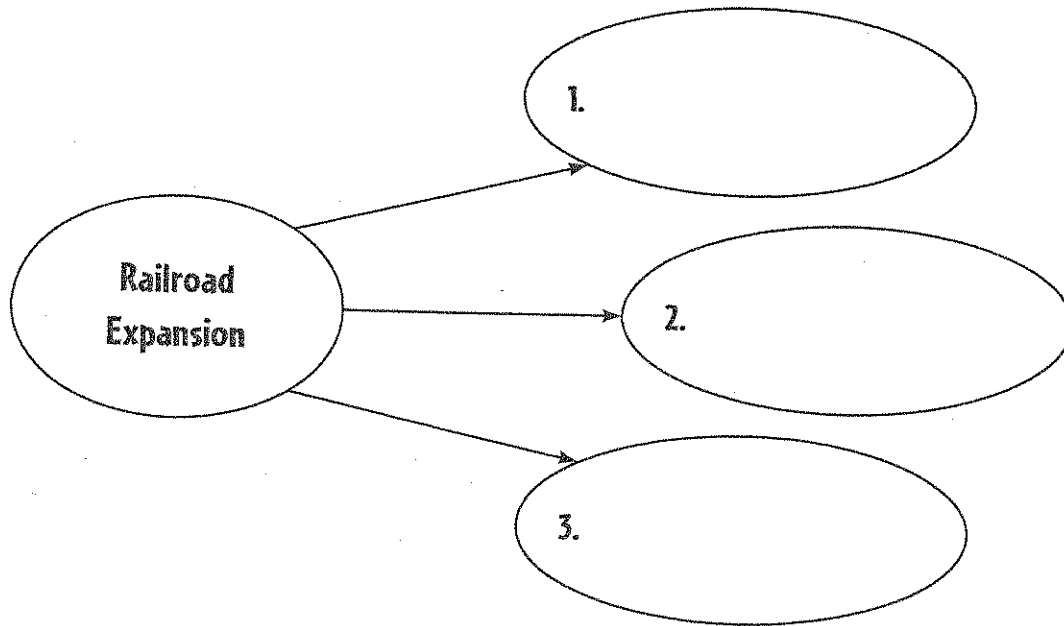


Railroads Lead the Way

Essential Question

How did railroad expansion affect the U.S. economy?

Directions: As you read, complete a graphic organizer like the one below to show how railroad expansion affected the economy of the United States.



Notes

Read to Learn

Railroad Expansion *(page 143)*

Explaining

Explain why the railroad barons were so successful.

After the Civil War, the railroad system grew quickly. It led to economic growth in the United States. As the railroad system grew, many railroad companies consolidated. **Consolidation** is the practice of combining separate companies. Large railroad companies bought smaller companies or drove them out of business. Consolidation made companies more efficient, and they developed standard prices.

Some people made fortunes by consolidating railroad companies. These powerful people, known as **railroad barons**, controlled the railroads. The barons were aggressive, and there were few laws to control how they did business.

Railroads Stimulate the Economy (pages 144–145)**Identifying**

Name four industries that grew due to the expanding railroads.

1. _____
2. _____
3. _____
4. _____

Determining Cause and Effect

How did pools affect the rates customers would pay?

Railroads helped the nation's economy. They helped manufacturers ship their goods. They helped farmers reach markets in the cities. Building tracks increased the demand for lumber, iron, and steel. It caused these industries to grow.

The coal industry also grew. It provided fuel for the trains. The railroads provided jobs for thousands of people.

At first, railroad tracks were not the same across the country. Different lines used different widths of tracks. As a result, trains from one line could not run on a different line. As the railroad companies consolidated, they began to use a **standard gauge** for all tracks. This meant that all tracks would be built using the same width. Now all trains could run on all tracks. Use of the standard widths made transportation faster and cheaper. Trains no longer had to be unloaded and reloaded to other trains that ran on different tracks.

New technology also improved the railroads. George Westinghouse invented air brakes. They improved the safety of train travel. Janney car couplers made linking train cars easier. They were invented by Eli H. Janney. Gustavus Swift developed refrigerated cars to keep meat and other goods from spoiling. This allowed these goods to be shipped over long distances. The Pullman sleeping car was developed by George M. Pullman. This luxury car had seats that changed into beds for overnight trips.

Railroad companies fought to keep their old customers and to win new ones. Large railroads gave secret discounts, called **rebates**, to their largest customers. Smaller railroads were often forced out of business. The discounts for large customers increased rates for other customers, including farmers.

Railroad barons also made secret deals among themselves, called **pools**. They divided business among their companies and set rates. Without competition, railroads could charge higher rates and make larger profits.

The railroad network helped industry expand west. The manufacturing center for farm equipment moved from the East to the Midwest. The railroads also helped the American population move. They took people to the Great Plains and the West and from rural areas to the cities.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Contrasting** Explain how trains carried goods across the nation before and after a standard gauge was set.

2. **Analyzing** Why were rebates offered to large railroad customers? How did rebates affect smaller customers?

Expository Writing

In the space provided, make a list of the advantages and disadvantages that the railroad had for different groups of customers. After you complete your list, write a paragraph summarizing the effect of railroad expansion on one of the groups.

Inventions

Essential Question

How did the inventions of the late 1800s revolutionize society?

Directions: As you read, complete a chart like the one below to show how inventions of the late 1800s affected society.

Invention	Effect on Society
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	



Read to Learn

Communications (pages 147-148)

Explaining

How did new inventions help unify the country?

New inventions of the 1800s helped people communicate more quickly over long distances. They also helped unify the country and promote economic growth.

The telegraph was introduced in 1844. By 1860, thousands of miles of telegraph lines connected the country. Operators sent messages by Morse code around the nation. In 1866 Cyrus Field laid telegraph cable across the Atlantic Ocean. Messages could then be sent between America and Europe, bringing nations closer together.

Telegrams allowed messages to be sent almost instantly. Telegrams were used to order goods, to send stories from reporters to newspapers, and to send personal messages.

Alexander Graham Bell took communications one step further. He invented the telephone. Businesses were the first to use telephones. Even so, telephones quickly became popular in homes as well.

The Genius of Invention (pages 148–150)

Categorizing

List at least two inventions under each category.

Household use:

Business use:

Thousands of inventions were created in the United States in the late 1800s. Many, like the typewriter and adding machine, were designed to help businesses. Others were used in everyday life. In 1888 George Eastman invented the Kodak, a small box camera that made it easier and cheaper to take pictures. John Thurman made housework easier with his invention of the vacuum cleaner.

