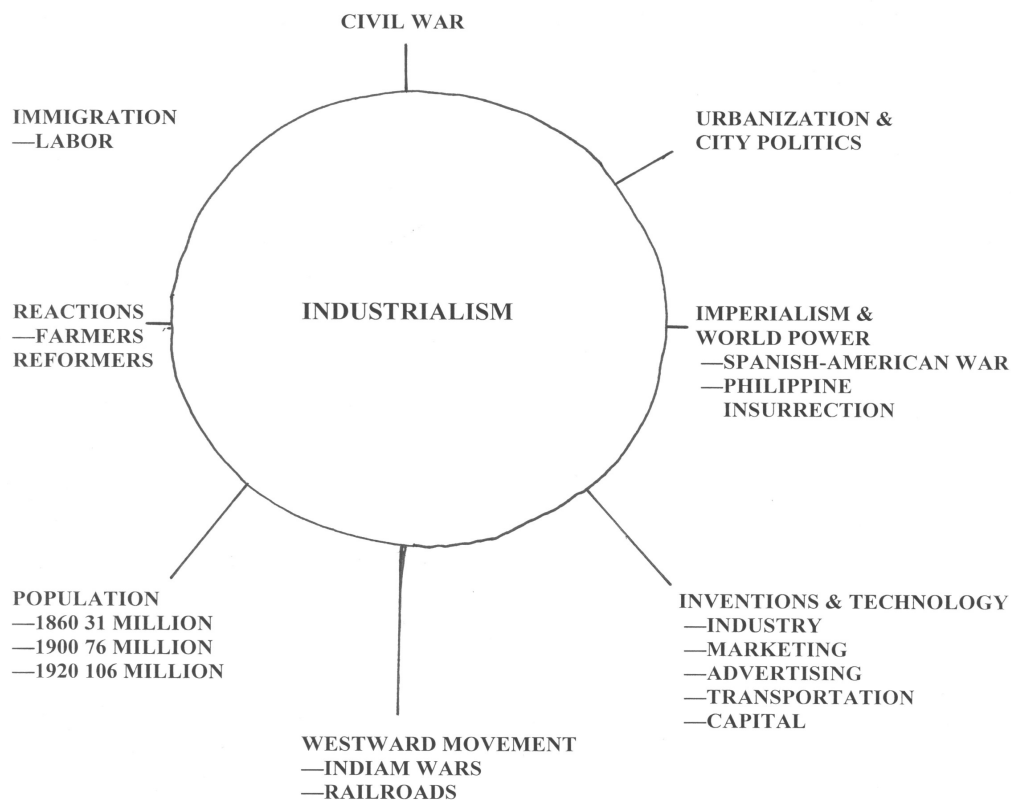


**ERA 6:
THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES, 1870-1900**

Introduction

In his conciliatory inaugural address of 1801, President Thomas Jefferson said that the United States had “room enough for our descendants to the hundredth and thousandth generation.” And yet, within four generations the population of the United States had increased over twelve fold and the Bureau of the Census reported (in 1890) that the so-called American frontier had come to an end. Indeed, the nation of farmers that Jefferson had hoped for within approximately 100 years (by 1920) had become an industrial giant that produced over one-third of the entire world’s manufactured goods. By 1920, more than half of the United States’ population lived in towns and cities.¹

The central theme of Era 6 is the development of the industrial United States from roughly the end of the Civil War to 1900. As we have seen in previous eras, most of the major subthemes are directly related to the central theme:



¹ In 1800 the center of the U.S. population was 18 miles west of Baltimore, Maryland. By 1920 it had shifted roughly 700 miles westward to around 20 miles east of Terre Haute, Indiana, which is just east of the Indiana-Illinois border. As population shifted westward, so also did political power. From 1921 to 2009 there have been 15 U.S. presidents, only 4 of whom (FDR, Kennedy, Carter, G. H. W. Bush) were born in the original 13 states.

Many Americans clung tenaciously to Jefferson's dream of a nation of free and independent farmers, a dream that for some people was transmogrified into the romantic and for the most part mythic life of the cowboy of the Old West. Yet both ways of life were suffering from various problems. By 1900 in 19 states over 30% of all farmers were tenants and in six states (Delaware, South Carolina, Georgia, Alabama, Mississippi, and Louisiana) the figure was over 50%, not a few of them former slaves. And by the 1890s, the so-called "Wild West" had been fenced in and the days of the cowboys (never as romantic as portrayed in the dime-store novels) were almost over.

At the same time, many Americans embraced industrialization. On April 30, 1904 in the East Room of the White House, President Theodore Roosevelt tapped a special gold key to a telegraph machine, the signal to open the Louisiana Purchase Exposition in St. Louis 750 miles away. As they streamed into the "world's fair," visitors often saw their first automobiles, airships, motion pictures, Kodak portable cameras, solar energy, wireless telegraph, totally electric cooking, and (on warm days) their first tastes of ice cream cones. Throughout the eight months the exposition was open, around 19 million visits were counted. If each visit was made by a separate person (they weren't, as some visited more than once), that meant 23.1% of the United States' total population had come to the fair, some even singing the new song "Meet Me In St. Louis." Unquestionably, industry was king.

Student Content Goals

1. Explain how industrialization and mechanization changed the ways of life in the United States in general and Tennessee in particular.
2. Analyze the roles that transportation, urbanization, immigration, migration, resources, and inventions played in the economic development of the United States.
3. Identify important individual leaders in business and industry in the era, explaining the particular contribution each individual made. Match innovators to their industrial/technological contributions: Carnegie, Rockefeller, Westinghouse, Dupont, Vanderbilt, Pullman, Hershey, Bell, Edison, Swift, Armour).
4. Interpret how culture changes over time as a consequence of industrialization, technology, railroad transportation, telecommunication, building design, varied types of music, and the growth of government services.
5. Determine the hardships encountered by Great Plains settlers in the late 1800s (building materials, natural geography, climate conditions, isolation, lack of revenue).
6. Explain the effects expansion onto the Great Plains had on Native Americans. Describe how armed conflict, purchases, treaties, and settlements resulted in further expansion.
7. Explain the growth of the Chinese population in the American West. Trace efforts to restrict their immigration.
8. Understand the rise of the American labor movement.

Student Skills Goals

1. Interpret a primary reading sample from the period 1870-1900. Also interpret a political cartoon of the Gilded Age.
2. Create and explain a timeline depicting major events in American history from 1870 to 1900.
3. List and be able to use the tools of social science inquiry such as maps, statistics, primary

source documents, surveys, etc.

Teacher Development Goals

1. **Historical Content.** Teacher is able to explain the diagram earlier in this era to show how the central theme of industrialism affects and is affected by the diagram's subthemes.

2. **Use of Primary Sources.** Teacher is able to use primary sources that both illustrate and also go beyond the textbooks. Teacher also is able to make students aware of local historical resources that illustrate the era's central theme and subthemes.

3. **Historical Thinking.** Teacher is able to stimulate students to think about historical causation (how one event can cause other events).

4. **Integration of Technology.** Teacher is able to encourage students to think about how modern technology had some of its roots in the period of American history from 1870 to 1900 (electricity, indoor plumbing, communications, transportation, entertainment).

Timeline

- 1869 Transcontinental Railroad completed
- 1869 Boss William M. Tweed gains control of New York's Tammany Hall political machine
- 1870 John D. Rockefeller establishes Standard Oil Company
- 1870 Fifteenth Amendment Ratified
- 1871 Great Chicago Fire
- 1872 Yellowstone National Park Established (1st National Park)
- 1873 Panic of 1873 begins (September-October) setting off a 5-year depression
- 1874 National Women's Christian temperance Union formed in Cleveland
- 1874 Barbed Wire invented by Joseph Glidden
- 1876 National League of Baseball League organized
- 1876 Alexander Graham Bell patents the telephone
- 1876 Little Bighorn massacre
- 1876 Disputed presidential election: Rutherford B. Hayes versus Samuel J. Tilden
- 1877 Electoral commission decides in favor of Hayes as President
- 1877 Last federal troops leave the South ending Reconstruction
- 1877 B & O Railroad workers strike
- 1877 Chief Joseph leads Nez Perce Indians on 1600-mile retreat from U.S. troops
- 1878 Thomas Edison Electric Light Company Founded in New York City
- 1878 Congress requires U.S. Treasury to purchase silver
- 1879 Thomas Edison perfects the incandescent lamp
- 1879 Eastman patents process photographic plates
- 1880 American branch of Salvation Army established
- 1880 James Garfield elected president
- 1881 Garfield assassinated; Chester A. Arthur becomes president
- 1881 Booker T. Washington Forms "The Normal & Industrial Institute for Negroes (later named Tuskegee Institute)
- 1882 Congress passes Chinese Exclusion Act
- 1883 Pendleton Act establishes Civil Service Commission
- 1883 William "Buffalo Bill" Cody organizes his Wild West Show
- 1883 Brooklyn Bridge completed
- 1884 Mark Twain publishes *Huckleberry Finn*
- 1886 American Federation of Labor founded, Samuel Gompers, President

- 1886 Haymarket riot in Chicago
- 1886 Geronimo surrenders to federal troops in Arizona Territory
- 1887 Interstate Commerce Commission established by Congress to regulate Railroads
- 1887 Dawes Act to compensate Native Americans by dividing reservation lands
- 1888 First Secret Ballot used in Louisville
- 1889 Two Million Acres of Native American Lands in Oklahoma opened settlers
- 1889 Electric lights installed in the White House
- 1889 Jane Addams and Ellen Gates Starr open Hull House in Chicago
- 1889 Johnstown (Pennsylvania) Flood
- 1890 Massacre at Wounded Knee
- 1890 Sherman Anti-Trust Act
- 1890 Sherman Silver Purchase Act
- 1890 McKinley Tariff pushes tariffs to all-time high
- 1891 Populist Party formed
- 1891 Basketball invented at Springfield College
- 1892 Ellis Island Immigration Center opened
- 1892 John Muir organizes Sierra Club
- 1892 Homestead Strike
- 1893 Panic of 1893 triggers a depression lasting until 1897
- 1893 George Ferris' Wheel at Columbian Exposition in Chicago
- 1893 Hawaii's national government toppled
- 1893 Repeal of the Sherman Silver Purchase Act
- 1894 Pullman Strike
- 1895 Coney Island amusement park opens in Brooklyn, New York
- 1895 Frederick Douglass dies in Washington D.C.
- 1895 First professional football game played by two Pennsylvania teams
- 1896 Gold discovered in the Yukon; Gold Rush in Alaska and Northwestern Canada
- 1896 William McKinley elected 25th President
- 1898 Battleship U.S.S. Maine explodes in Havana Harbor, Cuba
- 1898 United States declares war on Spain; Spanish-American War
- 1898 United States acquires Hawaii
- 1900 L. Frank Baum publishes *Wonderful Wizard of Oz*
- 1900 Army Surgeon Walter Reed discovers mosquitoes spread yellow fever
- 1900 Currency Act officially places United States on gold standard
- 1901 J.P. Morgan organizes United States Steel

Major Issues, Themes, Documents, People, Events

1. Themes/Issues

As noted earlier, when the U.S. Constitution was ratified in 1788, the United States was almost exclusively an agricultural nation. Within a century and a half, however, the nation had become the leading industrial nation in the world, supplanting Great Britain as the world's primary industrial and financial center (by 1930 the U.S. Federal Reserve held over half of the world's stock of gold).

