

CHAPTER
19
EPILOGUE

The United States, 1860–1920

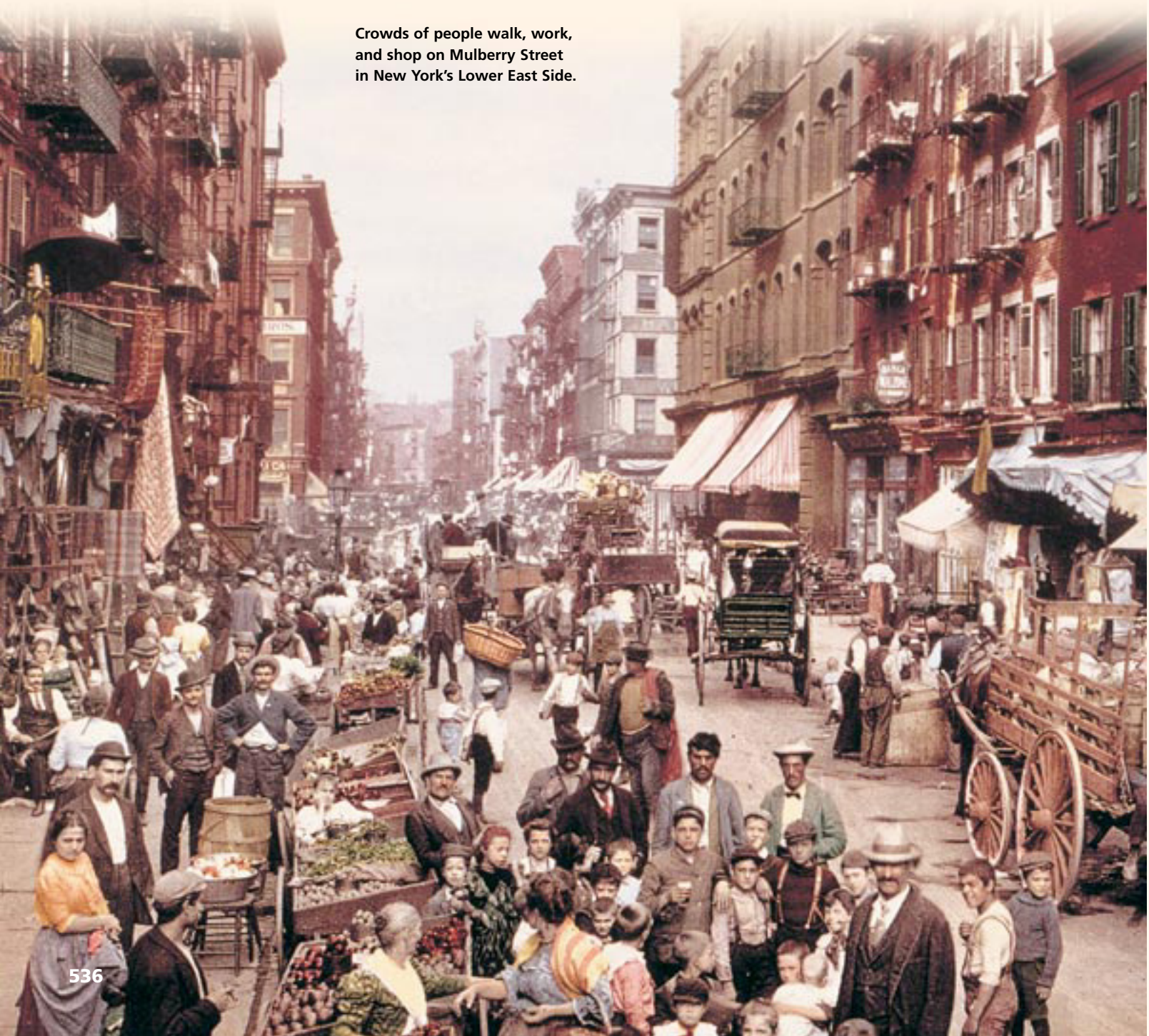
Section 1 **A Time of Growth**

Section 2 **Life at the Turn of the Century**

Section 3 **An Era of Reform**

Section 4 **Becoming a World Power**

Crowds of people walk, work,
and shop on Mulberry Street
in New York's Lower East Side.



Interact *with* History



Homelessness—Children sleep in the street.

Poor sanitation—Dead horse rots in city street where children play.

Poverty—Family earns money by making artificial flowers in its tenement.

Child labor—Children work in a Pennsylvania coal mine.

Progressive Era

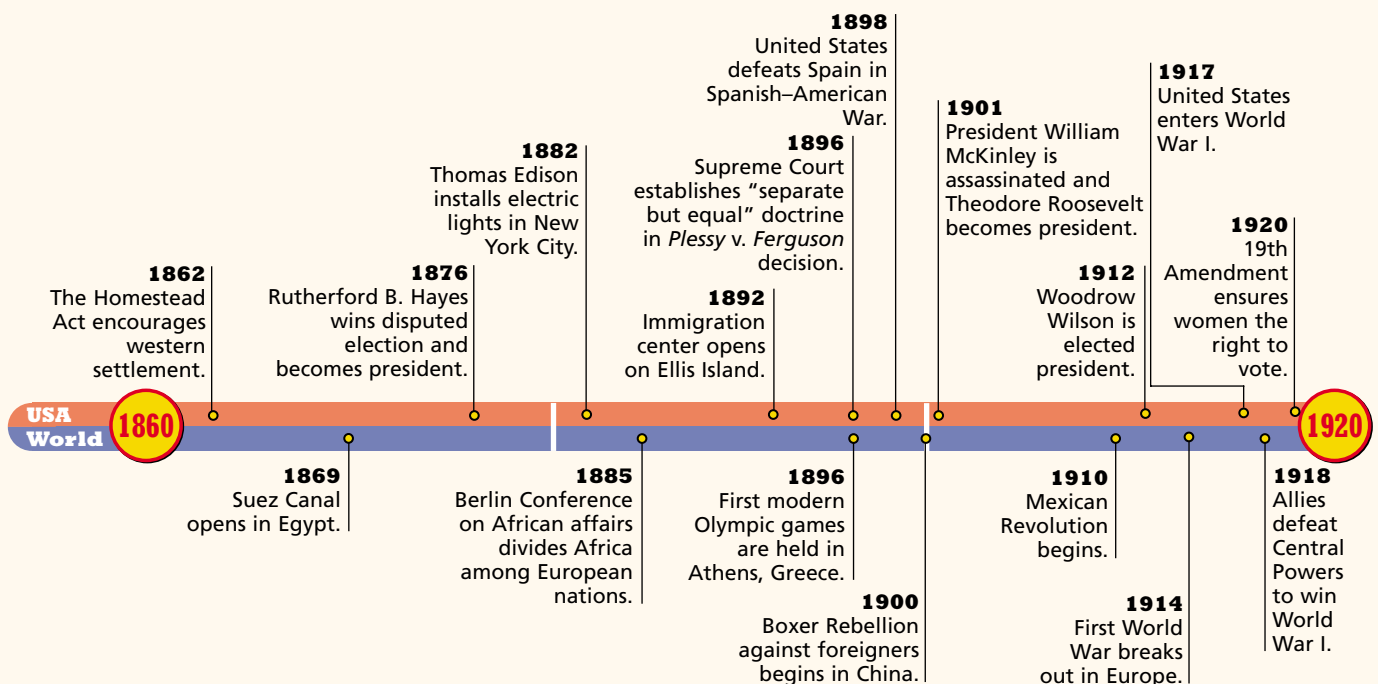
SOCIAL PROBLEMS

It is 1901, and the nation is at a crossroads. Its population and economy are growing. It is also gaining territories and becoming a world power. But there are serious problems at home. You're anxious to see how your national leaders will address these issues.

What Do You Think?

- Which problem shown in the collage is most important?
- Are domestic issues more important than international ones?
- What should government, business, or other organizations do to address these issues?

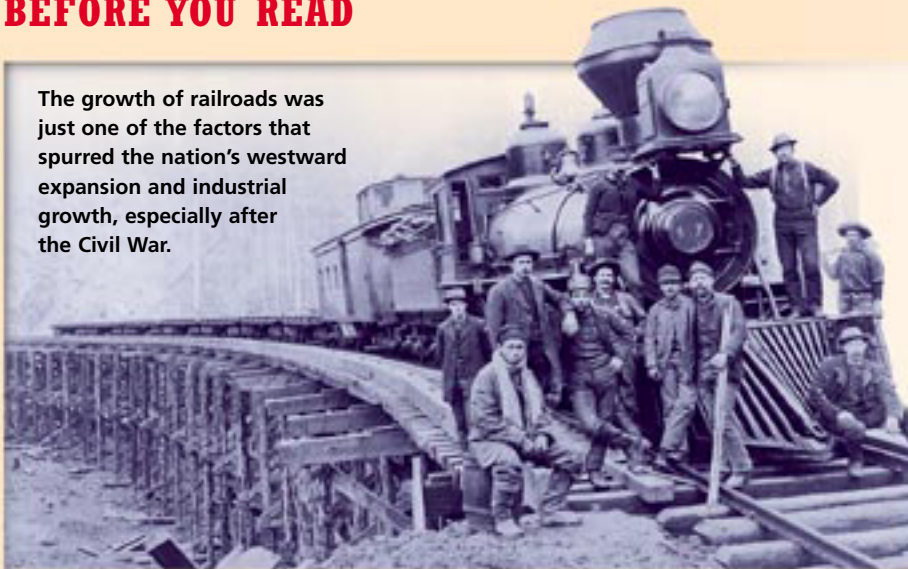
How would you solve these problems?



Chapter 19 Epilogue SETTING THE STAGE

BEFORE YOU READ

The growth of railroads was just one of the factors that spurred the nation's westward expansion and industrial growth, especially after the Civil War.



Previewing the Theme

Expansion This chapter examines the tremendous growth the United States experienced during the late 1800s and early 1900s. The nation expanded physically as Americans settled in the West, built an overseas empire, and increased their influence around the globe. Meanwhile, the nation experienced industrial and population growth, created new ways of life, and renewed efforts to improve conditions for its citizens.


What Do You Know?

What do you think of when you hear the following terms associated with the late 1800s and early 1900s: "wild west," "industrialization," "progressivism," "imperialism?"

THINK ABOUT

- what you already know about these terms from your reading or experience with them from the popular media
- why they might be associated with an era in which America underwent dramatic changes

What Do You Want to Know?


 What questions do you have about the United States at the turn of the century? Record these questions in your notebook before you read the chapter.

