

TERMS & NAMES

1. Thomas Alva Edison, p. 438
2. Alexander Graham Bell, p. 439
3. George M. Pullman, p. 444
4. transcontinental railroad, p. 443
5. Interstate Commerce Act, p. 445
6. Andrew Carnegie, p. 447
7. Sherman Antitrust Act, p. 450
8. Samuel Gompers, p. 451
9. AFL, p. 451
10. Mary Harris Jones, p. 454

MAIN IDEAS

1. Steel created demand for coal and iron ore; it was used extensively in the railroad, agriculture, food, and construction industries.
2. They opened up new jobs for women, drew people to the cities, and made jobs less backbreaking.
3. Railroad companies were very powerful and often corrupt.
4. Railroads had a great deal of political power and fought legal battles against regulation.
5. They used ruthless tactics to amass great wealth.
6. The Southern economy and terrain had been devastated by the Civil War and had to be rebuilt. The South had less capital for investment.
7. Workers realized that they needed to unite to protect themselves and to increase wages, shorten work hours, and improve working conditions.
8. Government support of management; the use of violence and scabs to break strikes.

VISUAL SUMMARY

A NEW INDUSTRIAL AGE

LONG-TERM CAUSES

- abundant natural resources
- harnessing of early power sources such as water and coal
- invention of the steam engine
- construction of roads, canals, and railroads in early 1800s

IMMEDIATE CAUSES

- expansion of railroads in late 1800s
- cheap labor supply provided by increasing immigration
- burst of technological innovation
- new management techniques and business strategies
- investment capital

BIG BUSINESS BOOMS

1880–1914

IMMEDIATE EFFECTS

- growth of large corporations
- new and plentiful manufactured goods
- poor working conditions in factories and sweatshops
- increased labor activism

LONG-TERM EFFECTS

- regional economies are linked
- labor movement wins shorter workweek

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the industrialization of the late 19th century.

- | | |
|------------------------------|---------------------------------------|
| 1. Thomas Alva Edison | 6. Andrew Carnegie |
| 2. Alexander Graham Bell | 7. Sherman Antitrust Act |
| 3. George M. Pullman | 8. Samuel Gompers |
| 4. transcontinental railroad | 9. American Federation of Labor (AFL) |
| 5. Interstate Commerce Act | 10. Mary Harris Jones |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Expansion of Industry (pages 436–439)

1. How did the growth of the steel industry influence the development of other industries?
2. How did inventions and developments in the late 19th century change the way people worked?

The Age of the Railroads (pages 442–446)

3. Why did people, particularly farmers, demand regulation of the railroads in the late 19th century?
4. Why were attempts at railroad regulation often unsuccessful?

Big Business and Labor (pages 447–455)

5. Why were business leaders such as John D. Rockefeller called robber barons?
6. Why did the South industrialize more slowly than the North did?
7. Why did workers form unions in the late 19th century?
8. What factors limited the success of unions?

CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, list what you see as the overall costs and benefits of industrialization.

INDUSTRIALIZATION	
Costs	Benefits

2. **RECOGNIZING BIAS** In 1902 George Baehr, head of the Philadelphia and Reading Railway Company, said, “The rights and interests of the labor man will be protected and cared for not by the labor agitators but by the Christian men to whom God in his infinite wisdom has given the control of the property interests of the country.” What bias does this statement reveal? How does Baehr’s view reflect Social Darwinism?
3. **IDENTIFYING PROBLEMS** Consider the problems that late-19th-century workers faced and the problems that workers face today. How important do you think unions are for present-day workers? Support your answer.

CRITICAL THINKING

1. **Using Your Notes Costs:** Increased power of big business; corruption; labor-management conflicts; dangerous jobs; loss of creativity and skill in manual labor; Social Darwinism leads to discrimination. **Benefits:** Better transportation; faster communications; less isolation; economic opportunities for women; advances in construction.
2. **Recognizing Bias** Baehr’s statement reveals a bias that favors wealthy people and successful entrepreneurs. His view is typical of Social Darwinism, the belief that the wealthy and successful people are naturally better suited to have positions of power in society.
3. **Identifying Problems** Some students may say that unions are less important today because job safety is better regulated and protected by government and industry. Others may support the need for modern unions to resolve ongoing conflicts between labor and management, to protect workers from layoffs, and from excessive hours.