To understand that almost meteoric rise, students must understand the major factors that are necessary before significant industrialization can take place. Encourage your students to imagine these factors and the roles they play in industrialization:

1. **Natural resources**—The immense size of the United States meant that huge amounts of resources (iron, copper, coal and oil [to power the factories], wool and cotton, etc.) were available.

2. **Transportation**—Resources must be brought to the locations where production can take place, and then manufactured goods must have a way to be distributed.
3. **Labor**—Most of the labor to build the railroads and work in the factories were immigrants. From 1895 to 1920, roughly 16 million immigrants from Europe came to the United States. In 1914, 60% of the nation’s industrial labor force was foreign born. In 1907, 81.4% of the common laborers in Pittsburgh’s United States Steel mills had been born in eastern Europe.
4. **Capital**—Money is needed to build factories, purchase resources, pay laborers, etc. Much of the investment in U.S. industries came from foreign investors (esp. British) but also from American bankers and investors.
5. **Technology**—Many of the manufactured products were invented in this period. See Alexander Graham Bell, Thomas Edison, George Westinghouse, George M. Pullman, etc.
6. **Urbanization**—Industrialization often took place in large cities where resources, labor, transportation, and inventions could be brought together. Large industrial cities like Chicago, Pittsburgh, etc. also needed large quantities of food from the rural areas, since most people who lived in cities did not grow their own food.
7. **Customers**—Industrialization will not get very far unless there are people willing and able to buy the products from the factories. Much of the United States’ manufactured goods were sold overseas, but most was purchased by Americans. The enormous population growth, tripling in the sixty years between 1860 to 1920 created an enormous market for goods. Innovations such as the department store (John Wannamaker, etc.) and mail-order catalogs (Montgomery Ward, Sears and Roebuck) distributed products to nearly every corner of the nation.²
8. **Innovators**—The persons who brought together factors 1 through 7 deserve a good deal of credit for the United States’ rapid industrialization. In a culture in which individuals with new ideas and an excellent work ethic could become extremely wealthy (Andrew Carnegie [1835-1919] came to the U.S. from Scotland as a penniless thirteen year old and retired in 1901 as the world’s richest man) opportunities abounded. Some called them “robber barons” because of some of their business tactics while others referred to them as “industrial statesman.” Without their skills, talents, and energy, however, it is unlikely that the nation would have developed in the ways that it did.

Having understood the principal causal factors that contributed to the rapid industrialization of the United States, students then must understand the diagram that appears earlier. Most of the subthemes in the diagram have been explained above, but now they can be tied together as well as to the central theme of industrialization. One subtheme that has not been dealt with is that of **reactions** of Americans to industrialization. Farmers clearly gained very little from the change, forced as they were to sell in highly competitive markets to few buyers (Swift, Armour, Pillsbury, Duke [tobacco]) and to buy in markets often dominated by trusts that could maintain high prices, on the whole the lot of the farmers declined. Also, many people were disturbed by widespread urban poverty, slums, etc. Both farmers and urban reformers tried to correct some of the worst features of industrialization, but their efforts were generally not successful (see the farmers’ efforts to inflate the economy by having the federal government issue silver as well as gold coins).

² The first department store, Bon Manchè, opened in Paris, France in 1852, the brainchild of Aristide Boucicaut. By 1860 Bon Manchè was selling over five million francs of products each year, and twenty million by 1870.

One must also be sensitive to the fact that large parts of the country did not benefit from the industrialization process. For example, while industrial states like Pennsylvania, Illinois, and others were mushrooming in population between 1860 and 1920 (both of those two states roughly tripled in population), the American South for the most part remained rural—and poor (Alabama, Mississippi, and Tennessee, for example, only doubled in population while the industrial states were tripling). African Americans mostly remained poor, often working as sharecroppers or tenants in land they did not own (by 1880, only 1.6% of all the landowners in Georgia were black). Worse, between 1880 and 1918, over 2,400 African Americans were lynched, each action serving as a grim reminder that blacks in the South had yet to achieve their freedom.

Nor did the Appalachian South benefit from industrialization. Outside companies came to the southern mountains to exploit the vast resources of lumber, iron, copper, and coal. Faced with overpopulation, declining farm yields, and deteriorating public health (in 1881-1882, the average life expectancy in Sevier County, TN was 41.5 years), many abandoned the farm, at least for part of the year, to work in the new jobs for the lumber, iron, copper, and coal companies. Few improved their lots.³

There is little doubt, however, that the majority of Americans welcomed the nation's industrialization. Standards of living for the most part were improving, even for the second generation of immigrants. Telephones, electrification, refrigeration, automobiles, processed foods, etc. were welcomed by an increasing number of Americans. In 1900 American automotive companies produced 4,000 cars; in 1929 it made 4.8 million. Although there were large patches of want in America, generally the standard of living in towns and cities were improving. And in 1920 the U.S. Census Bureau reported that for the first time urban Americans outnumbered rural Americans.

2. Documents

a.) Primary Documents

1. **John D. Rockefeller, *Random Reminiscence of Men and Events*** (New York: Doubleday, 1908) section on founding Standard Oil Company
Rockefeller's memoir provides insights into the development of 19th-century technology, modern American business, and philanthropy.
2. **Andrew Carnegie, "Wealth" (1889)**
Andrew Carnegie's famous essay, "Gospel of Wealth," stressed the responsibility of the rich to provide an example for the working class and give back to the community in the form of philanthropy.
3. **Emma Lazarus, "The New Colossus" (1883)**
"The New Colossus" is a sonnet by Emma Lazarus, written in 1883 and, in 1903, engraved on a bronze plaque and mounted inside the Statue of Liberty. The Statue of Liberty has served as a beacon of welcome for immigrants. Lazarus's words, "Give me your tired, your poor, your huddled masses yearning to breathe free," has since become indelibly engraved into the collective American memory.
4. **Henry W. Grady, "The New South" (1886)**
A host of southern landowners, entrepreneurs, and newspaper editors heralded a

³ In 1925 the Appalachian mountain counties in Tennessee had the lowest standards of living of any counties in the state. See University of Tennessee Extension Series, *Tennessee, Economic and Social* (Knoxville: University of Tennessee, 19129), 141.

vision of a “New South” in the decades following the Confederacy’s defeat in 1865 and the abolition of racial slavery across the South. These “New South” boosters argued that, with its plantation economy destroyed by the Civil War, the South would develop a new economy more attuned to the industrial capitalism that defined the rest of the American economy. Atlanta *Constitution* editor Henry Grady was the leading exponent of a “New South” based on industrial development, giving speeches throughout the country and writing articles and editorials in his newspaper. Grady’s conception of a “New South” conveyed not only the message of industrialization as a panacea, but also his fierce regional pride and general moderation on racial issues, which were becoming increasingly contentious in these years.

5. Booker T. Washington, “Atlanta Address” (1895)

On September 18, 1895, African American spokesman and leader Booker T. Washington spoke before a predominantly white audience at the Cotton States and International Exposition in Atlanta. His “Atlanta Compromise” address, as it came to be called, was one of the most important and influential speeches in American history. Although the organizers of the exposition worried that “public sentiment was not prepared for such an advanced step,” they decided that inviting a black speaker would impress Northern visitors with the evidence of racial progress in the South. Washington soothed his listeners’ concerns about “idle” blacks by claiming that his race would content itself with living “by the productions of our hands.” Washington declared that African Americans should embrace segregation until they could prove their economic worth.

6. *Plessy v. Ferguson* (1896)

In the late Nineteenth century, southern state legislatures and localities began to institute mandatory racial segregation laws of public facilities known as Jim Crow. African American leaders sought to challenge the constitutionality of Jim Crow in the Supreme Court case of *Plessy v. Ferguson* arguing that segregation deprived them of their rights according to the Fourteenth Amendment’s equal protection clause. All but one of the judges rejected the plea, thus upholding legal segregation of public accommodations under the doctrine of “separate but equal.”

b.) Other Documents

1. Richard Warren Sears, “Cheapest Supply House on Earth” (1894)

In the late nineteenth century, the mass consumer market was expanding rapidly and presented an exciting opportunity for creative entrepreneurs, such as Richard W. Sears. Only Montgomery Ward, founded by entrepreneur Aaron Montgomery Ward had ventured into this area in 1872. By 1886, the year that Sears was selling his first watches at a railroad station in Minnesota, the Montgomery Ward catalog was 280 pages containing more than 10,000 illustrations. Montgomery Ward was the first to offer a product guarantee, which was the cornerstone to gaining the respect of rural consumers and increasing business. But when Sears put out his first catalog in 1887, he jumped on the guarantee bandwagon and took it further than Ward. In the 1894 catalog, Sears began to seriously compete with Ward by billing itself as “The Cheapest Supply House on Earth,” one-upping Ward’s slogan “The Cheapest Cash Supply House in America.”

2. Chinese Exclusion Act (1882)

In the spring of 1882, the Chinese Exclusion Act was passed by Congress and signed by President Chester A. Arthur. This act provided an absolute 10-year moratorium on Chinese labor immigration. For the first time, Federal law proscribed entry of an ethnic working group on the premise that it endangered the good order of certain localities. When the exclusion act expired in 1892, Congress extended it for 10 years in the form of the Geary Act. This extension, made permanent in 1902, added restrictions by requiring each Chinese resident to register and obtain a certificate of residence. Without a certificate, she or he faced deportation.

3. **Sherman Anti-Trust Act (1890)**

The Sherman Antitrust Act of 1890 was the first measure passed by the U.S. Congress to prohibit trusts. A trust was an arrangement by which stockholders in several companies transferred their shares to a single set of trustees. In exchange, the stockholders received a certificate entitling them to a specified share of the consolidated earnings of the jointly managed companies. The trusts came to dominate a number of major industries, destroying competition. Several states had passed similar laws, but they were limited to intrastate businesses. The Sherman Antitrust Act was based on the constitutional power of Congress to regulate interstate commerce.

4. **Ocala Demands (1890)**

The Ocala Demands was a platform for economic and political reform that was later adopted by the People's Party. In December, 1890, the National Farmers' Alliance and Industrial Union, more commonly known as the Southern Farmers' Alliance, its affiliate the Colored Farmers' Alliance, and the Farmers' Mutual Benefit Association met jointly in Ocala, Florida. The "Demands" called for the abolition of national banks; the establishment of sub-treasuries or depositories in every state, which would make low interest direct loans to farmers and property owners; the increase of money in circulation to not less than \$50 per capita; the abolishment of futures of all agricultural and mechanical productions; the introduction of free silver; the prohibition of alien ownership of land, the reclamation of all lands held by railroads and other corporations in excess of what was actually used and needed by them, held for actual settlers only; legislation to ensure that one industry was not be built up at the expense of another; removal of the tariff tax on necessities of life; a graduated income tax; the limitation of all national and state revenues to the necessary expenses of the government economically and honestly administered; strict regulation or ownership of the means of public communication and transportation; and an amendment to the Constitution providing for the direct election of U.S. Senators.

