

American History II

Unit 2 Packet- Gilded Age

Objectives

- 2.1- Populist Movement
- 2.2- Urbanization and Immigration
- 2.3- Industrialization and Labor Unions
- 2.4- Progressive Movement

Populist Movement (Farmers Rebellion)

Began with Farmers

1. Crop prices _____

2. Loans lead to _____

Railroads _____

Granges – local farmers’ organizations to provide support for farmers



Farmers Alliance – national organization to get government help for farmers



Populist Party – political party designed to protect farmers’ and factory workers interests.

POPULIST PARTY PLATFORM

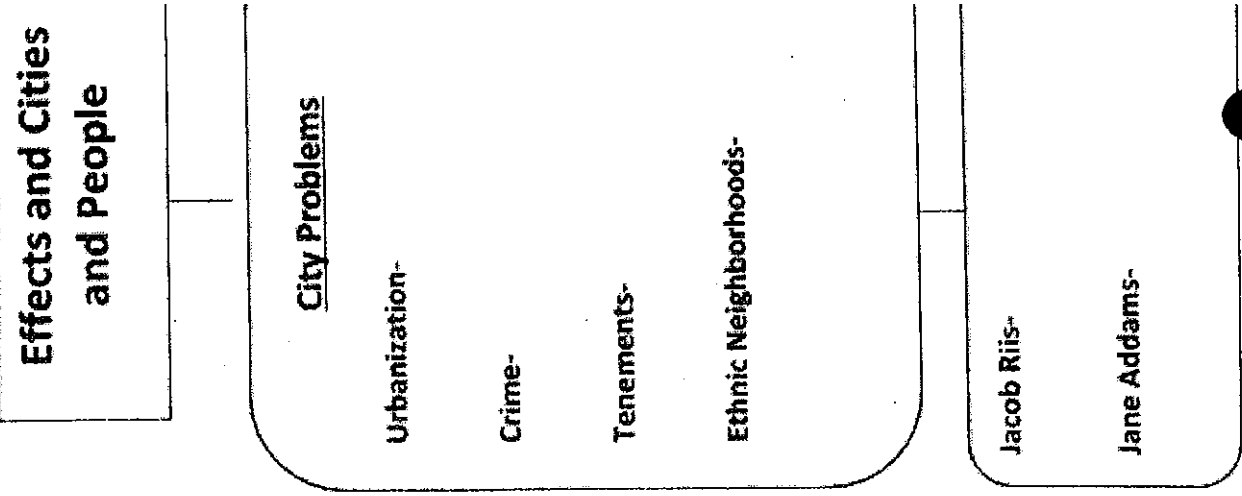
Problem		Solution
#1	→	
#2	→	
#3	→	
#4	→	
#5	→	
#6	→	

1896 Presidential Election

- A. Democrats and Populist Party nominate _____
- B. _____ - famous speech by William Jennings Bryan supporting bi-metalism meaning the government should use both gold and silver to coin money. This would inflate the money supply and crop prices would go up and loans would be easier to get.
- C. Republicans nominate _____
- D. McKinley supports the _____
- E. _____ wins the election and the _____ dies out, but many reform ideas are Adopted by the Democrats and the Republicans during the Progressive Era (1890-1920)

In 1900 Frank L. Baum writes the Wizard of Oz as a criticism of the Populists because he is upset that they did not last long and never won the presidency, although as mentioned before, many of their ideas like minimum wage, factory safety codes and a graduated income tax will be passed by the government in the early 1900s.

Immigration and the Growth of Cities



Theories on Immigration and Nativism

Melting Pot

Nativism

Who were the immigrants?

First Wave

Second Wave

Where did most immigrants live and why?

Child Labor Primary Sources

Children in Cotton Mill

What do you see in the picture? What types of dangers do you see for these children?

Children in Coal Mine

What do you see in the picture? Describe the faces of the young boys in this picture.

Children in the Mill 2

What dangers do you see in this picture?

Children in the Cannery

What are these boys doing? What dangers do you see in this picture?

What was the goal of Lewis Hine when he took these pictures?

Unit 2 Notes

1. Development of Industry

a. _____ - time period after Civil War; called this by author Mark Twain

b. Industrialization

i. _____

1. Andrew Carnegie- Steel

2. Cornelius Vanderbilt- _____

3. _____ - oil

4. _____ - banking

ii. Creation of monopolies and trusts

1. _____ - person controls all factors of production for one industry (used by Carnegie Steel)

2. Horizontal Integration- _____

3. See overheads

4. _____ - owners of a number of companies of the same kind of business give up control to a board of trustees in exchange for profits and stocks (can fix prices and wages)

5. Captain of Industry- _____

6. Robber Barons- owners who became rich illegally or unethically and did not care about workers or society

iii. _____ - theory that humans, like plants and animals, compete in a struggle for existence in which only the _____ through natural selection by regulating the economy or trying to cure social problems

1. _____ - wrote tales of underprivileged youths who became wealthy through being honest and hard-working

2. Immigration

a. Pre 1890s- most immigrants came from _____

i. Ex. Irish during 1840s because of potato famine

b. 1890-1920- most immigrants come from _____

i. Italy, Russia, Austria, Hungary

ii. Large Jewish groups for religious freedom

c. Most settle in ethnic neighborhoods in major cities

i. European immigrants on East Coast- NYC

ii. Asian immigrants on West Coast- San Francisco

d. Impact

i. _____ - immigrant groups give up their own ethnic identity and blend into one American identity

ii. _____ - immigrant groups keep parts of their own culture and also adopt parts of the American culture

iii. _____ - groups that were anti-immigrant

1. Chinese Exclusion Act- banned Chinese laborers from immigrating to US until 1902

iv. _____ - rapid growth of American cities

e. City Life and Work

i. _____ - large apartment buildings that were overcrowded and unsanitary

1. Most immigrants lived here due to low wages

ii. _____ - Little Italy, Chinatown

iii. _____ - most immigrants worked here, receiving low wages, working long hours and working in unsafe conditions

f. Responses

i. Jacob Riis- _____

ii. Jane Addams- settlement houses to give poor immigrants education (English) and other necessities (_____)

