

















# Life at the Turn of the 20th Century

OVERVIEW	INSTRUCTIONAL RESOURCES	
<p><b>ESSENTIAL QUESTION</b></p> <p>What were the significant trends in areas such as technology, education, race relations, and mass culture at the turn of the 20th century?</p> <p> <b>Focus on the Essential Question Podcast</b></p>	<p> <b>Telescoping the Times</b> · Chapter Summary, pp. 15–16</p> <p> <b>Planning for Block Schedules</b></p>	<p> <b>Interactive Online Edition</b></p> <p> <b>ExamView® Assessment Suite</b> (English/Spanish)</p> <p> <b>mySmartPlanner</b></p> <p> <b>Power Presentations</b></p> <p> <b>Video:</b> The Wright Brothers Controversy</p> <p> <b>hmhsocialstudies.com</b></p>
<p><b>SECTION 1</b></p> <p><b>Science and Urban Life</b></p> <p><b>MAIN IDEA</b> Advances in science and technology helped solve urban problems, including overcrowding.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>· Guided Reading, p. 61</li> <li>· Building Vocabulary, p. 65</li> <li>· Reteaching Activity, p. 67</li> <li>· Geography Application, pp. 71–72</li> <li>· Primary Sources, pp. 73–74</li> </ul> <p> <b>Lesson Plans</b>, pp. 63–64</p> <p> <b>Guided Reading Workbook</b>, Section 1</p>	<p> <b>Geography Transparencies</b></p> <ul style="list-style-type: none"> <li>· GT16 Telephone Long Distances Lines: 1890–1917</li> </ul> <p> <b>Video:</b> The Wright Brothers Controversy</p>
<p><b>SECTION 2</b></p> <p><b>Expanding Public Education</b></p> <p><b>MAIN IDEA</b> Reforms in public education led to a rise in national literacy and the promotion of public education.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>· Guided Reading, p. 62</li> <li>· Skillbuilder Practice, p. 68</li> <li>· Reteaching Activity, p. 75</li> <li>· Primary Sources, p. 80</li> </ul> <p> <b>Lesson Plans</b>, pp. 65–66</p> <p> <b>Guided Reading Workbook</b>, Section 2</p>	<p> <b>Critical Thinking Transparencies</b></p> <ul style="list-style-type: none"> <li>· CT16 Expansion of Education</li> <li>· CT50 Increasing School Enrollment 1870–1920</li> </ul>
<p><b>SECTION 3</b></p> <p><b>Segregation and Discrimination</b></p> <p><b>MAIN IDEA</b> African Americans led the fight against voting restrictions and Jim Crow laws.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>· Guided Reading, p. 63</li> <li>· Skillbuilder Practice, p. 66</li> <li>· Reteaching Activity, p. 69</li> <li>· Primary Sources, p. 76</li> </ul> <p> <b>Lesson Plans</b>, pp. 67–68</p> <p> <b>Guided Reading Workbook</b>, Section 3</p>	
<p><b>SECTION 4</b></p> <p><b>The Dawn of Mass Culture</b></p> <p><b>MAIN IDEA</b> As Americans had more time for leisure activities, a modern mass culture emerged.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>· Guided Reading, p. 64</li> <li>· Reteaching Activity, p. 70</li> <li>· Literature, pp. 77–79</li> <li>· American Lives, p. 81</li> </ul> <p> <b>Lesson Plans</b>, pp. 69–70</p> <p> <b>Guided Reading Workbook</b>, Section 4</p>	<p> <b>Humanities Transparencies</b></p> <ul style="list-style-type: none"> <li>· HT16 Washington Square North</li> </ul>

## ASSESSMENT

**SE** Chapter Assessment, pp. 300–301

 **Formal Assessment**  
• Chapter Tests, Forms A, B, and C, pp. 152–169

 **ExamView® Assessment Suite** (English/Spanish)


 **Integrated Assessment**

 **Strategies for Test Preparation**

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **TEST PRACTICE**

**SE** Section 1 Assessment, p. 281


**TE** Self-Assessment, p. 281

 **Formal Assessment**  
• Section Quiz, p. 148

 **Test Practice Transparencies**, TT58

**SE** Section 2 Assessment, p. 285


**TE** Self-Assessment, p. 285

 **Formal Assessment**  
• Section Quiz, p. 149

 **Test Practice Transparencies**, TT59

**SE** Section 3 Assessment, p. 289


**TE** Self-Assessment, p. 289

 **Formal Assessment**  
• Section Quiz, p. 150

 **Test Practice Transparencies**, TT60

**SE** Section 4 Assessment, p. 297

**TE** Self-Assessment, p. 297

 **Formal Assessment**  
• Section Quiz, p. 151

 **Test Practice Transparencies**, TT61


## Chart Key:

**SE** Student Edition

 Block Scheduling

 MP3 Audio

**TE** Teacher's Edition

 Online-only Resource

 HISTORY®

 Printable Resource

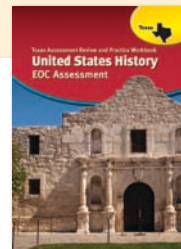
 Presentation Resource

All Program Resources available @  [hmhsocialstudies.com](http://hmhsocialstudies.com)

## Supporting Resources

### Texas Assessment Review and Practice

- End-of-Course Assessment tips and sample tests to prepare students
- Teacher materials with instructional guidelines, digital flash cards, and ExamView® test banks




### Social Studies Trade Library Collections

- U.S. History Civil War to Present Trade Collection
- African American Trade Collection

### Fast Track to a 5


- AP test preparation for U.S. History provides students with test-taking strategies, review, and practice exams.




For more information or to purchase these resources, go to  [hmhsocialstudies.com](http://hmhsocialstudies.com)


## Differentiated Instruction

### ENGLISH LEARNERS


 **Spanish/English Guided Reading Workbook**  
Sections 1–4


 **Access for Students Acquiring English/ESL:**  
Spanish Translations,  
pp. 103–111


 **Modified Lesson Plans for English Learners**

 **Chapter Summaries**  
(English/Spanish)


### STRUGGLING READERS


 **Guided Reading Workbook**  
Sections 1–4

 **Telescoping the Times**  
• Chapter Summary,  
pp. 15–16

 **Chapter Summaries**  
(English/Spanish)

### GIFTED AND TALENTED STUDENTS

 **In-Depth Resources: Unit 4**  
• Primary Sources,  
pp. 73–76  
• Literature, pp. 77–79  
• American Lives, pp. 80–81

 **Historic Supreme Court Decisions**  
• *Plessy v. Ferguson*,  
pp. 67–72

## Enrichment Activities

**SE** Student Edition, pp. 274–299

- Interact with History, pp. 274–275
- Science and Technology, p. 280
- Supreme Court, pp. 290–291
- Daily Life, pp. 298–299



# CHAPTER 8: PACING GUIDE

## BLOCK SCHEDULE LESSON PLAN OPTIONS (90-MINUTE PERIOD)

### DAY 1

#### CHAPTER 8 OPENER pp. 274–275

##### History from Visuals, p. 274

**Class Time** 10 minutes

*Options for Pacing and Variety*

- **Time Saver** Have students read the time line. Ask them the questions in the TE. **Class Time** 10 minutes

##### Interact with History, p. 275

**Class Time** 20 minutes

*Options for Pacing and Variety*

- **Role-Playing** Discuss as a class the issues of new technology. Help students put themselves in the mindset of the time of these new recreations and time-saving inventions. Ask them what they would think of the new inventions and how these inventions would change their lives. **Class Time** 20 minutes

#### SECTION 1 pp. 276–281

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Internet** Have students read the feature on page 278, “History Through: Architecture,” and answer the questions. Then have them read “Science and Technology” on page 280 and use the Internet for more information. **Class Time** 20 minutes
- **Peer Teaching** Have students work in small groups to answer the questions. Have the groups share their answers. **Class Time** 15 minutes

### DAY 1 continued

#### SECTION 2 pp. 282–285

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Internet** Ask students to look at the chart on page 283. Have them research the Internet to find current school-age population and illiteracy rates. Refer to TE page 283. **Class Time** 20 minutes
- **Peer Teaching** Have students work in groups to generate ideas to reform the turn of the century school system. Refer to TE page 284 for activity. **Class Time** 30 minutes
- **Peer Evaluation** Have students write questions about the material in section 2 and then exchange lists with another student. **Class Time** 15 minutes

### DAY 2

#### SECTION 3 pp. 286–291

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Time Saver** Ask students the questions under Focus & Motivate on page 286, as well as the Objective questions, to start them thinking about the concepts in the section. **Class Time** 10 minutes
- **Peer Teaching** Have students work in pairs to create a chart comparing the nature of discrimination in the South, North, and West. Discuss their completed charts as a class. **Class Time** 15 minutes
- **Peer Teaching** Ask students to read the feature “Historic Decisions of the Supreme Court: *Plessy v. Ferguson* (1896)” on pages 290–291. Have students work in pairs to answer question 1. **Class Time** 15 minutes

#### SECTION 4 pp. 292–299

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Time Saver** Have students complete the Clarifying activity on TE page 293 to practice taking notes and studying. **Class Time** 10 minutes
- **Internet** Ask students to read the feature “Daily Life, 1877–1917: Going to the Show” on pages 298–299 and look at the chart detailing the changing hours per week that people worked. Then ask them to use the Internet to research the number of hours the average person worked in 1960, 1980, and 2000. **Class Time** 25 minutes

### DAY 2 continued

#### ASSESSMENT pp. 300–301

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Peer Evaluation** Have students complete the Critical Thinking questions on page 300 and then exchange papers with another student to correct his or her responses. **Class Time** 20 minutes
- **Time Saver** Have students complete the Texas Test Practice on page 301 and discuss the answers as a class. **Class Time** 10 minutes

### TEACHER-TESTED ACTIVITY PRIMARY SOURCE ANALYSIS

**Class Time** 45 minutes

**Task** Analyzing a primary source

**Purpose** To develop a strategy for analyzing primary source material while learning more about the Triangle Fire

### Edmund Austin, William Tenant High School, Warminster, Pennsylvania

#### Supplies Needed

- Primary sources on the Triangle Fire from the textbook or Internet

**Activity** Have students analyze a primary source about the Triangle Shirtwaist Fire tragedy in 1911. Tell them to use the SOAPS strategy. SOAPS stands for subject, occasion, audience, purpose, and speaker. As they read the source material have them identify each of the items in the strategy for each primary source. Then have students share their findings in a class discussion.

**VIRTUAL FIELD TRIP AND POSTER DESIGN**

The Internet allows students to visit important historical sites all across the United States from the comfort of the classroom. Photo galleries, video clips, and first-hand accounts help bring to life events and places covered in their textbook. The variety of information sources available on the Internet helps actively engage students in history.

**ACTIVITY OUTLINE**

**Objective** Students will use online resources to travel back in time to turn-of-the-20th-century Coney Island, New York. After researching Coney Island's attractions and the types of people who visited the amusement park, they will use a drawing or painting program to create a poster promoting Coney Island.

**Task** Have students tour Coney Island of the 1890s. Included in the steps below are activities to help students think analytically about the amusement park's place in American culture at the turn of the 20th century. Finally, using computer software, students will design a poster that promotes Coney Island.

**Class Time** 45 minutes

**DIRECTIONS**

1. The Web sites for this field trip are located at **hmhsocialstudies.com**. Have students start by viewing an image of Coney Island when it was popular.
2. Then, have students research the history of Coney Island at the turn of the 20th century.
3. Have each student send an electronic postcard from Coney Island as a record of his or her visit. On the postcard, have each student write a couple sentences about why the picture on his or her postcard is significant, along with one thing—something unique, surprising, or noteworthy—that he or she learned about Coney Island during the visit. (For example, the hot dog was invented there in 1867.)
4. Instruct students to send the postcards to an email address that can be accessed by the whole class. At their convenience, students can view and read the postcards written by their classmates.
5. Before students begin designing their posters, discuss the following questions:
  - What adjectives would you use to describe Coney Island?
  - What were your impressions of the types of people who went to Coney Island?
  - Why was the amusement park so popular?
6. Have students design their posters. They can import photographs found on the Web into a graphics program or draw their own illustration. Students should create a slogan about Coney Island and add other necessary information, such as hours of operation and cost of admission. Display the finished posters in the classroom.
7. **Optional Activity** Arrange for the class to view the *American Experience* documentary film, "Coney Island." Have students write a few paragraphs on their impression of Coney Island and how it compares to amusement parks today.



Introduce the **Essential Question**

- Describe how did scientific and technological developments affected life at the turn of the 20th century.
- Discuss what life was like for African Americans at the turn of the 20th century.
- Explain why a modern mass culture emerged in the United States at this time.

**HISTORY from VISUALS**

**Interpreting the Painting**

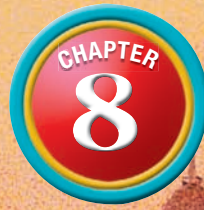
Have students study the painting and suggest words to describe the atmosphere at the World's Columbian Exposition in Chicago. (*lively, crowded, relaxed*) Ask students if they notice anything reminiscent of modern times. (*Ferris wheel*) Ask them why a camel and building with Arabian-style architecture might be featured at an exposition commemorating Columbus's voyage to the Americas. (*the meeting of the Eastern and Western worlds*)

**Extension** Write an advertisement for the Columbian Exposition based on your observations of the painting.

**Time Line Discussion**

Explain to students that this time line includes some of the significant events that took place in the United States in the late 1800s and early 1900s.

- Ask students how many years after the invention of the electric trolley was the Model T. Ford introduced. (*20 years*)
- Ask students in what year Theodore Roosevelt was elected president in his own right. (*1904*)
- Ask students in what year was segregation made legal. (*1896—Plessy v. Ferguson*)



**LIFE AT THE TURN OF THE 20TH CENTURY**

**Essential Question** myNotebook

What were the significant trends in areas such as technology, education, race relations, and mass culture at the turn of the 20th century?



**Texas Essential Knowledge and Skills (TEKS)**

3C, 5B, 6A, 21A, 26A, 29E

**SECTION 1: Science and Urban Life**

**Main Idea** Advances in science and technology helped solve urban problems, including overcrowding.

**SECTION 2: Expanding Public Education**

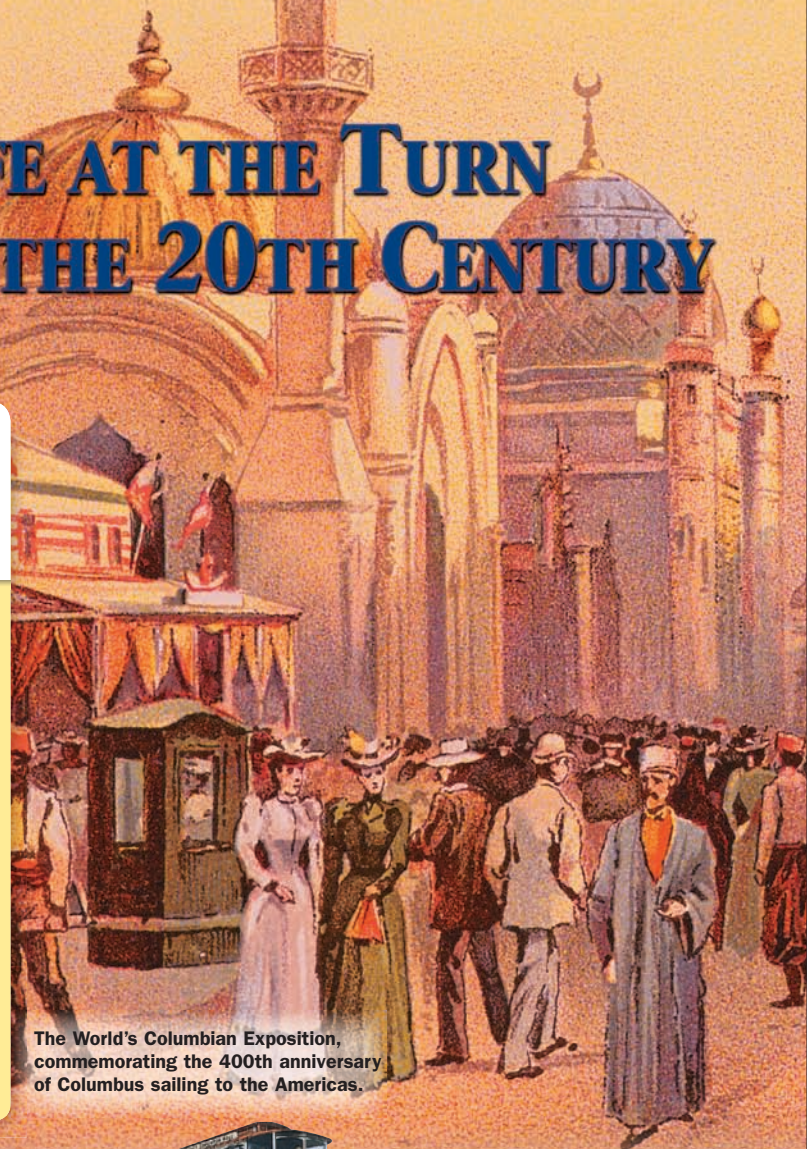
**Main Idea** Reforms in public education led to a rise in national literacy and the promotion of public education.

