

UNIT 1 – DUAL CREDIT RESOURCE PACKET

INDUSTRIALIZING AMERICA: UPHEAVALS & EXPERIMENTS

1877-1917

NAME _____

PERIOD _____



A SKELETON IN HIS CLOSET.



Child Laborer, Newberry, SC, 1908



US History 102 -Unit 1- Industrializing America: Upheavals & Experiments

Textbook chapters	Maps & documents
Chapter 17: Industrial America: Corporations & Conflicts	1. Immigration into the U. S. by decade, data & chart
Chapter 18: The Victorians Make the Modern	2. Excerpt from "Our Country," by Josiah Strong
Chapter 19: The Rise and Reform of Industrial Cities	3. Populist Party Platform, 1892
Chapter 20: Whose Government? Politics, Populists, and Progressives	4. "The War Prayer," by Mark Twain
	5. Roosevelt Corollary to the Monroe Doctrine, 1904
	6. "The New Nationalism," Theodore Roosevelt

Essential Questions: Think about these questions **before**, **during**, and **after** the reading. They are very general; there is no specifically correct answer. If you understand their complexity and feel confident in using information from the text and the supplementary reading in answering these questions, you should understand the major themes from this period.

1. Discuss the similarities between the Horatio Alger "rags-to-riches" attitude and the Social Darwinism of William Graham Sumner.
2. Analyze the relationship between the Populism of the 1890s and the Progressivism of the first two decades of the 20th Century.
3. Evaluate the effect of "bigness"—in business, in the burgeoning economy, in foreign affairs--on American Society in the period between 1875 and 1925.
4. The farmers of the west and south felt in some ways similar to the workers in Eastern cities. How did the farmers' response differ from the response of workers in the east?
5. If you use changes to the U. S. Constitution as a measure, this period is one of the most significant in American history. What were the Constitutional changes? How are they a product of the changes that occurred in American society in this period?
6. Evaluate the effect of "bigness"—in business, in the burgeoning economy, in foreign affairs—on American Society in the period between 1875 and 1925.
7. There was a second wave of American expansionism, a "new" Manifest Destiny, after the frontier was "closed" according to Frederick Jackson Turner. To what extent did this justify or support Turner's "frontier thesis?"
8. To what extent did Progressivism build on the demands made earlier by the Populists?
9. It has been said that the 20th Century actually began when Theodore Roosevelt became President of the United States. To what extent is this a true statement?
10. To what extent did women play a significant role in the societal changes that characterized this time period?
11. The period 1901-1920 can be characterized as a long argument between interventionism and isolationism. To what extent is this true?
12. The Progressive Era ended in a bitter period of fear-filled isolationism. What caused America to recoil like this?
13. Woodrow Wilson is generally listed as one of the "near great" Presidents of the United States. Is this assessment justified? Why or why not?

US HISTORY 102

UNIT 1 - WORD WALL

TERM	DEFINITION OF TERM FOR THIS ERA
Management Revolution	
Vertical Integration	
Horizontal Integration	
Trust	
Deskilling	
Mass Production	
Scientific Management	
Chinese Exclusion Act	
Knights of Labor	
Interstate Commerce Act	

American Federation of Labor	
Plessy v. Ferguson	
Negro Leagues	
National Park Service	
Comstock Act	
Woman's Christian Temperance Union	
National Association of Colored Women	
National American Woman Suffrage Association	
Feminism	
Social Darwinism	
Realism	
Naturalism	

Social Gospel	
Fundamentalism	
Tenement	
Yellow Journalism	
Muckrakers	
Political Machine	
Progressivism	
Social Settlement	
Hull House	
Pure Food & Drug Act	
Triangle Shirtwaist Fire	
Gilded Age	
Pendleton Act	

Mugwumps	
Sherman Antitrust Act	
Lochner v. New York	
Wisconsin Idea	
Recall	
Referendum	
National Child Labor Committee	
Muller v. Oregon	
NAACP	
Industrial Workers of the World	
Federal Reserve Act	
Clayton Antitrust Act	

US HISTORY 102

UNIT 1- KEY INDIVIDUALS

Individual	Important Contributions to this Unit
Andrew Carnegie	
John D. Rockefeller	
Samuel Gompers	
Thomas Edison	
John Muir	
Booker T. Washington	
Frances Willard	
Ida B. Wells	
Mark Twain	
Billy Sunday	
Jacob Riis	
Jane Addams	

Upton Sinclair	
Florence Kelly	
Mary E. Lease	
William Jennings Bryan	
Theodore Roosevelt	
Robert La Follette	
W. E. B. Du Bois	
Eugene V. Debs	

Edward Bellamy (1850–1898) wrote *Looking Backward, 2000–1887* from the perspective of someone living over a hundred years in the future as a way to critique the social and economic inequalities of the late nineteenth century.

“Does it then really seem to you,” answered my companion, “that human nature is insensible to any motives save fear of want and love of luxury, that you should expect security and equality of livelihood to leave them without possible incentives to effort? Your contemporaries did not really think so, though they might fancy they did. When it was a question of the grandest class of efforts, the most absolute self-devotion, they depended on quite other incentives. Not higher wages, but honor and the hope of men’s gratitude, patriotism and the inspiration of duty, were the motives which they set before their soldiers when it was a question of dying for the nation, and never was there an age of the world when those motives did not call out what is best and noblest in men. And not only this, but when you come to analyze the love of money which was the general impulse to effort in your day, you find that the dread of want and desire of luxury was but one of several motives which the pursuit of money represented; the others, and with many the more influential, being desire of power, of social position, and reputation for ability and success. So you see that though we have abolished poverty and the fear of it, and inordinate luxury with the hope of it, we have not touched the greater part of the motives which underlay the love of money in former times, or any of those which prompted the supreme sorts of effort. The coarser motives, which no longer move us, have been replaced by higher motives wholly unknown to the mere wage earners of your age. Now that industry of whatever sort is no longer self-service, but service of the nation, patriotism, passion for humanity, impel the worker as in your day they did the soldier. The army of industry is an army, not alone by virtue of its perfect organization, but by reason also of the ardor of self-devotion which animates its members.

“But as you used to supplement the motives of patriotism with the love of glory, in order to stimulate the valor of your soldiers, so do we. Based as our industrial system is on the principle of requiring the same unit of effort from every man, that is, the best he can do, you will see that the means by which we spur the workers to do their best must be a very essential part of our scheme. With us, diligence in the national service is the sole and certain way to public repute, social distinction, and official power. The value of a man’s services to society fixes his rank in it. Compared with the effect of our social arrangements in impelling men to be zealous in business, we deem the object-lessons of biting poverty and wanton luxury on which you depended a device as weak and uncertain as it was barbaric.”

Edward Bellamy, *Looking Backward, 2000–1887* (Boston, MA: Ticknor, 1888), 132–135.

PRACTICING Historical Thinking

Identify: What contrast does Bellamy draw between the pursuit of money and the pursuit of honor?

Analyze: Is Bellamy’s vision of the future—based on the social conditions of the late nineteenth century—an optimistic one? Explain your response.

Evaluate: What factors of late nineteenth-century society helped to “impel” citizens to pursue a greater national unity rather than individual glory and wealth?

DOCUMENT 15.6**ANDREW CARNEGIE, *Autobiography of Andrew Carnegie***

1920

The following excerpt is from the childhood memories of Andrew Carnegie, owner of Carnegie Steel, the largest manufacturer of steel in the nineteenth century.

