

Name _____

Unit 6: Industrialization & Progressive Era

- Review Pages & Study notebooks - Due - TH- 2/14/19
- **“What should we do about Confederate Monuments?” Essay - due - Friday, 2/1/19**
- **Unit Test - FRI - 2/15/19**

Date	Homework	Aim	Answer to Aim
M- 1/28/19	Read and highlight two other articles and write a persuasive essay about what the U.S. do with Confederate monuments. - due Friday, 2/1/19 POST IN GOOGLE CLASSROOM.	What should the U.S. do with Confederate Monuments?	
T- 1/29/19	Read and highlight two other articles and write a persuasive essay about what the U.S. do with Confederate monuments. - due Friday, 2/1/19 POST IN GOOGLE CLASSROOM.	What were the main characteristics of U.S. industrialization in the late 1800s?	
W- 1/30/19	Write one detailed paragraph that answers the question: <i>What were the positive effects of industrialization in the late 1800s?</i> Use information/quotations from at least THREE of the documents POST IN GOOGLE CLASSROOM.	What were the <u>positive</u> effects of industrialization in the late 1800s and early 1900s?	
TH- 1/31/19	Read and highlight “The Struggles of	Did the problems caused by	

	<p>Labor” and complete vocabulary activities on p. 22-24.</p> <p>Reminder: Essay on Confederate Monuments due tomorrow. Post today.</p>	<p>Industrialization outweigh its positive effects in the US around the year 1900?</p>	
F-2/1/19	<p>Complete any activities/pages not finished in class.</p>	<p>How did the rise of big industries impact life and work in the US?</p>	

M-2/4/19	<p>Regents multiple choice questions on p.44 & 45.</p>	<p>Did the concentration of wealth in a few industrialists’ hands threaten the American ideals of equality and democracy?</p>	
T-2/5/19	<p>Write a dialogue between Goldman and Frick that includes:</p> <ul style="list-style-type: none"> · each of their opinions about what happened · why each thinks the other is wrong <p>a conclusion</p> <p>POST IN GOOGLE CLASSROOM.</p>	<p>Why did the Homestead Strike turn violent?</p>	
W-2/6/19	<p>Read and highlight “The New Immigrants” on p. 55 to prepare for next lesson.</p>	<p>Why did the Populist Party attract millions of supporters in the late 1800s?</p>	
TH-2/7/19	<p>On google classroom, write one paragraph that answers this question:</p> <p><i>Why did American</i></p>	<p>Why did nativists oppose the United States policy of open immigration</p>	

	<p><i>nativists oppose free, unrestricted immigration in the late 1800s and early 1900s?</i></p> <p>Use information from the HW reading and today's documents.</p>	<p>in the late 1800s and early 1900s?</p>	
<p>F- 2/8/19</p>	<p>Write a one detailed paragraph responding to this question: <i>Why did Americans pass the Chinese Exclusion Act of 1882?</i> Use evidence from the documents and timeline to support your answer.</p> <p>POST IN GOOGLE CLASSROOM</p>	<p>Why did Americans pass the Chinese Exclusion Act of 1882?</p>	
<p>M- 2/11/19</p>	<p>Use the form on google classroom to rate how progressive the Progressive Era was on a scale of 1-5. Provide three pieces of evidence to support your rating.</p>	<p>How progressive was the Progressive Era?</p>	
<p>T- 2/12/19</p>	<ul style="list-style-type: none"> Complete Regents multiple choice practice questions on p 90-93. 	<p>How successful were progressives in provoking political, social, economic, and environmental reforms?</p>	
<p>W- 2/13/19</p>	<p>Work on review pages 97-99 in your study notebook. Remember to read and highlight p. 97 as well.</p>	<p>What was life like in American cities during the Progressive Era?</p>	

TH- 2/14/19		REVIEW	
F- 2/15/19		UNIT TEST	

Image Activity Instructions

- With your group, look through the images.
- Arrange the images into at least 5 categories of at least 4 images in each category. (Debate among the group as there is not only one way to organize the images.)
- Make sure to:
 - Write a title for each category.
 - Indicate (by letter) the images that belong in each category.
 - Write a descriptive sentence and/or a question about each category

Group Members:

Leader - Make sure team is talking about the task and nobody controls the conversation. Track who contributes and ask each teammate to contribute before anyone contributes twice.

Scribe - Write answers in the graphic organizer

Time Keeper - Work to make sure the group stays on task so the activities gets completed during the time allotted.

Image Detective point out the first two observations and pose questions to continue the conversation as you categorize.

Category Title	Sentence describing the category or question about the category	Image Letters
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Exit Question / Homework

In a full page, analyze one characteristic of US Industrialization in the late 1800s.

1. Create an inference about one category you created by using the inference formula.
This will be your CLAIM.
2. Explain your claim by elaborating with at least one more sentence.
3. Include details from at least three pictures as evidence to support or illustrate your claim. (ICE 3 images)

For example:

Category description	Inference - so what? (what effect or impact might this have had?)
New forms of transportation came into use in the Industrial Age in the US such as automobiles and trains.	Farmers and merchants could more easily bring their goods to bigger markets, and workers could travel to where labor was needed.

Category description	Inference - so what? (what effect or impact might this have had?) <i>This will be your claim.</i>

Remember to ICE each piece of evidence you use. And use a T (transition) between each piece of evidence. Use at three pieces of evidence.

I	Introduce Evidence / Quote: Here you will introduce your evidence and describe it briefly before quoting it.
C	Cite your source by quoting or paraphrasing your evidence <i>and</i> identify the source.
E	Explain how/why evidence supports your thesis: Here you will include commentary and analysis to illustrate how the evidence supports your case. Whenever possible, further explain. This should include the “how” and “why” your evidence supports your case.
T	Transition: Use a transition word or phrase to let your reader know you are introducing a new point.

****Note details about the images in your chosen category on the next page so that you can remember what they look like when you use them as evidence in your paragraph.

Key for Images

In preparation for using images as evidence in your paragraph, note any details for images you intend to use as evidence for your claim.

- A. A “candlestick” style phone, early 1900s.
- B. Assembly line, early 1900s.
- C. Boys working in a coal mine, around 1920.
- D. Third Avenue elevated train, NYC in late 1800s.
- E. Drawing of the Homestead Steel Strike, 1892.
- F. Photograph from Jacob Riis’ *How The Other Half Lives*, 1890.
- G. The *Morning Star* steamboat on the Mississippi River, early 1900s.
- H. Handbill for the Industrial Workers of the World (IWW) union
- I. “Barefoot Boy Works On Factory Machinery,” photograph by Lewis Hine, 1900.
- J. Early light bulbs by Joseph Swan (left) in 1878 and Thomas Edison (right) in 1879.
- K. Flatiron Building in NYC under construction, 1902.
- L. Steam locomotive from the late 1800s.
- M. Immigrants arriving at Ellis Island, circa 1900.
- N. Morse-Vail telegraph key, circa 1850.
- O. Drawing of the Haymarket Riot, *Harper’s Weekly*, 1886.
- P. Model T Ford automobiles in factory, circa 1925.
- Q. “Child Picking Long Island Potatoes,” Lewis Hine, 1912.
- R. “History Repeats Itself: The Robber Barons of the Middle Ages and the Robber Barons of Today,” Samuel Puck, 1889.
- S. Italian immigrants at English class, 1890.
- T. Ford Model T, 1928.
- U. Mulberry Street, NYC, circa 1900.
- V. Poster advertising a mass-meeting of workers on the evening after the Haymarket Square incident, 1886.
- W. Drawing of factory, late 1800s.
- X. Young Italian peanut vendor, 1910.
- Y. “The Tournament of Today – A Set-To Between Labor and Monopoly,” Samuel Puck, 1883.

Z. Poor family in one room tenement apartment, Jacob Riis' *How The Other Half Lives*, 1890.

Document 1

This poster advertised a wheat harvesting machine, one of many McCormick farm machines.



Source: Shober & Carqueville Lithog. Co. for McCormick Harvesting Machine Co., Wisconsin Historical Society (adapted)

Year	Wheat Production (in millions of bushels)	Corn Production (in millions of bushels)
1870	260.1	874.3
1875	309.1	850.1
1880	448.8	1,547.9
1885	512.8	1,795.5
1890	490.6	2,112.9
1895	460.2	1,212.8
1900	547.3	2,078.1

Source: *Statistical Abstract of the United States*, 1901

Document 2

. . . If you find it hard to believe that the Internet is merely a modern twist on a 19th-century system, consider the many striking parallels. For a start, the telegraph, like the Internet, changed communication completely. While the Internet can turn hours into seconds, the telegraph turned weeks into minutes. Before the telegraph, someone sending a dispatch to India from London had to wait months before receiving a reply. With the telegraph, communication took place as fast as operators could tap out Morse code.

Source: Tom Standage, "The 19th-Century Internet," www.contextmag.com.

Document 3

. . . Like information technology [IT] today, railroads in the second half of the 19th century promised to revolutionize society—shrinking distances, dramatically lowering costs, opening new markets, and increasing competition. Railroads were the great transformational technology of the age and promised to change everything. . . . Railroads did, in the end, deliver the revolution promised. Costs came down, living standards rose, markets expanded, and geography shrank. In fact, the railroad infrastructure, built with so much sweat, blood, and money a century ago, is still serving us today. . . .

Source: Barry Sheehy, "Train Wrecks: Why Information Technology Investments Derail," *CPC Econometrics*.

Document 4

. . . The significance of the American entry into the conflict [World War I] was not at all a military one, at least for twelve to fifteen months after April 1917, since its army was even less prepared for modern [warfare] than any of the European forces.... But its productive strength ... was unequaled. Its total industrial potential and its share of world manufacturing output was two and a half times that of Germany's.... It could launch merchant ships in their hundreds, a vital requirement in a year when the U-boats were sinking over 500,000 tons a month of British and Allied vessels. It could build destroyers in the astonishing time of three months. It produced half of the world's food exports....

In terms of economic power, therefore, the entry of the United States into the war quite transformed the balances, and more than compensated for the collapse of Russia at this same time.... the productive resources now arranged against the Central Powers were enormous....

Source: Paul Kennedy, *The Rise and Fall of the Great Powers*, Random House, 1987

Document 5

Although they sometimes used controversial methods to accumulate wealth, many wealthy business leaders, such as Andrew Carnegie, John D. Rockefeller, and J. P. Morgan, also gave away millions of dollars. This excerpt describes some of the charitable work of Andrew Carnegie.

....Carnegie had not forgotten his heritage of concern for social justice. In his 1889 article "Wealth," he...proclaimed the moral duty of all possessors of great wealth to plow back their money into [charity] with the same judgment, zeal, and leadership they had devoted to getting rich. And he lived up to that precept [principle], paying for thousands of library buildings, setting up trusts and foundations, endowing universities, building Carnegie Hall in New York and the Peace Palace at The Hague, and much more. He once wrote that the man who dies rich dies disgraced.

Source: Foner and Garraty, eds., "Andrew Carnegie," *The Reader's Companion to American History*, Houghton Mifflin, 1991

Industrialization Positives

Name _____

	Positive aspect(s) of industrialization described by this document	Quotation(s) from the document that support this
Document 1		
Document 2		
Document 3		
Document 4		
Document 5		

On separate paper, answer the question below in one long paragraph of at least one page in length:

What were the positive effects of industrialization in the late 1800s?

Use information/quotations from at least THREE of the documents.

Three Body Paragraph Writing Tips:

#1 Remember This Sentence to Help You:

THEY SELL ICE-T

THEY SELL – Thesis Statement
ICE – Introduce Cite & Explain evidence
T – Transition to next piece of evidence

Steps	What they should include	Paragraph Checklist
1 (<i>They Sell</i>)	Thesis statement: This is your thesis or claim. It tells the reader what you are going to argue.	<input type="checkbox"/> Did I create a thesis statement that lets the reader know what my paragraph will prove?
2 (<i>I</i>)	Introduce Concrete Detail / Evidence / Quote: In this sentence you will introduce the evidence you're about to use. Include some background information about the source.	<input type="checkbox"/> Did I introduce my evidence so the reader is not confused by randomly placed evidence? <input type="checkbox"/> Did I provide some context for the source (title, viewpoint, audience or origins)?
3 (<i>C</i>)	Cite your evidence: put exact words from the text inside quotation marks, or paraphrase/summarize information from a chart or image. Indicate what document the evidence came from.	<input type="checkbox"/> Did I cite my evidence by putting quotes around word-for-word evidence from the text? OR paraphrase info from a chart/image? <input type="checkbox"/> Did I cite my evidence by indicating which document I got it from?
4 (<i>E</i>)	Explain how/why evidence supports your thesis: Here you will include commentary and analysis to illustrate how the evidence supports your case. Whenever possible, further explain. This should include the "how" and "why" your evidence supports your case.	<input type="checkbox"/> Did I explain why/how my evidence supports my thesis (without repeating my evidence)?
5 (<i>T</i>)	Transition: Use a transition word or phrase to let your reader know you are introducing a new point.	<input type="checkbox"/> Did I use a transition word or phrase to let my reader know I am introducing a new point?
6	Return to step 2 and repeat the above for another document	<input type="checkbox"/> Did I complete each step above for the each document I used?
7	Do you have enough evidence to answer the prompt? Check the directions and repeat steps 2 – 4 for each additional piece of evidence.	<input type="checkbox"/> The prompt has been answered fully <input type="checkbox"/> I used enough documents

#2 Vary your choice of words to improve your writing.

- **Verbs you can use to introduce your quotation: Use these or others instead of “said”!** In [source], X argues....

observes	relates	protests
suggests	asserts	proves
claims	wonders	justifies
offers		

- **Verbs you can use to in your explanation: With this statement, X clearly**

shows	confirms
reveals	emphasizes
tells us	underlines
	attests to the fact that

#3 Choose a fitting transition to show how ideas are related to one another.

To show addition:

again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

To give examples:

for example, for instance, in fact, specifically, that is, to illustrate

To compare:

also, in the same manner, likewise, similarly

To contrast:

although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

To summarize or conclude:

all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

To show time:

after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To show place or direction:

above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

To indicate other logical relationships:

accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

Positive Effects of Industrialization Model Paragraph

To analyze the following model paragraph section (this one uses only 1 piece of evidence):

- Label the sentence that states the claim or thesis statement with a C
- Underline the introduction
- Circle the verb the author used instead of “said”
- Draw a square around the citation (naming of the source)
- Double underline the transition words the author uses
- Squiggle underline where the writer explains the evidence. What do you notice about how the writer explains the evidence?

Industrialization in the US brought technological advances, many of which positively affected many Americans. One of these advances, the telegraph, compressed time and shrank the world drastically, allowing freer flow of information, the way the Internet has done for our time. Tom Standage, in “The 19th Century Internet,” makes this comparison, noting that, “While the Internet can turn hours into seconds, the telegraph turned weeks into minutes.” The telegraph made the world smaller and this allowed for more efficient trading and quicker decisions, a positive impact, at least for business people and political leaders. Equally important were new technologies in the agricultural field which positively impacted farmers across the country.....

Positives of Industrialization SUMMARY

The Documents in Lesson 2 illustrated some of the positive contributions of Industrialization, summarized here.

Document 1

With new machinery we can now mass-produce and process food. Industrialization therefore makes it cheaper and easier to feed our population.

Document 2

With new inventions like the telegraph, people can communicate almost instantly across the country and the world making it easier for governments, business and individuals to get things done.

Document 3

Railroads allowed people, food and goods to be transported across great distances. In this way Industrialization made everything more affordable, allowed people higher living standards and enabled people to buy and sell things more easily.

Document 4

Industrialization meant the US could help win a war since it could produce massive quantities of food, weapons and supplies needed to defeat armies.

Document 5

Many industrialists, who owned huge industrial companies, accumulated great wealth were devoted to social causes, building libraries (Carnegie), universities and creating foundations to fund charities.

Do the negative effects of Industrialization, shown in today's documents, outweigh the positives?

Directions: Examine each of today's documents. Using your graphic organizer, first, explain the negative aspect of Industrialization it shows. Then, write whether and how this negative aspect outweighs one or more of the positives noted here.

Document 1

Meat scraps were also found being shoveled into [cans] from dirty floors, where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, were in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health expectorated [spit] at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was in the way of gathering dirt, splinters, floor filth, and the expectoration [spitting] of tuberculosis and other diseases.

