

MODULE: Unit 2- Industrial Revolution

Objective: What were the causes and effects of the Industrial Revolution?

Table of Contents		
Date	Topic(s)	Page Numbers
Days 1 - 2	Rise of Industry & Enterprise	1 - 6
Days 3-8	Big Business	7-18
Days 9 -12	Captains of Industry project	20-21
Days 13-17	Immigrants	22-30
Day 18-20	Development of Cities	31-34
Days 21 - 24	Labor Unions	35-39
Days 21-24	Processing Activities	40-42

Unit 2 EQ 1: What conditions spurred the growth of industry?

I. RISE OF INDUSTRY

A. NATURAL RESOURCES

- _____ – power steam engines / machines
 - large coal deposits found in _____, _____ & _____
- _____ – _____ machines / _____ lamps
- _____ – make _____ found in Minnesota and Pittsburgh

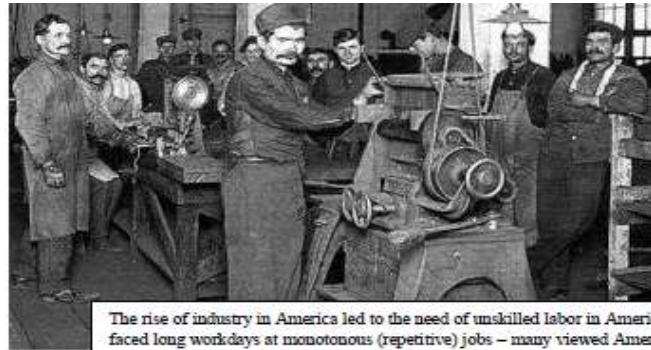
Oil is a resource that originally was used only as a lubricant – in today's world oil is a necessity



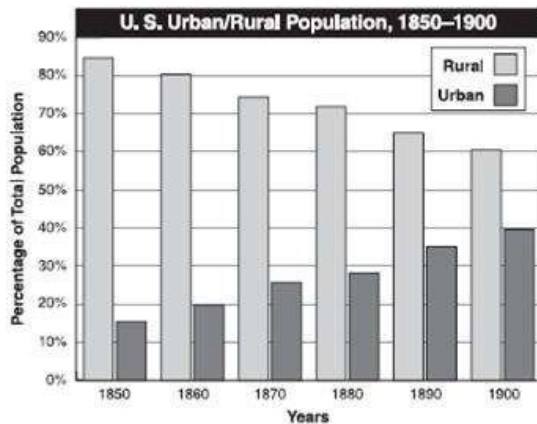
<https://www.brainpop.com/socialstudies/ushi/story/industrialrevolution/>



Coal is a resource that is very difficult and dangerous to mine – many miners died from black lung and mining accidents – machinery in factories and railroads used coal as fuel



The rise of industry in America led to the need of unskilled labor in America – millions of immigrants came to America for a better life – immigrants faced long workdays at monotonous (repetitive) jobs – many viewed America as the land of opportunity and believed the streets in were paved with gold



Source: U. S. Bureau of the Census (adapted)

B. Increased Labor Force

- _____ immigrants
- many Americans gave up _____ to work in factories
- large number of _____ move to cities
- increased number of _____

I. RISE OF INDUSTRY

C. INCREASED CAPITAL (MONEY)

• _____ seek to make money by investing in companies (buying stock) result

• companies have more capital (\$) to spend on _____

Foundations for Growth: Companies and railroads wanted to expand, but they needed money to do so. They raised money, or capital, by becoming a corporation.

A **corporation** is a company that sells partial ownership, or shares, of its business to public investors. The shares of partial ownership are called **stock**. The **shareholders**, or investors who buy shares of stock, hope the corporation will be successful and the value of their stock will increase. Then they can sell their shares for a profit.

Many railroads and businesses incorporated, or formed corporations. Businesses also borrowed money from banks to pay for start-up or expansion costs. Banks made profits on the loans.

STOP&THINK

CRQ1: How did people raise enough money to expand their businesses in the 19th century?

One advantage that corporations of the late 1800s had over individually-owned businesses is that corporations

- A. needed fewer employees
- B. hired only skilled workers
- C. received the support of labor unions
- D. had stockholders who invested money

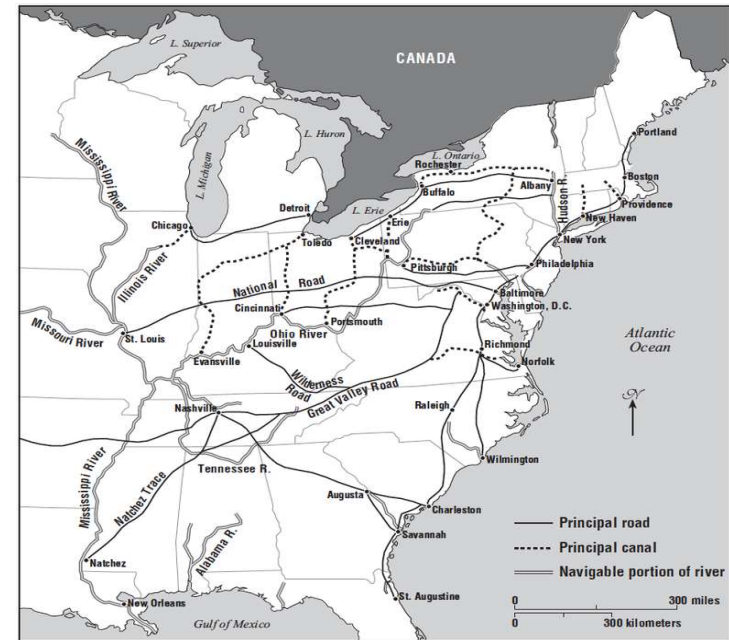
D. TRANSPORTATION

--	--	--	--	--	--	--	--	--	--

Unit 2 EQ 1: What conditions spurred the growth of industry?

CRQ: Why did the roads and canals go through major cities such as Chicago, New York, Baltimore and Charleston?

STOP & THINK



II. FREE ENTERPRISE

A. free enterprise

- _____ & private businesses are free to organize and operate for _____ (\$) in _____ with others
- individuals & private businesses are free to choose what to produce

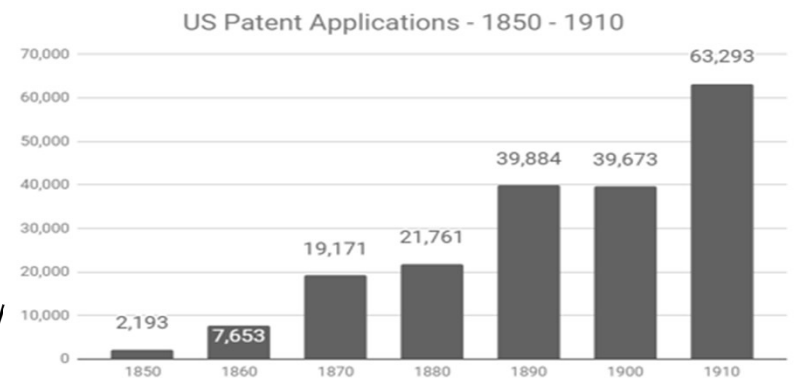
B. supply and demand

- _____ / _____

C. _____

- people who assume the risks for success or failure of the business enterprise
- leaders that organize _____ and _____, adopt new _____ and inventions, and raise _____

Utility Patent Applications (Inventions) graph (from: [US Patent Office](#))



Unit 2 EQ 1: What conditions spurred the growth of industry?

Unit 2 EQ 1: What conditions spurred the growth of industry?

Review the graphic organizers. When you are done, in the appropriate spaces below, explain *HOW natural resources, transportation, and technology supported the post Civil War Industrial Revolution in the United States.*

- Make one claim each for how natural resources, transportation, and technology supported the post Civil War Industrial Revolution
- Support each claim with examples from the graphic organizers

Transportation
Supported the Industrial Revolution by:

Evidence:

Natural Resources
Supported the Industrial Revolution by:

Evidence:

Technology
Supported the Industrial Revolution by:

Evidence:



Industrialization in the United States
Late 1800's - Early 1900's

STOP & THINK

Unit 2 EQ 2: What were the causes and effects of the expansion of the railroad network 1860 - 1890?

