

trapped detectives surrendered. They were then marched through the streets and insulted by crowds. Pennsylvania's governor called out the state militia to restore order. The strike continued for four more months. However, the union was eventually defeated. Frick sent a message to Carnegie, "Our victory is now complete."

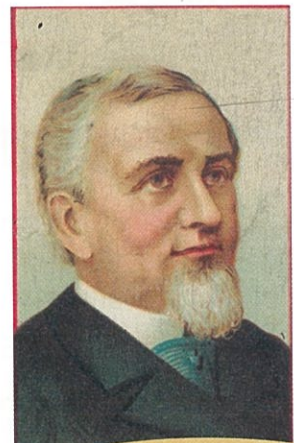
Another major strike took place at George Pullman's Palace Car Company. Most of the company's workers lived in the company town of Pullman, Illinois. These workers had to pay higher rents and utility costs than people in nearby towns.

During the economic depression that began in 1893, Pullman laid off about half of the company's workers. He then cut the wages of those who were left. In May 1894, workers protesting the wage cuts began the **Pullman strike**. Support for the strike quickly spread throughout the railroad industry. The American Railway Union, headed by Eugene V. Debs, refused to work on trains carrying Pullman cars. By July, this strike had stopped traffic on most midwestern rail lines.

Railroad officials then ordered the Pullman cars to be attached to U.S. mail cars. Workers who stopped Pullman cars could then be charged with the federal crime of interfering with the U.S. mail. The federal government backed the railroad companies in this move. Despite the protest of Illinois's governor, President Grover Cleveland sent federal troops to Chicago.

The U.S. attorney general then used the Sherman Antitrust Act to stop the strikers. He obtained a court order stating that the strike was interfering with interstate trade. Debs was arrested for violating the court order. Government support for big business and defeats like that suffered in the Pullman strike set the labor movement back for several years.

✓ **Reading Check: Evaluating** What were the effects of early major strikes on workers and companies?



The majority of trains in the United States carried Pullman cars. The strike against George Pullman's company thus proved crippling for railroad traffic.

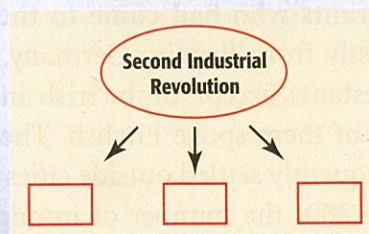
## Section 2 Review

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- 1 Define** and explain:
- collective bargaining
  - anarchists

- 2 Identify** and explain:
- Frederick W. Taylor
  - Knights of Labor
  - Terence V. Powderly
  - Mary Harris Jones
  - American Federation of Labor
  - Samuel Gompers
  - Haymarket Riot
  - Homestead strike
  - Pullman strike

- 3 Analyzing Information** Copy the diagram below. Use it to show the effects that the Second Industrial Revolution had on businesses, workers, and the labor movement.



- 4 Finding the Main Idea**

**a.** Why were the Knights of Labor and the American Federation of Labor formed, and how did they operate?

**b.** How did the major strikes of the late 1800s affect American workers?

- 5 Writing and Critical Thinking**

**Analyzing Information** Imagine that you are a newspaper journalist during the Haymarket Riot. Write a short article describing the events and outcome of the riot.

Consider the following:

- events that took place during the riot
- connection to the Knights of Labor
- public reaction to the riot



## Section

# 3

# Immigrants and the Cities

## Read to Discover

1. Why did immigrants come to the United States, and what countries did they emigrate from during the late 1800s?
2. How did some Americans try to limit immigration?
3. How did city residents try to deal with the challenges of urban life?

## Reading Strategy

**BRAINSTORMING** Write the letters of the alphabet vertically on a sheet of paper. Brainstorm what you already know about immigration and the growth of cities in the late 1800s. List your ideas next to as many letters as possible.

## Define

- old immigrants
- new immigrants
- steerage
- benevolent societies
- suburbs
- settlement houses

## Identify

- Chinese Exclusion Act
- Immigration Restriction League
- Hull House
- Jane Addams
- Ellen Gates Starr



Asian immigrants in the United States in the 1800s

## The Story Continues

Lee Chew lived in China. He was a poor peasant working on his father's farm with little hope of ever owning his own land. When a man from his village "returned with unlimited wealth, which he had obtained in the country of the American wizards," Lee decided to leave China. Like millions of other immigrants to the United States, he left behind everything and everyone he knew. He traveled to a strange new land, carrying little but his dream of success.