Where comment was made to floor superintendents about these matters, it was always the reply that this meat would afterwards be cooked, and that this sterilization would prevent any danger from its use....

In one well-known establishment we came upon fresh meat being shoveled into barrels, and a regular proportion being added of stale scraps that had lain on a dirty floor in the corner of a room for some days previous.

Source: Upton Sinclair, *The Jungle*, 1902

Document 2

First let me tell you something about the way we work and what we are paid....The regular work pays about \$6 a week and the girls have to be at their machines at 7 o'clock in the morning and they stay at them until 8 o'clock at night, with just one-half hour for lunch in that time.

The shops. Well, there is just one row of machines that the daylight ever gets to – that is the front row, nearest the window. The girls at all the other rows of machines back in the shops have to work by gaslight, by day as well as by night.

The shops are unsanitary—that's the word that is generally used, but there ought to be a worse one used. Whenever we tear or damage any of the goods we sew on, or whenever it is found damaged after we are through with it, whether we have done it or not, we are charged for the piece and sometimes for a whole yard of the material.

At the beginning of every slow season, \$2 is deducted from our salaries. We have never been able to find out what this is for.

Source: "Life in the Shop" by Clara Lemlich (1909)

Document 3

In 1914, according to the Commission on Industrial Relations, 35,000 workers were killed in industrial accidents and 700,000 injured. This is an interview between a government official and the owner of a Colorado coal company.

Government: If a worker loses his life, are his dependents compensated [given money] in any way?

Coal Company: Not necessarily. In some cases they are and in some cases not.

Government: If he is crippled for life is there any compensation [money given]?

Coal Company: No sir, there is none....

Government: Then the whole burden [responsibility] is thrown directly upon their shoulders.

Coal Company: Yes, sir.

Government: The industry bears [carries] none of it?

Coal Company: No, the industry bears none of it.

Source: "Hearings of the Commission on Industrial Relations," 1914

Document 4

Hamlin Garland visited Homestead, Pennsylvania, and the Carnegie steel mills to write this article for *McClure's Magazine*.

...The streets of the town were horrible; the buildings were poor; the sidewalks were sunken, swaying, and full of holes, and the crossings were sharp-edged stones set like rocks in a river bed. Everywhere the yellow mud of the street lay kneaded into a sticky mass, through which groups of pale, lean [thin] men slouched in faded garments [clothes], grimy with the soot and grease of the mills [factories]. The town was as squalid [dirty] and unlovely as could well be imagined, and the people were mainly of the discouraged and sullen [unhappy] type to be found everywhere where labor passes into the brutalizing stage of severity.

Source: Hamlin Garland, "Homestead and Its Perilous Trades—Impressions of a Visit," *McClure's Magazine*, June 1894

Document 5

This cartoon depicts John Rockefeller, a powerful owner in the oil industry. The term “trust giant” refers to a business leader with almost total control over the industry of a certain product. Think about what the buildings in this cartoon represent and what the cartoonist is saying about Rockefeller’s power.

THE TRUST GIANT’S POINT OF VIEW, “What a Funny Little Government”



Source: Horace Taylor, *The Verdict*, January 22, 1900 (adapted).

Industrialization Problems

Name _____

Did the negative effects of Industrialization, shown in today’s documents, outweigh its positive aspects in the US around 1900?

Directions: Examine each of today’s documents. First, explain the negative aspect of Industrialization it shows and provide a quotation. Then, write whether and how this negative aspect outweighs one or more of the positives noted here.

Document 1	<p>What problem(s) of industrialization are described by this document – identify each problem as social (S), political (P), or economic (E) and provide a quotation that illustrates the problem.</p>
	<p>What positive effect (from yesterday’s lesson) does this negative one complicate?</p>
	<p>Does the problem outweigh the positive in your opinion? Explain why or why not.</p>
Document 2	<p>What problem(s) of industrialization are described by this document – identify each problem as social (S), political (P), or economic (E) and provide a quotation that illustrates the problem.</p>
	<p>What positive effect (from yesterday’s lesson) does this negative one complicate?</p>
	<p>Does the problem outweigh the positive in your opinion? Explain why or why not.</p>

Document 3	What problem(s) of industrialization are described by this document – identify each problem as social (S), political (P), or economic (E) and provide a quotation that illustrates the problem.
	What positive effect (from yesterday’s lesson) does this negative one complicate?
	Does the problem outweigh the positive in your opinion? Explain why or why not.
Document 4	What problem(s) of industrialization are described by this document – identify each problem as social (S), political (P), or economic (E) and provide a quotation that illustrates the problem.
	What positive effect (from yesterday’s lesson) does this negative one complicate?
	Does the problem outweigh the positive in your opinion? Explain why or why not.

Document 5	What problem(s) of industrialization are described by this document – identify each problem as social (S), political (P), or economic (E) and provide a quotation that illustrates the problem.
	What positive effect (from yesterday’s lesson) does this negative one complicate?
	Does the problem outweigh the positive in your opinion? Explain why or why not.

On google classroom, write a detailed paragraph answering the question:
What were the social, political, and economic problems associated with industrialization?

Use information/quotations from at least THREE of the documents

Vocabulary Activity for “The Struggles of Labor” reading.

Before / during reading: match the word with its closest meaning

- | | |
|--------------------------------|----------------------------------------------|
| 1. eroding _____ | a. never having happened before |
| 2. productivity _____ | b. no government regulation of business |
| 3. unprecedented _____ | c. wearing away, reducing |
| 4. laissez-faire _____ | d. efficiency in making things |
| <hr/> | |
| 5. contentious _____ | e. tense, embattled |
| 6. acute _____ | f. severe |
| 7. collective bargaining _____ | g. when workers negotiate with bosses |
| <hr/> | |
| 8. prevailing _____ | h. belief that the rich are meant to be rich |
| 9. fatality _____ | i. death |
| 10. counterparts _____ | j. others who are your equals / like you |
| 11. Social Darwinism _____ | k. dominant or generally accepted |

After Reading: Vocabulary Practice

Circle the phrase that most closely matches the meaning of the underlined word.

12. Workers faced unprecedented problems during the Gilded Age. People had
- a. become accommodated to mistreatment
 - b. experienced these issues in earlier eras in the US
 - c. never faced this type of problem before
13. Belief in Social Darwinism prevailed during this time. You could say that the belief in survival of the fittest was
- a. extremely unpopular
 - b. widespread
 - c. brand new
14. Bosses would do anything to maximize productivity. They wanted to make sure their factories
- a. were safe places to work
 - b. made the most product for the least cost
 - c. made the best quality product no matter the cost
15. Relationships between workers and bosses during this time were extremely contentious. In other words bosses and workers
- a. were constantly doing battle with one another
 - b. had tremendous mutual respect
 - c. mostly ignored one another
16. For a Gilded Age factory worker, fatality on the job was not uncommon. Workers at this time
- a. fell asleep on the job frequently
 - b. often fell in love with their coworkers
 - c. faced the threat of death at work

The Struggles of Labor

From Outline of US History Us Dept. of State, 2011

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

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

Before 1874, when Massachusetts passed the nation's first legislation limiting the number of hours women and child factory workers could perform to 10 hours a day, virtually no labor legislation existed in the country. It was not until the 1930s that the federal government would become actively involved. Until then, the field was left to the state and local authorities, few of whom were as responsive to the workers as they were to wealthy industrialists.

The laissez-faire capitalism that dominated the second half of the 19th century and fostered huge concentrations of wealth and power was backed by a judiciary (the courts) that time and again ruled against those who challenged the system. In this, they were merely following the prevailing (dominant) philosophy of the times. Drawing on a simplified understanding of Darwinian science, many social thinkers believed that both the growth of large business at the expense of small enterprise and the wealth of a few alongside the poverty of many was “survival of the fittest,” and an unavoidable by-product of progress.

Labor in the Age of Industrialization

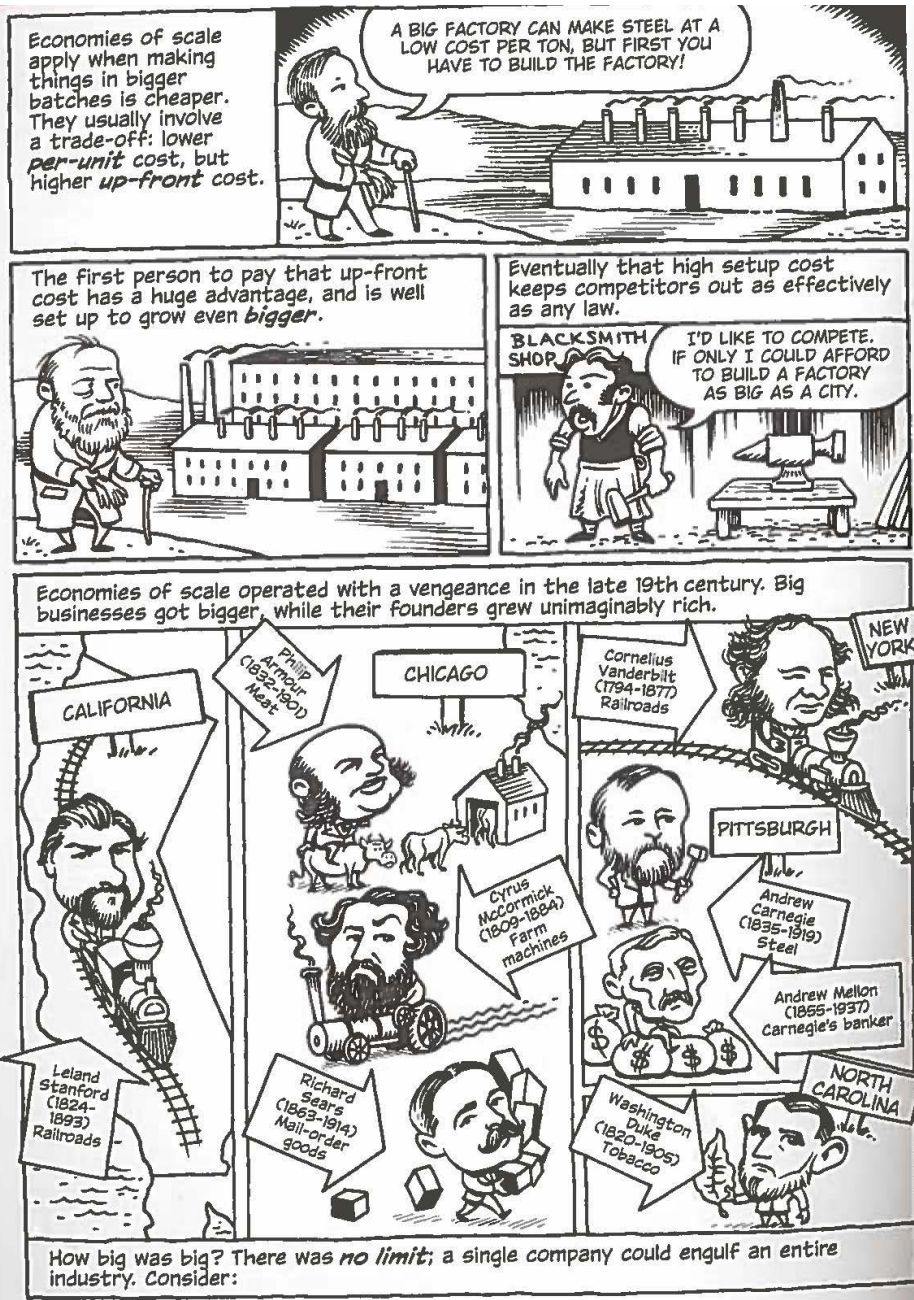
From Digital History ID 3185, 2014

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

Labor conflict was never more contentious or violent in the United States than during the late 19th and early 20th centuries, when

bloody confrontations wracked the railroad, steel, and mining industries. During the early 1880s, there were about 500 strikes a year involving about 150,000 workers. By the 1890, the number had climbed to a thousand a year involving 700,000 workers a year, and by the early 1900s, the number of strikes had climbed to 4,000 annually. Some 500 times government sent in militias or federal troops to put down labor strikes. While most labor clashes took place in the mines and mills of the east and Midwest, bloody incidents involving private police forces, state militias, and federal troops also took place on the New Orleans and San Francisco waterfronts and in the mining districts of Colorado and Idaho.

During the late 19th and early 20th centuries, labor struggles were more acute (serious) in the United States than in many European countries. Today, in contrast, labor relations in the United States are more cooperative and less conflict-ridden than elsewhere. The story of how the United States forged an enduring and workable system of **collective bargaining** (process of negotiating between workers and management) after more than half a century of bitter struggles is one of the most important themes in modern American history.



From Michael Goodwin, illustrated by Dan E. Burr, *Economix: How Our Economy Works (And Doesn't Work) in Words and Pictures* (NY: Abrams ComicArts,

Directions: Complete the following based on the cartoon panels above.

1. Industrialists (owners of big industries) of the late 19th century US became extremely wealthy because.....

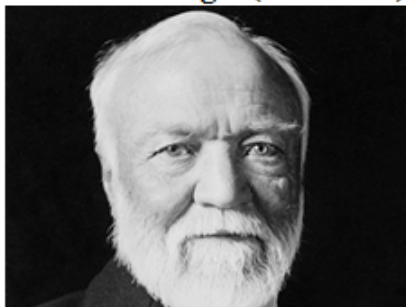
2. Do you know of any similarly extremely wealthy business founders today (despite today's laws against businesses getting too big)?

John D. Rockefeller (1839-1937)



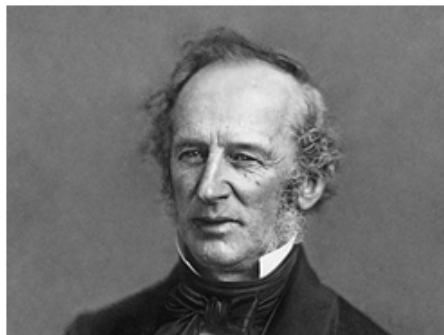
Fortune: \$341 billion (in today's dollars)
Source of wealth: He founded Standard Oil in 1870, at the age of 31, and bought up most of the oil refineries in the United States, eventually controlling about 90% of the American oil business.

Andrew Carnegie (1835-1919)



Fortune: \$372 billion (in today's dollars)
Source of wealth: Carnegie invested in the steel business when the market was booming, eventually owning the U.S. Steel empire. Andrew Carnegie may be the richest American of all time. The Scottish immigrant sold his company, U.S. Steel, to J.P. Morgan for \$480 million in 1901

Cornelius Vanderbilt (1794-1877)



Fortune: \$185 billion (in today's dollars)
Source of wealth: In 1862, he began to buy railroad lines. Although already 70 years old, his wealth mostly comes from this business of the 19th century. Prior to that, he was a steamboat entrepreneur.

Bill Gates (1955-)



Peak fortune: \$136 billion
Source of wealth: Founded Microsoft with Paul Allen in 1975. He held onto shares as Microsoft dominated the age of computers, peaking in personal wealth at the top of the Dot Com Bubble.

John Pierpont Morgan (1837-1913)



Fortune: \$2.9 billion (in today's dollars)
Source of wealth: One of the most powerful bankers of his era, J.P. Morgan financed railroads and helped organize U.S. Steel, General Electric and other major corporations. The Connecticut native followed his wealthy father into the banking business in the late 1850s, and in 1871 with a partner started the company that would later become J.P. Morgan & Company, a predecessor of today's JP Morgan Chase bank. Morgan set records when he bought Carnegie Steel in the late 1890s for \$480 million.

Who is the richest man listed here?
 Match the man to his industry below.

- | | |
|----------------|--------------|
| 1. Carnegie | a. oil |
| 2. Rockefeller | b. steel |
| 3. Vanderbilt | c. banking |
| 4. Morgan | d. railroads |

Note-Taking Symbols
= is / was/ means that / represents + and → led to, leads to, resulted in, results in ↑ increase / more ↓ decrease / less / comma or period / new idea / missing words

Directions: Underline key words and phrases in the passage below. Annotate using note-taking symbols and the guided notes starters in the Notes column.