3. Rise of Labor Unions

a. Labor Union- group of workers who want to improve economic and social well-being of its members

i. _____ - organizes workers in the same craft or occupation (Ex.- carpenters union, brickmasons union)

ii. _____ - includes different kinds of workers (Ex- Union for all building trade- include painters, builders, carpenters, etc)

b. Early Unions

i. _____ - organized in 1869

1. Will lose popularity after the Haymarket Strike

ii. _____ (AFL)

1. Craft union organized by Samuel Gompers

2. Later led by Eugene Debs

c. Union Tactics and Goals

i. Goal- higher wages, shorter hours, safer conditions

ii. _____ - unions and management try to negotiate on an acceptable contract

iii. _____ - workers stop working and try to shut down company

1. Scabs- during strike, company hire workers to cross strike lines and continue working

2. Injunction- court order to stop a strike

iv. _____ - if collective bargaining fails, a 3rd party will be called to help settle differences

1. Each side (labor and management) state their case and the 3rd party gives recommendations

2. _____

v. _____ - involves a 3rd party

1. Each side states their case and 3rd party makes decision

2. _____

d. Government Corruption and Controls

i. Attempt to address monopolies

1. _____ - government outlaws trusts

a. Not very effective

ii. Political machines and big city politics

1. _____ - one group who uses bribes and corruption to control government

2. Ex- _____

3. _____ - give government jobs based on political support (spoils system)

4. _____ - create a civil service system

a. Civil Service System- government jobs given based on merit (usually by taking a civil service test)

U.S. History NOTES: Goal 7 – Progressive Era (1890-1920)



Define Progressivism:

List three roots of Progressive Reforms:

What is a muckraker? Name three muckrakers and the books they authored?

Define each of the following:

Direct Primary

Initiative

Referendum

Who was Robert LaFollette? Why was Wisconsin known as the "laboratory of democracy"?

What impact did the Triangle Shirt Waist Co. fire have on factories?

What was the name of President Teddy Roosevelt's program to make America a better place to live for everyday Americans?

What were Roosevelt's Three C's?

What were President William Taft's two contributions to the progressive reforms?

Over what issue did Taft and Roosevelt's friendship end? What did Roosevelt decide to do as a result of this "falling out"?

Name the political party for each of the following candidates of the 1912 election. Circle the candidate who won.

Woodrow Wilson –

William Taft –

Theodore Roosevelt –

Eugene Debs –

How did Roosevelt "spoil" the Republican Party's chances in the 1912 election?

Describe each of the following amendments that were ratified under President Wilson.

16th

17th

18th

19th

How many Federal Reserve Bank districts are there?

What does the Federal Reserve System (Fed) do?

What does the Federal Reserve System try to prevent or reduce?

How did Muller vs. Oregon provide help to working women?

Segregation and Jim Crow

Segregation

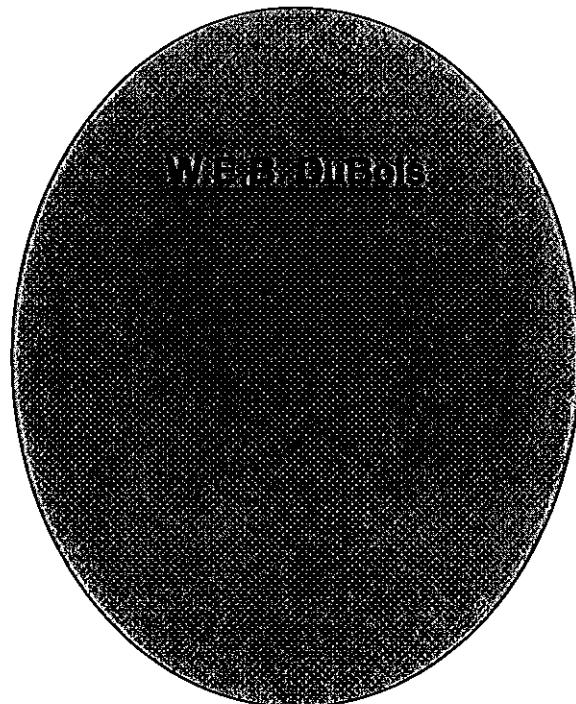
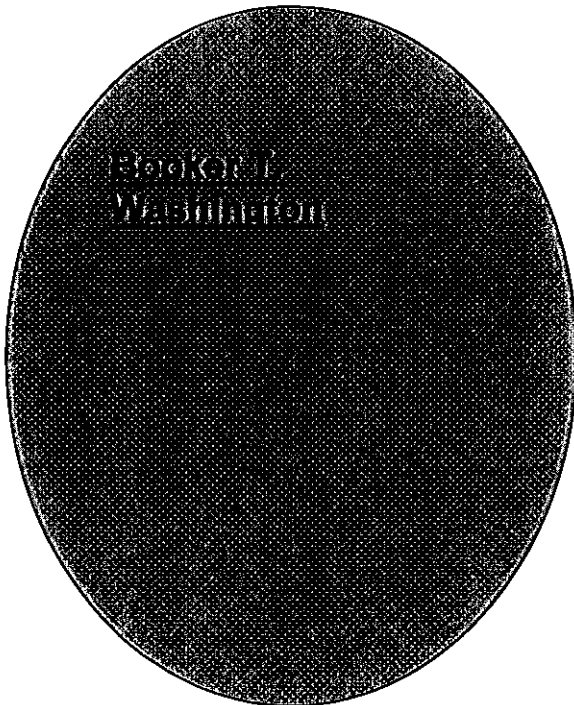
- Two types
- DeJure-
- Defacto-

Voting Restrictions

- Poll Tax-
- Literacy Test-
- Grandfather Clause-

Plessy v. Ferguson

- What was the ruling?
- What was the impact?