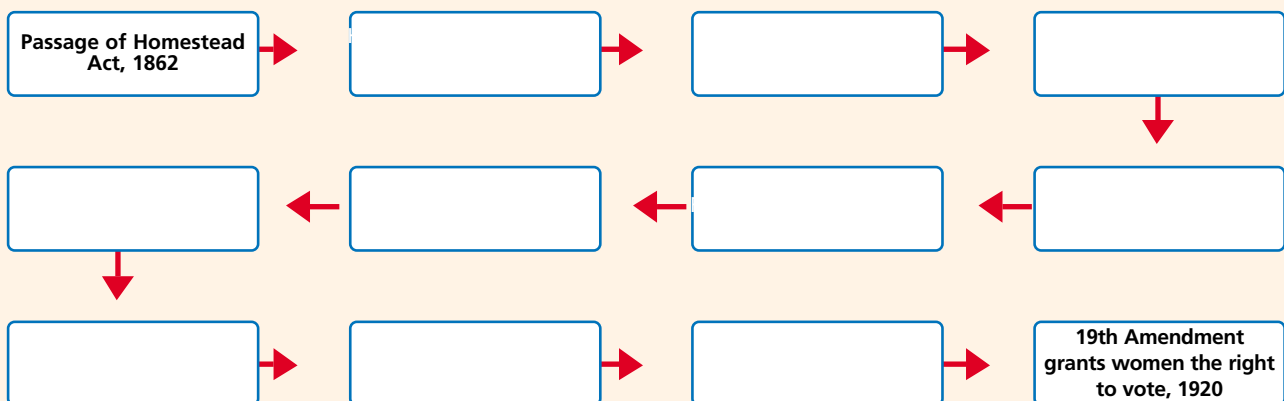
READ AND TAKE NOTES

Reading Strategy: Sequencing Events

Sequencing means putting events in the order in which they happen in time. In learning about U.S. history between the Civil War and World War I, it will be helpful to list important events in the order

in which they occurred. You might record the event and its date in a graphic organizer such as the one below. Copy this organizer in your notebook. Fill it in as you read the chapter.

 See Skillbuilder Handbook, page R4.



1 A Time of Growth

TERMS & NAMES

frontier
Great Plains
Homestead Act
Dawes Act
Gilded Age
urbanization
new immigrants

MAIN IDEA

During the second half of the 19th century, the nation experienced tremendous growth.

WHY IT MATTERS NOW

The changes that the United States underwent helped transform it into the modern nation it is today.

ONE AMERICAN'S STORY

Nat Love was born a slave in Tennessee in 1854. After the Civil War, he was one of thousands of African Americans who left the South and went west. In 1869, Love headed for Dodge City, Kansas. He was 15 and now free.

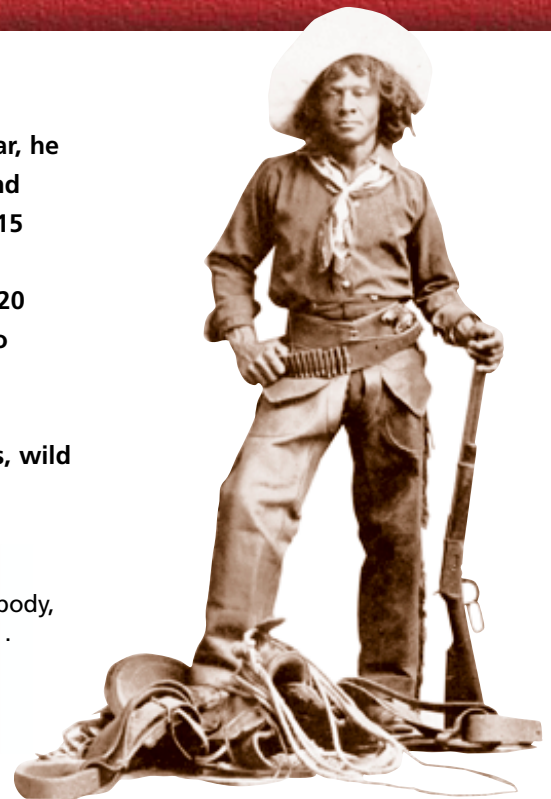
Love's horse-taming skills landed him a job as a cowhand. For 20 years, he took part in the cattle drives that brought Texas cattle to Kansas stockyards. He became well known for his expert horsemanship. In his autobiography, Love offered a lively but exaggerated account of his life. He told how he braved hailstorms, wild animals, and human attackers.

A VOICE FROM THE PAST

I carry the marks of fourteen bullet wounds on different parts of my body, most any one of which would be sufficient to kill an ordinary man. . . . Horses were shot from under me, men killed around me, but always I escaped with a trifling wound at the worst.

Nat Love, *The Life and Adventures of Nat Love*

During the second half of the 19th century, the United States underwent a time of tremendous growth. Americans such as Nat Love contributed to this growth.



Nat Love was an African-American cowhand who became a rodeo star.

Westward Expansion

In the decades following the Civil War, more Americans began to settle on the **frontier**. The frontier was the sparsely populated area on the western side of the nation. Aside from Native Americans, few people lived there. It included the **Great Plains**, the area from the Missouri River to the Rocky Mountains.

American settlers migrated westward for several reasons. The discovery of gold in California drew numerous fortune seekers to the West. A growing demand for beef in the nation's cities prompted ranchers to seek

land for raising cattle. In addition, thousands of families sought to start a new life as frontier farmers.

The federal government encouraged western settlement by passing the **Homestead Act** in 1862. This law offered 160 acres of free land to anyone who agreed to live on the land for five years and improve it.

Railroads also played a key role in extending U.S. control over Western lands. Trains carried the natural resources of the West—minerals, timber, crops, and cattle—to markets in the East. In turn, trains brought miners, ranchers, and farmers west to develop these resources further.

This western movement forced changes to Native American ways of life. As white settlers continued to move farther onto the frontier, they frequently clashed with Native Americans over land and resources. By the 1880s, most Native American tribes had been forced onto reservations, land set aside for them by the U.S. government.

Many well-meaning reformers felt that assimilation was the only way for Native Americans to survive. In other words, the reformers wanted Native Americans to adopt the culture of white Americans. Passed in 1887, the **Dawes Act** was intended to encourage Native Americans to give up their traditional cultures and become farmers. The U.S. government sent many Native American children to boarding schools to be “Americanized.” In the end, the Dawes Act did little to benefit Native Americans. Not all of them wanted to be farmers. Those who did lacked the tools, money, or other resources to be successful.

The Growth of Industry

As thousands of Americans forged new lives in the West, much of the rest of the nation experienced the Industrial Revolution. In the years after the Civil War, a number of factors boosted the pace of industrialization in the United States.

1. **Plentiful natural resources.** The United States had abundant raw materials, including forests, water, coal, iron, copper, silver, and gold.
2. **Improved transportation.** Since the early 1800s, steamboats, canals, and railroads made it ever easier to ship items over long distances.

ReadingHistory

A. Making

Inferences Why were railroads so important to the West?

These laborers are working in a foundry, a place where metal is cast.



Vocabulary

capital: money and property used in a business

- 3. Growing population.** From 1860 to 1900, the U.S. population grew from 31.5 million to 76 million—due in large part to a wave of immigration. This increase provided millions of workers to make products and consumers to buy them.
- 4. New inventions.** New technologies and inventions made industry more efficient.
- 5. Investment capital.** Banks and wealthy people invested in businesses so they could improve factories and equipment. Such improvements made business more successful. The government also provided help, such as subsidies, to businesses wishing to expand.

Industrialization led to the rise of powerful businessmen. John D. Rockefeller, for example, led the oil industry. Andrew Carnegie controlled the steel industry. They and others made millions—often through ruthless tactics.

The late 1800s become known as the **Gilded Age**. To gild is to coat an object with gold leaf. Gilded decorations were popular during the era. But the name has a deeper meaning. Just as gold leaf can disguise an object of lesser value, so did the wealth of a few people mask society's problems, including corrupt politics and widespread poverty.

Many of the nation's poor were workers who labored in factories. Eventually, angry workers organized to try to improve their lives. They formed labor unions—groups of workers that negotiated with business owners to obtain better wages and working conditions. By standing up to employers, unions won shorter working hours and better pay for workers.

Vocabulary

negotiate: to discuss something in order to reach an agreement

Cities Grow and Change

The Industrial Revolution, which transformed how people worked, also changed where people worked. During the late 1800s, more and more people moved to cities to find jobs.

Factories sprouted in cities because they offered good transportation and plentiful workers. Increasing numbers of factory jobs appeared in U.S. cities, followed by more workers to fill those jobs. The growth of cities that resulted from these changes is called **urbanization**.

As people flocked to cities, overcrowding became a serious problem. Many poor families lived in rented apartments or tenements. A tenement is an apartment house that is usually run-down and overcrowded. Many tenements were dangerous and unhealthy places to live.

Many Americans were disgusted by the poverty and slums in the cities. Some people, known as urban reformers, sought changes that could solve these problems. Some reformers helped to ease the problems



Business leader John D. Rockefeller is shown as a wealthy king. Notice which industries are the "jewels in his crown."

Community Service

Since the United States began, citizens have shared concerns about their communities. Many citizens have identified problems and proposed solutions to them.

In 1993, sixth-grader David Levitt asked his principal if the leftover food from the school cafeteria could be sent to a program to feed needy people. David was told that many restrictions prevented giving away the food.

Determined to get food to people who needed it, David talked to the school board, the state health department, and private companies to convince them to back his program. Today, more than 500,000 pounds of food from schools has been given to hungry people in the Seminole, Florida, area.



David Levitt carries supplies for his food pantry program.

How Do You Participate in Your Community?

1. In a small group, think about problems within your community. Make a list of those problems.
2. Choose one problem to work on.
3. Gather information about the problem. Keep a log of your sources to use again.
4. After you gather information, brainstorm solutions to the problem. Create a plan to carry out one solution.
5. Present the problem and your plan to the class.

 See the Citizenship Handbook, page 270.

For more about community service . . .

 **RESEARCH LINKS**
CLASSZONE.COM

of urban life by opening settlement houses. These facilities offered services such as daycare, education, and health care to needy people in slum neighborhoods.

Political machines were another type of organization that addressed the problems of the city. A political machine is an organization that influences enough votes to control a local government. Although often corrupt, political machines did some good things for cities. They built parks, sewers, schools, roads, and orphanages in many cities. In addition, machine politicians often helped city dwellers find jobs or homes.

The New Immigrants

Many of those who lived in the nation's growing cities were immigrants. Throughout the late 1800s and early 1900s, the United States experienced a wave of immigration. Until the 1890s, most immigrants to the United States came from northern and western Europe. But after 1900, fewer northern Europeans immigrated, and more southern and eastern Europeans did. This later group of immigrants came to be known as the **new immigrants**.