III. RISE OF BIG BUSINESS

_____, _____,
_____ & _____



<https://www.youtube.com/watch?v=gR7oHh-fXUw>



STOP & THINK

CRQ 1: Why might southern farmers have used rivers/oceans to transport their crops and not the railroad?

CRQ 2: What effect might these factors have had on industrialization in the south compared to the north?



A. RAILROADS

- 1860 = 30,000 miles of track
- 1900 = over 193,000 miles of track
- famous RR's
 - _____
 - _____
 - _____
 - _____



A. RAILROADS

- ❑ _____ of RR industry
- ❑ raised several million \$'s to _____ RR's and _____ RR's
- ❑ = hired _____ to control sections of the RR's (large-scale operation)

The early railroad lines each used their own tracks, which differed in width. As a result, trains could not share tracks. Travel was slow and inefficient. Goods and people had to be unloaded and reloaded when they traveled from one railroad line to another. The railroad barons agreed to use tracks of the same width, or a **standard gauge**, during the late 1880s. It made travel and transporting goods less expensive because goods and materials did not have to be unloaded and reloaded every time lines changed. Trains could share tracks and make the whole trip.



<https://www.dailymotion.com/video/x2pqj4n>

S

P

A

M



Unit 2 EQ 2: What were the causes and effects of the expansion of the railroad network 1860 - 1890?

Unit 2 EQ 2: What were the causes and effects of the expansion of the railroad network 1860 - 1890?

STOP & THINK

Population of Western Cities

City	1860	1890
Denver	2,603	106,713
Omaha	1,883	140,452
Portland	2,874	46,385
San Francisco	56,802	298,997

Source: Population Abstract of the United States
(from *Creating America*, McDougal Littell)

CRQ 1: What does this chart show about the effect of the transcontinental railroad on the population of western cities?

Causes of Railroad Boom

- The demand for cheap reliable transportation.
- The funding of railroad construction by cities and counties.
- The state land-grant policy for railroad funding.
- The expansion of Texas agriculture and industry.
- The promise of new business opportunities.

Effects of Railroad Boom

- The continued settlement of the West Texas frontier.
- The growth of cities along the rail lines.
- The expansion of commercial agriculture.
- The growth of new jobs related to railroads.
- The decline of cities not along the rail lines.

CRQ 2: Based on the image and chart, what was one negative impact of the railroad on the west?



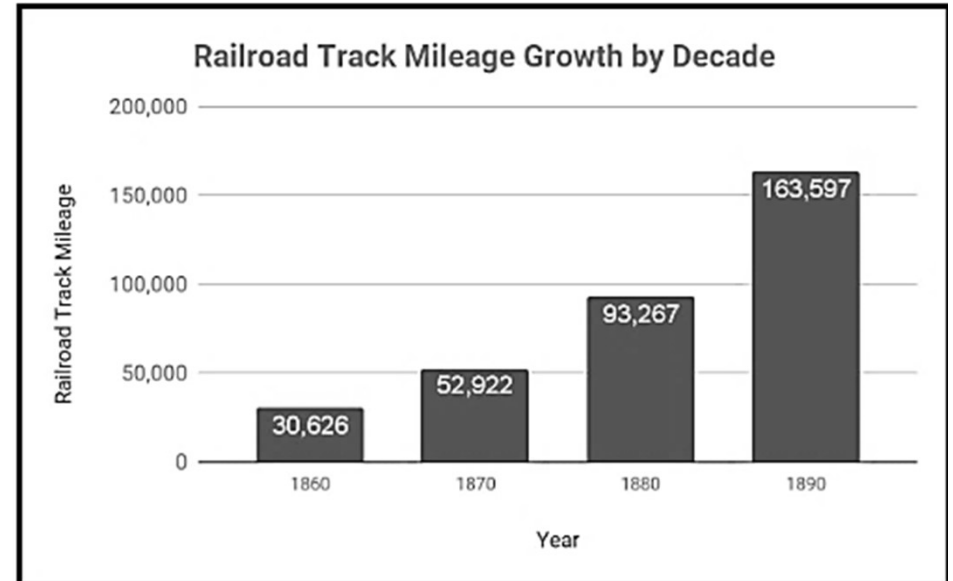
Source: William Edward Webb, *Buffalo Land*, Hubbard Brothers, 1872 (adapted)

Unit 2 EQ 2: What were the causes and effects of the expansion of the railroad network 1860 - 1890?

Document 1

Railroad Expansion The North had many more miles of track than the South. This helped them win the Civil War. America's economy grew along with the expansion of the railroad system. In 1869 the first railroad connecting the East and West, or transcontinental railroad, was completed. After this, many other railroads were built. Five other railroads crossed the country by 1869, and hundreds of other smaller lines linked cities and towns. The railroad system grew quickly, from 30,000 miles of track in 1860 to nearly 250,000 miles of track in 1900. Many big railroad companies bought smaller companies or forced them out of business. **Consolidation**, or combining separate companies into one larger company, helped make the railroad system more efficient. It also made the railroad owners, called railroad barons, wealthy and powerful.

STOP & THINK



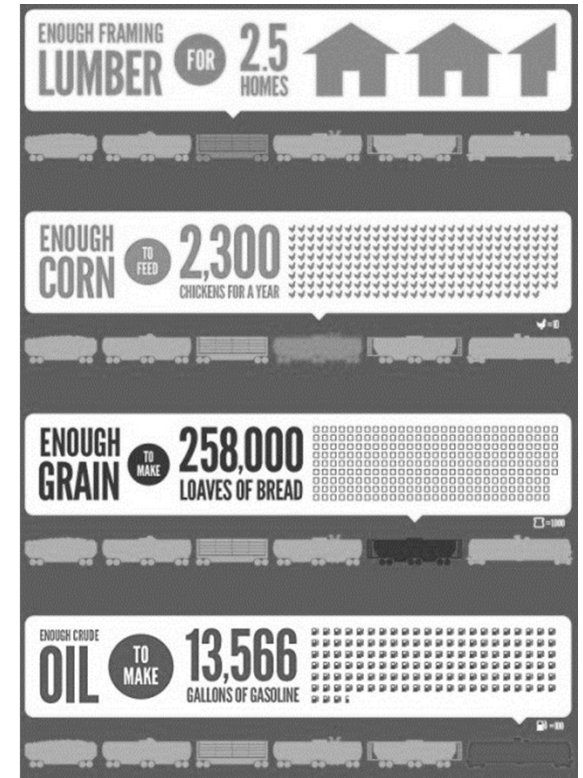
Historical Context

1) Explain the historical circumstances that led to the development of the Railroad.

Document 2



Railroads Stimulate the Economy : The expanding national railroad system caused the economy in the United States to grow. Trains carried raw materials to factories. Trains transported manufactured goods from factories to market. Produce from agricultural regions was transported by train to cities. The expanding railroad system created a demand for iron and later steel to make railroad tracks, which stimulated the iron and steel industries. Manufacturers built locomotives. The lumber industry supplied wood for railroad ties. The coal industry provided fuel for locomotives. Manufacturers built railway cars and equipment. Thousands of workers made their living building the railroad tracks and train stations as the railway system expanded. Source: **railroad financier George Francis Train stated**



2a) Based on this excerpt from George Francis identify his/her point of view concerning the economic opportunities the railroads have created.

2b) Explain the extent to which George Francis's account is a reliable source for understanding the historical impact of the railroad in the United States. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation

B. OIL REFINING

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

- John D. _____



<https://vimeo.com/291010023>



- developed _____ in Cleveland
- formed the _____ (1867)
- built its own _____, _____, _____
- received shipping deal from _____

result

- cheaper to _____ and _____ oil
- cheaper to _____ oil
- controlled _____ of the oil refining business

S
P
A
M



STOP & THINK

The Oil Business John D. Rockefeller created the most famous corporate empire of the times. When he was 26 years old, Rockefeller and four partners set up an oil refinery to process oil in Cleveland, Ohio. In 1870 Rockefeller formed the Standard Oil Company of Ohio. He bought most of the other oil refineries in Cleveland and other cities. He combined the competing companies into one corporation, a practice known as **horizontal integration**. The corporation produced other equipment and materials it needed, such as tank cars, pipelines, and wooden barrels. Standard Oil became wealthy and powerful

CRQ: According to the political cartoon, how did John D. Rockefeller become the leader of the oil industry? TTQA

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

STOP & THINK

**CRQ1 :How did Standard Oil eliminate its competition?
Underline in the text where you find evidence to support the answer.**

Rockefeller used other methods to control the oil industry. He lowered his prices so other companies would go out of business. He put pressure on his customers to keep them from using other companies. He received rebates, or secret discounts, from the railroad in exchange for his business. Rockefeller bought stock in many different oil companies. The shareholders traded their stock for stock in Standard Oil.