Thomas Edison set up a laboratory to make inventions. Out of his laboratory came the motion picture projector, the phonograph, the storage battery, and most importantly, the electric lightbulb. Edison also developed power plants that could produce electric power. By 1882, he had built an electric power plant in New York City that lit up 85 buildings.

George Westinghouse added to Edison's work. In 1885 he built transformers that could send electric power more cheaply over long distances. Soon factories, trolleys, streetlights, and lamps throughout the nation were powered by electricity.

Several African Americans developed inventions. Lewis Howard Latimer improved the wire for the lightbulb. Granville Woods patented the electric incubator and various railroad improvements. Elijah McCoy invented a device for oiling machinery. Jan E. Matzeliger developed a shoe-making machine that changed the shoe industry.

A Changing Society (pages 150–151)

Making Connections

What industries today use assembly lines?

In 1903 Henry Ford started his own auto-making company in Detroit. In 1908 he introduced the Model T. This car was sturdy and affordable. It became popular. Ford also created a new way to make cars—the **assembly line**. On the assembly line, each worker performed one production task again and again. The assembly line was soon used in other industries as well. The assembly line allowed **mass production**, or production of large quantities, of goods. This reduced costs and prices.

Merchants looked for better ways to sell their goods. Many began using the mail. Companies like Montgomery Ward and Sears Roebuck printed catalogs of their goods. Chain stores, such as F.W. Woolworth's "five-and-ten-cent stores," grew rapidly. These were stores with branches in many places.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Speculating** What advantage did the telephone have over the telegraph?

2. **Analyzing** Why were the inventions of the light bulb, power plants, and transformers so significant?

Descriptive Writing

Choose two or more inventions, and describe how your life would be different without them. Choose inventions that have a great impact on your life.

An Age of Big Business

Essential Question

How did Americans build fortunes in the oil and steel industries?

Directions: As you read, complete a chart like the one below to explain how Americans built fortunes in the oil and steel industries.

Industry	Leader(s)	Reason for Growth	Methods Used
Oil	1.	2.	3.
Steel	4.	5.	6.



Read to Learn

Foundations for Growth (pages 153–154)

Defining

A _____
 is a company that
 sells _____,
 or shares of its
 business to
 _____,
 who can earn
 _____, or cash
 payments from the
 company's profits.

In the 1850s, researchers discovered that oil could be burned to produce heat and smoke-free light. It also could be used to lubricate machines. In 1859 Edwin Drake drilled a well and struck oil. This led to the start of the petroleum industry.

During the late 1800s, the United States changed from an agricultural economy to an industrial economy. This was possible because the United States had many resources. These resources included the factors of production—land, labor, and capital. Land means the land plus the natural resources within the land. Labor is the workers who turn raw materials into goods. Capital includes the machines, buildings, and tools used to make other goods. Capital also means money for investment.

Companies needed more capital to grow their businesses. One way to get more capital is to become a **corporation**. This is a company that sells shares of its business, or **stock**, to the public. People who buy stock are partial owners called **shareholders**. They can earn **dividends**, or cash payments from the corporation's profits. They can also lose money if the corporation performs poorly.

The growth of corporations helped industries grow following the Civil War. Railroads and manufacturing firms were among the first to form corporations.

The Oil Business (page 155)

Analyzing

How was Rockefeller able to create a monopoly in the oil industry?

Four horizontal lines for writing.

The first oil strikes attracted prospectors to Pennsylvania, Ohio, and West Virginia. The oil industry grew quickly. John D. Rockefeller built an oil refinery in Ohio. He became one of the most famous people in the industry. He formed the Standard Oil Company of Ohio. The company became powerful and wealthy. It combined competing companies into one corporation. This is called horizontal integration.

Rockefeller dropped his prices to force other oil companies out of business. He pressured customers not to work with competitors, and he convinced railroads to give him special rates. In 1882 he formed a trust, or a group of companies managed by the same board of directors. Rockefeller had created a monopoly, or total control of an industry by a single producer.

The Steel Business (pages 156-157)

Assessing

How does lack of competition hurt consumers?

Three horizontal lines for writing.

The steel industry also became huge in the late 1800s. Demand for steel rose as railroads and bridges were built. New methods of making steel changed the industry. They allowed mills to produce large amounts of steel at lower prices. Pittsburgh became the steel capital of the nation.

In 1865 Andrew Carnegie invested in the growing iron industry. He soon saw that steel was in high demand, so he built a steel plant near Pittsburgh. By 1890, Carnegie led the industry. He acquired the companies that provided the equipment and services he needed. This is called vertical integration.

Carnegie, Rockefeller, and other millionaires of the time used some of their money to benefit the community. Carnegie donated \$350 million. He built Carnegie Hall and more than 2,000 libraries. Rockefeller used his fortune to create the University of Chicago and New York's Rockefeller Institute for Medical Research.

In 1889 New Jersey allowed holding companies to buy the stock of other companies. Other states passed laws that made mergers, or the combining of companies, easier. These laws encouraged the development of monopolies. Some Americans liked the efficiencies of large businesses. Others complained that less competition hurt consumers. In 1890 the Sherman Antitrust Act was passed. It made trusts and monopolies illegal. However, in its early years, the act had little effect on big business.

Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.

An Age of

Essential Question

How did Americans buy

Directions: As you read, think about how Americans buy

Industry
Oil
Steel

Directors to Pennsylvania, grew quickly. John D. He became one of the powerful and wealthy. This is the Standard Oil Corporation. In oil companies work with competitive rates. In

the Standard Oil Company force other companies out

and Rockefeller as
explain your answer.

Expository Writing

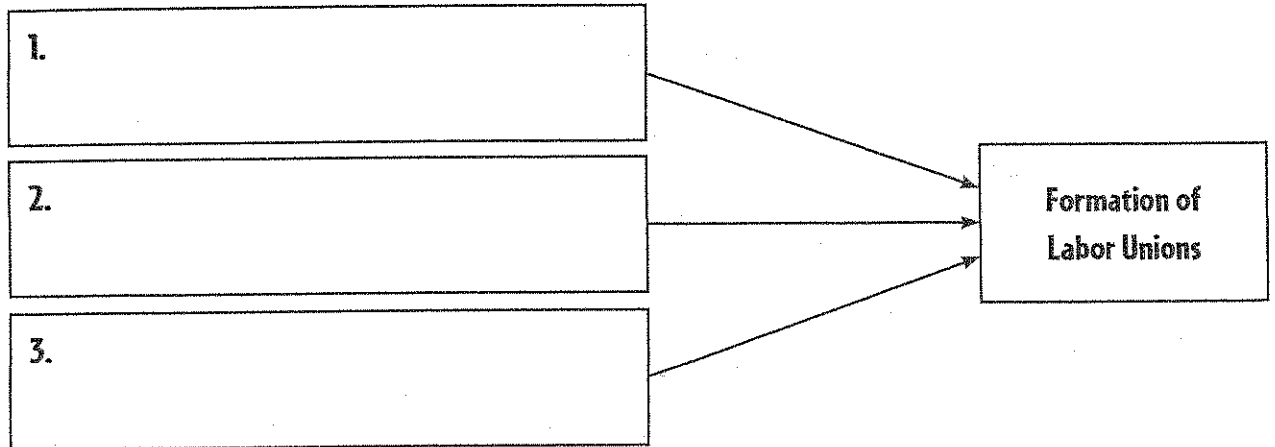
In the space provided, name and describe the three factors of production. Give at least one example of each.