Immigrants settled where they could find jobs. Many found work in U.S. factories. They tried to assimilate, or become part of American

ReadingHistory

B. Comparing and Contrasting

How were settlement houses and political machines similar? How were they different?

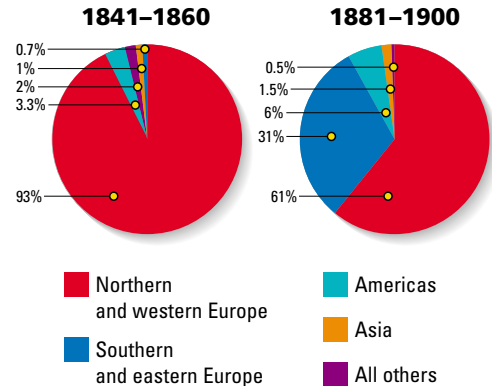
U.S. Immigration, 1841–1900

society. At the same time, however, they also were changing America. Immigrants did not give up their cultures right away. Bits and pieces of immigrant languages, foods, and music worked their way into the rest of American culture.

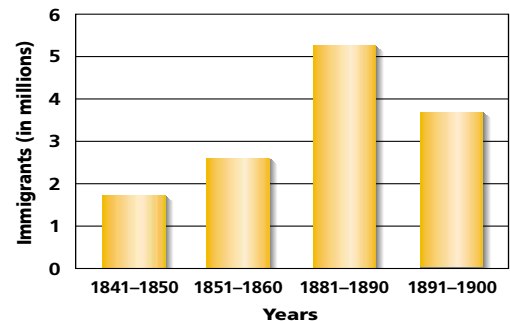
Despite their efforts to assimilate, immigrants faced prejudice from native-born Americans. Many native-born Americans feared they would have to compete with immigrants for jobs. In 1882, Congress passed laws to restrict immigration. Nonwhites faced deeper prejudice than European immigrants did. Asians faced some of the worst prejudice. In 1882, Congress passed the Chinese Exclusion Act. It banned Chinese immigration for ten years. The Chinese Exclusion Act was renewed in 1892. In 1902, Congress made the ban permanent. It was not repealed until 1943.

The Chinese Exclusion Act was not the only example of prejudice in the United States around 1900. As you will read in the next section, racial discrimination was very much a part of life in American society at the dawn of the 20th century.

Origins of Immigrants



1841–1900



Source: Historical Statistics of the United States

SKILLBUILDER Interpreting Graphs

- About how many immigrants came to the United States from 1841 to 1860?
- About how many southern and eastern European immigrants came to the United States from 1881 to 1900?

Section 1 Assessment

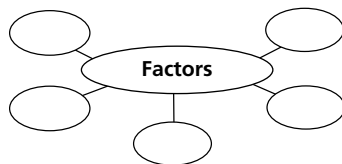
1. Terms & Names

Explain the significance of:

- frontier
- Great Plains
- Homestead Act
- Dawes Act
- Gilded Age
- urbanization
- new immigrants

2. Taking Notes

Use a cluster diagram like the one below to list the factors that contributed to industrial growth in the United States.



3. Main Ideas

- What drew large numbers of people to the West in the decades after 1860?
- What urban problems did reformers try to solve?
- How were the new immigrants different from earlier immigrants?

4. Critical Thinking

Recognizing Effects How were the effects of the Dawes Act different from what was intended?

THINK ABOUT

- the goals of the act
- the impact on the land use and independence of the Plains people

ACTIVITY OPTIONS

MATH
GEOGRAPHY

Research immigration to your city or state. Create a spreadsheet of this information or draw a map showing immigration routes.

Industry in the Midwest

The Midwest is the region around the Great Lakes and the Upper Mississippi Valley. The region saw explosive growth during the 1800s. The first wave came after 1825, when the Erie Canal linked the East with the Great Lakes region. The second wave, caused by investments in products related to the Civil War (1861–1865), saw a boom in mining, farming, forestry, and meat-packing. By 1890, 29 percent of the country’s manufacturing employment was in the Midwest, and the next big wave of growth was just beginning. New industries included steel and steel products, such as train rails and skyscraper beams.

Transportation and resources spurred the region’s growth. Coal, oil, iron ore, limestone, and lumber were abundant, and the land was fertile. Trains, rivers, and lakes connected the Midwest to markets in the East and South and brought in raw materials from the West. The map on page 545 shows the resources of the lower Great Lakes and how transportation by rail and water joined regions.



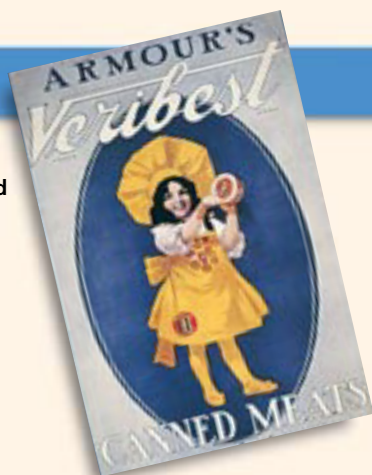
The industries of the Midwest used raw materials that came both from their own region and from other regions of the country. For example, the cattle in this photograph of the Chicago stockyards came by rail from the ranches of the West. In contrast, the logs being floated down the river came from the pine forests of Michigan and Wisconsin.



Affordable Housing People began to build with wooden siding over a frame of wooden two-by-fours. These homes were cheap and quick to construct.

ARTIFACT FILE

A Quick Dinner Midwestern meat-packing companies advertised canned meats as a way to save time feeding a hungry family.





Iron ore from the Lake Superior region and coal from southern Illinois were used to manufacture steel.

CONNECT TO GEOGRAPHY

- Region** What advantages did the Midwest have that helped it become highly industrialized?
- Human-Environment Interaction** How did the development of railroads add to the region's advantages?

G See Geography Handbook, pages 4–5.

CONNECT TO HISTORY

- Analyzing Causes** Chicago was a big meatpacking center. Why do you think that industry chose to locate there?

On-Line Field Trip

The Chicago Historical Society in Chicago, Illinois, contains photographs, documents, and artifacts such as this Western Electric typewriter, made in 1900. Typewriters enabled office workers to produce neat, clean documents quickly.

For more about the Midwest . . .



2 Life at the Turn of the Century

MAIN IDEA

Around the turn of the century, mass culture emerged and the nation continued to grapple with racism.

WHY IT MATTERS NOW

Americans continue to participate in a mass culture and issues of race continue to affect society.

TERMS & NAMES

mass culture
leisure
vaudeville
ragtime
Jim Crow
segregation
Plessy v. Ferguson
NAACP

ONE AMERICAN'S STORY

Abigail Scott was born in Illinois in 1834. She was told that her mother remarked at the time, "Poor baby! She'll be a woman some day! . . . A woman's lot is so hard!" At 17, Abigail moved to Oregon by wagon train with her family. Her mother died on the journey. In Oregon, Abigail taught school until she married a farmer named Benjamin Duniway in 1853. When he was disabled in an accident, Abigail assumed the support of her family. She wrote about a day on a pioneer farm with its endless chores.

A VOICE FROM THE PAST

[W]ashing, scrubbing, churning . . . preparing . . . meals in our lean-to kitchen . . . [having] to bake and clean and stew and fry; to be in short, a general pioneer drudge, with never a penny of my own, was not pleasant business.

Abigail Scott Duniway, in her autobiography, *Path Breaking*

The long days of hard work for the frontier pioneers represented only one example of life in the United States at the turn of the 20th century. In the East, industrialization and new technologies were creating a distinct urban culture. At the same time, racial minorities across the country continued to face discrimination.

Life in the West

Life in the West was tough. Farmers, such as Abigail Duniway, faced many challenges. The Plains were nearly treeless. Farmers were forced to build their first homes from blocks of sod, or prairie soil. For fuel, the farmers burned corn cobs or "cow chips" (dried manure). In many places, farmers had to dig wells more than 280 feet deep to reach the only water. Blizzards, prairie fires, hailstorms, tornadoes, grasshoppers, and drought added to the misery of life on the plains.

New inventions helped farmers to meet some of these challenges. The steel plow, for example, sliced through the tough sod. Windmills adapted to the plains pumped water from deep wells to the surface. Barbed wire



Like Abigail Scott Duniway, this pioneer woman worked long and hard. She is shown here with buffalo chips she has collected on the treeless prairie to use as fuel.

ReadingHistory

A. Summarizing

What inventions helped farmers to meet the challenges of the prairie?

allowed farmers to fence in land and livestock. Meanwhile, reapers made the harvesting of crops much easier, and threshers helped farmers to separate grain or seed from straw. These inventions also made farm work more efficient. For example, from 1860 to 1890, farmers doubled their production of wheat.

The West was also home to numerous cowhands, who helped herd cattle. The cowhands drove the cattle to cow towns, where they would be shipped on trains to the meat markets of the East. Cowhands spent most of their days in the saddle. They ate around campfires and slept under the stars.

In addition to farms and ranches, a number of cities grew in the West. Gold and silver strikes made instant cities of places like Denver in the Colorado Territory and brought new life to sleepy towns like San Francisco in California. These cities prospered while much of the area around them remained barely populated. San Francisco grew from a small town to a city of about 25,000 in just one year following the 1849 gold rush.

The railroads also brought rapid growth to some towns in the West. Omaha, Nebraska, flourished as a meat-processing center for cattle ranches in the region. Portland, Oregon, became a regional market for fish, grain, and lumber.

Women in the West

Western life provided a few new opportunities for women. Most women who worked held traditional jobs. They were teachers or servants or helped support their families by taking in sewing or laundry. However, a few became sheriffs, gamblers, and even outlaws. In mining camps and cow towns, some women ran dance halls and boarding houses.

Western lawmakers recognized the contributions women made to Western settlement by giving women more legal rights than they had in the East. In most territories, women could own property and control their own money. In addition, in 1869, the Wyoming Territory led the nation in giving women the vote.

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

SKILLBUILDER Interpreting Charts

Which city had the largest increase in number of people from 1860 to 1890?

*1861 Territorial Census

Sources: *Population Abstract of the United States*; *Colorado Republic*



Leisure Activities

▼ Coney Island

Visitors to New York's Coney Island cool off in the Steeple-chase Pool.



▼ World's Fair

Visitors to the 1893 world's fair in Chicago saw exotic sights, such as elephants.



▼ Football

Excited fans watch the 1881 Harvard–Yale football game at the Polo Grounds in New York.



Society and Mass Culture

Far from the frontier, life for residents of the nation's urban centers was rapidly changing. During the late 1800s, the growth of large cities and other changes helped create an American **mass culture**—a common culture experienced by large numbers of people.