**SECTION 3: Segregation and Discrimination**

**Main Idea** African Americans led the fight against voting restrictions and Jim Crow laws.

**SECTION 4: The Dawn of Mass Culture**

**Main Idea** As Americans had more time for leisure activities, a modern mass culture emerged.



The World's Columbian Exposition, commemorating the 400th anniversary of Columbus sailing to the Americas.



1888 Electric trolleys are first introduced.

1883 Construction of the Brooklyn Bridge is completed.

1892 Ida B. Wells crusades against lynching.

1896 Supreme Court establishes "separate-but-equal" doctrine in Plessy v. Ferguson.

USA WORLD

1880

1885

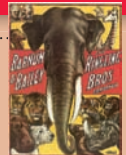
1890

1895

1878 Bicycle touring club is founded in Europe.

1884 Fifteen-nation conference on the division of Africa convenes in Berlin.

1889 Barnum & Bailey Circus opens in London.



**THEMES IN CHAPTER 8**

**SCIENCE AND TECHNOLOGY**

Technology helped cities grow upward with skyscrapers and outward with better roads, bridges, subways, and streetcars to accommodate the influx of immigrants and rural migrants to urban areas.

See Teacher's Edition Note, p. 277.

**IMMIGRATION AND MIGRATION**

Education was vitally important for millions of immigrants who came to America. Besides schools, employers, labor unions, and political organizations helped immigrants to assimilate.

See Teacher's Edition Note, p. 284.

**CIVIL RIGHTS**

Booker T. Washington and W. E. B. Du Bois were leaders in the struggle for racial equality. Washington advocated a gradual approach that would engender economic independence for African Americans. Du Bois sought a more immediate end to inequality.

See Teacher's Edition Note, p. 287.



INTERACT WITH HISTORY

HISTORY

The Wright Brothers Controversy



hmhsocialstudies.com VIDEO



INTERACT WITH HISTORY

It is the summer of 1893. In Chicago, the World's Columbian Exposition is in full swing. Besides Thomas Edison's kinetograph—a camera that records motion—attractions include a towering "Ferris wheel" that lifts trolley cars into the sky and the first hamburgers in America. More than 21 million people will attend the exposition. You will be one of them. As you read the chapter and explore the issues below, use the annotation tools in your eBook to record your thoughts.

Explore the Issues

- How can technology contribute to new forms of recreation?
- What types of inventions transform communications?
- Why would mass media emerge at this time?

Objectives

- To motivate students to consider turn-of-the-20th-century technological advances
- To help students understand the impact of new technology on American life

Explore the Issues

1. Have students consider how technology changed the typical American workday.
2. Ask students to think of the impact of more rapid communication.
3. Ask students how technology brought Americans together and helped create a mass culture.

**TEKS 3C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists **5B** evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society **6A** analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women **21A** analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines, Wisconsin v. Yoder*, and *White v. Regester* **26A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society **29E** evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context



1901 McKinley is assassinated.

1900 William McKinley is reelected.

1901 Theodore Roosevelt becomes president.

1904 Theodore Roosevelt is elected president.



1908 Henry Ford introduces the Model T.

1908 William H. Taft is elected president.

1912 Woodrow Wilson is elected president.

1916 Woodrow Wilson is reelected.

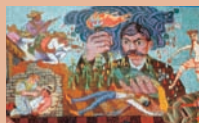
1900

1905

1910

1915

1899 Austrian psychoanalyst Sigmund Freud publishes *The Interpretation of Dreams*.



1910 Mexican Revolution begins.

1914 World War I begins in Europe.

RECOMMENDED RESOURCES

BOOKS FOR THE TEACHER

- Ayers, Edward L. *The Promise of the New South: Life after Reconstruction*. New York: Oxford UP, 1993.
- McMurry, Linda O. *To Keep the Waters Troubled: The Life of Ida B. Wells*. New York: Oxford UP, 2000.
- Schlereth, Thomas J. *Victorian America: Transformations in Everyday*

*Life, 1876-1915*. New York: Harper, 1992.

BOOKS FOR THE STUDENT

- Bryson, Bill. *Made in America*. New York: Morrow, 1996.
- Du Bois, W. E. B. *The Souls of Black Folk*. Chicago: Lushena Books, 2000.
- McCullough, David. *The Great Bridge*. New York: Simon, 2001. Account of the

building of the Brooklyn Bridge.

VIDEOS

- Baseball*. Dir. Ken Burns. PBS Home Video, 1994. "Inning 1" discusses the origins of professional baseball.
- Booker T. Washington's Tuskegee America*. AIMS Multimedia, 1983.
- Coney Island*. Direct Cinema, 1991, 800-525-0000.

*Hollywood*. Dir. David Gill and Kevin Brownlow. HBO Video, 1990.

*Mr. Sears's Catalogue*. PBS Home Video, 800-424-7963.

INTEGRATED TECHNOLOGY

For teacher support, visit . . .

hmhsocialstudies.com



## OBJECTIVES

- 1 Describe the impact of technological advances on turn-of-the-20th-century urban planning.
- 2 Summarize turn of the century communication innovations.

### SKILLBUILDERS

- Interpreting Visual Sources, p. 278

### CRITICAL THINKING

- Analyzing Causes, p. 277
- Summarizing, pp. 277, 279, 281
- Hypothesizing, p. 281
- Evaluating, p. 281


## Focus & Motivate

Ask students what changes could be made to improve living conditions in modern cities.

## Instruct

### Instruct: Objective 1 Technology and City Life

- How did engineering innovations help cities grow upward and outward?
- What was urban planning and how did it improve city life?

-  In-Depth Resources: Unit 2
- Guided Reading, p. 61
  - Geography Application: Central Park, pp. 71–72



SECTION  
1

# Science and Urban Life

### MAIN IDEA

Advances in science and technology helped solve urban problems, including overcrowding.

### WHY IT MATTERS NOW

American cities continue to depend on the results of scientific and technological research.

### Terms & Names

- Louis Sullivan
- Daniel Burnham
- Frederick Law Olmsted
- Orville and Wilbur Wright
- George Eastman

## One American's Story



Use the graphic organizer online to take notes on important changes in city design, communications, and transportation.

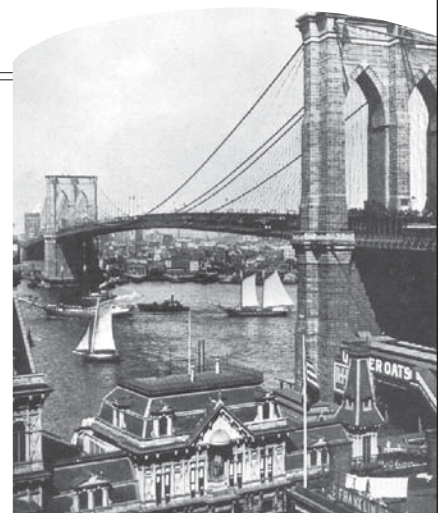
The Brooklyn Bridge, connecting Brooklyn to the island of Manhattan in New York City, opened in 1883. It took 14 years to build. Each day, laborers descended to work in a caisson, or watertight chamber, that took them deep beneath the East River. E. F. Farrington, a mechanic who worked on the bridge, described the working conditions.

### A PERSONAL VOICE E. F. FARRINGTON

“Inside the caisson everything wore an unreal, weird appearance. There was a confused sensation in the head . . . What with the flaming lights, the deep shadows, the confusing noise of hammers, drills, and chains, the half-naked forms flitting about . . . one might, if of a poetic temperament, get a realizing sense of Dante’s *Inferno*.”

—quoted in *The Great Bridge*

Four years later, trains ran across the bridge 24 hours a day and carried more than 30 million travelers each year.



▲ In 1883, New Yorkers celebrated the opening of the world’s longest suspension bridge, the 1,595-foot-long Brooklyn Bridge.


## 1 Technology and City Life





Engineering innovations, such as the Brooklyn Bridge, laid the groundwork for modern American life. Cities in every industrial area of the country expanded both outward and upward. In 1870, only 25 American cities had populations of 50,000 or more; by 1890, 58 cities could make that claim. By the turn of the 20th century, due to the increasing number of industrial jobs, four out of ten Americans made their homes in cities.

In response to these changes, technological advances began to meet the nation’s needs for communication, transportation, and space. One remedy for more urban space was to build toward the sky.


276 CHAPTER 8


## PROGRAM RESOURCES

-  In-Depth Resources: Unit 2
- Guided Reading, p. 61
  - Building Vocabulary, p. 65
  - Reteaching Activity, p. 67
  - Geography Application: New York’s Central Park, pp. 71–72
  - Primary Sources: from *Orville Wright’s Diary*, p. 73; Advertisement, p. 74




-  Guided Reading Workbook
- Section 1
-  Spanish/English Guided Reading Workbook
- Section 1
-  Access for Students Acquiring English/ESL
- Guided Reading (Spanish), p. 105
  - Geography Application, pp. 110–111
-  Formal Assessment
- Section Quiz, p. 148

## INTEGRATED TECHNOLOGY

-  Geography Transp. GT16
- Telephone Long Distance Lines, 1890 and 1917

 hmhsocialstudies.com

## TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT58
-  Online Test Practice

**SKYSCRAPERS** Architects were able to design taller buildings because of two factors: the invention of elevators and the development of internal steel skeletons to bear the weight of buildings. In 1890–1891, architect **Louis Sullivan** designed the ten-story Wainwright Building in St. Louis. He called the new breed of skyscraper a “proud and soaring thing.” The tall building’s appearance was graceful because its steel framework supported both floors and walls.

The skyscraper became America’s greatest contribution to architecture, “a new thing under the sun,” according to the architect Frank Lloyd Wright, who studied under Sullivan. Skyscrapers solved the practical problem of how to make the best use of limited and expensive space. The unusual form of another skyscraper, the Flatiron Building, seemed perfect for its location at one of New York’s busiest intersections. **Daniel Burnham** designed this slender 285-foot tower in 1902. The Flatiron Building and other new buildings served as symbols of a rich and optimistic society. **A**

**MAIN IDEA****Analyzing Causes**

**A** How did new technologies make the building of skyscrapers practical?

**A. Answer**

The elevator made tall buildings usable; steel frames could bear the weight of tall buildings.

**B. Answer**

It led to growth of subways; made commuting easier.

**MAIN IDEA****Summarizing**

**B** How did electric transit impact urban life?

**Vocabulary**

**promenade:** a public place for walking

**ELECTRIC TRANSIT** As skyscrapers expanded upward, changes in transportation allowed cities to spread outward. Before the Civil War, horses had drawn the earliest streetcars over iron rails embedded in city streets. In some cities during the 1870s and 1880s, underground moving cables powered streetcar lines. Electricity, however, transformed urban transportation.

In 1888 Richmond, Virginia, became the first American city to electrify its urban transit. Other cities followed. By the turn of the twentieth century, intricate networks of electric streetcars—also called trolley cars—ran from outlying neighborhoods to downtown offices and department stores.

New railroad lines also fed the growth of suburbs, allowing residents to commute to downtown jobs. New York’s northern suburbs alone supplied 100,000 commuters each day to the central business district.

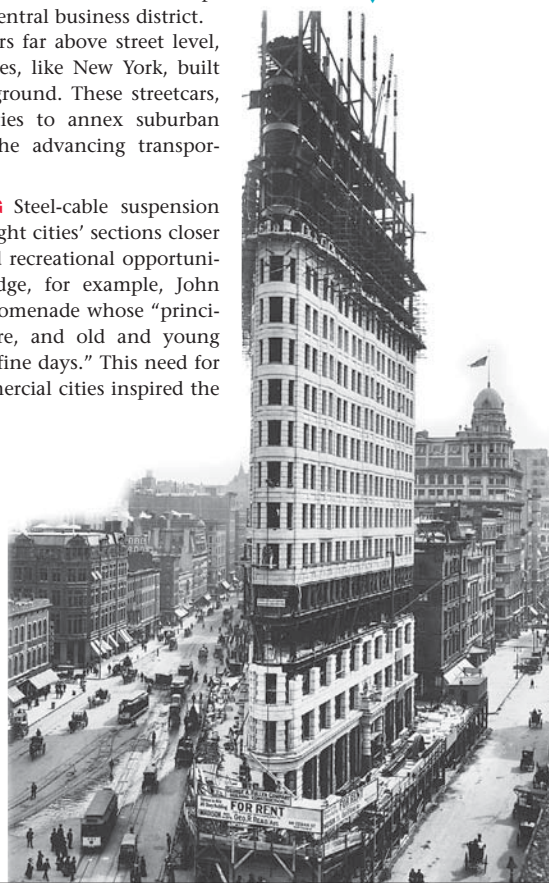
A few large cities moved their streetcars far above street level, creating elevated or “el” trains. Other cities, like New York, built subways by moving their rail lines underground. These streetcars, elevated trains, and subways enabled cities to annex suburban developments that mushroomed along the advancing transportation routes. **B**

**ENGINEERING AND URBAN PLANNING** Steel-cable suspension bridges, like the Brooklyn Bridge, also brought cities’ sections closer together. Sometimes these bridges provided recreational opportunities. In his design for the Brooklyn Bridge, for example, John Augustus Roebling provided an elevated promenade whose “principal use will be to allow people of leisure, and old and young invalids, to promenade over the bridge on fine days.” This need for open spaces in the midst of crowded commercial cities inspired the emerging science of urban planning.

City planners sought to restore a measure of serenity to the environment by designing recreational areas. Landscape architect **Frederick Law Olmsted** spearheaded the movement for planned urban parks.

In 1857 Olmsted, along with English-born architect Calvert Vaux, helped draw up a plan for “Greensward,” which was selected to become Central Park, in New York City. Olmsted envisioned the park as a rustic haven in the center of the busy city. The finished park featured boating and

The Flatiron Building, shown here under construction, stands at the intersection of Fifth Avenue and 23rd Street in New York City.

**Tracing Themes****SCIENCE AND TECHNOLOGY****Booming Cities**

Technology helped cities spread both upward and outward. New construction methods created ever-taller skyscrapers, as well as better roads and bridges to connect city centers with outlying areas. Streetcars, subways, and other new means of transportation also promoted urban expansion. Faster ships brought increasing numbers of immigrants to America, most of whom settled in their ports of entry. Agricultural technology allowed more and more children of farm families to leave rural America for the economic opportunities of the cities.

