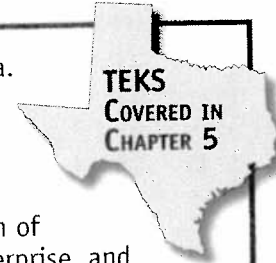




INDUSTRIALIZATION AND THE "GILDED AGE"



- **History 2(A)** Identify the major characteristics that define an historical era.
- **History 2(B)** Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.
- **History 2(C)** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- **History 3(B)** Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, the rise of entrepreneurship, free enterprise, and the pros and cons of big business.
- **History 3(C)** Analyze social issues affecting ... children and philanthropy of industrialists.
- **Economics 15(B)** Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts [and] the Interstate Commerce Act.
- **Citizenship 24(B)** Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie
- **Culture 26(A)** Explain actions taken by people to expand economic opportunities and political rights ... in American society.
- **Science, Technology, and Society 27(A)** Explain the effects of scientific discoveries and technological innovations such as electric power, telephone, petroleum-based products, [and] steel production ... on the economic development of the United States.

In this chapter, you will learn how the United States became one of the world's leading industrial powers. New inventions and the organizing skills of America's great entrepreneurs vastly increased the country's industrial capacity. The spread of railroad lines and telegraph wires helped lead to the emergence of a national market. Industrial workers, ill-treated and poorly paid, began organizing into unions to obtain better working conditions.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|-----------------------------|-----------------------|---------------------------|
| ■ Bessemer Process | ■ Entrepreneur | ■ Interstate Commerce Act |
| ■ Transcontinental Railroad | ■ "Gilded Age" | ■ Sherman Anti-trust Act |
| ■ Alexander Graham Bell | ■ Captain of Industry | ■ Child Labor |
| ■ Telephone | ■ Robber Baron | ■ <i>Laissez-faire</i> |
| ■ Thomas Edison | ■ Andrew Carnegie | ■ Union |
| ■ Free Enterprise System | ■ Philanthropy | ■ Knights of Labor |
| ■ National Market | ■ John D. Rockefeller | ■ AFL |
| ■ Corporation | ■ Monopoly | ■ Samuel Gompers |

— IMPORTANT IDEAS —

- A. American industrialization proceeded at a rapid pace in the decades after the Civil War.
- B. New inventions — such as the **Bessemer Process** for making steel, sewing machine, typewriter, telegraph, telephone, oil well, and electricity — all contributed to America's economic progress.
- C. The **Transcontinental Railroad** was first completed in 1869. It made it possible to travel to California. Additional railroad construction created a demand for steel and tied the country together, creating a truly national market from coast to coast.
- D. The **free enterprise system** encouraged entrepreneurs to develop new industries and expand them. Population growth, the rise of the **corporate** form of business, and the skills of **entrepreneurs** also contributed to America's economic growth.
- E. **Andrew Carnegie**, **John D. Rockefeller**, and other successful entrepreneurs helped organize and increase production.
- F. **Andrew Carnegie** bought iron ore fields, coal mines and ships to have complete control over the production of steel. He kept wages low and spent millions on **philanthropy**.
- G. **John D. Rockefeller** made his fortune refining oil. He obtained secret, beneficial rates from train companies, giving him a competitive advantage.
- H. Under the system of *laissez-faire*, government took a "hands-off" policy towards business. Nevertheless, the government promoted economic growth by providing a system of laws to protect property and enforce contracts, regulating currency and interstate trade, and imposing tariff duties on foreign goods.
- I. Workers faced difficult conditions in industrial America. Most were unskilled and spent long days at boring, repetitive tasks for low wages. They also lacked any job security. Working conditions were often unhealthy or hazardous.
- J. Workers tried to bargain collectively by forming **unions**, which occasionally went out on **strike** — temporarily refusing to work.
- K. The **Knights of Labor** tried to unite all American workers, both skilled and unskilled, into one national labor union, but this was not successful.
- L. The **American Federation of Labor** (A.F. of L.) led by **Samuel Gompers**, was a national federation of different craft unions of skilled workers.

ESSENTIAL QUESTIONS

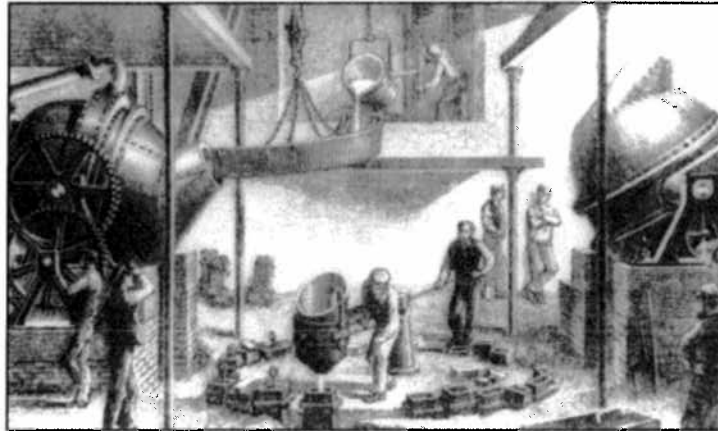
- What factors encouraged American economic growth in the decades after the Civil War?
- How did workers fare in the new industrial America?
- Could workers have improved their working conditions without organizing labor unions?
- How did industrialization bring both positive and negative changes?

AMERICA INDUSTRIALIZES

American industrialization proceeded at a rapid pace in the decades after the Civil War. Some historians consider this period America's "Second Industrial Revolution."