Rockefeller formed a **trust**, or group of companies managed by the same board of directors, in 1882. Rockefeller's trust became a **monopoly**, which means that a single producer had almost total control of the oil industry.

"I am but one of many victims of Rockefeller's colossal combination," said Mr. [George] Rice, "and my story is not essentially different from the rest...I established what was known as the Ohio Oil Works...I found to my surprise at first, though I afterward understood it perfectly, that the Standard Oil Company was offering the same quality of oil at much lower prices than I could do – from one to three cents a gallon less than I could possibly sell it for. I sought for the reason and found that the railroads were in league with the Standard Oil concern at every point, giving it discriminating rates and privileges of all kinds as against myself and all outside competitors." ~ Source: George Rice, "How I Was Ruined by Rockefeller," New York World, October 16, 1898.



S
P
A
M

"The American Beauty Rose can be produced in all its splendor only by sacrificing the early buds that grow up around it."

— John D. Rockefeller, Jr.

Source: Guy R. Spencer, *The Literary Digest*, May 1905 (adapted)

CRQ2: According to the political cartoon above how did John D. Rockefeller become the leader of the oil industry?

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

C. STEEL INDUSTRY

Historical Context of Steel Industry

Before the Civil War, skilled workers used a slow and costly process to produce iron, which tended to be soft and malleable. The development of Henry Bessemer's converter aided the search for a more durable metal. The Bessemer process transformed iron into steel by injecting air into it, thereby reducing the amount of carbon. The process is credited with launching the steel industry and cheapening the cost of production because it was no longer necessary to employ highly paid skilled workers.

- Andrew _____
- used _____ & latest _____ to make steel
- bought _____ & _____ for shipping

results

- cheaper to _____ and _____ steel
- cheaper to _____ steel
- controlled the US _____
- became the first _____ \$ company

Carnegie was one of the first to upgrade his steel mills with the expensive, but efficient Bessemer machines – this move aided in Carnegie moving from a poor Scottish immigrant to a billionaire.

Carnegie developed a more efficient way to produce steel – he used the latest technology and controlled every resource needed to produce steel.

Carnegie dominated the steel industry by 1890. By 1900 he produced one-third of the nation's steel. He built a steel mill near Pittsburgh that used the Bessemer process. He named his company after his biggest customer, the president of the Pennsylvania Railroad, J. Edgar Thompson.

Carnegie utilized an approach known as **vertical integration**. He bought companies that offered services and manufactured equipment his company needed. In this way, he was able to control all phases of the business. His companies were combined into the Carnegie Steel Company in 1900. He sold the steel company to J. Pierpont Morgan. Morgan combined Carnegie Steel with his other businesses to create the first billion-dollar corporation in the world, United States Steel.

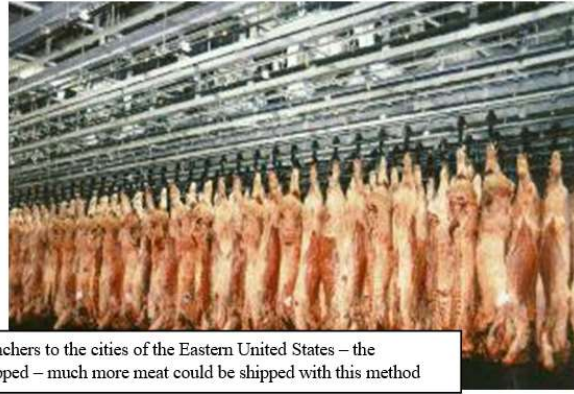
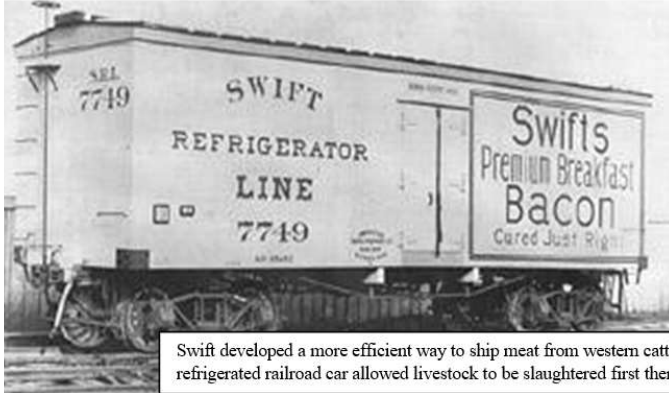
STOP & THINK

CRQ: How did Andrew Carnegie become so successful in the steel industry? Provide 3 bullets

<https://www.youtube.com/watch?v=f5ayVoY2qcY>



D. MEAT-PACKING INDUSTRY



Swift developed a more efficient way to ship meat from western cattle ranchers to the cities of the Eastern United States – the refrigerated railroad car allowed livestock to be slaughtered first then shipped – much more meat could be shipped with this method

- prior to 1860, cattle shipped to _____ →
 _____ → _____

Gustavus _____

- developed the _____ RR car
- meat was now _____ then _____

results

- cheaper to produce and ship meat
- cheaper to sell the meat
- controlled the _____ - _____

E. BUSINESS ORGANIZATION

- Monopolies: Instead of buying companies, their holding companies bought enough stock in the company to control it. Corporations expanded through **mergers**, or combining companies. Corporate mergers enabled a few huge companies controlled by a few powerful men to have most of the economic power. Because these individuals monopolized their industries, there was no competition. These companies did not have to keep their prices low or improve their goods or services in order to win customers.

- _____ = groups of investors who buy shares of stock in a company
- _____ = \$ stock holders receive based on the number of stock they own
- _____ = corporations join together to compete with other companies



S
P
A
M

1. Which 19th-century business practice does this cartoon illustrate?

- A. forming cooperatives
- B. creating monopolies
- C. establishing trade zones
- D. expanding global markets

2. The cartoonist would most likely support federal government attempts to

- A. pass antitrust legislation
- B. limit regulation of business
- C. establish high tariffs
- D. stop industrial pollution

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

F. PHILOSOPHY OF BUSINESS

- _____ = Government does not make rules or control business (stays out of business)
- Gospel of Wealth = _____ owners use part of their wealth for the good of society (_____)
- _____ = Survival of the fittest

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

1. "Prices and wages should be determined by the marketplace." The author of this statement would most probably support

- A. government ownership of utilities
- B. minimum-wage laws
- C. wage and price controls
- D. laissez-faire capitalism

2. After the Civil War, one-way business leaders tried to eliminate competition was by

- A. forming monopolies or trusts
- B. developing overseas markets
- C. increasing the prices of their products
- D. paying high wages to their workers

CRQ 1: According to Social Darwinists, what did class stratification [class hierarchy] justify?

CRQ 2: According to Social Darwinists, what did state intervention interfere with? TTQA

Social Darwinists vs Reformers

First Passage: "The publication of *The Origin of Species* in 1859 by the Englishman Charles Darwin marked a major step in the theory of evolution. It proposed that more individuals of each species are born than can possibly survive. As a consequence, there is a constant struggle for existence, and only the fittest survive." ~ U.S. History and Government

Second Passage: "The social Darwinists believed that the process of [natural selection](#) would result in the survival of the best competitors and in continuing improvement in the population.

The theory was used to support [laissez-faire capitalism](#) and political [conservatism](#). [Class stratification](#) was justified on the basis of 'natural' inequalities among individuals.

Attempts to reform society through state intervention would, interfere with natural processes; unrestricted competition in accord with biological selection.