**More About . . .****The Brooklyn Bridge**

Like most of the workers who built the bridge, John Roebling was an immigrant. He came to America from Prussia (Germany) in 1831. Not long after his bridge plans won approval, he died of tetanus, which he had contracted when a boat docking near the construction site crushed his toes. His son, Washington, supervised the bridge construction, but was eventually bedridden from repeated bouts of “caisson disease,” or the bends.

**DIFFERENTIATING INSTRUCTION****GIFTED AND TALENTED****Writing a Biography**

Have interested students use the Internet and library resources to do research on an architect or urban planner mentioned on page 277. Have students write short biographies that focus, chronologically, on significant events and major accomplishments in their subjects’ lives. Encourage them to include quotes both about and by their subject.

The biographical sketches should . . .


- show the importance of the architect or urban planner
- provide concrete details about the person’s life
- exhibit evidence of research from a variety of sources



More About . . .

**Central Park**

In 1844, William Cullen Bryant, a poet and editor, called for the preservation of a large section of park land in Manhattan. Andrew Jackson Downing, an eminent landscape designer, echoed Bryant's sentiment. The park preservation campaign took 12 years. In 1856, the city spent \$5 million in state funds to purchase the majority of the 840 acres of park land. The park officially opened in 1876.

 In-Depth Resources: Unit 2  
· Geography Application: Central Park, pp. 71–72

History Through *Architecture*

**SKILLBUILDER ANSWERS**

1. Chicago had a lakefront location, good harbors for shipping, and available park land.
2. Burnham moved the harbor system away from the business district.

tennis facilities, a zoo, and bicycle paths. Olmsted hoped that the park's beauty would soothe the city's inhabitants and let them enjoy a "natural" setting.

**A PERSONAL VOICE** FREDERICK LAW OLMSTED

**"The main object and justification [of the park] is simply to produce a certain influence in the minds of people and through this to make life in the city healthier and happier. The character of this influence . . . is to be produced by means of scenes, through observation of which the mind may be more or less lifted out of moods and habits."**

—quoted in *Frederick Law Olmsted's New York*

In the 1870s, Olmsted planned landscaping for Washington, D.C., and St. Louis. He also drew the initial designs for "the Emerald Necklace," Boston's parks system. Boston's Back Bay area, originally a 450-acre swamp, was drained and developed by urban planners into an area of elegant streets and cultural attractions, including Olmsted's parks.

**CITY PLANNING** By contrast, Chicago, with its explosive growth from 30,000 people in 1850 to 300,000 in 1870, represented a nightmare of unregulated expansion. Fortunately for the city, a local architect, Daniel Burnham, was intrigued

History Through *Architecture*

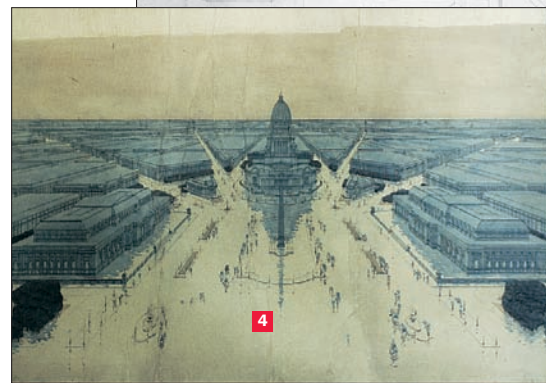
**THE CHICAGO PLAN**

This map from Daniel Burnham's original plan of Chicago looks deceptively like an ordinary map today. But at the time, it was almost revolutionary in its vision, and it inspired city planners all over the country.

- 1 Chicago's Lakefront** First, Burnham designed the "White City" to host the 1893 World's Columbian Exposition. His greatest legacy to Chicago may have been his idea for a lakefront park system, complete with beaches, playing fields, and playgrounds.
- 2 Neighborhood Parks** Though not all cities could claim a lakefront vista for recreation, most cities sprinkled neighborhood parks where their residents needed them. Urban planners provided for local parks—such as Lincoln Park in Chicago—so that "the sweet breath of plant life" would be available to everyone.
- 3 Harbors For Cities** On the Great Lakes, the shipping business depended on accessible harbors. Burnham saw the advantage of harbors for recreation and commercial purposes, but he advocated moving the harbors away from the central business districts to free space for public use.
- 4 The Civic Center** Burnham redesigned the street pattern to create a group of long streets that would converge on a grand plaza, a practice reflected in other American cities. The convergence of major thoroughfares at a city's center helped create a unified city from a host of neighborhoods.

**SKILLBUILDER Interpreting Visual Sources**

1. Why did Chicago's location make it a good choice for urban planning?
2. How was Chicago's importance as a shipping center maintained?



▲ Unity was the goal of the architect of Chicago's city center.

ACTIVITY COOPERATIVE LEARNING

 BLOCK SCHEDULING


**Planning Ideal Cities**  3B, 3E

**Class Time** Two class periods

**Task** Creating ideal city plans for current and future urban settings

**Purpose** To understand the achievements of turn-of-the-20th-century urban planners

**Directions** Divide the class into groups from a variety of differing levels of language proficiency. Ask students to imagine they are urban planners and have been assigned to brainstorm solutions to urban challenges, such as housing, transportation, economic development, and recreation. Have each group design comprehensive city plans. Encourage students to use visual aids, such as sketches or blueprints. Have a student representative from each group summarize their plans for the class.

 Integrated Assessment  
· Rubric 4

by the prospect of remaking the city. His motto was “Make no little plans. They have no magic to stir men’s blood.” He oversaw the transformation of a swampy area near Lake Michigan into a glistening White City for Chicago’s 1893 World’s Columbian Exposition. Majestic exhibition halls, statues, the first Ferris wheel, and a lagoon greeted more than 21 million visitors who came to the city.

**MAIN IDEA**

**Summarizing**  
 List three major changes in cities near the turn of the century. What effect did each have?

**C. Answer**  
 Skyscrapers conserved space by allowing cities to grow upward; new transportation systems and bridges drew neighborhoods closer together; urban planning put parks into cities.

**Vocabulary**  
**internal combustion engine:** an engine in which fuel is burned within the engine rather than in an external furnace

Many urban planners saw in Burnham’s White City glorious visions of future cities. Burnham, however, left Chicago an even more important legacy: an overall plan for the city, crowned by elegant parks strung along Lake Michigan. As a result, Chicago’s lakefront today features curving banks of grass and sandy beaches instead of a jumbled mass of piers and warehouses. **C**

**New Technologies 2**

New developments in communication brought the nation closer together. In addition to a railroad network that now spanned the nation, advances in printing, aviation, and photography helped to speed the transfer of information.

**A REVOLUTION IN PRINTING** By 1890, the literacy rate in the United States had risen to nearly 90 percent. Publishers turned out ever-increasing numbers of books, magazines, and newspapers to meet the growing demand of the reading public. A series of technological advances in printing aided their efforts.

American mills began to produce huge quantities of cheap paper from wood pulp. The new paper proved durable enough to withstand high-speed presses. The electrically powered web-perfecting press, for example, printed on both sides of a continuous paper roll, rather than on just one side. It then cut, folded, and counted the pages as they came down the line. Faster production and lower costs made newspapers and magazines more affordable. People could now buy newspapers for a penny a copy.

**AIRPLANES** In the early 20th century, brothers **Orville** and **Wilbur Wright**, bicycle manufacturers from Dayton, Ohio, experimented with new engines powerful enough to keep “heavier-than-air” craft aloft. First the Wright brothers built a glider. Then they commissioned a four-cylinder internal combustion engine, chose a propeller, and designed a biplane with a 40’4” wingspan. Their first successful flight—on December 17, 1903, at Kitty Hawk, North Carolina—covered 120 feet and lasted 12 seconds. Orville later described the take-off.

**A PERSONAL VOICE** ORVILLE WRIGHT

“After running the motor a few minutes to heat it up, I released the wire that held the machine to the track, and the machine started forward into the wind. Wilbur ran at the side of the machine . . . to balance it. . . . Unlike the start on the 14th, made in a calm, the machine, facing a 27-mile wind, started very slowly. . . . One of the life-saving men snapped the camera for us, taking a picture just as the machine had reached the end of the track and had risen to a height of about two feet.”

—quoted in *Smithsonian Frontiers of Flight*

**WORLD STAGE**

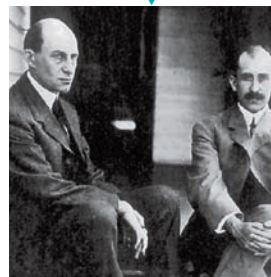
**THE GARDEN CITY**

Urban planning in the United States had European counterparts. In *Tomorrow: A Peaceful Path to Social Reform* (1898), for example, the British city planner Ebenezer Howard wrote of a planned residential community called a garden city.

Howard wanted to combine the benefits of urban life with easy access to nature. His city plan was based on concentric circles—with a town at the center and a wide circle of rural land on the perimeter. The town center included a garden, concert hall, museum, theater, library, and hospital.

The circle around the town center included a park, a shopping center, a conservatory, a residential area, and industry. Six wide avenues radiated out from the town center. In 1903, Letchworth, England served as the model for Howard’s garden city.

Orville (right) and Wilbur Wright at home in Dayton, Ohio, in 1909.



*Life at the Turn of the 20th Century* 279

**WORLD STAGE**

**The Garden City**

**Comparing** Ask students to consider why nature and wildlife might be important to city life. Ask students to identify a city, town, or neighborhood that exemplifies aspects of Howard’s garden city plan.

**More About . . .**

**The Columbian Exposition**

Cities across the nation competed to host the World’s Columbian Exposition to celebrate the 400th anniversary of Columbus’s arrival in the Americas. With the help of Daniel Burnham’s architectural innovation, Chicago was chosen to host the celebration. The “White City,” so called for its white buildings, became the majestic location for the World’s Columbian Exposition in 1893. President Grover Cleveland opened the fair by flicking a switch in Washington, D.C., to turn on the lights in Chicago.

**Electronic Library of Primary Sources**  
 · from *A visit to the World’s Columbian Exposition, 1886* by C. Bolton

**Instruct: Objective 2**

**New Technologies**

- What effect did advances in paper, printing, and photography have on publishing and journalism?
- How did airplanes revolutionize communication as well as transportation?

**In-Depth Resources: Unit 2**  
 · Guided Reading, p. 61

**Geography Transparencies GT16**  
 · Telephone Long Distance Lines, 1890 and 1917

**DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS**

**Visual Learners** **ELPS** 2E, 4D, 4F

Many students grasp concepts more readily when the information is presented visually. Such students might benefit from drawing a two-column chart that lists turn-of-the-20th-century technological improvements and their uses. ELLs can use the visual support of the chart to enhance and confirm their understanding of terms related to technological improvements. Have students listen to you point to and name each technological improvement in the chart. Then have them explain what each term means in their own words.

Technological Improvements	Uses
electricity	streetcars, elevated trains and subways
steel construction	suspension bridges, skyscrapers
internal combustion engines	automobiles, airplanes



**HISTORY from VISUALS**

**Interpreting the Infographic**

Point out to students that the chart shows the decrease in weight of airplane engines from the late 1800s through the mid-1900s.

**Extension** Ask students between what years the greatest decrease in airplane engine weight occurred. (*Between the 1880s and 1903*)

**More About . . .**

**The Wright Brothers**

Orville Wright's inaugural flight lasted 12 seconds and covered 120 feet. It was the first successful flight in a powered aircraft ever taken. After several more attempts that same day, a gust of wind flipped the airplane, and it was severely damaged. Orville and his brother Wilbur kept trying. Undaunted by the skepticism of family and friends, the brothers built another plane and continued their flight experiments. In October of 1905, on an airfield near Dayton, Ohio, the Wright brothers made a circular flight of about 24 miles.

**Science & Technology**

**Air Travel**

In the years since the flight at Kitty Hawk, tremendous technological advances have been made. On October 14, 1947, Chuck Yeager, an air force pilot, flew the first plane to break the sound barrier—reaching a velocity of 700 miles per hour at 43,000 feet. In 1976, the Concorde—a commercial airplane that travels more than twice the speed of sound—was introduced. In 2005, the Airbus A380, the world's largest passenger plane, completed its test flight. This enormous plane can carry 555 passengers.

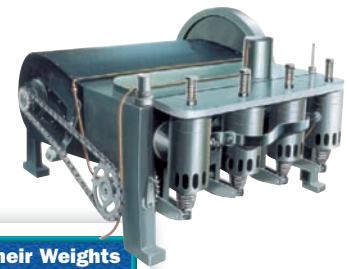
**Science & Technology**

**AVIATION PIONEERS**

In 1892, Orville and Wilbur Wright opened a bicycle shop in Dayton, Ohio. They used the profits to fund experiments in aeronautics, the construction of aircraft. In 1903, the Wright brothers took a gasoline-powered airplane that they had designed to a sandy hill outside Kitty Hawk, North Carolina.

The airplane was powered by a 4-cylinder 12-horse-power piston engine, designed and constructed by the bicycle shop's mechanic, Charles Taylor. The piston—a solid cylinder fit snugly into a hollow cylinder that moves back and forth under pressure—was standard until jet-propelled aircraft came into service in the 1940s.

The engine is the heaviest component in airplane construction. The design of lighter engines was the most important development in early aviation history.



**Early Airplane Engines and Their Weights**

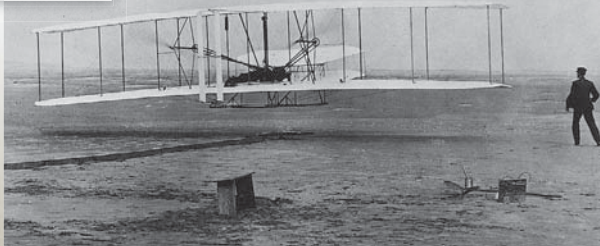
Date	Name of Engine	Approximate Weight per Unit of Horsepower
1880s	Otto	440 lbs (200 kg)
1903	Wright	13 lbs (6 kg)
1910	Gnome	3.3 lbs (1.5 kg)
1918	V-12 Liberty	2 lbs (1 kg)
1944	Wright Cyclone	1.1 lbs (0.5 kg)

Source: *The History of Invention*, Trevor I. Williams

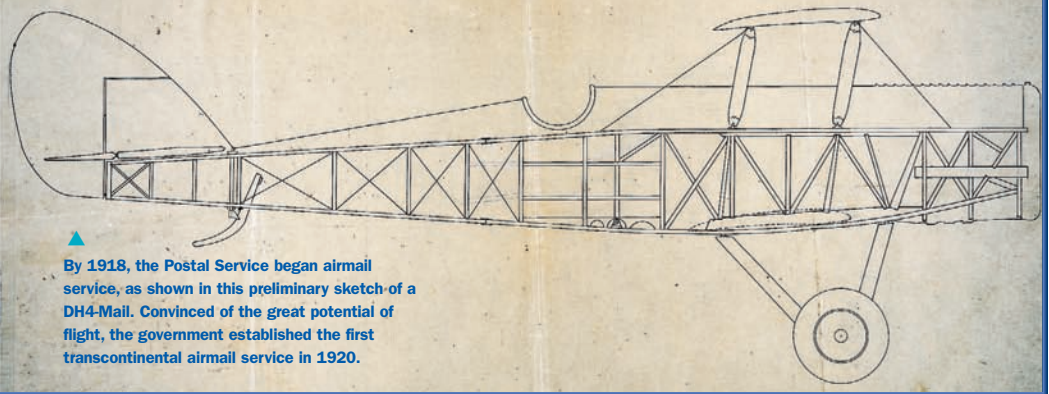


**VIDEO**  
The Wright Brothers Controversy

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On December 17, Orville Wright made the first successful flight of a powered aircraft in history. The public paid little attention. But within two years, the brothers were making 30-minute flights. By 1908, the pioneer aviators had signed a contract for production of the Wright airplane with the U.S. Army.



By 1918, the Postal Service began airmail service, as shown in this preliminary sketch of a DH4-Mail. Convinced of the great potential of flight, the government established the first transcontinental airmail service in 1920.