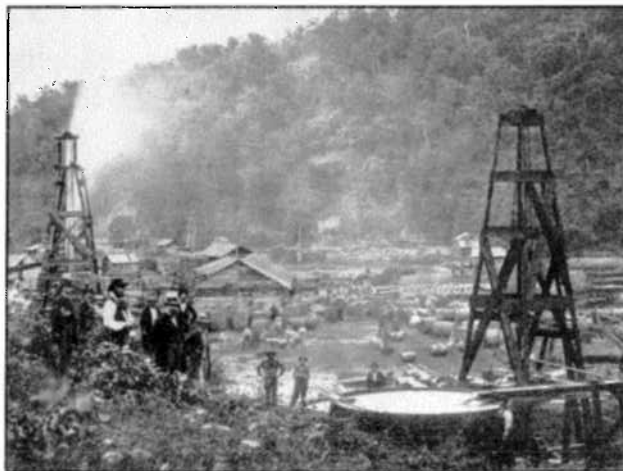
TECHNOLOGICAL INNOVATIONS

New inventions and technologies helped fuel the great economic expansion of the late nineteenth century. In the decades after the Civil War, steam and electricity replaced human and animal strength. Iron replaced wood, and steel replaced iron. The **Bessemer process** made the production of steel more economical. Before the Bessemer process, it took an entire day to produce 5 tons of steel; afterwards, the same quantity of steel could be made in a mere 15 minutes.



In 1855, Henry Bessemer developed a new and more efficient method of making steel.

The power of steam now drove textile mill spindles, sewing machines and other equipment. This steam generally came from the burning of coal to heat water. New pneumatic drills were able to cut deeper into the Earth than ever before to mine this resource. In 1860, 14 million tons of coal were mined in the United States; by 1884, the amount was 100 million tons. The center of the coal mining industry was western Pennsylvania. The first oil well was also drilled in Pennsylvania in 1859. Improvements in refining allowed petroleum products to be used in lighting and machine lubrication. The internal combustion engine, developed at the end of the nineteenth century, used gasoline from oil to run cars and the first airplanes.



One of the earliest oil wells in Pennsylvania.

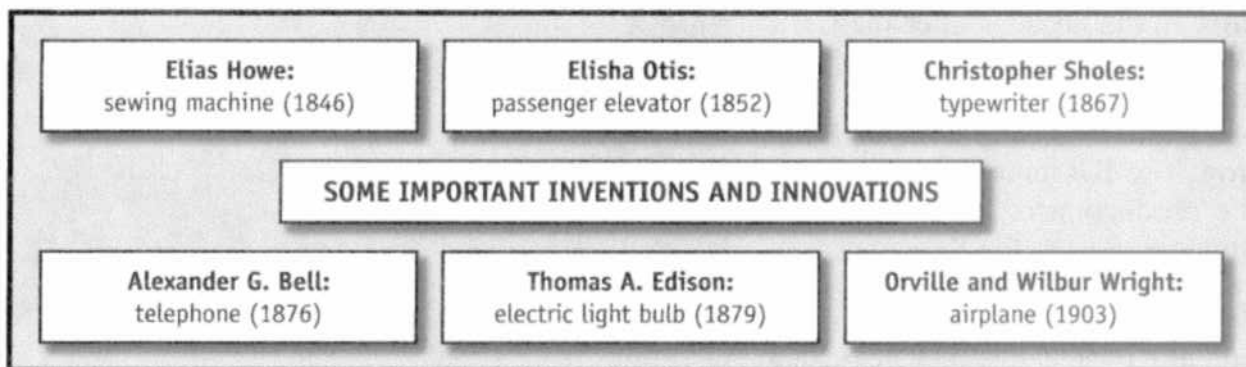
The Commercial Use of Electricity. The application of electricity was another of the period's most significant developments. For its first commercial use, electricity was used as a means of communication along telegraph wires. In 1876, **Alexander Graham Bell**, (1847–1922) an educator of the deaf, invented the telephone. The telephone and telegraph allowed people to communicate across great distances.

Name _____

UNLAWFUL TO PHOTOCOPY OR
PROJECT WITHOUT PERMISSION

In 1879, **Thomas Edison** combined the right kind of inert gas and glowing metal filament to produce the first effective electric light bulb. Electricity also ran motors, which started to be used to drive the machinery in factories. By 1900, electricity was also being used to power an increasing number of other types of machines, including electric streetcars and subway trains. Electrical refrigerators were introduced in the 1920s. Each new technological innovation had a dramatic effect on raising people's standard of living as well as on the nation's economy.

Edison with his electric incandescent lamp.



THE GROWTH OF RAILROADS

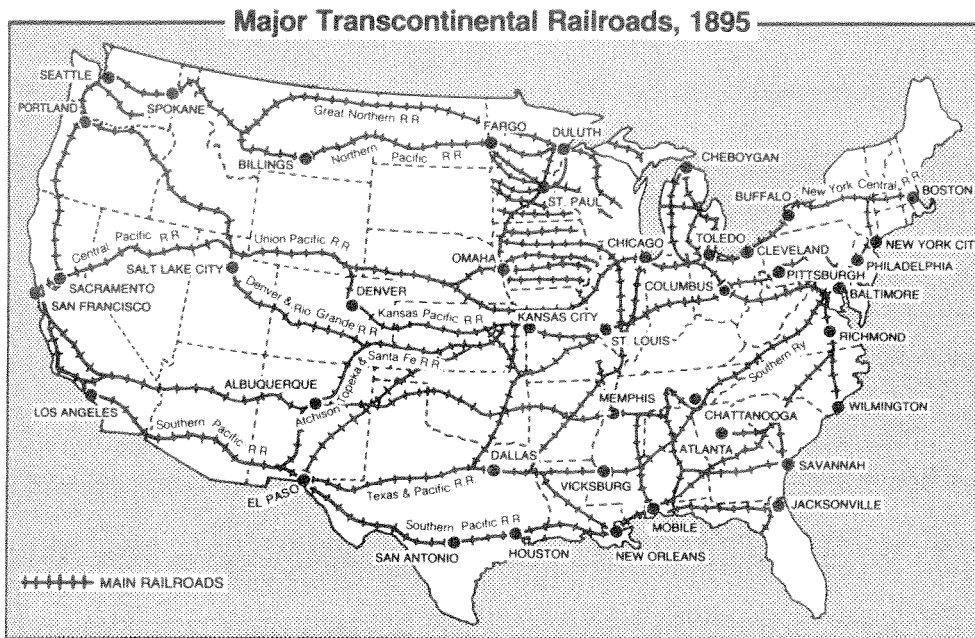
Before the Civil War, Northerners and Southerners had been unable to agree on a route for a Transcontinental Railroad. After the South seceded, it was clear that the route would run through the North.