PRIMARY SOURCE from William Jennings Bryan's "Cross of Gold" Speech

Section 3

During the 1896 Democratic convention, politicians fiercely debated whether to support the gold standard or bimetallism. William Jennings Bryan, the final speaker at the convention, delivered an eloquent appeal for unlimited coinage of silver. As you read this excerpt from his famous speech, consider his arguments.

I would be presumptuous, indeed, to present myself against the distinguished gentlemen to whom you have listened if this were but a measuring of ability; but this is not a contest among persons. The humblest citizen in all the land when clad in armor of a righteous cause is stronger than all the whole hosts of error that they can bring. I come to speak to you in defense of a cause as holy as the cause of liberty—the cause of humanity. . . .

Here is the line of battle. We care not upon which issue they force the fight. We are prepared to meet them on either issue or on both. If they tell us that the gold standard is the standard of civilization, we reply to them that this, the most enlightened of all nations of the earth, has never declared for a gold standard, and both the parties this year are declaring against it. If the gold standard is the standard of civilization, why, my friends, should we not have it? So if they come to meet us on that, we can present the history of our nation. More than that, we can tell them this, that they will search the pages of history in vain to find a single instance in which the common people of any land ever declared themselves in favor of a gold standard. They can find where the holders of fixed investments have.

Mr. Carlisle said in 1878 that this was a struggle between the idle holders of idle capital and the struggling masses who produce the wealth and pay the taxes of the country; and my friends, it is simply a question that we shall decide upon which side shall the Democratic Party fight. Upon the side of the idle holders of idle capital, or upon the side of the struggling masses? That is the question that the party must answer first; and then it must be answered by each individual hereafter. The sympathies of the Democratic Party, as described by the platform, are on the side of the struggling masses, who have ever been the foundation of the Democratic Party.

There are two ideas of government. There are those who believe that if you just legislate to make the well-to-do prosperous that their prosperity will

leak through on those below. The Democratic idea has been that if you legislate to make the masses prosperous their prosperity will find its way up and through every class that rests upon it.

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

If they dare to come out and in the open defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

from Encyclopaedia Britannica, 1895-1904: *Populism, Imperialism, and Reform*, vol. 12 of *The Annals of America* (Chicago: Encyclopaedia Britannica, 1968), 100-105.