**ACTIVITY LINK TO SCIENCE**

**The Wright Brothers' Flight** **ELPS** 3B, 3C, 3D, 3E, 3F

**Class Time** Two class periods

**Task** Examining the principles of flight and creating a multimedia presentation

**Purpose** To better understand airplane innovation

**Directions** Have students work in small groups to create a multimedia presentation. Have them research the Wright Brothers' experiments with the principles of aerodynamics, such as lift and drag that led to their first successful

flight. Groups might use illustrations, computer graphics, or other visual medium to augment their presentations. Encourage students to vary the sentence types and connecting words in their presentation to better engage the audience. Less proficient ELLs should practice expressing material to others using appropriate vocabulary. More proficient ELLs should participate fully in the discussion and demonstrate their grasp of academic language and grammar.

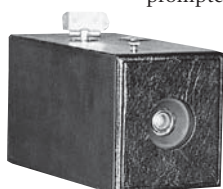
**Integrated Assessment**  
· Rubrics 4, 6

Within two years, the Wright brothers had increased their flights to 24 miles. By 1920, convinced of the great potential of flight, the U.S. government had established the first transcontinental airmail service.


**PHOTOGRAPHY EXPLOSION** Before the 1880s, photography was a professional activity. Because of the time required to take a picture and the weight of the equipment, a photographer could not shoot a moving object. In addition, photographers had to develop their shots immediately.

New techniques eliminated the need to develop pictures right away. **George Eastman** developed a series of more convenient alternatives to the heavy glass plates previously used. Now, instead of carrying their darkrooms around with them, photographers could use flexible film, coated with gelatin emulsions, and could send their film to a studio for processing. When professional photographers were slow to begin using the new film, Eastman decided to aim his product at the masses.

In 1888, Eastman introduced his Kodak camera. The purchase price of \$25 included a 100-picture roll of film. After taking the pictures, the photographer would send the camera back to Eastman's Rochester, New York, factory. For \$10, the pictures were developed and returned with the camera reloaded. Easily held and operated, the Kodak prompted millions of Americans to become amateur photographers. The camera also helped to create the field of photojournalism. Reporters could now photograph events as they occurred. When the Wright brothers first flew their simple airplane at Kitty Hawk, an amateur photographer captured the first successful flight on film.



**KEY PLAYER**



**GEORGE EASTMAN**  
1854–1932

In 1877, when George Eastman took up photography as a hobby, he had to lug more than 100 pounds of equipment for one day's outing. To lighten his load, he replaced heavy glass plates with film that could be rolled onto a spool.

In 1888, Eastman sold his first roll-film camera. Eastman called his new camera (shown at left) the Kodak, because the made-up name was short and memorable. It was popularized by the slogan "You Press the Button, We Do the Rest."

**KEY PLAYER**


**George Eastman**

Eastman was a longtime proponent of education. He made his first donation to the cause of higher learning in 1887—a \$50 gift to the Mechanics Institute, since renamed the Rochester Institute of Technology. In time, he would give away more than \$75 million to educational institutions. Ask students why Eastman's slogan and other sales methods were so effective. (*Quality products; slogan stressed ease of use; simple operating instructions; sending new film back added value*)

**Assess & Reteach**

**SECTION 1 ASSESSMENT**

Have students work in small groups to answer the questions.


-  Formal Assessment
- Section Quiz, p. 148

**SELF-ASSESSMENT**

Ask students to write a short essay about the impact of a specific technology that they found surprising.

**RETEACH**

Have students make a list of major technological advances presented in this section. Discuss with students the impact of such advances on Americans' lives at the turn of the 20th century.

-  In-Depth Resources: Unit 2
- Reteaching Activity, p. 67

**SECTION 1**

**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Louis Sullivan
- Frederick Law Olmsted
- George Eastman
- Daniel Burnham
- Orville and Wilbur Wright

**MAIN IDEA**

**2. USING YOUR NOTES**

Using a three-column chart, such as the one below, list three important changes in city design, communication, and transportation.

City Design	Communication	Transportation
1.	1.	1.
2.	2.	2.
3.	3.	3.

Which change had the greatest impact on urban life? Why?

**CRITICAL THINKING**

**3. HYPOTHESIZING**

If you had been an urban planner at the turn of the century, what new ideas would you have included in your plan for the ideal city?

**Think About:**

- Olmsted's plans for Central Park
- Burnham's ideas for Chicago
- the concept of the garden city

**4. EVALUATING**

Which scientific or technological development described in this section had the greatest impact on American culture? Use details from the text to justify your choice.

**5. SUMMARIZING**

How did bridge building contribute to the growth of cities?

**Answers ASSESSMENT**

**SECTION 1**

**1. TERMS & NAMES**

- Louis Sullivan, p. 277
- Daniel Burnham, p. 277
- Frederick Law Olmsted, p. 277
- Orville and Wilbur Wright, p. 279
- George Eastman, p. 281

**2. USING YOUR NOTES**

City design: bridges; skyscrapers; urban planning; parks  
 Communication: high-speed printing presses; Linotype machine; photography  
 Transportation: Electric streetcars; trains; subways; airplanes

**3. HYPOTHESIZING**

Students might mention additional recreational facilities or increased numbers of parks.

**4. EVALUATING**

Students should cite reasons, such as the long-term impact of air travel or the widespread influence of low-cost printing, to support their answers.

**5. SUMMARIZING**

outward expansion of cities; increased travel to and from cities; encouraged technological advance in other areas; catalyst for upward growth; skyscrapers



## OBJECTIVES

- 1 Analyze the expansion of public education at the turn-of-the-20th-century.
- 2 Describe the growth of higher education.

**TEKS 3C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists **5B** evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society **26A** explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society


## Focus & Motivate


Ask students how an educational system might help a nation meet its social needs.

## Instruct

### Instruct: Objective 1 Expanding Public Education

- What were the main reasons for the expansion and improvement of public education?
- What factors contributed to the growth of high schools?
- How did educational experiences differ for African Americans and immigrants?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 62

 Critical Thinking Transparencies CT16  
• Expanding Education



SECTION  
2

 **TEKS 3C, 5B, 26A**

# Expanding Public Education

### MAIN IDEA

Reforms in public education led to a rise in national literacy and the promotion of public education.

### WHY IT MATTERS NOW

The public education system is the foundation of the democratic ideals of American society.

### Terms & Names

- Booker T. Washington
- Tuskegee Normal and Industrial Institute
- W. E. B. Du Bois
- Niagara Movement

## One American's Story

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**TAKING NOTES**

Use the graphic organizer online to take notes on developments in education at the turn of the 20th century.

William Torrey Harris was an educational reformer who saw the public schools as a great instrument “to lift all classes of people into . . . civilized life.” As U.S. commissioner of education from 1889 to 1906, Harris promoted the ideas of great educators like Horace Mann and John Dewey—particularly the belief that schools exist for the children and not the teachers. Schools, according to Harris, should properly prepare students for full participation in community life.


### A PERSONAL VOICE WILLIAM TORREY HARRIS

“Every [educational] method must . . . be looked at from two points of view: first, its capacity to secure the development of rationality or of the true adjustment of the individual to the social whole; and, second, its capacity to strengthen the individuality of the pupil and avoid the danger of obliterating the personality of the child by securing blind obedience in place of intelligent cooperation, and by mechanical memorizing in place of rational insight.”

—quoted in *Public Schools and Moral Education*

Many other middle-class reformers agreed with Harris and viewed the public schools as training grounds for employment and citizenship. People believed that economic development depended on scientific and technological knowledge. As a result, they viewed education as a key to greater security and social status. Others saw the public schools as the best opportunity to assimilate the millions of immigrants entering American society. Most people also believed that public education was necessary for a stable and prosperous democratic nation.




 **Compulsory attendance laws, though slow to be enforced, helped fill classrooms at the turn of the 20th century.**


## 1 Expanding Public Education


Although most states had established public schools by the Civil War, many school-age children still received no formal schooling. The majority of students who went to school left within four years, and few went to high school.


282 CHAPTER 8


## PROGRAM RESOURCES

 In-Depth Resources: Unit 2  
• Guided Reading, p. 62  
• Reteaching Activity, p. 68  
• Primary Source: “The Talented Tenth,” p. 75  
• American Lives: W. E. B. Du Bois, p. 80


 Guided Reading Workbook  
• Section 2


 Spanish/English Guided Reading Workbook  
• Section 2

 Access for Students Acquiring English/ESL  
• Guided Reading (Spanish), p. 105




 Formal Assessment  
• Section Quiz, p. 149

## INTEGRATED TECHNOLOGY

 Critical Thinking Transp. CT16, CT50  
• Expanding Education  
• Increasing School Enrollment, 1870–1920

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## TEST-TAKING RESOURCES

 Strategies for Test Preparation  
 Test Practice Transparencies TT59  
 Online Test Practice

**SCHOOLS FOR CHILDREN** Between 1865 and 1895, states passed laws requiring 12 to 16 weeks annually of school attendance by students between the ages of 8 and 14. The curriculum emphasized reading, writing, and arithmetic. However, the emphasis on rote memorization and the uneven quality of teachers drew criticism. Strict rules and physical punishment made many students miserable.

One 13-year-old boy explained to a Chicago school inspector why he hid in a warehouse basement instead of going to school.

**A PERSONAL VOICE**

“They hits ye if yer don’t learn, and they hits ye if ye whisper, and they hits ye if ye have string in yer pocket, and they hits ye if yer seat squeaks, and they hits ye if ye don’t stan’ up in time, and they hits ye if yer late, and they hits ye if ye forget the page.”

—anonymous schoolboy quoted in *The One Best System*

In spite of such problems, children began attending school at a younger age. Kindergartens, which had been created outside the public school system to offer childcare for employed mothers, became increasingly popular. The number of kindergartens surged from 200 in 1880 to 3,000 in 1900, and, under the guidance of William Torrey Harris, public school systems began to add kindergartens to their programs. **A**

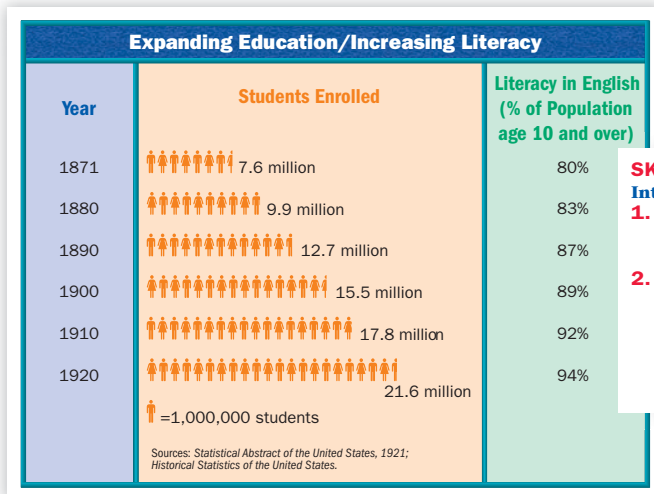
Although the pattern in public education in this era was one of growth, opportunities differed sharply for white and black students. In 1880, about 62 percent of white children attended elementary school, compared to about 34 percent of African-American children. Not until the 1940s would public school education become available to the majority of black children living in the South.

**THE GROWTH OF HIGH SCHOOLS** In the new industrial age, the economy demanded advanced technical and managerial skills. Moreover, business leaders like Andrew Carnegie pointed out that keeping workers loyal to capitalism required society to “provide ladders upon which the aspiring can rise.”

By early 1900, more than half a million students attended high school. The curriculum expanded to include courses in science, civics, and social studies. And new vocational courses prepared male graduates for industrial jobs in drafting, carpentry, and mechanics, and female graduates for office work.

**Skillbuilder Answers**  
 1. about 13%.  
 2. Possible Answer: More impressive, because millions of immigrants could not read English when they arrived in America.

**MAIN IDEA**  
**Drawing Conclusions**  
**A** Why did American children begin attending school at a younger age?  
**A. Answer** Kindergartens became popular and were supported by the public school system.



**SKILLBUILDER**  
**Interpreting Graphs**  
 1. By how much did the illiteracy rate drop from 1871 to 1920?  
 2. Does the number of immigrants during this period make the reduction more or less impressive? Why?

**Connections Across Time**

**1900 AND TODAY**

**Public Education**

At the turn-of-the-20th-century, public school education usually consisted of eight years of grade school and four years of high school. Some educators believed middle-grade students would better learn and socialize in a different setting. And so, junior high school was born. Recent educational trends include block scheduling, the use of video and computer technologies, and preschool training.

**HISTORY from VISUALS**

**Interpreting the Graph**

Remind students that each figure on the graph is equal to 1 million students. So, the seven and a half figures in the top row (1871) represent 7.6 million students.

**Extension** Have students do research on the Internet to discover the school-age population (5 to 18 Years of Age) and the illiteracy rate for the current year.

Critical Thinking Transparencies CT50  
 · Increasing School Enrollment, 1870–1920

**DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS**

**Guided Reading** **ELPS** 4F

Suggest that students focus their reading by turning headings and subheadings into questions. This will help ELLs enhance and confirm their understanding of vocabulary and content. Have students read the material and look for the answers. For example, the headings and subheadings on pages 283 and 284 could be turned into the following questions:

- What was the state of public education at the turn of the century?
- Why did high schools grow?

- What group faced discrimination and in what ways?
- What education was available for immigrants?



Tracing Themes

IMMIGRATION AND MIGRATION

Immigrant Education

Education was a vital resource for millions of immigrants who came to America from 1880 to 1920. Immigrant children attended school by day. Parents had the opportunity to take adult education courses at night or to participate in Americanization programs at work. Immigrants were also indirectly assimilated into American culture through their experiences in labor unions and political organizations. Encourage students to offer their own definitions of Americanization and to discuss its historical importance.

NOW & THEN


Technology and Schools

**Evaluating** Have students discuss the role of computers in the classroom. Do they think computers are overrated? How might computers be educational tools? Are computers an essential part of the classroom?

Instruct: Objective 2

Expanding Higher Education

- What changes did many universities make in their curriculum and why?
- How did African Americans work to gain a higher education?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 62

**RACIAL DISCRIMINATION** African Americans were mostly excluded from public secondary education. In 1890, fewer than 1 percent of black teenagers attended high school. More than two-thirds of these students went to private schools, which received no government financial support. By 1910, about 3 percent of African Americans between the ages of 15 and 19 attended high school, but a majority of these students still attended private schools.

**EDUCATION FOR IMMIGRANTS** Unlike African Americans, immigrants were encouraged to go to school. Of the nearly 10 million European immigrants settled in the United States between 1860 and 1890, many were Jewish people fleeing poverty and systematic oppression in eastern Europe. Most immigrants sent their children to America's free public schools, where they quickly became "Americanized." Years after she became a citizen, the Russian Jewish immigrant Mary Antin recalled the large numbers of non-English-speaking immigrant children. By the end of the school year, they could recite "patriotic verses in honor of George Washington and Abraham Lincoln . . . with plenty of enthusiasm."

Some people resented the suppression of their native languages in favor of English. Catholics were especially concerned because many public school systems had mandatory readings from the (Protestant) King James Version of the Bible. Catholic communities often set up parochial schools to give their children a Catholic education.

Thousands of adult immigrants attended night school to learn English and to qualify for American citizenship. Employers often offered daytime programs to Americanize their workers. At his Model T plant in Highland Park, Michigan, Henry Ford established a "Sociology Department," because "men of many nations must be taught American ways, the English language, and the right way to live." Ford's ideas were not universally accepted. Labor activists often protested that Ford's educational goals were aimed at weakening the trade union movement by teaching workers not to confront management. **B**


Expanding Higher Education 2

Although the number of students attending high school had increased by the turn of the century, only a minority of Americans had high school diplomas. At the same time, an even smaller minority—only 2.3 percent—of America's young people attended colleges and universities.