After the war, separate crews of engineers and laborers worked from California eastward and from the middle of the country westward. To lay the track, they had to cut through the high mountains of the Sierra Nevada. Many of the laborers working on the **Transcontinental Railroad** on the California side were Chinese immigrants. These immigrants received just \$26 to \$35 a month for a 12-hour day, 6-day work week, and they even had to provide their own food and tents.



Completion of the Transcontinental Railroad at Promontory Point, Utah.

The two halves of the first Transcontinental Railroad were finally connected in 1869 at Promontory Point, Utah. The journey from coast to coast was instantly reduced from several months to a few weeks. Trunk lines were soon built, connected to the main transcontinental line. New railroad tracks were also laid in the Northeast, Midwest, and South, bringing Americans closer together than ever before.



DEVELOPMENT OF A NATIONAL MARKET

In the late nineteenth century, a truly national market emerged for the first time. Railroads, canals, telegraphs and telephones linked together different parts of the country. Shipping raw materials and finished goods became less expensive. National producers could make and ship goods more cheaply than local producers, since they could take advantage of more machinery and greater economies of scale. The high investment costs of mass-production manufacturing required a large market to be profitable. New methods of selling were developed, such as department stores, chain stores, and mail-order houses, including Sears and Roebuck. Manufacturers could advertise in magazines and newspapers, and sell the same goods throughout the country.

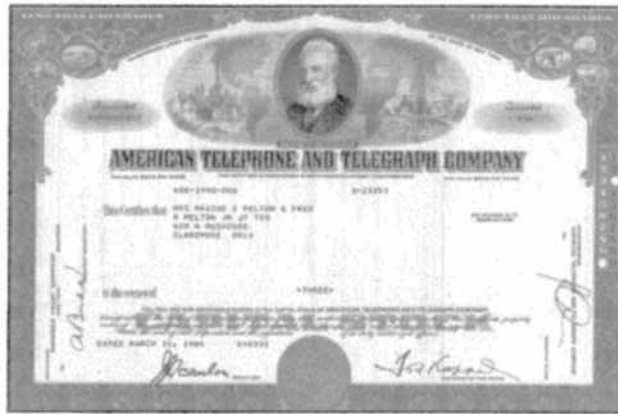
THE IMPACT OF POPULATION GROWTH

In the late nineteenth century, the United States experienced continuous population growth in nearly every part of the nation. Between 1850 and 1900, the population more than tripled. In 1850, there were 23 million Americans; by 1900, there were 76 million. This large population increase was fueled by a high birthrate and a constant stream of European immigrants. Population growth created favorable conditions for business expansion. There was a steadily rising demand for goods, and a plentiful supply of cheap labor to make them. But the growing population also made increasing demands on the natural environment, using up resources.

NEW TYPES OF BUSINESS ORGANIZATION

Before the Civil War, most American businesses were owned by individuals or by a group of partners. After the war, the corporate form of business became much more common. A **corporation** is a company chartered by a state and recognized in law as a separate "person."

A corporation issues shares to investors, also known as “stocks,” making each **shareholder** a partial owner. The more stock a person owns, the larger is that person’s share of the corporation. Owners of stock share in the corporation’s profits in the form of dividends. They can also sell their stocks to other buyers. The shareholder is only responsible for the shares he or she owns in the company. The investor cannot otherwise be sued or be held responsible for company losses.



A stock certificate in the A.T.&T. Corporation.

The corporate form of enterprise made it possible for many people to pool their money together. This made it possible for companies to raise the vast sums of money required to build railroad lines, coal and iron mines, steel mills, and large mass-production factories. Corporations made modern industrial production possible.

THE FREE ENTERPRISE SYSTEM

The success of America’s industrialization was based, in part, on its free enterprise system. Every society must answer three basic economic questions to determine how to use its limited resources:

What **1** should be produced?

How **2** should it be produced?

Who **3** gets what is produced?

The United States has a free enterprise system to answer these three basic economic questions. In a **free enterprise system**, individuals are free to produce and sell whatever they wish; they are also free to buy and use whatever they can afford. Individuals therefore enjoy the freedom of making their own economic decisions.

This means producers get to decide what to produce, how much to produce, what to charge customers for their goods, and what to pay employees, and not the government. Decisions in a free-enterprise economy are influenced solely by the pressures of competition, and supply and demand. This economic system is often contrasted with a planned economy, in which a central government decides what will be produced and in what quantities.

Some individuals invest their money in businesses to produce and sell goods and services. They hope to make a **profit** (*extra money after all expenses are paid*). Several producers often make the same goods or offer the same services. This gives consumers a choice. It also forces producers to attract consumers by providing higher quality at reduced prices. Less efficient producers go out of business when they cannot compete successfully.

APPLYING WHAT YOU HAVE LEARNED

- ★ To what extent did technology, railroads, the free enterprise system, the rise of national markets, and population each play a role in making the United States an industrial giant. Support your answer with historical evidence.
- ★ Create a chart or Venn diagram listing the advantages and disadvantages of the corporate form of business organization.

ENTREPRENEURSHIP AND PHILANTHROPY

An **entrepreneur** is a person (or *small group*) who starts a business in the hope of making a profit. In the 1870s, entrepreneurs began to exercise a dominant influence on American economic life. Through the efficiencies of large-scale production, these industrial entrepreneurs lowered the prices of goods, making them more affordable, while also improving their quality. These entrepreneurs were also able to reap huge profits for themselves, creating immense wealth. Because of their lavish lifestyles, the period from 1865 to 1900 became known as the "**Gilded Age**."

Some observers considered these entrepreneurs "**Captains of Industry**" because they forged the modern industrial economy. Their critics called them "**robber barons**" because of the ruthless tactics they used to destroy competition and to keep their workers' wages low. Two of the most successful entrepreneurs in this era were Andrew Carnegie and John D. Rockefeller.