In what became one of the nation's most popular shared activities, more and more Americans began to read newspapers. Newspapers had a wide influence on American life, including the rise of modern advertising. Advertisers used images of celebrities in newspapers and magazines to tempt people to buy products. Advertisements also helped people learn about new products. At the turn of the century, new inventions, such as the electric washing machine, promised to help people do their household chores more easily. Because women did most of these chores as well as most of the shopping, manufacturers marketed these new devices to women.

New Leisure Activities

Advertising and shopping were not the only daily activities changing at this time. **Leisure**, or free time, activities also changed. In cities, new parks provided entertainment for people. The increasing number of people who worked in factories and offices liked to go to parks for sunshine and fresh air. Parks helped bring grass and trees back into city landscapes.

Central Park in New York City is the nation's best-known urban park. Opened in 1876, Central Park was built to look like the country. Trees and shrubs dotted its gently rolling landscape. Winding walkways let city dwellers imagine they were strolling in the woods. People could also ride bicycles and play sports in the park.

In addition to urban parks, amusement parks provided a place people could go for fun. World's fairs provided another wildly popular form of entertainment for Americans. Between 1876 and 1916, several U.S. cities, including Philadelphia, Chicago, St. Louis, and San Francisco, hosted world's fairs.

During this time, spectator sports also became popular entertainment. Baseball, football, boxing, and many other sports drew thousands of people to fields and gymnasiums around the country as spectators as well as participants.

ReadingHistory

B. Making Inferences

How do you think movies contributed to mass culture?

In addition to sports, other forms of live entertainment attracted large audiences. **Vaudeville**, for example, featured a mixture of song, dance, and comedy. New types of music also began to be heard. **Ragtime**, a blend of African-American and European musical forms, was an important new type of music. Early in the 20th century, movies began to compete with live entertainment. The first movies were silent and were added as the final feature of a vaudeville show. Soon, storefront theaters appeared that showed only movies.

Segregation and Discrimination

Many Americans at the turn of the century enjoyed the freedom to participate in the emerging mass culture. For the nation's racial minorities, however, racism and segregation often limited their economic, political, and social freedom. As you read in earlier chapters, racist attitudes had been developing in America for centuries. Such attitudes led whites to discriminate against nonwhites around the country. The most obvious examples of racial discrimination were in the South. African Americans experienced political power in the South during Reconstruction. (See Chapter 18.) But when Reconstruction ended in 1877, Southern states passed laws to restrict African Americans' rights.

For example, Southern states passed laws that set up literacy, or reading, tests and poll taxes to prevent blacks from voting. White officials made sure that blacks failed the tests by giving unfair exams. For instance, white officials might give blacks tests written in Latin.

In addition to voting restrictions, African Americans faced **Jim Crow** laws. Jim Crow laws enforced **segregation**, or separation, of white and black people in public places. As a result, separate schools, restrooms, and seating in public places were common throughout the South. In 1896, the Supreme Court upheld the practice of segregation in its decision in *Plessy v. Ferguson* by declaring that "separate but equal" facilities did not violate the Fourteenth Amendment.



Segregation often forced African Americans to use separate entrances from whites.

African Americans Organize

A number of African-American leaders worked to overcome discrimination. Booker T. Washington, a former slave, urged blacks to improve their lives by learning trades and gaining economic strength. In 1881, he founded Tuskegee Institute in Alabama to achieve this goal. At Tuskegee, Washington hired talented teachers and scholars, such as George Washington Carver.

To gain white support, Washington did not openly challenge segregation. Some black leaders, however, disagreed with this approach.

AMERICA'S HISTORY MAKERS



W. E. B. DU BOIS

1868–1963

W. E. B. Du Bois grew up in a middle-class home. He went to college and earned his doctorate at Harvard. Du Bois became one of the most distinguished scholars of the 20th century.

Du Bois fought against segregation. He believed that the best way to end it would be to have educated African Americans lead the fight. He referred to this group of educated African Americans as the “Talented Tenth”—the most educated 10 percent of African Americans.

Why do you think Du Bois believed the Talented Tenth should lead the fight against segregation?

W. E. B. Du Bois (doo•BOYS) encouraged African Americans to reject segregation.

A VOICE FROM THE PAST

Is it possible . . . that nine million men can make effective progress in economic lines if they are deprived of political rights? . . . If history and reason give any distinct answer to these questions, it is an emphatic NO.

W. E. B. Du Bois, *The Souls of Black Folk*

In 1909, Du Bois and other reformers founded the National Association for the Advancement of Colored People, or the **NAACP**. The NAACP played a major role in ending segregation in the 20th century.

Discrimination in the West

Other minorities also faced discrimination in the United States. Chinese immigrants who came to the American West in the late 1800s endured low wages and even violence. In 1885, white workers in Rock Springs, Wyoming, refused to work in the same mine as Chinese workers. The white people stormed through the Chinese part of town, shooting Chinese people and burning buildings. During the attack, 28 Chinese were killed and 15 were wounded.

As difficult as life was for the country’s minorities, they were not the only ones who struggled. As you will read in the next section, the nation’s farmers fought for a stronger voice in government. And a number of Americans strove to improve conditions for workers and reform many of society’s ills during the late 1800s and early 1900s.

ReadingHistory

C. Making

Inferences In what way did Washington and Du Bois disagree about how to achieve African American progress?

Section 2 Assessment

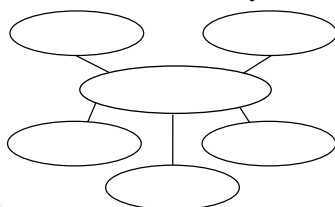
1. Terms & Names

Explain the significance of:

- mass culture
- leisure
- vaudeville
- ragtime
- Jim Crow
- segregation
- *Plessy v. Ferguson*
- NAACP

2. Taking Notes

Use a diagram such as the one below to note what factors contributed to the emergence of a mass culture at the turn of the century.



3. Main Ideas

- How did life on the frontier provide greater opportunities for women?
- What were Jim Crow laws?
- What did Chinese immigrants and Mexican immigrants have in common?

4. Critical Thinking

Solving Problems What could have been done to end racial discrimination against nonwhites in the United States around 1900?

THINK ABOUT

- attitudes of whites about nonwhites
- the efforts of nonwhites to find jobs and security
- competition for jobs

ACTIVITY OPTIONS

LANGUAGE ARTS
TECHNOLOGY

Research a civil rights leader from the turn of the century. Write a short **biography** of that person or design a **Web site** devoted to the work of that person.

3 An Era of Reform

TERMS & NAMES

Populist Party
William Jennings
Bryan
progressivism
Theodore
Roosevelt
William Howard
Taft
Woodrow Wilson

MAIN IDEA

During the late 1800s and early 1900s, Populists and progressives worked for social reform.

WHY IT MATTERS NOW

Many of the reforms supported by Populists and progressives remain in place today.

ONE AMERICAN'S STORY

Journalist Nellie Bly worked for *The New York World*. In 1887, Bly wanted to investigate the Women's Lunatic Asylum in New York City. An asylum is a place where people with an illness can get help. She faked mental illness and fooled doctors so that she could become a patient there. After spending ten days in the asylum, Bly wrote a newspaper article about what she had witnessed. She described being forced to take ice cold baths.

A VOICE FROM THE PAST

My teeth chattered and my limbs were goose-fleshed and blue with cold. Suddenly I got, one after the other, three buckets of water over my head—ice-cold water, too—into my eyes, my ears, my nose and my mouth.

Nellie Bly, quoted in *Nellie Bly: Daredevil, Reporter, Feminist*

Bly also wrote about poor conditions in slums, factories, prisons, and nursing homes—all in an attempt to right the wrongs of American society. She was not alone. During the late 1800s and early 1900s, many Americans worked to reform American institutions and improve life in the United States.



Nellie Bly

The Rise of Populism

By the 1870s, many of the nation's farmers faced serious economic problems. Aided by new tools and techniques, farmers grew increasing amounts of food. As supplies of farm products grew, their prices fell. At the same time, farmers had to spend more to run a farm. New farm machinery and railroad rates were especially costly. Railroads, for example, charged the farmers high fees to carry their crops to market.

Farmers eventually began to work together to seek solutions to their problems. In 1890, several farm groups organized to try to gain political power. They formed the **Populist Party**, or People's Party. The Populists wanted the government to adopt a free silver policy, that is, the

unlimited coining of silver. Since silver was plentiful, more money would be put in circulation. Populists believed that increasing the supply of money would raise crop prices. Higher prices would help farmers pay back the money that they had borrowed to improve their farms.

Opponents of free silver wanted to keep the gold standard. Under the gold standard, the government backs every dollar with a certain amount of gold. Since the gold supply is limited, fewer dollars are in circulation. This protects the value of money and keeps prices down.

In 1892, the Populist Party platform called for free silver, government ownership of railroads, shorter working hours, and other economic reforms. The Populist presidential candidate, James B. Weaver won more than a million votes. But he still finished a distant third behind Republican Benjamin Harrison, the incumbent president, and Democrat Grover Cleveland, who won the election.

Economics in History

Supply and Demand

Farmers in the West faced serious economic problems in the 1880s. The supply of food was increasing rapidly, but consumer demand was growing slowly. To attract more consumers, farmers had to drop the prices of their products.

The farmers were confronting the **law of supply and demand**. The amount of economic goods available for sale is the **supply**. The willingness and ability of consumers to spend money for goods and services is **demand**. The price of goods is set by the supply of that good and the demand for that good.

At a lower price, businesses produce less of a good because they will make less money. As the price rises, they produce more. Consumer demand works in the opposite way. Consumers want to buy more of the good when the price is lower—after all, it costs them less. They buy less when the price is higher. The actual price of a good results from a compromise—how much consumers are willing to pay and how little businesses are willing to take for the good.