One of the chief enjoyments of my childhood was the keeping of pigeons and rabbits. I am grateful every time I think of the trouble my father took to build a suitable house for these pets. Our home became headquarters for my young companions. My mother was always looking to home influences as the best means of keeping her two boys in the right path. She used to say that the first step in this direction was to make home pleasant; and there was nothing she and my father would not do to please us and the neighbors' children who centered about us.

My first business venture was securing my companions' services for a season as an employer, the compensation being that the young rabbits, when such came, should be named after them. The Saturday holiday was generally spent by my flock in gathering food for the rabbits. My conscience reproves me to-day, looking back, when I think of the hard bargain I drove with my young playmates, many of whom were content to gather dandelions and clover for a whole season with me, conditioned upon this unique reward—the poorest return ever made to labor. Alas! what else had I to offer them! Not a penny.

Andrew Carnegie, *Autobiography of Andrew Carnegie*, (New York: Houghton Mifflin Co., 1920), 23.

PRACTICING Historical Thinking

Identify: What business arrangement did young Carnegie make with his friends?

Analyze: Why do you think Carnegie included this story as an example of smart business strategy?

Evaluate: If Carnegie considered this a good business strategy, what can we infer about the business strategies of this period?

Immigration

Contest Rules: Complete the 35 sentences by filling in the spaces with the words, names and terms from the following list. The winners of the contest will be the people with the most correct answers.

Refugee Relief Act	Canada	Literacy Test	Quota System	Old Immigration	mines	restricted
Melting pot	opportunity	Jobs	immigrant	undesirable	Gentlemen's Agreement	Italy
Cheap land	Skills and talents	Customs	Revolution	American	Write	Chinatown
naturalization	potato	religious	Build railroads	alien	themselves	Northern and western
United States	New immigration	English	population	1 million	Southern and Eastern	Chinese

1. An _____ is a person who enters a foreign country after leaving his homeland.
2. Millions of immigrants came to the United States looking for new _____ and a higher standard of living.
3. Many people wanted to escape _____ and political persecution in Europe
4. In the United States, newcomers found economic prosperity, democratic government, and _____.
5. More immigrants have come to the _____ than to any other country in the world.
6. Americans became a " _____ " in which the people and cultures of many countries were blended together.
7. At the time of the Revolutionary War, three out of every four Americans were descendants of _____ and Irish settlers.
8. Fewer than _____ people came to the United States between 1790 and 1840.
9. But during the 1840s and 1850s, more than 4 million immigrants arrived, nearly all of them from countries located in _____ Europe.
10. These newcomers from England, Ireland, Germany, and Scandinavian countries regarded America as a "land of _____."
11. Hundreds of thousands of Irish moved here as a result of _____ famine during the years 1845 and 1847.
12. An unsuccessful _____ in Germany in 1848 forced large numbers of people to flee for their lives.
13. The Irish, Germans, and others from Northern and Western Europe who came to the United States before 1885 made up what was known as the " _____."
14. The millions of immigrants who poured into the United States between 1885 and 1914 were primarily from _____ Europe.

15. Most of these people were from Austria-Hungary, Poland, Russia, Greece, and _____.
16. This period of immigration from Southern and Eastern Europe after 1885 was called the "_____".
17. The immigrants helped dig canals, _____, and settle the West.
18. They took jobs in mills, _____, and factories.
19. Because they were anxious to earn money, immigrants often agreed to work for low wages, and took the hardest and most _____ jobs.
20. For a long time people were welcomed to the United States, but eventually many Americans thought that immigration should be _____.
21. There was a growing resentment of the newcomers because they kept wages down and took jobs away from _____ workers.
22. Instead of adopting American ways, many immigrants continued to speak their own language and follow their own _____.
23. They often lived apart in neighborhoods that had such nicknames as "Little Italy" and "_____".
24. The first law to limit immigration, passed by Congress during the 1880's, kept out criminals, insane people, and individuals who were unable to care for _____.
25. The Oriental Exclusion Acts halted _____ immigration during the 1880's.
26. Japanese immigration was reduced by the "_____ " between the U.S and Japan in 1907, then ended entirely in 1921.
27. Beginning in 1917, only people who could pass a _____, which proved they could read and write, were allowed to enter the United States.
28. After World War I, the United States government decided that the countries _____ was growing fast enough without adding a million or more immigrants each year.
29. Congress sharply reduced immigration by establishing a _____ that listed the number of people from each foreign country that could enter the United States each year.
30. The Immigration Quota Act of 1924, National Origins Act of 1929, and McCarran-Walter Act of 1952 continued the Quota system, but placed no limits on immigration from _____.
31. After World War II, Congress passed the Displaced Persons Act and _____ in order to accept large numbers of people fleeing from war torn nations and Communist countries.
32. The quota system was done away with during the 1960's and replaced by a new law which: (a) permitted 120,000 immigrants each year from the Western hemisphere and 170,000 from other countries of the world (b) gave preference to refugees, people with special _____, and individuals with close relatives in the United States.
33. An immigrant has not yet become an American citizen is called an _____.

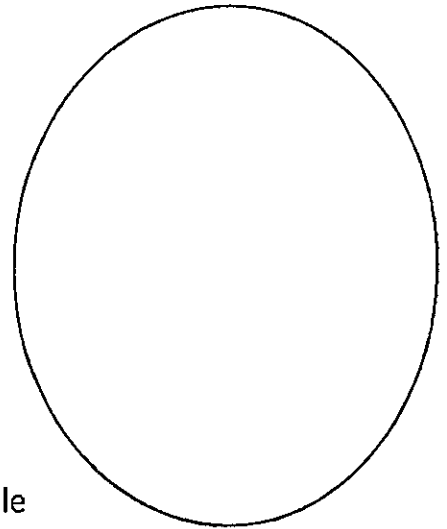
34. The process by which an alien becomes a U.S citizen is called _____.
35. Among the many requirements for becoming a "naturalized citizen," a person must live in the United States for 5 years, show knowledge of United States history and government, and be able to read, _____, and speak English.

White Population by Nationality in 1790

The first census in the United States was taken in 1790. It showed that the population, not counting slaves, was made up of the following nationalities:

English 61%	Scotch-Irish 6%	French 2%
Irish 4%	German 9%	Others 7%
Scotch 8%	Dutch 3%	

Construct a circle graph that shows the nationalities that lived in the United States in 1790. Write the nationalities and percentages on the graph. The answer the true-false questions below.