Life and Labor in the New World of Industry Source: Adapted from the American Social History Project. ASHP’s US History Textbook is entitled Who Built America: Working People and the Nation’s History: https://herb.ashp.cuny.edu/exhibits/show/building-the-railroads/item/1472	Notes
<p>The growth of large industry affected all Americans, and to many it seemed to threaten the nation’s basic values. Prior to the Civil War, small farmers and skilled craftsmen represented the essence of American democracy and equality. In the ideal “free labor” system, working for wages was seen as only a temporary step towards owning one’s own workshop or farm. Economic growth seemed to offer every man a chance to become his own boss (women’s opportunities remained much more restricted). This vision of a community of productive, independent families inspired many Americans, especially in the North and the growing Midwest. But with the growth of large industrial corporations, many felt that their ability to shape their own lives was threatened. The railroads and other national corporations represented a new kind of power—distant, shadowy, irresponsible, and unaccountable.</p> <p>From 1873 to 1878, America was struck by its first nationwide industrial depression. Unrest caused by unemployment and hunger would fuel massive protests in 1877. In the summer of 1877, a nationwide upheaval brought the United States to a standstill. 80,000 railroad workers stopped work. Hundreds of thousands of other Americans soon followed: men and women, black and white, native- and foreign-born. It was America’s first national strike; many observers thought a second American Revolution was at hand.</p> <p>The Great Strike of 1877 marked the end of America’s first century and the beginning of a new age of industrial conflict and change. New industries were bringing wealth to some Americans and hardship to others. By striking and rioting on a massive scale, “ordinary” Americans launched a new debate over the meaning of equality—who should <u>reap</u> [collect] the benefits of the industrial age?</p> <p>The federal government took no steps to end the depression or <u>alleviate</u> [ease] the suffering it caused. Many Americans believed that government “interference” in the economy was wrong. Misrepresenting Charles Darwin’s theory of natural selection in</p>	<p>pre-civil war American freedom = but ↑ big industries → 1873 depression → industrial conflict → debate /</p>

evolution, some politicians, religious leaders, and reformers argued that the growing gap between rich and poor was inevitable; following nature’s law, economic law demanded the strong be rewarded and the weak be eliminated. This belief is called “social Darwinism.” Even working people, influenced by free labor ideals, feared that charity would lead to dependence and moral decay. As a result of these beliefs, leaders generally agreed in the late nineteenth century that government should not be involved in the economy. This means that business owners could run their businesses as they wished and pay their workers as little as they could get away with. This approach is called “laissez-faire” capitalism. (“Laissez-faire” is French for “leave it alone.”)

After the Civil War, working people built the first large labor movement in America. Shoemakers, coal miners, iron molders, and other skilled workers organized by craft, often on a local basis. But owners fought unionization, and white male trade unionists limited unions’ potential strength by refusing to unite with African Americans, women, and unskilled workers.

During the depression, unions tried to protect members and their families. Railway workers labored an average of 12 hours a day, six days a week. Sometimes they worked 16 to 20 hours without a rest. Their average wage was \$2.50 a day. Using strikes to protest layoffs and wage cuts, they also urged the government to create public employment programs. But owners used blacklists, lockouts, and the police to crush labor. Nationwide, total union membership fell from 300,000 in 1870 to 50,000 in 1876.

Railroad owners called the strikers of 1877 “un-American,” and linked liberty to property rights. Many newspaper editors joined the attack. One newspaper blamed the strike on “Communism—a poison introduced into our social system by European laborers.” Some editors recalled the “Paris Commune” of 1871, when the workers of Paris led a city-wide revolt and set up a new government.

Yet strikers thought they were defending America’s heritage of equality and independence. Pointing to government funding for railroad construction, they claimed owners had betrayed the nation’s trust for the sake of higher profits. “Capital has overridden the Constitution,” said one St. Louis workingman. “Capital has changed liberty into serfdom, and we must fight or die.”

Big business owners petitioned President Rutherford B. Hayes to intervene, which he eventually did. For the first time in American history, the US Army was used to break a strike. Hayes’s action not only sealed the fate of the strike, it set a precedent for future industrial disputes: federal troops and court orders became powerful weapons for employers.

social Darwinism =

.....

.....

laissez-faire capitalism =

.....

.....

1st big labor movement = limited

because:

a.....

b.....

working conditions =

.....

owners + editors blamed

.....

strikers blamed

.....

President sent army →

.....

Document A (modified)**THAT IT IS NOT WICKED TO BE RICH; NAY, EVEN, THAT IT IS NOT WICKED TO BE RICHER THAN ONE'S NEIGHBOR.**

.... Is it wicked to be rich? Is it mean to be a capitalist? If the question is one of degree only, and it is right to be rich up to a certain point and wrong to be richer, how shall we find the point? ...

.... We all agree that he is a good member of society who works his way up from poverty to wealth, but as soon as he has worked his way up we begin to regard him with suspicion, as a dangerous member of society.... We have denunciations (condemnations) of banks, corporations, and monopolies, which denunciations encourage only helpless rage and animosity, because they [don't make] any distinctions between what is indispensably (essentially) necessary and what is abuse, between what is established in the order of nature and what is legislative error...

Undoubtedly there are, in connection with each of these things, cases of fraud, swindling, and other financial crimes; that is to say, the greed and selfishness of men are perpetual.... The criminal law needs to be improved to meet new forms of crime, but to denounce financial devices [such as trusts] which are useful and legitimate because use is made of them for fraud, is ridiculous and unworthy of the age in which we live

.... Especially in a new country, where many tasks are waiting, where resources are strained to the utmost (maximum limit) all the time, the judgment, courage, and perseverance required to organize new enterprises and carry them to success are sometimes heroic.....Then, again, the ability to organize and conduct industrial, commercial, or financial enterprises is rare; the great captains of industry are as rare as great generals....

The aggregation of large fortunes is not at all a thing to be regretted. On the contrary, it is a necessary condition of many forms of social advance. If we should set a limit to the accumulation of wealth, we should say to our most valuable producers, "We do not want you to do us the services which you best understand how to perform, beyond a certain point." It would be like killing off our generals in war. ...

Source: Excerpted from a 1883 essay By William Graham Sumner, "What the Social Classes Owe To Each Other." Sumner was a sociology professor and writer and once an Episcopal minister. He believed in the economic survival of the fittest (social Darwinism) and opposed government intervention in the economy.

Vocabulary

animosity – hatred or hostility

aggregation – collection or combination

denunciate – to attack verbally or condemn

Document B (Modified)

This then is held to be the duty of the man of wealth. First: to set an example of modest, unostentatious living, shunning display; to provide moderately for the legitimate wants of those dependent upon him, and after doing so, to consider all surplus [extra] revenues which come to him simply as trust funds, which he is strictly bound as a matter of duty, to administer in the manner which in his judgment is best calculated to produce the most beneficial results for the community.

The man of wealth must become a trustee and agent for his poorer brethren (brothers), bringing to their service his superior wisdom, experience, and ability to administer. Those who would administer wisely must indeed be wise. For one of the serious obstacles to the improvement of our race is indiscriminate charity. It were better for mankind that the millions of the rich were thrown into the sea than so spent as to encourage the slothful [lazy], the drunken, the unworthy.....

The [economic] laws of accumulation should be left free; the laws of distribution free. Individualism will continue. But the millionaire will be but a trustee for the poor; entrusted for a season with a part of the increased wealth of the community, but administering it for the community far better than it did, or would have done, of itself....

Source: Excerpt from Andrew Carnegie's essay, entitled "Wealth." It was published in the *North American Review* in 1889. The essay became famous, known as "The Gospel of Wealth."

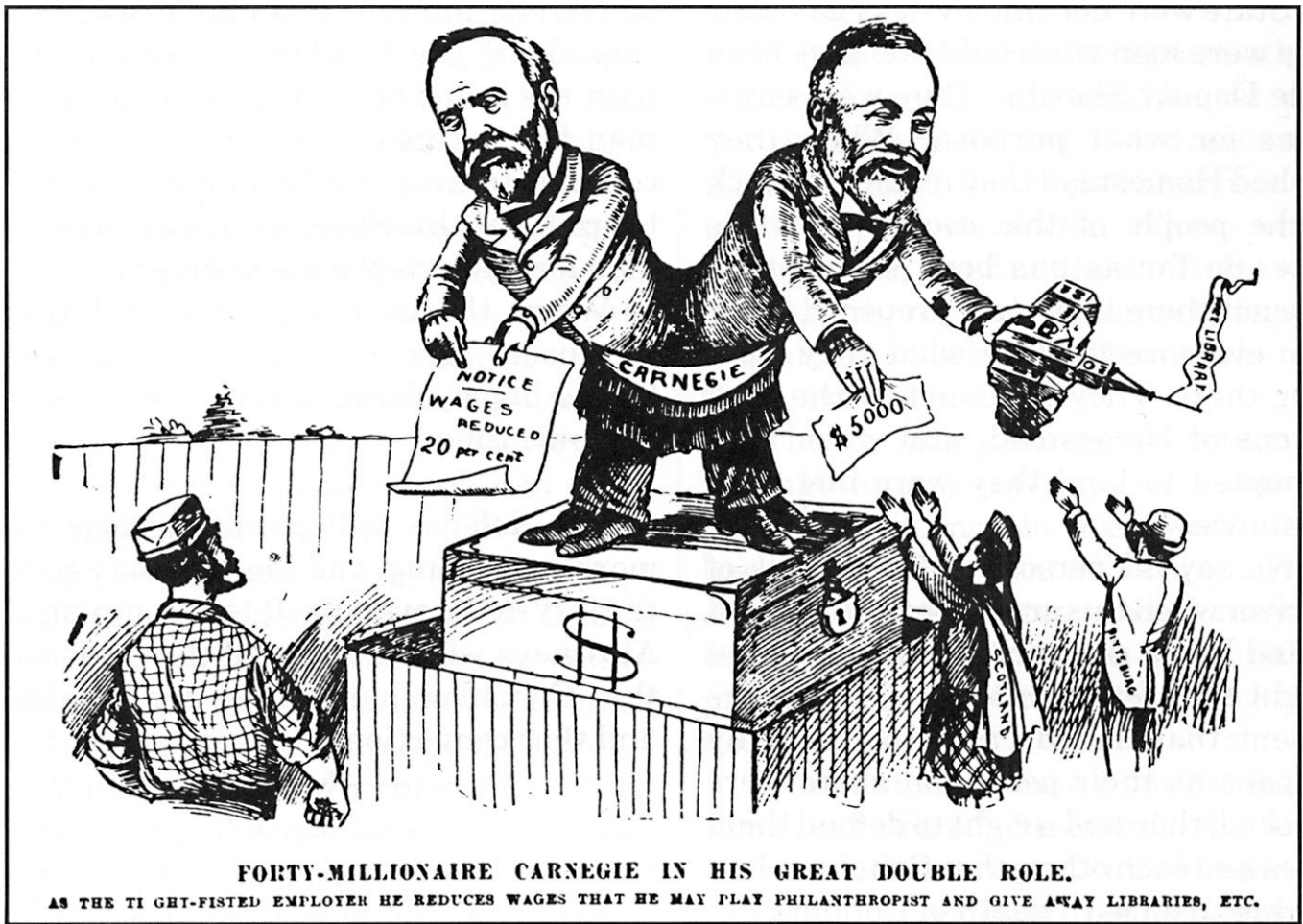
Vocabulary

unostentatious – not flashy or showing off

trustee – someone given (entrusted with) the responsibility on behalf of one or more others

indiscriminate – without thought or selection

Optional Document



The caption reads:

FORTY-MILLIONAIRE CARNEGIE IN HIS GREAT DOUBLE ROLE.

AS THE TIGHT-FISTED EMPLOYER HE REDUCES WAGES THAT HE MAY PLAY PHILANTHROPIST [a person who makes large charitable contributions] AND GIVE AWAY LIBRARIES, ETC.

Source: This cartoon appeared in *The Saturday Globe*, 9 July 1892, in the middle of a strike at Carnegie’s steel mill in Homestead, Pennsylvania (near Pittsburgh).

Text	Did the concentration of wealth in a few industrialists' hands threaten the American ideals of opportunity, equality, and liberty? Yes or No according to the text? Explain your answer.	What evidence from the document supports this position?
<p>Secondary Sources: "Life and Labor in the New World of Industry"</p> <p>+ cartoon about 'Economies of Scale'</p>		
<p>Document A: William Graham Sumner, <i>What Social Classes Owe to Each Other</i></p>		
<p>Document B: Carnegie's essay, "Wealth"</p>		
<p>Optional Document: Saturday Globe cartoon</p>	<p>Yes: rich industrialists (e.g. Carnegie) = too rich / have excess \$ + too much power workers don't have enough \$</p>	<p>Carnegie cuts his workers' wages + gives his profits away = ostentatious → looks like philanthropist but = hypocrite</p>

Vocabulary / Definitions Match (before and during reading)

Match the words with their definitions provided below.

- | | |
|-----------------|------------------------------------------------------------------------------------------------------------|
| 1. Aggregation | a. flashy |
| 2. Trust funds | b. give |
| 3. Bestow | c. collection / accumulation |
| 4. Animosity | d. hostility |
| 5. Ostentatious | e. money that belongs to one person but is legally held or managed by another person or by an organization |

-
- | | |
|--------------|--------------------------------------|
| 6. Incur | f. fund manager or guardian |
| 7. Trustee | g. a set of principles or beliefs |
| 8. Vice | h. immoral or wicked action or habit |
| 9. Gospel | i. acquire |
| 10. Slothful | j. lazy |

Vocabulary Review (after reading)

11. Sumner argued that it was wrong for poorer people to feel animosity toward those who aggregated great wealth. In other words, he believed that:
- Poorer people should not feel jealous of people who give away a lot of money.
 - Poorer people should not resent people who accumulate fortunes.
12. Carnegie believed that the rich should act as trustees for poorer people. This means that:
- The rich should give poor people well-paying jobs.
 - The rich should hold and manage money on behalf of the working classes.

13. Carnegie believed that poor people should not just be given money because:

- e. he thinks receiving charity would make them slothful.
- f. he thinks rich people deserve to keep all their money.

14. This text became known as Carnegie's "Gospel of Wealth." This means:

- a. He wrote a song about it.
- b. These are the beliefs by which he lived his life.

Document B (unabridged, optional)

I quote from the Gospel of Wealth published twenty-five years ago.

This then is held to be the duty of the man of wealth. First: to set an example of modest, unostentatious living, shunning display; to provide moderately for the legitimate wants of those dependent upon him, and after doing so, to consider all surplus [extra] revenues which come to him simply as trust funds, which he is strictly bound as a matter of duty, to administer in the manner which in his judgment is best calculated to produce the most beneficial results for the community.

The man of wealth must become a trustee and agent for his poorer brethren (brothers), bringing to their service his superior wisdom, experience, and ability to administer. Those who would administer wisely must indeed be wise. For one of the serious obstacles to the improvement of our race is indiscriminate charity. It were better for mankind that the millions of the rich were thrown into the sea than so spent as to encourage the slothful [lazy], the drunken, the unworthy.

In bestowing charity, the main consideration should be to help those who help themselves. It provides part of the means by which those who desire to improve may do so; to give to those who desire to rise the aids by which they may rise; to assist but rarely or never to do all.

He is the only true reformer who is careful and as anxious not to lead the unworthy as he is to lead the worthy, and perhaps even more so, for in alms [charity] giving, more injury may be done by promoting vice than by relieving virtue. Thus, is the problem of the rich and poor to be solved.