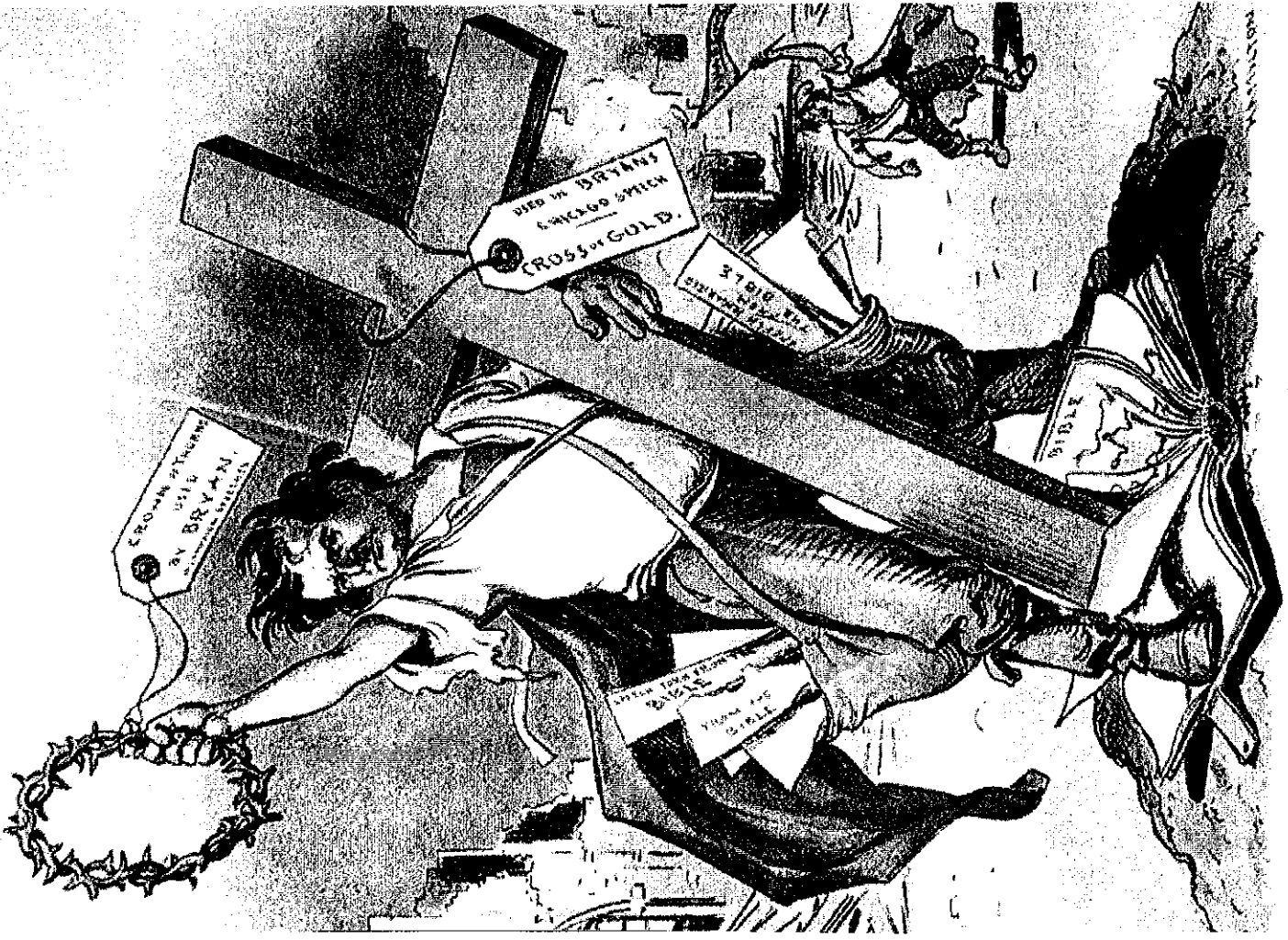
Activity Options

1. Debate the "Cross of Gold" speech. You will be assigned to either side. Discuss with your classmates why you think this speech moved the Democratic Party to nominate Bryan as a candidate for president.
2. During the 1896 presidential election, the debate over the gold standard raged. The Republican Party favored it, while the Democratic Party supported bimetallism. Create a campaign button that might have been used by either party.

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Cartoon Analysis Worksheet

<p>Level 1</p> <p>Visuals</p>	<p>Words (not all cartoons include words)</p> <ol style="list-style-type: none"> 1. List the objects or people you see in the cartoon. 2. List the objects or people you see in the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
<p>Level 2</p> <p>Visuals</p>	<p>Words</p> <ol style="list-style-type: none"> 4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
<p>Level 3</p>	<ol style="list-style-type: none"> A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?



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Excerpt from *How the Other Half Lives*, by Jacob Riis

Be a little careful, please! The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. Here where the hall turns and dives into utter darkness is a step, and another, another. A flight of stairs. You can feel your way, if you cannot see it. Close? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall-door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements God meant to be free, but man deals out with such niggardly hand. That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access--and all be poisoned alike by their summer stenches. Hear the pump squeak! It is the lullaby of tenement-house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain. But the saloon, whose open door you passed in the hall, is always there. The smell of it has followed you up. Here is a door. Listen! That short hacking cough, that tiny, helpless wail--what do they mean? They mean that the soiled bow of white you saw on the door downstairs will have another story to tell--Oh! a sadly familiar story--before the day is at an end. The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it.

... What if the words ring in your ears as we grope our way up the stairs and down from floor to floor, listening to the sounds behind the closed doors--some of quarrelling, some of coarse songs, more of profanity. They are true. When the summer heats come with their suffering, they have meaning more terrible than words can tell. Come over here. Step carefully over this baby--it is a baby, spite of its rags and dirt--under these iron bridges called fire-escapes, but loaded down, despite the incessant watchfulness of the firemen, with broken household goods, with wash-tubs and barrels, over which no man could climb from a fire. This gap between dingy brick-walls is the yard. That strip of smoke-colored sky up there is the heaven of these people. Do you wonder the name does not attract them to the churches? That baby's

parents live in the rear tenement here. She is at least as clean as the steps we are now climbing. There are plenty of houses with half a hundred such in. The tenement is much like the one in front we just left, only fouler, closer, darker--we will not say more cheerless. The word is a mockery. A hundred thousand people lived in rear tenements in New York last year. Here is a room neater than the rest. The woman, a stout matron with hard lines of care in her face, is at the wash-tub. "I try to keep the childer clean," she says, apologetically, but with a hopeless glance around. The spice of hot soapuds is added to the air already tainted with the smell of boiling cabbage, of rags and uncleanness all about. It makes an overpowering compound. It is Thursday, but patched linen is hung upon the pulley-line from the window. There is no Monday cleaning in the tenements. It is wash-day all the week round, for a change of clothing is scarce among the poor. They are poverty's honest badge, these perennial lines of rags hung out to dry, those that are not the washerwoman's professional shingle. The true line to be drawn between pauperism and honest poverty is the clothes-line. With it begins the effort to be clean that is the first and the best evidence of a desire to be honest.

... The twenty-five cent lodging-house keeps up the pretense of a bedroom, though the head-high partition enclosing a space just large enough to hold a cot and a chair and allow the man room to pull off his clothes is the shallowest of all pretenses. The fifteen-cent bed stands boldly forth without screen in a room full of bunks with sheets as yellow and blankets as foul. At the ten-cent level the locker for the sleeper's clothes disappears. There is no longer need of it. The tramp limit is reached, and there is nothing to lock up save, on general principles, the lodger. Usually the ten- and seven-cent lodgings are different grades of the same abomination. Some sort of an apology for a bed, with mattress and blanket, represents the aristocratic purchase of the tramp who, by a lucky stroke of beggary, has exchanged the chance of an empty box or ash-barrel for shelter on the quality floor of one of these "hotels." A strip of canvas, strung between rough timbers, without covering of any kind, does for the couch of the seven-cent lodger who prefers the questionable comfort of a red-hot stove close to his elbow to the revelry of the stale-beer dive. It is not the most secure perch in the world. Uneasy sleepers roll off at intervals, but they have not far to fall to the next tier of bunks; and the commotion that ensues is speedily quieted by the boss and his club. On cold winter nights, when every bunk had its tenant, I have stood in such a lodging-room more than once, and listening to the snoring of the sleepers like the regular strokes

of an engine, and the slow creaking of the beams under their restless weight, imagined myself on shipboard and experienced the very real nausea of sea-sickness. The one thing that did not favor the deception was the air; its character could not be mistaken.

Daily Life in a Tenement

Read Jacob Riis's description of life in the tenements and use the information in the passage to answer the questions below.

1. What does Riis call "the elements God meant to be free, but man deals out with such niggardly hand"? Explain your answer.

2. What does Riis call "poverty's honest badge" and why?

3. Name three sounds Riis describes in the tenements.

4. What hardships do tenement-dwellers face?

5. In your own words, describe what life was like in a tenement.

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Name: _____ Date: _____

Andrew Carnegie "The Gospel of Wealth" (1889)

Excerpts from the Original Electronic Text at the web site of the American Nation, Longman.