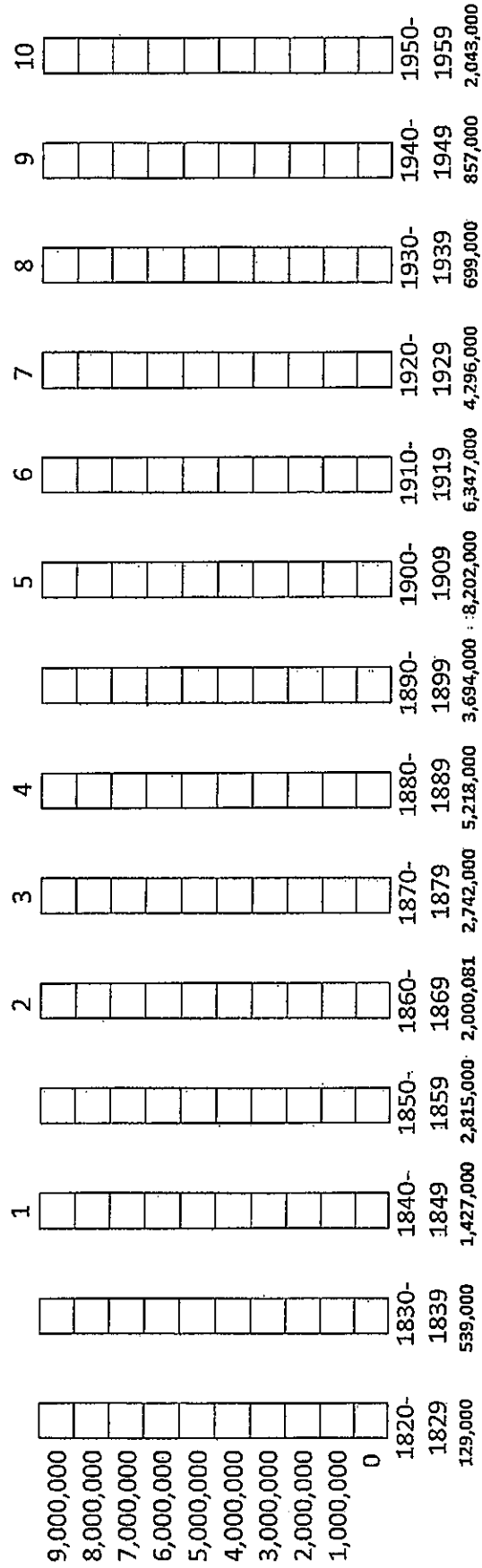


- (1) _____ Over half of these American people were of English origin.
- (2) _____ Twice as many people were Irish than Scotch.
- (3) _____ The overwhelming majority of people were immigrants of the descendants of immigration who came from Northern and Western Europe during "Old Immigration."
- (4) _____ These were more Germans than Dutch and French combined.
- (5) _____ The graph shows the countries that all of the people living in the United States came from.

Immigration: 1820-1959

- (1) Shade the bar graph to show the number of Immigrants who came to the United States During each 10-year period from 1820-1959. Use the figures at the bottom of the page.
- (2) Historical events, economic conditions, and Laws passed by Congress have affected the Number of immigrants coming to the United States. Print the following information next To the corresponding numbers above the Graph. Number 1 has been done as an example.

- 1: Irish potato famine;
German revolution fails
- 2: Civil War.
- 3: Old Immigration from Northern
And Western Europe nears end
- 4: New Immigration from Southern
And Eastern Europe beings as
Workers are needed in U.S.
- 5: Great demand for Industrial workers
- 6: World War I
- 7: Emergency Quota Act; Immigration Quota
- 8: Great Depression
- 9: World War II
- 10: McCarran-Walter Act



True-False Questions

- (1) _____ Irish and German Immigrants came to American seeking religious freedom.
- (2) _____ beginning in the 1880's, most Of the immigrants who arrived in the United States were from southern and eastern Europe.
- (3) _____ Millions of immigrants came in search of jobs in the late 1800's and early 1900's.
- (4) _____ The Irish and Germans of the 1840's were part of the New Immigration.
- (5) _____ Immigration has slowed during Periods of war.
- (6) _____ The number of people coming to the United States declined because of the quota system
- (7) _____ there were few newcomers during the 1930's because of a shortage of jobs in U.S
- (8) _____ Immigration reached a peak in the early 1900's.

Bending to political pressure from western legislators, Congress passed the Chinese Exclusion Act in 1882 in an attempt to curtail the number of Chinese laborers, whose presence in the West had angered American nativist politicians and their constituents.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next

after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.

SEC. 2. That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and maybe also imprisoned for a term not exceeding one year. . . .

SEC. 8. That the master of any vessel arriving in the United States from any foreign port or place shall, at the same time he delivers a manifest of the cargo, and if there be no cargo, then at the time of making a report of the entry of the vessel pursuant to law, in addition to the other matter required to be reported, and before landing, or permitting to land, any Chinese passengers, deliver and report to the collector of customs of the district in which such vessels shall have arrived a separate list of all Chinese passengers taken on board his vessel at any foreign port or place, and all such passengers on board the vessel at that time. . . .

SEC. 9. That before any Chinese passengers are landed from any such line vessel, the collector, or his deputy, shall proceed to examine such passenger, comparing the certificate with the list and with the passengers; and no passenger shall be allowed to land in the United States from such vessel in violation of law.

SEC. 10. That every vessel whose master shall knowingly violate any of the provisions of this act shall be deemed forfeited to the United States, and shall be liable to seizure and condemnation in any district of the United States into which such vessel may enter or in which she may be found. . . .

SEC. 12. That no Chinese person shall be permitted to enter the United States by land without producing to the proper officer of customs the certificate in this act required of Chinese persons seeking to land from a vessel. And any Chinese person found unlawfully within the United States shall be caused to be removed therefrom to the country from whence he came, by direction of the President of the United States, and at the cost of the United States, after being brought before some justice, judge, or commissioner of a court of the United States and found to be one not lawfully entitled to be or remain in the United States.

Chinese Exclusion Act

Document Analysis Questions

PRACTICING Historical Thinking

Identify: Identify the main purposes of this document.

Analyze: Why are the masters of the vessels targeted as much as the Chinese immigrants?

Evaluate: To what extent does this act serve the same purpose as the Sedition Act (Doc. 5.18) from a century earlier? Where else have you seen this type of response from the federal government?

From *Plessy v. Ferguson* (1896)

*This infamous court decision upheld the constitutionality of segregation in public accommodations. The case was brought by Homer A. Plessy, a young mixed-race carpenter from Louisiana, who challenged a Louisiana law that segregated trains for "the comfort of passengers." Segregation was not common during the Reconstruction and post-Reconstruction periods of the 1870s and 1880s, but laws like that challenged by Plessy in Louisiana were passed after a Supreme Court ruling in 1883 ruled that private individuals could not be punished for racial discrimination.**

This case turns upon the constitutionality of an act of the general assembly of the state of Louisiana, passed in 1890, providing for separate railway carriages for the white and colored races....

The constitutionality of this act is attacked upon the ground that it conflicts both with the 13th Amendment of the Constitution, abolishing slavery, and the 14th Amendment, which prohibits certain restrictive legislation on the part of the states.

1. That it does not conflict with the 13th Amendment, which abolished slavery and involuntary servitude, except as a punishment for crime, is too clear for argument....Indeed, we do not understand that the 13th Amendment is strenuously relied upon by the plaintiff....

The object of the [14th] amendment was undoubtedly to enforce the absolute equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to

the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power...

We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it...

The argument also assumes that social prejudice may be overcome by legislation, and that equal rights cannot be secured to the Negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet on terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits and a voluntary consent of individuals.... Legislation is powerless to eradicate racial instincts or abolish distinctions based upon physical differences and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political right of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

DOCUMENT ANALYSIS

1. In its ruling in *Plessy v. Ferguson*, why did the Supreme Court find that segregated trains in Louisiana did not violate the Fourteenth Amendment? Is the court's argument convincing? Explain.
2. How do you think the ruling in this case provided a green light to local and state governments to enact far more segregation laws?

"Lynching and the Excuse for It" by Ida B. Wells

Ida B. Wells crusaded against lynching throughout the United States and Europe. In this article, which she published in the magazine Independent in 1901, she attacks the assumption that lynching resulted from a desire for justice. As you read, consider the conclusion she draws about the cause of lynching.

It was eminently befitting that the Independent's first number in the new century should contain a strong protest against lynching. The deepest dyed infamy of the 19th century was that which, in its supreme contempt for law, defined all constitutional guarantees of citizenship, and during the last fifteen years of the century put to death 2,000 men, women, and children by shooting, hanging, and burning alive. Well would it have been if every preacher in every pulpit in the land had made so earnest a plea as that which came from Miss Addams' forceful pen.