Debating U.S. History Industrialization & Progressive Era Lesson 4a Student Handout

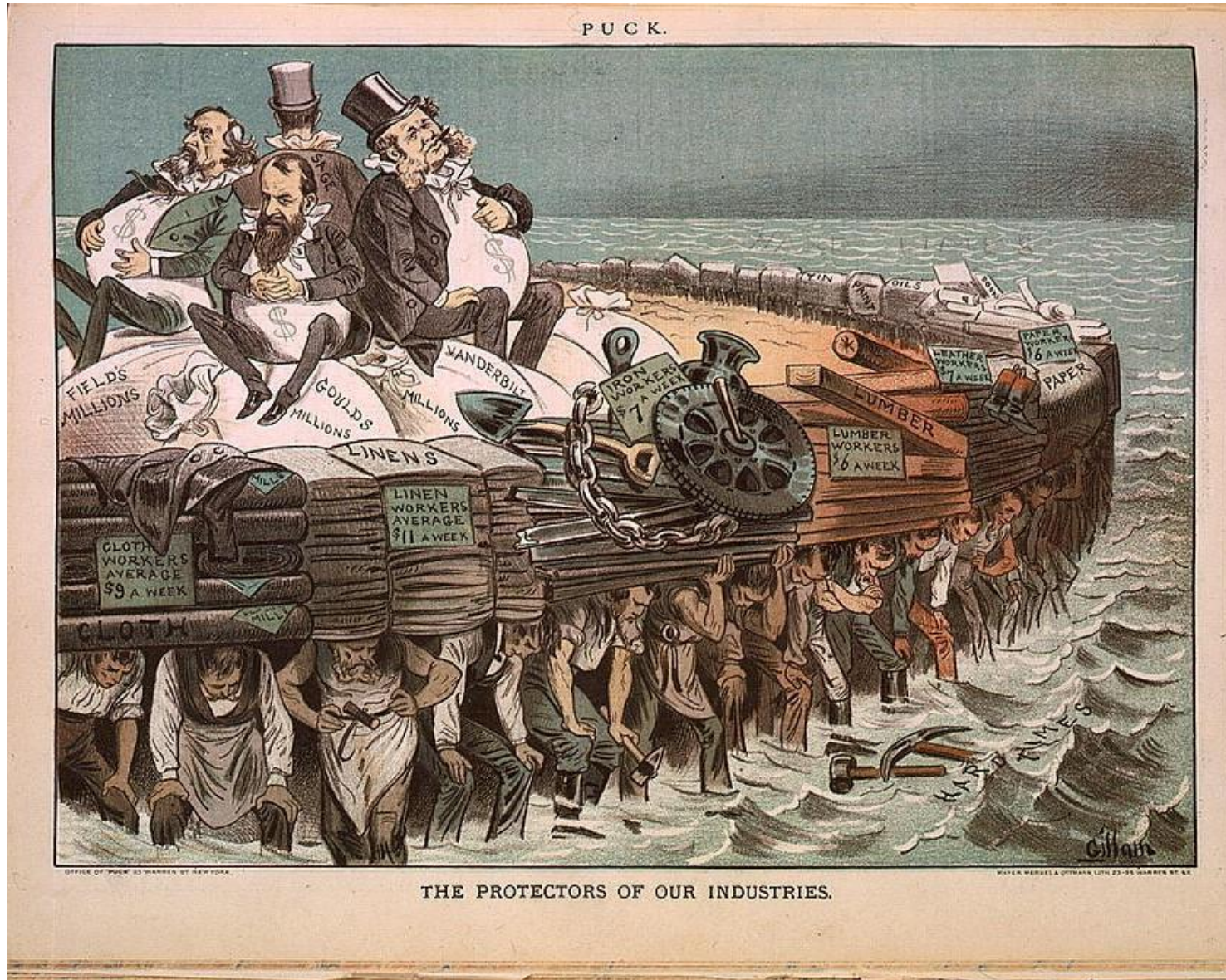
The laws of accumulation should be left free; the laws of distribution free. Individualism will continue. But the millionaire will be but a trustee for the poor; entrusted for a season with a part of the increased wealth of the community, but administering it for the community far better than it did, or would have done, of itself. The best in minds will thus have reached a stage in the development of the race in which it is clearly seen that there is no mode of disposing of surplus wealth creditable to thoughtful and earnest men into whose hands it flows save by using it year-by-year for the general good. This day already dawns.

Men may die without incurring the pity of their fellows, sharers in great business enterprises from which their capital cannot be, or has not been withdrawn, upon which is left entirely a trust for public uses.

Yet the day is not far distant when the man who dies, leaving behind him millions of available wealth, which was free for him to administer during life, will pass away “unwept, unhonored, and unsung,” no matter to what use he leaves the dross which he cannot take with him. Of such as these, the public verdict will then be: the man who dies thus rich, dies disgraced. Such in my opinion is the true gospel concerning wealth, obedience to which is destined someday to solve the problems of the rich and the poor, to hasten the coming brotherhood of man, and at last to make our earth a heaven.

Source: Andrew Carnegie’s essay, entitled “Wealth” was published in the North American Review in 1889. It became famous, known as “The Gospel of Wealth,” and Carnegie made an audio recording of it under that title in 1908.

Document C



Examine the political cartoon closely.

What do you notice?

What do you wonder?

Source: The satirical (humorous, sarcastic) magazine, *Puck*, 1883.

Document D (Modified)

Resolved, That the practical question for an American Fourth of July is not between freedom and slavery, but between wealth and poverty. For if it is true that laborers ought to have as little as possible of the wealth they produce, South Carolina slaveholders were right and the Massachusetts abolitionists were wrong. Because, when the working classes are denied everything but the barest necessities of life, they have no decent use for liberty. ...

Slavery is ... the child of poverty, instead of poverty the child of slavery: and freedom is the child of wealth, instead of wealth the child of freedom. The only road, therefore, to universal freedom is the road that leads to universal wealth.

Resolved, That while the Fourth of July was heralded a hundred years ago in the name of Liberty, we now herald this day in behalf of the great economic measure of Eight Hours, or shorter day's work for wageworkers everywhere ... because more leisure, rest and thought will cultivate habits, customs, and expenditures that mean higher wages: and the world's highest paid laborers now furnish each other [via the purchases they make with their higher wages and leisure time] with vastly more occupations or days' work than the lowest paid workers can give to one another. ...

Source: Excerpts from "A Second Declaration of Independence, 1879" By Ira Steward

Ira Steward was a labor leader in Massachusetts. He delivered this speech at a Fourth of July celebration in Chicago in 1879. After starting his working life as a machinist's apprentice working 12-hour days, Steward became a leading advocate for the 8-hour work day.

Vocabulary

Herald: acclaim, declare

Document E (excerpt)

Very often people who admit the facts, who are willing to see that Mr. Rockefeller has employed force and fraud to secure his ends, justify him by declaring, "It's business." That is, "it's business" has come to be a legitimate excuse for hard dealing, sly tricks, special privileges. It is a common enough thing to hear men arguing that the ordinary laws of morality do not apply in business...

Canonize "business success," and men who make a success like that of the Standard Oil Trust become national heroes! . . . There is no gaming table in the world where loaded dice are tolerated, no athletic field where men must not start fair. Yet Mr. Rockefeller has systematically played with loaded dice, and it is doubtful if there has ever been a time since 1872 when he has run a race with a competitor and started fair. Business played in this way loses all its sportsmanlike qualities. It is fit only for tricksters.

Source: From *History of Standard Oil* by Ida Tarbell. Originally published as a 19-part series in McClure's Magazine starting in 1902, *History of Standard Oil* exposed John D. Rockefeller's unethical business practices in building his Trust, Standard Oil. Tarbell is remembered as a famous "muckraker" (a name given to journalists who expose dirt or muck about popular figures). Tarbell's own father was driven out of the oil business by Rockefeller.

Vocabulary

fraud: cheating, deception.

Canonize: glorify, make holy (to declare someone a saint)

Optional Document



Source: Opper, Frederick Burr, Artist. This cartoon appeared in the newspaper *New York Journal*, 1901. Bill Sikes is the main villain and criminal in Charles Dickens's tale, *Oliver Twist*. ***Nursery rhymes for infant industries. An alphabet of joyous trusts--no. 5 E and 15 O.*** Photograph. Retrieved from the Library of Congress, <http://www.loc.gov/pictures/item/2005685052/>

Document	Did the concentration of wealth in a few industrialists' hands threaten the American ideals of opportunity, equality, and liberty? Yes or No according to the document? Explain your answer.	Note any evidence from the document that supports this position in the space below.
<p>Document C: "The Protectors of Our Industries" political cartoon</p>		
<p>Document D: Ira Steward's "A Second Declaration of Independence"</p>		
<p>Document E: Ida Tarbell on Rockefeller</p>		

Name _____

FLASH DEBATE

Did the concentration of wealth in a few industrialists' hands threaten the American ideals of opportunity, equality, and liberty?

Perspective: Believer in Laissez-faire (Carnegie & Sumner). You will need to compose an argument to support your position on the question above. You should also be prepared to respond to your opponent's arguments.

Directions: Complete the outline based on evidence from the documents in yesterday and today's lessons, arguments from your debating partner, and your response.

Claim: _____

Supporting Evidence #1:

.....
.....

Supporting Evidence #2:

.....
.....

What was your opponent's argument?

(Counterclaim): _____

What is your strongest argument in response?

(rebuttal): _____

Supporting Evidence #1:

.....
.....

Supporting Evidence #2:

.....
.....

Self-Assess: Do you agree with the side you took? Did your perspective change? Explain why or why not.

Name _____

FLASH DEBATE

Did the concentration of wealth in a few industrialists' hands threaten the American ideals of opportunity, equality, and liberty?

Perspective: Progressive (Ira Steward & Ida Tarbell). You will need to compose an argument to support your position on the question above. You should also be prepared to counter your opponent's arguments.

Directions: Complete the outline based on evidence from the documents in yesterday and today's lessons, arguments from your debating partner, and your response.

Claim: _____

Supporting Evidence #1:

.....
.....

Supporting Evidence #2:

.....
.....

What was your opponent's argument?

(Counterclaim): _____

What is your strongest argument in response?

[Rebuttal]: _____

Supporting Evidence #1:

.....
.....

Supporting Evidence #2:

.....
.....

Self-Assess: Do you agree with the side you took? Did your perspective change? Explain why or why not.

Document D (excerpted, optional)

When the working classes are denied everything but the barest necessities of life, they have no decent use for liberty. ...

Slavery is ... the child of poverty, instead of poverty the child of slavery: and freedom is the child of wealth, instead of wealth the child of freedom. The only road, therefore, to universal freedom is the road that leads to universal wealth.

While the Fourth of July was heralded a hundred years ago in the name of Liberty, we now herald this day in behalf of the great economic measure of Eight Hours, or shorter day's work for wageworkers everywhere

Source: Excerpts, Ira Steward, A Second Declaration of Independence, 1879

Ira Steward was a labor leader in Massachusetts. He delivered this speech at a fourth of July celebration in Chicago in 1879. After starting his working life as a machinist's apprentice working 12-hour days, Steward became a leading advocate for the 8-hour work day.

Vocabulary

Herald: acclaim, declare

1. In the late 1800s, which concept was used to justify the accumulation of great wealth and economic power?

- A) Manifest Destiny
- B) self-determination
- C) Social Darwinism
- D) conspicuous consumption

2. In the late 1800s, supporters of laissez-faire capitalism claimed that government regulation of business would be

- A) essential to protect the rights of consumers
- B) necessary to provide jobs for the unemployed
- C) useful in competing with foreign nations
- D) harmful to economic growth

3. In the late 19th century, owners of big businesses generally embraced Social Darwinism because it reinforced their belief that

- A) economic success demonstrates fitness to lead
- B) business monopolies are contrary to the social order
- C) all wealth should be returned to society
- D) economic competition should be regulated

4. What did the growth of big business in the late 1800s result in?

- A) a reduction in child labor
- B) the elimination of the middle class
- C) the widening of the economic gap between rich and poor
- D) a shift in transportation investment from railroads to canals

5. Mark Twain labeled the late 1800s in the United States the “Gilded Age” to describe the

- A) end of the practice of slavery
- B) absence of international conflicts
- C) extremes of wealth and poverty
- D) achievements of the labor movement

6. The term *business monopoly* can best be described as

- A) the most common form of business in the United States
- B) government control of the means of production
- C) an agreement between partners to manage a corporation
- D) a company that controls or dominates an industry

7. Which statement best describes an attitude shared by John Rockefeller, Andrew Carnegie, and J. P. Morgan?

- A) Economic competition is inefficient and wasteful.
- B) Strong labor unions are essential to the health of the economy.
- C) Natural resources belong to all citizens and should not be used for private gain.
- D) Concentrating economic power in the hands of a few individuals is a threat to the country.

- 8. The term "robber barons" is used to describe many industrialists of the late 19th century mainly because they**
- A) made large charitable donations to worthy causes
 - B) sought to maximize their profits by eliminating competition and exploiting workers
 - C) attempted to stimulate the economy by keeping the prices of their products as low as possible
 - D) opposed the entry of poor and uneducated immigrants into the United States
- 9. The Rockefeller Foundation, Carnegie Hall, and the Morgan Library illustrate various ways that entrepreneurs and their descendants have**
- A) suppressed the growth of labor unions
 - B) supported philanthropic activities to benefit society
 - C) applied scientific discoveries to industry
 - D) attempted to undermine the United States economic system
- 10. In the late 1800s, what was the creation of the Standard Oil Trust by John D. Rockefeller intended to do?**
- A) to protect small, independent oil firms
 - B) to control prices and practices in the oil refining business
 - C) to increase competition among oil refining companies
 - D) to distribute donations to charitable causes
- 11. The theory of Social Darwinism was often used to justify the**
- A) creation of the Ku Klux Klan
 - B) formation of business monopolies
 - C) use of strikes by labor unions
 - D) passage of antitrust laws

Homestead Strike Timeline

Where: Homestead, Pennsylvania

Union: Amalgamated Association of Iron and Steel Workers

Company: Carnegie Steel Company

1876:

Amalgamated Association, union for iron and steel workers, forms.

1881:

Carnegie put Frick in charge of the Homestead factory.

1882 and 1889:

Amalgamated Association won two big strikes against the Carnegie Company. After 1889, the union became very powerful and organized. They had a very strong union contract.

February 1892:

Amalgamated Association asked for a wage increase. Frick responded with a wage decrease.

June 29, 1892:

The old contract expired without the two sides reaching an agreement. Frick locked the workers out of the plant, using a high fence topped with barbed wire.

June 30, 1892:

Workers decided to strike and they surrounded the plant to make sure that no strikebreakers would enter.

July 6, 1892:

After the local sheriff was unable to control the strikers, Frick hired guards from the National Pinkerton Detective Agency to secure the factory so that strikebreakers could enter.

The Pinkertons arrived by boat in the middle of the night, hoping to surround the factory unnoticed.

The strikers knew they were coming. Shots were fired and people killed on both sides.

Document A: Emma Goldman (Modified)

It was May 1892. Trouble had broken out between the Carnegie Steel Company and its workers, organized in the Amalgamated Association of Iron and Steel Workers. Amalgamated Association was one of the biggest and most efficient unions in the country, consisting mostly of strong Americans, men of decision and grit, who stood up for their rights. The Carnegie Company, on the other hand, was a powerful corporation. Andrew Carnegie, its president, had turned over management to Henry Clay Frick, a man known for his hatred of unions and workers.

The Carnegie Company enjoyed great wealth and prosperity. Wages were arranged between the company and the union, according to a sliding scale based on the current market price of steel products.

Andrew Carnegie decided to abolish the sliding scale. The company would make no more agreements with the Amalgamated Association. In fact, he would not recognize the union at all. Then, he closed the mills. It was an open declaration of war.

The steel-workers declared that they were ready to take up the challenge of Frick: they would insist on their right to organize and to deal collectively with their employers. Their tone was manly, ringing with the spirit of their rebellious forebears of the Revolutionary War.

Then the news flashed across the country of the slaughter of steelworkers by Pinkertons. In the dead of night, Frick sent a boat packed with strike-breakers and heavily armed Pinkerton thugs to the mill. The workers stationed themselves along the shore, determined to drive back Frick's hirelings. When the boat got within range, the Pinkertons had opened fire, without warning, killing a number of Homestead men on the shore, among them a little boy, and wounding scores of others.

Source: Emma Goldman was political activist and radical who fiercely supported workers' rights. The document above comes from her autobiography, written in 1931, where she remembers her reaction to the Homestead strike, thirty-nine years later.

grit – determination

sliding scale – payment decided on the basis of income or price

collectively – all together. Collective bargaining is the basic right for unions to negotiate with bosses on behalf of workers.

forebears – people who came before

Pinkertons –guards who worked for the Pinkerton private security company hired by Carnegie to break the strike

scores – more than one group of twenty (a score = twenty)

Document B: Henry Frick

I can say as clearly as possible that under no circumstances will we have any further dealings with the Amalgamated Association as an organization. This is final.

The workmen in the Amalgamated Association work under what is known as a sliding scale. As the price of steel rises, the earnings of the men also rise; as the prices fall, their wages also fall. The wages are not allowed to fall below a certain amount, which is called the minimum. Until now, the minimum has been \$25 per ton of steel produced. We have recently changed the minimum to \$23 instead of \$25. We believe this is reasonable because the Carnegie Company has spent a lot of money on new machinery that allows workers to increase their daily output, and therefore increase their earnings. The Amalgamated Association was unwilling to consider a minimum below \$24, even though the improved machinery would enable workers to earn more. We found it impossible to arrive at any agreement with the Amalgamated Association, so we decided to close our works at Homestead.