ANDREW CARNEGIE

Andrew Carnegie worked his way up from a penniless Scottish immigrant to one of America's richest and most powerful men. He first worked as a boy in a cotton mill. Later, he was a telegraph operator for a railroad. Carnegie became friends with the president of the railroad, who promoted him and advised him on investments.

After the Civil War, Carnegie invested in ironworks and built a steel mill in Pittsburgh, selling iron and steel to railroad companies for tracks. With his profits, he bought other steel mills and founded the Carnegie Steel Corporation in 1892. His steel mills undercut the competition. He bought iron ore fields, coal mines and ships so he could mine his own iron ore and ship it to his steel mills in Pennsylvania. Carnegie paid his workers low wages and forced them to work 12-hour long shifts, while he crushed attempts by his workers to form labor unions. Carnegie spent his later life in acts of **philanthropy**, giving away \$350 million to build libraries and endow universities.



Andrew Carnegie
(1835–1919)

ACTING AS AN AMATEUR HISTORIAN

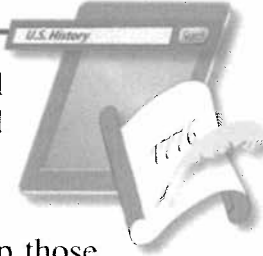
In his *Gospel of Wealth*, Carnegie answered critics who attacked him for not paying workers more while using his wealth to build libraries and universities:

“The problem of our age is the proper administration of wealth.

In bestowing charity, the main consideration should be to help those who will help themselves; to provide 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; Neither the individual nor the race is improved by [charity]. Those worthy of assistance ... seldom require assistance. The really valuable men never do [M]ore injury is done by rewarding vice than by relieving virtue The best means of benefiting the community is to place within its reach the ladders on which the aspiring can rise ... by which men are helped in body and mind; works of art give pleasure and improve the public taste ... in this way returning their surplus wealth to the mass of their fellows is the form best calculated to do them lasting good”

★ According to Carnegie, what should the wealthy do with their money?

★ How did Carnegie justify not giving his workers higher pay?



JOHN D. ROCKEFELLER

John D. Rockefeller made his fortune in the oil industry. In school, he had studied bookkeeping. Later, he started a successful company selling produce (*fresh fruits and vegetables*) and used his profits to build an early oil refinery in Cleveland, Ohio. **Refining** turns the crude oil taken from the ground into useful products. Oil in these days was mainly used to make kerosene to burn in lamps in place of whale oil. Rockefeller formed the Standard Oil Company in 1870. By 1879, his company controlled 90% of the oil refining in the United State. By 1882, his company became a “trust” in which he controlled the largest proportion of shares.



John D. Rockefeller
(1839–1937)

Rockefeller’s company continued to grow, becoming a virtual **monopoly** (*a company having complete control over the supply of a product or service*). He forced railroad companies to give him special, secret rates for shipping his oil, while they charged his competitors higher prices.

In 1892, the government forced Rockefeller to dissolve Standard Oil, which was divided into twenty smaller companies. Despite the break-up, the leaders of Standard Oil remained the main shareholders of the new companies. Like Carnegie, Rockefeller gave millions of his fortune away to education and science. For example, he helped to found the University of Chicago and the Rockefeller Foundation.

BIG BUSINESS CONSOLIDATION

In 1873, America experienced a **depression** (*an economic downturn in business*). Large producers like Carnegie and Rockefeller began driving smaller companies out of business or purchasing them. In some cases, rival companies reached agreements to **consolidate** (*join together*). Many producers hoped to eliminate competition by establishing a monopoly. Monopoly power allowed a manufacturer to dictate prices to consumers.

THE PROS AND CONS OF BIG BUSINESS

PROS

- Large business are more efficient, leading to lower prices.
- They can hire large numbers of workers.
- They can produce goods in large quantities.
- They have the resources to support expensive research and invent new items.

CONS

- They have an unfair competitive advantage against smaller businesses.
- They sometimes exploit workers.
- They are less concerned with where they do business and pollute the area.
- They have an unfair influence over government policies affecting them.

LAWS AGAINST ANTI-COMPETITIVE PRACTICES

At first, the government did little to regulate big business. Government leaders believed in *laissez-faire* — the theory that the government should not interfere in the operation of the free market. Of course, even under a *laissez-faire* system, government had a role in the economy: it provides laws to protect property and enforce contracts. It establishes a system of patents to promote inventions, and enacts tariffs to help manufacturers. Many believed that the economy worked best when it was not burdened by government regulations. Government leaders also doubted that the Constitution gave them the right to regulate business. However, some of the anti-competitive practices of business were so glaring that reformers called for legislation to remedy them, giving government an even greater role.

- ★ **Interstate Commerce Act (1887)**. Railroads sometimes charged local farmers more to haul their crops over short distances than they charged for large companies to ship goods longer distances on more competitive national routes. Some states passed laws prohibiting this practice, but the U.S. Supreme Court held these laws to be unconstitutional. The Court ruled that only Congress had the power to regulate interstate commerce. In response, Congress passed the **Interstate Commerce Act**. This federal law prohibited unfair practices by railroads, such as charging higher rates for shorter routes. A special regulatory commission, the **Interstate Commerce Commission**, was established to enforce the act. This was a landmark measure, since it was the first time that Congress stepped in to regulate business in America.
- ★ **Sherman Anti-Trust Act (1890)**. The purpose of this federal law was to stop monopolies engaging in unfair practices that prevented fair competition. The act marked a significant change in the attitude of Congress toward the abuses of big business.

THE CONDITIONS OF LABOR

One important factor behind America's astonishing economic growth in the late nineteenth century was the increasing exploitation of its industrial workers.

LONG HOURS AND LOW WAGES

The average workday and work week were long by today's standards: 10 to 14 hours a day for six days a week. Employers hired the least expensive laborers. Pay averaged from \$3 to \$12 weekly, but immigrants were often willing to work for far less. Women and children were also frequently employed as low-paid workers.

