**. An isthmus is a narrow strip of land that connects two larger landmasses—in this case, North and South America. Colombia, however, controlled Panama, and the Colombian legislature **rejected** the United States's offer to buy a strip of land across the isthmus.

To obtain the canal site, Roosevelt helped organize a revolt in Panama in 1903. With the help of American marines, the Panamanian rebels overthrew their Colombian rulers and set up their own government. The United States and the new government of Panama quickly signed a canal treaty. For \$10 million plus an annual fee, Panama granted Americans control of a strip across the isthmus. Finished in 1914, the Panama Canal ranks as one of the great engineering works of all time.

**Taft and Wilson** Theodore Roosevelt thought of American power mostly in military terms. His successor in the White House, William Howard Taft, took a different view. Taft hoped to **modify** American foreign policy. He believed that American investments would bring stability to troubled areas of the world, as well as profit and power to the United States, without the need for force. Taft's approach was known as dollar diplomacy.

Elected in 1912, the new president, Woodrow Wilson said he wanted to promote democracy and further the cause of world peace. This new policy was called "moral diplomacy" because its purpose was to help other countries.

**The Mexican Revolution** From 1884 to 1911, a dictator named Porfirio Díaz, ruled Mexico. A few wealthy landowners dominated Mexican

society. Most of the Mexican people were poor and owned no land. In 1911 Francisco Madero, a reformer who called for constitutional government and land reform, forced Díaz from power. Reform came slowly, however, and rebel groups fought against Madero's forces. Madero was captured and murdered and Venustiano Carranza, whose forces had acquired arms from the United States, became Mexico's president.

When the U.S. government came out openly in support of Carranza, rebel leader Pancho Villa retaliated by raiding U.S. border towns, most notably Columbus, New Mexico. American troops under General John J. Pershing crossed the border into Mexico and pursued Villa but were unsuccessful.

The Mexican Revolution had been the first major effort in Latin America to overturn the system of large estates in the hands of the few and raise the living standards for the Mexican people. Out of the revolution emerged historic social and economic reform. The revolution also was responsible for the first big wave of immigration from Mexico to the United States. More than 1 million refugees entered the United States. They influenced the culture and contributed to the economic and political development of the Southwest in particular and the nation as a whole.

**Reading Check Explain** On what principles did Wilson base his foreign policy?



### History Through Art

**Work Trains, Miraflores** by Alson Skinner Clark  
This painting shows the building of the Panama Canal. The stamp commemorates the canal's 25th anniversary. **What role did the United States play in the independence of Panama?**







**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## Facing Prejudice at Home

**Main Idea** Many ethnic and religious minorities in America faced discrimination and even violence.

**Reading Connection** What might it have been like to travel thousands of miles to a new land, hoping to start a new, successful life, only to be told that you could go only to certain schools or hold certain low-paying jobs? Read to learn about the discrimination faced by some new immigrants to the United States around the turn of the century.

During the 1800s the overwhelming majority of Americans were white and Protestant and had been born in the United States. Many Americans believed that the United States should remain a white, Protestant nation. Nonwhite, non-Protestant, and nonnative residents often faced **discrimination** (dihs • KRIH • muh • NAY • shuhn)

—unequal treatment because of their race, religion, ethnic background, or place of birth. The government rarely interfered with this discrimination.

**Anti-Semitism** Many Jewish immigrants came to the United States to escape prejudice in their homelands. Some of them found the same anti-Semitic attitudes in America. Landlords, employers, and schools discriminated against Jewish immigrants. Eastern European Jews faced prejudice both as Jews and as eastern Europeans, whom many Americans regarded as more foreign than western Europeans.

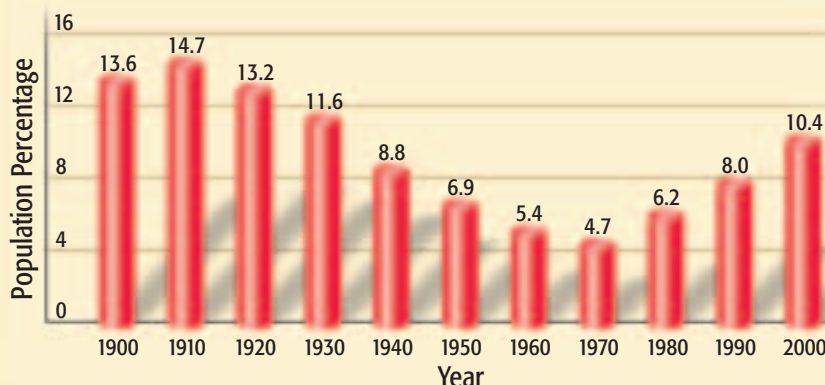
**Anti-Catholicism** Catholics also faced discrimination because of their religion. America's largely Protestant population feared that Catholic immigrants threatened the "American" way of life. Anti-Catholic Iowans formed the American Protective Association (APA) in 1887.