Appreciating the helpful influences of such a dispassionate and logical argument as that made by the writer referred to, I earnestly desire to say nothing to lessen the force of the appeal. At the same time, an unfortunate presumption used as a basis for her argument works so serious, though doubtless unintentional, an injury to the memory of thousands of victims of mob law that it is only fair to call attention to this phase of the writer's plea. It is unspeakably famous infamous to put thousands of people to death without trial by jury; it adds to the infamy to charge that these victims were moral monsters, when, in fact, four-fifths of them were not so accused even by the fiends who murdered them.

Almost at the beginning of her discussion the distinguished writer says; "Let us assume that the Southern cities who take art in and abet the lynching of Negroes honestly believe that that is the only successful method of dealing with a certain class of crimes."

It is the assumption, this absolutely unwarrantable assumption that vitiates every suggestion which it inspires Miss Addams to make. It is the same baseless assumption which influences ninety-nine out of every one hundred persons who discuss this question. Among many thousand editorial clippings I have received in the past five years 99 percent discuss the question upon the presumption that lynchings are the desperate effort of the Southern people to protect their women from black monsters, and, while the large majority condemn lynching, the condemnation is tempered with a plea for the lyncher — that human nature gives way under such awful provocation and that the mob, insane for the moment, must be pitied as well as condemned. It is strange that an intelligent, law-abiding, and fair minded people should be so persistently shut their eyes to the facts in the discussion of what the civilized world now conceded to be America's national crime.

This almost universal tendency to accept as true the slander which the lynchers offer to civilization as an excuse for their crime might be explained if the true facts were difficult to obtain; but not the slightest difficulty intervenes. The Associated Press dispatched, the press clipping bureau, frequent book publications, and the annual summary of a number of influential journals give the lynching record every year. . . .

A careful classification of the offenses which have caused lynchings during the past five years shows that contempt for law and race prejudice constitute the real cause of all lynching. During the past five years, 147 white persons were lynched. It may be argued that fear of the "law delays" was the cause of their being lynched. But this is not true. Not a single white victim of the mob was wealthy or had friends or influence to cause a miscarriage of justice. There was no such possibility; it was contempt for law which incited the mob.

Discussion Questions

1. How many lynching victims were there in the last 15 years of the 19th century?
2. What does Wells say actually caused lynching?
3. Why do you think Wells risked her own life to speak out against lynching? Cite evidence from your textbook to support your opinion.

Name _____

Period _____

ELLIS ISLAND VIDEO ACTIVITY

1. Ellis Island is located where? _____
2. Ellis Island was designed to process how many people per day? _____
3. What was the economy class called? _____
4. In order to help, _____ organizations helped with language barriers and other problems.
5. The intent of Ellis Island was to _____ not reject people.
6. Difficulty breathing or an odd look on your face could result in _____.
7. What 2 body areas did the inspectors pay attention to? _____ and _____.
8. What were they looking for? _____
9. The Island's hospital offered the most advanced _____.
10. How many children died on the Island? _____.
11. An "X" in chalk meant _____.
12. How many feet does a horse have? _____.
13. In order to fail the mental exam, passengers had to fail the tests at least ____ times.
14. What lists did Ellis Island use to identify and question passengers? _____.
15. How many questions were passengers asked? _____.
16. The island was open ____ days a week.
17. Inspectors did not attempt to "Americanize" names. Instead names were generally changed why? _____
18. L.P.C. means what _____?
19. What group was looked at in particular? _____
20. In 1917, foreigners had to prove they were _____ in order to enter the U.S.
21. The kissing post is what? _____
22. What did many of these immigrants do for work once entering the U.S.? _____

Statistical Data on City Life

Directions: Study the two tables and the description of city life, and answer the questions that follow.

Document 1

Population of Largest Cities in 1860 and 1910

City	1860	1910
New York, New York	813,600	4,766,883
Philadelphia, Pennsylvania	565,529	1,549,008
Brooklyn, New York	266,660	(now a part of New York City)
Baltimore, Maryland	212,418	558,485
Boston, Massachusetts	177,840	670,535
New Orleans, Louisiana	168,675	339,075
Cincinnati, Ohio	161,044	363,591
St. Louis, Missouri	160,773	687,029
Chicago, Illinois	109,260	2,185,283
Buffalo, New York	81,310	423,715
Newark, New Jersey	71,940	347,469
Washington, D.C.	61,122	331,069
San Francisco, California	56,802	416,912
Pittsburgh, Pennsylvania	49,221	533,905
Detroit, Michigan	45,619	465,766
Milwaukee, Wisconsin	45,246	373,857
Cleveland, Ohio	43,417	560,663
Total Urban Population	6,217,000	54,300,000

Document 2

Percentages of City Dwellers as Compared to the Entire Population

A city is defined as a place where 2,500 or more people lived.

Year	Percentage
1860	19.8
1870	25.7
1880	28.2
1890	35.1
1900	39.7
1910	45.7

Document 3

Discussion of Urban Life

But the crowding had only begun to approach its limits. New York property owners met housing pressure from immigration in the 1860s and 1870s by razing old houses and replacing them with four- and six-story tenements. These buildings were usually 80 feet long and contained four apartments to a floor. Each building could hold a minimum of 16 to 24 families. Usually, however, tenants shared an apartment or sublet rooms, so a single building would often contain nearly 150 people. A 200-by-1,000-foot block filled with these buildings might contain 2,500 families. The population density of such neighborhoods was rarely equaled in even the most crowded European cities. Inside the structures living conditions were abominable. Rooms were miniscule, some barely 8 feet wide. Only those few rooms facing the front or rear had direct light and ventilation. Indoor plumbing was almost nonexistent; privies were located in cellars or along the alleys. There were no kitchens, and a wood burning stove was the only source of heat.

Statistical Data on City Life: Review Questions

1. What reasons could explain the number and the expansion of large cities?
2. What reasons could explain the geographical distribution of large cities in the United States?
3. What reasons could explain the decline of nonurban dwellers in this period?
4. What reasons could explain the crowded conditions for most urban residents?
5. If conditions were as poor as described and the cities as crowded as the numbers show, why did more and more people settle there?

The Jungle by Upton Sinclair

Upton Sinclair's shocking portrayal of Chicago slaughterhouses in the early 1900's, as seen through the eyes of Lithuanian immigrants, raised the public's awareness and prompted Congress to pass the Meat Inspection Act and the Pure Food and Drug Act. How do characters in this excerpt from his novel respond to working in a meatpacking plant?

Entering one of the Durham buildings, they [Jurgis and Jokubas] found a number of other visitors waiting; and before long there came a guide, to escort them through the place. They make a great feature of showing strangers through the packing plants, for it is a good advertisement. But *ponas* Jokubas whispered maliciously that the visitors did not see any more than the packers wanted them to.

They climbed a long series of stairways outside of the building, to the top of its five or six stories. Here was the chute, with its river of hogs, all patiently toiling upward; there was a place for them to rest to cool off, and then through another passageway they went into a room from which there is no returning for hogs.

It was a long, narrow room, with a gallery along it for visitors. At the head there was a great iron wheel, about twenty feet in circumference, with rings here and there along the edge. Upon both sides of this wheel there was a narrow space, into which came the hogs at the end of their journey; in the midst of them stood a great burly Negro, bare-armed and bare-chested. He was resting for the moment, for the wheel had stopped while men were cleaning up. In a minute or two, however, it began slowly to revolve, and then the men upon each side of it sprang to work. They had chains, which they fastened about the leg of the nearest hog, and the other end of the chain they hooked into one of the rings upon the wheel. So, as the wheel turned, a hog was suddenly jerked off his feet and borne aloft.