POOR CONDITIONS, BORING AND REPETITIVE TASKS

As factories and work places grew larger, workers lost all personal contact with their employers. Jobs were offered on a "take-it or leave-it" basis. As industrialists sought to achieve greater speed and efficiency, each worker became nothing more than a human cog in a vast machine. Work became less skilled, more repetitive, monotonous and boring. Industrial working conditions in the late nineteenth century were also often extremely hazardous. Safeguards around machinery were inadequate. Thousands of workers were injured or killed in industrial accidents each year.

ACTING AS AN AMATEUR HISTORIAN

This poem, "The Sweatshop," was written by Morris Rosenfeld, a Russian-Polish immigrant who found work in the garment industry in New York City. A "sweatshop" was a workshop, like a small factory, often in a city. Rosenfeld wrote this poem about how he felt at work:

"The machines are so wildly noisy in the shop
That I often forget who I am.
I get lost in the frightful tumult —
My self is destroyed, I become a machine.
I work and work and work endlessly —
I create and create and create
Why? For whom? I don't know and I don't ask.
What business has a machine thinking?"

- ★ How would you summarize Rosenfeld's feelings about his work?
- ★ Suppose you were going to interview Morris Rosenfeld. Prepare two questions you would ask him.
- ★ What light does the poem shed on the experiences of American workers?



Morris Rosenfeld
(1862–1923)

CHILD LABOR

Textile mills and coal mines made use of child labor to perform special tasks. Machinery was rarely fenced off and children were often exposed to the moving parts of machines while they worked.

Children might be used to move, clean or fix large machines since they were small enough to fit between the parts. Injuries to children were high in many factories. About one-fifth of all American children under the age of fifteen worked outside the home in 1910. These children missed sunshine, fresh air, play, and the chance to improve their lives by attending school.



Children often toiled in factories for little pay.

LACK OF SECURITY

Workers could be fired at any time for any reason. In bad economic times, manufacturers simply halted production and fired their employees. Workers lacked the benefits enjoyed by workers today, such as unemployment insurance, worker's compensation for injuries on the job, and paid sick days.

THE RISE OF UNIONS

With the rise of big business, individual workers lost all bargaining power with their employers. Since most work was unskilled, workers could easily be replaced. Employers dictated pay and working conditions. Some workers formed **unions** in order to act as a group instead of as individuals. Unions organized **strikes** and other forms of protest to obtain better working conditions. Industrialists like Carnegie used immigrant workers or closed down factories rather than negotiate with unions. In 1892, striking union members and hired security forces fought each other at Carnegie's Homestead plant.

WORKERS SEEK A NATIONAL VOICE

The **Knights of Labor**, formed in 1869, hoped to create a single national union by joining together all skilled and unskilled workers. The Knights demanded an 8-hour work day, higher wages, and safety codes in factories. They opposed child labor and supported equal pay for women. They also supported restrictions on immigration, since they saw immigrants as competitors for their jobs. Under the leadership of **Terrence Powderly**, the Knights grew rapidly in the 1880s. But the Knights proved to be too loosely organized. Skilled workers resented being in the same union as unskilled laborers. After losing a series of major strikes, the Knights of Labor fell apart.

The **American Federation of Labor (AFL)** was founded in 1881 by **Samuel Gompers**. Gompers hoped to create a powerful union by uniting workers with similar economic interests. Unlike the Knights of Labor, the AFL consisted of separate unions of skilled workers which had joined together into a federation. The participating craft unions limited their memberships to skilled workers such as carpenters and cigar makers.

Gompers limited his goals to winning economic improvements for workers, higher pay, an 8-hour work day, and better working conditions. Gompers fought hard to improve members' job security by seeking **closed shops** (*places where only union members could be hired*). The AFL quickly emerged as the principal voice of organized labor. However, the AFL was weakened by its continuing exclusion of unskilled workers, who made up the bulk of the labor force. As late as 1910, less than 5% of American workers were unionized.

*Samuel Gompers
(1850–1924).*



GOVERNMENT'S ATTITUDE TOWARD UNIONS

Government leaders were critical of the early labor movement. In the late nineteenth century, most government leaders favored business and opposed unions for a number of reasons:

THE GREATER INFLUENCE OF BUSINESS

Business leaders often contributed heavily to political campaign funds. Moreover, many politicians shared the same outlook as business leaders. They believed that successful businesses were responsible for American prosperity, and saw worker demands as greedy.

PROTECTOR OF THE ECONOMY

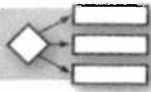
More than 20,000 strikes involving more than 6 million workers took place between 1880 and 1900. Government leaders feared the disruptive effect of these strikes on the American economy. In 1895, the U.S. Supreme Court even applied the **Sherman Anti-Trust Act (1890)** against unions. The Court ruled that unions were illegal combinations in restraint of trade. This ruling encouraged government leaders to use troops to put down strikes and to restore order.

PUBLIC OPINION

Public opinion also supported *laissez-faire* policies. Many Americans believed that businesses should have the right to hire and fire employees as they pleased. Many were hostile to unions because they feared workers' wage demands would lead to higher prices. Union activities were often associated with violence and radical ideas. In the **Haymarket Affair of 1886**, labor leaders were blamed when a bomb exploded during a demonstration of striking workers at Haymarket Square in Chicago. Seven policemen were killed and 67 others were severely wounded.