## MORE ABOUT...

### Immigration

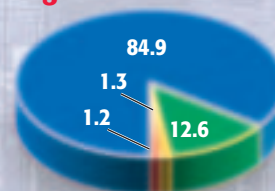
Immigration rose during the period of rapid industrialization at the turn of the century. Then, immigration decreased when Congress imposed immigration restrictions. Towards the end of the century, a dramatic increase took place after the restrictions were relaxed.

#### Percentage of U.S. Population That Is Foreign Born



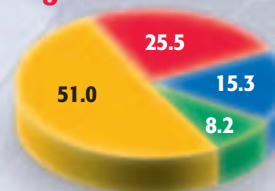
Source: U.S. Bureau of the Census.

#### Percent Foreign Born by Region of Birth: 1900



Europe  
All other  
Latin America  
Asia

#### Percent Foreign Born by Region of Birth: 2000



Latin America  
Asia  
Europe  
All other



### Picturing History

A Ku Klux Klan pamphlet (right) promotes the Klan's hate campaign. Meanwhile, opponents of lynching called for an end to racial murders. **What two groups experienced the terror of lynching?**

By the mid-1890s, the APA claimed a membership of two million, mostly in the West. Among other activities, the APA spread rumors that Catholics were preparing to take over the country.

**What Were Anti-Asian Policies?** Discrimination was also based on race. In California and other Western states, Asians struggled against prejudice and resentment. White Americans claimed that Chinese immigrants, who worked for lower wages, took away jobs. Congress passed the Chinese Exclusion Act in 1882 to prevent Chinese immigrants from entering the United States.

America's westward expansion created opportunities for thousands of Japanese immigrants who came to the United States to work as railroad or farm laborers. Like the Chinese who had come before them, Japanese immigrants encountered prejudice. California would not allow them to become citizens. In 1906 in San Francisco, the school board tried to make Japanese children attend a separate school for Asians until President Roosevelt stepped in to prevent such segregation.

Roosevelt yielded to a rising tide of anti-Japanese feeling, however, and authorized the Gentlemen's Agreement with Japan in 1907. This agreement restricted Japanese immigration to the United States, but it did not bring an end to anti-Japanese feeling. In 1913 California made it illegal for Japanese immigrants to buy land. Other Western states passed similar laws.

### Discrimination Against African Americans

Four-fifths of the nation's African Americans lived in the South. Most worked as rural sharecroppers or in low-paying jobs in the cities. They were separated from white society in their own neighborhoods, schools, parks, restaurants, theaters, and even cemeteries. In 1896 the Supreme Court legalized segregation in the case of *Plessy v. Ferguson*, which recognized "separate but equal" facilities.

The Ku Klux Klan, which had terrorized African Americans during Reconstruction, was reborn in Georgia in 1915. The new Klan wanted to restore white, Protestant America. The Klan lashed out against minorities—Catholics, Jews, and immigrants, as well as African Americans.



**US8.12.7** Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

**Racial Violence** People who lost their jobs during the economic depressions of 1893 and 1907 sometimes unleashed their anger against African Americans and other minorities. More than 2,600 African Americans were lynched between 1886 and 1916, mostly in the South. Lynchings were also used to terrorize Chinese immigrants in the West.

Racial violence also occurred in the North, however. A 1908 riot in Springfield, Illinois, Abraham Lincoln's hometown, shocked the nation. A false accusation by a white woman led to the lynching of two African Americans, and dozens more were injured. No one was ever punished for these violent crimes.

Ida B. Wells, the editor of an African American newspaper in Memphis, Tennessee, was forced to leave town after publishing the names of people involved in a lynching. The incident started Wells on a national crusade to stop lynching. Although Congress rejected an anti-lynching bill, the number of lynchings decreased significantly in the 1900s due in great part to activists such as Wells.

**Progressivism and Prejudice** In the late 1800s and the early 1900s, many Americans held **biased** views. They believed that white, male, native-born Americans had the right to make decisions for all of society.

Most of the progressive reformers came from the middle and upper classes. They saw themselves as moral leaders working to improve the lives of people less fortunate than themselves. Nevertheless, the reforms they supported often discriminated against one group as they tried to help another group.

Trade unions often prohibited African Americans, women, and immigrants from joining. Skilled laborers, these unions argued, could obtain better working conditions for themselves if they did not demand improved conditions for all workers. In spite of these problems, progressive reforms did succeed in improving conditions for many Americans.