5. **William Jennings Bryan, "Cross of Gold Speech" (1896)**

William Jennings Bryan delivered his famous "Cross of Gold Speech" to the democratic convention in 1896. The speech highlighted the Bryan's populist stance as well as his adamant opposition to the gold standard. In his strident attack on the concept that gold was the only sound backing for currency, Bryan spoke for the "broader class" of businessmen across the country, specifically farmers, agricultural workers, miners and small town merchants. These workers, he argued, were all but ignored by a government that served the interests of big cities and large corporate enterprise. Bryan closed with the admonition, "you shall not press upon the bow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold." This speech was profoundly effective, and though the politician was only 36 years old, the

delegated nominated Bryan as the Democratic candidate for president.

6. **Albert J. Beveridge, “The March of the Flag” (1898)**

In late 1898, when Indiana Republican Albert Beveridge delivered this speech, the status of the recent acquisitions of Cuba, Puerto Rico, and the Philippines, won as a consequence of the Spanish-American War, remained to be settled. Beveridge’s “march of the flag,” argued that the nation had a duty to extend civilization to the people of Cuba, Puerto Rico, and the Philippines while simultaneously bolstering American economic strength, thus invoking notions of Manifest Destiny.

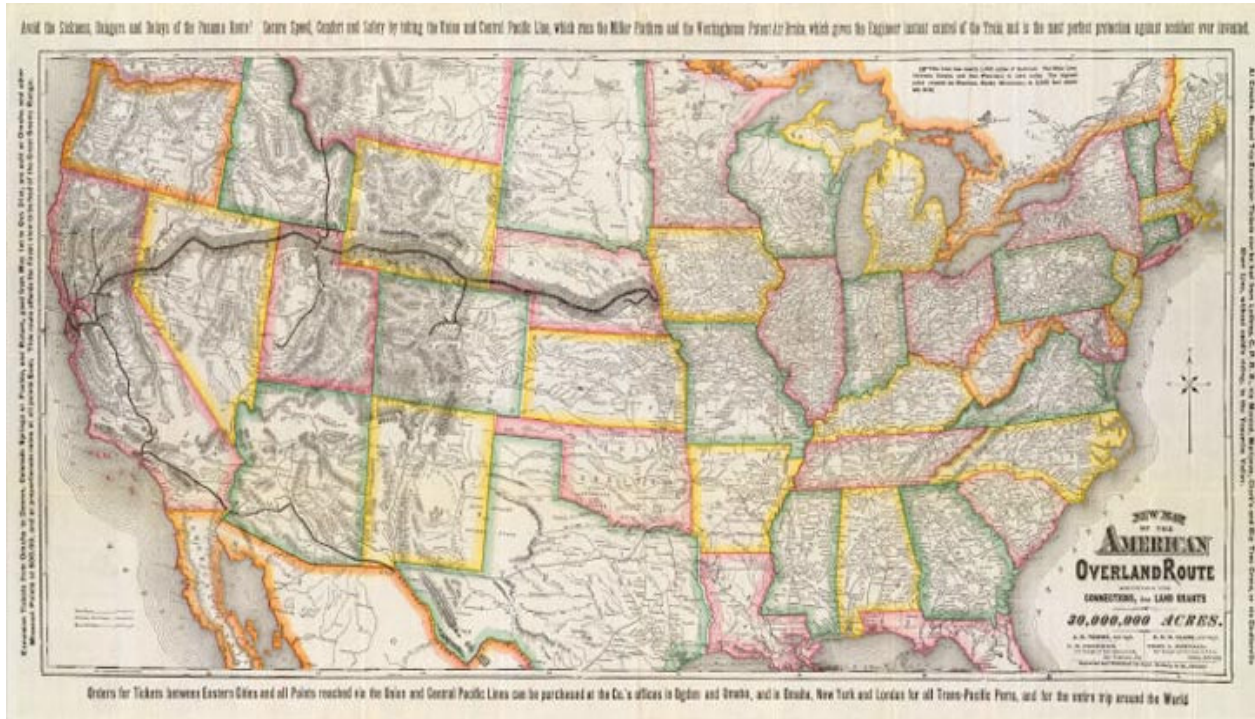
7. **Stephen Bonsal, *The Fight for Santiago: The Story of the Soldier in the Cuban Campaign for Tampa to the Surrender* (New York: Doubleday, 1899)**

8. **Jane Addams, *Hull House Accounts* (1910)**

Jane Addams and Ellen Starr co-founded the first Hull House settlement house in Chicago in 1889. Hull House became, at its inception, “a community of university women” whose main purpose was to provide social and educational opportunities for working class people (many of them recent European immigrants) in the surrounding neighborhood. The “residents” (volunteers at Hull were given this title) held classes in literature, history, art, domestic activities (such as sewing), and many other subjects. Hull House also held concerts that were free to everyone, offered free lectures on current issues, and operated clubs for both children and adults.

c.) **Other Primary Sources**

Maps

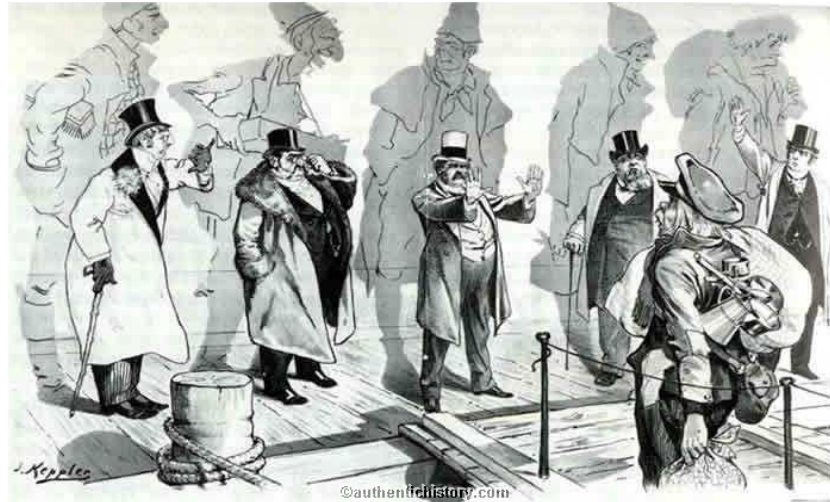


Along the top, this map reads, “Avoid the Sickness, Dangers, and Delays of the Panama Route! Secure Speed, Comfort and Safety by taking the Union and Central Pacific Line, which runs the Miller Platform and the Westinghouse Patent Air Brake, which give the Engineer instant control of the Train, and is the most perfect protection against accident ever invented.” Source: Union Pacific Railroad Company; Central Pacific Railroad Company. New map of the American Overland Route. 1879. David Rumsey Collection, Stanford University.



NATIVE AMERICANS IN THE WEST: MAJOR BATTLES AND RESERVATIONS

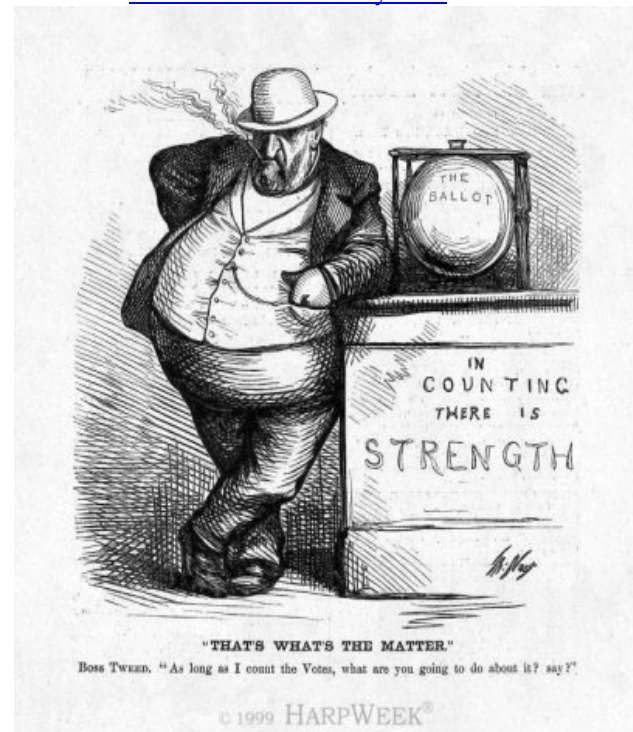
Cartoons



This cartoon depicts the older immigrants trying to keep quiet their own immigration history, yet at the same time deny other immigrants the rights to enter. Source: www.authentichistory.com



This cartoon presents an argument for bimetallism. Source: www.authentichistory.com



This cartoon is one of the many Thomas Nast illustrations aimed at exposing political corruption in New York City under the leadership of Boss William Tweed. Source: www2.truman.edu



Joseph Keppler drew the cartoon, which appeared in *Puck* on January 23, 1889, showing a door to the gallery, the “people’s entrance,” bolted and barred. The galleries stand empty while the special interests have floor privileges, operating below the motto: “This is the Senate of the Monopolists by the Monopolists and for the Monopolists!” Keppler’s cartoon reflected the phenomenal growth of American industry in the 1880s, but also the disturbing trend toward concentration of industry to the point of monopoly, and its undue influence on politics. This popular perception contributed to Congress’s passage of the Sherman Anti-Trust Act in 1890. Source: www.senate.gov

Statistics (chart/graph)

Urban Growth

<u>City</u>	<u>1870 Population</u>	<u>1900 Population</u>	<u>% Increase</u>
Boston	250,525	560,892	123.88
Chicago	298,977	1,698,575	468.12
Cincinnati	216,239	325,902	50.71
Los Angeles	5,728	102,479	1,689.08
Milwaukee	71,440	285,315	299.37
New Orleans	191,418	287,104	49.98
New York	1,478,103	3,437,202	132.54
Philadelphia	647,022	1,293,697	99.94
Pittsburgh	86,076	321,616	273.64
Portland	8,293	90,426	990.38
Richmond	51,038	85,050	66.64
San Francisco	149,473	342,782	129.32
Seattle	1,107	237,194	21,326.73

Source: Thirteenth Census of the United States (Washington, D.C.: U.S. Government Printing Office, 1913).

African American and Chinese in Western States & Territories, 1880-1900

<u>State/Territory</u>	<u>Blacks</u>		<u>Chinese</u>	
	<u>1880</u>	<u>1900</u>	<u>1800</u>	<u>1900</u>
Arizona Terr.	155	1,846	1,630	1,419
California	6,018	11,045	75,132	45,753
Colorado	2,435	8,570	612	599
Idaho	53	293	3,379	1,467
Kansas	43,107	52,003	19	39
Montana	346	1,523	1,765	1,739
Nebraska	2,385	6,269	18	180
Nevada	488	134	5,416	1,352
N. Mexico Terr.	1,015	1,610	57	341
Oregon	487	1,105	9,510	10,397
Texas	393,384	620,722	136	836
Utah	232	672	510	572
Washington	325	2,514	3,186	3,629

The Rise of Industrial America, 1865 – 1900

Country	1870	1880	1890	1900	1910
US	2300	2900	3200	4050	5000
UK	3100	3400	4000	4300	4600
Germany	1800	2000	2300	3000	3200
France	1900	2050	2200	2850	2950
Japan	600	800	1000	1100	1250

GDP (Gross Domestic Product) in 1990 international Geary – Khamis dollars*.

*1990 International Geary – Khamis dollars represent the monetary values of the output of the final goods and services produced in a country in one year converted in 1990 dollars at the exchange rate which would pertain if the goods and services had the same prices in all countries (purchasing power parity).