## ★ Increased Immigration

During the late 1800s immigrants like Lee continued to come to the United States by the millions. However, immigration patterns began to change. Immigrants who had come to the United States before the 1880s were mostly from Britain, Germany, Ireland, and Scandinavia. Most were Protestants, except for the Irish and some Germans who were Catholic. Many of them spoke English. These people, often called **old immigrants**, frequently settled outside cities and became farmers.

During the 1880s the number of immigrants to the United States increased dramatically. Many of these so-called **new immigrants** came









*Immigrant families such as this one often worked together in sweatshops making clothing.*

Many immigrant groups published newspapers in their own languages. They also founded schools, clubs, and places of worship to preserve their beliefs and customs. New immigrants also eagerly embraced American culture. They wanted their children to learn English and adopt American customs. While immigrants' lives were often difficult, they were usually able to build a better future for their families.

✓ **Reading Check: Summarizing** What steps did new immigrants take to help themselves and others?

## ★ **Opposition to Immigration**

Anti-immigrant feelings grew along with the increase in immigration in the late 1800s. People opposed to immigration believed that the new immigrants' poverty and lack of education would harm American society. Nativism—the favoring of native-born residents over the foreign-born—had started in the 1840s and 1850s with opposition to Irish Catholic newcomers. Many nativists held racial and religious prejudices against immigrants from Asia and southern and eastern Europe in particular.

Some labor unions also opposed immigration. They feared that immigrants willing to work for low wages would take jobs away from union members. Some business leaders favored immigration because the supply of new low-wage workers kept labor costs down. One businessman described the benefits of immigration. “Their home countries have borne [paid] the expense of rearing them . . . and then America . . . reaps whatever profits there are” from their work.

In some places nativists rioted violently against immigrants. Other nativists called for laws to stop or limit immigration. In 1882 Congress passed the **Chinese Exclusion Act**. This law banned Chinese people from coming to the United States for 10 years. The law marked the first time people of a specific nationality were banned from entering the country. Congress later extended the ban into the 1900s.

To further decrease the flow of immigrants, nativists formed the **Immigration Restriction League** in 1894. The league wanted all immigrants to prove that they could read and write in some language before being allowed into the country. Congress passed a law requiring a literacy test for immigrants in 1897. However, President Cleveland vetoed the bill, calling it “narrow, and un-American.”

Despite opposition, the new immigrants played a key role in industrial growth in the late 1800s. They did much of the low-paying work on U.S. buildings, highways, and railroads that drove rapid growth.

✓ **Reading Check: Analyzing Information** Why did nativists oppose immigration, and what steps did they take against it?

### Research on the **ROM**

#### Free Find:

#### **Immigrant Voices**

After reading the selection of immigrant stories on the **Holt Researcher CD-ROM**, write your own story about what you might have experienced as an immigrant coming to the United States.



## ★ The Growth of Urban Communities

During the late 1800s immigrants and native-born Americans moved to cities in record numbers. In 1850 only six cities in the United States had populations greater than 100,000. By 1900 there were more than 35 such cities. In midwestern cities, in particular, the population grew rapidly during those years. Chicago's population, for example, rose from 30,000 in 1850 to 1.7 million in 1900. By 1900 about 40 percent of Americans lived in urban areas. This percentage continued to climb in the early 1900s.

Some city residents were businesspeople and skilled workers. But many more were poor laborers. Farming troubles drove large numbers of people to the cities looking for work. Author Henry Blake Fuller said Chicago's new residents had "come for the common avowed object [declared goal] of making money."

City residents often started organizations to improve their communities and bring their neighborhoods together. For example, African American religious groups organized and aided urban communities. African American ministers often served as both political and spiritual leaders in black neighborhoods. One report from a Baptist group described the ministers as "a class of men who . . . have won the confidence, love, and respect of their people."

✓ **Reading Check: Finding the Main Idea** Why did cities grow so quickly in the late 1800s, and how did people respond to the problems that resulted from this growth?



### Interpreting the Visual Record

**Urban crowding** Cities such as Chicago grew rapidly in the late 1800s, thanks to immigration, migration, and industrial development. What aspects of this scene show the size of the city?



The Sail Boat Pond, Central Park,  
New York City.