 **Reading Check Identify** What Supreme Court decision legalized segregation?

## Struggle for Equal Opportunity

**Main Idea** Minority groups in the United States sought to end discrimination and gain equal rights.

**Reading Connection** Have you ever joined a group that worked toward a common cause? Read to find out how some people formed groups to work to end discrimination.

Booker T. Washington, who founded the Tuskegee Institute, believed that if African Americans gained economic power, they would be in a better position to demand equality. Washington founded the National Negro Business League to promote business development among African Americans. In Washington's autobiography, *Up from Slavery*, he counseled African Americans to work patiently toward equality. Washington argued that equality would be achieved when African Americans gained the education and skills to become valuable members of their community.

Other African Americans had different ideas about attaining equality. W.E.B. Du Bois (doo • BAWIHS), an educator and activist, believed that gaining and using the right to vote would best help African Americans succeed. He helped found the National Association for the Advancement of Colored People (NAACP) in 1909. Some African Americans thought that they would be better off in separate societies, either in the United States or in Africa. They founded organizations to establish African American towns and promoted a back-to-Africa movement. These movements were not popular, however.

During the early 1900s, African Americans achieved success in a variety of professions. Chemist George Washington Carver, director of agricultural research at Tuskegee Institute, helped improve the economy of the South through his discoveries of plant products. Maggie Lena founded the St. Luke Penny Savings Bank in Richmond, Virginia. She was the first American woman to serve as a bank president.



# Biography

**US8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

## BOOKER T. WASHINGTON

1856–1915

## W.E.B. DU BOIS

1868–1963

In the late 1800s and early 1900s, two of the most important African American leaders were Booker T. Washington and W.E.B. Du Bois. Both men had the same goals, but they took different approaches to reaching those goals.

Washington was born into slavery. Later, he attended an industrial school and went on to become a teacher. As a teacher, he developed his own theories about education, which led him to found the Tuskegee Institute.

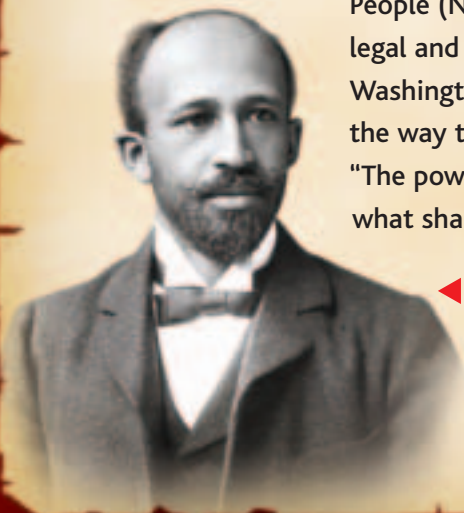
Washington became an influential leader who advised presidents and governors. He gained support because he was willing—temporarily—to compromise on political rights for African Americans. In return, Washington wanted support for African American schools, economic gains, and an end to violence against African Americans.

W.E.B. Du Bois, the first African American to receive a doctorate degree from Harvard, refused to accept racial inequality. Du Bois helped start the Niagara Movement in 1905 to fight against racial discrimination and demand full political rights and responsibilities for African Americans. Later, Du Bois joined others to form the National Association for the Advancement of Colored

People (NAACP). This group today remains a force in the efforts to gain legal and economic equality for African Americans. Du Bois rejected Washington's emphasis on job skills and argued that the right to vote was the way to end racial inequality, stop lynching, and gain better schools. "The power of the ballot we need in sheer self-defense," he said, "else what shall save us from a second slavery?"



▲ Booker T. Washington



◀ W.E.B. Du Bois

### Then and Now

Why did Washington and Du Bois take the stands they did? Which leaders today have taken stands for equal rights for all?

**Native Americans Seek Justice** The federal government's efforts to assimilate Native Americans into white society threatened to break down traditional native cultures. In 1910–1911 Native American leaders from around the country formed the Society of American Indians to seek justice for Native Americans, to improve their living conditions, and to educate white Americans about different Native American cultures. Some leaders believed that Native Americans should leave the reservations and make their own way in white society.

## Primary Sources

### George Washington Carver



In his studies in botany and agriculture at the Tuskegee Institute, George Washington Carver made a number of amazing discoveries. He found dozens of new uses for plants such as the peanut and sweet potato. A teacher for nearly 50 years, Carver taught his students, often the children of formerly enslaved people, to conserve land and resources.

The primary idea in all of my work was to help the farmer and fill the poor man's empty dinner pail. . . . My idea is to help the "man farthest down," this is why I have made every process just as simply as I could to put it within his reach.

—George Washington Carver



#### Document-Based Question

What was Carver's purpose in much of his work? How did he do this?