See the statistical definition at the UN site: http://unstats.org/unsdd/methods/icp/ipi7_hm.htm

Nineteenth-Century Federal Indian Policy		
Law or Treaty	Provisions	Purpose
Bill for the Removal of Indians 1830.	Payment to move to the Indian Territory (Oklahoma) land allotments, and supplies.	To move the Cherokees from Georgia and open their lands to settlers.
Numerous treaties with various tribes 1830's-1860's	Payment of debts, supplies, and yearly subsidies (annuities).	Removal to vaguely specified lands west of the Mississippi River.
Fort Laramie Treaty, 1868. included Sioux, Crows, northern Cheyenne's, and northern Arapahos but not Sitting Bull's band.	Created the Great Sioux Reserve west of the Missouri River in South Dakota. Provided livestock and farm implements.	Part of a new reservation policy to "insure civilization for the Indians and peace and safety for the whites."
Establishment of the Board of Indian Commissioners in 1869.	Church denominations could appoint Indian agents.	To clean up corrupt reservation management.
The U.S. unilaterally ends all treaty making in 1871.	Executive orders or bilateral agreements ratified by both houses of Congress now establish or modify reservations.	Of the 162 Indian reservations in 1890, 56 were created by executive order.

General Allotment Act (Dawes Act), 1887.	Divided tribally held reservation lands into small allotments for families and individuals. Sold off "surplus"	Designed to destroy tribal organization and assimilate the Indian.
Curtis Act 1898.	Abolished the Indian Territory in Oklahoma.	Passed to undercut tribal power.

Photographs

Jacob Riis Photographs of Tenements & Immigrants, Source: Jacob A. Riis
Collection, Museum of the City of New York



“The Bend”





Home of an Italian rag-picker, Jersey Street

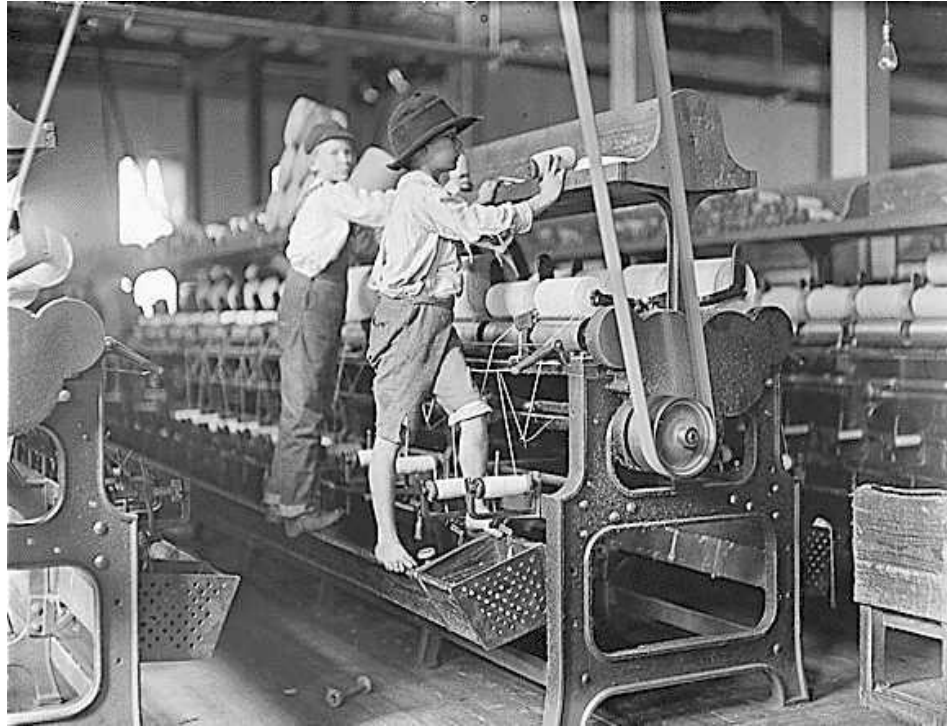


Street Arabs in night quarters



Street Arabs in Sleeping Quarters, areaway Mulberry Street

Lewis Hine Photographs of Kids at Work, Source: Library of Congress, www.loc.gov



Climbing up on the machinery to replace bobbins



A raveler and a looper in a hosiery mill, Loudon, Tennessee, 1910



Young West Virginia coal miner



Music

“Oh My Darling, Clementine”

Percy Montrose 1884

“Oh My Darling, Clementine,” an American western folk ballad is usually attributed to Percy Montrose. The song is believed to have been based on another song, “Down by the River Liv'd a Maiden,” by H. S. Thompson (1863).

In a cavern, in a canyon,
Excavating for a mine
Dwelt a miner forty niner,
And his daughter Clementine

Chorus

*Oh my darling, oh my darling,
Oh my darling, Clementine!
Thou art lost and gone forever
Dreadful sorry, Clementine*

Light she was and like a fairy,
And her shoes were number nine,
Herring boxes, without topses,
Sandals were for Clementine.

Chorus

Drove she ducklings to the water
Ev'ry morning just at nine,
Hit her foot against a splinter,
Fell into the foaming brine.

Chorus

Ruby lips above the water,
Blowing bubbles, soft and fine,
But, alas, I was no swimmer,
So I lost my Clementine.

Chorus

How I missed her! How I missed her,
How I missed my Clementine,
But I kissed her little sister,
I forgot my Clementine.

Chorus

“I’ve Been Working on the Railroad”

The origins of the tune are unknown. Some trace it back to a “Louisiana Levee” song of African-Americans. Others believe it is an old hymn adapted by the Irish work gangs in the West. Dinah may refer to a woman or a locomotive. The horn signifies the call to lunch. The song was first published in 1894 in “Carmina Princetonia,” a book of Princeton University songs.

I’ve been working on the railroad
All the livelong day
I’ve been working on the railroad
Just to pass the time away

Can't you hear the whistle blowing
Rise up so early in the morn
Can't you hear the captain shouting
Dinah, blow your horn

Dinah, won't you blow
Dinah, won't you blow
Dinah, won't you blow your horn
Dinah, won't you blow
Dinah, won't you blow
Dinah, won't you blow your horn

Someone's in the kitchen with Dinah
Someone's in the kitchen I know
Someone's in the kitchen with Dinah
Strumming on the old banjo

Singing Fie, fi, fiddly i o
Fie, fi, fiddly i o
Fie, fi, fiddly i o
Strumming on the old banjo

Poem

Emma Lazarus’ “New Colossus” (1883)

Not like the brazen giant of Greek fame
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame,

“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!”

3. People

Industrial Giants

Cornelius Vanderbilt (May 27, 1794 – January 4, 1877): Vanderbilt, also known by the nickname *Commodore*, was an American entrepreneur who built his wealth in shipping and railroads.

Andrew Carnegie (November 25, 1835 – August 11, 1919): A Scottish industrialist, businessman, and entrepreneur. He built Pittsburgh’s Carnegie Steel Company, which was later merged with Federal Steel Company and several smaller companies to create U.S. Steel. Carnegie is also known for his philanthropic efforts, giving away most of his money to establish many libraries, schools, and universities in America, the United Kingdom and other countries, as well as a pension fund for former employees.

George Pullman (March 3, 1831 – October 19, 1897): Pullman, an American inventor and industrialist. He is known as the inventor of the Pullman sleeping car, and for violently suppressing striking workers in the company town he created, Pullman (which was later annexed and absorbed by Chicago, becoming a neighborhood).

Milton Hershey (September 13, 1857 – October 13, 1945): Hershey, a confectioner, philanthropist, and founder of the Hershey Chocolate Company and the “company town” of Hershey, Pennsylvania.

John D. Rockefeller (July 8, 1839 – May 23, 1937): Rockefeller, an American industrialist. Rockefeller revolutionized the petroleum industry and defined the structure of modern philanthropy. In 1870, he founded the Standard Oil Company and aggressively ran it until he officially retired in 1897. As kerosene and gasoline grew in importance, Rockefeller's wealth soared, and he became the world’s richest man and first American billionaire.

Philip Armour (May 16, 1832 – January 6, 1901): Armour, an American businessman who founded Armour and Company, Chicago’s largest meatpacking company, starting with the production of pork products, but later expanded to include beef products, margarine, glue, fertilizer and other byproducts of meat items. He resisted unions in his packing plants and helped defeat strikes in 1886 & 1894. He established Armour Mission in 1886 and Armour Institute in 1893 to train children. Armour Institute would later become Illinois Institute of Technology.

Inventors

Gustavus Swift (June 24, 1839 – March 29, 1903): Swift founded a meat-packing empire in the Midwest during the late 19th century, over which he presided until his

death. He is credited with the development of the first practical ice-cooled railroad car which allowed his company to ship dressed meats to all parts of the country and even abroad, which ushered in the “era of cheap beef.” Swift pioneered the use of animal by-products for the manufacture of soap, glue, fertilizer, various types of sundries, and even medical products.

George Westinghouse (October 6, 1846–March 12, 1914): American entrepreneur and engineer who invented the railway air brake and was a pioneer of the electrical industry. Westinghouse was one of Thomas Edison’s main rivals in the early implementation of the American electricity system. Westinghouse’s system, which used alternating current based on the extensive research by Nikola Tesla, ultimately prevailed over Edison’s insistence on direct current.

Alexander Graham Bell (March 3, 1847 – August 2, 1922): Scientist, inventor, engineer, and innovator, Bell is credited with inventing the first practical telephone at the age of 29 in 1876. He further developed ideas of communication and technology by researching flight through kites, development of tetrahedral structures, and communication techniques.

Social Reformers

Jane Addams (September 6, 1860 – May 21, 1935): While on a visit to Europe, Addams encountered Toynbee Hall, a settlement house for young boys in London’s East End. This led her, along with friend Ellen Starr to establish Hull House in 1889 to reach poor and sick women and children in the industrial district of Chicago. By the second year, Hull House served the needs of two thousand people each week. Services included kindergarten classes, evening adult education classes, a circulating library, music schools, medical services, and education in health, safety, substance abuse, and food hygiene.

Booker T. Washington (April 5, 1856 – November 14, 1915): American political leader, educator, orator, and author. He was the dominant figure in the African American community in the United States from 1890 to 1915. Representing the last generation of black leaders born in slavery, and speaking for those blacks who had remained in the “New South,” Washington was able throughout the remaining 25 years of his life to maintain his standing as the black leader because of the sponsorship of powerful whites, substantial support within the black community, his ability to raise educational funds from both groups, and his skillful accommodation to the social realities of the age of segregation. In 1881, he established Tuskegee Institute in Alabama and became recognized as America’s foremost black educator. Critics charged that his conservative approach encouraged racial inequality, due to his dependence upon support of powerful whites.

Jacob Riis (May 3, 1849 - May 26, 1914): A Danish American social reformer, muckraking journalist, and photographer, Riis is known for his photographic and journalistic talents that brought to the attention of the middle and upper classes the impoverished tenements in New York City, which was the subject of most of his prolific writings and photography. Riis was one of the first photographers to use flash powder. Riis’s *How the Other Half Lives*, convinced New York Police Commissioner Theodore Roosevelt to close the police-run poor houses of the city. Roosevelt later called Riis “the most useful citizen of New York.”