## CONNECTING TO THE ARTS

**Central Park** In 1857 Frederick Law Olmsted was appointed superintendent of New York City's Central Park, the first major public park in the United States. Olmsted wanted the park to be a place where city-dwellers could relax surrounded by nature. The park's design contained many trees and several bodies of water. In addition, Central Park offered activities such as horseback riding, ice-skating, boating, and baseball. Central Park proved to be very popular, drawing an average of 30,000 visitors a day for a total of 10 million in 1871. It remains a popular destination today for New York City's residents as well as its tourists. **Why do you think Central Park is so popular?**

### Analyzing Primary Sources

**Drawing Inferences and Conclusions** What do you think was difficult about the living conditions described?



## Urban Changes and Problems

Organizations such as churches and social groups helped make life easier for many city residents. New technologies also brought improvements to urban centers. Engineers built taller buildings by using steel-beam frames for support. Elisha Otis's steam-powered elevators carried people up and down the floors of these so-called skyscrapers. Small local stores gave way to department stores, which offered a wider variety of goods in one place.

Cities sometimes grew too fast. Overcrowding and lack of sanitation resulted, leading to disease and poor health. Poor people, who often lived in run-down housing, suffered the most, as Jacob Riis described.



**“Nine lived in two rooms, one about ten feet square that served as parlor, bedroom, and eating room, the other a small hall room made into a kitchen. The rent was . . . more than a week's wages for the husband.”**

—Jacob Riis, *How the Other Half Lives*

Many cities began building parks to preserve green spaces for recreation. Cities also offered libraries, museums, theaters, and the best schools and hospitals. However, some people wanted private space. Many middle-class Americans chose to live in quieter areas where they could own homes. They moved to **suburbs**—neighborhoods outside of downtown areas. Mass transit networks of streetcars, subways, and commuter trains made living in the suburbs and working in the cities possible.

✓ **Reading Check: Summarizing** What developments eased the problems that arose from the rapid growth of cities?



## ★ Settlement Houses

Few government programs existed to help the urban poor in the late 1800s. However, many private aid organizations assisted poor people. In addition, **settlement houses**—neighborhood centers in poor areas staffed by professionals and volunteers—offered education, recreation, and social activities.

Settlement houses began in Great Britain and then became common in the United States. Janie Porter Barrett established an African American settlement house in Hampton, Virginia. The most famous settlement house was Chicago's **Hull House**, founded by **Jane Addams** and **Ellen Gates Starr** in 1889. Like many upper-class women of their era, they had received a college education. However, they found few job opportunities open to them. Addams wanted to help the poor. To reach this goal, she and Starr opened Hull House in a run-down building in a poor Chicago neighborhood. The work at Hull House focused most on the needs of families, especially immigrant families. Hull House served as a model for other settlement houses.

Addams and her staff took part in a variety of activities. They started the first kindergarten and public playground in Chicago. They also taught classes in English and U.S. government to help immigrants become citizens. In addition, the staff worked for reform of child-labor laws and the adoption of an eight-hour workday for women. Many of the women involved in running Hull House later became active in a variety of national reform movements.

✓ **Reading Check: Drawing Inferences and Conclusions** How might working at Hull House have prepared women to seek national reform?



Jane Addams, who remained active in reform movements her entire life, won the Nobel Peace Prize in 1931.

### Research on the ROM

#### Free Find:

#### Jane Addams

After reading about Jane Addams on the **Holt Researcher CD-ROM**, create a list of community services you would provide if you worked in a settlement house.

## Section 3 Review

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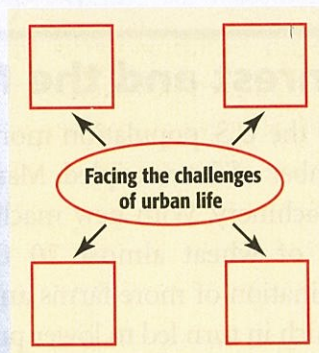
### 1 Define and explain:

- old immigrants
- new immigrants
- steerage
- benevolent societies
- suburbs
- settlement houses

### 2 Identify and explain:

- Chinese Exclusion Act
- Immigration Restriction League
- Hull House
- Jane Addams
- Ellen Gates Starr

- ### 3 Summarizing
- Copy the diagram below. Use it to show how city residents organized to deal with the challenges of urban life.



### 4 Finding the Main Idea

- What led immigrants to come to the United States, and what regions did they come from in the late 1800s?
- What were the nativists' attitudes toward new immigrants, and what actions arose from their bias?

### 5 Writing and Critical Thinking

**Supporting a Point of View** Imagine that you are an immigrant to the United States in 1885. Write a letter to your family back home, telling them about your good and bad experiences. Try to persuade them to join you.

Consider the following:

- the journey to the United States
- adjusting to a new country
- support systems



## Section

# 4

# Populism

### Read to Discover

1. What effects did industrialization have on farmers, and what actions did farmers take to bring about change?
2. Why did farmers want changes in the money supply?
3. What were the political and economic goals of the National Grange and the Populist Party?