**CHANGES IN UNIVERSITIES** Between 1880 and 1920, college enrollments more than quadrupled. And colleges instituted major changes in curricula and admission policies. Industrial development changed the nation's educational

needs. The research university emerged—offering courses in modern languages, the physical sciences, and the new disciplines of psychology and sociology. Professional schools in law and medicine were established. Private colleges and universities required entrance exams, but some state universities began to admit students by using the high school diploma as the entrance requirement.

**HIGHER EDUCATION FOR AFRICAN AMERICANS** After the Civil War, thousands of freed African Americans pursued higher education, despite their exclusion from white institutions. With the help of the Freedmen's Bureau and other groups, blacks founded Howard, Atlanta, and Fisk Universities, all of which opened



**TECHNOLOGY AND SCHOOLS**

In 1922, Thomas Edison predicted that motion pictures would eventually replace textbooks. More recently, it has been predicted that computers will replace traditional classrooms and texts. Computers are used for video course sharing, in which students in many locations participate in the same class. Teachers are using electronic interactive whiteboards to help them lead and record presentations and discussions. Students are also using computers to access and share scientific data and to communicate with peers around the world.

**Vocabulary**  
**parochial school:** a school supported by a church parish

**MAIN IDEA**  
**Summarizing**  
**B** What institutions encouraged European immigrants to become assimilated?

**B. Answer**  
Public schools; night schools; large companies like Ford Motor Co.

ACTIVITY

COOPERATIVE LEARNING



BLOCK SCHEDULING


Reforming Public Education **ELPS** 3E

Class Time 45 minutes

Task Creating a plan to reform turn of the 20th century public schools

Purpose To understand the methods and goals of educational reformers at the turn of the 20th century

**Directions** Have students work in groups of five or six. Each group should act as a school board at the turn of the 20th century. They are to devise a plan to reform their school district. Student plans should account for factors such as the recent influx of immigrant children, increasing school age populations, and new industrial jobs available in their area.

 Integrated Assessment  
• Rubrics 2, 5

## MAIN IDEA

## Synthesizing

Describe the state of higher education for African Americans at the turn of the century.

**C. Answer** All-black colleges and universities opened, but only a tiny percentage of African Americans received a college education.

between 1865 and 1868. Private donors could not, however, financially support or educate a sufficient number of black college graduates to meet the needs of the segregated communities. By 1900, out of about 9 million African Americans, only 3,880 were in attendance at colleges or professional schools. **C**

The prominent African American educator, **Booker T. Washington**, believed that racism would end once blacks acquired useful labor skills and

proved their economic value to society. Washington, who was born enslaved, graduated from Virginia's Hampton Institute. By 1881, he headed the **Tuskegee Normal and Industrial Institute**, now called Tuskegee University, in Alabama. Tuskegee aimed to equip African Americans with teaching diplomas and useful skills in agricultural, domestic, or mechanical work. "No race," Washington said, "can prosper till it learns that there is as much dignity in tilling a field as in writing a poem."

By contrast, **W. E. B. Du Bois**, the first African American to receive a doctorate from Harvard (in 1895), strongly disagreed with Washington's gradual approach. In 1905, Du Bois founded the **Niagara Movement**, which insisted that blacks should seek a liberal arts education so that the African-American community would have well-educated leaders.

Du Bois proposed that a group of educated blacks, the most "talented tenth" of the community, attempt to achieve immediate inclusion into mainstream American life. "We are Americans, not only by birth and by citizenship," Du Bois argued, "but by our political ideals. . . . And the greatest of those ideals is that ALL MEN ARE CREATED EQUAL."

By the turn of the 20th century, millions of people received the education they needed to cope with a rapidly changing world. At the same time, however, racial discrimination remained a thorn in the flesh of American society.



▲ Medical students and their professors work in the operating theater of the Moorland-Spingarn Research Center at Howard University.

## More About . . .

## W. E. B. Du Bois

In his third book, *The Souls of Black Folk* (1903), Du Bois characterized the African-American experience as such, "One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings. . . . He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face."

- 📖 In-Depth Resources: Unit 2
  - Primary Source: "The Talented Tenth," p. 75
  - American Lives: W. E. B. Du Bois, p. 80

## Assess &amp; Reteach

## SECTION 2 ASSESSMENT

Students might work in pairs to respond to the questions.

- 📖 Formal Assessment
  - Section Quiz, p. 149

## SELF-ASSESSMENT

Have students write questions about the material in section 2 and then exchange lists with another student.

## RETEACH

Ask students to consider the three most important educational changes at the turn of the 20th century and discuss the reasons such changes occurred.

- 📖 In-Depth Resources: Unit 2
  - Reteaching Activity, p. 68

## SECTION 2

## ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Booker T. Washington
- Tuskegee Normal and Industrial Institute
- W. E. B. Du Bois
- Niagara Movement

## MAIN IDEA

## 2. USING YOUR NOTES

In a chart like the one below, list at least three developments in education at the turn of the 20th century and their major results.

Development	Result
1.	
2.	
3.	

Which educational development do you think was most important? Explain your choice.

## CRITICAL THINKING

## 3. HYPOTHESIZING

How might the economy and culture of the United States have been different without the expansion of public schools? **Think About:**

- the goals of public schools and whether those goals have been met
- why people supported expanding public education
- the impact of public schools on the development of private schools

## 4. COMPARING

How were the actions taken by Booker T. Washington and W. E. B. Du Bois to expand economic opportunities for racial minorities similar and different? What impact did their actions have on American society?

## 5. ANALYZING ISSUES

How did expansion of the educational system affect American children?

*Life at the Turn of the 20th Century* 285

## Answers ASSESSMENT

## 1. TERMS &amp; NAMES

Booker T. Washington, p. 285  
Tuskegee Normal and Industrial Institute, p. 285  
W. E. B. Du Bois, p. 285  
Niagara Movement, p. 285

## 2. USING YOUR NOTES

Compulsory education: Literacy increased.  
Growth of high schools: College enrollments increased.

Racial discrimination: All-black colleges founded.

## 3. HYPOTHESIZING

less economic growth, immigrants slower to adapt to American life, decrease in college enrollment

## 4. COMPARING

Comparisons should discuss Du Bois' approach of liberal arts education to produce African American leaders

versus Washington's gradual approach of acquiring useful skills in order for African Americans to be of economic value to society. Their efforts led to increased educational opportunities for African Americans with no resolution in discrimination.

## 5. ANALYZING ISSUES

Children began attending school at a younger age and could take a greater variety of courses. Kindergartens provided childcare and allowed more women to go to work. High schools provided technical, managerial, and vocational skills to prepare students for the workforce. Colleges provided high-level learning for advanced degrees.

*Life at the Turn of the 20th Century* 285



## OBJECTIVES

- 1 Trace the historical underpinnings of legalized segregation and the African-American struggle against racism in the United States.
- 2 Summarize turn-of-the-20th-century race relations in the North and the South.
- 3 Identify discrimination against minorities in the American West.

**TEKS 3C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists **5B** evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society **6A** analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women **21A** analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*

## Focus & Motivate


Ask students whether they have ever felt discriminated against. Discuss various forms of prejudice and discrimination. Consider discrimination based on factors such as race, gender, and age.

## Instruct


### Instruct: Objective 1


#### African Americans Fight Legal Discrimination


- What post-Reconstruction voting restrictions were imposed on African Americans in the South?
- What were Jim Crow laws?
- What was the significance of the Supreme Court ruling in *Plessy v. Ferguson*?


 In-Depth Resources: Unit 2  
• Guided Reading, p. 63


## PROGRAM RESOURCES

 In-Depth Resources: Unit 2  
• Guided Reading, p. 63  
• Skillbuilder Practice: Creating Visual Presentations, p. 66  
• Reteaching Activity, p. 69  
• Primary Source: “Lynching and the Excuse for It,” p. 76


 Guided Reading Workbook  
• Section 3

 Spanish/English Guided Reading Workbook  
• Section 3




 Access for Students Acquiring English/ESL  
• Guided Reading (Spanish), p. 107  
• Skillbuilder Practice, p. 109

 Formal Assessment  
• Section Quiz, p. 150

## INTEGRATED TECHNOLOGY

 [hmsocialstudies.com](http://hmsocialstudies.com)

## TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT60
-  Online Test Practice



## SECTION 3

 TEKS 3C, 5B, 6A, 21A

# Segregation and Discrimination

### MAIN IDEA

African Americans led the fight against voting restrictions and Jim Crow laws.

### WHY IT MATTERS NOW

Today, African Americans have the legacy of a century-long battle for civil rights.

### Terms & Names

- Ida B. Wells
- poll tax
- grandfather clause
- segregation
- Jim Crow laws
- *Plessy v. Ferguson*
- debt peonage

## One American's Story

### [hmsocialstudies.com](http://hmsocialstudies.com) TAKING NOTES

Use the graphic organizer online to take notes on important events in race relations at the turn of the 20th century.


Born into slavery shortly before emancipation, **Ida B. Wells** moved to Memphis in the early 1880s to work as a teacher. She later became an editor of a local paper. Racial justice was a persistent theme in Wells's reporting. The events of March 9, 1892 turned that theme into a crusade. Three African-American businessmen, friends of Wells, were lynched—illegally executed without trial. Wells saw lynching for what it was.

### A PERSONAL VOICE IDA B. WELLS

“Thomas Moss, Calvin McDowell, and Lee Stewart had been lynched in Memphis . . . [where] no lynching had taken place before. . . . This is what opened my eyes to what lynching really was. An excuse to get rid of Negroes who were acquiring wealth and property and thus keep the race terrorized.”

—quoted in *Crusade for Justice*



 Ida B. Wells moved north to continue her fight against lynching by writing, lecturing, and organizing for civil rights.

African Americans were not the only group to experience violence and racial discrimination. Native Americans, Mexican residents, and Chinese immigrants also encountered bitter forms of oppression, particularly in the American West.

## 1 African Americans Fight Legal Discrimination

As African Americans exercised their newly won political and social rights during Reconstruction, they faced hostile and often violent opposition from whites. African Americans eventually fell victim to laws restricting their civil rights but never stopped fighting for equality. For at least ten years after the end of Reconstruction in 1877, African Americans in the South continued to vote and occasionally to hold political office. By the turn of the 20th century, however, Southern states had adopted a broad system of legal policies of racial discrimination and devised methods to weaken African-American political power.

**VOTING RESTRICTIONS** All Southern states imposed new voting restrictions and denied legal equality to African Americans. Some states, for example, limited the vote to people who could read, and required registration officials to administer a literacy test to test reading. Blacks trying to vote were often asked more difficult questions than whites, or given a test in a foreign language. Officials could pass or fail applicants as they wished.

Another requirement was the **poll tax**, an annual tax that had to be paid before qualifying to vote. Black as well as white sharecroppers were often too poor to pay the poll tax. To reinstate white voters who may have failed the literacy test or could not pay the poll tax, several Southern states added the **grandfather clause** to their constitutions. The clause stated that even if a man failed the literacy test or could not afford the poll tax, he was still entitled to vote if he, his father, or his grandfather had been eligible to vote before January 1, 1867. The date is important because before that time, freed slaves did not have the right to vote. The grandfather clause therefore did not allow them to vote.

**JIM CROW LAWS** During the 1870s and 1880s, the Supreme Court failed to overturn the poll tax or the grandfather clause, even though the laws undermined all federal protections for African Americans' civil rights. At the same time that blacks lost voting rights, Southern states passed racial **segregation** laws to separate white and black people in public and private facilities. These laws came to be known as **Jim Crow laws** after a popular old minstrel song that ended in the words "Jump, Jim Crow." Racial segregation was put into effect in schools, hospitals, parks, and transportation systems throughout the South.

**PLESSY v. FERGUSON** Eventually a legal case reached the U.S. Supreme Court to test the constitutionality of segregation. In 1896, in **Plessy v. Ferguson**, the Supreme Court ruled that the separation of races in public accommodations was legal and did not violate the Fourteenth Amendment. The decision established the doctrine of "separate but equal," which allowed states to maintain segregated facilities for blacks and whites as long as they provided equal service. The decision permitted legalized racial segregation for almost 60 years. (See *Plessy v. Ferguson*, page 290.)

## Turn-of-the-Century Race Relations 2

African Americans faced not only formal discrimination but also informal rules and customs, called racial etiquette, that regulated relationships between whites and blacks. Usually, these customs belittled and humiliated African Americans, enforcing their second-class status. For example, blacks and whites never shook hands, since shaking hands would have implied equality. Blacks also had to yield the sidewalk to white pedestrians, and black men always had to remove their hats for whites.

*Life at the Turn of the 20th Century* 287



▲ This theater in Leland, Mississippi, was segregated under the Jim Crow laws.

## Tracing Themes

### CIVIL RIGHTS

#### Fighting the Poll Tax

The poll tax and other such measures succeeded in disenfranchising African-American voters in the South. The tax wasn't abolished until 1964 with the adoption of the Twenty-Fourth Amendment. The amendment nullified all state laws requiring payment of a poll tax as a condition "to vote in any [federal] primary or other [federal] election." A later Supreme Court ruling ended its use in state and local elections.

## More About . . .

### Jim Crow

Thomas Dartmouth ("Daddy") Rice was the founder of the American minstrel show. These musicals consisted of white men, with their faces painted black, exaggeratedly impersonating African Americans. Rice created the character, "Jim Crow," in an 1828 minstrel routine. The character was a stereotypical imitation of a happy-go-lucky black man who wants only to dance and sing for "de white folks." Minstrel shows became hugely popular by mid-century when companies like the Virginia Minstrels went on tour.

## Instruct: Objective 2

### Turn-of-the-Century Race Relations

- How did African Americans differ in approach to combating racism?
- How were African Americans discriminated against in the North?



In-Depth Resources: Unit 2

• Primary Source: "Lynching and the Excuse for It," p. 76

### Vocabulary

**minstrel:** one of a troupe of entertainers in blackface presenting a comic variety show

### MAIN IDEA

#### Analyzing Effects

▲ How did the *Plessy v. Ferguson* ruling affect the civil rights of African Americans?

**A. Answer** The Supreme Court decision opened the door for the legal segregation of almost all public facilities.

## ACTIVITY SKILLBUILDER LESSON

### Creating Visual Presentations ELPS 3B, 3E

**Explaining the Skill** Learning visually means learning by looking. Some examples of visual presentation include: paintings, drawings, sculpture, photographs, pictorial quilts, murals, or artifacts from an era. Since the days of cave painting and even before, human beings have communicated and recorded their history through visual representation.

**Applying the Skill** Suggest that students work in pairs or small groups to create pictographs that illustrate the culture and triumphs of African Americans, Mexicans, and Chinese immigrants, despite discrimination. Remind them that their goal is to communicate through visuals rather than words or numbers. Tell students they may use titles and labels. Ask each group to present their work to the class and then put each work on display.



In-Depth Resources: Unit 2

• Skillbuilder Practice: Creating Visual Presentations, p. 66



## BLOCK SCHEDULING



## HISTORICAL SPOTLIGHT

## Washington vs. Du Bois

Have students discuss each scholar's approach to the struggle for racial equality. What were the differences and the similarities between their views on the politics of race in America? (*Both were leaders in the struggle to end racial discrimination. Both favored higher education for African Americans. But Washington advocated a gradual approach to change while Du Bois called for a more immediate end to racial injustice.*)

## More About . . .


## Segregated Neighborhoods

Harlem, in New York City, would become a famous African-American neighborhood in the early 20th century. Even before the city's first subway line opened in 1904, real-estate speculators began building apartments there, hoping to appeal to middle class whites. When the middle class did not arrive, Philip A. Payton, an African-American developer, stepped in and promised high rents to landlords who would allow African-American tenants. Soon, despite the higher rents, African Americans began moving to Harlem. For many, Harlem was to be a cultural mecca and a home.