4. Events

Driving of the Golden Spike at Promontory Summit, Utah (May 10, 1869): The First Transcontinental Railroad built in the United States between 1863 and 1869 by the Central Pacific Railroad of California and Union Pacific Railroad, connected Council Bluffs, Iowa/Omaha, Nebraska (via Ogden, Utah and Sacramento, California) to Alameda, California. By linking with the existing railway network of the Eastern United States, the road thus connected the Atlantic and Pacific coasts of the United States by rail for the first time. The transcontinental railroad served as a vital link for trade, commerce and travel that joined the eastern and western halves of late 19th century United States. The transcontinental railroad quickly ended most of the far slower and more hazardous stagecoach lines and wagon trains that had preceded it.

Chicago's World Fair (1893): The World's Columbian Exposition, also known as the Chicago World's Fair, was a World's Fair held in 1893 to celebrate the 400th anniversary of Christopher Columbus's arrival in the Americas. The fair had a profound effect on architecture, the arts, Chicago's self-image, and American industrial optimism. The exposition covered more than 600 acres, featuring nearly 200 new buildings of classical architecture, canals and lagoons, and people and cultures from around the world. Over 27 million people (equivalent to about half the U.S. population) attended the exposition during its six-month run. Its scale and grandeur far exceeded the other world fairs, and it became a symbol of the emerging American Exceptionalism.

Pullman Strike (1894): The Pullman Strike refers to a nationwide conflict between labor unions and railroads that occurred in 1894. The conflict began in the town of Pullman, Illinois on May 11 when approximately 3,000 employees of the Pullman Palace Car Company began a strike in response to recent reductions in wages, bringing traffic west of Chicago to a halt. President Grover Cleveland ordered federal troops to Chicago to end the strike, causing debate within his own cabinet about whether the President had the constitutional authority to do so. The conflict peaked on July 6, shortly after the troops' arrival in the city, and ended several days later. The arrival of the military and subsequent deaths of workers led to further outbreaks of violence. During the course of the strike, 13 strikers were killed and 57 were wounded. An estimated 6,000 rail workers did \$340,000 worth of property damage.

Westward Expansion (Late 1800s): The Greater Plains settlers continued to build homesteads on the prairies, which led to the admission of the states of Montana (1889), North Dakota (1889), South Dakota (1889), Washington (1889), Idaho (1890), Wyoming (1890), and Utah (1896).

Spanish-American War (1898): When a mysterious explosion sank the USS Maine, an American battleship stationed in Havana harbor, the United States declared war with Spain, which resulted in the Spanish-American War. The military conflict between Spain and the United States was waged between April and August 1898, over the issues of the liberation of Cuba. The war began after American demands for the resolution of the Cuban fight for independence were rejected by Spain. Strong expansionist sentiment in the United States motivated the government to develop a plan for annexation of Spain's remaining overseas territories including the Philippines, Puerto Rico, and Guam.

Sample Lesson Plans

Unit: The Promise and Problems of the Growth of America's Cities: 1890-1920

Lesson Title: Immigrant Tenement Living in NYC: 1890-1920

Grade Level: Eleventh Grade Advanced Placement U.S. History Students

Essential Question related to the Vital Theme: How does the story told by the photographs of immigrants living in tenement housing compare with the story told by the history books?

Lesson Time: One fifty-five minute class period

Materials: Twelve 17" x 22" Jackdaw black and white photographs of Immigrant Tenement Living: New York City 1890-1920

Activity description and overview of instructional strategies: Divide the class into small groups composed of four students each and distribute the photographs among the groups. Have each group to choose a recorder to take notes. Instruct each small group to answer the following questions about each photograph before passing it along to the next group:

1. What characteristics do the people in the photograph have in common?
2. What characteristics set the subjects apart?
3. Describe the living conditions in the photograph.
4. What emotions, if any, are revealed in the photograph?
5. Is this a homogenous or heterogeneous community?
6. What can you tell about the economic situation by that photograph?
7. Was this photograph staged or candid?
8. What statement, if any, was the photographer trying to make by this photograph?
9. How does the story told by this photograph compare with the story told by the textbook?

Encourage the students to briefly discuss their differences of opinions regarding the photographs. After each group has analyzed all twelve photographs, collect the photos and have the students return to their original seats. For closure, have the students write a brief essay explaining how they think the story told by the actual photographs of the immigrants living in tenement housing compare with the story being told by the textbooks.

Assessment: Grades for this activity will be assigned based on participation and completion of the essay. The facts, interpretation, and analyses of information will be assessed at a later date.

Unit: The Promise and Problems of the Growth of America's Cities: 1890-1920

Lesson Title: Triangle Shirtwaist Factory Fire, 1911

Grade Level: Eleventh Grade Advanced Placement US History Students

Essential Question related to the Vital Theme: How can examining primary source documents from the Triangle Shirtwaist Factory Fire be used to understand the deplorable working conditions that existed in some parts of the cities in the early 1900s?

Lesson Time: One fifty-five minute class period

Curriculum Standards: Course Description Outline for AP US History

Materials: Transcripts of background information regarding the Triangle Shirtwaist Factory Fire, copies of photographs from the scene of the fire, and copies of political cartoons printed in response to the fire

Activity description and overview of instructional strategies: Allow students time to read the

transcripts of the background information about the Triangle Shirtwaist Factory Fire so that they may become familiar with the facts surrounding the incident. Then, lead a discussion about those facts by asking the following questions:

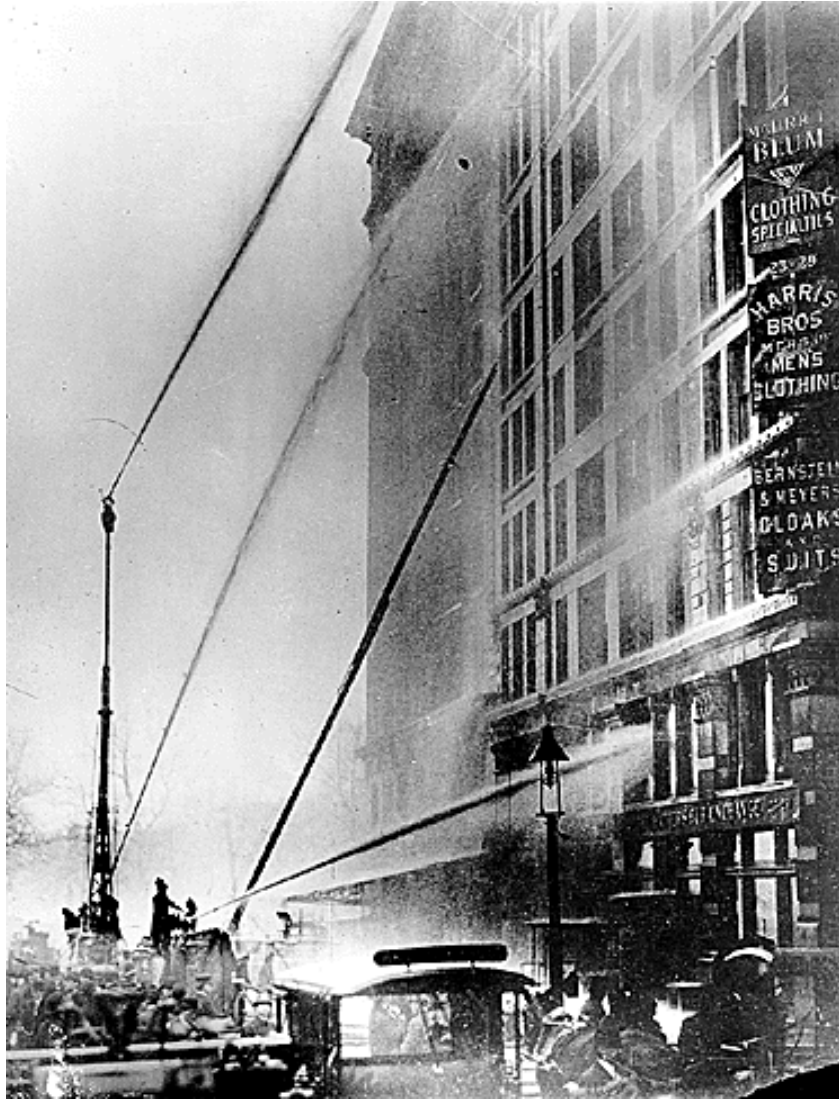
- Who were the majority of the workers in this factory?
- Where was this factory located?
- Why were these workers unable to escape?
- What were the various causes of death at this scene?
- Why was the fire department hindered from rescuing the workers?
- What caused public outrage after this fire?
- How did the government respond to this outrage?
- What happened to the owners of the factory?
- What was the legacy of the Triangle Shirtwaist Factory Fire?

After warning students that some of the photographs from the scene of the fire are somewhat disturbing, distribute the photos for them to examine carefully for the multiple elements within them. Have them discuss the structure of the buildings, the activity taking place, the people involved, the emotions portrayed, and the purpose of the photograph. Allow the students time to discuss how and why they think these photographs influenced the public the way they did. After collecting the photographs, hand out copies of the political cartoons that were published following this horrific incident. Allow the students time to study the drawings to search for clues to their meanings. For closure, assign an essay over one particular cartoon of the students' choice and require them to include the following of information:

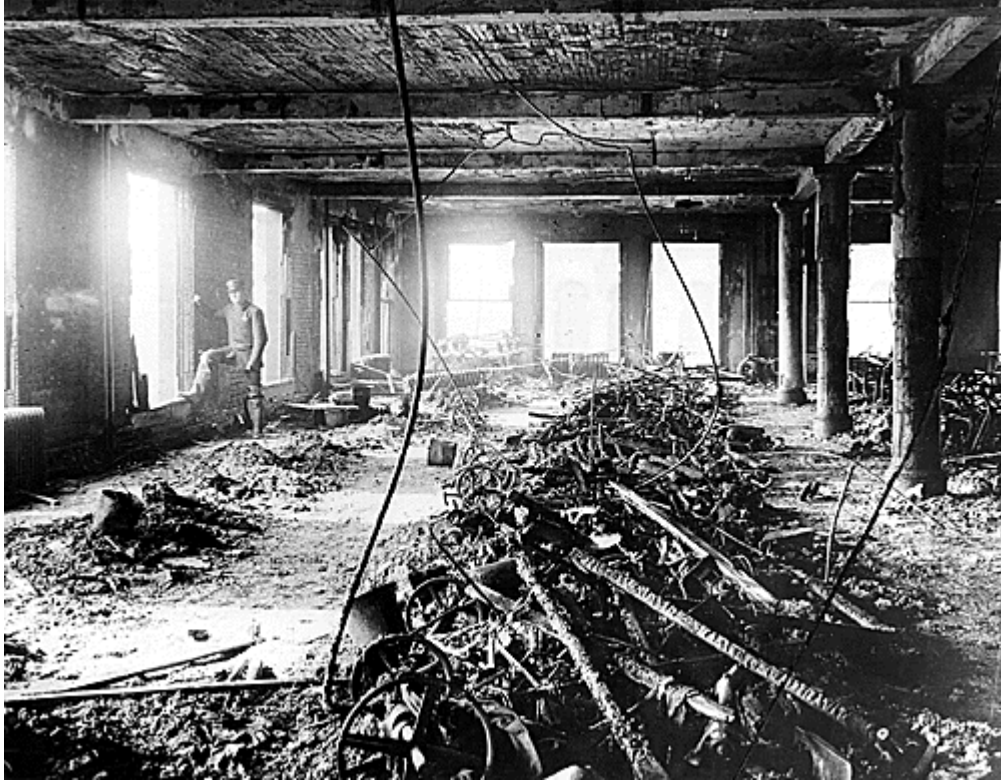
- What people or objects are depicted in the cartoon?
- What words or phrases are used in the cartoon?
- What action is taking place in the cartoon?
- Explain the message of the cartoon.
- What special interest groups would agree/disagree with the message of this cartoon? Why?