### Reading Strategy

**KEY-TERM FOLD** Create the “Key-Term Fold” described in the Appendix. Write a key term from the section on each tab of the key-term fold. Under each tab, write the definition of the key term.



### Define

- free coinage
- gold standard

### Identify

- Oliver Hudson Kelley
- National Grange
- Interstate Commerce Act
- Interstate Commerce Commission
- William Jennings Bryan
- Benjamin Harrison
- Sherman Silver Purchase Act
- Farmers’ Alliances
- Populist Party
- James B. Weaver

## The Story Continues

In the late 1800s many farmers blamed their economic hardships on the railroads. Frank Norris’s 1901 novel *The Octopus* offers the farmers’ point of view. In the story, high railroad rates threaten to leave Farmer Dyke with no profit from his harvest. He had borrowed money to raise his crops. Unless he pays it back, the bank will foreclose. Dyke realizes that “not only would the Railroad devour every morsel of his profits, but also it would take from him his home.”

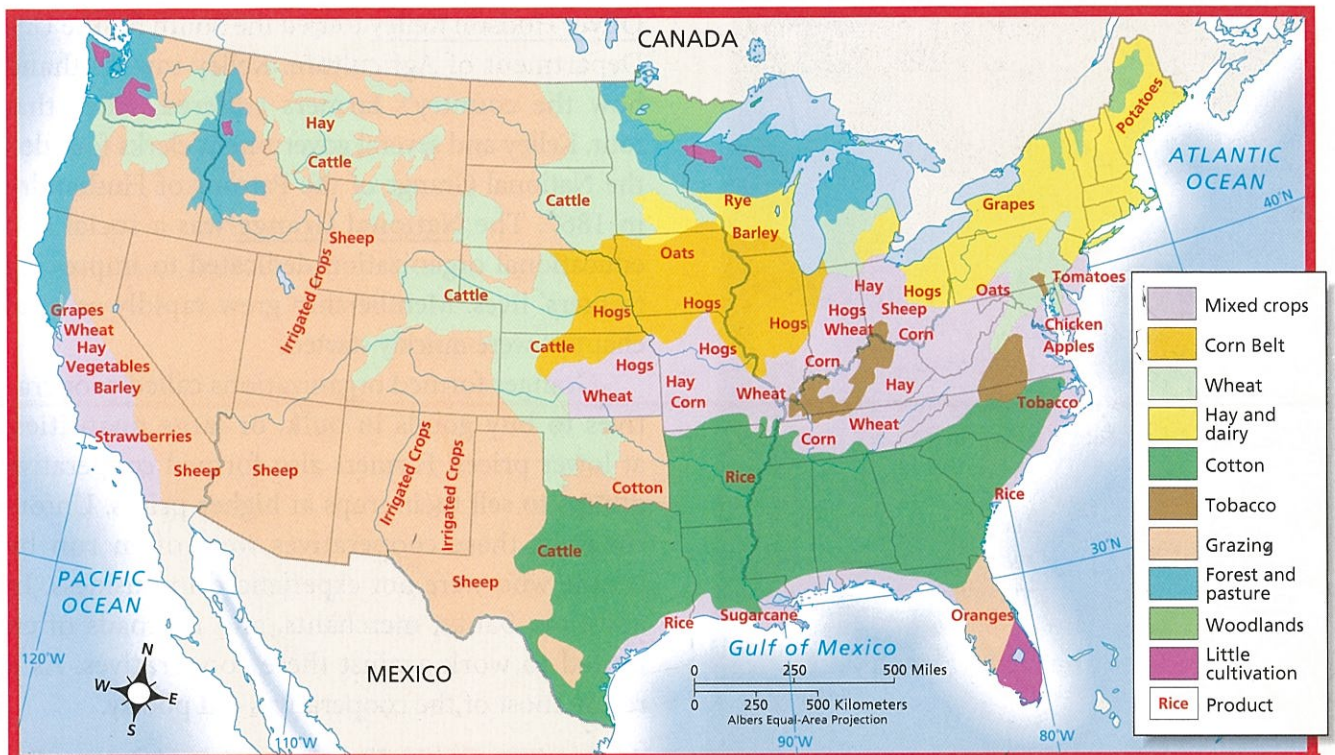


Many farm families faced hard times in the late 1800s.

## Rural Unrest and the National Grange

From 1860 to 1900 the U.S. population more than doubled. During this same time, the number of farms tripled. Many farmers borrowed money to buy land and machinery. With new machines, farmers in 1900 could produce a bushel of wheat almost 20 times faster than in 1830. However, the combination of more farms and greater productivity led to overproduction, which in turn led to lower prices for crops. Many farmers responded by increasing crop production, causing even lower prices.