At the same instant the ear was assailed by a most terrifying shriek; the visitors started in alarm, the women turned pale and shrank back. The shriek was followed by another, louder and yet more agonizing- for once started upon that journey, the hog never came back; at the top of the wheel he was shunted off upon a trolley, and went

sailing down the room. And meantime another was swung up, and then another, and another, until there was a double line of them, each dangling by a foot and kicking in frenzy- and squealing. The uproar was appalling, perilous to the eardrums; one feared there was too much sound for the room to hold- that the walls must give way or the ceiling crack. There were high squeals and low squeals, grunts, and wails of agony; there would come a momentary lull, and then a fresh outburst, louder than ever, surging up to a deafening climax. It was too much for some of the visitors—the men would look at each other, laughing nervously, and the women would stand with hands clenched, and the blood rushing to their faces, and the tears starting in their eyes.

Meantime, heedless of all these things, the men upon the floor were going about their work. Neither squeals of hogs nor tears of visitors made any difference to them; one by one they hooked up the hogs, and one by one with a swift stroke they slit their throats. There was a long line of hogs, with squeals and lifeblood ebbing away together; until at last each started again, and vanished with a splash into a huge vat of boiling water...

The carcass hog was scooped out of the vat by machinery, and then it fell to the second floor, passing on the way through a wonderful machine with numerous scrapers, which adjusted themselves to the size and shape of the animal, and sent it out at the other end with nearly all of its bristles removed. It was then again strung up by machinery, and sent upon another trolley ride; this time passing between two lines of men, who sat upon a raised platform, each doing a certain single thing to the carcass as it came to him. One scraped the outside of the leg. One with a swift stroke severed the head, which fell to the floor and vanished through a hole. Another made a slit down the body; a second opened the body wider; a third

with a saw cut the breastbone; forth loosened the entrails; a fifth pulled them out—and they also slid through a hole in the floor. There were men to scrape each side and men to scrape the back; there were men to clean the carcass inside, to trim it and wash it. Looking down this room, one saw, creeping slowly, a line of dangling hogs a hundred yards in length; and for every yard there was a man, working as if a demon was after him. At the end of the hog's progress every inch of the carcass had been gone over several times; and then it was rolled into the chilling room, where it stayed for twenty-four hours and where a stranger might lose himself in a forest of freezing hogs.

Before the carcass was admitted here, however, it had to pass a government inspector, who sat in the doorway and felt of the glands in the neck for tuberculosis. This government inspector did not have the manner of a man who was worked to death; he was apparently not haunted by a fear that the hog might get by him before he had finished his testing. If you were a sociable person, he was quite willing to enter into a conversation with you, and to explain to you the deadly nature of the ptomaine's which are found in tubercular pork; and while he was talking with you you could hardly be so ungrateful as to notice that a dozen carcasses were passing by him untouched. This inspector wore a blue uniform, with brass buttons, and he gave the atmosphere of authority to the scene, and as it were, put the stamp of official approval.

Jurgis went down the line with the rest of the visitors, staring opened mouthed, lost in wonder. He has dressed hogs himself in the forest of Lithuania; but he had never expected to live to see one hog dressed by several hundred men. It was like a wonderful poem to him, and he took it all in guilelessly—even to the conspicuous signs demanding immaculate cleanliness of the employees. Jurgis was vexed when the cynical Jokubus translated these signs with sarcastic comments, offering to take them to the secret rooms where the spoiled meats went to be doctored...

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else to chop it up into the sausage. With what had been told them by Jonas, who had worked in the pickle rooms, they could now study the whole of the spoiled-meat industry of the inside, and read a new and grim meaning into that old Packingtown jest—that they use everything of the pig except the squeal.

Jonas had told them how the meat that was taken out of pickle would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed; giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant—a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor—a process known to the workers as “giving them thirty per cent.” Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as “Number Thrée Grade,” but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert into a hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade—there was only Number One Grade. The packers were always originating such schemes—they had what was called “boneless hams,” which were all the

odds and ends of pork stuffed into casings; and "California hams," which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy "skinned hams," which were made of the oldest hogs, whose skins were heavy and coarse no one would buy them—that is, until they had been cooked and chopped fine and labeled "head cheese"

It was only when the whole ham was spoiled that it came into the department of Elizbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in the ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white – it would be dosed with borax and glycerin, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, on the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants,

that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water – and cartload after cartload of it would be taken up and dumped into the hopper with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage – but as the smoking took time, and was therefore expensive, they would make call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would charge two cents more a pound.

Such were the new surroundings in which Elizbieta was placed, and such was the work she was compelled to do. It was stupefying, brutalizing work; it left her no time to think, no strength for anything. She was part of the machine she tended, and every faculty that was not needed for the machine was doomed to be crushed out of existence. There was only one mercy about the cruel grind – that it gave her the gift of insensibility. Little by little she sank into a torpor – she fell silent. She would meet Jurgis and Ona in the evening, and the three would walk home together, often without saying a word. Ona, too, was falling into a habit of silence – Ona, who had once gone about singing like a bird. She was sick and miserable, and often she would barely have strength enough to drag herself home. And there they would eat what they had to eat, afterward, because there was only their misery to talk of, they would crawl into bed and fall into a stupor and never stir until it was time to get up again, and dress by candlelight, and go back to the machines. They were so numbed that they did not even suffer much from hunger, now; only the children continued to fret when the food ran short.

Yet the soul on Ona was not dead – the souls of none of them were dead, but only

sleeping; and now and then they would waken, and these were cruel times. The gates of memory would toll open – old joys would stretch out their arms to them, old hopes and dreams would call to them, and they would stir beneath the burden that lay upon them, and feel its forever immeasurable weight. They could not even cry out beneath it; but anguish would seize them, more dreadful than the agony of death. It was a thing scarcely to be spoken – a thing never spoken by all the world, that will not know its own defeat.

They were beaten; they had lost the game, they were swept aside, it was not less tragic because it was sordid, because it had to do with wages and grocery bills and rents. They had dreamed of freedom; of a chance to look about them and learn something; to be decent and clean, to see their child grow up to be strong. And now it was all gone – it would never be! They had played the game and they had lost. Six years more of toil they had to face before they could expect the least respite, the cessation of the payments upon the house; and how cruelly certain it was that they could never stand six years of such a life as they were living!

Discussion Questions

1. How does Jurgis react to the tour of Durham's meatpacking plant?
2. In your own words, describe how working in a meatpacking plant affects Ona and Elizbieta.
3. In your opinion, which details in the excerpt most convincingly highlight problems in the meatpacking industry in the early 1900s?
4. Based on your reading of the excerpt, why do you think Sinclair titled this novel *The Jungle*?

The Progressive Critique and New Deal Response

DOCUMENT 16.5 | LINCOLN STEFFENS, *The Shame of the Cities* 1904

Lincoln Steffens (1866–1936) first published his exposé of political corruption in American cities as a series in *McClure's Magazine*. The popularity of this series encouraged Steffens to republish his articles as a book entitled *The Shame of the Cities*. This excerpt is from the introduction of Steffens's book.