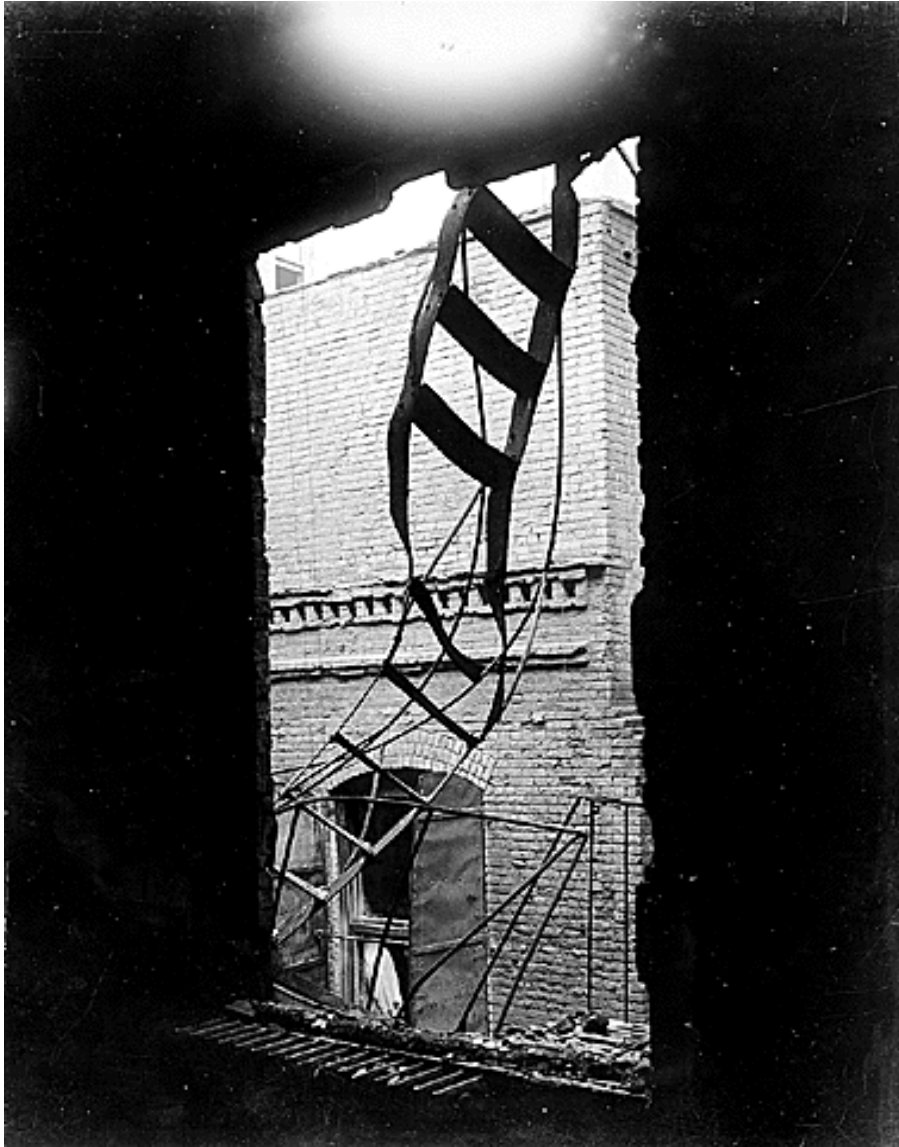
Assessment: Grades for this activity will be assigned based on the use and interpretation of the facts, inference of knowledge, and the quality of the essay.

















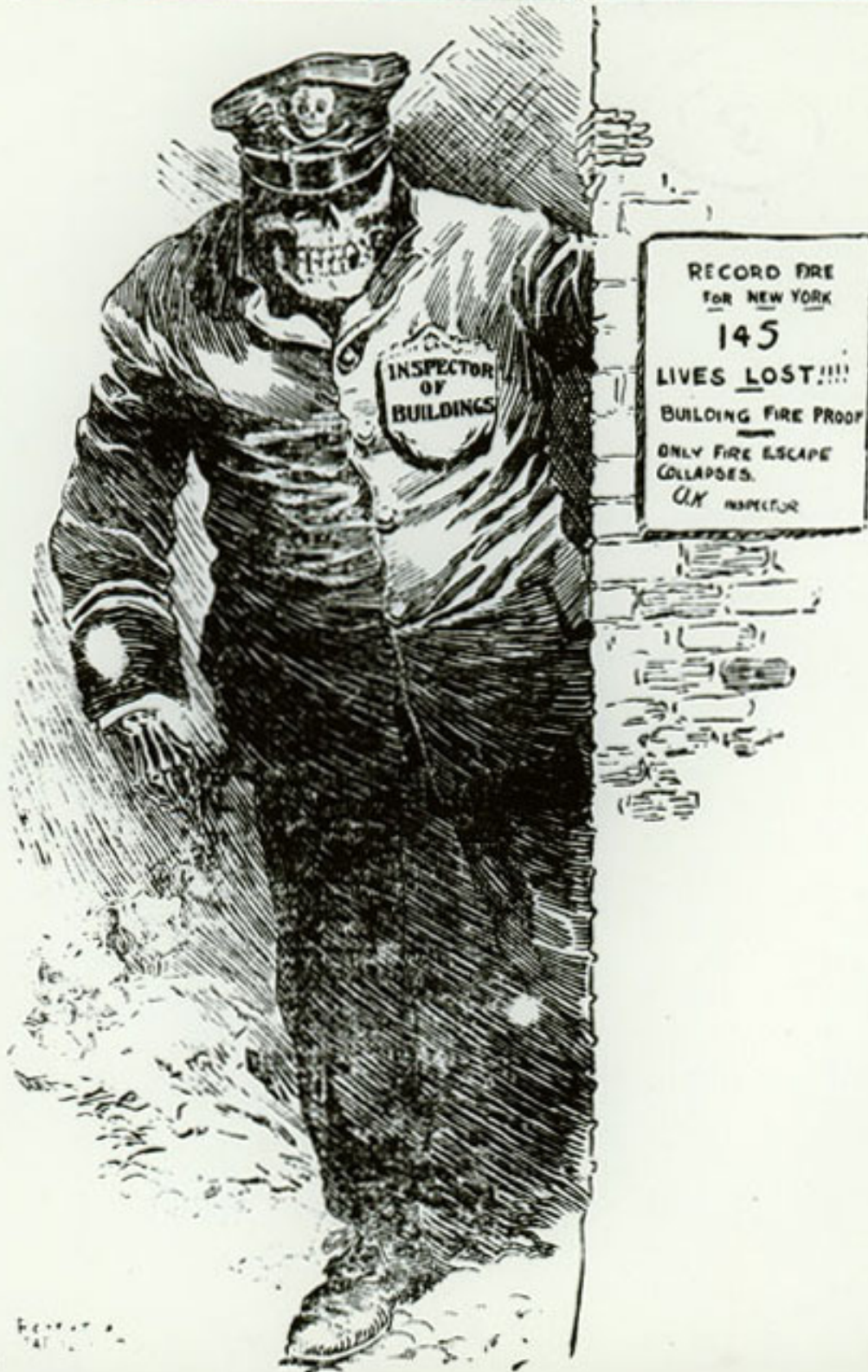




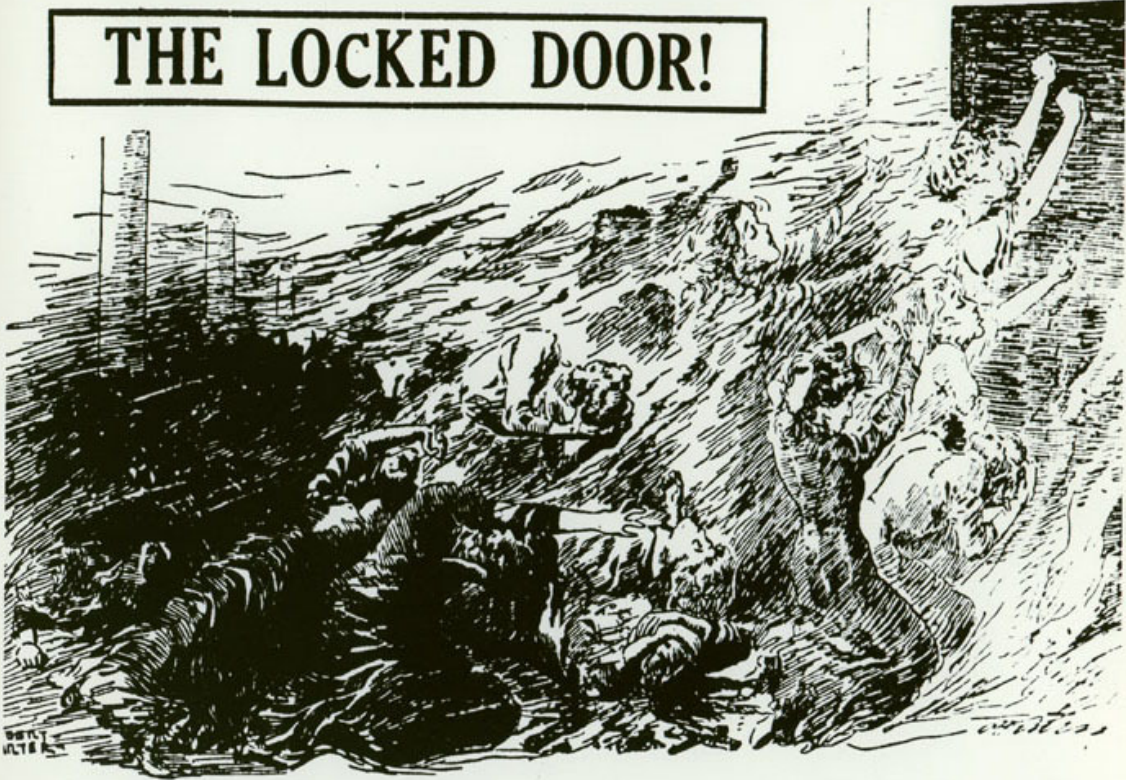


14. Viewing the unfortunates at the Morgue

INSPECTOR OF BUILDINGS!



THE LOCKED DOOR!



Cities: The Promise and Problems of the Growth of America's Cities: 1890-1920

Questions for Discussion

The following are discussion/review questions for teachers to ask students

1. Do you think this nation could have achieved the benefits of industrialization without all the social costs, or did our own government and economic system actually make that impossible?
2. What do you think historians mean when they say the different immigrant groups "adjusted" to American society rather than "assimilated" into it?
3. Considering the hostility among the unskilled workers living in the tenement housing sections of the city, why do you think so few turned to socialism or dared to stage some sort of workers revolution?
4. Despite some of the negative characteristics of the urban setting, how did those very same factors actually generate interest in promoting education? Why did the South lag behind the North in terms of public education?
5. Why do you think the Upper class and the Middle class chose different forms of leisure time activities rather than socializing together?