## Agricultural Regions, 1900

**Interpreting Maps** The diverse climates and soils of the United States enabled farmers to grow a wide variety of crops.

**Skills Assessment Human Systems** What types of agricultural products did people raise along the western coast of the United States?



*Corn was a major American crop.*

As their incomes decreased, many farmers found it more difficult to pay their bills, which the cost of new machinery had often increased. Farmers who could not make their mortgage payments lost their farms and homes due to bank foreclosures. Many of these hard-hit families became tenant farmers, while others could not even afford to rent land and thus became farm workers. By 1880 one fourth of all farms were rented by tenants, and the number kept growing.

Many farmers blamed businesspeople—wholesalers, brokers, grain buyers, and particularly railroad owners—for profiting at their expense. An editor of a North Carolina farm journal expressed this view.



“There is something radically wrong. . . . The railroads have never been so prosperous. . . . The banks have never done a better . . . business. . . . Manufacturing enterprises have never made more money. . . . Towns and cities flourish and ‘boom,’ . . . and yet agriculture languishes [declines].”

—Leonidas Polk, quoted in *The Shaping of Modern America, 1877–1916*, by Vincent P. DeSantis

### Analyzing Primary Sources

**Drawing Inferences and Conclusions** What does Polk seem to say about the way that railroads, banks, and manufacturers deal with farmers?

As economic conditions for farmers grew worse, they began to organize associations as workers had done. In 1866 government official





The Grangers formed farm cooperatives to overcome lower crop prices and the cost of maintaining expensive new farm machinery such as this tractor.

**Oliver Hudson Kelley** toured the South for the U.S. Department of Agriculture. Kelley saw firsthand how the country's farmers suffered. After that tour, Kelley and several government clerks founded the National Grange of the Patrons of Husbandry in 1867. The **National Grange** was a social and educational organization dedicated to improving farmers' lives. Membership grew rapidly as local chapters were quickly started.

Granges formed organizations called cooperatives to buy goods in bulk, or large quantities, at lower prices. Farmers also formed cooperative groups to sell their crops at higher prices. Unfortunately, these cooperatives were often run by people who were not experienced in business. In addition, banks, merchants, and railroads often united to work against these cooperatives. As a result, most of the cooperatives did poorly.

✓ **Reading Check: Finding the Main Idea** How did new agricultural technologies affect farmers?

## ★ Fighting the Railroads

The National Grange soon changed its focus from economics to politics. Members campaigned for political candidates who supported farmers' interests. The Grange also called for laws to regulate rates for the use of railroads and grain elevators. In a few states, the Grange backed laws regulating railroads, which benefited farmers when shipping their crops.

The issue of railroad regulation by individual states came before the U.S. Supreme Court in 1877. The Court ruled in *Munn v. Illinois* that state governments could regulate the railroads and other businesses that affect the public interest. However, the Supreme Court modified this position in 1886. In *Wabash v. Illinois*, the Court said that state governments could not regulate traffic that crossed state boundaries. Only the federal government could regulate interstate traffic.

In February 1887 Congress passed the **Interstate Commerce Act**, which provided some consistent national regulations on trade between states. It also created the **Interstate Commerce Commission (ICC)** to ensure that railroads charged fair rates and did not favor big shippers. However, the commission lacked the power to enforce its regulations. In addition, the courts gave the agency little help when it appealed to them for assistance.

✓ **Reading Check: Analyzing Information** How did the government regulate railroads, and how successful were these efforts?



## ★ The Free Silver Debate

Railroad rates were not the only concern that farmers faced. Their problems usually involved money issues, such as credit, debt, and low crop prices. Many farmers thought that help would come only from national legislation that would affect the money supply.

Since 1792 the United States had allowed **free coinage**, meaning that both gold and silver were made into coins. Paper money was worth a specific amount of gold or silver. The Coinage Act of 1873 placed the United States on a strict **gold standard**, under which only gold could back U.S. currency. Tied to the gold standard, the money supply tended to grow more slowly than the country's population. This situation led to deflation—a drop in the money supply combined with falling prices.

Farmers favored coining silver to create inflation—an increase in the money supply and a rise in prices. They hoped that rising crop prices would then increase their income. During the late 1870s many farmers began backing political candidates who wanted free silver coinage. One such politician was **William Jennings Bryan** of Nebraska. In 1878 Congress passed the Bland-Allison Act, allowing limited silver coinage.