## Instruct: Objective 3

## Discrimination in the West

- What were the difficulties that Mexicans encountered in the United States?
- How were Chinese immigrants treated?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 63

## HISTORICAL SPOTLIGHT

## WASHINGTON VS. DU BOIS

Booker T. Washington argued for a gradual approach to racial equality—suggesting that “it is at the bottom of life we must begin, and not at the top.”

Ten years later, W. E. B. Du Bois denounced this view of gradual equality. Du Bois demanded full social and economic equality for African Americans, declaring that “persistent manly agitation is the way to liberty.”

In 1909 the Niagara Movement, founded by Du Bois in 1905, became the National Association for the Advancement of Colored People (NAACP), with Du Bois as the editor of its journal, *The Crisis*. He wrote, “We refuse to surrender . . . leadership . . . to cowards and trucklers. We are men; we will be treated as men.” The NAACP continues the fight for racial equality today.

Some moderate reformers, like Booker T. Washington, earned support from whites. Washington suggested that whites and blacks work together for social progress.

## A PERSONAL VOICE BOOKER T. WASHINGTON

“To those of the white race . . . I would repeat what I say to my own race. . . . Cast down your bucket among these people who have, without strikes and labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth. . . . In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

—Atlanta Exposition address, 1895

Washington hoped that improving the economic skills of African Americans would pave the way for long-term gains. People like Ida B. Wells and W. E. B. Du Bois, however, thought that the problems of inequality were too urgent to postpone. **B**

**VIOLENCE** African Americans and others who did not follow the racial etiquette could face severe punishment or death. All too often, blacks who were accused of violating the etiquette were lynched. Between 1882 and 1892, more than 1,400 African-American men and women were shot, burned, or hanged without trial in the South. Lynching peaked in the 1880s and 1890s but continued well into the 20th century.

**DISCRIMINATION IN THE NORTH** Most African Americans lived in the segregated South, but by 1900, a number of blacks had moved to Northern cities. Many blacks migrated to Northern cities in search of better-paying jobs and social equality. But after their arrival, African Americans found that there was racial discrimination in the North as well. African Americans found themselves forced into segregated neighborhoods. They also faced discrimination in the workplace. Labor unions often discouraged black membership, and employers hired African-American labor only as a last resort and fired blacks before white employees.

Sometimes the competition between African Americans and working-class whites became violent, as in the New York City race riot of 1900. Violence erupted after a young black man, believing that his wife was being mistreated by a white policeman, killed the policeman. Word of the killing spread, and whites retaliated by attacking blacks. Northern blacks, however, were not alone in facing discrimination. Non-whites in the West also faced oppression. **C**

## 3 Discrimination in the West

Western communities were home to people of many backgrounds working and living side by side. Native Americans still lived in the Western territories claimed by the United States. Asian immigrants went to America's Pacific Coast in search of wealth and work. Mexicans continued to inhabit the American Southwest. African Americans were also present, especially in former slave-holding areas, such as Texas. Still, racial tensions often made life difficult.

**MEXICAN WORKERS** In the late 1800s, the railroads hired more Mexicans than members of any other ethnic group to construct rail lines in the Southwest.

## MAIN IDEA

## Summarizing

**B** What were Booker T. Washington's views about establishing racial equality?

**B. Answer** He believed it was best not to emphasize legal equality but to concentrate on creating economic opportunities for African Americans.

## MAIN IDEA

## Contrasting

**C** How did conditions for African Americans in the North differ from their circumstances in the South?

**C. Answer** Discrimination existed in both the North and the South, but the rules of segregation were more strict and pervasive in the South.

## ACTIVITY COOPERATIVE LEARNING

Debating Discrimination **ELPS** 3E, 4G

**Class Time** 45 minutes

**Task** Investigating racism in the early 20th century

**Purpose** To understand the role of racism in American society in the early 20th century

**Directions** Groups of four or five students should conduct research about such topics as racial discrimination against African Americans, African-American leaders, or segregation in the early 20th century. (Examples—*Plessy v. Ferguson*, Jim Crow laws, debt peonage, W. E. B. Du Bois, Ida B. Wells, Booker T. Washington). A representative from each group should present the group's findings as a lead-in to class discussion on the role of racism in American society in the early 20th century.



◀ Mexican track workers for the Southern Pacific railroad posed for this group photo taken sometime between 1910 and 1915.

Mexicans were accustomed to the region's hot, dry climate. But the work was grueling, and the railroads made them work for less money than other ethnic groups.

Mexicans were also vital to the development of mining and agriculture in the Southwest. When the 1902 National Reclamation Act gave government assistance for irrigation projects, many southwest desert areas bloomed. Mexican workers became the major labor force in the agricultural industries of the region.

Some Mexicans, however, as well as African Americans in the Southwest, were forced into **debt peonage**, a system that bound laborers into slavery in order to work off a debt to the employer. Not until 1911 did the Supreme Court declare involuntary peonage a violation of the Thirteenth Amendment.

**EXCLUDING THE CHINESE** By 1880, more than 100,000 Chinese immigrants lived in the United States. White people's fear of job competition with the Chinese immigrants often pushed the Chinese into segregated schools and neighborhoods. Strong opposition to Chinese immigration developed, and not only in the West. (See Chinese Exclusion Act, page 259.)

Racial discrimination posed terrible legal and economic problems for non-whites throughout the United States at the turn of the century. More people, however, whites in particular, had leisure time for new recreational activities, as well as money to spend on a growing array of consumer products.

#### Vocabulary

**peon:** a worker bound in servitude to a landlord creditor

### More About . . .


#### Chinese Exclusion

In 1882, Congress passed the Chinese Exclusion Act, which prohibited virtually any more Chinese immigrants from entering the United States and suspended naturalization for those already in the country. In 1892, legislators extended the law for another ten years. In 1902, it was extended indefinitely. Congress finally repealed the Chinese Exclusion Act in 1943.

## Assess & Reteach

### SECTION 3 ASSESSMENT

Have students volunteer to lead a class discussion on questions 4 and 5.


-  Formal Assessment
- Section Quiz, p. 150

### SELF-ASSESSMENT

Have students make a two-column chart on the topic of segregation and racial discrimination at the turn of the 20th century. In the left column, have students list what they already knew; in the right column, what they learned in the section.

### RETEACH

Review regional variations of race relations, discrimination, and segregation. Refer to each section for specific examples.

-  In-Depth Resources: Unit 2
- Reteaching Activity, p. 69

## SECTION 3

### ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Ida B. Wells
- grandfather clause
- Jim Crow laws
- debt peonage
- poll tax
- segregation
- Plessy v. Ferguson

### MAIN IDEA

#### 2. USING YOUR NOTES

Review the section, and find five key events to place on a time line as shown.



Which of these events do you think was most important? Why?

### CRITICAL THINKING

#### 3. ANALYZING CAUSES AND EFFECTS

Why were race relations a significant social issue in the late 19th century? How did they affect the lives of African Americans?

#### 4. COMPARING

What did some African-American leaders do to fight discrimination?

#### 5. CONTRASTING

How did the challenges and opportunities for Mexicans in the United States differ from those for African Americans? **Think About:**

- the types of work available to each group
- the effects of government policies on each group
- the effect of the legal system on each group

*Life at the Turn of the 20th Century* 289

## Answers ASSESSMENT

### SECTION 3

#### 1. TERMS & NAMES

Ida B. Wells, p. 286; poll tax, grandfather clause, segregation, Jim Crow laws, *Plessy v. Ferguson*, p. 287; debt peonage, p. 289

#### 2. USING YOUR NOTES

1890s: Ida B. Wells' anti-lynching campaign; Booker T. Washington and W. E. B. Du Bois emerge as leaders.

1896: *Plessy v. Ferguson*

1900: New York City race riot.  
early 1900s: Mexicans settle in Southwest.

#### 3. ANALYZING CAUSES AND EFFECTS

After Reconstruction, southern states began curbing civil rights of African Americans through laws and restrictions. In other areas, African

Americans faced discrimination in living areas, schools, and workplaces.

#### 4. COMPARING

Ida B. Wells fought lynching; Homer Plessy took his case to the Supreme Court; Booker T. Washington advocated a gradual approach to racial equality; W. E. B. Du Bois founded the NAACP.

#### 5. CONTRASTING

Answers will vary but should indicate that Mexicans in the United States faced discrimination but it was not legalized, and that there were job opportunities but they were low-paying.



## HISTORIC DECISIONS OF THE SUPREME COURT

### Objectives

- To examine the reasoning behind the *Plessy v. Ferguson* decision
- To understand the impact of *Plessy v. Ferguson* on African Americans and American society as a whole

### Focus & Motivate

**Evaluating** Ask students what they think of when they hear the phrase, “separate but equal.” Discuss with students why this could be considered a contradictory statement.

### More About . . .

#### Justice John Marshall Harlan

John Marshall Harlan was born in Kentucky, in 1833, the son of a slave owner. He began his legal career at the age of 20 and served a short term as a county judge. From 1863 to 1867, he served as Kentucky attorney general. President Hayes appointed Harlan to the Supreme Court in 1877. He soon gained a reputation for often disagreeing with the court majority. Justice Harlan wrote the only dissenting opinion in the *Plessy v. Ferguson* case. In his dissent he wrote, “I am of opinion that the statute . . . is inconsistent with the personal liberty of citizens, white and black . . . and hostile to both the spirit and the letter of the Constitution of the United States.”



Justice John Marshall Harlan



## PLESSY v. FERGUSON (1896)

**ORIGINS OF THE CASE** In 1892, Homer Plessy took a seat in the “Whites Only” car of a train and refused to move. He was arrested, tried, and convicted in the District Court of New Orleans for breaking Louisiana’s segregation law. Plessy appealed, claiming that he had been denied equal protection under the law. The Supreme Court handed down its decision on May 18, 1896.

**THE RULING** The Court ruled that separate-but-equal facilities for blacks and whites did not violate the Constitution.

### LEGAL REASONING

Plessy claimed that segregation violated his right to equal protection under the law. Moreover he claimed that, being “of mixed descent,” he was entitled to “every recognition, right, privilege and immunity secured to the citizens of the United States of the white race.”

Justice Henry B. Brown, writing for the majority, ruled:

“The object of the [Fourteenth] amendment was . . . undoubtedly to enforce the absolute equality of the two races before the law, but . . . it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other.”

In truth, segregation laws did perpetrate an unequal and inferior status for African Americans. Justice John Marshall Harlan understood this fact and dissented from the majority opinion. He wrote, “In

respect of civil rights, all citizens are equal before the law.” He condemned the majority for letting “the seeds of race hate . . . be planted under the sanction of law.” He also warned that “The thin disguise of ‘equal’ accommodations . . . will not mislead any one, nor atone for the wrong this day done.”

### LEGAL SOURCES

#### LEGISLATION

##### U.S. CONSTITUTION, FOURTEENTH AMENDMENT (1868)

“No state shall . . . deny to any person within its jurisdiction the equal protection of the laws.”

##### LOUISIANA ACTS 1890, NO. 111

“. . . that all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored races.”

#### RELATED CASES

##### CIVIL RIGHTS CASES (1883)

The Court ruled that the Fourteenth Amendment could not be used to prevent private citizens from discriminating against others on the basis of race.

##### WILLIAMS v. MISSISSIPPI (1898)

The Court upheld a state literacy requirement for voting that, in effect, kept African Americans from the polls.

##### CUMMING v. BOARD OF EDUCATION OF RICHMOND COUNTY (1899)

The Court ruled that the federal government cannot prevent segregation in local school facilities because education is a local, not federal, issue.

### RECOMMENDED RESOURCES

#### BOOKS

Beth, Loren P. *John Marshall Harlan: The Last Whig Justice*. Lexington: U of Kentucky Press, 1992. Biography of the outspoken justice known for his liberal dissents on a conservative court.

Brinkley, Douglas. *Rosa Parks*. New York: Viking Press, 2000. A look at the life of the woman who helped spark the civil rights movement.

Fremont, David K. *The Jim Crow Laws and Racism in American History*. Berkeley, New Jersey: Enslow Publishers, 2000.

Haskins, James. *Separate but Not Equal: The Dream and the Struggle*. New York: Scholastic Trade, 1997.

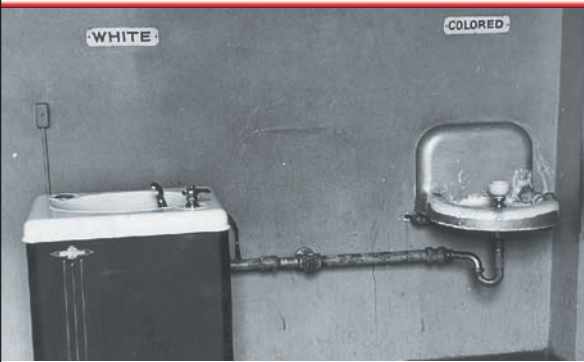
Concise history of the African-American struggle for equal rights to education.

Thomas, Brook, ed. *Plessy v Ferguson: A Brief History With Documents*. Boston: Bedford Books, 1997. In-depth examination of the landmark court decision.

#### INTEGRATED TECHNOLOGY

For teacher support and more information about the Supreme Court, including the full text of the Supreme Court opinions, visit . . .

 [hmhsocialstudies.com](http://hmhsocialstudies.com)



▲ One result of Jim Crow laws was separate drinking fountains for whites and African Americans.

### WHY IT MATTERED

In the decades following the Civil War [1861–1865], Southern state legislatures passed laws that aimed to limit civil rights for African Americans. The Black Codes of the 1860s, and later Jim Crow laws, were intended to deprive African Americans of their newly won political and social rights granted during Reconstruction.

*Plessy* was one of several Supreme Court cases brought by African Americans to protect their rights against segregation. In these cases, the Court regularly ignored the Fourteenth Amendment and upheld state laws that denied blacks their rights. *Plessy* was the most important of these cases because the Court used it to establish the separate-but-equal doctrine.

As a result, city and state governments across the South—and in some other states—maintained their segregation laws for more than half of the 20th century. These laws limited African Americans' access to most public facilities, including restaurants, schools, and hospitals. Without exception, the facilities reserved for whites were superior to those reserved for nonwhites. Signs reading "Colored Only" and "Whites Only" served as constant reminders that facilities in segregated societies were separate but not equal.

### HISTORICAL IMPACT

It took many decades to abolish legal segregation. During the first half of the 20th century, the National Association for the Advancement of Colored People (NAACP) led the legal fight to overturn *Plessy*. Although they won a few cases over the years, it was not until 1954 in *Brown v. Board of Education* that the Court overturned any part of *Plessy*. In that case, the Supreme Court said that separate-but-equal was unconstitutional in public education, but it did not completely overturn the separate-but-equal doctrine.

In later years, the Court did overturn the separate-but-equal doctrine, and it used the *Brown* decision to do so. For example, in 1955, Rosa Parks was convicted for violating a Montgomery, Alabama, law for segregated seating on buses. A federal court overturned the conviction, finding such segregation unconstitutional. The case was appealed to the Supreme Court, which upheld without comment the lower court's decision. In doing so in this and similar cases, the Court signaled that the reasoning behind *Plessy* no longer applied.



▲ As secretary of the Montgomery chapter of the NAACP, Rosa Parks had protested segregation through everyday acts long before September 1955.

### THINKING CRITICALLY

#### CONNECT TO TODAY

- Analyzing Primary Sources** Read the part of the Fourteenth Amendment reprinted in this feature. Write a paragraph explaining what you think "equal protection of the laws" means. Use evidence to support your ideas.

#### CONNECT TO HISTORY



- Visit the links for Historic Decisions of the Supreme Court to research and read Justice Harlan's entire dissent in *Plessy v. Ferguson*. Based on his position, what view might Harlan have taken toward laws that denied African Americans the right to vote? Write a paragraph or two expressing what Harlan would say about those laws.