The following are some questions that are commonly asked by students:

1. If the living conditions were so bad in the cities... why didn't the people just move out to the rural areas?
2. Did the wealthy people have any idea what it was like for the workers and immigrants living in those tenement buildings?
3. Why did the government not do more to help the workers and the immigrants?
4. What did the people living in the tenement buildings do about bathrooms?
5. Would our "wealthy, middle, and poor classes" of today basically fall into the same economic/social classes as in 1890-1920?

DIGGING UP MY FAMILY'S PAST

As a part of our study on life in the United States after the Civil War and the Immigration movement; I am asking you to research your family's history. This is a challenging assignment and will require you to work hard. You will need to interview your relatives to find out about your family's history. Please trace your family back at least five generations and arrange your family tree neatly on poster board. Please be creative on your presentation! (No refrigerator cardboard box etc.) Please use your time wisely, interview your relatives to find out more about your family's history. You may use video tape to record your interview. You will be required to turn in a one page summary of what you have learned about your family, any unique facts about your relatives, any interesting family traditions, etc. (I do not want a list of your relatives typed on your paper. For example: "This is Grandpa Joe and his dad's name was Bill and his dad's name was William" etc. Remember we can read your poster! Tell us something interesting about your family.

If for some reason you are unable to do this project due to family issues such as divorce or lack of information, I will need a note from your parents explaining why you cannot do this project. These are due by _____. No note means you can do this project! For those of you that cannot participate in this project I will assign you a project that will also be due on _____ as well!

On the back you will find a rubric that I will use to grade you. Please use it to help you as you

create your family tree! Remember have fun with this project!
Sign below, cut, and return to your teacher by_____

I understand that this social studies project is due
_____and my failure to complete this project will result in two zero's which will be counted
as test grades!

Student Signature_____ Date _____

Parent Signature_____ Date_____

Project Grade: 5 =A, 4=B, 3=C, 2=D, 1=F

5=Superior. Project shows time, thought, effort and accuracy. This project is a role model for other projects.

4=Excellent. Project shows time, thought, effort and accuracy.

3=Good. Project is good. It shows some time, thought, and effort. However, it lacks in quality.

2=Fair. Student completed the project but is lacking in effort and accuracy.

1=Poor Effort. Project shows no effort. It looks as if the student put very little time in it. There is little, if any, accuracy.

Social Studies Project

Name: _____

Date: _____

* Grades are based on a 60 point scale

Criteria

MEETS REQUIREMENTS OF ASSIGNMENT

20PTS

___/5___ Project selected from "New Immigrants"

___/5___ On Time

___/5___ Neat

___/5___ Meets format requirements

PRESENTATION

20PTS

___/5___ Clear and Easy To Understand

___/5___ Neat Writing

___/5___ Colorful

___/5___ Attractive

CONTENT

20PTS

___/5___ Uncluttered, No Extraneous Details

___/5___ Accurate

___/5___ Shows Correct Detail

___/5___ Appropriate To Topic

COMMENTS:

FINAL GRADE: 55-60=A ; 45-54=B; 32-44=C; 22-31=D; > 22= F

DIGGING UP SOMEONE'S PAST (ALTERNATIVE ASSIGNMENT)

Dear Students,

For those of you that are unable to do the family tree project, I have an alternative assignment for you. I would like for you to select a topic such as child labor, immigration, city life/ factory work during the late 1800's etc. that interests you. You will be responsible for researching more about this subject. You will need to go to the school library or your local library to find books on these people. If you would like you may research some of the more interesting people. Some of the people you can research can be people like Samuel F. B. Morse, Andrew Carnegie, and John D. Rockefeller, etc.

You are expected to read at least one book on your particular person or topic. Once you have read it or have completed your research, you will need to write a one to two page summary of the book or research you have chosen. You will present your report on the same day the other students present their family tree

projects. I will have a rubric on the day of the presentations. You must work hard for this project and do your best!

Materials

1. Reading for Teachers

a.) General

1. John A. Garraty, *The New Commonwealth* (New York: Harper, 1968)
2. Robert Wiebe, *The Search for Order, 1877-1920* (New York: Hill and Wang, 1967)
3. Samuel P. Hays, *The Response to Industrialization, 1885-1914* (Chicago: University of Chicago Press, 1957)
4. Robert Higgs, *The Transformation of the American Economy* (New York: Wiley, 1971)
5. Stephan Thernstrom, *Poverty and Progress* (Cambridge: Harvard University Press, 1964)

b.) Specialized

1. John Ise, *Sod and Stubble: The Story of a Kansas Homestead* (Lincoln: University of Nebraska Press, 1936), excellent on homesteading.
2. Jessica H. Foy and Thomas J. Schlereth, *American Home Life, 1880-1930* (Knoxville: University of Tennessee Press, 1992), how the middle and upper class lived.
3. Herbert Gutman, *Work, Culture, and Society in Industrializing America* (New York: Knopf, 1976)
4. Walter LaFeber, *The New Empire: An Interpretation of American Expansion, 1860-1898* (Ithaca: Cornell University Press, 1998 ed.)
5. Nell Irvin Painter, *Standing at Armageddon: The United States, 1877-1919* (New York: Norton, 1987)
6. Alice Kessler-Harris, *Out to Work: A History of Wage-Earning Women in the United States* (New York: Oxford University Press, 1982)
7. Moses Rischin, *The Promised City: New York Jews* (Cambridge: Harvard University Press, 1962)
8. Seymour Mandelbaum, *Boss Tweed's New York* (New York: Wiley, 1965)
9. Paul H. Bergeron, Stephen V. Ash, and Jeanette Keith, *Tennesseans and Their History* (Knoxville: University of Tennessee Press, 1999)

2. Reading for Students

April Jones Prince, *Twenty-One Elephants and Still Standing* (Houghton Mifflin, 2005)

This well-researched, handsomely illustrated picture book captures the anticipation and uncertainties of those who witnessed the building of the Brooklyn Bridge. Focusing on Phineas T. Barnum of circus fame, who saw in the doubt an opportunity, Prince describes the pachyderm procession up Broadway, past City Hall, and over the bridge to Brooklyn. As viewers' and readers' excitement mounts, the author queries: How many pounds can the wondrous bridge hold? How many elephants are too great a load? After the successful spectacle, skeptics crossed fearlessly, and where did they go? Why, they went to the Big Top, of course! While many picture books have been written about this famous construction, this one is by far the best read-aloud. The sparse, yet powerful text contains both alliteration and occasional rhyme, making it a pleasure for readers and listeners alike. Roca's masterful paintings capture both the spirit of the times and of the expansive bridge, extending beyond the confines of the page to cover almost half of the adjacent one.

Harriette Gillem Robinet, *Children of the Fire* (Aladdin, 2001)

Robinet makes history come alive in this riveting account of the Great Chicago Fire as witnessed by an orphaned African American girl. Eager for adventure, Hallelujah, a former slave, follows her foster brother through city streets to watch the conflagration that has started in Chicago's West Division. Excitement turns to fear when the 11-year-old girl sees rows of buildings engulfed in flames and realizes how many people have lost their homes. During the next few hours, as she weaves her way through crowds, experiences the chaos that is the aftermath of destruction and shares the pain of loss with strangers, Hallelujah learns how all people become equals in times of crisis. Hallelujah emerges as a likable, spunky heroine who discovers her self-worth during the course of events. Readers will feel the intensity of her emotions and will applaud her ability to cling to hope in the midst of disaster.

Pat Ross, *Hannah's Fancy Notions: A Story of Industrial New England* (Harcourt Brace, 1993)

Hannah, 10, longs to see her older sister Rebecca return from her mill job in Lowell, Mass. Since their mother's death, their father has gradually stopped supporting the family, and Hannah is left to look after the three younger children. One day, Hannah makes a birthday gift for Rebecca, a bandbox devised out of wallpaper scraps and cardboard. Her father helps her perfect the design, and much to their delight, they drift into business, selling the boxes to working girls who travel home on weekends. Although her father's skillfulness helps, it is Hannah's creative ideas "fancy notions" harnessed with effort and thrift that save the family, giving them something to share.

Marilyn Sachs, *Call me Ruth* (Harper, 1995)

An eight-year-old Russian Jewish girl newly arrived in New York City in 1908 is torn between loyalty to her "greenhorn" mother and her desire to embrace contemporary American ways.

Sue Guthridge, *Thomas Edison: Young Inventor* (Aladdin, 1986)

A biography focusing on the childhood of the inventor who patented more than 1,100 inventions in sixty years, among them the electric light and the phonograph.

Zachary Kent, *Andrew Carnegie: Steel King and Friend to Libraries* (Enslow, 1999)

This latest addition in the Historical American Biographies series is a well-written and balanced biography of a poor Scottish immigrant who came to America at the age of 13 and immediately began work in a cotton mill and bobbin factory with his father. A small, energetic, honest worker, he seized opportunities to forward his career. At age 15 he began as a telegraph operator, then worked for the Pennsylvania Railroad, and finally formed Carnegie Steel, the largest steel company in the world. At age 20, following the death of his father, Carnegie became the sole supporter of his family. Kent details how Carnegie's real interest later in life became the "business of giving"; he believed that "the man who dies . . . rich dies disgraced." Librarians know his story well, but students will be astonished by the amount of money he gave and the number of libraries he built.

Naomi Pasachoff, *Alexander Graham Bell: Making Connections* (Oxford, 1996)

This extremely useful book concentrates more on Bell's work as an educator and inventor than on his personal life. Two-to-three page inserts explain the various scientific principles discussed in the main text. For example, Bell was intensely involved in teaching the deaf. As this part of his life is discussed, an insert explains sound, speech, and hearing, and how all three are intertwined. Glimpses of the man behind the scientist are given in a lively, yet informative fashion. Black-and-white photos and reproductions enhance the presentation and bring the personal details to life. Although there are many books on Bell available, this one is a worthy addition to any collection.

William Jay Jacobs, *Ellis Island: New Hope in a New Land* (Atheneum, 1990)

A brief history describing the building of the immigration facility, the millions of people who passed through it, and its eventual deterioration and renovation as an historical site. The book also covers the immigration experience, including reasons for coming to the U. S., conditions on ships, the rigors of being accepted for residency, and an historical overview of immigration laws. Throughout the text, Jacobs captures the hope and determination that drove those millions to leave their countries and come here. The excellent black-and-white photos help convey Jacobs' message by providing a look at the conditions on ships and at Ellis Island.

Louise Peacock, *At Ellis Island: A History in Many Voices* (Atheneum, 2007)

The experiences of people coming to the United States from many different lands are conveyed in the words of a contemporary young girl visiting Ellis Island and of a girl who immigrated in about 1910, as well as by quotes from early twentieth century immigrants and Ellis Island officials.