Standardized Test Practice

Use the quotation below and your knowledge of U.S. history to answer question 1.

“No man, however benevolent, liberal, and wise, can use a large fortune so that it will do half as much good in the world as it would if it were divided into moderate sums and in the hands of workmen who had earned it by industry and frugality.”

—Rutherford B. Hayes, from *The Diary and Letters of Rutherford Birchard Hayes*

- Which of the following people could best be described by Rutherford B. Hayes's words *benevolent, liberal, and a large fortune*?
 - Thomas Edison
 - Eugene V. Debs
 - Charles Darwin
 - Andrew Carnegie
- The American Federation of Labor (AFL) differed from the Knights of Labor in that the Knights of Labor focused on —
 - collective bargaining and aggressive use of strikes.
 - organizing only unskilled workers.
 - arbitration and use of strikes as a last resort.
 - winning a shorter workweek.
- How did the railroads both benefit from and contribute to the industrialization of the United States?
 - The railroads needed government protection, and their development helped government grow.
 - The railroads used new inventions and brought people to see the inventions.
 - The railroads used steel and coal and delivered both to new markets.
 - The railroads needed passengers, and passengers needed to get to new industries.
- In the 19th century, government attempts to regulate industry in the United States included the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890). What posed the biggest obstacle to enforcement of these laws?
 - the business tactics of industrialists
 - the use of vertical integration
 - the rulings of the Supreme Court
 - the theory of Social Darwinism

ADDITIONAL TEST PRACTICE, pages S1–S33.



TEST PRACTICE CLASSZONE.COM

ALTERNATIVE ASSESSMENT

- INTERACT WITH HISTORY** Recall your answer to the question on page 435:

What are the pros and cons of railroad expansion?

Consider how your answer might be different based on what you now know about the effects of railroad expansion and business consolidation. Then write a newspaper editorial about the Great Strike of 1877 (see page 453), supporting the position of either the railroad owners or the striking workers.

- VIDEO LEARNING FROM MEDIA** View the *American Stories* video, “Gusher! Pattillo Higgins and the Great Texas Oil Boom.” Discuss the following questions with a small group; then do the activity.

- What were the effects of the discovery of oil at Spindletop?
- What lessons can people learn from Pattillo Higgins?

Cooperative Learning Activity Make a poster describing Pattillo Higgins's personal qualities and how they helped him to achieve his dream. What present-day figures share Higgins's traits? Add images of these people, with captions, to the poster and display it in your classroom.

Standardized Test Practice

- The correct answer is letter **D**. Letter A is not correct because Edison was not known for being benevolent. Letter B is not correct because Debs did not have a large fortune. Letter C is not correct because Darwin was a philosopher and not characterized by the traits listed here.
- The correct answer is letter **H**. Letter F is not correct because the Knights of Labor did not support the aggressive use of strikes. Letter G is not correct because Knights organized both skilled and unskilled workers. Letter J is not correct because both groups wanted a shorter workweek.
- The correct answer is letter **C**. Letter A is not correct because growth of government does not contribute to industrialization. Letters B and D are not correct because the activities listed do not contribute to industrialization.
- The correct answer is letter **H**. Letters F, G, J are not correct because only the Supreme Court could block enforcement of the laws.

UNIT

PROJECT

ORAL REPORT

Tips for Teaching

- Remind students that oral presentations should not be spontaneous. They should be well planned and practiced in advance of actual presentation.
- Suggest to students that this chapter has many individuals whose work changed American life. They may want to profile them for the presentation.

The Unit Project is introduced on page 404 of the student text.



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 246–257

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ALTERNATIVE ASSESSMENT

1. INTERACT WITH HISTORY

Rubric

The editorial should . . .

- demonstrate the ability to evaluate both sides and form an opinion
- clearly state a position with either the owners or the workers
- present a set of supporting arguments for the position

2. LEARNING FROM MEDIA

Rubric

The poster should . . .

- identify Higgins' personal qualities
- convey Higgins' personal qualities in a visual manner
- exhibit grade level artistic skill and presentation