[hmhsocialstudies.com](http://hmhsocialstudies.com) INTERNET ACTIVITY

*Life at the Turn of the 20th Century* 291

## Instruct

- What was the Supreme Court's ruling in *Plessy v. Ferguson*?
- How did the Supreme Court's ruling affect Southern states?
- How and when was the *Plessy* decision overturned?



Historic Supreme Court Decisions  
· *Plessy v. Ferguson*, pp. 67–72

### MAKING PERSONAL CONNECTIONS

Ask students how they might feel if they were prohibited from attending certain restaurants or other public places because of their skin color. How would it make them feel? How would they react?

### More About . . .

#### Rosa Parks

In 1999, Rosa Parks received the Congressional Gold Medal—the nation's highest civil honor. President Bill Clinton presented the medal to Parks for her pivotal contribution to the Civil Rights movement. "Forty-three years ago, in Alabama, Rosa Parks boarded a public bus, took a seat, and began a remarkable journey. Her action that December day was, in itself, a simple one; but it required uncommon courage. . . . Rosa Parks' short bus trip, and all the distance she has traveled in the years since, have brought the American people ever closer to the promised land we know it can truly be." Rosa Parks passed away in 2005.

### THINKING CRITICALLY: ANSWERS

#### CONNECT TO TODAY

##### Rubric

Student paragraphs should:

- Begin with a topic sentence that summarizes the main idea
- Demonstrate an understanding of the Fourteenth Amendment and explain the phrase "equal protection of the laws"
- Present accurate, historical evidence
- Conclusion by restating the central argument

#### CONNECT TO HISTORY

##### Rubric

Student paragraphs should:

- Begin with a statement about the implications of Harlan's *Plessy* dissent
- Demonstrate a clear understanding of the opinion
- Present evidence to support a position on Harlan's present attitude toward African-American voting rights
- Conclude by restating the main idea



## OBJECTIVES

- 1 Give examples of turn-of-the-20th-century leisure activities and popular sports.
- 2 Analyze the spread of mass culture in the United States at the turn of the 20th century.
- 3 Describe turn-of-the-20th-century innovations in marketing and advertising.

### CRITICAL THINKING

- Making Inferences, p. 293
- Drawing Conclusions, pp. 294, 295
- Analyzing Causes, p. 296
- Summarizing, p. 297
- Analyzing Visual Sources, p. 297


## Focus & Motivate

Ask students what they enjoy doing in their free time. Then ask them to consider the impact of particular leisure activities on American culture.

## Instruct

### Instruct: Objective 1 American Leisure

- What leisure activities became popular with Americans at the turn of the 20th century?
- What spectator sports did many Americans enjoy?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 64



## SECTION 4

# The Dawn of Mass Culture

### MAIN IDEA

As Americans had more time for leisure activities, a modern mass culture emerged.

### WHY IT MATTERS NOW

Today, the United States has a worldwide impact on mass culture.

### Terms & Names

- Joseph Pulitzer
- William Randolph Hearst
- Ashcan school
- Mark Twain
- rural free delivery (RFD)

## One American's Story

### hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes on the development of mass culture.

Along the Brooklyn seashore, on a narrow sandbar just nine miles from busy Manhattan, rose the most famous urban amusement center, Coney Island. In 1886, its main developer, George Tilyou, bragged, "If Paris is France, then Coney Island . . . is the world." Indeed, tens of thousands of visitors mobbed Coney Island after work each evening and on Sundays and holidays. When Luna Park, a spectacular amusement park on Coney Island, opened in May 1903, a reporter described the scene.

### A PERSONAL VOICE BRUCE BLEN

"[Inside the park was] an enchanted, storybook land of trellises, columns, domes, minarets, lagoons, and lofty aerial flights. And everywhere was life—a pageant of happy people; and everywhere was color—a wide harmony of orange and white and gold. . . . It was a world removed—shut away from the sordid clatter and turmoil of the streets."

—quoted in *Amusing the Million*

Coney Island offered Americans a few hours of escape from the hard work week. A schoolteacher who walked fully dressed into the ocean explained her unusual behavior by saying, "It has been a hard year at school, and when I saw the big crowd here, everyone with the brakes off, the spirit of the place got the better of me." The end of the 19th century saw the rise of a "mass culture" in the United States.








▲ The sprawling amusement center at Coney Island became a model for urban amusement parks.

## 1 American Leisure



Middle-class Americans from all over the country shared experiences as new leisure activities, nationwide advertising campaigns, and the rise of a consumer culture began to level regional differences. As the 19th century drew to a close, many Americans fought off city congestion and dull industrial work by enjoying amusement parks, bicycling, new forms of theater, and spectator sports.

## PROGRAM RESOURCES




-  In-Depth Resources: Unit 2
  - Guided Reading, p. 64
  - Reteaching Activity, p. 70
  - Literature: from *Ragtime*, pp. 77–79
  - American Lives: Lillian Gish, p. 81
-  Guided Reading Workbook
  - Section 4

-  Spanish/English Guided Reading Workbook
  - Section 4
-  Access for Students Acquiring English/ESL
  - Guided Reading (Spanish), p. 108
-  Formal Assessment
  - Section Quiz, p. 151

## INTEGRATED TECHNOLOGY

-  Humanities Transp. HT16
  - Washington Square North, New York City
-  hmhsocialstudies.com

## TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT61
-  Online Test Practice

**AMUSEMENT PARKS** To meet the recreational needs of city dwellers, Chicago, New York City, and other cities began setting aside precious green space for outdoor enjoyment. Many cities built small playgrounds and playing fields throughout their neighborhoods for their citizens' enjoyment.

Some amusement parks were constructed on the outskirts of cities. Often built by trolley-car companies that sought more passengers, these parks boasted picnic grounds and a variety of rides. The roller coaster drew daredevil customers to Coney Island in 1884, and the first Ferris wheel drew enthusiastic crowds to the World's Columbian Exposition in Chicago in 1893. Clearly, many Americans were ready for new and innovative forms of entertainment—and a whole panorama of recreational activities soon became available.

**BICYCLING AND TENNIS** With their huge front wheels and solid rubber tires, the first American bicycles challenged their riders. Because a bump might toss the cyclist over the handlebars, bicycling began as a male-only sport. However, the 1885 manufacture of the first commercially successful “safety bicycle,” with its smaller wheels and air-filled tires, made the activity more popular. And the Victor safety bicycle, with a dropped frame and no crossbar, held special appeal to women.

Abandoning their tight corsets, women bicyclists donned shirtwaists (tailored blouses) and “split” skirts in order to cycle more comfortably. This attire soon became popular for daily wear. The bicycle also freed women from the scrutiny of the ever-present chaperone. The suffragist Susan B. Anthony declared, “I think [bicycling] has done more to emancipate women than anything else in the world. . . . It gives women a feeling of freedom and self-reliance.” Fifty thousand men and women had taken to cycles by 1888. Two years later 312 American firms turned out 10 million bikes in one year. **A**

Americans took up the sport of tennis as enthusiastically as they had taken up cycling. The modern version of this sport originated in North Wales in 1873. A year later, the United States saw its first tennis match. The socialite Florence Harriman recalled that in the 1880s her father returned from England with one of New York's first tennis sets. At first, neighbors thought the elder Harriman had installed the nets to catch birds.

Hungry or thirsty after tennis or cycling? Turn-of-the-century enthusiasts turned to new snacks with recognizable brand names. They could munch on a Hershey chocolate bar, first sold in 1900, and wash down the chocolate with a Coca-Cola®. An Atlanta pharmacist originally formulated the drink as a cure for headaches in 1886. The ingredients included extracts from Peruvian coca leaves as well as African cola nuts.

*“Eight hours for work, eight hours for rest, eight hours for what we will”*

THE CARPENTERS' UNION,  
WORCESTER, MASSACHUSETTS

### More About . . .

#### Bicycling

The development of the bicycle was an international affair. As early as 1818, people began creating models for the bicycle. Pierre Michaux and his son Ernest introduced the modern bicycle in France in the 1860s. Pierre Lallement, the Michaux mechanic, emigrated to America in 1866. He joined forces with James Carroll from Ansonia, Connecticut to patent the first bicycle in the United States. European designers made later modifications. John Boyd Dunlop, a Northern Irish veterinarian, introduced the pneumatic tire.

### More About . . .

#### Women and Bicycling

At the turn of the 20th century in the United States, the “Gibson girl”—as drawn by *Life* magazine artist Charles Dana Gibson—represented the ideal of female beauty. However, this glamorous woman with the corseted, hourglass figure, was not dressed to ride a bicycle. She would have to abandon the corset. Bicycle riding was an activity that represented new freedom and opportunity for women.

### MAIN IDEA

#### Making Inferences

**A** How did the mass production of bicycles change women's lives?

**A. Answer**  
The attire women adopted for bicycle riding soon became popular for daily wear. The bicycle also freed women from always having to have a chaperone with them.

Bicycling and other new sports became fads in the late 1800s.



### DIFFERENTIATING INSTRUCTION

### LESS PROFICIENT READERS

#### Clarifying **ELPS** 4D, 4G

In reading pages 292–297, less proficient readers might use the SQ3R study method, as follows:

- Survey the pages by skimming for headings and topic sentences.
- Question the information by jotting down questions about turn-of-the-20th-century mass culture and leisure activities.

- Read the pages, looking for answers to these questions.
- Recite or record any answers that are found.
- Review the information to answer any questions that remain.



The Negro Leagues were first formed in 1920.



## More About . . .


### Boxing

Boxing was enormously popular among 18th-century English gentlemen. They boxed without gloves, and the fights were often brutal. In the 1860s, the Marquis of Queensberry sponsored new rules that, among other things, required boxers to wear gloves. John L. Sullivan, the American boxing star, was a bare-knuckle champ. He was at first reluctant to accept the Marquis of Queensberry's new protocol. It was not until Sullivan discovered that many towns and cities in the United States would not legalize boxing unless gloves were worn that he decided to play by the new rules.

## Instruct: Objective 2

### The Spread of Mass Culture

- How did the nation's new newspapers attract readers?
- What were the new artistic movements in the nation?
- What types of literature gained notoriety at the turn of the 20th century?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 64

## TEKS Extension: 25B

### Tin Pan Alley

Popular music also spread to the masses during this period, thanks in part to the rise of Tin Pan Alley, a music-publishing center in New York City. Primarily providing sheet music for home consumption, Tin Pan Alley reflected a prolific period of collaboration between publishers and songwriters that led to great diversity in American music.

**SPECTATOR SPORTS** Americans not only participated in new sports, but became avid fans of spectator sports, especially boxing and baseball. Though these two sports had begun as popular informal activities, by the turn of the 20th century they had become profitable businesses. Fans who couldn't attend an important boxing match jammed barbershops and hotel lobbies to listen to telegraphed transmissions of the contest's highlights.

**BASEBALL** New rules transformed baseball into a professional sport. In 1845, Alexander J. Cartwright, an amateur player, organized a club in New York City and set down regulations that used aspects of an English sport called rounders. Five years later, 50 baseball clubs had sprung up in the United States, and New York alone boasted 12 clubs in the mid-1860s.

In 1869, a professional team named the Cincinnati Red Stockings toured the country. Other clubs soon took to the road, which led to the formation of the National League in 1876 and the American League in 1900. In the first World Series, held in 1903, the Boston Pilgrims beat the Pittsburgh Pirates. African-American baseball players, who were excluded from both leagues because of racial discrimination, formed their own clubs and two leagues—the Negro National League and the Negro American League.

The novelist Mark Twain called baseball “the very symbol . . . and visible expression of the drive and push and rush and struggle of the raging, tearing, booming nineteenth century.” By the 1890s, baseball had a published game schedule, official rules, and a standard-sized diamond. **B**

**B. Answer**  
Leisure activities provided Americans with relief from crowded urban life and occupied their increased time outside of work.

### MAIN IDEA

### Drawing Conclusions

**B** Why do you think sports were so popular among Americans at the turn of the century?

## 2 The Spread of Mass Culture

As increasing numbers of Americans attended school and learned to read, the cultural vistas of ordinary Americans expanded. Art galleries, libraries, books, and museums brought new cultural opportunities to more people. Other advances fostered mass entertainment. New media technology led to the release of hundreds of motion pictures. Mass-production printing techniques gave birth to thousands of books, magazines, and newspapers.

**MASS CIRCULATION NEWSPAPERS** Looking for ways to captivate readers' attention, American newspapers began using sensational headlines. For example, to introduce its story about the horrors of the Johnstown, Pennsylvania flood of 1889, in which more than 2,000 people died, one newspaper used the headline “THE VALLEY OF DEATH.”

**Joseph Pulitzer**, a Hungarian immigrant who had bought the *New York World* in 1883, pioneered popular innovations, such as a large Sunday edition,

## ACTIVITY LINK TO JOURNALISM


### Writing Sports History

**Class Time** 45 minutes

**Task** Writing historical articles about sports

**Purpose** To describe American sports at the turn of the 20th century

**Directions** Divide the class into groups of three or four. Ask students to imagine they have been assigned to write a magazine article about turn-of-the-20th-century American sports. Have each group choose a sport, such as basketball, football, tennis, boxing, baseball, softball, cricket, or stickball. Some might choose a specialty area like Olympic sports or women's sports. Students should do additional research if necessary.

 Integrated Assessment  
• Rubrics 1, 5

**MAIN IDEA**

**Drawing Conclusions**

How did the *World* and the *Journal* attract readers?

**C. Answer**  
By printing lurid headlines, devising promotional stunts, making up news, and instituting Sunday editions, comics and coverage of sports and women's news.

comics, sports coverage, and women's news. Pulitzer's paper emphasized "sin, sex, and sensation" in an attempt to surpass his main competitor, the wealthy **William Randolph Hearst**, who had purchased the *New York Morning Journal* in 1895. Hearst, who already owned the San Francisco *Examiner*, sought to outdo Pulitzer by filling the *Journal* with exaggerated tales of personal scandals, cruelty, hypnotism, and even an imaginary conquest of Mars. **C**

The escalation of their circulation war drove both papers to even more sensational news coverage. By 1898, the circulation of each paper had reached more than one million copies a day.

**PROMOTING FINE ARTS** By 1900, at least one art gallery graced every large city. Some American artists, including Philadelphian Thomas Eakins, began to embrace realism, an artistic school that attempted to portray life as it is really lived. Eakins had studied anatomy with medical students and used painstaking geometric perspective in his work. By the 1880s, Eakins was also using photography to make realistic studies of people and animals.

In the early 20th century, the **Ashcan school** of American art, led by Eakins's student Robert Henri, painted urban life and working people with gritty realism and no frills. Both Eakins and the Ashcan school, however, soon were challenged by the European development known as abstract art, a direction that most people found difficult to understand.

In many cities, inhabitants could walk from a new art gallery to a new public library, sometimes called "the poor man's university." By 1900, free circulating libraries in America numbered in the thousands.



*Life at the Turn of the 20th Century* 295

**More About . . .**

**William Randolph Hearst**

After acquiring the *New York Morning Journal*, Hearst recruited some of his best employees from Pulitzer's *New York World*. Richard F. Outcault, the inventor of color comics, was among the recruits. Hearst, the son of a U.S. senator, filled the *Journal* with sensationalized coverage of political issues. Some historians argue that the strong opposition to Spain expressed in Hearst's newspapers was a catalyst for the Spanish-American War.

**History Through Art**

**THE CHAMPION SINGLE SCULLS (MAX SCHMITT IN A SINGLE SCULL) (1871)**

This painting by Thomas Eakins is an example of the realist movement—an artistic school that aimed at portraying people and environments as they really are.