An immigrant from Scotland, Andrew Carnegie began his career as a messenger for Western Union Telegraph and a bobbin boy in a textile factory. He gradually worked his way up to the top to become one of the premier industrialists in the United States, owner of Carnegie Steel Company (later to become U.S. Steel when it was sold to J.P. Morgan). In 1889 he published an essay in The North American Review justifying laissez-faire capitalism and asserting the philanthropic responsibilities of industrialists who profit from the unfettered market economy.

[1] The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers. . . . The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, say, essential, for the progress of the race that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal squalor. Without wealth there can be no Meccenas.

[2] [T]o-day the world obtains commodities of excellent quality at prices which even the preceding generation would have deemed incredible. In the commercial world similar causes have produced similar results, and the race is benefited thereby. The poor enjoy what the rich could not before afford. What were the luxuries have become the necessities of life. . . .

[3] Objections to the foundations upon which society is based are not in order, because the condition of the race is better with these than it has been with any other which has been tried. . . . No evil, but good, has come to the race from the accumulation of wealth by those who have had the ability and energy to produce it. . . .

[4] We start, then, with a condition of affairs under which the best interests of the race are promoted, but which inevitably gives wealth to the few. . . . What is the proper mode of administering wealth after the laws upon which civilization is founded have thrown it into the hands of the few? . . .

[5] There are but three modes in which surplus wealth can be disposed of. It can be left to the families of the decedents; or it can be bequeathed for public purposes; or, finally, it can be administered by its possessors during their lives. Under the first and second modes most of the wealth of the world that has reached the few has hitherto been applied. . . .

[6] There remains, then, only one mode of using great fortunes; but in this we have the true antidote for the temporary unequal distribution of wealth, the reconciliation of the rich and the poor—a reign of harmony, another ideal, differing, indeed, from that of the Communist in requiring only the further evolution of existing conditions, not the total overthrow of our civilization. It is founded upon the most intense Individualism. . . . Under its sway we shall have an ideal State, in

which the surplus wealth of the few will become, in the best sense, property of the many, because administering for the common good; and this wealth, passes through the hands of the few, can be made much more potent force for the elevation of our race than if distributed in small sums to the people themselves. Even the poorest can be made to see this, and to agree that great sums gathered by some of their fellow-citizens spent for public purposes, from which masses reap the principal benefit, are more valuable to them than if scattered among themselves in trifling amounts through the course of many years.

[7] If we consider the results which flow from the Cooper Institute, for instance. . . , and compare these with those who would have ensured for the good of the man form an equal sum distributed by Mr. Cooper in his lifetime in the form of wages, which the highest form of distributing, being work done and not for charity, we can estimate of the possibilities for the improvement of the race which lie embedded in the present law of the accumulation of wealth. . . .

[8] This, then, is held to be the duty of the man of wealth: To set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and, after doing so, to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere trustee and agent for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves. . . .

[9] In bestowing charity, the main consideration should be to help those who will help themselves; to provide part of the means by which those who desire to improve may do so; to give those who desire to rise the aids by which they may rise; to assist, but rarely or never to do all. Neither the individual nor the race is improved by alms giving. Those worthy of assistance, except in rare cases, seldom require assistance. . . .

[10] The rich man is thus almost restricted to following the examples of Peter Cooper, Enoch Pratt of Baltimore, Mr. Pratt of Brooklyn, Senator Stanford, and others, who know that the best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise—free libraries, parks, and means of recreation, by which men are helped in body and mind; works of art, certain to give pleasure and improve the general condition of the people; in this manner returning their surplus wealth to the mass of their fellows in the forms best calculated to do them lasting good.

[11] Thus is the problem of rich and poor to be solved. The laws of accumulation will be left free, the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor, intrusted for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done for itself. The best minds will thus have reached a stage in the development of the race in which it is clearly seen that there is no mode of disposing of surplus wealth creditable to thoughtful and earnest men into whose hands it flows, save by using it year by year for the general good. . . .

[12] Such, in my opinion, is the true gospel concerning wealth, obedience to which is destined some day to solve the problem of the rich and the poor, and to bring "Peace on earth, among men good will."

Return to the syllabus.
Return to the History Department.

The Gospel of Wealth

After reading the excerpt from Andrew Carnegie's Gospel of Wealth, do the following:

1. In paragraphs 1-3, how does Carnegie defend his wealth and support social darwinism?
2. According to Carnegie in paragraph 5, what are the 3 ways surplus wealth can be disposed of?
3. According to Carnegie in paragraphs 8, 9, 11 and 12. what is meant by the Gospel of Wealth? In other words, what should be the duty of men with extraordinary wealth?

The Jungle by Upton Sinclair- A short excerpt

Read and answer the questions on the back

1. At the same instant the car 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.

2. One could not stand and watch very long without becoming philosophical, without beginning to deal in symbols and similes, and to hear the hog squeal of the universe. Was it permitted to believe that there was nowhere upon the earth, or above the earth, a heaven for hogs, where they were requited for all this suffering? Each one of these hogs was a separate creature. Some were white hogs, some were black; some were brown, some were spotted; some were old, some young; some were long and lean, some were monstrous. And each of them had an individuality of his own, a will of his own, a hope and a heart's desire; each was full of self-confidence, of self-importance, and a sense of dignity. And trusting and strong in faith he had gone about his business, the while a black shadow hung over him and a horrid Fate waited in his pathway. Now suddenly it had swooped upon him, and had seized him by the leg. Relentless, remorseless, it was; all his protests, his screams, were nothing to it--it did its cruel will with him, as if his wishes, his feelings, had simply no existence at all; it cut his throat and watched him gasp out his life. And now was one to believe that there was nowhere a god of hogs, to whom this hog personality was precious, to whom these hog squeals and agonies had a meaning? Who would take this hog into his arms and comfort him, reward him for his work well done, and show him the meaning of his sacrifice? Perhaps some glimpse of all this was in the thoughts of our humble-minded Jurgis, as he turned to go on with the rest of the party, and muttered: "Dieve--but I'm glad I'm not a hog!"