The poor were the 'unfit' and should not be aided; in the struggle for existence, wealth was a sign of success. Social Darwinism was used as a philosophical rationalization for imperialist, colonialist, and racist policies." ~ *Britannica*

STOP & THINK

H.W.

Gospel of Wealth

The following is an excerpt from the famous article written by Andrew Carnegie, which came to known as the "The Gospel of Wealth." Carnegie made fortunes from the steel industry, creating an empire using the Bessemer process. Like many business owners, Carnegie had high expectations for his employees, but he also believed that the wealthy had an obligation to improve society.

DIRECTIONS: Please read the following excerpt from Andrew Carnegie's *Wealth* and answer the corresponding questions using the text support.

Text Support	Text Excerpt	Text Questions
<ul style="list-style-type: none"> squalor: filthy, poor living conditions "wonderful material development": This statement is referring to the new innovations/technology and manufactured products that emerged in the early 1900s. "survival of the fittest": This statement is in reference to the theory of Social Darwinism, which states that the wealthy and powerful will prevail. This can be used to describe business competition (capitalism) in a sense that companies that produce better, more efficient products will become more successful than those that do not. In addition, it also encourages companies to continue to look to improve their products, which ultimately is beneficial to the consumer. 	<p>1 "There will always be rich, there will always be poor. This is not to be hated, but welcomed as highly beneficial. It is better for some to be very wealthy than for everyone to live in <u>squalor</u>..."</p> <p>2 "The law of competition is a great thing. The price for it is high, but so are the benefits. For it is to this law that we owe our <u>wonderful material development</u>. But whether you agree that it is good or not, we cannot evade it. No substitute has been found for it. And although it may be hard for the individual, it is best for the whole human race because it insures the <u>survival of the fittest</u>. The concentration of business and industry in the hands of a few (and the competition between these few men) is not only beneficial but essential for the future progress of our race..."</p>	<ol style="list-style-type: none"> Why do you think (without using the word I), Carnegie believed that not everyone should be wealthy? Using paragraph 2, what conclusion(s) does Carnegie make in support of competition.

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

STOP & THINK

H.W.

Text Support	Text Excerpt	Text Questions
<ul style="list-style-type: none"> • brethren: fellow men and women • modest: humble, simple • shunning: rejecting • extravagance: fancy living • surplus revenues: extra money raised • bestowing charity: giving money to those in need • gospel: teachings according to the Bible, something regarded as true 	<p>³ “But how should the wealthy treat their poorer <u>brethren</u>? This is the duty of the man of Wealth: 1) to set an example of <u>modest</u> living, <u>shunning</u> display or <u>extravagance</u>; 2) to provide moderately for the reasonable wants and needs of his children; and after doing so, 3) to consider all <u>surplus revenues</u> to produce the most beneficial result for the community. The man of wealth becomes the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer - doing for them better than they would or could do for themselves...”</p> <p>⁴ “In <u>bestowing</u> <u>charity</u> the main consideration should be to help those who will help themselves; to provide the means by which those who want to improve their lives may do so...”</p> <p>⁵ “Such, in my opinion, is the true <u>Gospel</u> concerning Wealth.”</p>	<p>3. In Carnegie’s opinion, what were the responsibilities of the wealthy?</p> <p>4. Who did Carnegie believe the wealthy should support?</p>

Robber Barons?

1. Because of the lavish lifestyle of those who became rich from industry, the period from 1865 to 1900 became known as the Gilded Age
2. Business entrepreneurs began to exercise a dominant influence on American life
3. Some observers thought of these entrepreneurs as captains of industry because they helped forge the modern industrial economy
4. Through efficiencies of large-scale production, these industrialists lowered the prices of many goods, making them more affordable
5. Others called them robber barons because of the ruthless tactics they used to destroy competition and to keep down workers' wages

Underline in the text

Why certain successful entrepreneurs referred to as "captains of industry"

Box in the text:

Why some of these captains of industry were referred to as "robber barons"

STOP & THINK

S
P
A
M



CRQ: What does this image reveal about big business in the Gilded Age?

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?



GROUP PROJECT: Captain of Industry or Robber Baron?

OBJECTIVE: Over the next few days, you and your group members will research one of several prominent men whose names have become synonymous with big business (for better or worse). You will report on their legacy and whether or not they should ultimately be labeled a 'Captain of Industry' or 'Robber Baron'.

THE CREW: Andrew Carnegie, John Pierpont Morgan, John Davison Rockefeller, Leland Stanford & Cornelius Vanderbilt.

THE TASK: Each group will conduct research about the man they have been assigned. The following are the topics you need to discuss on your SWAY:

- Title Slide : (Image & Quote)
- Slide 1 - Background (childhood, education).
- Slide 2 - Rise to the top (education, first jobs, how they got rich).
- Slide 3 - Industry they came to dominate (railroads, companies owned, etc.).
- Slide 4 - Reasons they may be a Captain of Industry (explain how they helped industry using examples).
- Slide 5 - Reasons they may be a Robber Baron (explain using examples: cheating, lying and just being generally shady).
- Slide 6 - Their legacy (what they left behind, charities, etc.)
- Your group's decision: Captain or Criminal?

THE RESOURCES: Your preliminary research should start on my website, where there are numerous links provided.

Title Slide	Background	Rise to the Top	Industry	Captain of Industry	Robber Barron	Legacy	Group Decision
10 pts	10pts	10pts	10pts	20pts	20 pts	10pts	10pts

_____ Participation Grade 1 – 5pts

_____ Participation Grade 2 – 5pts

_____ Participation Grade 3 – 5pts

_____ Participation Grade 4 – 5pts

_____ Participation Grade 5 – 5pts

_____ Sway – 100 pts

Total Score _____/125 =

Final Grade _____%

GROUP PROJECT:
Captain of Industry
or
Robber Baron?

OLD IMMIGRANTS (PRE-1870S)

Mostly from Western Europe = Germany, Great Britain, Ireland, Sweden
mostly Protestant

Reasons for leaving

(_____)

_____ (fungus destroyed potato crops in Ireland)

_____ (too many people) in Europe

_____ and in their countries to farm

not enough industrial jobs available

Reasons for coming

(_____)

_____ (many settled in cities)

many moved west to be farmers (_____)

Restrictions

Immigrants Journey to America

- European Immigrants (_____)
- most were crammed in _____ (airless rooms below deck)
- most arrived in New York City (_____)
 - screened for _____
 - many immigrant's _____ were changed
- _____ became a symbol of American _____

- Welcoming in the New York harbor immigrants from abroad
- Guide to freedom for all those that are suffering, persecuted or in need of an opportunity
 - "Give me your tired, your poor,
 - Your huddled masses yearning to breathe free,
 - Mother of exiles
 - Lift my lamp beside the golden door
 - Send these, the homeless, the tempest-tossed to me
 - Wretched refuse

Unit 2 EQ 5:
How was the experience of immigrants impacted during the industrial revolution?

“New” Immigrant (post-1870s)

Mostly from Southern and Eastern Europe = Italy, Greece, Russia, Poland mostly Catholic & Jewish

Reasons for leaving

(_____)

fleeing

not enough factory jobs available

Reasons for coming

(_____)

_____ of _____ in America – most settle in cities

_____ in America

Restrictions

convicts, insane, people on charity

Under orders from the Russian czar (king), Russians participate in violent anti-Jewish riots known as Pogroms – thousands were beaten and hundreds were killed strictly based on religion – due to the Russian Pogroms, a large number of Russian Jews came to America



A Flood of Immigrants : Before 1865 most immigrants came to America from northern and western Europe or as enslaved African Americans. The European immigrants spoke English, were Protestant, and fit easily into the American culture. In the mid-1880s, immigrants came to the United States from southern Europe. Many of these newer immigrants were Catholics or Jews. Most did not speak English.

They settled in urban neighborhoods with others who shared their languages, religions, customs, and these immigrants faced difficulties blending into the American culture.