APPLYING WHAT YOU HAVE LEARNED

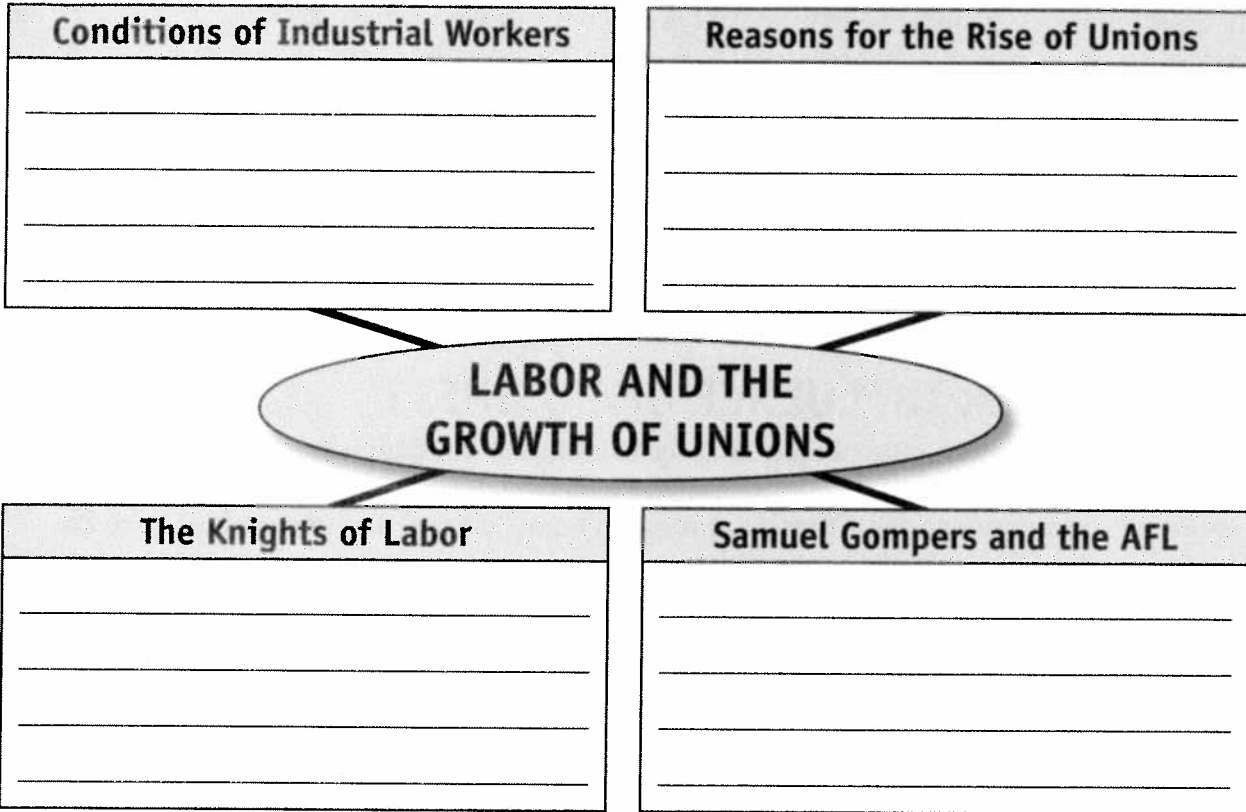
- ★ Using the Internet or your school library, make a comparison between one business entrepreneur and an early labor leader. How were they alike and how did they differ.
- ★ Compare the influence of labor unions today with those in this period.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing some of the significant developments associated with the rise of organized labor in the United States.



CHAPTER STUDY CARDS

Rise of American Industry

- ★ **Free Enterprise System.**
 - Individuals are free to produce and sell whatever they wish.
 - People go into business to make a profit.
 - Prices are set by supply and demand.
 - Inefficient companies that are unable to compete are driven out of business.
- ★ **Contribution of Government.**
 - Protection of property and contracts.
 - Passing of protective tariffs.
 - System of patents fostered new inventions.

Emergence of the Modern Industrial Economy in the United States

- ★ **Expansion of Railroads:** Development of the Transcontinental Railroad and other new railroad lines improved travel.
- ★ **Growth of Population.**
- ★ **Development of a national market.**
- ★ **Technological Progress.**
 - **Bessemer Process** in steel production.
 - Electricity gave birth to new industries.
 - Oil industry replaced whale oil.
- ★ Development of the **corporation** as a business organization.



Great Entrepreneurs

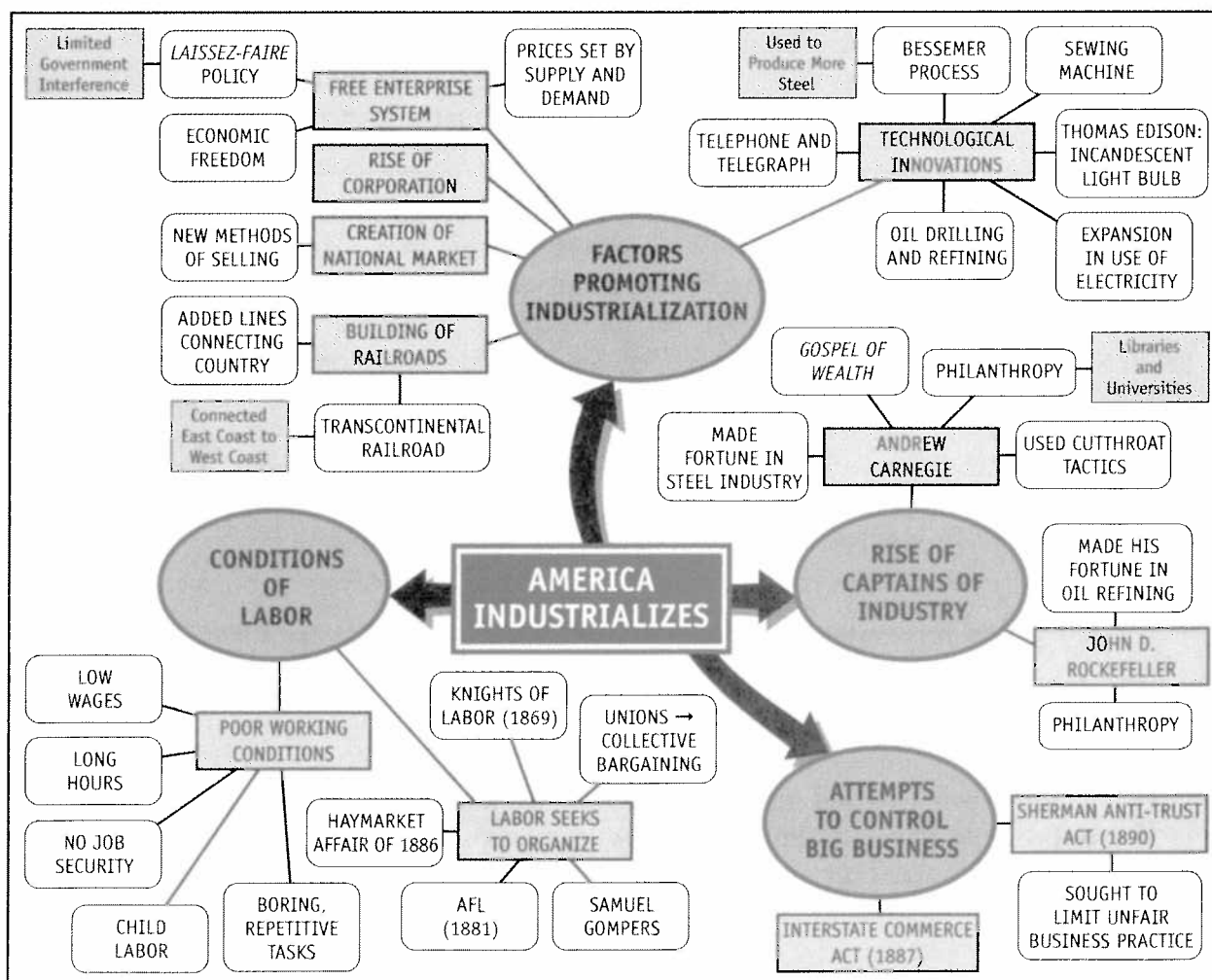
"Robber Barons" or "Captains of Industry"?