Surprisingly, at the time the Fourteenth Amendment was passed, Native Americans, who were considered **wards**, or persons under the legal guardianship of the U.S. government, were not granted citizenship under the amendment. In 1924 Congress reversed this ruling by granting citizenship to all Native Americans who did not possess it.

### Mexican Americans Work Together

Immigrants from Mexico had long come to the United States as laborers, especially in the West and Southwest. Like the Japanese and other immigrant groups, Mexican Americans encountered discrimination and violence. Relying on themselves to solve their problems, they formed *mutualistas*—self-defense associations—to raise money for insurance and legal help. One of the first *mutualistas* was the Alianza Hispano Americo (Hispanic American Alliance), formed in Tucson, Arizona, in 1894. In labor camps and Mexican neighborhoods called **barrios** (BAHR•ee•OHS), *mutualistas* worked to end overcrowding, poor sanitation, and inadequate public services.

### César Chávez Organizes Mexican Workers

From the early 1900s on, some efforts were made to organize farmworkers but with little success. In the 1960s, however, César Chávez (CHAH•vehz), born in 1927, finally began making real headway in organizing the workers in the California vineyards and lettuce fields. In 1962 he organized farmworkers into the organization called the United Farm Workers (UFW) and started a five-year strike against California grape growers to force them to recognize the union. The UFW organized a nationwide boycott of table grapes. Sympathetic priests, civic groups, and students aided Chávez in his efforts. In 1965 he launched a strike that led to a nationwide boycott of produce not bearing the label of the United Farm Workers. In 1970, the strikers finally won, and the strike ended in a pact with the growers. By 1975 Chávez and the strikers had convinced the California legislature to pass a bill that gave farmworkers the same rights held by union members elsewhere.

**Changes and Challenges** By 1914 the United States had changed tremendously. Its population had grown and become more urban than rural. The nation had become industrialized, and people traveled by train, automobile, and even airplane.

While the United States had used its power to establish a limited empire in far-off lands, it had steered clear of Europe's arguments and wars. However, the conflict that was growing in Europe by 1914 would develop into a war that would entangle much of the world. Once the United States became involved, its position in the world would change forever.

**Looking to the Future** Then, as now, Americans approached the future as a free nation committed to the truths expressed in the Declaration of Independence. The Declaration

protects the rights of the American people and states that the purpose of government is to protect these rights:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . . .”

**Reading Check** Describe What were *mutualistas*?

## Section 5 Review

**History online**  
Study Central Need help understanding the struggle for equal opportunity? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- The United States pursued an increasingly international role, especially in Latin America and the Pacific.
- Discrimination and violence were painful, pressing issues for many groups and often went unaddressed by the federal government.
- Minority groups developed strategies for working together to end racial and social discrimination.

### What Did You Learn?

- What was the significance of the Panama Canal?
- How did the Supreme Court legalize segregation?

### Critical Thinking

- Summarizing Information** Re-create the diagram below to describe how different minority groups worked toward equality and change.  
**CA HR3.**

	Describe
African Americans	
Native Americans	
Mexican Americans	

- The Big Ideas** Explain the United States's interest in Latin America. **CA CSI.**
- Describe** What was the impact of African Americans who pioneered new means for achieving equality? Write a paragraph that includes references to Booker T. Washington, George Washington Carver, and Maggie Lena. **CA 8WS1.1**
- Linking Past to Present** Summarize the plight of Mexican farmworkers during this period and the impact of César Chávez later in the century. What was the lasting legacy of his work? **CA HI3.**