Industrial Workers

Essential Question

Why did workers form labor unions in the middle to late 1800s?

Directions: As you read, fill in a graphic organizer like the one below to list the reasons that workers formed labor unions in the middle to late 1800s.



Notes

Read to Learn

Working Conditions *(page 161)*

Calculating

How many hours per week did many people work in the late 1800s?

As industry grew in the late 1800s, new jobs were created. But working conditions in factories and mines were poor. Many people worked 10 to 12 hours per day, six days per week. They worked in unsafe and unhealthy conditions. Garment makers worked in dangerous, crowded factories called **sweatshops**. Many women and children worked in the factories. Child-labor laws were often ignored.

Growth of Labor Unions *(pages 162–164)*

Unhappy workers organized into groups called labor unions. They demanded that employers give them better pay and working conditions. Skilled workers had formed **trade unions** earlier in the 1800s. Trade unions represented workers in specific trades, or crafts. They were too small to have much impact.

In 1869 Philadelphia garment cutters started a trade union called the Knights of Labor. Led by Terence V. Powderly, it

Growth of Labor Unions *(continued)*

Speculating

Why did leaders decide to expand the trade unions?

Contrasting

How did the AFL differ from previous trade unions?

Determining Cause and Effect

How did the Haymarket Riot affect unions?

became a national organization. Unlike most unions, the Knights asked women, African Americans, immigrants, and unskilled workers to join. The union grew in size, but it lost public support because of strikes.

The American Federation of Labor (AFL) formed in 1881. This group of unions represented skilled workers in many trades. Led by Samuel Gompers, it fought for higher pay, shorter hours, better working conditions, and the right to **collective bargaining**. Collective bargaining is when unions represent workers in labor discussions with management. Violent strikes turned the public against this group, but it continued to grow. By 1904, it had more than 1.6 million members.

Many unions would not allow women to join, so some women formed their own labor unions. In 1911 a fire broke out at the Triangle Shirtwaist Company. This sweatshop had locked its doors to keep employees from leaving early. Almost 150 workers were trapped and killed. This event led the International Ladies' Garment Workers Union to fight for safer working conditions.

In the 1870s and 1890s, companies lowered wages and fired some workers because of poor economic conditions. Workers reacted by striking. The strikes sometimes led to violence. In one case, strikers destroyed railroad tracks and property. Federal troops were brought in to stop the violence, and **strikebreakers** were hired to replace the striking workers.

In 1886 police and strikers clashed in Chicago's Haymarket Square. A bomb killed a police officer. Several more people were killed in the riot that followed. After the Haymarket Riot, many Americans linked unions with terrorism and disorder.

In 1892 workers went on strike at Andrew Carnegie's steel plant in Homestead, Pennsylvania. They were protesting a cut in wages. The managers hired nonunion workers to replace the strikers and brought in guards to protect them. A fight broke out, and at least 10 people were killed. After this strike failed, membership in the steelworkers' union declined.

Workers at George Pullman's railway-car plant also went on strike when wages were cut. Pullman closed the plant. The American Railway Union backed the strikers by refusing to handle Pullman cars. This caused rail traffic to stop. The government issued an **injunction**, or court order, to stop the strike. The union and its leader, Eugene V. Debs, refused to end the strike. Debs was sent to jail, and the strike was soon over. This dealt another blow to the unions.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Distinguishing Fact From Opinion** Put an F in front of the statements that are facts and an O in front of those that are opinions.

___ Employers deserved to experience strikes because they cut wages of workers.

___ Strikes can lead to violence.

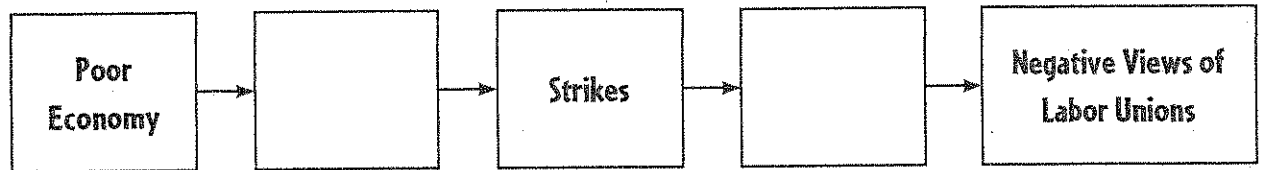
___ The AFL fought for better pay, hours, and working conditions.

___ Children under the age of 16 should not work.

___ Sweatshops were dangerous.

___ Women should have been allowed to join unions.

2. **Determining Cause and Effect** Fill in the graphic organizer below to list the chain of events that led to negative views of the labor movement.



Persuasive Writing

On a separate sheet of paper, write a newspaper editorial either for or against the right to strike. Write as if you are living in the late 1800s. Give facts to support your argument.

The New Immigrants

Essential Question

What were some characteristics of the new wave of immigrants that arrived after 1865?

Directions: As you read, complete a graphic organizer like the one below to list five characteristics of the new wave of immigrants that arrived after 1865.

Characteristics of New Immigrants				
1.	2.	3.	4.	5.



Notes

Read to Learn

A Flood of Immigrants (pages 171–173)

Contrasting

Complete the following sentences:
“Old” immigrants to the United States were from

“New” immigrants came from

Most people who came to the United States before 1865 were from northern and western Europe. These were the “old” immigrants. After the Civil War, many “new” immigrants came from eastern and southern Europe. Many were Catholics or Jews and did not speak English. They chose to live in areas made up of people from their home country. As a result, they did not blend into society as easily as the “old” immigrants.

Economic troubles caused many people to **emigrate**, or leave their homelands. Jobs were in short supply in some places. In other places, farmers could not own enough land to support their families. Many places had crop failures.

Some people left their homelands because they were treated poorly. Some countries passed laws against certain **ethnic groups**. These are people who speak a different language or follow different customs from those of others in a country.