- ★ **Robber Barons.** Businessmen sometimes used ruthless tactics to destroy competition and to keep workers wages low.
- ★ **Andrew Carnegie:**
 - Fostered the *Gospel of Wealth*.
 - Steel production in Pittsburgh.
 - Had iron ore fields, coal mines, steel mills.
 - A philanthropist who gave to libraries.
- ★ **John D. Rockefeller:** Standard Oil Company.
 - Controlled the refining of oil.
 - Forced to dissolve it when his company obtained a stranglehold on the oil industry.
 - Like Carnegie, a great philanthropist.

Rise of Organized Labor

- ★ **Problems Faced by Workers:**
 - Long hours, low wages.
 - Poor working conditions, repetitive tasks.
 - Child labor.
 - Lack of job security.
- ★ **Rise of Labor Unions:**
 - **Knights of Labor:** Terrence Powderly.
 - **American Federation of Labor:** begun by Samuel Gompers.
- ★ **Government Attitude towards Unions:**
 - Government had anti-union bias.
 - Many in government saw unions as driving up the cost of goods.
 - Haymarket Affair of 1886.

CHAPTER 5 CONCEPT MAP



CHECKING YOUR UNDERSTANDING

Directions: Put a circle around the letter that best answers the question.

Use the information in the song and your knowledge of social studies to answer the following question.

We mean to make things over,
we are tired of toil for naught,
With but bare enough to live upon,
and never an hour for thought;
We want to feel the sunshine,
and we want to smell the flowers,
We are sure that God has will'd it,
and we mean to have eight hours.
We're summoning our forces
from the shipyard, shop and mill,

Chorus.

Eight hours for work, eight hours for rest,
eight hours for what we will!
Eight hours for work, eight hours for rest,
eight hours for what we will!

— I.G. Blanchard, "Eight Hours," 1878

- 1 Which group's goals were expressed in the lyrics of this song?
- | | |
|---|--|
| <p>A labor union members</p> <p>B Native American Indians</p> | <p>C government officials</p> <p>D business owners</p> |
|---|--|

Hist 3(B)

EXAMINE the question. You should read the words of the song carefully. This question tests your ability to analyze a song and determine the point of view it expresses. **RECALL what you know.** You should recall that in the late nineteenth century, workers in America struggled with difficult working conditions. They faced long hours, low pay, repetitive tasks, and a lack of job security. To overcome these problems, some workers tried to organize into unions. This song deals with the problems faced by workers, especially their desire to work an eight hour day. **APPLY what you know.** The best answer is **Choice A**. It was labor union members who wanted to reduce their workday to eight hours.



Now try answering some additional questions on your own.

- 2 Which goal was shared by both the Knights of Labor and the American Federation of Labor?
- | | |
|---|---|
| <p>F to help large corporations to increase their production</p> <p>G to introduce new and innovative techniques to factories</p> <p>H to promote immigration of skilled workers from Asia and Europe</p> <p>J to organize workers to demand better conditions from employers</p> | <p style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">Hist 3(B)</p> |
|---|---|

Use the excerpt and your knowledge of social studies to answer the following question.

"... Anyone may say that the organizations of labor invade or deny liberty to the workmen. But go to the men who worked in the ... coal mines twelve, fourteen, sixteen hours a day, for a dollar or a dollar and twenty five cents, and who now work eight hours a day and whose wages have increased 70 per cent in the past seven years — go tell those men that they have lost their liberty and they will laugh at you"

— Samuel Gompers to National Civic Federation, 1905, in *The Samuel Gompers Papers*

- 3 Based on this passage, what did Gompers see as the benefit of joining a union?
- A Workers had gained better working conditions. Hist 3(B)
 - B Workers now worked longer hours in coal mines.
 - C Workers were able to work for a dollar and twenty five cents.
 - D Workers were able to have their children work in mines.
-
- 4 In the late 1800s, which factor directly contributed to the growth of the American steel industry?
- F government regulation STS 27(A)
 - G employee ownership
 - H new production techniques
 - J the formation of labor unions
- 5 The Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890) were efforts by the federal government to —
- A regulate aspects of business Econ 15(B)
 - B expand the positive features of the trusts
 - C favor big businesses over small companies
 - D move toward government ownership of key industries
- 6 In the late nineteenth century, critics of big business claimed that monopolies in the United States harmed the economy by —
- F unfairly limiting competition Econ 15(B)
 - G decreasing the urban growth rate
 - H preventing technological innovation
 - J failing to keep pace with European industries
- 7 During the late 1800s, what was a major effect of industrialization on American workers?
- A Membership in labor unions declined. Hist 3(B)
 - B Workers migrated to rural regions.
 - C Most factory jobs became service industry jobs.
 - D Skilled craftsmen were often replaced by unskilled machine operators.