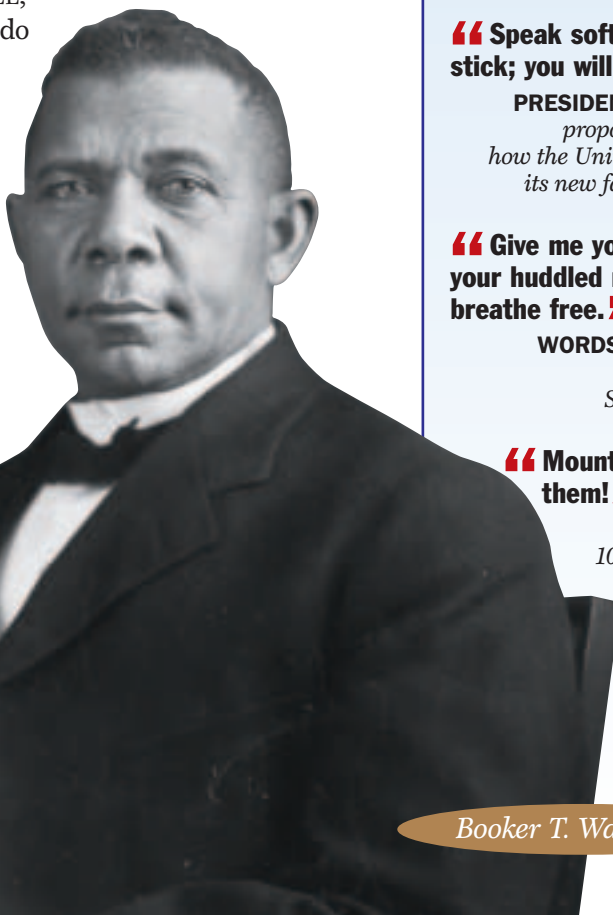
### STEP BACK IN TIME

What—and who—were people talking about? What did they eat? What did they do for fun? These two pages will give you some clues to everyday life in the U.S. as you step back in time with TIME Notebook.

### Profile

**BOOKER T. WASHINGTON** *Teaching industrial training as a means to success, in 1881 Washington founded the Tuskegee Institute in Alabama. Here is an excerpt from his autobiography, Up From Slavery.*

FROM THE VERY BEGINNING, AT TUSKEGEE, I was determined to have the students do not only the agricultural and domestic work, but to have them erect their own buildings. My plan was to have them, while performing this service, taught the latest and best methods of labour, so that the school would not only get the benefit of their efforts, but the students themselves would be taught to see not only utility in labour, but beauty and dignity. . . . My plan was not to teach them to work in the old way, but to show them how to make the forces of nature—air, water, steam, electricity, horse-power—assist them in their labour.



Booker T. Washington

### VERBATIM

#### WHAT PEOPLE ARE SAYING

“If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.”



MARK TWAIN,  
author of  
The Adventures of Tom Sawyer

“Speak softly and carry a big stick; you will go far.”

PRESIDENT TEDDY ROOSEVELT,  
proposing action when asked  
how the United States will deal with  
its new far-flung colonies in 1901

“Give me your tired, your poor,  
your huddled masses yearning to  
breathe free.”

WORDS BY EMMA LAZARUS,  
engraved on the  
Statue of Liberty in 1903

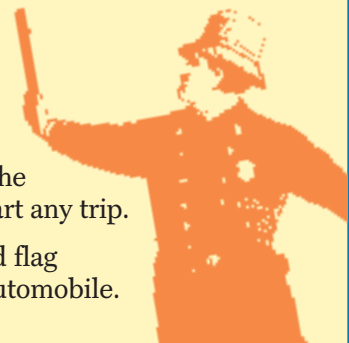
“Mountains! Look at  
them!”

EDWARD CORSI,  
10-year-old Italian immi-  
grant on spotting the  
high-rise buildings in  
New York City for the  
first time in 1907

### It's The Law

Two laws were passed in 1902 to deal with the automobile.

- 1 Tennessee demands all drivers give the public a week's notice before they start any trip.
- 2 Vermont states an adult waving a red flag has to walk in front of any moving automobile.



## MILESTONES

### EVENTS AND PEOPLE OF THE TIME

**SIGNED UP.** Sharpshooter **ANNIE OAKLEY** to Buffalo Bill's Wild West Show in 1885.

**FLEW.** 19-year-old Cromwell Dixon over the Continental Divide in 1911 in a biplane. At age 14, Dixon was building **DIRIGIBLES** (sausage-shaped balloons), including a model that could be pedaled through the air like a bicycle. Dixon later traveled around the country, flying at state fairs.

Annie Oakley



BETTMANN/CORBIS

## NUMBERS

### U.S. AT THE TIME

**12¢** Price of a dozen eggs in 1910

**\$12** Price of a sewing machine in 1900



**\$12** Lowest price for a steamship ticket from Italy to America in 1905

**\$12** Average weekly salary (seven-day weeks/12-hour days) for arriving immigrants in 1907

SCHENECTADY MUSEUM/HALL OF ELECTRICAL HISTORY FOUNDATION/CORBIS

### AMERICAN SCENE

## Average Life Spans in 1900

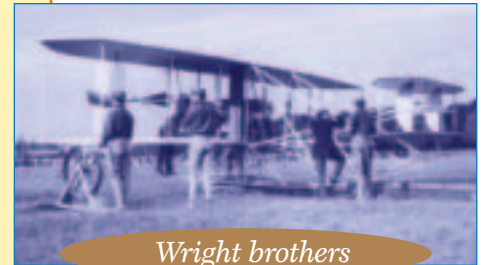
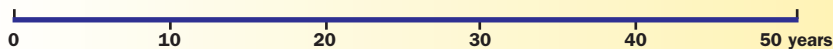
Average life expectancy: **47.3 years**