A new political party, the Greenback Party, favored inflating the money supply with paper dollars not backed by gold or silver. However, the two major parties largely ignored the money issue in the 1880 and 1884 presidential elections. In 1880 Republican James A. Garfield won the presidency over Democrat Winfield Scott Hancock in a close election. In 1884 Democrat Grover Cleveland defeated Republican James G. Blaine in another close contest. The Republicans finally made continued coinage of silver an issue in the 1888 elections. President Cleveland lost his bid for re-election that year to Republican **Benjamin Harrison**. After the election, the Republican-controlled Congress passed the **Sherman Silver Purchase Act**. The act increased the amount of silver the government bought for coinage, but the money supply did not increase enough to satisfy silver supporters.

✓ **Reading Check:** Finding the Main Idea Why did farmers want free coinage of silver?



Some Americans wanted paper money based on a silver standard, such as the silver-dollar bill shown at left, while others favored a gold standard.

## CONNECTING TO ECONOMICS

### The Role of Money

Many people lost their farms in the late 1800s. A crop surplus caused the prices of farm products to fall. At the same time, the economy was experiencing deflation—a drop in the money supply that further hurt prices. In our economic system, money has three main roles. It is a means of exchange. That is, it is something everyone agrees to use in trading for goods and services. Money is also used as a measure of value. When an item is on sale for \$20, everyone knows what that means. Finally, money acts as a store of value. This means the dollar we have today will still be a dollar tomorrow.

For these reasons, changes in the money supply affect the overall economy. Farmers believed having more money in circulation would cause prices to rise. Changes to the money supply could also hurt other groups, however. **What are the three roles of money?**





Mary Elizabeth Lease published her views on populism in an influential book, *The Problem of Civilization Solved*.

## ★ The Populist Party

Many farmers formed their own political organizations to increase their power. These groups became known as the **Farmers' Alliances**. The Texas alliance started in 1877 and quickly grew to become the Grand State Alliance in 1879. Membership soared. The Colored Farmers' Alliance had more than 1 million members of its own. The Farmers' Alliances were more politically active than the Grange had been. They focused their efforts on getting legislation passed to help farmers by regulating railroads and lowering interest rates.

In the 1890 elections, the Alliances were a strong political force. Alliance-backed candidates won the governorships of Texas and Georgia. In addition, many candidates for Congress who had expressed support for the Alliances were elected to office. At a conference in Cincinnati, Ohio, in 1891, Alliance leaders met with labor and reform organizations. At a convention in St. Louis in February 1892, they formed a new national political party, the People's Party. This organization, better known as the **Populist Party**, was the high point of farmers' political activity.

The Populist Party held its first national convention in 1892. The group adopted a platform of far-reaching reforms. The Populists' goal was to end the power that big business had over government. Populist speaker Mary Elizabeth Lease called for greater democracy and a voice in the government for all Americans. The Populist platform called for government ownership of railroads and telephone and telegraph systems. It also backed the "free and unlimited coinage of silver." To win votes from laborers, the Populists supported the eight-hour workday and immigration restrictions.

In the 1892 presidential election Democrat Grover Cleveland beat Republican Benjamin Harrison. The chief issue of the campaign was the Republicans' support for high tariffs. **James B. Weaver**, the Populist candidate, won about 8.5 percent of the total popular vote.

✓ **Reading Check: Analyzing Information** Why did farmers and laborers form the Populist Party?

*The Colored Farmers' Alliance fought for the rights of African American farmers such as this family in Virginia.*





## ★ The Election of 1896

The Panic of 1893 led more people to join the Populists in calling for economic reforms. The depression had many causes, but some Americans blamed the money system. Many people sold their investments in exchange for gold, which in turn caused a shortage in U.S. gold reserves.

In 1896 the Republicans nominated William McKinley for president. McKinley was firmly against free coinage of silver. Many Democrats saw this opposition as an opportunity to win Populist and some Republican votes. At the Democratic Party's national convention, their nominee, William Jennings Bryan, swept the crowd with an emotional speech. He said, "You shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon this cross of gold!"

The Democrats had put the Populists in a difficult position by adopting their strongest issue. The Populists had to decide between running their own candidate and thus splitting the silver vote, or supporting Bryan. Supporting Bryan might put them in danger of being absorbed by the Democrats. The Populists decided to nominate Bryan, but they chose their own vice president.

The Democrats won the South and the West. However, the Republicans won the election. The heavily populated Midwest and Northeast provided strong Republican support. The party's well-financed campaign had convinced many workers that free coinage would cause unemployment to rise. This election marked the end of the Populist Party, and organized political action by farmers declined.