Barbara Greenwood, *Factory Girl* (Kids Can Press, 2007)

The year is 1912, and Emily Watson has every reason to hope that she will complete her 8th-grade education and enter one of the occupations newly opened to women—clerk, nurse, maybe even teacher. That is, until her father's letters abruptly stop and her family is thrown into poverty. The 12-year-old is forced to seek employment in a sweatshop, snipping garment threads for four dollars a week. The work is brutal; she stands in place 11 hours a day, unable to speak to anyone, surrounded by filth and rats, danger, cruel bosses, and the constant din of the machines. Yet, Emily's job keeps her family from starvation. This compelling look at child labor is interspersed with excellent photographs and detailed information about this troubling time in our nation's history. Greenwood describes not only the poverty that Emily and her family experience, but also explains its causes and hints at its cure. Interspersed with excellent-quality archival

photos, this title is sure to spur discussion of many contemporary movements, including immigration, women's and worker's rights, and health care reform, but be aware that it is classified as fiction.

Activities (school trips & tours/guests/local resources)

McGhee Tyson Air Force Base, Alcoa

Steelworkers Union Hall, Alcoa

Englewood's Textile Museum, Englewood

Etowah Train Depot, Etowah,

Living Heritage Museum, Athens

Ducktown Museum, Ducktown/Copper Basin

Questions You Might Ask Students

1. Can you explain why the capitalists that were instrumental in industrializing the United States were sometimes referred to as “captains of industry” and at other times referred to as “robber barons?”

“Captain of industry” was a term originally used in the United Kingdom during the Industrial Revolution describing a business leader whose means of amassing a personal fortune contributes positively to the country in some way. This may have been through increased productivity, expansion of markets, providing more jobs, or acts of philanthropy. This contrasts with robber baron, a term used to describe a business leader using political means to achieve their ends.

2. How did the labor movement influence the growth of the industrialization of the United States?

Industrialization in America brought conflict and stress between businesses and the labor force as mechanized production began to replace household manufacturing. In the 19th century, an effort to count the balance of power more evenly, the labor force began to form Labor Unions that would help them to bargain for better rights. The first of these were limited in being successful because of the imbalance of power. There were occasional strikes that showed the signs of conflict between employers and workers. Skilled craft workers were the only groups able to support a union during the Great Depression. The earliest labor organizations in the United States were started in New York City and Philadelphia, Pennsylvania in the later end of the 18th century. These unions represented the crafts of printers and shoemakers. The American Federation of Labor union was the most successful mainly because they focused on improving the wages and working conditions of its members.

3. Who was Jane Addams? What is the Hull House?

To address the ills of the city life, men and women opened settlement houses in poor neighborhoods. Addams' Hull House in Chicago was the most famous. Jane Addams typified the attitudes of the first group of college educated women. Since family structures limited individual

freedom, many of these ambitious and socially conscious women chose to defer marriage or remain single. Hull House provided an opportunity for these women to achieve personal satisfaction. Located in the center of an immigrant neighborhood, and it provided many services to the surrounding community. Its social workers offered classes and operated a gymnasium, playground, theater, and a cooperative boarding house. Many women worked at Hull House, some remaining for several years, others staying a few years before leaving to get married. Similar communities, mostly run by women, sprang up all over the country.

4. Describe the life of a Lowell Factory Girl.

The Lowell System combined large-scale mechanization with an attempt to improve the stature of its female workforce. A few girls who came with their mothers or older sisters were as young as ten years old, some were middle-aged, but the average age was about 24. Usually hired for contracts of one year (the average stay was about four years), new employees were given assorted tasks as spare hands and paid a fixed daily wage while more experienced loom operators would be paid by the piece. They were paired with more experienced women, who trained them in the ways of the factory.

Conditions in the Lowell mills were severe by modern American standards. Employees worked from five am until seven pm, for an average 73 hours per week. Each room usually had 80 women working at machines, with two male overseers managing the operation. The noise of the machines was described by one worker as "something frightful and infernal", and although the rooms were hot, windows were often kept closed during the summer so that conditions for thread work remained optimal. The air, meanwhile, was filled with particles of thread and cloth.

5. What does Manifest Destiny mean?

Manifest Destiny was the 19th century belief that the United States was destined to expand across the North American continent, from the Atlantic seaboard to the Pacific Ocean. It was used by Democrats in the 1840s to justify the war with Mexico; the concept was denounced by Whigs, and fell into disuse after the mid 1850s.

Advocates of Manifest Destiny believed that expansion was not only wide but that it was readily apparent (manifest) and inexorable (destiny).

Questions You Might Be Asked by Students

1. What happened to Boss Tweed?

In 1870s, news about Tammany Hall's corruption began to break, and by 1873, Boss Tweed was imprisoned for his role in the corruption scandal, as were numerous others. Contemporaries suggested that many people involved in the Tweed Ring got off lightly, because imprisoning everyone involved in Tammany Hall would have emptied the streets of New York City. Boss Tweed briefly escaped prison, fleeing to Cuba and later Spain, but he was recaptured and sent back to the United States, where he died in 1878.

2. Who invented barbed wire?

Barbed wire was commercially developed in 1874 by American inventor Joseph Glidden (1813-1906). Consisting of steel wires that are twisted together to make sharp points resembling thorns, the material was quickly implemented in the West to construct fences. With trees scarce on the Great Plains, farmers had lacked the materials to erect wooden fences. Instead they resorted to planting prickly shrubs as a way of defining their lands and confining livestock. However, this method was not always effective. With the advent of barbed wire, farmers were

able to fence in their acreage. Cattle owners became angered by small farmers who put up barbed wire: They had previously allowed livestock to roam the open plain. Fearing depletion of grazing lands, ranchers also began using barbed wire to fence tracts, whether or not they could claim legal title to them. Disputes arose between ranchers and between ranchers and farmers. In 1885 President Grover Cleveland (1837-1908) brought an end to illegal fencing, ordering officials to remove barbed wire from public lands and Indian reservations. Legal use of the material to define land claim boundaries brought the demise of the open range and helped speed agricultural development of the prairie.

3. Why did we move the Indians off their land?

Early in the 19th century, while the rapidly growing United States expanded into the lower South, white settlers faced what they considered an obstacle. This area was home to the Cherokee, Creek, Choctaw, Chickasaw and Seminole nations. These Indian nations, in the view of the settlers and many other white Americans, were standing in the way of progress. Eager for land to raise cotton, the settlers pressured the federal government to acquire Indian territory.

4. What did the settlers on the plains do for fun?

The Great Plains settlers enjoyed getting together with one another to celebrate about anything they could find to celebrate. Equally hard play accompanied hard work. They got together quite often to socialize merrily with games, parades, races, and other festivities.

5. Why did children have to work?

Children were expected to work on the farm. Even those who were more prosperous thought of work as good in itself; they assumed it was good for children to work. Children often received little attention from their parents. They were not seen as requiring protection, or space and time of their own. Unprotected by child labor laws, children of the frontier spent hours in the fields and around the house doing strenuous work for days on end.

Technology (Web Sites)

The National Archives: For Educators and Students: www.archives.gov/education

The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

Gilder Lehrman Institute of American History: www.gilderlehrman.org

The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

Tennessee History For Kids: www.tnhistoryforkids.org

Tennessee History for Kids is a place to go for both students and teachers to go to find information on

Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

Our Documents: www.ourdocuments.gov

The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting our current documents due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

California as I Saw It: First-Person Narratives of California's Early Years, 1849-1900':

<http://memory.loc.gov/ammem/cbhtml/cbhome.html>

California as I Saw It: First-Person Narratives of California's Early Years, 1849-1900' consists of the full texts and illustrations of 190 works documenting the formative era of California's history through eyewitness accounts. The collection covers the dramatic decades between the Gold Rush and the turn of the twentieth century. It captures the pioneer experience; encounters between Anglo-Americans and the diverse peoples who had preceded them; the transformation of the land by mining, ranching, agriculture, and urban development; the often-turbulent growth of communities and cities; and California's emergence as both a state and a place of uniquely American dreams. The production of this collection was supported by a generous grant from the David and Lucile Packard Foundation.

National Museum of American History: <http://americanhistory.si.edu/>

Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

Digital History: <http://www.digitalhistory.uh.edu/>

Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

Immigration: Stories of Yesterday and Today:

<http://teacher.scholastic.com/activities/immigration/tour/index.htm>

Interactive tour of Ellis Island and additional resources for teachers.

Epilogue

Andrew Carnegie never grasped the fact that by 1901 he had become the richest man in the world. Looking back on his enormously successful career with a great amount of incredibility, he once asked his private secretary, "How much did you say I had given away?" The secretary's reply was "\$324,657,399" (\$3.25 billion in 1991 dollars). "Good Heaven!," Carnegie exclaimed, "Where did I ever get all that money?"⁴

In addition to his bold ideas and his regimen of hard work, Carnegie was fortunate to appear on

⁴ Using John J. McCusken's *How Much Is That in Real Money? A Historical Price Index for Use as a Deflator of Money Values in the Economy of the United States* (Worcester, Massachusetts: American, Antiquarian Society, 1992) one can convert past monetary sums to 1991 dollars.

the scene at precisely the right time. The Civil War had given an enormous impetus to the United States' iron industry, and the once-poor bobbin boy in a cotton mill and then telegraph operator saw an opportunity and quickly acquired the Keystone Bridge Company. By 1868 he had an income of \$50,000. He then took a huge risk and (as he put it) "put all my eggs in one basket." The "basket" was **steel**, a new product which was an alloy of iron, carbon, and other materials. The rapidly expanding nation desperately needed steel for its machinery, railroads, and an almost endless variety of other products. Carnegie was on the scene to fill that need. In 1901, he sold his company to banking behemoth J. P. Morgan, who was assembling the pieces of the new United States Steel Company, for \$250,000,000 (5.45 billion in 1991 dollars).

Many students of history see Andrew Carnegie as a symbol of a "Gilded Age" in which some men made fortunes while others starved, when politics often was corrupt and politicians were for sale to the giants of industry, when Native Americans made their last stands against the ever-encroaching frontier, when African Americans had not come very far from their status as slaves, when farmers fed the towns and cities but had little for themselves. Indeed, as modern America was in the process of being born, that process was not without terrible pain, suffering, and inequality. In the end, most were better off than their parents or grandparents had been, although at the same time they felt that something important had been lost: their sense of independence and innocence.

While Andrew Carnegie represented some of the worst features of the Gilded Age, in one sense he was very different from his millionaire contemporaries. "[T]he amassing of wealth is one of the worst species of idolatry," he once wrote. "[N]o idol [is] more debasing than the worship of money." To live just to make money, he ruminated, "must degrade me beyond hope of permanent recovery."⁵ As we have seen, Andrew Carnegie spent a great deal of his time giving his money away supporting scientific research, endowing libraries and concert halls, supporting a university, founding the Carnegie Endowment for International Peace, and establishing the Carnegie Foundation for the Advancement of Teaching. To be sure, other industrialists of the time (John D. Rockefeller, Leland Stanford, James B. Duke, Henry Clay Frick, Cornelius Vanderbilt, and others engaged in philanthropic activities, although never to the extent that Carnegie did.

And so Andrew Carnegie **can** be seen as a representative of the era of industrialization, an era of accumulation and want, of progress and poverty, of generosity and selfishness, of kindness and cruelty, of paternalism and racism, of idealism and imperialism. Some people, Carnegie included, used the philosophy of Englishman Herbert Spence to justify their activities as merely the working out of evolution and "survival of the fittest." Thomas Jefferson, who dreamed of a republic of free and independent farmers, would have been severely disappointed.

⁵ Robert L. Heilbroner, "Carnegie and Rockefeller," in *A Sense of History: The Best Writing from the Pages of American Heritage* (New York: American Heritage, 1985), 430-31.