Male life expectancy: **46.3 years**

Female life expectancy: **48.3 years**

White life expectancy: **47.6 years**

Nonwhite life expectancy: **33.0 years**



Wright brothers

BETTMANN/CORBIS

**12 seconds** Air time of Wright brothers' first flight in 1903

**1.2 million** Approximate number of immigrants who entered the U.S. in 1907

**395,000** Approximate number of immigrants in 1908 who gave up on America and returned home

**50¢** Price of cheapest seat at baseball's first World Series in 1903



### TRANSPORTATION

## Take a Ride in My Car!

Here's what one magazine from the early 1900s recommends you carry in your car at all times:

- 1 Efficient tire pump
- 1 Strong two-gallon can extra gasoline
- 1 Sheet fine sandpaper
- 1 Small, short-handled axe
- 1 Ball asbestos cord
- 4 Half-pound cans of meat or fish
- 2 Pounds sweet chocolate



BETTMANN/CORBIS

# Analyzing Primary Sources



**US8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

## A Time of Change

*The United States changed in the late 1800s and early 1900s. Cities grew as people poured into them, looking for work. In addition, reformers investigated the practices of big business.*

*Read the passages on pages 786 and 787 and answer the questions that follow.*

Jane Addams with immigrant children at Hull House in Chicago ►



## Reader's Dictionary

**initiative** (ih • NIH • shuh • tiv): the first action in a process

**ward:** an area of a city

**sanitary** (SA • nuh • TEHR • ee): having to do with cleanliness

**foul** (FAUL): very dirty

**bewildered** (bih • WIHL • duhrd): confused

**clutches:** strong hold of claws

**interpretation** (ihn • TUHR • pruh • TAY • shuhn): explanation done in an understandable way

**asylums** (uh • SY • luhms): places for the care of the poor, sick, and insane

**gash:** long, deep cut

**contagion** (kuhn • TAY • juhn): spreading of disease

**vats:** large containers

**refuse** (REH • FYOOS): garbage

## Hull House

*In her book, *Twenty Years at Hull-House*, Jane Addams describes the area of the city where Hull House is located.*

The policy of the public authorities of never taking an **initiative**, and always waiting to be urged to do their duty, is obviously fatal in a neighborhood where there is little initiative among the citizens. The idea underlying our self-government breaks down in such a **ward**. The streets are inexpressibly dirty, the number of schools inadequate, **sanitary** legislation unenforced,

the street lighting bad, the paving miserable and altogether lacking in the alleys and smaller streets, and the stables **foul** beyond description. Hundreds of houses are unconnected with the street sewer.

*Addams also explains how settlement houses help disadvantaged people.*

We early found ourselves spending many hours in efforts to secure support for deserted women, insurance for **bewildered** widows, damages for injured operators, furniture from the **clutches** of the installment store. The Settlement is valuable as an information and **interpretation** bureau.



It constantly acts between the various institutions of the city and the people for whose benefit these institutions were erected. The hospitals, the county agencies, and State **asylums** are often but vague rumors to the people who need them most. Another function of the Settlement to its neighborhood resembles that of the big brother whose mere presence on the playground protects the little one from bullies.

—from *Twenty Years at Hull-House with Autobiographical Notes*

## The Jungle

**U**pton Sinclair writes about the meatpacking industry in his novel *The Jungle*.

[Mikolas] is a beef-boner, and that is a dangerous trade, especially when you are on piecework and trying to earn a bride. Your hands are slippery, and your knife is slippery, and you are toiling like mad, when somebody happens to speak to you, or you strike a bone. Then your hand slips up on the blade, and there is a fearful **gash**. And that would not be so bad, only for the deadly **contagion**. The cut may heal, but you never can tell. Twice now; within the last three years, Mikolas has been lying at home with blood poisoning—once for three months and once for nearly seven. The last time, too, he lost his job, and that meant six weeks more of standing at the doors of the

packing houses, at six o'clock on bitter winter mornings.

*One character, Antanas, has a new job. He must mop up the chemicals used on the meat.*

[T]he beef had lain in **vats** full of chemicals, and men with great forks speared it out and dumped it into trucks, to be taken to the cooking room. When they had speared out all they could reach, they emptied the vat on the floor, and then with shovels scraped up the balance and dumped it into the truck. This floor was filthy, yet they set Antanas with his mop slopping the “pickle” into a hole that connected with a sink, where it was caught and used over again forever; and if that were not enough, there was a trap [bend] in the pipe, where all the scraps of meat and odds and ends of **refuse** were caught, and every few days it was the old man’s task to clean these out, and shovel their contents into one of the trucks with the rest of the meat!

—from *The Jungle*



◀ A famous muckraking book



### Document-Based Questions

#### Hull House

1. Why was the area around Hull House in such bad condition?
2. What did Addams mean by comparing the settlement house to a “big brother”?