✓ **Reading Check:** Finding the Main Idea Why did McKinley's victory in 1896 mark the end of the Populist Party?



### Interpreting Political Cartoons

"Cross of Gold" Judge magazine published this cartoon on its cover after William Jennings Bryan gave his famous "Cross of Gold" speech. Do you think the cartoon is intended to support or make fun of Bryan's speech? Explain your answer.

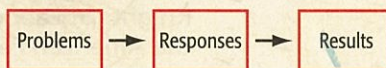
## Section 4 Review

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- 1 **Define** and explain:
  - free coinage
  - gold standard
- 2 **Identify** and explain:
  - Oliver Hudson Kelley
  - National Grange
  - Interstate Commerce Act
  - Interstate Commerce Commission
  - William Jennings Bryan
  - Benjamin Harrison
  - Sherman Silver Purchase Act
  - Farmers' Alliances
  - Populist Party
  - James B. Weaver

- 3 **Identifying Cause and Effect** Copy the graphic organizer below. Use it to identify in order the problems that farmers faced as a result of industrialization, how they responded, and the eventual outcome of their actions.



- 4 **Finding the Main Idea**
  - a. What problems did farmers face during the late 1800s?
  - b. Why did many farmers support the free coinage of silver?

- 5 **Writing and Critical Thinking** **Evaluating** Imagine that you are a member of the Populist Party. Write a journal entry explaining the goals of the Populist Party and why it did not win the 1896 presidential election.

Consider the following:

- the depression of 1893
- Democratic adoption of free-coinage issue
- well-funded Republican campaign



# Chapter 19 Review

## The Chapter at a Glance

Examine the visual summary of the chapter below. Create a five-question, fill-in-the-blank quiz covering the chapter's main ideas that you might give to a classmate.

### Inventions and Big Business



- Bessemer process
- Lightbulb
- Telephone
- Automobile
- Airplane
- Growth of corporations
- Rise of stock markets
- Carnegie and Rockefeller
- Sherman Antitrust Act

### Immigration



- New immigrants from eastern and southern Europe
- Nativism
- Benevolent societies
- Chinese Exclusion Act

### Labor Movement



- Knights of Labor
- American Federation of Labor
- Haymarket Riot
- Homestead strike
- Pullman strike

### Populism



- National Grange
- Free coinage of silver
- Farmers' Alliances
- Populist Party

## Identifying People and Ideas

Use the following terms or people in historically significant sentences.

1. Bessemer process
2. Thomas Alva Edison
3. free enterprise
4. Andrew Carnegie
5. Terence V. Powderly
6. Pullman strike
7. benevolent societies
8. suburbs
9. Jane Addams
10. gold standard

## Understanding Main Ideas

### Section 1 (Pages 578–584)

1. Explain the methods of vertical and horizontal integration used by business leaders to organize their corporations.
2. Why did some people oppose trusts, and what actions did they take?

### Section 2 (Pages 585–589)

3. How did the Second Industrial Revolution affect workers?
4. What was the overall outcome of the major labor strikes in the late 1800s?

### Section 3 (Pages 590–595)

5. Where did immigrants to the United States in the late 1800s come from, and why did they come?

### Section 4 (Pages 596–601)

6. What problems did farmers face in the late 1800s, and how did they respond?

## You Be the Historian— Reviewing Themes

1. **Science, Technology & Society** How did technological breakthroughs help bring about the Second Industrial Revolution?
2. **Government** What actions did government take to assist and control big business?
3. **Citizenship** Why was the Populist Party formed?

## Thinking Critically

1. **Analyzing Information** Why do you think old immigrants were able to become a part of American society more quickly than new immigrants?
2. **Comparing and Contrasting** How was the Knights of Labor different from and similar to the American Federation of Labor?
3. **Evaluating** Although the Populist Party lost the presidential election of 1892, several reforms listed in the party's platform were later put into effect. Which reform do you think was the most important? Explain your answer.

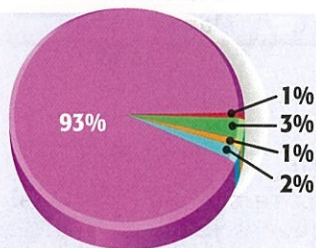


### Interpreting Charts

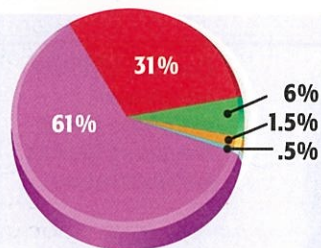
Study the charts below. Then use the information on the charts to answer the questions that follow.