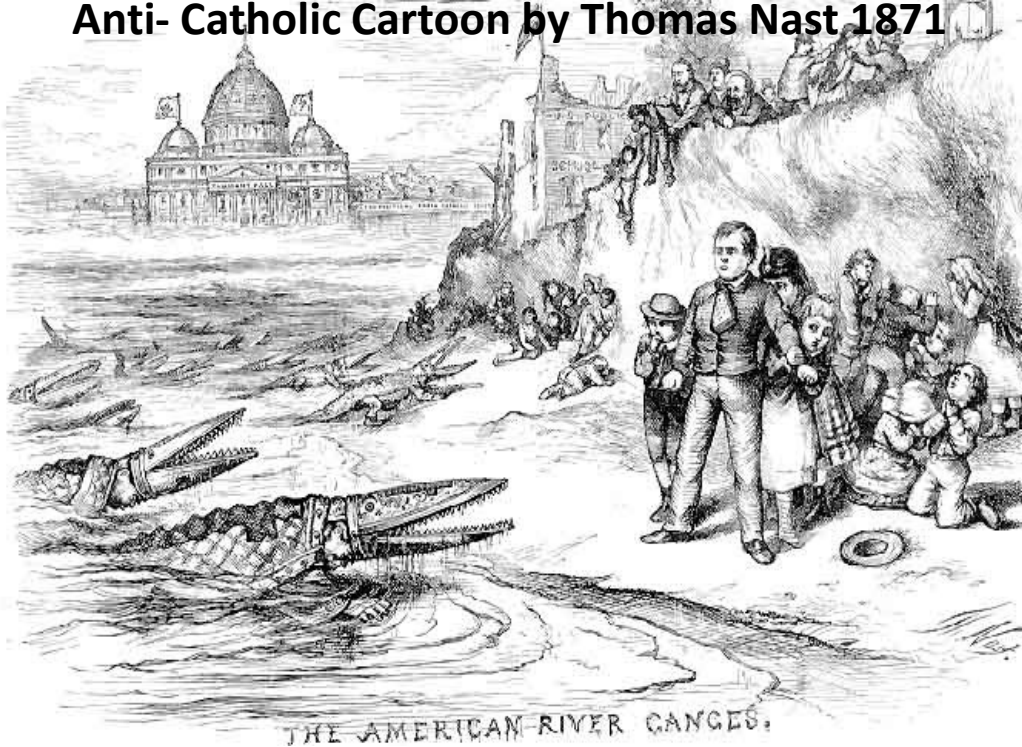
Many people **emigrated**, or left their countries, because of economic or political conditions in their homelands. Hunger, poverty, lack of jobs, discrimination, and unfair laws were problems people wanted to leave behind. Many **ethnic groups** left their homelands to escape persecution, or unfair treatment by the government. Ethnic minorities were often treated unfairly because they spoke different languages and practiced different customs and religions than most people of the country.

CRQ: What circumstances caused immigrants to emigrate from their countries?

STOP & THINK

Unit 2 EQ 5: How was the experience of immigrants impacted during the industrial revolution?

Anti-Catholic Cartoon by Thomas Nast 1871



STOP & THINK

CRQ1: Identify the images that reflect the Anti-Catholic bias of the cartoonist.

Most immigrants wanted to fit in, or *assimilate* into American culture. They did not want to forget the customs and traditions of their homelands, however. Children learned English in school. Parents often spoke their original language at home. Immigrants from rural areas had to adjust to city life. Most had little or no education, so they worked at jobs that required no skill.

AMERICANIZATION SCHOOLS

<p>Monday and Thursday Evenings 7:30 p. m.</p>		<p>Beginning Monday, September the 27th, 1920</p>
--	--	---

SCHOOLS: HIGH SCHOOL, 20TH AND D STREETS LINCOLN PLACE, 917 PACIFIC AVENUE LIBERTY SCHOOL, 20TH AND O STREETS MADISON SCHOOL, 1322 MADISON AVENUE

Keep America Great. Become an American Citizen. Learn The Language.

CRQ2: How were many immigrant children assimilated?

STOP & THINK

Introduction

Article #1

1. Identify *two* hardships immigrant families faced in America. [2]

a. _____

b. _____

2. In the early 20th century, what were typical jobs immigrant children could find? [3]

3. Identify *three* reasons immigrant children faced prejudice in America. [3]

4. Describe how immigrant parents wanted their children to act. Use details. [4]

5. Identify the problem the five brothers faced? [1]

6. Explain why the parents had such a difficult time not speaking their native language? [2]

**Bonus:

- What is it called when people hang onto their heritage (culture)? _____

7. Do you think immigrants coming into America should speak English or speak their native language? Defend your answer with details/examples. [3]

8. In the Editor's response, what is meant by the phrase, "mother tongue"? [1]

Unit 2 EQ 5: How was the experience of immigrants impacted during the industrial revolution?

STOP & THINK

Article #2

9. Why did John Fante have a negative image of his own people (Italian-Americans) [2]

10. Using details, explain how John Fante tried to fit in, in America? [3]

11. List *three* ways John Fante is disgraced (embarrassed) by his family. [3]

Article #3

12. Where did Pauline Newman find work when she arrived in America? [1]

Article #3 Continued

13. How old was she when she started working? [1]

14. Approximately how many hours a day did Pauline work? Yes, you have to do math. When she started to when she finished. [2]

15. What was Pauline's weekly salary? [1]

16. Identify *two* ways the Triangle Shirtwaist Company took advantage of Pauline and the other children. [2]

Article #4

True/False:

17. Mrs. Cutter changed the spelling of Covello's name so she would have an easier time pronouncing it. [1]

18. Covello's mother supported his desire to be more American. [1]

19. Do kids today feel torn between loyalty to their families and their desire to fit in? Explain [3]

Asian Immigration 1881-1920

Mostly from China and Japan
most settle in the west
brought Buddhism and Daoism to America

Reasons for leaving

(_____)
(_____)

most live in _____ (poor)

jobs available

Reasons for coming

(_____)
(_____)

opportunity for a better life

(_____)

cheap labor needed to

Restrictions

could not own land

_____ said no Chinese worker could enter the U.S. for 10 years. Result = stopped almost all Chinese from coming to the U.S.

_____ current Japanese Americans would get more rights if Japan did not send anymore immigrants

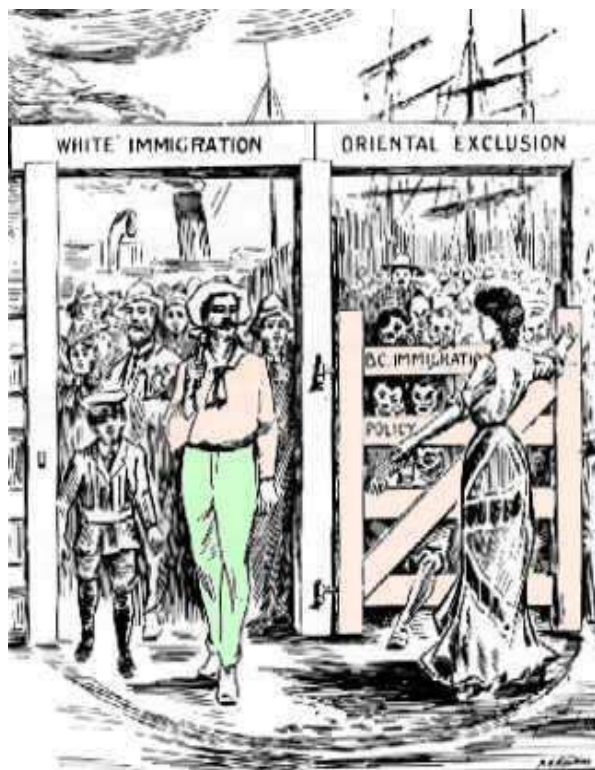
Asian Immigrants (arrive on west coast)

- most were crammed in steerage
- most arrived in San Francisco (_____)
- screened for disease
- most Asian immigrants were _____

On the West Coast, immigrants from China and Japan were processed on Angel Island in San Francisco Bay. At the reception centers, immigrants gave their names, country of origin, job skills, and where they planned to live. Long or difficult names were often shortened at the reception centers. Immigrants had to pass health examinations. They were not allowed to enter the country with contagious diseases.

Unit 2 EQ 5:
How was the experience of immigrants impacted during the industrial revolution?