CONNECT TO HISTORY

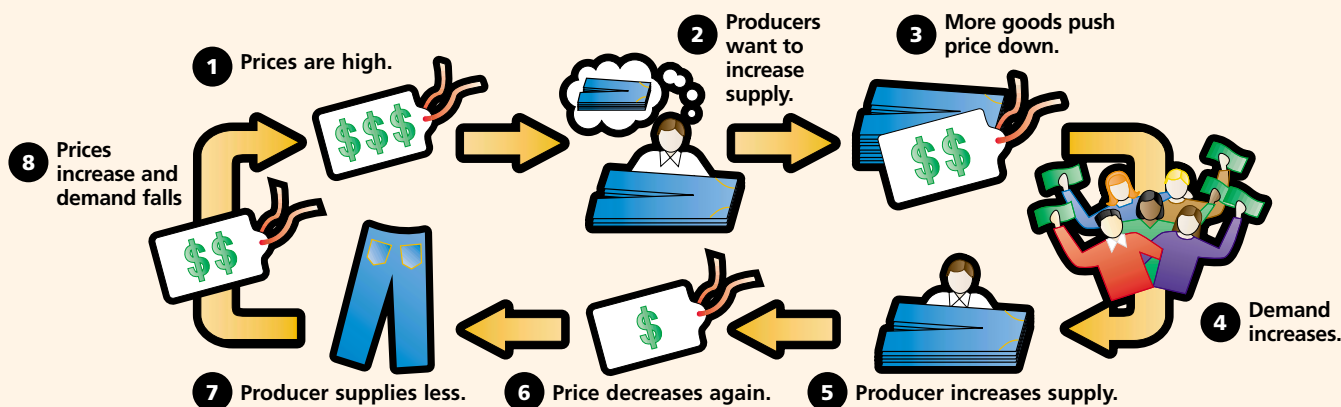
- Recognizing Effects** Suppose farmers found a new market for their wheat—the people in another country, for instance. What effect would that have on price? Why?

S See Skillbuilder Handbook, page R11.

CONNECT TO TODAY

- Comparing** How does the price of blue jeans show the law of supply and demand?

For more about supply and demand . . .



The Election of 1896

In 1893, the nation experienced a depression that lasted until 1897. In the face of tough economic times, the Democrats nominated **William Jennings Bryan** of Nebraska for president in 1896. In a speech at the Democratic convention, Bryan urged his listeners to support free silver.

ReadingHistory

A. Analyzing Points of View

What point was William Jennings Bryan making about the importance of farms?

A VOICE FROM THE PAST

Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the street of every city in the country. . . . [We] . . . answer their demand for a gold standard by saying . . . : You shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

William Jennings Bryan, "Cross of Gold" speech, July 8, 1896

The Populists hoped the weak economy would increase support for their candidate in the 1896 presidential election. Because Bryan, the Democratic nominee, supported free silver, the Populists joined the Democrats in supporting Bryan. Meanwhile, the Republicans nominated Ohio governor William McKinley. Although Bryan received heavy support from farmers in the South and the West, McKinley won the election. Bryan's defeat marked the beginning of the end for the Populist Party.

Progressivism Emerges

As you saw in Section 1, the rapid growth of cities and industries in the United States at the turn of the century brought many problems. Among them were poverty, the spread of slums, and poor conditions in factories. In addition, corrupt political machines had won control of many city and state governments. Big corporations had gained power over the economy and government. To attack these problems, a varied set of reform movements emerged. These reform movements are commonly grouped under the label **progressivism**.

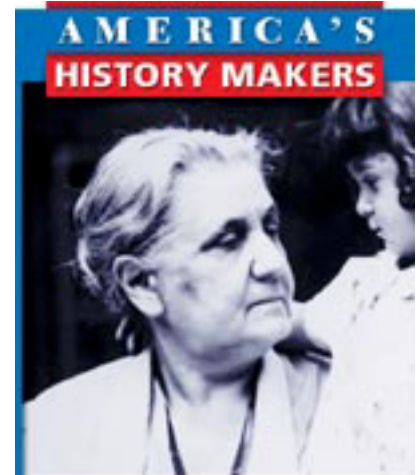
The progressive reformers shared at least one of three basic goals: first, to reform government and expand democracy; second, to promote social welfare; third, to create economic reform.

In the 1890s and early 1900s, progressive leaders in a number of states sought to expand democracy. They proposed reforms that gave voters more control over their government. For example, an Oregon newspaperman pushed his state to accept three reforms known as the initiative, the referendum, and the recall. The initiative and the referendum allowed voters to propose and pass laws directly without going through the legislature. The

ReadingHistory

B. Finding Main Ideas

What was the main goal behind the progressive reforms of government?



JANE ADDAMS

1860–1935

Jane Addams founded Hull House as an "effort to aid in the solution of the social and industrial problems which are [caused] by the modern conditions of life in a great city."

In addition to her involvement with Hull House, Addams was active in many other areas. She fought for the passage of laws to protect women workers and outlaw child labor. She also worked to improve housing and public health. In 1931, she was awarded a share of the Nobel Peace Prize for her efforts.

Why did Jane Addams found Hull House?

recall allowed the people to vote an official out of office. In addition, reformers pushed for the direct primary, which allowed voters rather than party conventions, to choose candidates to run for public office.

To promote social welfare, progressives tackled problems such as poverty, unemployment, and poor working conditions. For example, Jane Addams was leader in the settlement house movement. Settlement houses aimed to help people, such as immigrants and the poor, overcome the social problems they faced.

The third progressive goal was to create economic reform. Economic reform often meant limiting the power of big business and regulating its activities. The Sherman Antitrust Act of 1890 made it illegal for corporations to form trusts. Trusts were combinations of businesses that could control a market and squeeze out competition.

An important aspect of progressivism was the role that women played in the movement. Educated middle-class women led many of the social reform movements of the era. As these women worked to better the lives

of others, they also sought to improve their own status in society. Many women progressives were active in the struggle for woman suffrage, or the right to vote. They finally achieved this goal in 1920, when the states ratified the Nineteenth Amendment to the Constitution.

Progressive Presidents

Many Americans supported progressive reforms and they elected presidents who also supported reform. The first progressive president was **Theodore Roosevelt**. Roosevelt saw government as an umpire. Its purpose was to ensure fairness, or a “square deal,” for workers, consumers, and business.

Roosevelt began his reforms with an effort to break up trusts. He thought industries should be regulated for the public interest. He acted to regulate the meatpacking industry and signed the Pure Food and Drug Act. This law banned the sale of impure foods and medicines. Roosevelt also fought for conservation to protect America’s natural resources. He preserved more than 200 million acres of public lands and doubled the number of national parks in the United States.

Roosevelt’s successor, **William Howard Taft**, had a reputation as a conservative. But he also advanced some progressive causes. During his four years in office, Taft pursued almost twice as many antitrust suits as Roosevelt had in nearly eight years in office.

Taft also oversaw the passage of two progressive amendments to the Constitution. The Sixteenth Amendment, passed in 1909 and ratified in 1913, gave Congress the power to establish income taxes. It was

Background

Theodore Roosevelt became president after McKinley was assassinated in 1901. Roosevelt was reelected in 1904.



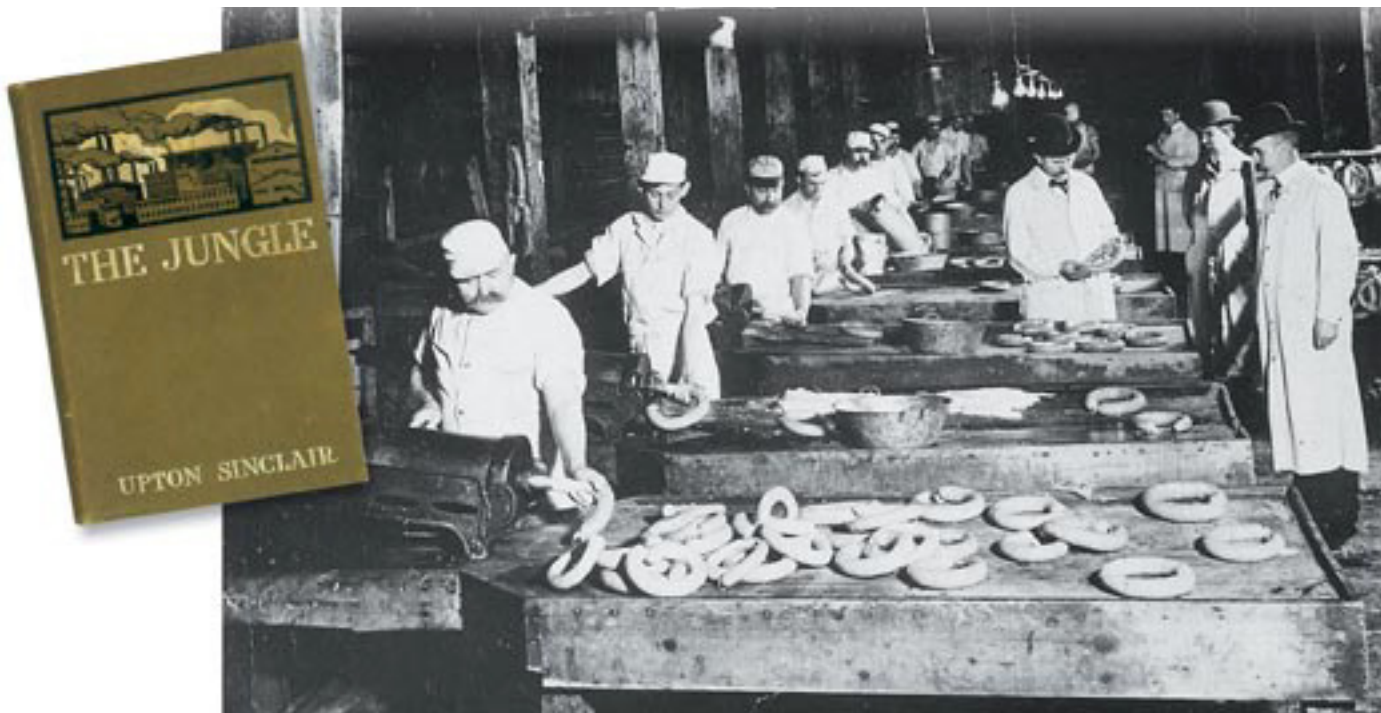
THEODORE ROOSEVELT

1858–1919

From his youth on, Theodore Roosevelt lived what he called the “strenuous life.” He rode horses, hiked, boxed, wrestled, and played tennis. In winter, he swam in the icy Potomac River. He hunted rhinoceros in Africa, harpooned devilfish in Florida, and boated down the Amazon.

Americans loved reading of his exploits and affectionately referred to him as “Teddy” or “T.R.” Once, on a hunting trip, he refused to shoot a bear cub. News of the event resulted in a new toy—the teddy bear.

How did Roosevelt’s active style of living carry over into his presidency?



intended to spread the cost of government more fairly among the people. The Seventeenth Amendment also was ratified in 1913. This amendment provided for the direct election of U.S. senators by the voters in each state. It gave people a more direct voice in the government.

Woodrow Wilson was elected president in 1912. He also established a progressive record. At Wilson's urging, Congress passed the Clayton Antitrust Act of 1914. This law banned business practices that reduced competition. In addition, during Wilson's tenure, reform of the nation's financial system took effect. The Federal Reserve Act was passed in 1913. It improved the nation's monetary and banking system.

What Wilson and the other progressive presidents failed to do, however, was try to improve life for African Americans. In fact, Wilson approved the segregation of black and white employees in the federal government. Throughout the Progressive Era, few white politicians promoted civil rights for African Americans.