The Amalgamated men surrounded our property and blocked all of the entrances and all roads leading to Homestead. We felt that for the safety of our property, it was necessary for us to hire our own guards to assist the sheriff.

We brought our guards here as quietly as possible; had them taken to Homestead at an hour of the night when we hoped to have them enter without any interference whatever and without meeting anybody. All our

efforts were to prevent the possibilities of a confrontation between the Amalgamated Association and our guards.

We have investigated and learned that the Amalgamated men and their friends fired on our guards for twenty-five minutes before they reached our property, and then again after they had reached our property. Our guards did not return the fire until after the boats had touched the shore, and after three of our guards had been wounded, one fatally.

Source: In this newspaper interview in the Pittsburgh Post on July 8, 1892, Frick explains his opposition to the union's demands.

	<p>Sourcing: (choose the questions most relevant to the document)</p> <p><i>What do you know about the author, when and where it was written, its audience and purpose? What can you predict based on that info? Is the source believable? Why or why not?</i></p>	<p>Close Reading: (choose the questions most relevant to the document)</p> <p><i>What is the author trying to convince me of? What evidence does he or she use? What words, phrases and tone does he or she use to convince me? What words or phrases does the author use to convince me that he/she is right? What information does the author leave out?</i></p>
<p>Document A</p> <p><i>Emma Goldman's Memoir</i></p>		
<p>Document B</p> <p><i>Henry Clay Frick's interview</i></p>		
<p>Corroboration:</p> <p>How are Goldman and Frick's claims about the Homestead strike different?</p> <p>Whose claim is more believable? Why?</p>		

Document A: Mary Elizabeth Lease, 1890 (Modified)

The mightiest movement the world has known in two thousand years... is sending out the happiest message to oppressed humanity that the world has heard since John the Baptist came preaching in the wilderness that the world's Redeemer was coming to relieve the world's misery.

To this sterile and remote region, infested by savage beasts and still more savage men, the women of the New England States, the women of the cultured East, came with husbands, sons and brothers to help them build up a home [in the West].... We endured hardships, and dangers; hours of loneliness, fear and sorrow.... We toiled in the cabin and in the field; we helped our loved ones to make the prairie blossom...

Yet, after all our years of toil and deprivation, dangers and hardships, our homes are being taken from us by an infamous [wicked] system of mortgage foreclosure. It takes from us at the rate of five hundred a month the homes that represent the best years of our life, our toil, our hopes, our happiness. How did it happen? The government, siding with Wall Street, broke its contracts with the people. . . . As Senator Plumb [of Kansas] tells us, "Our debts were increased, while the means to pay them [cash] was decreased."

No more millionaires, and no more paupers; no more gold kings, silver kings and oil kings, and no more little waifs of humanity starving for a crust of bread. We shall have the golden age of which Isaiah sang and the prophets have so long foretold; when the farmers shall be prosperous and happy, dwelling under their own vine and fig tree; when the laborer shall have that for which he toils.... When we shall have not a government of the people by capitalists, but a government of the people, by the people.

Source: Mary Elizabeth Lease became politically involved as a speaker for the rights of workers and farmers. She had a powerful voice and charismatic speaking style. In this speech, Lease gave a speech to the Women's Christian Temperance Union in 1890, a women's movement against alcohol.

toiled – worked hard

Document B: William Jennings Bryan, 1896 (Modified)

The merchant at the corner store is as much a businessman as the merchant of New York. The farmer who goes forth in the morning and toils all day...is as much a businessman as the man who [works on Wall Street].

We come to speak for this broader class of businessmen....It is for these that we speak. We are fighting in the defense of our homes and our families. We have petitioned, and our petitions have been scorned. We have entreated, and our entreaties have been disregarded. We have begged, and they have mocked us.

We beg no longer; we entreat no more; we petition no more. We defy them!

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

Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them: you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

Source: The speech above was delivered by William Jennings Bryan at the Democratic National Convention in July 1896. It is considered one of the most famous speeches in American history. The passage is an excerpt.

entreat – to beg or plead

entreaties – pleas, requests

crucify – kill by hanging on a cross

Guiding Questions

Name _____

1. **Sourcing:** Where is Bryan speaking? What is his purpose?
2. **Context:** Based on the speech, how do you think farmers and workers were feeling about business and industry? Find a quote to support your answer.
3. **Close reading:** What is the main point of his speech?
4. **Close reading:** What makes the speech so powerful? Pick the line that you think is most powerful and explain your choice.
5. **Corroboration:** What are two similarities between this speech and the speech by Mary Elizabeth Lease?

Exit Question/Homework

Using both speeches, write a paragraph in response to the following question:

Why were speakers like Lease and Bryan popular with farmers in the 1890s?

The New Immigrants

Some 334,203 immigrants arrived in the United States in 1886, the year of the Statue of Liberty's dedication. A Cuban revolutionary, Jose Marti, wrote: "Irishmen, Poles, Italians, Czechs, Germans freed from tyranny or want – all hail the monument of Liberty because to them it seems to incarnate [represent] their own uplifting."

The immigrants who would catch a glimpse of the statue would mainly come from eastern and southern Europe.

In 1900, 14 percent of the American population was foreign born, compared to 8 percent a century later. Passports were unnecessary and the cost of crossing the Atlantic was just \$10 in steerage.

European immigration to the United States greatly increased after the Civil War, reaching 5.2 million in the 1880s then surging to 8.2 million in the first decade of the 20th century. Between 1882 and 1914, approximately 20 million immigrants came to the United States. In 1907 alone, 1.285 million arrived. By 1900, New York City had as many Irish residents as Dublin. It had more Italians than any city outside Rome and more Poles than any city except Warsaw. It had more Jews than any other city in the world, as well as sizeable numbers of Slavs, Lithuanians, Chinese, and Scandinavians.

Unlike earlier immigrants, who mainly came from northern and western Europe, the "new immigrants" came largely from southern and eastern Europe. Largely Catholic and Jewish in religion, the new immigrants came from the Balkans, Italy, Poland, and Russia.

DOCUMENT A (Modified)


The Chinese, if permitted freely to enter this country, would create race conflicts which would finally result in great public disturbance. The Caucasians will not tolerate the Mongolian.... But this is not alone a race, labor, and political question. It is one which involves our civilization....

Source: This excerpt is from a resolution by the American Federation of Labor (a large industrial union) to Congress, "Some Reasons For Chinese Exclusion, Meat vs. Rice: American Manhood Against Asiatic Coolieism," 1902.

DOCUMENT B

GRANITE CITY AMERICANIZATION SCHOOLS

Monday
and
Thursday
Evenings
7:30 p. m.



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

Beginning
Monday,
September
the 27th,
1920

SCHOOLS:

HIGH SCHOOL, 20TH AND D STREETS LINCOLN PLACE, 917 PACIFIC AVENUE	LIBERTY SCHOOL, 20TH AND O STREETS MADISON SCHOOL, 1322 MADISON AVENUE
----------------------------------------------------------------------	---------------------------------------------------------------------------

Keep America Great.**Become an American
Citizen****Learn The Language.**

Press Record Publishing Co., 1834 D St., Granite City, :ll

—file 27671/44, Americanization files, Records of the Immigration and Naturalization Service, Record Group 85
Source: *Teaching With Documents: Using Primary Sources From the National Archives*, National Archives Trust Fund Board (adapted)

Many towns, cities, and states sponsored night schools where recent immigrants could learn American customs and how to speak English.

DOCUMENT C (Modified)

Immigration not only furnishes [provides] the greater portion of our criminals, it is also seriously affecting the morals of the native population. It is disease and not health which is contagious. Most foreigners bring with them European ideas of the Sabbath [the holy day], and the result is sadly seen in all our cities, where it is being transformed from a holy day into a holiday. But by far the most effective method for corrupting popular morals is the liquor traffic, and this is chiefly carried on by foreigners....

Source: This excerpt is from *Our Country*, by Reverend Josiah Strong, 1885.

morals – ethics, standards of right and wrong.

DOCUMENT D (Modified)

The qualities of the American people...are moral far more than intellectual, and it is on the moral qualities of the English-speaking race that our history, our victories, and all our future rest. There is only one way in which you can lower those qualities or weaken those characteristics, and that is by breeding them out. If a lower race mixes with a higher in enough numbers, history teaches us that the lower race will prevail. The lower race will absorb the higher....

We are exposed to but a single danger, and that is by changing the quality of our race and citizenship through the mixing of races whose traditions and beliefs are wholly alien to ours.... The time has certainly come...to restrict those immigrants.

Source: Senator Henry Cabot Lodge of Massachusetts made this statement in 1891. The occasion was a debate in the U.S. Senate over a proposed Literacy Act that would restrict future American immigration to those who could read and write.

prevail – win out; succeed

Guiding Questions

Name _____

Document A

1. Close reading: What nativist arguments are stated in this document?
2. Sourcing: Consider the source of the statement. What unstated concern do you suspect is the primary reason why this group opposed Chinese immigration?

Document B

3. Close reading: According to this document, why should immigrants learn the “American language”?

Document C

4. Close reading: According to Strong, what effect is immigration having on the native population?
5. Close reading: What “diseases” did Strong blame on immigrants?

Document D

6. Close reading: What, according to Senator Lodge, was the danger of unrestricted immigration?

On separate paper, write one page that answers this question:

Why did American nativists oppose free, unrestricted immigration in the late 1800s and early 1900s?

Use information from the HW reading and today’s documents.

Timeline of Chinese Immigration and Exclusion

- 1848** Gold discovered at Sutter's Mill, California; many Chinese arrive to mine for gold.
- 1850** Foreign Miners' tax mainly targets Chinese and Mexican miners.
- 1852** Approximately 25,000 Chinese in America.
- 1854** Court rules that Chinese cannot give testimony in court.
- 1862** Chinese Consolidated Benevolent Association forms.
- 1865** Central Pacific Railroad recruits Chinese workers; ultimately employs about 15,000 Chinese workers.
- 1869** First transcontinental railroad completed.
- 1870** California passes a law against the importation of Chinese and Japanese women for prostitution.
- 1871** Los Angeles: anti-Chinese violence; 18 Chinese killed.
- 1873** Panic of 1873; start of major economic downturn that last through the decade; blamed on corrupt RR companies.
- 1877** Chico, CA: anti-Chinese violence.
- 1878** Court rules Chinese ineligible for naturalized citizenship.
- 1880** Approximately 106,000 Chinese in America; California passes anti-miscegenation law (no interracial marriage).
- 1882** Chinese Exclusion Act: prohibits Chinese immigration (in one year, Chinese immigration drops from 40,000 to 23).
- 1885** Rock Springs Wyoming Anti-Chinese Violence.
- 1892** Geary Act—extends Chinese Exclusion Act.

Document A: Anti-Chinese Poster, 1882

If this document were your ONLY piece of evidence, how would you answer the question: 'Why did Americans pass the 1882 Chinese Exclusion Act?'

HIP! HURRAH!

CHINESE EXCLUDED

—The—
Democratic Chinese Exclusion Bill
Has Been Signed by

OUR DEMOCRATIC PRESIDENT

Hip! Hurrah! The White Man is on Top.
Let every DEMOCRAT and all other GOOD Citizens turn out and Ratify this
DEMOCRATIC MEASURE

At the
HORTON HOUSE PLAZA
This Wednesday Evening at 8 O'clock.

To-Night

Speeches will be made by Leading Democratic Orators.

COME OUT AND RATIFY!
Come Everybody!

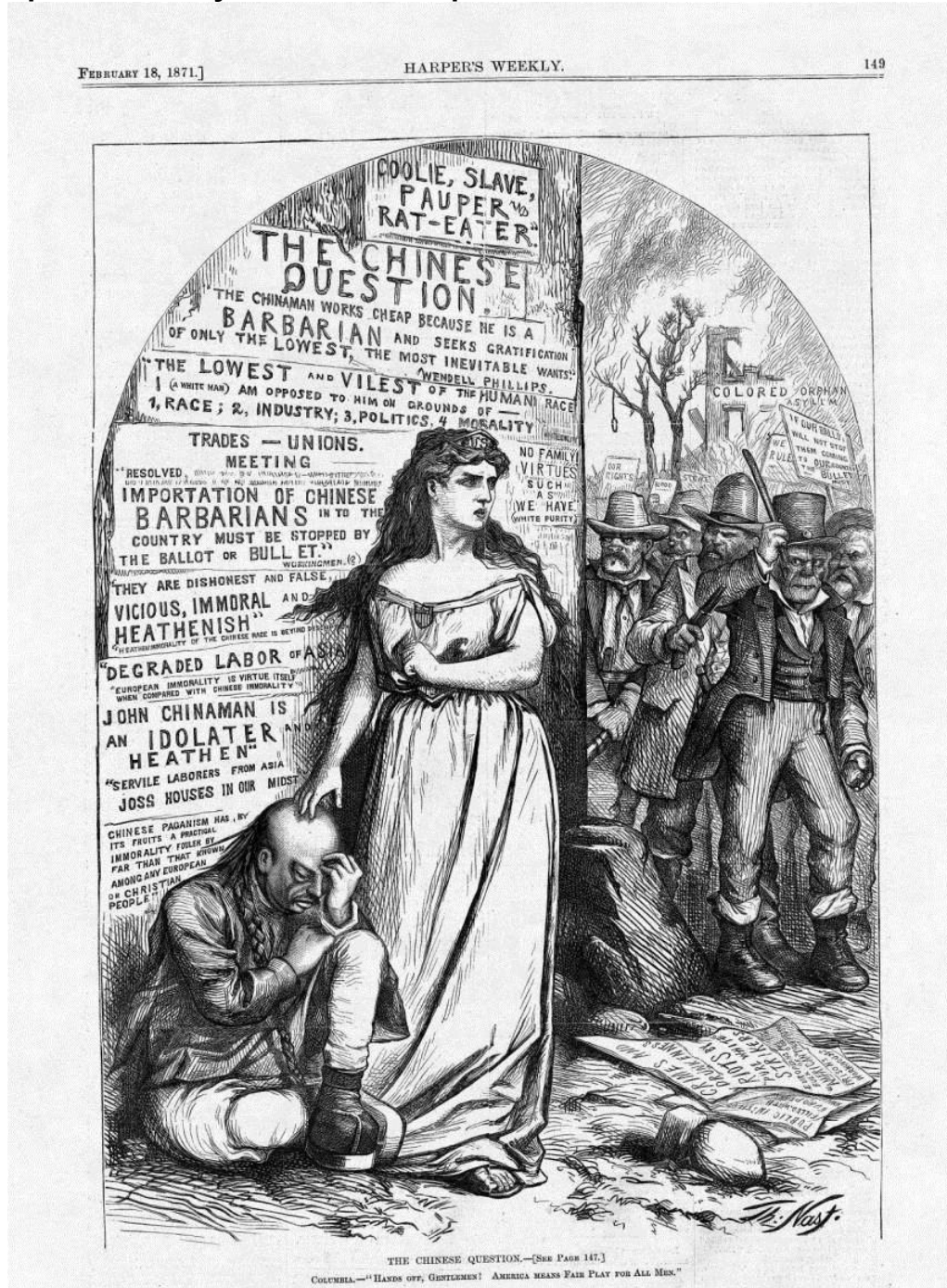
NO MORE CHINESE!

By Order of
Democratic County Central Committee.

Franklin, Langsdorf & Co., Steam Printers, 122 Fourth Street.

Document B: Political Cartoon, 1871

If this document were your ONLY piece of evidence, how would you answer the question: 'Why did Americans pass the 1882 Chinese Exclusion Act?'



Source: The cartoon was drawn by Thomas Nast for Harper's Weekly, a Northern magazine. In this cartoon, we see Columbia, the feminine symbol of the United States, protecting a Chinese man against a gang of Irish and German thugs. At the bottom it says "Hands off-Gentlemen! America means fair play for all men."

Document C: Workingmen of San Francisco (Modified)

If this document were your **ONLY** piece of evidence, how would you answer the question: ‘Why did Americans pass the 1882 Chinese Exclusion Act?’

We have met here in San Francisco tonight to raise our voice to you in warning of a great danger that seems to us imminent, and threatens our almost utter destruction as a prosperous community.