S
P
A
M



How does this late 19th century political cartoon reveal the attitudes of nativists towards the Chinese?

1. The Gentlemen's Agreement, and Chinese Exclusion Act were attempts by Congress to restrict

- a) immigration
- b) property ownership
- c) voting rights
- d) access to public education

	Immigrants from northern and western Europe	Immigrants from other countries, principally southern and eastern Europe
Average annual flow, 1907-1914	176,983	685,531
Quotas under Act of 1921	198,082	158,367
Quotas under Act of 1924	140,999	21,847

Source: Thomas A. Bailey et al., *The American Pageant*, D.C. Heath and Co., 1998 (adapted)

2. The data in the chart support the idea that the immigration laws of 1921 and 1924 were primarily designed to

- A. stop illegal entry into the country
- B. admit skilled workers
- C. encourage immigration from southern Europe
- D. reduce immigration from specific regions

Nativism:

a) Native-born Americans have demonstrated “nativism” toward immigrants of minority groups who have deviated from the dominant culture.

b) Nativists groups discriminated against individuals because of race, religion, political beliefs, and economic fears.

b) American-born workers did not welcome the new immigrants. They were afraid immigrants would compete for their jobs. They worried that immigrants would be willing to accept low wages, which would pull all wages down. American-born workers were not used to the unfamiliar languages, customs, and traditions.

c) The Ku Klux Klan originated as primarily an anti-black organization during the Civil War era and resurfaced as an anti-Semitic, anti-Catholic, and anti-immigrant group in the 20th century

Immigration Restrictions:

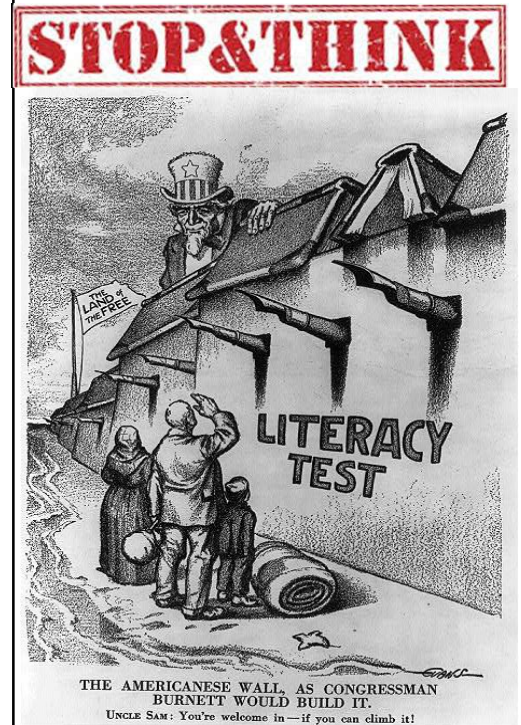
On a number of occasions, Congress has responded to nativist sentiments with the passage of restrictive legislation.

1- The Chinese Exclusion Act (1882) – restricted Chinese immigration for a 10-year period

2- Gentleman’s Agreement (1907) – Japan persuaded to deny passports to those who wanted to emigrate

3- Literacy Test (1917) – Immigrant required to pass literacy test in either English or another language

4- Immigration Act of 1921 – Quota system set at 3% of total of that nationality in U.S. in 1910; general limit of 350,000 immigrants per year



CRQ 1: How did representatives in Congress sometimes respond to nativist concerns? TTQA

Americans Against Immigration

_____ = Americans Against Immigration

A. Resented Immigrants working for _____

- use _____ against immigrants
- work to _____ immigration in America

Unit 2 EQ 5: How was the experience of immigrants impacted during the industrial revolution?

US History

Creative Writing Assignment: An Immigrant's Letter to Home

Pretend that you are a twelve-year-old who has sailed to America. It has been one year since you left home, one year since you saw your parents. Write a letter to your parents describing your life the last year. Your letter should include the following:

(1) Describe your voyage.

- You should describe the conditions on your ship. Include details about the food, sleeping, weather, other people and groups on board, etc.
- Include how your feelings about the voyage.

(2) Describe what life has been like during your first year there.

- You can use conditions in factories, settlement houses, and tenements as the basis of your letter.

To make your letter sound real, put yourself in the mind of a child writing home to his/her parents who have not seen or heard from him in over one year. Your parents will want to know details about the many challenges you have faced, and how you have survived them. Use your imagination, but be sure not to contradict historical facts.

Your letter should be detailed and should be a minimum of two paragraphs in length. Remember that most immigrants came for political, economic, or religious reasons – why did you and your group come?

At least one paragraph should describe the voyage and at least one paragraph should describe the life of the life you have lead sine arriving. You are not required to type your letter, but it must be legible – I will not give a passing grade to a letter I cannot read.

STOP & THINK

I. DEVELOPMENT OF CITIES

Unit 2 EQ 3 What were the causes and effects of the rapid growth of city populations?

A. Geography

- largest cities grew along the _____
- ocean ports = _____

B. Industries

- _____ brought people to cities

C. Technology

- _____
skyscrapers, elevators, mass transit (street cars)
- _____
created by Henry Ford – greatly increased production

Growth of Cities

Cities experienced rapid growth in the late 1800s. Immigrants, farm workers, and African Americans migrated to cities in search of work. Expanding railroads, new methods of transportation, and the availability of natural resources contributed to the growth of cities.

Almost half of the population lived in American cities by 1910. In 1870 only one-fourth of the population lived in American cities. Eighty percent of the population in 1890 was made up of immigrants. New York, Chicago, and Detroit became major urban centers.

New farm machinery performed much of the work previously done by farm workers. Items that were previously made by women on farms, such as clothing and household goods, could be purchased in stores or from catalogs. Women left farms to find jobs in cities. Most African Americans lived in poverty in the South. Many moved to Southern cities looking for work to pay off debts. They also hoped to find less discrimination and injustice in large cities.

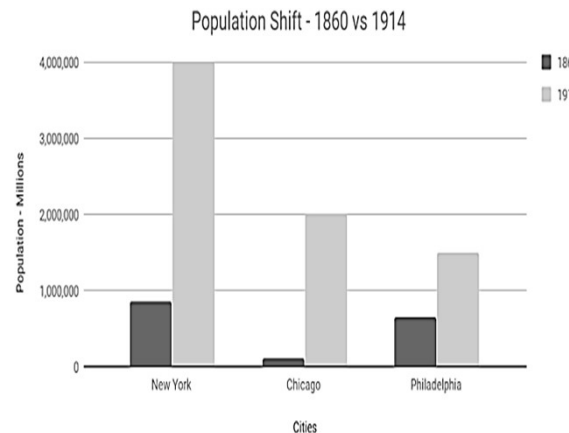
1. Which generalization about population growth is supported by information in this chart?

Rural and Urban Populations in the United States

Year	Rural	Urban
1860	25,226,803	6,216,518
1870	28,656,010	9,902,361
1880	36,059,474	14,129,735
1890	40,873,501	22,106,265
1900	45,997,336	30,214,832
1910	50,164,495	42,064,001
1920	51,768,255	54,253,282

Source: Bureau of the Census

- For every census listed, rural population exceeded urban population.
- By 1920, more people lived in cities than in rural areas.
- The Civil War significantly slowed the rate of population growth.
- Most urban population growth was due to people migrating from rural areas.



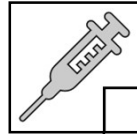
2. An increase in the number of factories in the mid-1800s led to

- an increased dependence on products made in homes
- an increase in urbanization
- a decrease in levels of water and air pollution
- a reduction in immigration from Europe

II. PROBLEMS CAUSED BY INDUSTRIAL EXPANSION

Religious groups worked to help the poor. Orphanages, prisons, hospitals, soup kitchens, and homeless shelters were created. The Salvation Army was founded in 1879. The YMCA (Young Men's Christian Association) and YWCA (Young Women's Christian Association) were established.

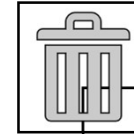
Settlement houses were established in poor neighborhoods. Many services, such as medical care, playgrounds, nurseries, and libraries, for the poor were provided at settlement houses. Most settlement workers were women. They worked to get police protection, garbage removal, and public parks for the poor areas. Jane Addams founded Chicago's Hull House in 1889.



