

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. _____ Industrial Revolution—period of rapid growth in U.S. manufacturing in the late 1800s

B. The Steel Industry

- _____ process**—way to make steel by blasting _____ through melted iron to remove waste material
- 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

- Mileage increased from 30,000 miles in 1860 to _____ miles by 1900.
- Trains became safer and more efficient, reducing travel times.
- 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

- _____** was used for cooking, heating, and lighting, and gasoline-powered engines were used in cars.
- Orville and Wilbur _____**—made the first piloted flight in an airplane powered by a gas engine in 1903

B. Electricity

- Thomas Alva _____**—inventor who was awarded more than 1,000 _____, or the exclusive right to make or sell an invention
- Edison and his team invented the electric _____ in 1879.
- Electricity created power for communications devices such as the _____

III. Free Enterprise and Big Business (Objective 2, p. 581)

A. Government and Business

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

B. Doing Business

1. **Entrepreneurs**—people who start new _____
2. **Corporations**—businesses in which owners sell _____ 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 _____

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

B. John D. _____

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

V. Social Darwinism and Philanthropy (p. 583)

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

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

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

A. Critics claimed that trusts gained _____ 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 _____ Antitrust Act, which outlawed monopolies that _____ 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.

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 _____ operated by unskilled laborers.
2. Workers with few skills were easily replaced, so they rarely complained about _____ wages.

B. Efficiency in the Workplace

1. _____ —having workers perform a single step in the production process again and again—lowered costs and raised production
2. **Frederick W. _____**—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 _____—workers act collectively, or together, to improve chances of winning labor disputes with employers

B. The _____ 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 _____ labor union
3. Goals included _____-hour workday, equal pay for equal work for men and women, and an end to _____ labor
4. Included skilled and unskilled workers
5. **Mary Harris Jones**—also known as Mother Jones, joined the Knights of Labor and organized many _____

C. American Federation of Labor

1. Led by **Samuel _____**

2. Organized individual national unions such as steelworkers' unions
3. For _____ 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 _____ in which several people were killed and injured

B. Effects

1. Eight _____—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 _____ members.

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

A. Homestead Strike

1. Took place in a _____ 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 _____

B. Pullman Strike

1. Involved a _____ 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. _____ cars so that striking workers could be accused of the federal crime of interfering with the _____
4. President Grover Cleveland sent federal troops to Chicago.
5. The government used the _____ 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.

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. _____ immigrants—came from northwestern Europe before the 1880s and were largely _____
2. _____ immigrants—came from southern and eastern Europe during and after the 1880s and included _____ and _____

B. Coming to America

1. _____—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 _____

II. Immigrant Life (pp. 591–592)

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

B. Community

1. Many immigrants lived in neighborhoods with others of their nationality.
2. _____ 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. _____—the favoring of native-born residents over foreign-born—grew as immigration increased.

B. Stopping Immigration

1. **Chinese _____ 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 _____ and _____
3. Congress passed a literacy law for immigrants in 1897, but the president _____ it.

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

- A. In 1850, _____ cities had populations of more than 100,000; by 1900, there were _____ such cities.
- B. In 1900 about _____ 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 _____, 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 _____ to improve the lives of residents.
 3. Some city-dwellers moved to _____—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 _____
 2. Founded by Jane _____ 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 _____ 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.

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

B. Responses

1. Some farmers blamed businesses such as _____ and _____ 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 _____** 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 _____ fees.

B. Government Regulation

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

ASK THE STUDENTS...

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

An Industrial and Urban Nation, Section 4, continued

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

III. The Free _____ 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 _____ **standard**—only gold could be used to back currency.
3. Gold standard led to _____, a decline in the money supply.
4. Farmers wanted silver coined, which would cause _____—an increase in the money supply and rising prices.

B. Politics

1. **William Jennings _____**—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 _____ and unlimited _____ 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 _____; 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 _____ 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.