The danger is, that while we have been sleeping in fancied security, believing that the tide of Chinese immigration to our State had been checked and was in a fair way to be entirely stopped, our opponents, the pro-China wealthy men of the land, have been wide-awake and have succeeded in reviving the importation of this Chinese slave-labor. So that now, hundreds and thousands of Chinese are every week flocking into our State.

Today, every avenue to labor, of every sort, is crowded with Chinese slave labor worse than it was eight years ago. The boot, shoe and cigar industries are almost entirely in their hands. In the manufacture of men’s overalls and women’s and children’s underwear they run over three thousand sewing machines night and day. They monopolize nearly all the farming done to supply the market with all sorts of vegetables. This state of things brings about a terrible competition between our own people, who must live as civilized Americans, and the Chinese, who live like degraded slaves. We should all understand that this state of things cannot be much longer endured.

Vocabulary

Imminent: about to happen

Source: The document above is a speech to the workingmen of San Francisco on August 16, 1888.

Document D: Autobiography of a Chinese Immigrant (Modified)

If this document were your ONLY piece of evidence, how would you answer the question: ‘Why did Americans pass the 1882 Chinese Exclusion Act?’

The treatment of the Chinese in this country is all wrong and mean. . .

There is no reason for the prejudice against the Chinese. The cheap labor cry was always a falsehood. Their labor was never cheap, and is not cheap now. It has always commanded the highest market price. But the trouble is that the Chinese are such excellent and faithful workers that bosses will have no others when they can get them. If you look at men working on the street you will find a supervisor for every four or five of them. That watching is not necessary for Chinese. They work as well when left to themselves as they do when some one is looking at them.

It was the jealousy of laboring men of other nationalities — especially the Irish—that raised the outcry against the Chinese. No one would hire an Irishman, German, Englishman or Italian when he could get a Chinese, because our countrymen are so much more honest, industrious, steady, sober and painstaking. Chinese were persecuted, not for their vices [sins], but for their virtues [good qualities].

There are few Chinamen in jails and none in the poor houses. There are no Chinese tramps or drunkards. Many Chinese here have become sincere Christians, in spite of the persecution which they have to endure from their heathen countrymen. More than half the Chinese in this country would become citizens if allowed to do so, and would be patriotic Americans. But how can they make this country their home as matters now are! They are not allowed to bring wives here from China, and if they marry American women there is a great outcry.

Under the circumstances, how can I call this my home, and how can any one blame me if I take my money and go back to my village in China?

Source: The passage above is from Lee Chew, “The Biography of a Chinaman,” Independent, 15 (19 February 1903), 417–423.

Chinese Immigration and Exclusion

Why did Americans pass the Chinese Exclusion Act?

STEP 1: Read the timeline carefully. Write your HYPOTHESIS for why the Chinese Exclusion Act was passed in 1882.

STEP 2: Read document A-D. For each, write any evidence you find for what led to the Chinese Exclusion Act of 1882.

	Based on this document, why did many white Americans support the Chinese Exclusion Act?
<p>Document A Poster</p>	
<p>Document B Cartoon</p>	
<p>Document C Speech</p>	
<p>Document D Autobiography</p>	

Transcript: “The Artillery of Heaven” from PBS’ *The West*, Episode 5 (“The Grandest Enterprise Under God”). Length = 7:30.

While the Union Pacific moved west again across the Great Plains, in California the Central Pacific, after a fast start, had gotten stuck in the Sierra Nevadas. The mountains seemed impenetrable.

And to make matters worse, Charles Crocker, whose job it was to break through them, could not seem to hold on to his workers: three out of five stuck with him just long enough to get a free ride to the railhead, then set out on their own for the Nevada gold fields. His plans called for a work force of 5,000. He had fewer than 600.

Desperate, he suggested to his superintendent of construction, James Strobridge, that he try the Chinese, who were eking out a living working the gold and silver tailings abandoned by others. Strobridge was against it: he thought the Chinese were too small, too frail; they had no experience building railroads. Crocker told Strobridge to give the Chinese a chance. After all, he said, they had built the Great Wall of China.

The first Chinese began turning up in early 1865, eager to work. They were already organized into work gangs, each with its own headman.

"Crocker expected that these fellows would come up there in one's and two's like the other nationalities, and he found that the Chinese sort of marched up there as one group, and all he had to do was to deal with the foreman of that group. Of course, he would be the clan leader."
-Jack Chen

Before long, 11,000 Chinese were at work on the Central Pacific and Crocker was advertising for more in China.

But hard work alone was no match for the Sierra Nevadas. Strobridge worried that his Central Pacific was falling even further behind in their race with the Union Pacific, and soon armed the Chinese with black powder to blast their way through.

It took 500 kegs of it a day, week after week, to carve cuts through the foothills. And then they came up against a face they called Cape Horn: solid rock, nearly straight up and down, 2,000 feet above a raging river. There were no footholds, but the Chinese were told to make a ledge in the cliff wide enough for a train.

"My grandfather was one of the people that they put in the baskets because he was small and light, and what they did was, they would be lowered over cliffs and they would drill holes, and then they'd set the dynamite in them. And then they'd light the dynamite, and then they'd pull them up by these baskets. And then they had to get out of there before the dynamite exploded." -Maxine Hong Kingston

Huge masses of rock and debris were rent and heaved up in the commotion; then... came the thunders of the explosion like a lightning stroke, reverberating along the hills and canyons, as if the whole artillery of Heaven was in play.

Before the Central Pacific could get through the Sierras, the crews had to gouge out fifteen tunnels. They worked in shifts around the clock, but averaged just eight inches a day. And they

Debating U.S. History Industrialization and Progressive Era Lesson 10 Student Handout

had to keep at it every kind of weather.

"Charles Crocker had to punch the line through the Sierras that winter, the winter of '66, and the Chinese had to build the railroad, lay the tracks. So they built these tunnels under the snow to keep advancing the line. And sometimes there would be snow slides and entire crews of Chinese would be trapped under tons of snow. And their bodies would be left there and found the following spring. Sometimes the bodies were found with the picks and the shovels still in their hands." -Ronald Takaki

No one kept a precise count, but more than 1,200 Chinese died digging and blasting for Charles Crocker and the Central Pacific.

"When somebody died, you just didn't dig a grave for him and put him down in the grave. You went to a lot of trouble to get his remains back to the village that he came from, because a Chinese doesn't want to be buried anywhere. He wants to be buried where his ancestors were buried, because he wants to stick together." -Jack Chen

Finally, in 1868, after three long years of back-breaking, dangerous labor, the Central Pacific crews did what few had believed anyone could do: they broke out of the High Sierras.

John Chinaman, with his patient toil, directed by American energy and backed by American capital, has broken down the great barrier at last and opened over it the greatest highway yet created for the march of commerce and civilization around the globe. The Territorial Enterprise

The hardest part was behind them. The Central Pacific was back in the race.

Do Now: Using the word bank, complete the paragraph below.

Industrialization and its discontents in the late 19th century U.S.

Word Bank: laissez-faire strike nativism low pay social Darwinism industrialization labor unions urbanization	During the period of _____ in the late 1800s U.S., there was an explosion of business, mechanization, and factory production. Because of the government policy of _____ capitalism, businesses were free to do pretty much as they wanted. This allowed them to grow tremendously, but also had negative social effects – dangerous work conditions, _____, overcrowded and unhealthy cities and unsafe products. In an effort to defend themselves industrial workers formed _____ and sometimes went on _____ in order to get improved conditions. The cities were growing at a rapid rate, a process known as _____. Many newly arrived people in the cities were immigrants, who were often faced with _____, or negative feelings towards foreign-born people. In sum, industrialization was not always a great thing for poor people, workers, or the general public. Better-off people often professed a belief in _____, or “survival of the fittest,” which stated that some people in society were simply destined to suffer.
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EXIT SLIP: What does it mean to be “progressive”?

Based on today’s classwork, write a paragraph in response to today’s focus question:
How progressive was the Progressive Era?

Defining Progressivism

progressivism (*noun*): the political orientation of those who favor progress toward better conditions in government and society.

progressive (*noun*): a person believing in moderate political change and social improvement through political action.

Using these general definitions, decide whether the following people, ideas or laws fit the definition of Progressive:

1. Jane Addams

Jane Addams was “anxious to improve the lot of the urban poor, and to assist women and children workers. She started Hull House, one of the first settlement houses in the United States. She appreciated immigrant culture, and offered Italian and German culture evenings at Hull House to “help the foreign-born conserve and keep whatever of value their past life contained and to bring them into contact with a better class of Americans.” She helped found the NAACP. (African American rights organization) and was a strong advocate for women’s suffrage.

Was Jane Addams “progressive”? (circle one) YES NO

Defend your opinion:

2. William Jennings Bryan

William Jennings Bryan believed in the infallibility (complete truth) of the Bible, and so defended the state of Tennessee’s law, which banned the teaching of evolution in schools. Another important cause of Bryan’s was temperance. “In crusading against alcohol, Bryan and many of his fellow prohibitionists considered themselves as Progressives engaged in a reform that would eventually engulf the entire world. Bryan thought that temperance was just a continuation of the struggle against the selfish interests that put private profit above human welfare and fed upon the helplessness of the masses.”

Was William Jennings Bryan “progressive”? (circle one) YES NO

Defend your opinion:

3. President Theodore Roosevelt

Theodore Roosevelt took the view that the President of the United States, as a "steward (guide and guardian) of the people", should take whatever action necessary for the public good unless expressly forbidden by law or the Constitution. He sought to provide the people of the US with "a square (fair) deal." One of his most famous quotes is "I believe in corporations. They are indispensable instruments of our modern civilization; but I believe that they should be so supervised and so regulated that they shall act for the interest of the community as a whole." Some of Theodore Roosevelt's most effective achievements were in conservation. He added enormously to the national forests in the West, reserved lands for public use, and fostered great irrigation projects.

Was Theodore Roosevelt "progressive"? (circle one) YES NO

Defend your opinion:

4. Ida B. Wells-Barnett

Born a slave, Ida B. Wells-Barnett later became a schoolteacher and after the savage lynching of three of her friends devoted her life to anti-lynching campaigns. She organized a boycott of the Memphis trolley system and later championed an exodus out of Memphis which resulted in several thousand African-Americans leaving. She lectured throughout the North and in Great Britain, and later was one of the founding members of the NAACP (National Association for the Advancement of Colored People).

Was Ida B. Wells-Barnett "progressive"? (circle one) YES NO

Defend your opinion:

5. Louis Brandeis

Louis Brandeis showed a strong sympathy for the trade union movement and women's rights. This included his working without fees as a lawyer to fight for causes he believed in such as the minimum wage and anti-trust legislation. As a supporter of trade union rights, Brandeis argued that the retailer should make sure that "the goods which he sold were manufactured under conditions which were fair to the workers - fair as to wages, hours of work, and sanitary conditions." He went on to claim that if the business community considered moral issues when producing and selling goods then 'big business' will then mean "business big not in bulk or power but great in service and grand in manner. Big business will then mean professionalized business, as distinguished from the occupation of petty trafficking or mere moneymaking." Brandeis was also a strong advocate of individual rights and freedom of speech.

Was Louis Brandeis "progressive"? (circle one) YES NO

Defend your opinion:

6. Robert LaFollette

Robert LaFollette supported a program of tax reform (higher corporate taxes) to help pay off state debts and fund education, corporation regulation (railroads) and an extension of political democracy (direct primary). As a U.S. Senator, LaFollette argued that his main role was to "protect the people" from the "selfish interests". He claimed that the nation's economy was dominated by fewer than 100 industrialists. He went on to argue that these men then used this power to control the political process. LaFollette supported the growth of trade unions because he saw them as a check on the power of large corporations.

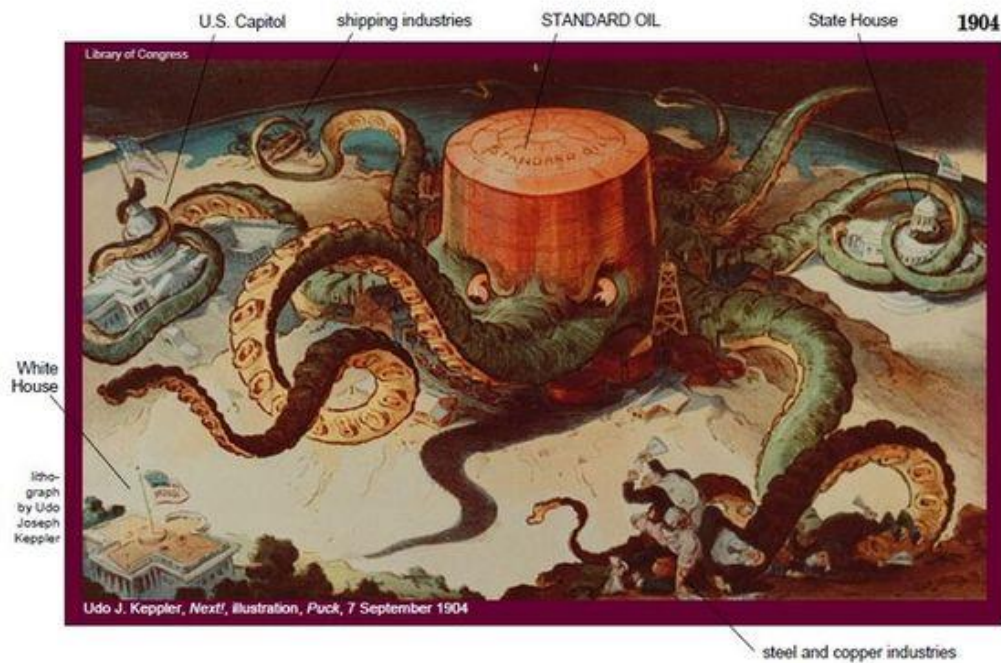
Was Robert LaFollette "progressive"? (circle one) YES NO

Defend your opinion:

Two Images of the Octopus from Progressive Era America

Examine the two octopus images below and interpret them with the help of these questions:

1. Why an octopus? What associations does the octopus arouse in your imagination?
2. What do you think is the main idea of each of these cartoons?
3. What in the images shows the power of the octopus?
4. Who does the images show as victims, and how are they portrayed?