Shown at the left is Upton Sinclair's novel, *The Jungle*, which discussed dangerous and unhealthy meat-packing practices. The photograph shows immigrant workers stuffing sausages in a Chicago meat-packing house.

ReadingHistory

C. Drawing

Conclusions Why are the Sixteenth and Seventeenth amendments considered progressive?

Section 3 Assessment

1. Terms & Names

Explain the significance of:

- Populist Party
- William Jennings Bryan
- progressivism
- Theodore Roosevelt
- William Howard Taft
- Woodrow Wilson

2. Taking Notes

Use a chart to list examples of progressive reforms.

Goals	Reforms
To expand democracy	
To protect social welfare	
To create economic reform	

3. Main Ideas

- What problems in the late 1800s led farmers to take political action?
- What did President Roosevelt mean by a "square deal" and how did he try to achieve it?
- What were three progressive amendments and what did each do?

4. Critical Thinking

Recognizing Effects

In what ways do the reforms that Theodore Roosevelt promoted affect your life today?

THINK ABOUT

- the quality of the food you eat
- natural resources that have been preserved

ACTIVITY OPTIONS

ART GEOGRAPHY

Do research on one of the natural areas that President Roosevelt preserved. Create a **travel brochure** or an **illustrated map** of the area.

4 Becoming a World Power

TERMS & NAMES

imperialism

Spanish-American War

yellow journalism

Platt Amendment

Panama Canal

Roosevelt Corollary

Fourteen Points

Great Migration

MAIN IDEA

The United States extended its global influence and fought with the Allies in World War I.

WHY IT MATTERS NOW

The United States continues to be a global power today.

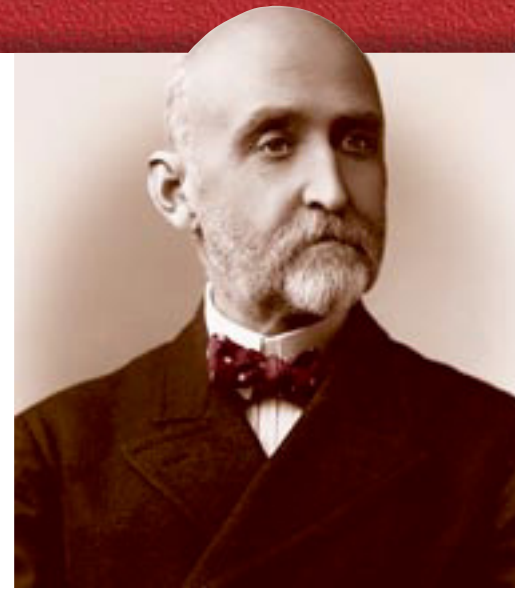
ONE AMERICAN'S STORY

Alfred Thayer Mahan joined the U.S. Navy in the 1850s and served for nearly 40 years. In the 1890s, he made use of his decades of experience to write several books on the historical importance of sea power. In one passage, he discussed the economic importance of trading stations and colonies.

A VOICE FROM THE PAST

The trading-station . . . [was] the same as the . . . colony. In both cases the mother-country had won a foothold in a foreign land, seeking a new outlet for what it had to sell, a new sphere for its shipping, more employment for its people, and more comfort and wealth for itself.

Alfred Thayer Mahan, *The Influence of Sea Power upon History, 1660–1805*



Naval historian Alfred Thayer Mahan at the turn of the century

Mahan encouraged government officials to build up American naval forces so that the United States could compete with other powerful nations. In this section, you will learn how the United States began to extend its influence beyond its boundaries and become a world power.

Growth of U.S. Imperialism

By the 1880s, several European nations were expanding their overseas empires. Many Americans believed the United States should also follow a policy of **imperialism**—the policy of extending economic, political, or military control over other nations. Three factors helped to fuel the development of American imperialism.

1. **Economic Interests.** Economic leaders argued that expansion would increase U.S. financial prosperity. Many business leaders saw new colonies as a potential source of cheap raw materials and new markets for their products.
2. **Military Interests.** In his books, Mahan had argued that economic interests went hand-in-hand with military interests. Foreign policy

ReadingHistory

A. Making

Inferences Why might economic and military interests go hand in hand?

experts agreed. They urged U.S. leaders to follow the European example and establish a military presence overseas.

- 3. Belief in Cultural Superiority.** Many white Americans believed that their government, religion, and even race were superior to those of other societies. Some people hoped to spread democracy and Christianity overseas.

During the late 19th century, the United States began to gain control over more territories. In 1867, the United States purchased Alaska from Russia. In 1893, U.S. Marines helped American planters in Hawaii overthrow the Hawaiian queen and set up their own government. The United States then annexed Hawaii.

The Spanish-American War

America's overseas empire grew dramatically as a result of the **Spanish-American War** of 1898. The war began after Cubans rose up in rebellion against Spain, who had colonized the island. The United States joined the side of the Cuban rebels. Americans were influenced in part by newspaper stories that described—and often exaggerated—news about Spanish cruelty. This sensational style of reporting the news became known as **yellow journalism**.

The war was fought on Spain's colonies in the Caribbean and the Philippine Islands. One of the more famous American fighting units

CITIZENSHIP TODAY

Detecting Bias in the Media

Modern journalists try to report the news without bias—that is, without letting their personal opinions or those of their employer influence what they write. Unbiased reporting is one of the responsibilities of a free press. It allows citizens to weigh the facts and come to their own understanding of issues and events.

As you have read, journalists and their employers do not always avoid bias. In fact, in the 1890s, journalists were not concerned with bias. Before the United States declared war on Spain in 1898, 'yellow journalists' exaggerated stories to help sell newspapers. These stories helped turn U.S. public opinion in favor of war against Spain. They used words and images to reflect their bias that the United States should declare war on Spain—and sell more papers along the way.

William Randolph Hearst ran this headline in his *New York Journal* before authorities had a chance to determine the cause of the Maine's explosion.




Can You Find Bias in the Media?

1. With a small group, collect news stories from different sources that cover the same issue or event.
2. Record any differences in the way a specific issue or event is covered by the oral, written, or visual sources you have selected.
3. Review the differences and decide whether any of the authors of the sources showed bias in their coverage.
4. Write a report that describes any bias you might detect. Explain why the biased source might have reported the story the way it did.

 See Citizenship Handbook, page 268.

For more about the news media . . .

 **RESEARCH LINKS**
CLASSZONE.COM



The explosion of the *Maine* and accounts of the event by yellow journalists led many Americans to favor war against Spain.

was known as the Rough Riders. Led by Theodore Roosevelt, its recruits included cowboys, miners, college students, New York policemen, athletes, and Native Americans. The Rough Riders helped the Americans capture Santiago, a key Spanish stronghold in southern Cuba.

Within months, Spain surrendered. As a result of the war, the United States gained the Spanish colonies of Puerto Rico, Guam, and the Philippines. While Cuba won its freedom, the United States insisted that Cubans add the **Platt Amendment** to their constitution. This amendment gave the United States the right to intervene in Cuban affairs anytime the U.S. government believed “life, property, and individual liberty” were in danger.

Some Americans opposed the taking of colonies. They formed the Anti-Imperialist League. Members of the League believed that Americans should not deny other people the right to govern themselves. Most Americans, however, favored the creation of an overseas empire and the power and prestige it brought.

U.S. Influence Expands

In the years following the Spanish-American War, the United States increased its presence on the world stage. It did so by expanding its influence in Asia and Latin America.

During the late 1800s, the United States joined other countries in competing for access to China. In 1899, Secretary of State John Hay asked nations interested in the region to follow an Open Door Policy. This policy intended that the nations with interests in China leave open the door for other nations to trade with China. Although some people did not think Hay’s policy would work, no nation rejected it.

Meanwhile, the United States became more involved in the affairs of Latin America. In 1904, the United States began construction of the **Panama Canal** to create a shorter trade route between the Atlantic and

Reading History

B. Finding Main Ideas Why did the Anti-Imperialist League oppose U.S. efforts to establish colonies

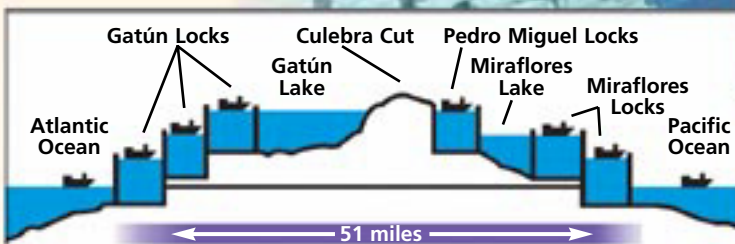
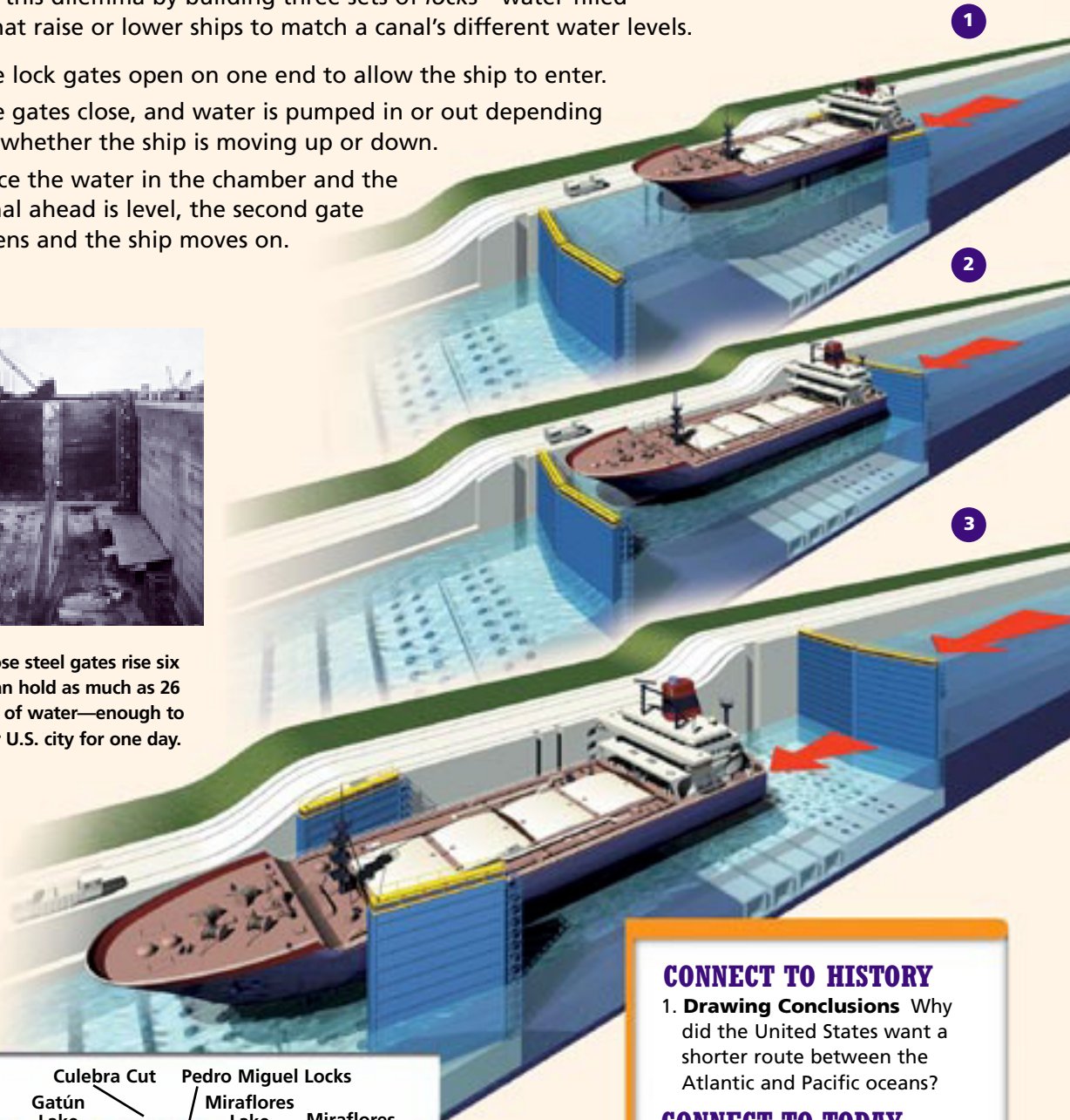
How the Panama Canal Works