There is hardly an office from United States Senator down to Alderman in any part of the country to which the business man has not been elected; yet politics remains corrupt, government pretty bad, and the selfish citizen has to hold himself in readiness like the old volunteer firemen to rush forth at any hour, in any weather, to prevent the fire; and he goes out sometimes and he puts out the fire (after the damage is done) and he goes back to the shop sighing for the business man in politics. The business man has failed in politics as he has in citizenship. Why?

Because politics is business. That's what's the matter with it. That's what's the matter with everything—art, literature, religion, journalism, law, medicine,—they're all business, and all—as you see them. Make politics a sport, as they do in England, or a profession, as they do in Germany, and we'll have—well, something else than we have now,—if we want it, which is another question. But don't try to reform politics with the banker, the lawyer, and the dry-goods merchant, for these are business men and there are two great hindrances to their achievement of reform: one is that they are different from, but no better than, the politicians; the other is that politics is not “their line.” There are exceptions both ways. Many politicians have gone out into business and done well (Tammany ex-mayors, and nearly all the old bosses of Philadelphia are prominent financiers in their cities), and business men have gone into politics and done well (Mark Hanna, for example). They haven't reformed their adopted trades, however, though they have sometimes sharpened them most pointedly. The politician is a business man with a specialty. When a business man of some other line learns the business of politics, he is a politician, and there is not much reform left in him. Consider the United States Senate, and believe me.

The commercial spirit is the spirit of profit, not patriotism; of credit, not honor; of individual gain, not national prosperity; of trade and dickering, not principle. “My business is sacred,” says the business man in his heart. “Whatever prospers my business, is good; it must be. Whatever hinders it, is wrong; it must

be. A bribe is bad, that is, it is a bad thing to take; but it is not so bad to give one; not if it is necessary to my business." "Business is business" is not a political sentiment, but our politician has caught it. He takes essentially the same view of the bribe, only he saves his self-respect by piling all his contempt upon the bribe-giver, and he has the great advantage of candor. "It is wrong, maybe," he says, "but if a rich merchant can afford to do business with me for the sake of a convenience or to increase his already great wealth, I can afford, for the sake of a living, to meet him half way. I make no pretensions to virtue, not even on Sunday." And as for giving bad government or good, how about the merchant who gives bad goods or good goods, according to the demand?

But there is hope, not alone despair, in the commercialism of our politics. If our political leaders are to be always a lot of political merchants, they will supply any demand we may create. All we have to do is to establish a steady demand for good government. The boss has us split up into parties. To him parties are nothing but means to his corrupt ends. He "bolts" his party, but we must not; the bribe-giver changes his party, from one election to another, from one county to another, from one city to another, but the honest voter must not. Why? Because if the honest voter cared no more for his party than the politician and the grafter, then the honest vote would govern, and that would be bad—for graft. It is idiotic, this devotion to a machine that is used to take our sovereignty from us. If we would leave parties to the politicians, and would vote not for the party, not even for men, but for the city, and the State, and the nation, we should rule parties, and cities, and States, and nation. If we would vote in mass on the more promising ticket, or, if the two are equally bad, would throw out the party that is in, and wait till the next election and then throw out the other party that is in—then, I say, the commercial politician would feel a demand for good government and he would supply it. That process would take a generation or more to complete, for the politicians now really do not know what good government is. But it has taken as long to develop bad government, and the politicians know what that is. If it would not "go," they would offer something else, and, if the demand were steady, they, being so commercial, would "deliver the goods."

Lincoln Steffens, *The Shame of the Cities* (New York: Courier Dover, 2012), 6–9.

PRACTICING Historical Thinking

Identify: Summarize Steffens's claim about the relationship between the businessman and the politician.

Analyze: Why does Steffens mean when he says, "All we have to do is to establish a steady demand for good government"?

Evaluate: Does Steffens's statement rely more on reforming politicians or reforming citizens to respond differently to their political leaders? Explain.

THE PROGRESSIVE MOVEMENT

The rapid growth of industry in the United States brought about such problems as business monopolies, dishonest politicians, crowded city slums, and miserable working conditions. During the 1870's and 1880's, reformers spoke out against these evils and demanded improvements in the quality of life for the middle class and the poor. But little progress was made until the 1890's when the public and the government gave widespread support to the reform movement.

The people who led the fight for change called themselves "progressives." They attacked the abuse of monopolies and trusts, the rate-fixing practices of railroads, the use of child labor in factories and mines, and the corruption of big-city political machines. They supported women's suffrage, conservation programs, civil service, and better pay and shorter hours for workers.

The Progressive Movement of the 1890's and early 1900's was urged on by a group of writers called the "muckrakers." They were given this nickname by President Theodore Roosevelt who agreed with their charges of political and social abuse. The writers reminded Roosevelt of a story character who became so involved in shoveling filth with a "muckrake" that he never looked up. Similarly, the muckrakers relentlessly attacked those things that were wrong and unfair. Lincoln Steffens wrote about dishonest politicians in The Shame of the Cities. Ida M. Tarbell published History of the Standard Oil Company in which she exposed the ruthless methods by which Standard Oil won almost total control of U.S. oil production. In his book The Jungle, Upton Sinclair told a shocking story about the unsanitary conditions in the meat-packing industry.

Reformers won control of many city and some state governments. They also succeeded in getting numerous candidates elected to Congress. Both the Democrats and the Republicans voted for reform legislation. President Theodore Roosevelt, William H. Taft, and Woodrow Wilson supported various reform laws. The result was that many changes were made at the local, state, and federal levels.

MAKING COMPARISONS

Read the first paragraph in column one below. It describes one of the problems that faced the country before the reforms were made. Then look through the list on page 4 and find the paragraph that describes how conditions changed as a result of the reform movement. Write the appropriate description in the first box in column two. Continue in this way until you have filled in all of the boxes in the second column.

BEFORE REFORM	AFTER REFORM
1. Victorious candidates used the spoils system to give government positions to friends and supporters. But many of these people lacked the qualifications necessary for doing a good job.	

<p>2. Candidates running for office were usually chosen by a small group of party leaders. Voters had no say in who the candidates would be.</p>	
<p>3. Political leaders often lined up voters who were willing to be bought and gave them ballots on easily identifiable colored paper. Counterfeiting ballots, stuffing ballot boxes, and other illegal practices were widespread.</p>	
<p>4. In New York City and other large urban areas, party bosses controlled strong political machines. Favors were done for people in return for their votes. Bribes were regularly accepted. "Boss" William Tweed of New York was the worst of the corrupt politicians, stealing an estimated \$30 million or more of the taxpayer's money.</p>	
<p>5. In spite of the passage of the Interstate Commerce Act, railroad rates remained excessively high. Railroad companies found ways to avoid paying lower rates set by the Interstate Commerce Commission.</p>	
<p>6. Workers, including women and children, were frequently on the job for 12 to 14 hours a day, six or seven days a week. Wages were terribly low. Bad working conditions often caused illness and accidents.</p>	

<p>7. Many big businesses became monopolies or trusts. One company, or several companies working together, gained control of an industry, such as oil. They charged high prices because there was no competition to hold prices down.</p>	
<p>8. Terrible conditions existed in the food processing industry. Upton Sinclair, a muckraker, told how packing houses often kept meat on dirty floors. He found that chopped meat sometimes contained rat hairs, wood splinters, bits of rope, or pieces of spoiled meat. .</p>	
<p>9. Wilderness areas were being ruined. Great buffalo herds disappeared, the passenger pigeon became extinct, and other forms of wildlife were threatened. Government land and mineral resources were either sold cheaply or given away.</p>	
<p>10. Taxes were usually based on the amount of property a person owned. But many wealthy people hid some of their property from the government. Consequently, they did not pay their fair share of the taxes being collected.</p>	
<p>11. The two Senators that each state sent to Congress were chosen by the members of the various state legislatures.</p>	

<p>12. Only male citizens 21 or older could vote. In 1869 Susan B. Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association which campaigned for the right of women to vote.</p>	
--	--

AFTER REFORM

Write these descriptions in the appropriate boxes in column two on the chart. The letter preceding each description does NOT represent the order in which the paragraph will be listed on the chart.