1882

Left Side Labels:

- Nob Hill (neighborhood of the San Francisco powered elite)
- Mansion of Charles Croker (Southern Pacific Railway magnate)
- U.S. Bonds
- Mark Hopkins & Leland Stanford (Southern Pacific Railway magnates)
- Wine
- "Killed by the Railroad Monster"
- Mussel Slough (1880 shootout between farmers and federal marshals over land disputes with the Southern Pacific Railway; climax of the 1901 Frank Norris novel *The Octopus*)

Right Side Labels:

- Wheat Export
- Wheat Ware House
- Stage Lines
- Lumber Dealers
- Fruit Growers
- FREIGHT
- The Farmers
- Mining
- G. Frederick Keller, *Wasp* illustrator

Top Labels:

- The Bancroft Library
- The Wasp*

Bottom Labels:

- THE CURSE OF CALIFORNIA.
- G. F. Keller. *The Curse of California*, illustration. *The Wasp*, 19 August 1882

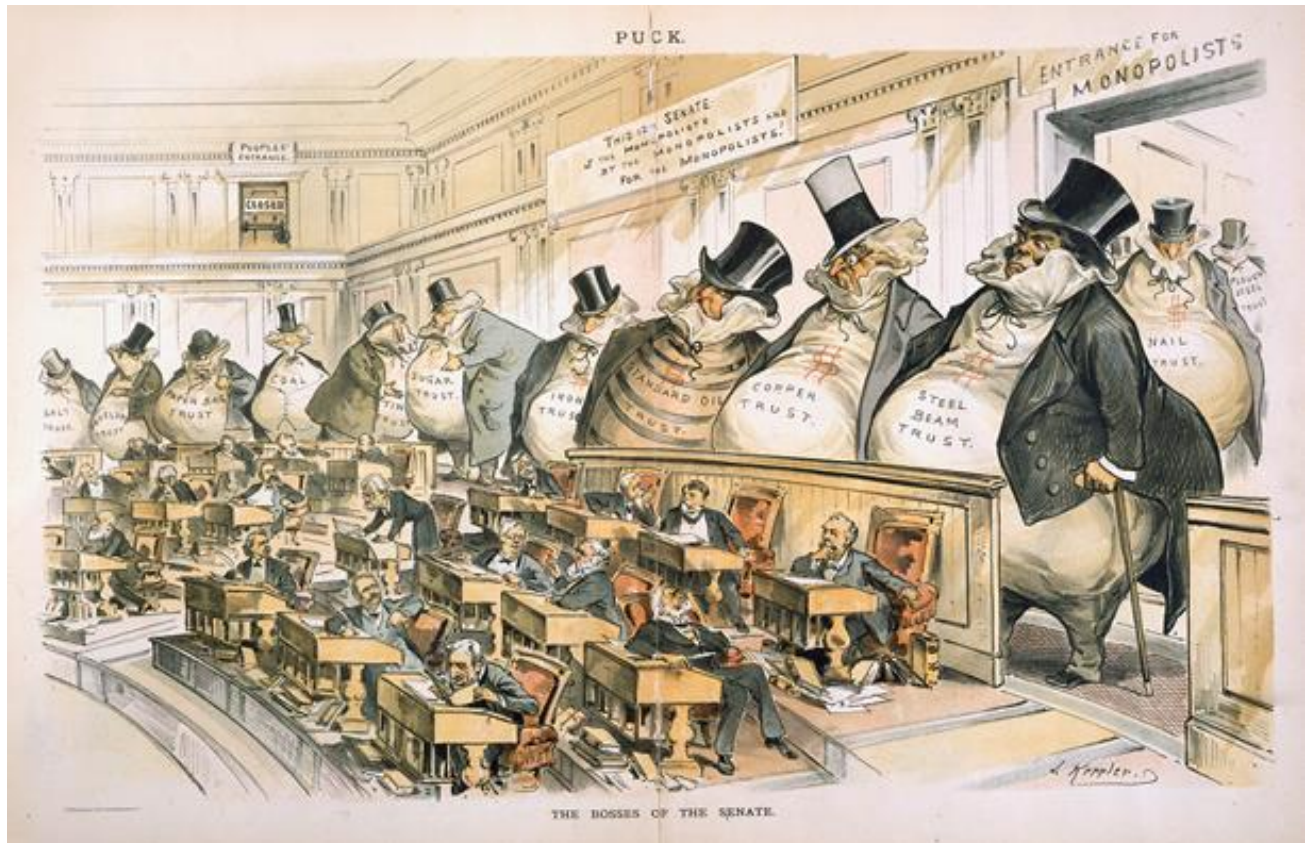
Set 1: Political Reform

17th Amendment (direct election of senators)

Initiative, referendum, recall

19th Amendment

Set 1, Document 1a



The Bosses of the Senate, a cartoon by Joseph Keppler. First published in *Puck*, January 1889. It depicts corporate interests—from steel, copper, oil, iron, sugar, tin, and coal to paper bags, envelopes, and salt—as giant money bags looming over the tiny senators at their desks. It shows a door to the gallery, the "people's entrance," bolted and barred. The galleries stand empty while the special interests have floor privileges, operating below the motto: "This is the Senate of the Monopolists by the Monopolists and for the Monopolists!"

Set 1, Document 1b

AMENDMENT XVII

Passed by Congress May 13, 1912. Ratified April 8, 1913. (excerpted)

The Senate of the United States shall be composed of two Senators from each State, **elected by the people thereof**, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures....

Set 1, Document 2

. . . Indeed, the growth of fundamental democracy in this country is astonishing. Thirty years ago the secret ballot was regarded as a passing craze by professional politicians. Twenty years ago it was a vital issue in nearly every American state. Today the secret ballot is universal in American politics. Ten years ago the direct primary was the subject of an academic discussion in the University of Michigan by a young man named La Follette of Wisconsin. Now it is in active operation in over two-thirds of our American states, and over half of the American people use the direct primary as a weapon of self-government. Five years ago the recall was a piece of freak legislation in Oregon. Today more American citizens are living under laws giving them the power of recall than were living under the secret ballot when [President] Garfield came to the White House.... The referendum is only five years behind the primary. Prophecy (prediction) with these facts before one becomes something more than a rash (foolish) guess....

Source: William Allen White, *The Old Order Changeth*, Macmillan, 1910

Vocabulary

secret ballot – anonymous voting, i.e. no one sees or knows who you vote for

direct primary – when regular citizens vote for a candidate to represent their party rather than only party officers voting for the candidate.

recall – the power to take someone out of elected office after they are elected

referendum – when citizens can propose and vote on a law (vs. only elected officials)

Set 1, Document 3

. . . Women compose one-half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot. . . .

The great doctrine of the American Republic that “*all governments derive their just powers from the consent of the governed,*” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable [intolerable], justifies women in exercising the suffrage. One great advantage, however, of the suffrage is in raising women to a position of greater honor and dignity so that the children of the land shall show and feel greater reverence and honor for their mothers, and that the mothers may teach the elementary principles of good government while they are teaching them good manners, morality and religion. . . .

Source: Senator Robert Owen, Speech, 1910

SET 2: Social Reform

Set 2, Document 1a - The Jungle

. . . There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world [lead to his death]; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef luggers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. . . .

Source: Upton Sinclair, *The Jungle*, 1906

Set 2, Document 1b - Meat Inspection Act

. . . In just one week a scandalized public had snapped up some 25,000 copies of *The Jungle*. . . One of the most outraged readers was President Theodore Roosevelt. . . Roosevelt recognized immediately that the public would expect government at some level—local, state, or federal—to clean up the meat industry. He invited Sinclair for a talk at the White House, and though he dismissed the writer's "pathetic belief" in socialism, he promised that "the specific evils you point out shall, if their existence be proved, and if I have the power, be eradicated [eliminated]."

Roosevelt kept his promise. With the help of allies in Congress, he quickly brought out a new bill, along with the proverbial [well-known] big stick. Only four months later, on June 30, he signed into law a Meat Inspection Act that banned the packers from using any unhealthy dyes, chemical preservatives, or adulterants. The bill provided \$3 million toward a new, tougher inspection system, where government inspectors could be on hand day or night to condemn animals unfit for human consumption. . . .

Source: James Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection*, Alfred A. Knopf

Set 2, Document 2a – Workplace Safety Laws

State Actions Affecting Working Conditions

1911	Recommendations of Illinois Commission on Occupational Disease (1909) result in Illinois Occupational Disease Act (ventilation, sanitation, fumes, temperature)
1911	Wisconsin becomes first state to pass workman's compensation legislation
1911	Wisconsin legislature limits hours of labor for women and children
1911–1915	Recommendations of New York State Factory Investigating Commission result in dozens of new laws creating healthier and safer factory working conditions during New York's "golden era in remedial factory legislation"
1912	New York State Factory Investigating Commission requires automatic sprinklers for all floors above seventh floor of buildings; broadens regulation and inspection of workplace safety (fire escapes, safe gas jets, fireproof receptacles, escape routes, fire drills)
1912	Massachusetts passes first state minimum wage law
1913	Oregon law requires payment of overtime for workers in mills or factories (over ten hours a day)

Set 2, Document 2b – Triangle Shirtwaist Company Fire

Near closing time on Saturday afternoon, March 25, 1911, a fire broke out on the top floors of the Asch Building in the Triangle Waist Company. Within minutes, the quiet spring afternoon erupted into madness, a terrifying moment in time, disrupting forever the lives of young workers. By the time the fire was over, 146 of the 500 employees had died. The victims and their families, the people passing by who witnessed the desperate leaps from ninth floor windows, and the City of New York would never be the same.

New York City, with its tenements and loft factories, had witnessed a growing concern for issues of health and safety in the early years of the 20th century. Groups such as the International Ladies' Garment Workers' Union (ILGWU) and the Womens' Trade Union League (WTUL) fought for better working conditions and protective legislation. The Triangle Fire tragically illustrated that fire inspections and precautions were woefully inadequate at the time. Workers recounted their helpless efforts to open the ninth floor doors to the Washington Place stairs. They and many others afterwards believed they were deliberately locked-- owners had frequently locked the exit doors in the past, claiming that workers stole materials. Others waited at the windows for the rescue workers only to discover that the firefighters' ladders were several stories too short and the water from the hoses could not reach the top floors. Many chose to jump to their deaths rather than to burn alive.

Source: Kheel Center, Cornell University. *The 1911 Triangle Factory Fire*, accessed February 13, 2014, <http://www.ilr.cornell.edu/index.html> (excerpted)

Set 2, Document 3 - Settlement House Movement

American social reformers began founding settlement houses in the late 1880s to respond to growing industrial poverty. In 1886, Stanton Coit founded Neighborhood Guild, the first US settlement house, in New York City. In 1889, Jane Addams and her friend Ellen Starr founded Hull-House in Chicago, which would eventually become the most famous settlement house in the US. By 1887, there were 74 settlements in the United States, and the number had ballooned to over 400 by 1890. Forty percent of settlement houses were in Boston, Chicago, and New York—the leading industrial centers—but most small cities had at least one settlement.

The major purpose of settlement houses was to help to assimilate and ease the transition of immigrants into the labor force by teaching them middle-class American values. In Chicago, for instance, Hull-House helped to educate immigrants by providing classes in history, art, and literature. Hull-House also provided social services to reduce the effects of poverty, including a daycare center, homeless shelter, public kitchen, and public baths. Settlement houses like Hull-House were a nexus for political activism, with reformers like Jane Addams becoming involved in advocating social legislation to combat poverty in local, state, and national politics.

Source: Harvard University Open Libraries Collections Program
<http://ocp.hul.harvard.edu/immigration/settlement.html>

SET 3: Economic Reform

Set 3, Document 1 - 16th Amendment – Income Tax

During America's first century, the federal government raised the bulk of its revenue from tariffs, excise taxes, and property taxes. (During the Civil War, an income tax was temporarily imposed in the North.) However, great industries had been established and great fortunes had been made by the end of the nineteenth century, and populist reformers were advocating for reform of the monopolies and trusts and for fairer treatment of citizens. These populist sentiments led Congress to enact a highly progressive income tax in 1894, but it was declared unconstitutional the following year (it was seen as a direct tax, which was outlawed by the Constitution). This led eventually to the passage of the Sixteenth Amendment, which empowered Congress to levy an income tax.

Woodrow Wilson signed the modern personal income tax into law in October 1913. The Underwood Simmons Tariff Act provided for the reinstatement of a federal income tax as a means to compensate for anticipated lost revenue due to the reduction of tariff duties (this same act dramatically lowered tariffs). According to the tax imposed by Underwood-Simmons, the incomes of couples exceeding \$4,000 (this is roughly \$80,000), as well as those of single persons earning \$3,000 (roughly \$60,000) or more, were subject to a one percent federal tax. Further, the measure provided a progressive tax structure, meaning that high income earners were required to pay at higher rates (as much as 7%). With this initial rate, over 90% of the population were exempt from filing. It would require only a few years (the outbreak of WWI and revenues needed to fight the war) for the federal income tax to become the chief source of income for the government, far outdistancing tariff revenues.

Source: The Century Foundation, "Tax Reform: History of the Federal Income Tax".
<http://www.tcf.org/Publications/Basics/Tax/History.html>

Set 3, Document 2 - Federal Reserve Act, 1913

Next, [President Woodrow] Wilson tackled the currency problem and banking reform. Since the Civil War, Democrats and agrarians had wanted a more flexible money supply and system of banking that would allow adjustments in the amount of money and credit available in times of economic expansion or crisis. By the early twentieth century, bankers and businessmen had also begun to demand reform. After the Panic of 1907, a special congressional investigating committee (the Pujo Committee) demonstrated to the American public the extent to which a handful of banks (J. P. Morgan, for example) and corporations controlled the nation's wealth. Reformers wanted a strong federal system that would regulate credit and oversee the nation's currency.

In response to the demand for reform, Wilson pushed for the Federal Reserve Act of 1913, which established twelve regional reserve banks controlled by the Federal Reserve Board, a new federal agency whose members were appointed by the President. This new federal system could adjust interest rates and the nation's money supply. Because it was authorized to issue currency based on government securities and "commercial paper" (the loans made to businesses by banks), the amount of money in circulation would expand or contract with the business cycle. Additionally, the Federal Reserve was empowered to adjust the interest rates, or the discount rate, charged to its member banks for money deposited in the branch reserve banks, which would indirectly control the interest rates that banks charged their borrowers. The new system could also set the amount of money banks would have to hold as an offset against deposits (the reserve requirement), thus establishing a reserve fund for times of economic crisis. This act, probably the most important domestic achievement of the Wilson administration, still provides the framework for regulating the nation's banks, credit, and money supply.

Source: Miller Center of Public Affairs, University of Virginia. "Woodrow Wilson: Domestic Affairs."
<http://millercenter.org/president/biography/wilson-domestic-affairs>.

Set 3, Document 3 - Clayton Anti-Trust Act, 1914

An Act to supplement existing laws against unlawful restraints and monopolies, and for other purposes....

Section 3. That it shall be unlawful for any person engaged in commerce, in the course of such commerce, to lease or make a sale or contract for sale of goods, wares, merchandise, machinery, supplies or other commodities...or fix a price charged therefor, where the effect of such lease, sale, or contract for sale or such condition, agreement or understanding may be to substantially lessen competition or tend to create a monopoly in any line of commerce....

Section 6. That the labor of a human being is not a commodity or article of commerce. Nothing contained in the antitrust laws shall be construed to forbid the existence and operation of labor, agricultural, or horticultural organizations, instituted for the purposes of mutual help....nor shall such organizations, or the members thereof, be held or construed to be illegal combinations or conspiracies in restraint of trade, under the antitrust laws.

Section 7. That no corporation engaged in commerce shall acquire, directly or indirectly, the whole or any part of the stock or other share capital of another corporation engaged also in commerce, where the effect of such acquisition may be to substantially lessen competition between the corporation whose stock is so acquired and the corporation making the acquisition, or to restrain such commerce in any section or community, or tend to create a monopoly of any line of commerce.

Source: The Ashbrook Center at Ashland University
<http://teachingamericanhistory.org/library/document/clayton-antitrust-act/>

SET 4: Environmental Reform

Set 4, Document 1 – John Muir and the Sierra Club

Hetch-Hetchy Reservoir and the Conservation Debate

The Progressive Era's most controversial environmental issue was the 1908–1913 struggle over federal government approval for building the Hetch Hetchy dam in a remote corner of federally-owned land in California's Yosemite National Park.

In 1901 San Francisco Mayor James Phelan proposed damming the valley to create a reservoir for San Francisco. At the time, only a few hundred people had ever seen Hetch Hetchy but it was, not so coincidentally, in Yosemite National Park. The famed preservationist and founder of the Sierra Club John Muir had spent many years in Yosemite, climbing its mountains, exploring its most remote corners, and Hetch Hetchy was one of his favorite places on Earth. It is "one of Nature's rarest and most precious mountain temples," he wrote. "These temple destroyers, devotees of ravaging commercialism, seem to have a perfect contempt for Nature, and, instead of lifting their eyes to the God of the mountains, lift them to the Almighty Dollar."

....Muir and the Sierra Club raised enough of a protest to have Phelan's proposal turned down. Undaunted, Phelan tried again in 1903, again in 1905, again in 1907....The 1906 earthquake, causing a fire that destroyed much of San Francisco, seemed to underline the city's need for water; and in 1908 a city referendum resulted in a slim margin in favor of a dam. But in the nation at large Muir and the Sierra Club, using articles, pamphlets and broadsides, successfully whipped up public opinion in favor of preserving the valley. Letters began to pour into Congress by the thousand; most major newspapers published editorials condemning the dam.

On December 6, 1913, after 12 years of fighting, the Hetch Hetchy question came to a final vote. The U.S. Senate passed the bill authorizing the dam with a 43-25 vote. The New York Times wrote, "The American people have been whipped in the Hetch Hetchy fight."

John Muir died of pneumonia in December 1914, but he had his revenge. The Hetch Hetchy defeat did wonders for his cause. The grassroots nature of the anti-dam protest widened preservationist support tremendously; and hardened it into a movement capable of sustained political action. "The conscience of the whole country," as Muir put it, was "aroused from sleep." In 1913, the time of the Hetch Hetchy decision, only a handful of conservation organizations existed; 40 years later the number was over 300.