3. There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,--they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef-luggers, who carried two-hundred-pound quarters into the refrigerator-cars; a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat; and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself and have a part of his hand chopped off.

cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself and have a part of his hand chopped off. There were the "hoisters," as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam; and as old Durham's architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on; which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor,--for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting,--sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!

4. It was only when the whole ham was spoiled that it came into the department of Elzbieta. 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 a 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 glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in 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 hoppers 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 call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

1. In paragraph 1, how did the people react as the hogs were going down the assembly line?
2. In paragraph 2, why does Sinclair ask if there is a hog God?
3. Using paragraph 3, explain several examples of the conditions the workers faced.
4. In paragraph 4, Sinclair discusses the use of unsafe meat. Read this section carefully and explain in specific detail how it makes you feel.
5. Why does Sinclair say, "I took aim at American's heart and hit instead its' stomach."

A Haymarket Square Time Line

1869

The first transcontinental railroad is completed. Chicago begins its rapid growth as a major industrial city. Uriah Stephens organizes a new union known as the Knights of Labor.

1873

The Panic of 1873 is followed by several years of economic hard times.

1877

A railroad strike protesting recent wage cuts spreads to many railroads and large cities. Widespread violence occurs. Federal troops are called out when some state militias side with the strikers.

1883

Anarchists August Spies and Albert Parsons are among the radicals who organize the International Working People's Association and issue the "Pittsburgh Manifesto." It calls for the "destruction of the existing class rule, by all means."

1884

The Federation of Organized Trades and Labor Unions passes a resolution calling for an eight-hour work day by May 1, 1886.

1885

The Knights of Labor lead a successful strike against railroad tycoon Jay Gould. Membership in the Knights soars (including in Chicago).

1886

March. Knights of Labor unions lead more than 200,000 workers in another huge strike against two railroads owned by Jay Gould. Clashes occur between strikers and Pinkerton detectives working for Gould. State militias are brought in, sparking even more violence.

May 1. Workers across the nation rally to demand the eight-hour day. Albert Parsons helps lead 80,000 members of the Knights of Labor and other workers in a march down Michigan Avenue in Chicago.

May 3. At the McCormick Reaper Works a strike turns violent and police kill four people. Some anarchists and others meet that night to plan a protest the next day in Haymarket Square.

May 4. At the Haymarket rally, Spies, Parsons, and Samuel Fielden speak. As the rally is ending, police move in to urge people to leave. A bomb is thrown, police begin firing, and several people are killed.

May 5. In the hysteria following the Haymarket bombing, many radicals are rounded up. Eight will ultimately go on trial.

June 21–October 9. The Haymarket defendants are tried and found guilty. Seven are sentenced to death.

November–December. The Knights especially are harshly blamed for the troubles in Chicago. Their great railroad strike had petered out that summer. Membership plunges as many leave to join the new American Federation of Labor.

1887

On November 11, Spies, Parsons, Adolph Fischer, and George Engel are hanged. The evening before, a fifth defendant, Louis Lingg, committed suicide in prison.

1893

Reformist Governor John Peter Altgeld pardons Fielden, Oscar Neebe, and Michael Schwab after deciding all eight defendants were innocent.

• The Haymarket Square Riot •

It was evening, May 4, 1886. In Chicago's Haymarket Square, two or three thousand workers had gathered. They listened as speakers protested police shootings at a riot at the McCormick Harvester plant the day before. The last Haymarket speaker was just finishing up. Only a few hundred people remained when police on horseback moved in and ordered everyone to leave. Suddenly, someone threw a bomb. It exploded. Police began shooting. People screamed and fled. Seven policemen and at least four workers died. An eighth policeman died of his wounds much later.

Long before 1886, Chicago had become a tense, deeply divided city. After the Civil War, it grew rapidly, even uncontrollably. Tens of thousands of workers labored long hours for low pay in its factories, warehouses, and stockyards. A huge demand for laborers made Chicago a magnet pulling in immigrants from Germany, Ireland, Poland, Italy, and many other nations. As they struggled to find their way in a strange land, they often met with suspicion and hostility. Many native-born Chicagoans saw these immigrants as a threat to social order and a more traditional way of life.

Struggles to organize unions often brought these tensions to the surface. Powerful business owners fought bitterly to keep the unions out. In the 1870s and '80s, several strikes led to riots and violent clashes between the police and the workers. The Haymarket bombing itself took place at the high point of a national movement for the eight-hour workday. The Chicago newspapers generally backed the owners in such labor battles. The press often depicted union organizers as dangerous, foreign-born radicals who were merely using the workers to bring about a violent socialist revolution.

Clerks, professionals, small business owners, and other middle-class Chicagoans knew little about the radical ideas brought to Chicago by German or other foreign-born socialists and anarchists. What they did know was that these

radicals always seemed to be stirring up trouble among the city's workers.

Their fears were not entirely unreasonable. Some radicals, foreign and native-born, did call for revolution. And at times, they did seem to glorify the use of violence to bring it about. In anarchist newspapers such as the German *Arbeiter-Zeitung* or the English language paper *The Alarm*, some writers seemed almost glowing in their view that dynamite could be the great equalizer in the war between the bosses and the workers.

Following the Haymarket bombing, terrified Chicagoans directed their rage at the anarchist leaders of the Haymarket protest. Eight of those leaders were convicted of inciting the violence, even though none were linked to the bomb or the bomb thrower. Four were hung. One committed suicide.