The immigrants who came to the United States believed they could find a better life here. The journey was not an easy one. It took about 12 days to cross the Atlantic Ocean and many weeks to cross the Pacific Ocean. Most immigrants traveled in **steerage**. These are cramped quarters on the lower decks of the ships. That was the cheapest way to travel.

A Flood of Immigrants (continued)

Most people landed at New York City where, after 1866, the magnificent sight of the Statue of Liberty greeted them. At the base of the statue were the stirring words of Emma Lazarus, an American poet. The immigrants had to register at government centers such as Ellis Island in New York Harbor. Those from the Asian countries often registered at the center on Angel Island in San Francisco Bay. Examiners asked immigrants for their name, occupation, and whether they had relatives in the United States. Immigrants also had to take health exams.

The Immigrant Experience (pages 173-174)

Describing

What were conditions like for immigrants working in the sweatshops?

Locating

Where did most immigrants to the United States after 1865 settle?

The biggest challenge for immigrants was finding a job. Some found work in industries such as the steel mills. Many others worked in **sweatshops**. These were dark, crowded shops where workers made clothing. The work was hard and often unsafe. The pay was low, and the hours were long.

In their new homes, immigrants wanted to keep their own cultures. Most also wanted to **assimilate**, or become part of the American culture. Sometimes these two desires caused conflict. For example, while parents continued to speak their own language, children spoke English at school and with their friends. The grandchildren of the immigrants generally spoke only English. New lifestyles sometimes conflicted with traditional ways. This caused problems for some families.

Most immigrants did not have enough money to buy land in the United States. They often settled in cities and worked as unskilled laborers. People of the same ethnic group usually lived in the same area. Jewish, Italian, and Polish groups had their neighborhoods in cities such as New York and Chicago. The immigrants wanted their communities to have some of the same things they had left behind in their homelands. They set up houses of worship and celebrated the holidays as they did in their homelands. Many of the ethnic groups had their own newspapers printed in their home languages. They also had their own stores and theaters.

The Nativist Movement (page 175)

Summarizing

List two laws Congress passed to limit immigration and explain how each law established those limits.

- 1. _____

2. _____

Many native-born Americans did not like the new wave of immigrants. They were afraid that the new immigrants would take away their jobs. They feared that the new immigrants would drive down wages by working for lower pay. These Americans also thought that the new immigrants would never fit into American society.

People found it easy to blame immigrants for all sorts of problems. They were often blamed for increasing crime and unemployment. The nativist movement had been against immigration since the 1830s. That movement became stronger in the late 1800s. Congress responded to this tide of feeling. It passed the Chinese Exclusion Act in 1882. Under this act, Chinese workers could not come to the United States for 10 years. In 1907 the United States and Japan agreed to limit the number of Japanese immigrants. Other laws had an impact on immigrants from all nations. The Immigration Act of 1917 said that immigrants had to be able to read and write in some language.

Not all Americans feared immigration. Some saw the value that the immigrants had. Immigrants gave industry a new source of workers. Immigrants also made the United States even better with the culture of their homelands.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

- 1. Determining Cause and Effect What caused so many people to leave their homelands and come to the United States after 1865?

- 2. Analyzing Why did some native-born Americans not like the new immigrants?

Expository Writing

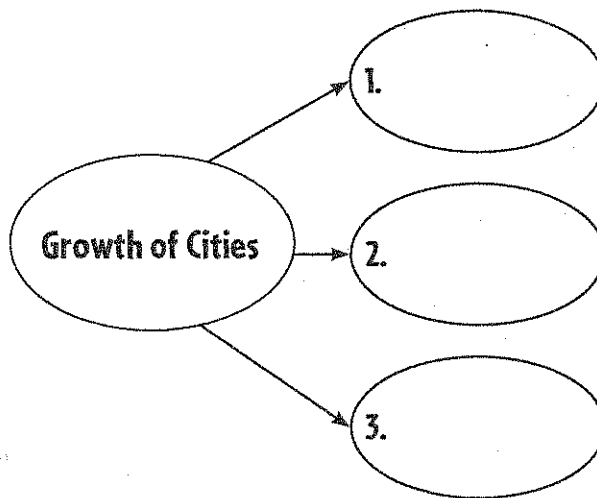
Take on the role of a "new" immigrant to the United States. On a separate sheet of paper, write a journal entry about why you and your family came to the United States, where you settled, and what your life is like now.

Moving to the City

Essential Question

How did cities change during the late 1800s?

Directions: As you read, describe three effects of the growth of cities.



Notes

Read to Learn

Growth of Cities (pages 179–180)

Describing

Describe where the following classes of people lived in the cities of the late 1800s.

1. *Poor:* _____

2. *Middle class:* _____

3. *Wealthy:* _____

The United States was changing from a rural to an urban nation in the late 1800s. Immigrants played a big part in the growth of cities. In many big cities, like New York, immigrants made up about 80 percent of the population. Farmwork also changed. New farm machines made it possible to grow crops using fewer workers. Many people left the farms to find work in cities. African Americans also moved to Northern cities. They hoped to find jobs and less discrimination there.

The nation had a good transportation system and many resources. Railroads helped cities grow. Trains carried cattle to Chicago and Kansas City, making these cities large meatpacking centers. Some cities grew because of nearby resources. For example, Pittsburgh became the big iron and steel manufacturing center because iron ore and coal were found in the area. New York and other seaports grew even bigger as trade with the rest of the world increased.

In the big cities, the poorest people lived in **tenements**. These were apartment buildings in the **slums**, or poor, run-down urban areas. The growing middle class had families of

Growth of Cities *(continued)*

doctors, lawyers, and managers. They moved to the **suburbs**. These are areas where people live outside of city centers. The very rich lived in huge mansions in the cities. They had grand lives. Because of their great wealth and the poverty beneath it, this time period became known as the Gilded Age. *Gilded* means that something is covered with a thin layer of gold.

Cities in Crisis *(page 181)*

Identifying

What was Hull House?

The quick growth of cities caused problems. Garbage built up everywhere, and sewers could not hold all the waste. Fires were always a threat. The filth caused many diseases to spread. Disease was not the only threat. The poverty in cities led to crime. Homeless children often committed minor crimes to survive. Gangs roamed the streets. Many people worked to improve city life and to help the poor. Some help for the poor came from religious groups and from **settlement houses**. One of the most famous settlement houses was Chicago's **Hull House**. It was founded by Jane Addams in 1889.

The Changing City *(pages 182-183)*

Drawing Conclusions

Why did architects in the late 1800s begin to design skyscrapers?