- | | |
|--|---|
| <p>A. Congress passed the Hepburn Act. This law gave more power to the Interstate Commerce Commission. The result was a broad reduction in railroad rates.</p> <p>B. While Theodore Roosevelt was president, the government sued more than 40 companies for violating the Sherman Antitrust Act. One suit broke up John D. Rockefeller's Standard Oil Company. Roosevelt earned the nickname "trust-buster." During Woodrow Wilson's administration, the Clayton Act gave the government additional power to break up monopolies.</p> <p>C. Laws were passed requiring safety precautions in factories. Some states passed minimum wage laws. Working hours were shortened. "Workmen's compensation laws" required employers to carry insurance on their workers. Many states passed legislation that restricted child labor. The American Federation of Labor bargained for better wages and working conditions.</p> <p>D. The Meat Inspection Act and the Pure Food and Drug Act gave the government power to take action against companies whose products were impure, unsafe, or wrongly labeled.</p> <p>E. More and more government jobs were filled using the civil service system, or merit system. Persons had to prove they were qualified for a job by passing a civil service test.</p> | <p>F. The women's suffrage movement succeeded in getting the 19th Amendment added to the Constitution. It gave women the right to vote.</p> <p>G. The Australian ballot, or "secret ballot," was introduced. It was printed by the government on paper of the same color. The ballot contained a list of candidates and the positions they wished to fill. The voter marked his ballot in the privacy of a curtained booth.</p> <p>H. The Forest Reserve Act set aside wilderness areas. Other "conservation" measures saved mineral, water, and fuel resources. Congress established the National Park Service to run existing national parks and start new ones.</p> <p>I. The "direct primary" was used to select candidates for office. In "primary election," registered voters from each party chose the candidates that they wanted to run in the upcoming regular election.</p> <p>J. Progressive mayors and state lawmakers introduced numerous political reforms. The initiative enabled citizens to propose laws; the referendum allowed them to vote for or against laws already passed by state legislatures; a recall let them vote to remove corrupt politicians from offices.</p> <p>K. The 16th Amendment gave the federal government the power to collect "income taxes." The more money a person earned, the more taxes he paid.</p> <p>L. The 17th Amendment provided for the direct election of Senators by the voters of each state.</p> |
|--|---|

ROBERT M. LAFOLLETTE, "The Danger
Threatening Representative Government"

1897

Robert M. LaFollette (1855–1925), future governor and senator from Wisconsin, gave the following speech on July 4, 1897, in his first bid for the governorship. He eventually was elected governor in 1900.

The existence of the corporation, as we have it with us today, was never dreamed of by the fathers. Until the more recent legislation, of which it is the product, the corporation was regarded as a purely public institution. The corporation of today has invaded every department of business and its powerful but invisible hand is felt in almost all the activities of life. From the control of great manufacturing plants to the running of bargain counters, from the operation of railways to the conduct of cheese factories, and from the management of each of these singly to the consolidation of many into one of gigantic proportions,—the corporation has practically acquired dominion over the business world. The effect of this change upon the American people is radical and rapid. The individual is fast disappearing as a business factor and in his stead is this new device, the modern corporation. I repeat, the influence of this change upon character cannot be

overestimated. The business man at one time gave his individuality, stamped his mental and moral characteristics upon the business he conducted. He thought as much of bequeathing his business reputation to his son, as he did of bequeathing the business upon which that reputation had been so deeply impressed. This, made high moral attributes a positive essential in business life, and marked business character everywhere.

Today the business once transacted by individuals in every community is in the control of corporations, and many of the men who once conducted an independent business are gathered into the organization, and all personal identity, and all individuality lost. Each man has become a mere cog in one of the wheels of a complicated mechanism. It is the business of the corporation to get money. It exacts but one thing of its employe[e]s: Obedience to orders. It cares not about their relations to the community, the church, society, or the family. It wants full hours and faithful service, and when they die, wear out or are discharged, it quickly replaces them with new material. The corporation is a machine for making money, but it reduces men to the insignificance of mere numerical figures, as certainly as the private ranks of the regular army. . . .

I do not wish to be misunderstood. The corporation, honestly operated in the function of a public servant and in certain lines as a business instrumentality purely, has an unlimited field of opportunity and usefulness in this country. As a public servant, as a business instrumentality, the corporation is everywhere,—before the courts, in the legislature and at the bar of public opinion, entitled to the same measure of consideration, the same even-handed justice as the individual. . . .

When, whereas, a corporation is used as a subterfuge in crooked dealing, as an incubator of schemes, as a shifty, irresponsible competitor in private business, as a cover for combination in destruction of competition and restraint of trade, and as a pernicious political factor in the state and nation, it is to be deprecated and ought to be destroyed.

Robert M. LaFollette, "The Danger Threatening Representative Government," speech delivered at Mineral Point, 1897, Robert M. LaFollette Papers, State Historical Society of Wisconsin, 8–9, 18.

PRACTICING Historical Thinking

Identify: According to LaFollette, what are the chief responsibilities of the corporation?

Analyze: What is LaFollette's attitude toward the corporation? Does he present a balanced view? Explain.

Evaluate: Does LaFollette's depiction of the corporation establish a relationship with the common working person similar to the one depicted in "A Model Office Seeker" (Doc. 15.3)?

TENEMENTS OF NEW YORK

JACOB RIIS

Jacob Riis learned about the slums of New York City while working as a newspaper reporter there during the late 1800's. His photographs and writings about the living conditions of the poor helped bring about social reform. The account which follows and describes the rundown tenement section of the city. Similar conditions were found in other urban centers across the United States.

In the July nights, when the tenements are like fiery furnaces, men and women lie restless in sweltering rooms, panting for air and sleep. Then every truck in the street, every crowded fire-escape, becomes a bedroom, preferable to any the house affords. A cooling shower on such a night is hailed as a heaven-sent blessing.

Life in the tenements in July and August spells death to an army of little ones whom the doctor's skill is powerless to save. Sleepless mothers walk the streets in the gray of the early dawn trying to stir a cooling breeze to fan to brow of the sick baby. Fifty "summer doctors," especially trained to this work, are then sent into the tenements by the Board of Health, with free advice and medicine for the poor. Devoted women follow in their track with care and nursing for the sick. Fresh-air excursions run daily out of New York on land and water; but despite all efforts the gravediggers work overtime, and the little coffins are stacked mountain high on the deck of the Charity Commissioners' boat when it makes its semi-weekly trips to the city cemetery.

Under the most favorable circumstances, an epidemic, which the well-to-do can afford to make light of as a thing to be got over or avoided by reasonable care, is excessively fatal among the children of the poor, by reason of the practical impossibility of isolating the patient in a tenement. An epidemic of the measles ravaged three crowded blocks in Elizabeth Street on the heels of the grippe last winter, and when it had spent its fury the death-maps in the Bureau of Vital Statistics looked as if a black hand had been laid across those blocks. There were houses in which as many as eight little children had died in five months.