- from sewage
- Result = improved sanitation systems, water treatment plants
- In 1900 many babies died before their first birthday. Whooping cough, tuberculosis, and other contagious diseases were common. Poverty led to crime. Children who were homeless or orphaned became pickpockets. Gangs committed more serious crimes



Result = street lighting, police forces, fire departments/fire hydrants



- The sewers could not handle the amount of human waste in crowded cities. Garbage and horse manure filled the streets. The filthy cities were unsanitary. Diseases spread quickly.

There was a huge gap between the rich and the poor. The population of cities grew faster than housing could be built. Cities were crowded.

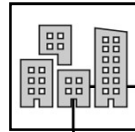
Due to industrialization and a large influx of immigrants, American cities boomed – below the streets of NYC are bustling with people – overcrowding became a problem



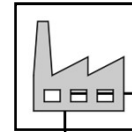
The Great Chicago Fire of 1871 – buildings were built so close to one another the fire spread rapidly – also there wasn't an adequate fire department for the city



II. PROBLEMS CAUSED BY INDUSTRIAL EXPANSION

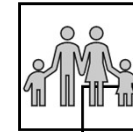


- Tenements were located in poor, run-down neighborhoods called **slums**. Tenements had many small, dark rooms. Several families shared rooms. They also shared cold running water and often times no toilet.



Many immigrants & Women performed unskilled labor for long hours and low pay. Many worked in **sweatshops**, which were hot, crowded workshops where workers made clothing. poor lighting and ventilation

It was not unusual for men, women, and children to work 12 hours a day, 7 days a week.



- needed the \$
- C parents had no place for kids to go
- Child labor laws, passed by many states, were ignored by employers. The laws stated that children must be at least 12 years old and could work no more than 10 hours each day. These laws did not apply to children who worked on farms.

INSPECTOR OF BUILDINGS!



Triangle Shirtwaist Factory Fire:

- The fire at the Triangle Shirtwaist Company claimed the lives of 146 young immigrant workers
- The factory was a typical sweatshop factory in the heart of Manhattan
- Low wages, excessively long hours, and unsanitary and dangerous working conditions
- The International Ladies' Garment Workers Union organized workers in the women's clothing trade
- Near closing time on Saturday afternoon, March 25, 1911, a fire broke out
- 146 of the 500 employees died
- Owners locked the exit doors, claiming that workers stole materials
- The tragedy subsequently brought about a modern factory inspection system and laws to regulate the labor of women and children
- ~ cornell.edu

CRQ1: What Historical Circumstances led to the Triangle Shirt Wait Factory Fire?

CRQ2 : Why did the fire at the Triangle Shirtwaist Factory change public opinion?

Unit 2 EQ 4:How did big business change the workplace and give rise to labor unions?

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

I. FACTORY WORKERS DURING INDUSTRIALIZATION

- _____ the number of people in _____ & _____
- factory workers needed little or no _____ to work
- workers could be _____
- workers had little _____ with their employer
- _____ number of _____

December 21, 1845

I am well, which is one comfort. . . . Last Tuesday we were paid. In all I had six dollars and sixty cents paid \$4.68 for board. With the rest I got me a pair of rubber [shoes] and a pair of 50 cent shoes. Next payment I am to have a dollar a week beside my board. I think that the factory is the best place for me and if any girl wants employment, I advise them to come to Lowell.

November 5, 1848

Doubtless you have been looking for a letter from me all week. . . . The work I am now doing. It is very hard indeed and sometimes I think I shall not be able to endure it. I never worked so hard in my life but perhaps I shall get used to it. . . . Wages are to be reduced on the 20th of this month. . . . The companies pretend they are losing immense sums every day . . . but this seems perfectly absurd to me for they are constantly making repairs and it seems to me this would not be if there were really any danger of their being obliged to stop the mills. I expect to be paid about two dollars a week but it will be dearly earned.

Source: <http://www.nwhm.org/online-exhibits/industry/MSPaulLetters.htm>, 2014

Imagine that you are Mary's sister in 1848 and you have just talked with your father about the letter Mary just sent . Explain whether you would consider working at your sister's mill if you found out that your father would no longer be able to work and your family needed money.

STOP & THINK

Working Conditions : In the late 1800s, many companies were formed. Factories became larger. New jobs were created. Workers were able to afford the goods they needed and even a few luxuries. Laborers worked long hours for little pay, however. They often worked six days a week for 10 or 12 hours. Employers could fire them for any reason at any time.

When business was bad, workers were fired to save money. Many were replaced by immigrants who were willing to work for less pay. Factories were not safe or healthy places to be. Workers were often injured or became ill.

CRQ: What were the working conditions in factories?

Labor Unions Form : Workers organized labor organizations to fight for better pay and working conditions. **Trade unions** represented skilled workers in a trade, such as carpentry. They were not very successful because they only represented one trade. Labor leaders expanded their unions in the mid-1800s. The Noble and Holy Order of the Knights of Labor, a garment cutters union in Philadelphia, was formed in 1869. They met secretly and had secret handshakes to keep their union membership hidden. Employers fired workers who joined unions.

This union became a national organization that allowed women, African Americans, immigrants, and unskilled laborers to join. In the 1890s, the group lost power and members because of a series of strikes, where workers refused to work until their working conditions and pay were improved.

The American Federation of Labor (AFL) was created in 1886. Different national trade unions came together to form this federation. The AFL represented skilled workers in different trades. The AFL fought for better pay, shorter hours, better working conditions, and the right of the union to represent workers in bargaining with company management personnel, known as **collective bargaining**. Despite many violent strikes, the AFL continued to grow.

CRQ: Why were labor unions formed?

Labor Union

Industry and Activity

Knights of Labor

- ❖ an organization of individuals _____
- ❖ _____ Leader
- ❖ workers should set up own mines, factories, and RR's
- ❖ believed in solving worker / owner disputes with _____
- ❖ against strikes

American Federation of Labor (AFL)

- The _____ (AFL) 1886
- founded by _____
 - made up of _____ workers who had belonged to national trade unions
 - higher _____ & shorter _____
 - favored the use of _____

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

STOP & THINK



Women workers strike for better working conditions – women's role in Industrialization followed by their efforts in World War I contributed greatly to the women's rights movement in America started by Susan B. Anthony and Elizabeth Cady Stanton in Seneca Falls, N.Y.

Women were not allowed to join many unions. They formed unions of their own. The International Ladies' Garment Workers Union (ILGWU) pushed for a safer working environment after a disastrous fire in 1911. When a fire broke out in a crowded sweatshop in New York City at the Triangle Shirtwaist Company, almost 150 workers died. They could not escape the fire because the doors were locked to prevent them from leaving early.

In the 19th century, the major national labor unions wanted to improve the position of workers mainly by

- A. obtaining the legal right to organize and bargain collectively
- B. using government troops to settle labor disputes with management
- C. supporting government ownership of major industries
- D. endorsing a third political party for workers only

In the United States, industrial unions of the 1880's and of the 1980's had similar goals in that both campaigned for

- A. national health insurance
- B. better unemployment insurance
- C. greater job security and higher wages
- D. wage and price freezes

During the late 19th century, Samuel Gompers, Terence Powderly, and Eugene Debs were leaders in the movement to

- A. stop racial segregation of Native American Indians
- B. limit illegal immigration
- C. gain fair treatment of Native American Indians
- D. improve working conditions