The growth of cities led to new developments. Cities had limited space. Architects had to begin building up rather than out. A 10-story office building was constructed in Chicago in 1884. It was the world's first **skyscraper**. Louis Sullivan was one of the first to design skyscrapers. Soon architects were making plans for higher buildings.

Some people wanted those who lived in cities to enjoy the beauties of nature. Frederick Law Olmstead led the "City Beautiful" movement. He designed Central Park in New York and the fairgrounds in Chicago for the World's Fair in 1892 and 1893. The Fair showed off American architecture.

Growing cities needed new ways for people to move around. Streetcars were the main form of transportation at the time. By the early 1900s, people were using cable cars, trolley cars, and subways in many of the big cities.

Bridges also helped improve transportation in the growing cities. Bridges linked parts of cities that were divided by rivers. These new forms of transportation helped cities grow. People who moved to the suburbs could use the train or trolley to go downtown to work or shop.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Synthesizing** What problems did the growing cities in the late 1800s face?

2. **Summarizing** What new forms of transportation developed in the late 1800s and early 1900s in the cities?

Descriptive Writing

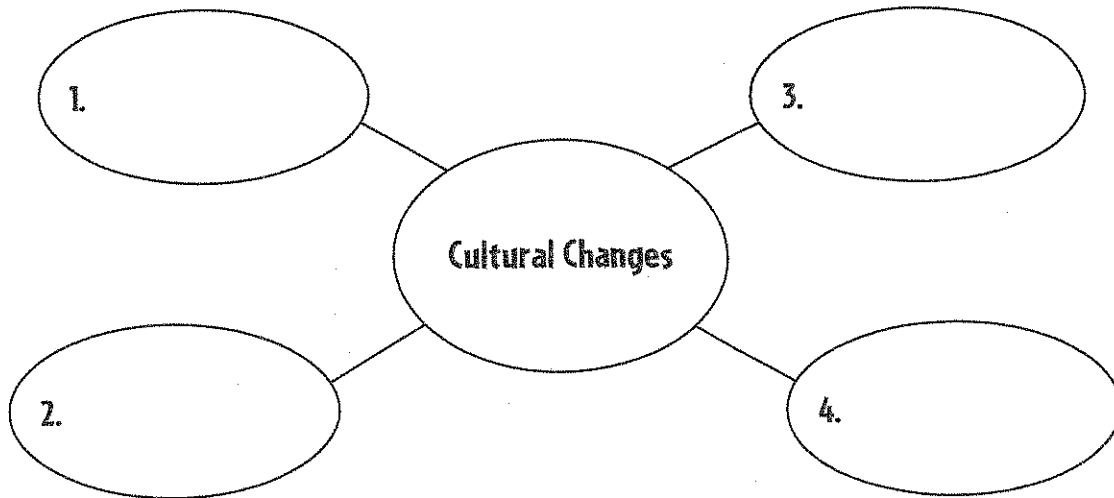
Take on the role of a person from a rural area visiting a large city in the late 1800s. In the space provided, write a letter to a friend back home describing the changes in architecture and transportation. Also include the problems that you have observed.

A Changing Culture

Essential Question

In what ways did American culture change during the late 1800s?

Directions: As you read, complete a graphic organizer like the one below to list four ways that American culture changed during the late 1800s.



Read to Learn

Expanding Education *(pages 185–186)*

Listing

List three ways that education had changed by the late 1800s.

1. _____
2. _____
3. _____

Most Americans in 1865 attended school for only four years. By 1914, most states began to require children to have at least some schooling. More than 80 percent of children between 5 and 17 were in school. The biggest change was in high schools. The number increased from 100 schools in 1860 to 12,000 in 1914. Not everyone could get a public school education. Many African Americans received little or no education.

A new idea, known as progressive education, started around 1900. Supporters of this idea believed that children should be taught through hands-on activities. One supporter, John Dewey, believed schools stressed too much memorization of facts. He thought schools should relate what students learn to their interests.

Colleges in the United States changed in the late 1800s. States sold federal land to get money to start schools called **land-grant colleges**. Land-grant colleges allowed women to attend. Some new colleges, like Tuskegee Institute, provided education for African Americans. Tuskegee Institute was

Expanding Education (continued)

founded by Booker T. Washington. Scientist George Washington Carver was one of its professors.

Reservation schools were set up to train Native Americans for jobs. Yet they were often far from students' homes and cut students off from their tribal traditions.

A Nation of Readers (pages 187-188)**Formulating Questions**

As you read, ask yourself questions to make sure that you understand the text. Good questions begin with the words who, what, when, where, why, and how. Use one of these question words to write one question and answer about this passage in the space below.

More Americans began reading. New books, magazines, and newspapers were published. In 1881 Andrew Carnegie promised to set up a public library in any city that would pay the costs of running it. Soon every state had set up free public libraries.

Writers of the era explored new subjects. Their view was called **realism** because they described the lives of people. **Regionalism** focused on a particular region of the country. Mark Twain was a realist and a regionalist. One of his main works, *The Adventures of Tom Sawyer*, was set along the Mississippi River. Stephen Crane wrote about city slums. Jack London wrote about the lives of hunters and miners. Edith Wharton wrote about the lives of upper-class Easterners. Paul Laurence Dunbar wrote books that used the dialects of Southern African Americans. Horatio Alger wrote a series of books based on the themes of hard work and honesty. They were sold as paperbacks. Millions of copies were sold.

Changes in printing led to the publishing of a daily newspaper that was read by millions. Joseph Pulitzer created a newspaper with illustrations, cartoons, and big headlines. William Randolph Hearst printed newspapers with vivid and grisly details. This type of writing was called **yellow journalism**. By 1900, some 5,000 magazines were being printed.

Leisure and the Arts (pages 189-190)**Identifying**

What was the most popular spectator sport in the late 1800s?

Americans had more leisure time. To fill this time, they created ways to amuse themselves. For many people, that meant sports. Baseball became the most popular **spectator sport**. The first World Series was held in 1903. Football and basketball also became popular. In addition to watching sports, many Americans also played sports. Wealthy people played tennis and golf. Bicycling became popular as well.

Leisure and the Arts *(continued)***Analyzing**

How did art and music in the United States change in the late 1800s?

Americans also enjoyed movies and shows. Large cities had theaters in which plays ranged from dramas to **vaudeville** shows. Vaudeville shows were variety shows with dancing, singing, comedy, and magic acts. Circuses and movies were also popular. Theaters called nickelodeons drew large audiences. They got this name because they charged people five cents to see short movies. They were the beginning of today's film industry.

Europeans had an impact on American art and music during the 1800s. After that time, however, Americans began creating their own style. Some American painters used realism in their works. Frederic Remington showed the American West. He depicted cowhands and Native Americans. Winslow Homer painted Southern farmers.