Source: http://www.sierraclub.org/ca/hetchhetchy/mini_course_by_ken_chowder.html (modified)

Set 4, Document 2 - National Reclamation Act of 1902

The Newlands (named after the Nevada Congressman who sponsored the bill) Reclamation Act was passed in 1902. Few acts of Congress have had such sweeping results. More than nine million acres of arid (dry) land were, in the jargon of the times, "reclaimed" for beneficial use [for] the storage and delivery of irrigation water. The Reclamation Act's origins in many respects were rooted in the many late 19th century irrigation projects that popped up around the West.,,,, Many larger projects were attempted. Failures, often due to insufficient capital, were frequent. But resistance to federal involvement in water management lasted many years.

On September 14, 1901, Theodore Roosevelt's ascension into the Presidency upon the assassination of President McKinley gave Reclamation boosters what would turn out to be their biggest boost. President Roosevelt embraced the concept. "Make the streams...of the arid regions useful by irrigation works for water storage," the President argued. "The storage of floods in reservoirs at the headwaters of our rivers is but the enlargement of our present policy of river control.... The government should construct and maintain these reservoirs as it does other public works."

From 1902-07, Reclamation began about 30 projects in Western states Much of West could not have been settled without the water provided by the Act. The West became one of the premier agricultural areas in the world. Bureau of Reclamation statistics show that the more than 600 of their dams on waterways throughout the West provide irrigation for 10 million acres (40,000 km²) of farmland, providing 60% of the nation's vegetables and 25% of its fruits and nuts.

Currently, the Bureau operates about a 180 projects in the West.

Not envisioned by the act, Bureau of Reclamation dams support 58 power plants producing 40 billion kilowatt hours of electricity annually. Most of the large population centers in the Far West owe their growth to these power sources.

Source: Bureau of Reclamation, "About Us". <http://www.usbr.gov/main/about/> (modified)

Set 4, Document 3 – National Monuments, Antiquities Act

Antiquities Act

“That the President of the United States is hereby authorized, in his discretion, to declare by public proclamation historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest that are situated upon the lands owned or controlled by the Government of the United States to be national monuments...”

from Antiquities Act, 1906

The Antiquities Act of 1906 resulted from concerns about protecting mostly prehistoric Indian ruins and artifacts-collectively termed "antiquities "-on federal lands in the West. It authorized permits for legitimate archeological investigations and penalties for persons taking or destroying antiquities without permission. And it authorized presidents to proclaim "historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest" as *national monuments*-"the limits of which in all cases shall be confined to the smallest area compatible with the proper care and management of the objects to be protected."

The bill's sponsors originally expected that national monuments would be proclaimed to protect prehistoric cultural features, or antiquities, in the Southwest and that they would be small. Yet the reference in the act to "objects of ... scientific interest" enabled President Theodore Roosevelt to make a natural geological feature, Devils Tower, Wyoming, the first national monument three months later. Among the next three monuments he proclaimed in 1906 was another natural feature, Petrified Forest, Arizona, and two cultural features, El Morro, New Mexico, and Montezuma Castle, Arizona.

President Roosevelt continued to interpret the provisions of the Antiquities Act broadly. In 1908 Roosevelt again used the act to proclaim more than 800,000 acres of the Grand Canyon as a national monument-a very big "object of scientific interest." And in 1918 President Woodrow Wilson proclaimed Katmai National Monument in Alaska, comprising more than a million acres.

Although the provisions of the Antiquities Act have remained largely unchanged since 1906, they have been broadly interpreted to include both large and small areas, containing a diverse array of cultural and scientific features. The Antiquities Act has become much more than a way to protect antiquities. It has become an effective means for Presidents seeking to protect public lands that faced immediate threats.

Source:

National Park Service History, "Antiquities Act of 1906",
<http://www.cr.nps.gov/history/hisnps/nps/history/antiq.htm>

Progressive Era Reforms

A. Which category of reform are you working on? (Circle one)

POLITICAL

SOCIAL

ECONOMIC

ENVIRONMENTAL

B. Describe 3 problems depicted in your document set. Be specific and use details from the documents!

1.

2.

3.

C. How did progressive reformers try to fix these problems? (e.g., What actions did people take? What new laws were passed?)

1.

2.

3.

D. How successful were these reforms in achieving their goals of improving society? If you're not sure, make an *inference* (educated guess).

	What problems did the reform try to solve?	What actions did reformers take to try to solve the problems?	Did their reforms have a positive impact? (Did society improve as a result?)
Political Reform	1. 2. 3.		
Social Reform	1. 2. 3.		

Economic Reform	1. 2. 3.		
Environmental Reform	1. 2. 3.		

Regents Practice Questions

1. Passage of the Pure Food and Drug Act and the Meat Inspection Act illustrated the federal government's commitment to

- (1) environmental conservation
- (2) workers' rights
- (3) business competition
- (4) consumer protection

2. In 1906, the publication of *The Jungle*, written by Upton Sinclair, led Congress to

- (1) enact stronger prohibition laws
- (2) support the national conservation movement
- (3) establish a system for meat inspection
- (4) legalize strikes and boycotts by labor unions

3. What did the tragedy of the Triangle Shirtwaist Company fire of 1911 draw national attention to?

- (1) the need to restrict immigration from southern Europe
- (2) the need to establish full-time fire departments
- (3) the need to protect the safety of workers
- (4) the need to improve conditions for tenement dwellers

4. The term muckraker was used during the Progressive Era to describe

- (1) dissatisfied workers who went on strike
- (2) Northerners who went South following the Civil War
- (3) investigative journalists who exposed societal problems
- (4) women who supported the Prohibition movement

5. Congress passed the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890) in response to

- (1) foreign influences on the US economy
- (2) public demand for better roads
- (3) monopolistic practices that were harmful to small businesses
- (4) the failure of federal banks to provide loans to individuals

6. The Federal Reserve System was created in 1913 to

- (1) authorize Congress to set interest rates
- (2) regulate the nation's money supply
- (3) allow the government to own the nation's banks
- (4) take over the responsibility of printing money

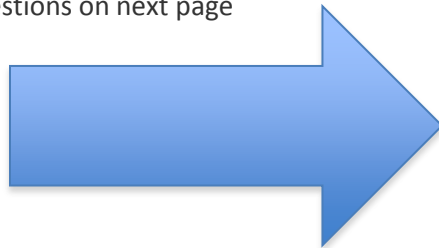
7. During the Progressive Era, support for a graduated income tax was based primarily on the

- (1) desire of corporations to reduce their taxes
- (2) need to raise income from the lower classes
- (3) belief that all people should be taxed the same
- (4) resentment over the unequal distribution of wealth

8. Primaries, the secret ballot, and the use of referendum and recall were efforts made during the Progressive Era to

- (1) preserve the power of political machines
- (2) provide equal political rights for Native American Indians
- (3) protect States rights against federal power
- (4) increase citizen participation in government

Three more questions on next page



Base your answers to questions 9 and 10 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The best way to prevent corruption in government is to allow citizens a direct role in the legislative process.

Speaker B: Breaking up trusts and monopolies will increase business competition.

Speaker C: An important goal of the federal government should be the protection of our natural resources.

Speaker D: Government will only improve when women are granted full suffrage

9. Which speaker's statement is most directly related to the political concepts of initiative, referendum, and recall?
 - (1) A
 - (2) B
 - (3) C
 - (4) D

10. Which two speakers' viewpoints reflect actions taken by Theodore Roosevelt when he was president (1901–1909)?
 - (1) A and B
 - (2) B and C
 - (3) C and D
 - (4) D and A

11. One major goal of the Progressive movement was to
 - (1) balance the federal budget by decreasing spending
 - (2) provide unemployment insurance to workers
 - (3) limit direct citizen control over government
 - (4) pass laws to help solve economic and social problems

Jacob Riis's *How the Other Half Lives* (Modified)

The Italian in New York

The Italian comes in at the bottom. In the slums he is welcomed as a tenant who "makes less trouble" than the Irishman: is content to live in a pig-sty and lets the rent collector rob him.

Ordinarily he is easily enough governed by authority – except for Sunday, when he settles down to a game of cards and lets loose all his bad passions. Like the Chinese, the Italian is a born gambler. His soul is in the game from the moment the cards are on the table, and very frequently his knife is in it too before the game is ended.

Chinatown

Red and yellow are the holiday colors of Chinatown, but they do not lend brightness in Mott Street. Rather, the colors only add a general dullness. Whatever happens in Chinatown goes on behind closed doors in stealth and secretiveness. His business, as his domestic life, shuns the light, less because there is anything to conceal than because that is the way of the man. The stranger who enters through the doorway is received with sudden silence, a sullen stare, and an angry "Vat you vant?" that breathes annoyance and distrust.

Jewtown

Poverty always goes along with dirt and disease, and Jewtown is no exception. The diseases these people suffer from are not due to intemperance or immorality, but to ignorance, want of suitable food, and the foul air in which they live and work. The homes of the Hebrew quarter are its workshops also. Every member of the family, from the youngest to the oldest, works, shut in the stuffy rooms, where meals are cooked and clothing washed and dried besides, all day long. It is not unusual to find a dozen persons – men women, and children – at work in a single small room. It has happened more than once that a child recovering from small-pox, and in the most contagious stage of the disease, has been found crawling among heaps of half-finished clothing that the next day would be offered for sale on the counter of a Broadway store.

Source: *Excerpts from Jacob Riis's book How the Other Half Lives, 1890. Jacob Riis was a "muckraker" who photographed poverty in New York City's slums in the 1880s.*

Name _____

Jacob Riis Guiding Questions

SOURCING: Who wrote this? What type of document is this?

I believe the author’s purpose in writing this was . . .

I think the sort of people who read this were. . .

I do/don’t trust this document because. . .

CONTEXTUALIZATION

I already know that at this time . . .

From this document I would guess that people at this time. . .

This document might not give me the whole picture because . . .

CLOSE READING

The author is trying to convince the readers that...

The author tries to convince the readers by using the words...

STUDY GUIDE: Industrialization & Progressive Era

Main Topics

- These were the main reasons (causes) for industrial growth in the late 1800s:
 - US **population was increasing** rapidly, helped by a revolution in agriculture which with new technology produced much more food for more people. As the population increased, so did the demand for products – the economy got stronger.
 - **Advances in transportation** – first the canal system, later on the railroads and automobiles. These were especially important for easing trade.
 - **Advances in communication** – the telegraph and, later, the telephone made communications over long distances much faster and easier.
 - **New sources of energy** – such as oil and electricity made new kinds of factory production possible.
 - The **rise of corporations** – huge groups of companies with lots of money; some became **monopolies**.
 - The government's **open immigration policy**, which fed industry's need for labor.
- Two important IDEAS associated with industrialization were:
 - **laissez-faire capitalism** – the idea that government should not interfere in business; in other words, the government shouldn't make a lot of regulations (rules) for businesses to follow because it might interfere with growth. This idea allowed businesses to pretty much do whatever they wanted – including forming monopolies, using child labor, giving workers low pay and dangerous conditions, and selling unsafe food and medicine to the public.
 - **Social Darwinism** – also known as “survival of the fittest.” This idea said that the rich were rich because they deserved to be rich (they were the “fittest”), while the poor were blamed for being poor (it was their own fault). Social Darwinism was used to justify large economic inequalities (big differences between rich and poor).
- One important result of laissez-faire was the growth of monopolies and trusts, headed by business leaders such as Andrew Carnegie and John D. Rockefeller. Some people called these business leaders **robber barons**, because of their unfair business practices. Others called them **captains of industry** because of their great business success and contributions to the advance of industrialization.
- Workers who suffered during industrialization eventually formed **labor unions** – organizations of workers who united in order to have more power to fight the bosses. The fight for workers' rights included huge strikes that sometimes turned violent – for example, the Railroad Strike of 1877, the Haymarket Riot, the Homestead Strike, and the Pullman Strike.
- The **Populist Party** was a third political party that rose in the 1890s, mainly to promote the interests of farmers who were economically hurt by the railroad monopolies and corrupt banking practices.
- Most industrial workers were “**new immigrants**” (people from Southern and Eastern Europe). They were culturally different from “old immigrants” (mostly people from Northern and Western Europe), and suffered a high amount of **nativism** (prejudice against immigrants). The worst example of anti-immigrant feeling was the **Chinese Exclusion Act of 1882**, which outlawed all immigration from China, for reasons of race.
- Social reformers and **muckrakers** of the Progressive Era wanted the government to fix many of the problems caused by rapid industrialization and urbanization. This chart shows the main social improvements that reformers wanted to make, along with actions the government took. (Some details below may have been missing from lessons but could be on the Regents Exam.)

Desired Reform	Description	Reform Actions	New Legislation
consumer protection	People buying food and medicine were always in danger of getting sick or dying because of unsanitary conditions in the making and packaging of these products.	<ul style="list-style-type: none"> • muckraker Upton Sinclair writes <i>The Jungle</i> • Prez Teddy Roosevelt demands new consumer protection laws 	<ul style="list-style-type: none"> • Meat Inspection Act • Pure Food and Drug Act
child labor	Children as young as six or seven were working in factories, as house cleaners, in street jobs – conditions were dangerous and many died.	<ul style="list-style-type: none"> • social reformer Jacob Riis publishes photos of child labor in his book <i>How The Other Half Lives</i> • soon after, government investigations begin 	<ul style="list-style-type: none"> • most states pass laws outlawing child labor (making it illegal)
working conditions	Jobs in many industries were incredibly dangerous and if a worker got hurt it often meant losing the job; pay was low.	<ul style="list-style-type: none"> • Triangle Shirtwaist fire and protests • photos by Jacob Riis 	<ul style="list-style-type: none"> • new minimum wage laws • laws about worker safety
living conditions	Conditions in the cities were extremely dirty, overcrowded and full of disease; most immigrants lived in small, dark tenements	<ul style="list-style-type: none"> • Jane Addams opens the first “settlement house” (city community center) • Riis photographs 	<ul style="list-style-type: none"> • new building safety laws
expanding democracy	Government corruption was widespread and regular people had little say in government decisions.	<ul style="list-style-type: none"> • Lincoln Steffens and other muckrakers expose how businesses controlled the gov’t 	<ul style="list-style-type: none"> • 17th Amendment (direct election of senators) • referendum, recall, secret ballot
business corruption	Monopolies and trusts existed in many industries – consumers suffered from high prices and low-quality products.	<ul style="list-style-type: none"> • Ida Tarbell writes <i>History of Standard Oil</i>, exposing Rockefeller. • Teddy Roosevelt proclaims himself the “trust-busting” President 	<ul style="list-style-type: none"> • Clayton Antitrust Act • Federal Trade Commission Act • Federal Reserve Act
women’s suffrage	Women in most states still did not have the right to vote.	<ul style="list-style-type: none"> • Protests led by Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony 	<ul style="list-style-type: none"> • 19th Amendment passed in 1920 (women’s right to vote)
conservation	Much of the forest land in the US was being destroyed by development and industry.	<ul style="list-style-type: none"> • Teddy Roosevelt tells America its natural resources and forests must be protected 	<ul style="list-style-type: none"> • creation of the National Forest system – which sets aside land which can never be developed

Important Terms & People

laissez-faire capitalism	Populist Party	suffrage
social Darwinism	old/new immigrants	conservation
monopoly	nativism	17 th Amendment
trust	Chinese Exclusion Act	Federal Reserve
robber baron	settlement house	Andrew Carnegie
captain of industry	muckraker	John D. Rockefeller Theodore Roosevelt
labor union	Meat Inspection Act	Upton Sinclair
strike	Pure Food and Drug Act	Jacob Riis

Study Questions

1. What were the main positive and negative results of industrial growth in the mid- to late-1800s?
2. What sorts of social, political, and economic problems were caused by the policy of laissez-faire capitalism?
3. How did the philosophy of Social Darwinism justify economic inequalities?
4. Were the business leaders in the Industrial Age robber barons or captains of industry?
5. What were the problems that labor unions were most concerned with fixing? What strategies did unions use to try to achieve their goals?
6. Why did the Populist Party attract millions of supporters in the late 1800s?
7. What was the difference between “old” and “new” immigrants?
8. Why did nativists oppose the United States policy of open immigration in the late 1800s and early 1900s?
9. How progressive was the Progressive Era?
10. What were the main social problems that reformers of the Progressive Era tried to improve?
11. What was a “muckraker”? Who were some important muckrakers and what were the results of their actions?
12. How successful were progressives in provoking political, social, economic, and environmental reforms?
13. Which Progressive laws were passed by the federal government to regulate big business?