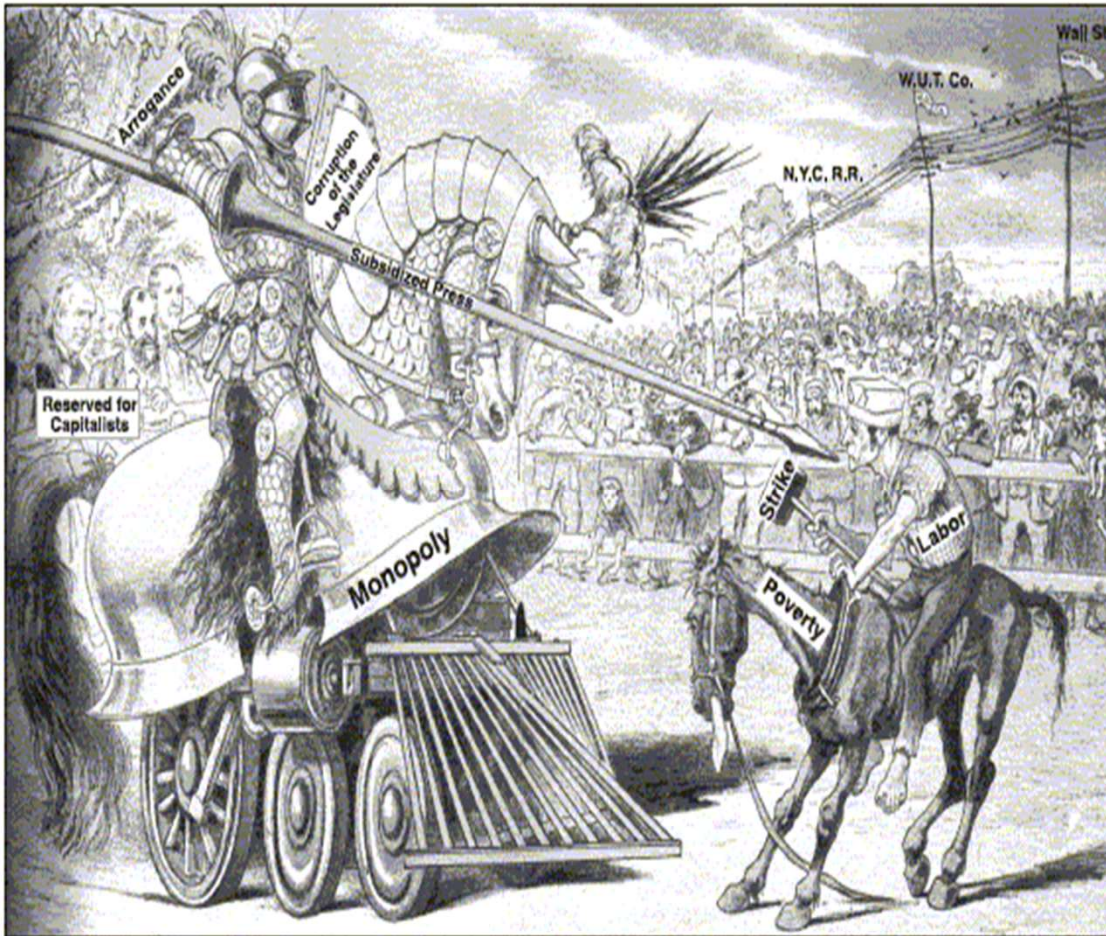
The American Federation of Labor became the first long-lasting, successful labor union in the United States mainly because it

- A. refused to participate in strikes against employers
- B. concentrated on organizing workers in industries in the South
- C. formed its own political party and elected many pro-labor public officials
- D. fought for the rights of skilled workers

STOP & THINK

S
P
A
M

CRQ: Explain Collective Bargaining and the benefit that it had for workers. TTQA



Source: Lewis Paul Todd and Merle Curti, *Rise of the American Nation*, Harcourt Brace Jovanovich (adapted)

“Collective bargaining consists of negotiations between an employer and a group of employees so as to determine the conditions of employment. The result of collective bargaining procedures is a collective agreement. Employees are often represented in bargaining by a union or other labor organization. Collective bargaining is governed by federal and state statutory laws, administrative agency regulations, and judicial decisions. In areas where federal and state law overlap, state laws are preempted. *See*, U.S. Constitution, Art. VI.” ~ law.cornell.edu

Some individuals feel that collective bargaining gives unions too much power while other individuals feel that collective bargaining is necessary to ensure that workers are not mistreated or even exploited

Unit 2 EQ 4: How did big business change the workplace and give rise to labor unions?

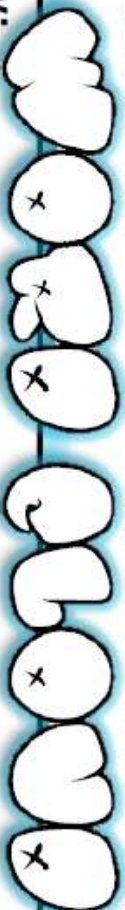
Labor in the Gilded Age - Directions: You have been assigned to read about four major labor related events in US History from the Gilded Age. Read about your event, and fill out the table below based on your reading.

Event	Industry	People Involved	What happened: Cause, Effect, Impact
<u>Haymarket Riot</u> <u>1886</u>			
<u>Homestead Strike</u> <u>1892</u>			
<u>Pullman Strike</u> <u>1894</u>			

STOP & THINK

	Cause or Effect of The Gilded Age (Circle appropriate term)	Social, Political, or Economic Cause or Effect WHY?
Monopolies and Corruption	Cause Effect	Political and Economic effect
Inventions and Innovations	Cause Effect	
Immigration and Population shifts	Cause Effect	
Factory Working Conditions	Cause Effect	
Transcontinental Railroad & Graph	Cause Effect	
Westward Expansion	Cause Effect	
Rise of factories & assembly line	Cause Effect	
Labor Unions & Monopolies	Cause Effect	

Industrial Revolution



Overview:

At the turn of the century the Industrial Revolution changed the world. It brought about life altering inventions, new ways of communicating, faster transportation, and numerous other benefits. But laying beneath the skyscrapers and wealthy new industrialist there were immigrants suffering, corruption in government, and horrible living and working conditions

41

Assignment

- You will create a word cloud. A word cloud is a cluster of words that make up a design or shape.
- Your word cloud must include a minimum of 10 positives of the Industrial Revolution and 10 negatives of the Industrial Revolution. I encourage you to add more words if you can think of any.
- Listed to the right are websites that can assist you in constructing your word cloud.
- You will print out and bring to class. If you do not have access to a computer or internet you can design your own word cloud by hand.
- After you have chosen your 20 words you will complete the attached handout. You will staple the handout to your word cloud.



Helpful Links

Below are links that can assist you in creating a word cloud. You can use alternative sites if you prefer.

http://www.abcy.com/word_clouds.htm

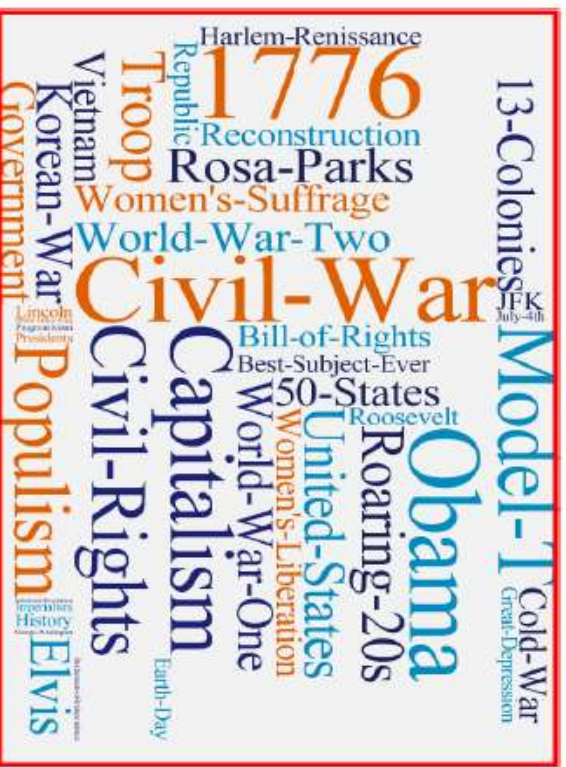
<http://www.wordle.net/create>

<http://worditout.com/word-cloud/make-a-new-one>

Requirements: (___ points)

- Create a word cloud which includes:
 - **10 POSITIVES** of the Industrial Revolution (___ points)
 - **10 NEGATIVES** of the Industrial Revolution (___ points)
- Complete the attached handout (___ points)

Below is an example of a word cloud with
US History Terms



Directions: List the 10 POSITIVE and 10 NEGATIVE terms that you included in your word cloud. Then explain why they are positive or negative.

Positives



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Negatives



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Industrial Revolution