Engineers faced a problem in building the Panama Canal. Because of the region's different landscape elevations, no waterway would remain level. They solved this dilemma by building three sets of *locks*—water-filled chambers that raise or lower ships to match a canal's different water levels.

- 1 The lock gates open on one end to allow the ship to enter.
- 2 The gates close, and water is pumped in or out depending on whether the ship is moving up or down.
- 3 Once the water in the chamber and the canal ahead is level, the second gate opens and the ship moves on.



The locks, whose steel gates rise six stories high, can hold as much as 26 million gallons of water—enough to supply a major U.S. city for one day.



This cross-section shows the different elevations and locks that a ship moves through on the 8–9 hour trip through the canal. Before the canal was built, a trip around South America could take two months.

CONNECT TO HISTORY

1. **Drawing Conclusions** Why did the United States want a shorter route between the Atlantic and Pacific oceans?

CONNECT TO TODAY

2. **Researching** What is the economic and political status of the Panama Canal today?

For more about the Panama Canal . . .



Pacific oceans. In addition, numerous U.S. businesses began establishing relationships with Latin American countries.

As economic interests drew the United States deeper into Latin America, U.S. leaders took a more active role in influencing the region's political affairs. In 1904, President Roosevelt added the **Roosevelt Corollary** to the Monroe Doctrine—the U.S. policy opposing European intervention in Latin America. The Roosevelt Corollary extended the Monroe Doctrine to authorize the United States to intervene in Latin American domestic affairs if the United States believed it was necessary to maintain stability.

Vocabulary

corollary: a statement that follows logically from an earlier statement

World War I

By the early 1900s, the United States had become a global power. Perhaps nothing demonstrated this more than the decisive role the nation played in deciding the outcome of the greatest conflict the world had yet seen—World War I.

The war began in 1914. On one side were the Central Powers: Austria-Hungary, Germany, the Ottoman Empire, and Bulgaria. On the other side were the Allied Powers, or Allies, including Serbia, Russia, France, Great Britain, and Italy. The war had several long-term causes. Competition for colonies, an intense arms race, and growing feelings of nationalism had combined to raise international tensions in Europe. These tensions eventually led to war.

Vocabulary

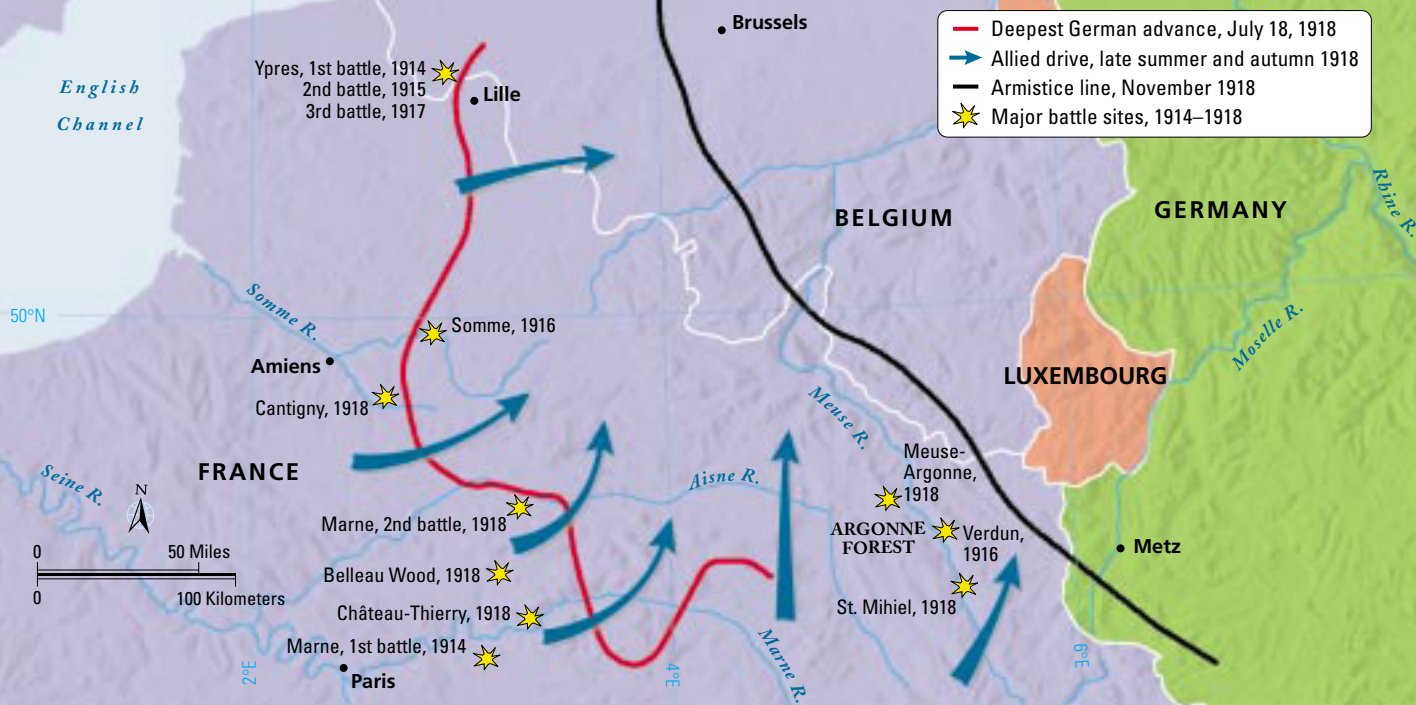
nationalism: devotion to the interests and culture of one's nation

When the war first broke out, the United States announced a policy of neutrality, refusing to take sides in the war. As time passed, many

Soldiers scramble out of their trench to attack the enemy during a World War I battle.



The Western Front, 1914–1918



GEOGRAPHY SKILLBUILDER Interpreting Maps

- 1. Location** What three battles occurred closest to the Armistice line?
- 2. Movement** In what two directions did the Allied drives move?

Americans developed a greater sympathy for the Allies. And, in 1917, the United States entered the war on the side of the Allies. U.S. forces tipped the balance in favor of the Allies. In 1918, the Allies were clearly winning the war. In November, Germans mutinied and their emperor gave up the throne. The new German government asked for peace.

World War I had been the most devastating conflict the world had yet known. About 8.5 million soldiers died in the war, and about 21 million were wounded. The war also led to the deaths of millions of civilians in Europe, Asia, and Africa—often due to starvation and disease.

Postwar America

During the war, President Woodrow Wilson had announced a plan for a lasting peace. The plan became known as the **Fourteen Points**. Most of the points dealt with specific border placements. Others proposed rules for international relations, such as banning secret agreements. For Wilson, the fourteenth point mattered most. It called for an association of nations to settle disputes peacefully. The other Allied leaders did not support much of Wilson's plan. However, the Treaty of Versailles, which ended the war, still provided for an international organization to address disputes between countries. This organization was called the League of Nations.

Many U.S. citizens and legislators, however, opposed the League. They feared that further involvement in Europe would lead them into

more conflicts. As a result, the U.S. Senate refused to ratify the Treaty of Versailles. The nation instead made a separate peace agreement with Germany.

After the war, Americans wanted to focus on domestic affairs. Shortly after the war ended, the United States experienced a number of labor strikes. Some Americans saw efforts to organize labor unions as the work of radicals, people who favor extreme measures to bring about change. The strikes sparked fears of a communist revolution. In 1919–1920, this fear created a wave of panic called the Red Scare. (Communists were often called Reds.)

ReadingHistory

C. Analyzing Causes Why didn't the United States ratify the Treaty of Versailles?

Now and then

THE FLU EPIDEMIC

In 1918, flu victims often came down with pneumonia and died within a week. Today, bacterial infections such as pneumonia resulting from the flu can be controlled with antibiotics.

The 1998 discovery of the frozen remains of a 1918 flu victim in an Alaskan cemetery may one day lead to a better understanding of the virus. Scientists have found a genetic link between the 1918 flu virus and swine flu, a virus first found in pigs. The Alaskan find may help scientists develop vaccines to protect against future flu outbreaks.

Americans also saw a rise in racial tensions after the war. For a few decades, African Americans had been leaving the rural South to escape Jim Crow. During the war, this movement, known as the **Great Migration**, grew as African Americans filled war-related jobs in cities, especially in the North. African Americans enjoyed better-paying jobs and the relative lack of segregation in the North. But in cities where blacks settled in large numbers, racial tensions rose over housing, job competition, and segregation. During the summer of 1919, race riots flared in 25 cities around the country.

By 1920, when the nation held its presidential election, Americans were ready for a break from turmoil at home and abroad. Republican candidate Warren G. Harding of Ohio offered them one. He promised the nation a “return to normalcy” and the voters responded. Harding won a landslide victory. In the next chapter, you will learn about American life in the 1920s and beyond.