American styles of music also became popular. John Philip Sousa created marches. African American musicians had a new kind of music called **jazz**. This kind of music combined parts of work songs, gospel music, spirituals, and African rhythms. Related to jazz was **ragtime** music. Scott Joplin was a famous ragtime composer.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Making Connections** How did changes in education affect the number of magazines being printed by 1900?

2. **Describing** What did Americans do in their leisure time in the late 1800s?

Persuasive Writing

On a separate sheet of paper, write an essay in which you describe what you think most affected the greater interest in reading by Americans in the late 1800s. Give reasons for your opinion.

The Progressive Movement

Essential Question

How did the progressives fight corruption in business and in government?

Directions: As you read, complete a graphic organizer like the one below to explain how the following laws fought corruption.

Law	How It Fought Corruption
Pendleton Act	1. _____
Sherman Antitrust Act	2. _____
Interstate Commerce Act	3. _____



Notes

Read to Learn

Fighting Corruption (pages 201–202)

Explaining

What role did political bosses play in many cities?

In the late 1800s, many Americans wanted reforms in government and business. Powerful organizations called political machines controlled local government in many cities. The machine's representative in each part of a city was called the political boss. The boss controlled jobs and services and could help citizens. Many bosses were dishonest and made money from their activities. For example, many took kickbacks, or illegal payments, from contractors. One corrupt boss in New York City was William H. Tweed. "Boss Tweed" and his ring of corrupt officials collected millions of dollars in illegal payments in the 1860s and 1870s.

Reformers wanted to take away power from the political bosses. They wanted to make government more honest. As a result, some cities began using commissions, or groups of leaders, to control local government.

At the federal level, several presidents tried to change the spoils system. Under this system, political supporters received government jobs. Many people who received the jobs were not qualified or were dishonest. In 1883 Congress passed the Pendleton Act. This law set up the Civil Service Commission to give tests for federal jobs.

Controlling Business (page 203)

Defining

How is an oligopoly different from a monopoly?

Many Americans thought trusts, or groups of companies, had too much power. In 1890 Congress passed the Sherman Antitrust Act, the first federal law to control trusts and monopolies.

Reformers also wanted new laws to regulate railroads. The railroads had formed an oligopoly. In an **oligopoly**, a few large companies control prices for an entire industry. In 1887 Congress passed the Interstate Commerce Act. This law required railroads to charge "reasonable and just" rates.

Reformers also believed tariffs were too high. Grover Cleveland favored lower tariffs. He was elected president in 1893.

The New Reformers (pages 204–205)

Formulating Questions

Read the title of this subsection. Create a question using the title. Then read to answer the question. Write your question and answer below.

In the early 1900s, reformers had new ideas for solving social problems. Socialists, like Eugene V. Debs, wanted the government to own and operate resources and major industries. Other reformers, called progressives, wanted government to regulate industries, not own them. They wanted government to be more efficient and less influenced by powerful businesses.

Journalists called **muckrakers** helped reformers by exposing corruption. One muckraker, Ida Tarbell, exposed unfair practices in the oil industry. Another muckraker, Upton Sinclair, wrote a novel describing the horrors of the meatpacking industry. In response, Congress passed the Meat Inspection Act and the Pure Food and Drug Act. These laws kept harmful food from being sold. They also required accurate labels on food and medicine.

Progressives wanted to increase people's control of government. Oregon made important government reforms. The **initiative** allowed voters to place issues on ballots in state elections. Voters could accept or reject measures with the **referendum**. The **recall** allowed voters to remove incompetent officials.

Progressives also changed the way senators were elected. At that time, state legislatures chose senators. In 1912 Congress passed the Seventeenth Amendment. This amendment gave people the right to elect their senators directly.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Explaining** How did muckrakers help reformers fight corruption?

2. **Determining Cause and Effect** How did the Oregon reforms increase people's control of government?

Expository Writing

In the space below, write an essay comparing socialists and progressives. Explain the similarities and differences between the two kinds of reformers.

Women and Progressives

Essential Question

How did reforms affect the lives of women and other groups in the late 1800s?

Directions: As you read, complete a graphic organizer like the one below to describe how two constitutional amendments affected women.

Amendment	Effect
Eighteenth	1. _____ _____
Nineteenth	2. _____ _____



Notes

Read to Learn

Women's Roles Change (pages 209–210)

Describing

Underline adjectives in the paragraph to the right that describe the "new women" of the late 1800s.

In the late 1800s, more people left farms to work in cities. Families became smaller, and more children spent the day at school. New technology made women's housework easier. These changes gave middle-class women time to pursue activities outside the home. Some attended college and started professional careers. These educated, modern women were called "new women." Jane Addams, for example, was a pioneer in the field of social work. She inspired many young women. So did Mother Cabrini, an Italian nun who worked with the poor.

Many women joined women's clubs. At first, these clubs focused on cultural activities. Later, they became concerned about social problems. African American women started their own clubs. Mary Church Terrell and other women from these clubs formed the National Association of Colored Women.

The Fight for Suffrage (pages 210–212)

After the Civil War, freed men were given the right to vote, but women still could not vote. Some leading abolitionists became **suffragists**. These are people who fought for women's

The Fight for Suffrage *(continued)*

right to vote. Suffragists formed organizations, like the National American Woman Suffrage Association, to fight for the vote.

Some people opposed the idea of giving women the vote. They thought woman suffrage would lead to divorce and child neglect. But many middle-class and working-class women wanted the right to vote. They organized marches and gave speeches. Some even participated in a hunger strike.

In 1920 women finally won the right to vote when the Nineteenth Amendment was ratified.

Women and Social Reform *(pages 212–213)***Making Connections**

Which reforms of the 1800s do you still see today?

Identifying

Underline another name for the Eighteenth Amendment.

During the Progressive Era, women helped improve the lives of others. Middle-class women helped working-class people and immigrants. They supported schools and libraries and raised money for various charities.

Some women supported laws to regulate labor of women and children. They pressured Congress to create the Children's Bureau in the Labor Department. They also influenced state legislators to provide pensions for widows and for abandoned mothers with children.

Working women formed the Women's Trade Union League. This group encouraged women to create labor unions. It also supported the rights of women factory workers. Members raised money to support women workers who went on strike.