Use the information in the table and your knowledge of social studies to answer the following question.

UNION MEMBERSHIP, 1870–1920

Year	Number of Workers (excluding agriculture)	Average Annual Union Members	Union Members as total of Workers (excluding agriculture)
1870	6,075,000	300,000	4.9%
1880	8,807,000	200,000	2.3%
1890	13,380,000	372,000	2.7%
1900	18,161,000	868,000	4.8%
1910	25,779,000	2,140,000	8.3%
1920	30,985,000	5,048,000	16.3%

Source: *A New History of the United States* by Irving Bartlett, et al.

- 8 What conclusion can be drawn from the information provided in the table?
- F** Union membership continually increased from 1870 to 1920. Hist 3(B)
- G** There were more agricultural workers than members in unions.
- H** In the first two decades of the twentieth century, union membership was on the decline.
- J** In the first 20 years of the twentieth century, union membership more than doubled each decade.
-
- 9 What social issue was raised by the philanthropic activities of many American business leaders during the Gilded Age?
- A** Should private industries be taken over by worker organizations? Hist 3(B)
- B** Were American businesses charging too much for their products?
- C** Should state governments limit the philanthropic activities of private citizens?
- D** Was it right for business owners to pay low wages to their workers to finance philanthropic activities?
- 10 Which best describes a positive contribution of Andrew Carnegie?
- F** Carnegie helped workers obtain better conditions in his factories. Citi 24(B)
- G** Carnegie showed how to organize large-scale production as well as how to use profits in philanthropic activities.
- H** Carnegie obtained secret rebates from railroad companies shipping his products.
- J** Carnegie obtained near monopoly control of one part of a national industry, rather than engaging in several related activities.

Use the information in the passage and your knowledge of social studies to answer the following question.

FACTORIES AND WORKSHOPS INSPECTION

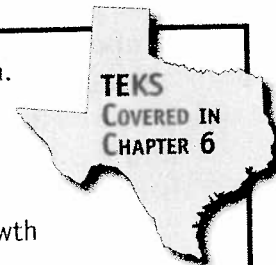
- §1. Every such work shop shall be kept clean, free from vermin [rodents], infectious or contagious matter and to that end shall be subject to inspection as provided in this act.
- §2. If upon inspection such work shops shall be found unhealthy or infectious such orders shall be given and action taken as the public health shall require.
- §3. Children under 14 years of age are prohibited from being employed in any manufacturing establishment, factory or work shop in the state. The employment of children between ages of 14 and 16 years is prohibited unless an affidavit [legal document] by the parent or guardian shall first be filed in which shall be stated the age, date and place of birth.

— "Factories and Workshops," Laws of Illinois, Passed by the General Assembly, 1883

- 11 What conclusion can be drawn from this excerpt?
- A Most workers in Illinois were members of a labor union. Hist 3(B)
 - B Illinois was not interested in improving factory working conditions.
 - C Illinois sought to address some of the problems caused by industrialization.
 - D Union membership in factories and workshops was prohibited in Illinois.
-
- 12 Which was an important benefit of the *laissez-fair* policies of the federal government in the late nineteenth century?
- F American entrepreneurs were able to invest in their businesses with little government interference. Econ 15(B)
 - G American businesses were able to avoid the ups and down of the business cycle.
 - H American workers found it easy to organize into labor unions.
 - J American workers felt secure about the safety of conditions in factories.
- 13 During the period from 1865 to 1900, disputes between labor and business owners were sometimes marked by —
- A the use of violence by both sides Hist 3(B)
 - B cooperative efforts to resolve differences
 - C government support for striking workers
 - D negotiations by the federal government
- 14 What was the main purpose of the antitrust legislation passed by Congress?
- F to promote corporate consolidation Econ 15(B)
 - G to restrict foreign access to American markets
 - H to protect competition between private businesses
 - J to reduce the average size of business
- 15 The statement "God gave me my money. I believe the power to make money is a gift from God to be developed and used for the good of mankind," was probably said by —
- A John D. Rockefeller Hist 3(C)
 - B Terrence Powderly
 - C Samuel Gompers
 - D Thomas Edison



AMERICAN SOCIETY IN TRANSITION



- **History 2(A)** Identify the major characteristics that define an historical era.
- **History 2(B)** Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.
- **History 2(C)** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- **History 3(A)** Analyze political issues such as Indian policies [and] the growth of political machines
- **History 3(B)** Analyze economic issues such as ... the cattle industry boom.
- **History 3(C)** Analyze social issues affecting ... immigrants [and] urbanization.
- **History 3(D)** Describe the optimism of the many immigrants who sought a better way of life in America.
- **Geography 12(A)** Analyze the impact of physical and human geographic factors on the settlement of the Great Plains [and] the Klondike Gold Rush
- **Geography 13(A)** Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, [and] rural to urban [migration].
- **Geography 13(B)** Analyze the causes and effects of changing demographic patterns resulting from legal ... immigration to the United States.
- **Geography 14(A)** Identify the effects of population growth and distribution on the physical environment.
- **Economics 15(A)** Describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.
- **Economics 15(C)** Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882
- **Citizenship 23(B)** Evaluate various means of achieving equality of political rights, ... including congressional acts such as [the] American Indian Citizenship Act of 1924.
- **Culture 26(B)** Discuss the Americanization movement to assimilate immigrants and American Indians into American culture.

KEY TERMS AND PEOPLE IN THIS CHAPTER

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|-----------------------------|-------------------------|--------------------------------------|
| ■ Urbanization | ■ "New Immigrants" | ■ Klondike Gold Rush |
| ■ Demography | ■ Ethnic Ghettos | ■ Homestead Act |
| ■ Tenement | ■ Nativists | ■ Indian Wars |
| ■ Political Machine | ■ Americanization | ■ Reservations |
| ■ Political "Bosses" | ■ Chinese Exclusion Act | ■ Dawes Act |
| ■ Immigration | ■ Frontier | ■ American Indian
Citizenship Act |
| ■ "Push" and "Pull" Factors | ■ Great Plains | |