Section 4 Assessment

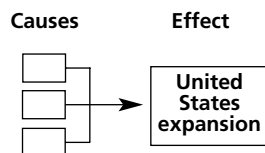
1. Terms & Names

Explain the significance of:

- imperialism
- Spanish-American War
- yellow journalism
- Platt Amendment
- Panama Canal
- Roosevelt Corollary
- Fourteen Points
- Great Migration

2. Taking Notes

Use a chart like the one shown here to record causes of U.S. expansion overseas in the late 1800s.



3. Main Ideas

- How did the Roosevelt Corollary change U.S. foreign policy?
- What were the long-term causes of World War I?
- Why did many Americans oppose joining the League of Nations?

4. Critical Thinking

Forming Opinions Did the United States betray its democratic principles when it established overseas colonies?

THINK ABOUT

- the public's response to yellow journalists and U.S. military victories
- the work of the Anti-Imperialist League

ACTIVITY OPTIONS


SCIENCE

MATH

Research the Panama Canal. Build a simple **model** of the canal or create a **graph** that shows how many ships use the canal each year.



The Fourteen Points

Setting the Stage Nine months after the United States entered World War I, President Wilson delivered to Congress a statement of war aims. This statement became known as the “Fourteen Points.” In the speech, President Wilson set forth 14 proposals for reducing the risk of war in the future. Numbers have been inserted to help identify the main points, as well as those omitted. **See Primary Source Explorer** 

All the peoples of the world are in effect partners . . . , and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world’s peace, therefore, is our program; and that program, . . . as we see it, is this:

[1] Open **covenants**¹ of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

[2] Absolute freedom of navigation upon the seas . . . in peace and in war. . .

[3] The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations. . .

[4] Adequate guarantees given and taken that national **armaments**² will be reduced. . .

[5] A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon . . . the principle that . . . the interests of the populations concerned must have equal weight with the . . . claims of the government whose title is to be determined.

[6–13: These eight points deal with specific boundary changes.]

[14] A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial **integrity**³ to great and small states alike.

—Woodrow Wilson

1. **covenants**: binding agreements.

2. **armaments**: weapons and supplies of war.

3. **integrity**: the condition of being whole or undivided; completeness.

A CLOSER LOOK

THE VALUE OF OPENNESS

The first of Wilson’s points attempts to solve one of the problems that caused the outbreak of World War I—agreements between nations arrived at in secret.

1. How might agreements arrived at in public prevent another world war?

A CLOSER LOOK

BALANCING CLAIMS

Wilson frequently appeals to fairness, balance, and impartiality in settling competing claims.

2. What might be unusual about a leader such as Wilson calling for an impartial adjustment of colonial claims?

A CLOSER LOOK

LEAGUE OF NATIONS

Wilson proposes that nations join a formal organization to protect one another.

3. Why did Wilson believe that such an organization would benefit the world?

Interactive Primary Source Assessment

1. Main Ideas

- Why should diplomacy avoid private dealings and proceed in public view?
- How might equality of trade be important to keeping the peace?
- What must nations join together to guarantee?

2. Critical Thinking

Evaluating The first five points address issues that Wilson believed had caused the war. How successful do you think Wilson’s ideas have been in the rest of the 20th century?

THINK ABOUT

- other conflicts since World War I
- peacekeeping efforts around the world

Chapter 19 EPILOGUE ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. frontier
2. Homestead Act
3. mass culture
4. Jim Crow
5. *Plessy v. Ferguson*
6. Populist Party
7. progressivism
8. imperialism
9. Roosevelt Corollary
10. Fourteen Points

REVIEW QUESTIONS

A Time of Growth (pages 539–545)

1. What caused conflict between Native Americans and white settlers on the Great Plains?
2. Why was the late 1800s known as the Gilded Age?
3. Where did most immigrants to the United States come from around 1900?

Life at the Turn of the Century (pages 546–550)

4. What is mass culture?
5. Why was *Plessy v. Ferguson* an important Supreme Court decision?

An Era of Reform (pages 551–555)

6. Why did farmers favor a free silver policy?
7. What problems did progressivism address?

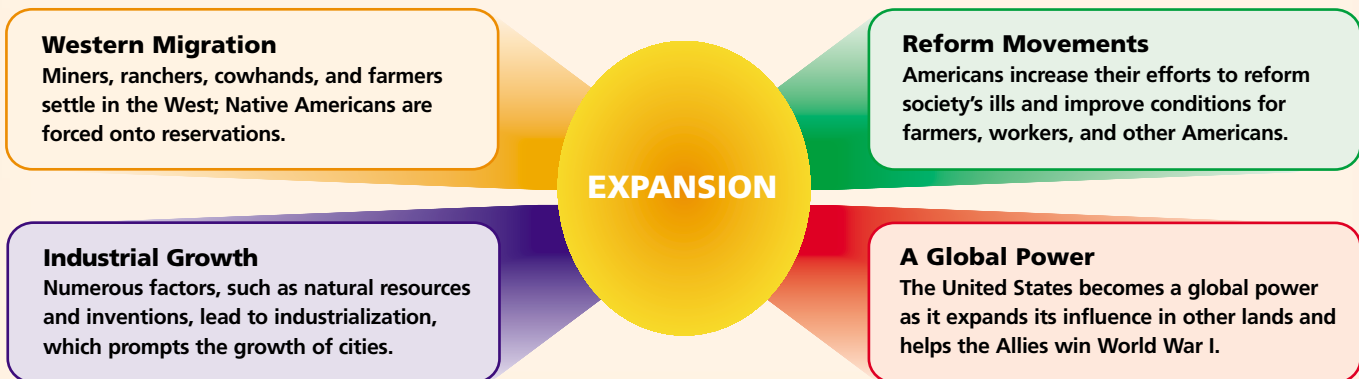
Becoming a World Power (pages 556–563)

8. Why did Americans become interested in overseas expansion in the late 1800s?
9. What territories did the United States take control of as a result of the Spanish-American War?
10. Why did the U.S. Senate reject the Treaty of Versailles?

VISUAL

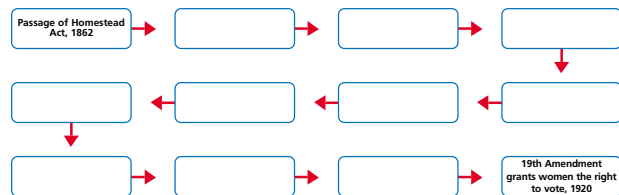
SUMMARY

The United States, 1860–1920



CRITICAL THINKING

1. USING YOUR NOTES



Using your completed chart, answer the questions.

- a. Why were the Sixteenth and Seventeenth amendments considered progressive?
- b. Why did some Americans oppose the taking of overseas colonies?

2. THEME: EXPANSION

How did U.S. expansion at the end of the 19th century compare with expansion that occurred earlier?

3. ANALYZING LEADERSHIP

Think about the actions of Booker T. Washington and W. E. B. Du Bois. Which approach did each take against discrimination? Whose approach was more effective?

4. APPLYING CITIZENSHIP SKILLS

What issues did progressive reformers address around 1900? What issues would they address today?

5. FORMING OPINIONS

How did “yellow journalism” influence U.S. foreign policy at the turn of the century? How does modern media, such as television, shape public opinion today?

Interact *with* History

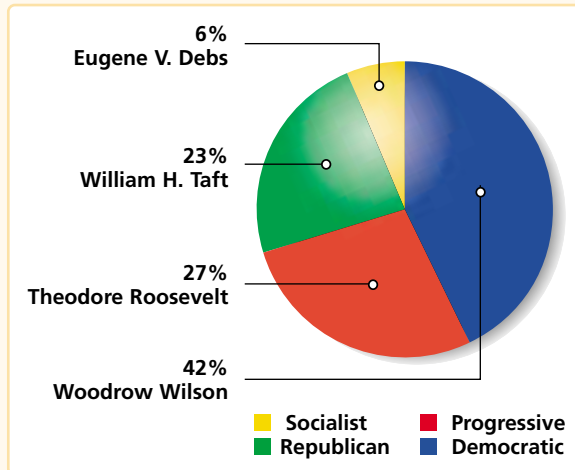
How did your solution to one of the problems of the Progressive Era compare with those proposed by reformers?

HISTORY SKILLS

1. INTERPRETING GRAPHS

Study the graph below. Then answer the questions that follow.

Election of 1912



Electoral Vote		Popular Vote*	
Wilson	435	Wilson	6,296,547
Roosevelt	88	Roosevelt	4,118,571
Taft	8	Taft	3,486,720
Debs	0	Debs	900,672

*Other candidates received about 2% of the popular vote.

- What percentage of the popular vote did Eugene V. Debs win?
- How many electoral votes did Woodrow Wilson win?
- Who won the second greatest total of popular votes?

2. INTERPRETING PRIMARY SOURCES

Following is an excerpt from Woodrow Wilson's first inaugural address, delivered on March 4, 1913. Read the excerpt and then answer the questions that follow.

There can be no equality of opportunity . . . if men and women and children be not shielded in their lives . . . from the consequences of great industrial and social processes which they cannot alter, control, or singly cope with. . . . Sanitary laws, pure-food laws, and laws determining conditions of labor which individuals are powerless to determine for themselves are intimate parts of the very business of justice and legal efficiency.

Woodrow Wilson, First Inaugural Address, March 4, 1913

- What is Wilson promoting in this passage?
- What values are reflected in this passage?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Math

Making a Graph Do research to determine the number of immigrants who came from various countries between 1880 and 1914. Find out where immigrants come from today. Make a graph that displays your findings. Explain your graph to the class.

2. COOPERATIVE LEARNING ACTIVITY

Performing Dramatic Readings Drawing on the many journals, diaries, and other primary sources left by sodbusters, create a Voices of the Plains play. Working in small groups, have students research such topics as "the journey west," "first impressions," "dugouts and soddies," "farming the plains," "women's work and worries." Within groups, members can create presentations using these suggestions.

- Choose and research a topic.
- Select quotations related to the topic.
- Pick writers to compose lines to introduce and make transitions between quotations, and choose readers to perform readings.

3. TECHNOLOGY ACTIVITY

Creating a Multimedia Presentation World War I was the most destructive war the world had yet seen. Use the Internet, books, and other resources to develop a multimedia presentation on the war.

For more information about World War I . . .



Using presentation software, consider including the following content:

- descriptions or images of battles
- the views of American troops as well as the troops of other nations
- public opinion about the war in the United States and other nations
- statistics of casualties suffered by all sides during the conflict

4. HISTORY PORTFOLIO

Review the questions that you wrote for What Do You Want to Know? on page 538. Then write a short report in which you explain the answers to your questions. If any questions were not answered, do research to answer them. Add your answers to your portfolio.

Additional Test Practice,
pp. S1–S33