In 1874 the Woman's Christian Temperance Union (WCTU) was founded. Twenty years later, the Anti-Saloon League was formed. These groups called for temperance, or not drinking alcohol. They supported **prohibition**. These were laws that banned the making and selling of alcohol. Frances Willard became head of the WCTU and taught people about the dangers of alcohol abuse. In 1917 Congress passed an amendment that made it illegal to produce, transport, or sell alcohol in the United States. The Eighteenth Amendment, also known as the Prohibition Law, was ratified in 1919.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Determining Cause and Effect** How did changes in the late 1800s make it easier for women to be involved in reform movements?

2. **Hypothesizing** Why do you think women led the crusade against alcohol?

Descriptive Writing

In the space below, write a diary entry from the point of view of a woman suffragist. In the diary entry, describe some activities the woman might be involved in and her feelings about the right to vote.

Progressive Presidents

Essential Question

Why were Theodore Roosevelt and William Howard Taft known as progressive presidents?

Directions: As you read, complete a chart like the one below to identify three progressive actions of Theodore Roosevelt and William Howard Taft.

Progressive Actions	
Roosevelt	Taft
1.	1.
2.	2.
3.	3.



Notes

Read to Learn

Theodore Roosevelt (pages 215–217)

Summarizing

Circle the letter of the sentence that best summarizes the second paragraph.

- A. Mine workers were unhappy in their jobs.
- B. Roosevelt helped solve the labor crisis.
- C. A labor crisis arose in 1902 and was solved through arbitration.
- D. Unions can help striking workers.

In 1901 President McKinley was assassinated. Vice President Theodore Roosevelt took over the presidency. Roosevelt had progressive ideas. Early in his presidency, Roosevelt targeted a railroad monopoly, the Northern Securities Company. The Supreme Court ordered that the monopoly be taken apart. Roosevelt then brought charges against other industries. He became known as a **trustbuster**. But he did not want to break up all trusts. He believed that “good” trusts were concerned about the public.

In 1902 Roosevelt had to deal with a major labor crisis. Members of the United Mine Workers went on a long strike. Mine owners refused to negotiate with workers. Roosevelt threatened to send troops to work in the mines. The owners then agreed to **arbitration**. Arbitration means settling the dispute by agreeing to accept the decision of a neutral outsider. The mine workers won higher wages and fewer hours.

Theodore Roosevelt *(continued)*

In the 1904 presidential election, Roosevelt promised Americans a **Square Deal**, or fair and equal treatment for all. He won easily. His Square Deal called for government regulation of business. The Meat Inspection Act and the Pure Food and Drug Act allowed government agencies to inspect businesses.

Roosevelt also believed in **conservation**, or the protection and preservation of the country's natural resources. He set aside hundreds of acres of national forests for wildlife sanctuaries. Roosevelt has been called the nation's first environmental president. But he tried to balance business and conservation.

William Howard Taft *(pages 217–219)***Identifying**

Complete the following sentences.

1. In the 1908 election, Roosevelt supported

2. The winner of the 1912 election was

Listing

List four progressive reforms supported by Woodrow Wilson.

1. _____
2. _____
3. _____
4. _____

Theodore Roosevelt chose not to run in the 1908 presidential election. Instead, he chose William Howard Taft to run for president. Taft easily won the election.

Taft supported many of Roosevelt's policies. He won even more antitrust cases than Roosevelt had. He supported job safety for mine and railroad workers. He also supported the Sixteenth Amendment. This amendment allowed the government to tax people's incomes. Progressives believed income taxes were fairer than tariffs.

Despite these actions, many progressives were disappointed in Taft. They believed he was weak on conservation and tariffs. Roosevelt also became disappointed in Taft. In 1912 Roosevelt decided to run for president again. Roosevelt won every primary. Primaries are elections in which a political party chooses its candidate. But Taft had the support of party leaders and business interests, and he won the Republican nomination.

Roosevelt charged party leaders with stealing the nomination from him. He and his supporters formed a new party, the Progressive Party. They held their own convention and nominated Roosevelt. The split in the Republican Party hurt both Roosevelt and Taft. Woodrow Wilson, the Democratic candidate, won the election.

Wilson was a progressive reformer. He called his program the "New Freedom." In 1913 he convinced Congress to lower tariffs on imports. The same year, Congress passed the Federal Reserve Act. This law created 12 regional banks to regulate the banking industry. Wilson also wanted to strengthen government control of business. In 1914 Congress created the Federal Trade Commission. This commission investigated unfair trade practices. Wilson also supported the Clayton Antitrust Act. This law was a major weapon against trusts.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Explaining** Why has Theodore Roosevelt been called the first environmental president?

2. **Determining Cause and Effect** Why did Woodrow Wilson win the 1912 election instead of Roosevelt or Taft?

Persuasive Writing

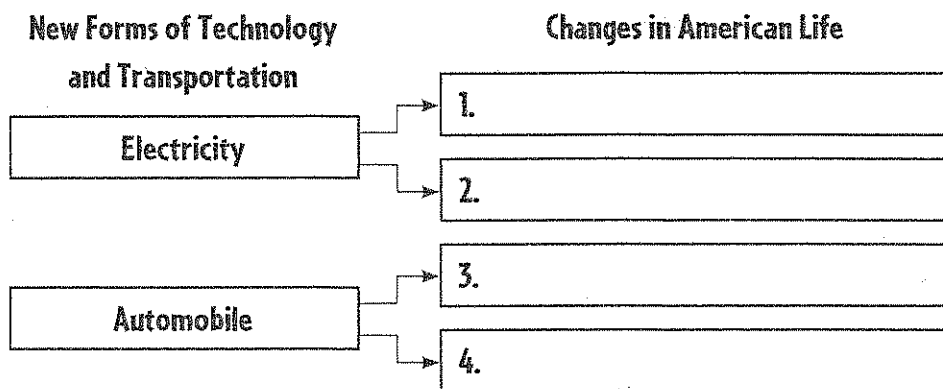
In the space below, write a few paragraphs for a campaign brochure for either Taft or Roosevelt in the 1912 election. Explain why voters should support your candidate.

A Booming Economy

Essential Question

How did technology and new forms of transportation change American life?

Directions: As you read, complete a graphic organizer like the one below to list changes in American life that resulted from technology and new forms of transportation.



Notes

Read to Learn

Growth in the 1920s (pages 313–314)

Assessing

Define each word or phrase below.

1. *recession:*

2. *gross national product:*

3. *productivity:*

After World War I, the United States went through a **recession**, or an economic downturn. Then the economy slowly began to improve. The **gross national product** (GNP) increased. The GNP is the total value of all goods and services produced in a nation. In 1922 the GNP was \$70 billion. By 1929, it was \$100 billion.

Industry grew for several reasons. Electric power was more widely available. Running factories with electricity was cheaper than running them with steam power. As a result, businesses could increase their profits.