Most historians agree that the Haymarket trial was deeply flawed. Witnesses were highly unreliable. The judge was openly hostile to the defendants. Only people already suspicious of the anarchists were allowed on the jury. In 1893, after tempers had cooled somewhat, a reform-minded governor pardoned the remaining three Haymarket defendants still in jail.

From the four documents provided here, you will NOT be able to decide the innocence or guilt of the anarchists on trial. Instead, these documents will help you understand the ideas of the anarchists and the views of their critics. Your task is not to act as a jury in what was clearly an unjust trial. Instead, it is to understand the radicalism of the late 1800s and the views of those opposed to it. The documents should help you debate the larger meaning of Haymarket to Chicago and the nation at that time.

* In a good paragraph,
summarize the events of
the ~~Haymarket~~ Haymarket Riot.

CHAPTER
14

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

The Changing Labor Force

Section 1

Directions: Read the paragraphs below and study the charts carefully. Then answer the questions that follow.

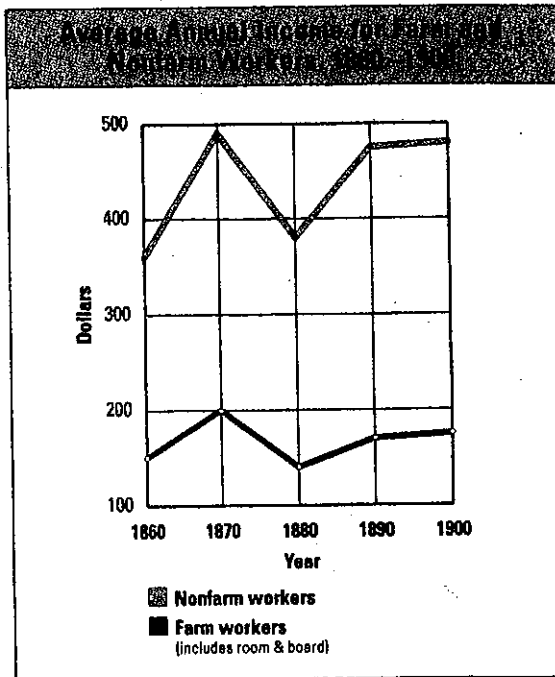
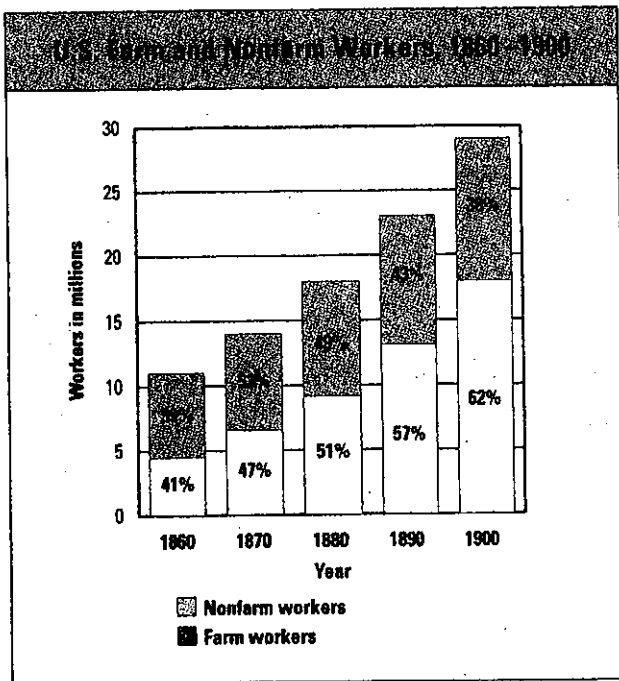
In 1859, the annual value of U.S. industrial production exceeded that of agricultural production for the first time. A shifting toward a predominantly urban population was occurring at the same time. This led to profound changes in occupations and income.

During the Civil War and immediately afterward, a broad spectrum of industries in the United States experienced incredible growth while fulfilling the product demands of the war and the expanding urban population. The increasing industrialization, though, brought grim working conditions. Employees often worked up to 12 hours a

day, 6 days a week—with pay often less than \$3 a day. Soon after 1870, industry over-expanded and over-produced, and wages fell.

Those still working on farms also had their problems. New farm machinery reduced the number of farm workers needed, even though the number of farms increased during the period. Then, after farm production greatly increased, prices for crops such as cotton and corn dropped in the 1870s when output exceeded demand.

The graphs below show how these changes affected those who worked on farms and those who did not:



Interpreting Text and Visuals

1. About how many workers were there in the United States in 1860?

2. What percentage of the American labor force were farm workers in 1860?

3. About how many more farm workers were there in 1900 than in 1860? _____

Explain why the percentage was less in 1900. _____

4. In what decade did the percentage of nonfarm workers first exceed the percentage of farm workers? _____

What was the trend for the rest of the century? _____

5. About how much did the average farm worker earn in 1860? _____

6. How much did the average nonfarm worker earn in 1860? _____

How much did he or she earn in 1900? _____

7. Explain what happened to wages during the 1870s. _____

8. Contrast the trend in number of workers between 1890 and 1900 with the trend for the same time period in workers' income. _____

Name: _____

America: The Story of Us

Episode 7: "Cities"

Directions: Answer questions and record 2-3 quotes on the back.

1. Why was the Statue of Liberty given to the US as a gift from France?
2. How did Pulitzer raise money to construct the Statue of Liberty?
3. What is the Statue of Liberty's official name?
4. How many immigrants came to the U.S. through way of New York/Ellis Island?
5. Who is Andrew Carnegie? Why is he important to America?

6. What is "Walking the steel"? What are the nicknames of the workers and their meanings?
7. How many 'rough necks' die on the job?
8. Which invention, besides producible steel, helped cities to grow?
9. The expansion of expensive cities also caused what to increase?
10. What phrase was coined because of Detective Thomas Brynes interrogation technique? And What did his "Rogues Gallery" of mug shots help to establish?