#### The Jungle

3. Write three adjectives that describe the working conditions of Mikolas and Antanas.
4. How would you feel about eating meat that comes from a company like the one where Antanas is working? Why?

#### Read to Write

5. In these writings, Addams reports on social conditions and Sinclair reports on working conditions. Do you think these works were intended to inform or spark reform, or both? How do you think readers responded to these writings? How do you think government officials responded? **CA HR3**

# Chapter 17

## Assessment

### Standard US8.12

### Review Content Vocabulary

For each of the pairs of terms below, write a sentence or short paragraph showing how the two are related.

1. emigrate, ethnic groups
2. slum, settlement house
3. trust, oligopoly

### Review the Main Ideas

#### Section 1 • The New Immigrants

4. What was an immigrant's greatest challenge upon arriving in the United States?
5. What was the goal of the nativist movement?

#### Section 2 • Moving to the City

6. What were some important advances in transportation?
7. What were tenements and slums?

#### Section 3 • A Changing Culture

8. What was a land-grant college?
9. Who invented moving pictures?

#### Section 4 • The Progressive Movement

10. What was the spoils system?
11. What did President Roosevelt do to protect the environment?

#### Section 5 • A Changing Nation

12. How did the United States expand its territorial interests in the Pacific?
13. What was the Springfield riot of 1908?

### Critical Thinking

14. **Explain** Why were minority groups discriminated against during this period? How did these groups respond? **CA HI2.**
15. **Compare and Contrast** How did Presidents Taft and Wilson differ in their views on international relations? **CA HR3.**

16. **Cause and Effect** Re-create the diagram below. Describe three ways newcomers to America tried to preserve their culture.

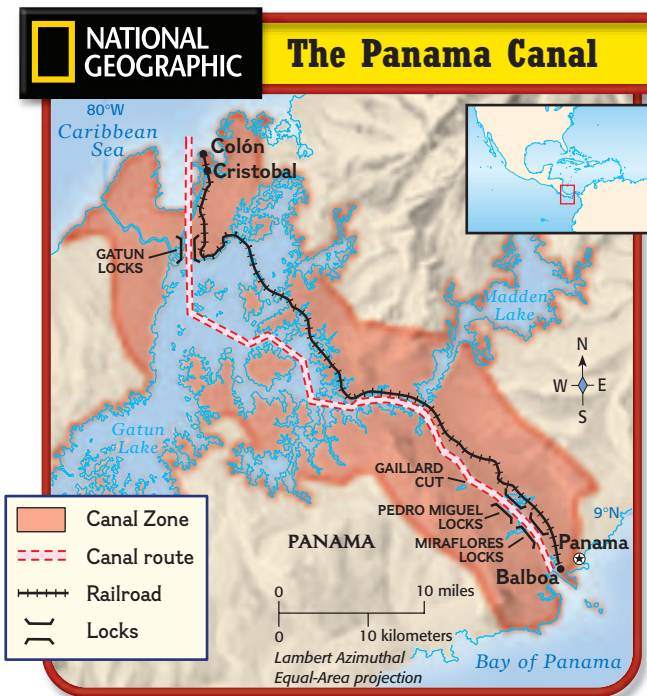
**CA HI2.**



17. **Analyze** Why did leisure time develop for some Americans? How did that affect American culture? **CA HI3.**

### Geography Skills

Study the map below and answer the following questions. **CA CS3.**



18. **Location** What bodies of water are shown on the map of the Panama Canal?
19. **Movement** Besides the canal, what other form of transportation is shown here?

## Read to Write

- 20. The Big Ideas Describe** Write an essay that describes the challenges that urban life posed around the turn of the century. Identify and describe efforts made by reformers to improve the quality of life of poor city dwellers. **CA 8WS1.1**
- 21. Using Your FOLDABLES** Use the information you listed in your foldable to create a brief study guide for the chapter. For each section, your study guide should include at least five questions that focus on the main ideas. **CA 8RC2.0**

## Using Academic Vocabulary

A suffix is a syllable placed after a base word to form a new word. For example, *-less* means “without.” *Hopeless* means “without hope.” Other suffixes are *-al*, *-able*, *-ary*, *-ion*, and *-ism*. For each of the academic vocabulary words, add a suffix to create a new word.