#### Shifting Patterns of Immigration

Where Immigrants Came From, 1840–1860



Where Immigrants Came From, 1880–1900



Place of origin

- Northern and western Europe
- Eastern and southern Europe
- North and South America
- Asia
- All other areas

Source: *Historical Statistics of the United States*

1. What regions had the smallest percentage of immigrants to the United States from 1840 to 1860?
  - a. North and South America
  - b. Asia and eastern and southern Europe
  - c. northern and western Europe
  - d. Asia and Africa
2. What regions showed the greatest percentage increase in immigration to the United States between 1840 and 1860 and 1880 and 1900?
3. Based on your knowledge of the period, how do you think the changes in immigration shown on these charts affected the United States?

### Analyzing Primary Sources

Read the following quotation by Mary Elizabeth Lease, who supported the Farmer' Alliances, then answer the questions that follow.

“The great common people of this country are slaves, and monopoly is the master. . . . The politicians said we suffered from overproduction. Overproduction, when 10,000 little children, so statistics tell us, starve to death every year in the United States. . . . We will stand by our homes and stay by our fireside by force if necessary, and we will not pay our debts to the loan-shark companies until the government pays its debt to us.”

4. Which of the following statements best describes Lease's point of view?
  - a. The government owes farmers money and should pay them back immediately.
  - b. Farmers would be more powerful if they united and formed a monopoly.
  - c. The fact that American children starve to death proves that American farmers are not producing too much food.
  - d. The loan sharks are treating farmers unfairly and driving them out of business.
5. Based on what you know about farming in the late 1800s, how might Lease suggest that farmers try to improve their situation?

### Alternative Assessment

#### Building Your Portfolio

##### Linking to Community

Many immigrant communities established during the 1800s still thrive in U.S. cities today. Use the library and local historical societies to research an immigrant community today. Create a tourist brochure to attract visitors to that community. Your brochure should include some historical information about the community as well as descriptions and images of current attractions.

#### Internet connect

**Internet Activity:** [go.hrw.com](http://go.hrw.com)  
keyword: SC5 CF19

Choose a topic on the Industrial and Urban Nation to:

- Write a report on the effect of technology on daily life.
- Research the lives of steelworkers.
- Write a biography of Mother Jones and her work in the organized labor movement.





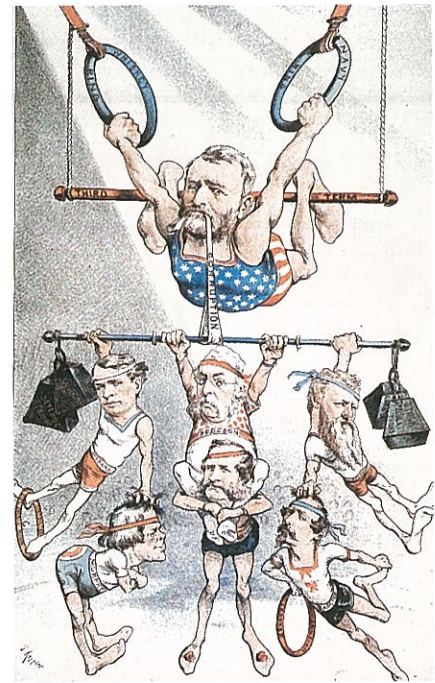
# 20

## The Spirit of Reform

(1868–1920)



This "Tammany Bank" reflects the political corruption of the 1870s. Place a coin in the politician's hand, and he puts it in his pocket.



Corrupt officials are shown weighing down President Grant's administration.



### UNITED STATES

**1868** Ulysses S. Grant is elected president.

**1872** The Crédit Mobilier scandal reveals corruption in Grant's administration.

**1873** The first public kindergarten in the United States opens in St. Louis, Missouri.

**1881** President Garfield is shot by Charles Guiteau, a mentally unstable federal-job seeker, and later dies from the wounds.

**1865**

**1871** The British Parliament makes labor unions legal.

**1870**

**1873** Slave markets and the exporting of slaves are abolished on the African island of Zanzibar.

**1875**

**1880**

**1888** Brazil officially outlaws slavery.

**1885**

**1890**

**1894** Alfred Dreyfus is arrested on questionable treason charges, leading to political upheaval in France.

### WORLD



French army captain Alfred Dreyfus had his sword broken as part of a ceremony intended to humiliate him.

### Build on What You Know

After the Civil War ended, increased immigration caused American cities to grow. As cities grew, however, new problems arose. Reformers swung into action in areas such as city government, politics, public schools, and the workplace. African Americans, American Indians, immigrants, and women also called for reforms.