11. How did Jacob Riis contribute to changing America?

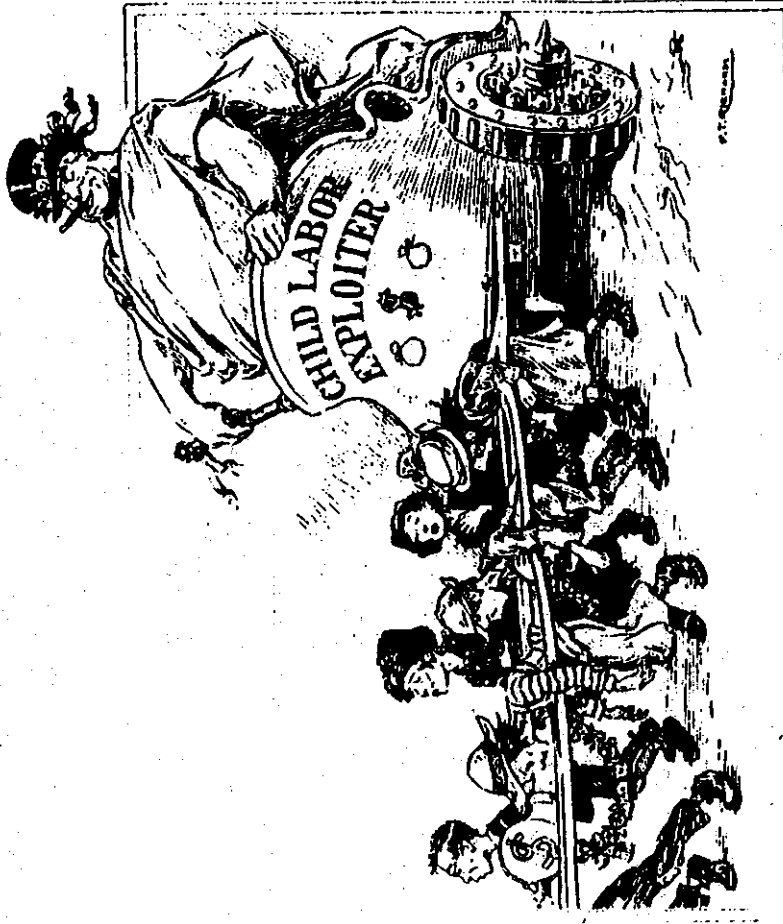
12. Why is Colonel George Waring known as "America's First Eco-Warrior?"

13. How many patents did Thomas Edison's labs generate?
14. After testing over 6,000 elements what did Edison use to create the first light bulb?
15. What good (laws) came out of the deadly Triangle Shirt Waste Fire?

Cartoon # 1

Cartoon Analysis Worksheet

<p>Level 1 Visuals</p>	<p>Words (not all cartoons include words)</p> <ol style="list-style-type: none"> 1. List the objects or people you see in the cartoon. 2. Identify the cartoon caption and/or title. 3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 4. Record any important dates or numbers that appear in the cartoon.
<p>Level 2 Visuals</p>	<p>Words</p> <ol style="list-style-type: none"> 1. Which of the objects on your list are symbols? 2. What do you think each symbol means? 3. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 4. List adjectives that describe the emotions portrayed in the cartoon.
<p>Level 3</p>	<ol style="list-style-type: none"> A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?



RICHARDS IN PHILADELPHIA NORTH AMERICAN

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

Cartoon # 2

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title.
	2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
	3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?
3. What do you think each symbol means?	5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon.	
B. Explain how the words in the cartoon clarify the symbols.	
C. Explain the message of the cartoon.	
D. What special interest groups would agree/disagree with the cartoon's message? Why?	



Cartoon # 3

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	



Cartoon #4

Cartoon Analysis Worksheet

Level 1	Words (not all cartoons include words)
Visuals	Words
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title.
	2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
	3. Record any important dates or numbers that appear in the cartoon.
Level 2	Words
Visuals	Words
2. Which of the objects on your list are symbols?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?
3. What do you think each symbol means?	5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon.	
B. Explain how the words in the cartoon clarify the symbols.	
C. Explain the message of the cartoon.	
D. What special interest groups would agree/disagree with the cartoon's message? Why?	



Unit II Review Sheet

Gilded Age and Progressive Movement

1. Why are monopolies dangerous?
2. What was the main purpose of anti-trust legislation (anti-monopoly)?
3. Explain each act below:
 - a. Interstate Commerce Act-
 - b. Sherman Anti-Trust Act-
 - c. Clayton Anti-Trust Act-
4. Explain the concept of Social Darwinism and why the wealthy used this to defend their wealth.
5. Explain what is meant by the Gospel of Wealth and give some examples.
6. Name the 3 biggest goals of labor unions.
 - a. 1st Goal-
 - b. 2nd Goal-
 - c. 3rd Goal-
7. Explain each strategy unions used to achieve their goals.
 - a. Collective Bargaining-
 - b. Strike-
 - c. Mediation-
 - d. Arbitration-
8. What is an injunction?
9. Why did most early labor strikes turn violent?
10. What impact did the Haymarket Riot have on the Knights of Labor and why?
11. Name 3 reasons for urbanization in the late 19th century.
 - a. 1st-
 - b. 2nd-
 - c. 3rd-

12. Explain the significance of each Progressive Era person below:

- a. Upton Sinclair-
- b. Jacob Riis-
- c. Robert LaFollette-

13. Explain the role of each reform below:

- a. Initiative-
- b. Referendum-
- c. Recall-

14. Fill in this chart about Progressive Legislation

Legislation	Significance
Pure Food and Drug Act	
Meat Inspection Act	
Federal Reserve System	
16th Amendment	
17th Amendment	
18th Amendment	
19th Amendment	