- 22.** inspect
- 23.** isolate
- 24.** process

## Linking Past and Present

- 25. Organizing Information** Search the Internet to find three groups that work to protect the environment or our national parks. Write an essay that describes each group’s efforts and connects their work to President Roosevelt’s passion for the outdoors. **CA H13.**

## Building Citizenship

- 26. Working for Equality** With a partner check your local newspaper and magazines to identify instances of discrimination in your community. Together, generate a list of ideas that you think would help eliminate the prejudice and inequality that you read about. **CA H13.**

## Reviewing Skills

- 27. Visual Literacy** Choose two photographs from this chapter and write an essay describing the significance of those images in illustrating the content of the chapter. **CA 8RC2.0 CA 8LS1.9**
- 28. Economic Performance** Contrast Roosevelt’s “Square Deal” with laissez-faire policy. Identify the economic benefits and weaknesses in both approaches to government regulation of business. **CA H16.**



## Standards Practice

Read the passage below and answer the following question.

Between 1860 and 1900 American urban areas grew twice as fast as the total population. Chicago, which in the 1830s had been a frontier town with a few hundred residents, became a vast metropolis. New York became the second-largest city in the world. During the same span of years, the populations of Boston, Baltimore, and Philadelphia also grew rapidly.

- 29 The main idea of the passage is best expressed as:**
- A** New York City grew rapidly.
  - B** Only cities in the northeastern United States grew rapidly.
  - C** The population of urban America grew at a very fast rate during this era.
  - D** Rural growth continued, but not as quickly as urban growth.



## Reshaping the Nation

After the Civil War, the United States experienced many changes. The frontier ceased to exist. The United States became an industrial nation with overseas possessions. Immigrants poured into the country. Progressives worked to reform government and control big business.



### Chapter 15

#### The Western Frontier

### Chapter 16

#### The Growth of Industry

### Chapter 17

#### America Enters a New Century

#### When

• 1858–1896

• 1865–1914

• 1865–1920

#### Where

- Abilene and Dodge City, Kansas
- Cheyenne, Wyoming
- Pikes Peak
- Virginia City, Nevada
- Promontory Summit, Utah
- Great Plains
- Oklahoma
- Dakota Territory
- Arizona

- Menlo Park, New Jersey
- Detroit, Michigan
- Titusville, Pennsylvania
- Cleveland, Ohio
- Pittsburgh, Pennsylvania
- Chicago, Illinois
- Homestead, Pennsylvania

- New York City (Ellis Island)
- San Francisco (Angel Island)
- Chicago, Illinois
- Kansas City, Kansas
- Pittsburgh, Pennsylvania
- Hawaii
- Latin America
- Philippine Islands



◀ Cattle branding iron

Panama Canal brochure ▶



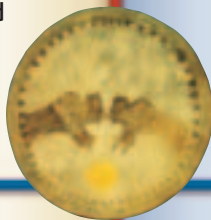
## Chapter 15

### The Western Frontier

#### Major Events

- **1859** Silver discovered in Nevada
- **1860s–mid-1880s** Cattle Kingdom
- **1862** Homestead Act
- **1867** Reservation policy
- **1869** Transcontinental railroad completed
- **1876** Battle of the Little Bighorn
- **1889** Oklahoma Land Rush
- **1890** Populist Party
- **1890** Frontier no longer exists
- **1890** Wounded Knee

Sioux  
Buffalo  
Shield ▶



#### Some Important People

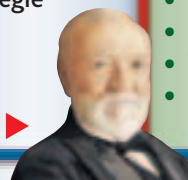
- Henry Comstock
- Crazy Horse
- Sitting Bull
- George Custer
- Geronimo
- Helen Hunt Jackson
- Grover Cleveland
- William Jennings Bryan
- William McKinley

## Chapter 16

### The Growth of Industry

- **1869** Knights of Labor
- **1870s** Steel mills open in Ohio and Pennsylvania
- **1870** Standard Oil Company
- **1876** Telephone
- **1879** Electric lightbulb
- **1880s** Railroads adopt standard gauge track
- **1881** AFL forms
- **1890** Sherman Antitrust Act
- **1892** Homestead Strike
- **1908** Model T Ford

Andrew  
Carnegie ▶



## Chapter 17

### America Enters a New Century

- **Late 1800s** Realist themes in art and literature
- **1882** Chinese Exclusion Act
- **1884** First skyscraper
- **1887** Interstate Commerce Act
- **1896** *Plessy v. Ferguson*
- **1898** Spanish-American War
- **1907** 1.3 million immigrants arrive in America
- **1910** Half of Americans live in cities
- **1914** Panama Canal completed
- **1920** Women gain right to vote

#### How do these events and ideas affect our lives today?

- The settling of the Plains led to America's position as a major agricultural producer.



- America's inventors and industrialists helped make the country the economic power that it is today.

◀ Book on ranching

#### What was happening in California at this time?

- **1872** Modoc War is last armed resistance by California's Native Americans

- **1861** First transcontinental telegraph line is completed

- **1870** *Ward v. Flood* keeps African Americans out of white schools