I am satisfied from my own observation that hundreds of men, women, and children are every day slowly starving to death. Within a single week I have had this year three cases of insanity, provoked directly by poverty and want. One was that of a mother who in the middle of the night for up to murder her child, who was crying for food; another was the case of an Elizabeth Street truck-driver. With a family to provide for, he had been unable to work for many months. There was neither food, nor a scrap of anything upon which money could be raised left in the house; his mind gave way under the combined physical and mental suffering. In the third case I was just in time with the police to prevent a madman from murdering his whole family. He had the sharpened hatchet in his pocket when we seized him. He was an Irish laborer, and had been working in the sewers until the poisonous gases destroyed his health. Then he was laid off, and scarcely anything had been coming in all winter but the oldest child's earnings as cash-girl in a store, \$2.50 a week.

The Progressive Era

Video Discussion Questions

1. Describe the problems farmers faced and how they tried to improve these conditions.
2. Discuss how writers aided in the cause for reform.
3. How did Progressives differ from the Populists and Socialists?
4. Discuss some leading Progressive reformers and the actions they took.
5. List some of the amendments of the early 1900s and how they advanced the Progressive reforms.
6. Compare and contrast the presidential administrations of Taft, Wilson, and Roosevelt in areas of Progressive reform.
7. Explain a few of the ways the government was corrupted and showed favoritism as well as what some of the reforms were.
8. Discuss some of the reforms made to the election process and the results of the changes.
9. Compare and contrast the working conditions of factories today and then.
10. Explain the measures taken to preserve America's natural resources and why they were important

VIDEO QUIZ

Directions: Read the following statements, and circle whether they are true or false. If false fix question to make it true.

1. During the Progressive Era, the work week was limited to thirty to forty hours per week.
- True False

2. Muckrakers were republicans who refused to support their party's presidential candidate because they opposed reform.
- True False

3. Political groups of the early 1900s included Progressives, Populists and Socialists.
- True False

4. The issues of the Progressive Era are no longer present today.
- True False

5. Jacob Riis led a reform in Wisconsin to help improve his state's government.
- True False

6. Jane Addams co-founded a settlement house to solve neighborhood problems.
- True False

7. In 1919, the 19th amendment to the United States' Constitution was ratified, providing suffrage for women.
- True False

8. Upton Sinclair brought the horror of Chicago's meat packing factories to the public's attention.
- True False

9. Woodrow Wilson became President as a result of Taft and Roosevelt's battle with one another.
- True False

10. One of the main reforms of the Progressive Era was the successful improvement of American civil rights.
- True False

Name _____
Period _____

Triangle- Remembering the Fire Video Activity Sheet

1. What did many new immigrants face when entering the United States?
2. How many individuals died in the Triangle Waist Factory Fire? Mostly what gender?
3. What product did the Triangle Waist Factory produce?
4. What was the "Uprising of 20,000"? And how were these individuals 20,000 treated?
5. What basic necessities did the Triangle building lack during a fire? Why?
6. Why were the 9th floor factory workers completely unaware of the fire below?
7. Why was the elevator unable to make a tenth trip?
8. How many people jumped to their deaths?
9. Why had factory never conducted fire drills?
10. Why did the city refuse to allow the unidentified seven to have a community funeral?
11. Who did the citizens of New York begin to blame for the fire?
12. Why was the 2nd exit door locked?
13. What was the result of the Harris and Blanck (factory owners) trial?
14. Who was Francis Perkins?
15. What changes did the Triangle Waist Fire spark?

DOCUMENT ANALYSIS SHEET Robert M La Follette

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

DOCUMENT ANALYSIS SHEET

Lincoln Steffens - Shame of Cities

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

DOCUMENT ANALYSIS SHEET

Lynching Ida B Wells

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

DOCUMENT ANALYSIS SHEET

Plessy v. Ferguson

NAME & DATE

Document Number or Letter _____	Source (Where did the document come from?)	
Title of Document:		
Date of Document	Author of Document	
Primary Source <input type="checkbox"/>	Possible Author Bias/ Point of View	
Secondary Source <input type="checkbox"/>		

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

DOCUMENT ANALYSIS SHEET

The Jungle

NAME & DATE

Document Number or letter _____ Title of Document:	Source (Where did the document come from?)		
Date of Document	Author of Document		
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View		

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

DOCUMENT ANALYSIS SHEET

Andrew Carnegie - Autobiography

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

DOCUMENT ANALYSIS SHEET

Edward Bellamy - Looking Backward

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)	
Date of Document	Author of Document	
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View	

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What Inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

Chapter 20

"What's government?" Politics, populists, and progressives.

Review Questions: People- circle, Events- Underline, Terms- Box in.

1. What factors led to close party competition in the 1880's?
2. How did the political goals of populists differ in this period from democrats and republicans?
3. How did different groups of Americans react to the economic depression of the 1890's, and what happened as a result?
4. How did politics change in the south between the 1880's and the 1910's?
5. What developments caused the percentage of Americans who voted to plunge after 1900, what role did courts play in antidemocratic development?

6. To what degree, and in what ways, were Roosevelt's policies progressive?
7. How did various grassroots reformers define "progressivism," and how did their views differ from Theodore Roosevelt's version of "progressivism"?
8. Why did the election of 1912 feature four candidates and how did their platforms differ?
9. To what degree did reformers of the Wilson era fulfill goals that various agrarian-labor advocates and progressives had sought?
10. What factors explain the limits of progressive reform in the United States?

Chapter 19

"Civilizations Inferno": The Rise and Reform of Industrial Cities

1880-1917

Review Questions: People- circle, Events- Underline, Terms- Box In.

1. How did the rise of large cities shape American society and politics?
2. How were America's industrial cities different from the typical city before 1860?
3. What opportunities did urban neighborhoods provide to immigrants and African Americans, and what problems did these newcomers face?
4. How did working-class and elite city residents differ in how they spent their money and leisure time?

5. Why, given that everyone agreed machines were corrupt, did urban voters support them?
6. How did reformers try to address the limits of machine government? To what extent did they succeed?
7. What promoted the rise of urban environmental and antiprostitution campaigns?
8. What were the origins of social settlements, and how did they develop over time?
9. How did urban reform movements impact state and national politics?

1880-1917

Review Questions: People-circle, Events- Underline, Terms- Box in

5. How did educational opportunities change after the Civil War, and for whom?

6. How did women use widespread beliefs about their “special role” to justify political activism, and for what goals?
7. How did the ideas of scientists and social scientists reflect events they saw happening around them?
8. What effect did technology and scientific ideas have on literature and the arts?
9. How did America’s religious life change in this era, and what prompted those changes?

Summary:

Chapter 17

Industrial America: corporations and conflicts

1877-1911

Review Questions: People-circle, Events- Underline, Terms- Box in

1. Why did large corporations arise in the late nineteenth century, and how did leading industrialist consolidate their power?
2. What opportunities did the rise of corporations offer to different types of "middle workers" those who were neither top executives nor blue collar laborers?
3. How did conditions change for industrial workers in the late nineteenth century and why?
4. What factors accounted for the different expectations and experiences of immigrants in this era?
5. What were the long term consequences of the Chinese Exclusion act for the U.S. immigration policy?

6. How did the methods used by railroad workers to protest their working conditions compare with the tactics employed by the Greenbackers, who sought reform?
7. What factors contributed to the rapid rise of the Knights of labor? To its decline?
8. Why did farmers and industrial workers cooperate, and what political objectives did they achieve?
9. How did the key institution and goals of the labor movement change, and what gains and losses resulted from this shift?

Summary: