

1. What developments occurred in the steel, oil, and electric-power industries during the Second Industrial Revolution?
2. What changes occurred in the way that businesses were organized?
3. Why did some Americans oppose monopolies, and what actions did they take against them?

SECTION**1****Chapter 19****The Second Industrial Revolution****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

patents, free enterprise, entrepreneurs, corporations, vertical integration, horizontal integration, trust, Second Industrial Revolution, Bessemer process, Orville and Wilbur Wright, Thomas Alva Edison, Andrew Carnegie, John D. Rockefeller, Sherman Antitrust Act

- I. **An Age of Steel (Objective 1, pp. 578–580)**
 - A. **Second Industrial Revolution**—period of rapid growth in U.S. manufacturing in the late 1800s
 - B. **The Steel Industry**
 1. **Bessemer process**—way to make steel by blasting hot air through melted iron to remove waste material
 2. This process allowed U.S. steel production to increase from 77,000 tons in 1870 to more than 1 million tons in 1879.
 - C. **Railroads**
 1. Mileage increased from 30,000 miles in 1860 to 193,000 miles by 1900.
 2. Trains became safer and more efficient, reducing travel times.
 3. Affected the rest of the economy by getting goods to markets quickly, bringing settlers west, and employing many people
- II. **New Sources of Power (Objective 1, pp. 580–581)**
 - A. **Petroleum**
 1. Kerosene was used for cooking, heating, and lighting, and gasoline-powered engines were used in cars.
 2. **Orville and Wilbur Wright**—made the first piloted flight in an airplane powered by a gas engine in 1903
 - B. **Electricity**
 1. **Thomas Alva Edison**—inventor who was awarded more than 1,000 **patents**, or the exclusive right to make or sell an invention
 2. Edison and his team invented the electric lightbulb in 1879.
 3. Electricity created power for communications devices such as the telephone.
- III. **Free Enterprise and Big Business (Objective 2, p. 581)**

A. Government and Business

1. **Free enterprise**—the government does not usually interfere with business
2. U.S. government provided some assistance, such as tariffs, to industry.

B. Doing Business

1. **Entrepreneurs**—people who start new businesses
2. **Corporations**—businesses in which owners sell shares of ownership, called stock, to individuals known as stockholders

ASK THE STUDENTS...

Who owns a corporation?

People who purchase stock in a corporation are its owners.

IV. Business Leaders (Objective 2, p. 582)

A. Andrew Carnegie

1. Major figure in the U.S. steel industry
2. Used **vertical integration**—business method in which a company owns all of the businesses needed to make its product

B. John D. Rockefeller

1. Founded the Standard Oil Company, the nation's largest oil refiner
2. Used **horizontal integration**—bought all competing businesses in an industry
3. Formed a **trust**—a grouping together of a number of companies under one board of directors that tried to get rid of competition and to control production

V. Social Darwinism and Philanthropy (p. 583)

A. Social Darwinists claimed that the “survival of the fittest” would determine who succeeded in human society, and that government regulation was unnatural.

B. Philanthropists argued that the wealthy had a responsibility to society.

VI. The Antitrust Movement (Objective 3, p. 584)

A. Critics claimed that trusts gained monopolies of certain goods and services by using unfair business practices, and then set high prices without fear of competition.

B. In 1890 Congress passed the **Sherman Antitrust Act**, which outlawed monopolies that restrained trade.

ASK THE STUDENTS...

Why did some people criticize trusts?

Critics claimed trusts used unfair business practices to gain monopolies on certain goods and services, and then set high prices because they had no competitors.

1. How did the Second Industrial Revolution affect American workers?
2. Why did workers form labor unions, and how were they organized?
3. How did major labor strikes affect workers?

SECTION**2****Chapter 19****Industrial Workers****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

collective bargaining, anarchists, Frederick W. Taylor, Knights of Labor, Terence V. Powderly, Mary Harris Jones, American Federation of Labor, Samuel Gompers, Haymarket Riot, Homestead strike, Pullman strike

I. The New Workplace (Objective 1, pp. 585–586)**A. Unskilled Labor**

1. Many industries replaced skilled workers with machines operated by unskilled laborers.
2. Workers with few skills were easily replaced, so they rarely complained about low wages.

B. Efficiency in the Workplace

1. Specialization—having workers perform a single step in the production process again and again—lowered costs and raised production
2. **Frederick W. Taylor**—steel company engineer who published *The Principles of Scientific Management*, an efficiency study that regarded workers as part of the production process
3. Some employers sacrificed workplace safety for efficiency.

II. Labor Unions (Objective 2, pp. 586–587)

A. Collective bargaining—workers act collectively, or together, to improve chances of winning labor disputes with employers

B. The Knights of Labor

1. Established in the early 1870s as a network of secret local groups
2. **Terence V. Powderly**—leader who ended secrecy and made the Knights the first national labor union
3. Goals included eight-hour workday, equal pay for equal work for men and women, and an end to child labor
4. Included skilled and unskilled workers
5. **Mary Harris Jones**—also known as Mother Jones, joined the Knights of Labor and organized many strikes

C. American Federation of Labor

1. Led by **Samuel Gompers**

2. Organized individual national unions such as steelworkers' unions
3. For skilled workers only

ASK THE STUDENTS...

How did the Knights of Labor differ from the American Federation of Labor?

The Knights of Labor was a single national union that accepted skilled and unskilled workers, while the American Federation of Labor organized individual unions for skilled workers.

III. The Haymarket Riot (Objective 3, p. 587)

A. Haymarket Riot—1886 strike in Chicago in which several people were killed and injured

B. Effects

1. Eight **anarchists**—people who oppose all forms of government—were convicted.
2. Because some local chapters of the Knights of Labor were linked to the riot, the national organization lost members.

IV. The Homestead and Pullman Strikes (Objective 3, pp. 588–589)

A. Homestead Strike

1. Took place in a Carnegie Steel plant in Homestead, Pennsylvania, in 1892
2. Workers struck over the plant manager's decision to negotiate contracts with individual workers rather than with the union.
3. The governor called out the state militia.
4. Continued for four months, but workers eventually gave up

B. Pullman Strike

1. Involved a railroad car manufacturer in Pullman, Illinois, in 1894
2. Protesting wage cuts, railroad union members refused to work on trains that pulled Pullman cars, bringing railroad traffic in the Midwest to a halt.
3. Officials attached Pullman cars to U.S. mail cars so that striking workers could be accused of the federal crime of interfering with the mail.
4. President Grover Cleveland sent federal troops to Chicago.
5. The government used the Sherman Antitrust act to accuse the strikers of interfering with interstate trade, thus ending the strike.

ASK THE STUDENTS...

What role did the federal government play in the Pullman strike?

Federal officials, including the president, sided with industry, sending in troops and using the Sherman Antitrust Act to end the strike.

1. Why did immigrants come to the United States, and what countries did they emigrate from during the late 1800s?
2. How did some Americans try to limit immigration?
3. How did city residents try to deal with the challenges of urban life?

SECTION**3****Chapter 19****Immigrants and the Cities****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

old immigrants, new immigrants, steerage, benevolent societies, suburbs, settlement houses, Chinese Exclusion Act, Immigration Restriction League, Hull House, Jane Addams, Ellen Gates Starr

I. Increased Immigration (Objective 1, pp. 590–591)**A. Immigration Patterns**

1. **Old immigrants**—came from northwestern Europe before the 1880s and were largely Protestant
2. **New immigrants**—came from southern and eastern Europe during and after the 1880s and included Jews and Catholics

B. Coming to America

1. **Steerage**—area below deck on a ship's lower level where the steering mechanism was located and where many immigrants stayed on the Atlantic journey
2. Upon arriving in the United States, immigrants went through processing centers where they were interviewed and examined for diseases.

II. Immigrant Life (pp. 591–592)

A. Most immigrants settled in cities, where they could find jobs requiring few skills.

B. Community

1. Many immigrants lived in neighborhoods with others of their nationality.
2. **Benevolent societies**—groups that offered help in cases of death, sickness, and unemployment in an era of few government assistance programs
3. Immigrant groups preserved their customs while embracing American culture.

ASK THE STUDENTS...

What purpose did benevolent societies serve?

They offered services to immigrants facing death, sickness, and unemployment.

III. Opposition to Immigration (Objective 2, p. 592)

A. **Nativism**—the favoring of native-born residents over foreign-born—grew as immigration increased.

B. Stopping Immigration

1. **Chinese Exclusion Act**—1882 law that banned Chinese people from coming to the United States for 10 years; was later extended into the 1900s
2. **Immigration Restriction League**—nativist group that formed in 1894 and demanded that all immigrants be able to read and write
3. Congress passed a literacy law for immigrants in 1897, but the president vetoed it.

IV. The Growth of Urban Communities (Objective 3, p. 593)

- A. In 1850, six cities had populations of more than 100,000; by 1900, there were 35 such cities.
- B. In 1900 about 40 percent of Americans lived in urban areas.

ASK THE STUDENTS...

Why did cities grow quickly in the late 1800s?

Many people, including immigrants, moved to cities to search for jobs in industry.

V. Urban Changes and Problems (Objective 3, p. 594)

- A. Technologies such as steel-beam frames, which allowed for skyscrapers, changed the way that cities looked.
- B. Challenges and Responses
 1. Fast growth led to overcrowding, lack of sanitation, and health problems.
 2. Cities built parks, libraries, and museums to improve the lives of residents.
 3. Some city-dwellers moved to **suburbs**—neighborhoods outside of downtown areas.

VI. Settlement Houses (Objective 3, p. 595)

A. **Settlement houses**—neighborhood centers in poor areas staffed by professionals and volunteers to offer education, recreation, and social activities

B. Hull House

1. Famous settlement house in Chicago
2. Founded by **Jane Addams** and **Ellen Gates Starr**—upper-class, educated women who had found few job opportunities
3. Offered classes in English and citizenship and started the first kindergarten and public playground in Chicago

ASK THE STUDENTS...

What role did settlement houses play in the lives of poor Americans?

Settlement houses offered poor people in the cities education and other services to improve the quality of their lives.

1. What effects did industrialization have on farmers, and what actions did farmers take to bring about change?
2. Why did farmers want changes in the money supply?
3. What were the political and economic goals of the National Grange and the Populist Party?

SECTION**4****Chapter 19****Populism****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

free coinage, gold standard, Oliver Hudson Kelley, National Grange, Interstate Commerce Act, Interstate Commerce Commission, Williams Jennings Bryan, Benjamin Harrison, Sherman Silver Purchase Act, Farmers' Alliances, Populist Party, James B. Weaver

I. Rural Unrest and the National Grange (Objective 1, pp. 596–598)**A. Overproduction of Crops**

1. Led to falling prices and declining incomes for farmers
2. Farmers who had trouble paying their debts lost their farms and had to become tenants or hired hands.

B. Responses

1. Some farmers blamed businesses such as railroads and banks for their troubles.
2. **Oliver Hudson Kelley**—toured the South for the U.S. Department of Agriculture in 1866 and witnessed farmers' suffering
3. Kelley helped found the **National Grange**, a social and educational organization dedicated to improving farmers' lives.

II. Fighting the Railroads (Objective 1, p. 598)

A. The National Grange increasingly turned to politics, calling for laws regulating railroad rates and grain-elevator fees.

B. Government Regulation

1. *Munn v. Illinois*—1877 U.S. Supreme Court ruling that declared state governments could regulate railroads
2. *Wabash v. Illinois*—1886 Supreme Court ruling that said only the federal government could regulate interstate traffic
3. **Interstate Commerce Act**—1887 federal law that created national regulations on interstate trade
4. **Interstate Commerce Commission**—federal agency intended to ensure that railroads charge fair rates but had little enforcement power

ASK THE STUDENTS...

What was the effect of the Supreme Court rulings regarding interstate regulation?

The rulings paved the way for federal regulation of interstate commerce, including the Interstate Commerce Act and the Interstate Commerce Commission.

III. The Free Silver Debate (Objective 2, p. 599)

A. Money Issues

1. **Free coinage**—policy of making gold and silver into coins, with paper money worth a specific amount of gold or silver
2. The Coinage Act of 1873 put the United States on the **gold standard**—only gold could be used to back currency.
3. Gold standard led to deflation, a decline in the money supply.
4. Farmers wanted silver coined, which would cause inflation—an increase in the money supply and rising prices.

B. Politics

1. **William Jennings Bryan**—Nebraska politician who favored silver coinage
2. Bland-Allison Act—1878 law that allowed for limited silver coinage
3. **Benjamin Harrison**—Republican elected president in 1888
4. **Sherman Silver Purchase Act**—increased the amount of silver coinage, but not enough to satisfy silver supporters

IV. The Populist Party (Objective 3, p. 600)

A. Farmers' Alliances—organizations formed to increase farmers' political power

B. Populist Party

1. Political party formed by Alliance leaders in 1892
2. Called for government ownership of railroads and unlimited silver coinage
3. **James B. Weaver**—Populist candidate in 1892 election who won about 8.5 percent of the vote

V. The Election of 1896 (Objective 3, p. 601)

A. Republican candidate: William McKinley; Democrat: William Jennings Bryan

B. Populists nominated Bryan, who supported silver coinage, as their candidate.

C. Republicans won with the support of workers who feared that silver coinage would lead to unemployment.

D. Republican victory marked the end of the Populist Party.

ASK THE STUDENTS...

What role did silver coinage play in the 1896 election?

It led the Populists to nominate the Democratic candidate as their own, and opposition to silver coinage helped Republicans win the election.