Businesses also began to use new management techniques. Experts helped businesses increase **productivity**, or the amount of work each worker could do. Assembly lines were one of those techniques. Businesses also began to treat their workers better. Workplaces became safer, and some businesses provided health and accident insurance. Other businesses encouraged workers to buy stock in their companies. These practices are known as welfare capitalism. They linked workers more closely

Growth in the 1920s *(continued)*

Explaining

How did installment buying allow people to buy new products?

to the companies they worked for. They also kept workers from joining unions.

Businesses also spent more money on advertising to get people to buy new products. Consumers were able to afford these products by **installment buying**, or promising to pay small, regular amounts over a period of time.

Electric appliances, like refrigerators, stoves, and vacuum cleaners, were some of the new products people bought. These appliances changed daily life. Chores did not take as much time, so people had more leisure time.

The Automobile Age *(pages 314–315)*

Finding the Main Idea

Summarize the main idea of this passage in one sentence.

Determining Cause and Effect

How did the widespread availability of electricity affect mine workers?

The automobile industry boomed in the 1920s. Almost 4 million people worked for auto companies or in related jobs. Auto manufacturing was centered in Detroit, Michigan. Henry Ford was the first to make cars that ordinary people could afford. His Model T was built on an assembly line and was sturdy, reliable, and inexpensive. Other automobile makers soon began making new and improved cars.

The booming automobile industry led to prosperity in other industries too. The steel, rubber, and glass industries grew because they supplied materials used in cars. New roads and highways were built. Gas stations, rest stops, and other businesses sprang up along the new roads. People now traveled for pleasure. Workers could live farther from their jobs, so suburbs grew.

Not everyone shared in the prosperity of the 1920s. After the war, food prices fell, and farm income dropped. As a result, many farmers lost their farms. Trucks took business from railroads, and electricity replaced coal as a power source. This affected the jobs of railroad workers and coal miners. Many textile factories also shut down, because people were buying fewer cotton clothes. Workers' wages rose slightly, but prices rose even more. By 1929, most families did not earn a comfortable living.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Analyzing** Why did the gross national product grow during the 1920s?

2. **Evaluating** Suppose you are looking for work in the 1920s. In what industries might you be most likely to find work? What types of work should you avoid? Explain your answer.

Informative Writing

In the space provided, explain why the 1920s could be called "The Automobile Age."

The Roaring Twenties

Essential Question

How did social change affect the arts, the role of women, and minorities?

Directions: As you read, list three social changes in the graphic organizer below. Then list at least one effect of each change.

	Social Changes	Effects of Social Changes
1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>



Notes

Read to Learn

Social and Cultural Change (pages 317–319)

Finding the Main Idea

As you read, underline the sentence that best expresses the main idea of this passage.

Listing

List three forms of mass media that spread social and cultural changes in the 1920s.

1. _____
2. _____
3. _____

The 1920s was a time of great social change. Women won the right to vote when the Nineteenth Amendment was ratified in 1920. More women began to work outside the home. Some college-educated women began professional careers. The symbol of the new woman of the 1920s was the **flapper**. Flappers were carefree young women with short hair, short skirts, and heavy makeup. They became a sign of changing morals and the new freedom of women.

Mass media spread these changes quickly. Mass media are forms of communication, like newspapers and radio, that reach millions of people. The radio brought entertainment, sporting events, news, and advertising into people's homes. The motion picture industry also became a major business during the 1920s. Millions of Americans enjoyed going to movies in their leisure time.

The 1920s is often called the Jazz Age. Jazz was a new kind of music rooted in African American culture. Jazz inspired a movement called the Harlem Renaissance. This movement began in Harlem, an African American section of New York City. Writers of the Harlem Renaissance described the experiences of African Americans in novels, poems, and short stories.

Social and Cultural Change *(continued)*

Many writers of the 1920s questioned American ideals. Some influential writers became **expatriates**, or people who choose to live in another country. Other writers remained at home and wrote about life in the United States.

A Clash of Cultures *(pages 319–321)*

Identifying

List three ways that Americans in the 1920s responded to social changes.

1. _____

2. _____

3. _____

Some Americans viewed the social changes as a threat to the traditional American way of life. Many of these people were particularly concerned about alcohol use. In 1919 the Eighteenth Amendment was ratified. It set up **Prohibition**, a total ban on the manufacture, sale, and transportation of liquor. Prohibition divided the country. It was fairly successful in the rural South and Midwest, but it had little support in the cities. In cities, illegal bars and clubs sprang up. Powerful gangsters made fortunes by producing and selling alcohol. Prohibition was repealed in 1933 by the Twenty-First Amendment.

During the 1920s, there was an increase in **nativism**, the belief that native-born Americans are superior to foreigners. Some Americans feared that immigrants would take away their jobs. Nativism led to the revival of the Ku Klux Klan, a group that used scare tactics and violence. It targeted African Americans, Catholics, Jews, and immigrants. Nativism also led to the passage of the Emergency Quota Act in 1921. This act set up a **quota system** that limited the number of immigrants from each country. It favored immigrants from northern and western Europe.

The clash between old and new values could also be seen in the Scopes trial. This trial tested a Tennessee law that made it illegal to teach **evolution**. Evolution is the scientific theory that humans evolved over vast periods of time. Christian fundamentalists saw evolution as a challenge to their religious beliefs. John Scopes was tried for teaching evolution in his high school classroom. He was convicted, but the trial made it appear that fundamentalists were trying to force their religious beliefs on all Americans. Scopes's conviction eventually was overturned.

The Election of 1928 (page 322)

Contrasting

Use two different colors of highlighter pens to highlight the different characteristics of Hoover and Smith.

President Coolidge decided that he would not run for another term. Herbert Hoover became the Republican nominee for president. Hoover was born in a small town in Iowa and was a Protestant Quaker. He served as secretary of commerce under Presidents Harding and Coolidge. He worked to promote cooperation between government and business, and also supported Prohibition.

Hoover was different from the Democratic nominee, Alfred E. Smith. Smith was the son of immigrants and the first Catholic candidate for president. He was also a city man and fought for workers and the poor. He opposed Prohibition. The election showed many of the tensions in American society. Hoover represented the forward-looking, native-born middle class and easily won the election.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

- Analyzing** Why would people who believed in nativism be in favor of the Emergency Quota Act?

- Theorizing** Suppose that you are an Irish immigrant living in an urban area in 1928. Who would you probably vote for in the presidential election? Why?

Descriptive Writing

On a separate sheet of paper, write a description of a day in the life of a young woman in the 1920s. Think about what you know from your reading about women and culture during this period. Then use your own ideas to fill in the details. Remember to use descriptive words that appeal to the five senses.