**What realistic details do you see portrayed in this painting?**

**History Through Art**

**The Champion Single Sculls (Max Schmitt in a Single Scull) (1871)**

Thomas Eakins was born in Philadelphia, Pennsylvania. He spent four years studying art in France and traveling in Europe. Eakins returned to Philadelphia and began to develop his own painting style. Critics did not initially embrace his pioneering efforts. Eakins was among the first realist painters. His famous painting, "The Gross Clinic," is a realistic depiction of a surgery. The work is now viewed as a masterpiece but was rejected for display at the Centennial Exposition held in Philadelphia in 1876. *(realistic details—reflections, color, scale, perspective)*

**DIFFERENTIATING INSTRUCTION**

**STUDENTS ACQUIRING ENGLISH/ESL**

**Finding Main Ideas** **ELPS** 4D, 4F

Tell students that mass culture refers to experiences and ideas shared by many people. To help them understand what factors influence mass culture, put up a two-column chart like the one to the right. Then, help them fill in the factors that led to the creation of mass culture in the early 1900s in America (*public education, mail-order catalogs, sports, newspapers, museums, theatre*) and the factors influencing mass culture in America today (*t.v., radio, internet, advertising, movies, sports*). More proficient readers can demonstrate their emerging ability to understand words and phrases as they construct meaning and help fill in the chart.

Early 1900s	Early 2000s
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.



## More About . . .

**Mark Twain**

Samuel Clemens grew up in the Mississippi River town of Hannibal, Missouri. His pen name came from the riverboat pilot's cry, "mark twain," which indicated the water was two fathoms deep and safe for boat crossing. Twain's pioneer work of fiction, *The Adventures of Huckleberry Finn*, is usually cited as his masterpiece. "All modern American literature," Ernest Hemingway once observed, "comes from one book by Mark Twain called *Huckleberry Finn*."



▲ Highly popular dime novels often featured adventure stories.

**POPULAR FICTION** As literacy rates rose, scholars debated the role of literature in society. Some felt that literature should uplift America's literary tastes, which tended toward crime tales and Western adventures.

Most people preferred to read light fiction. Such books sold for a mere ten cents, hence their name, "dime novels." Dime novels typically told glorified adventure tales of the West and featured heroes like Edward Wheeler's *Deadwood Dick*. Wheeler published his first *Deadwood Dick* novel in 1877 and in less than a decade produced over 30 more. D

Some readers wanted a more realistic portrayal of American life. Successful writers of the era included Sarah Orne Jewett, Theodore Dreiser, Stephen Crane, Jack London, and Willa Cather. Most portrayed characters less polished than the upper-class men and women of Henry James's and Edith Wharton's novels. Samuel Langhorne Clemens, the novelist and humorist better known as **Mark Twain**, inspired a host of other young authors when

he declared his independence of "literature and all that bosh." Yet, some of his books have become classics of American literature. *The Adventures of Huckleberry Finn*, for example, remains famed for its rendering of life along the Mississippi River.

Although art galleries and libraries attempted to raise cultural standards, many Americans had scant interest in high culture—and others did not have access to it. African Americans, for example, were excluded from visiting many museums and other white-controlled cultural institutions.

### 3 New Ways to Sell Goods

Along with enjoying new leisure activities, Americans also changed the way they shopped. Americans at the turn of the 20th century witnessed the beginnings of the shopping center, the development of department and chain stores, and the birth of modern advertising.

**URBAN SHOPPING** Growing city populations made promising targets for enterprising merchants. The nation's earliest form of a shopping center opened in Cleveland, Ohio, in 1890. The glass-topped arcade contained four levels of jewelry, leather goods, and stationery shops. The arcade also provided band music on Sundays so that Cleveland residents could spend their Sunday afternoons strolling through the elegant environment and gazing at the window displays.

Retail shopping districts formed where public transportation could easily bring shoppers from outlying areas. To anchor these retail shopping districts, ambitious merchants started something quite new, the modern department store.

**THE DEPARTMENT STORE** Marshall Field of Chicago first brought the department store concept to America. While working as a store clerk, Field found that paying close attention to women customers could increase sales considerably. In 1865, Field opened his own store, featuring several floors of specialized departments. Field's motto was "Give the lady what she wants." Field also pioneered the bargain basement, selling bargain goods that were "less expensive but reliable."

**THE CHAIN STORE** Department stores prided themselves on offering a variety of personal services. New chain stores—retail stores offering the same merchandise under the same ownership—sold goods for less by buying in quantity and limiting personal service. In the 1870s, F. W. Woolworth found that if he offered an item at a very low price, "the consumer would purchase it on the spur of the

## MAIN IDEA

## Analyzing Causes

D What factors contributed to the popularity of dime novels?

## D. Possible Answer

America's growing literacy rate and cheaper prices for books and other printed materials, due to new technologies.

### Instruct: Objective 3

#### New Ways to Sell Goods

- How did the growth of cities change the way in which goods were sold?
- How did mail-order catalogs and advertising contribute to the growth of mass culture?

📖 In-Depth Resources: Unit 2  
• Guided Reading, p. 64

## DIFFERENTIATING INSTRUCTION

## LESS PROFICIENT READERS

#### Outlining ELPS 4D

In order to help less proficient readers gain insight into the reading on pages 296 and 297, have them make an outline of the section "New Ways to Sell Goods."

Suggest that students list the subheadings and bullet point the main ideas under each subheading. See the example at the right.

#### New Ways to Sell Goods

- I Urban Shopping
  - arcade
  - retail shopping districts
- II The Department Store
  - several floors of specialized departments
- III The Chain Store
  - retail stores—same merchandise different location
- IV Advertising
  - newspapers, magazine
  - billboards
- V Catalogs and RFD
  - merchandise to farms and small towns

## Vocabulary

**consumer:** a person who purchases goods or services for direct use or ownership

moment” because “it was only a nickel.” By 1911, the Woolworth chain boasted 596 stores and sold more than a million dollars in goods a week.

**ADVERTISING** An explosion in advertising also heralded modern consumerism. Expenditures for advertising were under \$10 million a year in 1865 but increased tenfold, to \$95 million, by 1900. Patent medicines grabbed the largest number of advertising lines, followed by soaps and baking powders. In addition to newspapers and magazines, advertisers used ingenious methods to push products. Passengers riding the train between New York and Philadelphia in the 1870s might see signs for Dr. Drake’s Plantation Bitters on barns, houses, billboards, and even rocks.

**CATALOGS AND RFD** Montgomery Ward and Sears Roebuck brought retail merchandise to small towns. Ward’s catalog, launched in 1872, grew from a single sheet the first year to a booklet with ordering instructions in ten languages. Richard Sears started his company in 1886. Early Sears catalogs stated that the company received “hundreds of orders every day from young and old who never [before] sent away for goods.” By 1910, about 10 million Americans shopped by mail. The United States Post Office boosted mail-order businesses. In 1896 the Post Office introduced a **rural free delivery (RFD)** system that brought packages directly to every home.

The turn of the 20th century saw prosperity that caused big changes in Americans’ daily lives. At the same time, the nation’s growing industrial sector faced problems that called for reform.

**NOW & THEN**




**CATALOG SHOPPING**

Catalogs were a novelty when Sears and Montgomery Ward arrived on the scene. However, by the mid-1990s, more than 13 billion catalogs filled the mailboxes of Americans.

Today, the world of mail-order business is changing. After over 100 years of operation, Montgomery Ward filed for bankruptcy on December 28, 2000.

Online shopping is challenging mail-order commerce today. Online retail sales grew from \$500 million in 1998 to nearly \$89 billion in 2007. What do online shoppers order? Computer equipment, computer software, and electronic appliances make up about 25 percent of online spending.

**NOW & THEN**


**Catalog Shopping**

**Analyzing Causes** Have students consider why online and catalog shopping remain so popular. (*More Americans are juggling work and family and have less time to shop in stores; people in rural areas don’t have access to many stores; online and catalog retailers are sophisticated and market to target audiences.*)

**Assess & Reteach**

**SECTION 4 ASSESSMENT**

Have students work in small groups to discuss the questions and review one another’s responses.


-  Formal Assessment
- Section Quiz, p. 151

**SELF-ASSESSMENT**

Have students create a two-column chart in which they compare their own responses to the Section Assessment (column 1) and with the portions of the text that best answer each question (column 2).

**RETEACH**

Use the Guided Reading Worksheet for Section 4 to help review the main ideas.

-  In-Depth Resources: Unit 2
- Reteaching Activity, p. 70

**SECTION 4**

**ASSESSMENT**

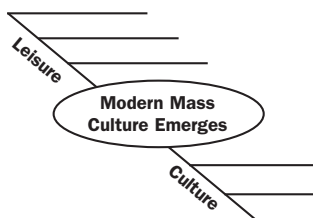
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Joseph Pulitzer
- Ashcan school
- rural free delivery (RFD)
- William Randolph Hearst
- Mark Twain

**MAIN IDEA**

**2. USING YOUR NOTES**

Re-create the spider diagram below. Add examples to each category.



Why is mass culture often described as a democratic phenomenon?

**CRITICAL THINKING**

**3. SUMMARIZING**

How did American methods of selling goods change at the turn of the 20th century?

**Think About:**

- how city people did their shopping
- how rural residents bought goods
- how merchants advertised their products



**4. ANALYZING VISUAL SOURCES**

This cartoon shows the masters of the “new journalism.” According to the cartoonist, where were Pulitzer and Hearst leading American journalism?

**Answers ASSESSMENT**

**SECTION 4**

**1. TERMS & NAMES**

- Joseph Pulitzer, p. 294
- William Randolph Hearst, p. 295
- Ashcan School, p. 295
- Mark Twain, p. 296
- rural free delivery (RFD), p. 297

**2. USING YOUR NOTES**

Leisure: amusement parks, bicycling, tennis, boxing, baseball, shopping  
 Culture: newspapers, fine arts, popular fiction, libraries

**3. SUMMARIZING**

Goods were advertised or sold in mail-order catalogs, newspapers and magazines, railroad signs, billboards, and shopping centers.

**4. ANALYZING VISUAL SOURCES**

Students may say that Pulitzer and Hearst were taking journalism over the edge into dangerous waters.



## DAILY LIFE

## Objectives

- To identify types of entertainment that were popular with Americans during the turn of the 20th century
- To understand what the popularity of such entertainment demonstrates about the social values of Americans at this time

## Focus &amp; Motivate

While most students are probably familiar with circuses and movies, ask them what they might know about vaudeville theater and rag-time music.

## More About . . .

## Minstrel Shows

African Americans participated in minstrel shows because, for a time, it was one of the only ways to break into the entertainment business. Even so, it did not prove easy for African Americans to move beyond the minstrel stage. The African-American entertainer Sam Lucas, a minstrel star by the mid-1870s, had difficulty finding other work in the theater. After years of persistence, Lucas did star in several serious plays, including a production of *Uncle Tom's Cabin*.

Unfortunately, steady work in theater was hard to come by, especially for African Americans, and the wages were low. Sam Lucas had to return to minstrel shows in order to make a living.

## DAILY LIFE (1877–1917)

## Going to the Show

As Americans moved from rural areas to cities, they looked for new ways to spend their weekend and evening leisure time. Live theatrical performances brought pleasure to cities and small towns alike. Stars, popular performers who could attract large audiences, compensated for the less-talented supporting actors. Audiences could choose from a wide range of music, drama, circus, and the latest in entertainment—moving pictures.

## VAUDEVILLE THEATER

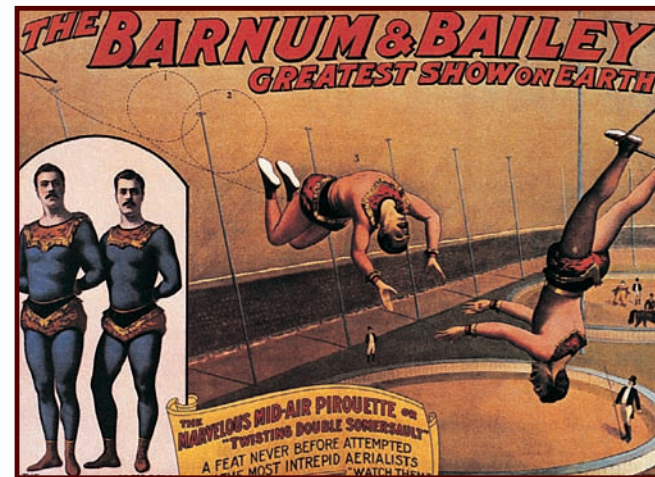
Performances that included song, dance, juggling, slapstick comedy, and sometimes chorus lines of female performers were characteristic of vaudeville. Promoters sought large audiences with varied backgrounds. Writing in *Scribner's Magazine* in October 1899, actor Edwin Milton Royle hailed vaudeville theater as “an American invention” that offered something to attract nearly everyone.

Until the 1890s, African-American performers filled roles mainly in minstrel shows that featured exaggerated imitations of African-American music and dance and reinforced racist stereotypes of blacks. By the turn of the century, however, minstrel shows had largely been replaced by more sophisticated musicals, and many black performers entertained in vaudeville.



Bill “Bojangles” Robinson was a popular tap dancer.

298 CHAPTER 8



## THE CIRCUS

The biggest spectacle of all was often the annual visit of the Barnum & Bailey Circus, which its founders, P. T. Barnum and Anthony Bailey, touted as “The Greatest Show on Earth.” Established in 1871, the circus arrived by railroad and staged a parade through town to advertise the show.

## RECOMMENDED RESOURCES

## BOOKS

Berlin, Edward A. *King of Ragtime: Scott Joplin and His Era*. New York: Oxford University Press, 1996. A biography of the famous ragtime entertainer.

Bowers, Q. David. *Nickelodeon Theatres and Their Music*. Lanham, Maryland: Scarecrow Press, 1999. History of the early years of the motion picture business.

Jasen, David and Gene Jones. *That American Rag: The Story of Ragtime from Coast to Coast*. New York: Schirmer Books, 2000. History of ragtime music.

Slide, Anthony. *The Encyclopedia of Vaudeville*. Westport, Connecticut: Greenwood Publishing Group, 1994. Extensive facts and highlights of the popular turn-of-the-century form of entertainment.

Warrick, Karen Clemens. *P.T. Barnum: Genius of the Three-Ring Circus*. Berkeley Heights, New Jersey: Enslow Publishers, 2001.

## DATA

## FILE

## A LOOK AT THE FACTS

A shorter workweek allowed many Americans more time for leisure activities, and they certainly took advantage of it.

- In 1890, an average of 60,000 fans attended professional baseball games daily.
- In 1893, a crowd of 50,000 attended the Princeton-Yale football game.
- A *Trip to Chinatown*, one of the popular new musical comedies, ran for an amazing 650 performances in the 1890s.
- In 1900, 3 million phonograph records of Broadway-produced musical comedies were sold.
- The love of the popular musicals contributed to the sale of \$42 million worth of musical instruments in 1900.
- By 1900, almost 500 men's social clubs existed. Nine hundred college fraternity and sorority chapters had over 150,000 members.



## Changes in the U.S. Workweek

Year	Hours per week
1860	66
1890	60
1920	51

Source: Historical Statistics of the United States

## THINKING CRITICALLY

## CONNECT TO HISTORY

- 1. Interpreting Data** Study the statistics in the Data File. What summary statements about the culture and attitudes of this time period can you make? Is this a time in history when you would like to have lived? Why or why not?

## CONNECT TO TODAY

- 2. Chronological Order** Trace the development and impact on the rest of the world of one area—music, theater, or film—of popular American culture. Use a time line from the turn of the 20th to the 21st century with “United States developments” on one side and “world impacts” on the other.

[hmhsocialstudies.com](http://hmhsocialstudies.com) RESEARCH WEB LINKS

*Life at the Turn of the 20th Century* 299

## Instruct

1. How was vaudeville theater different from earlier minstrel shows?
2. How did the first motion pictures differ from today's films?
3. What musical forms were blended to form ragtime?



In-Depth Resources: Unit 2  
• American Lives: Lillian Gish

## MAKING PERSONAL CONNECTIONS

Ask students to discuss their favorite type of entertainment and what makes it so popular with them.

## More About . . .

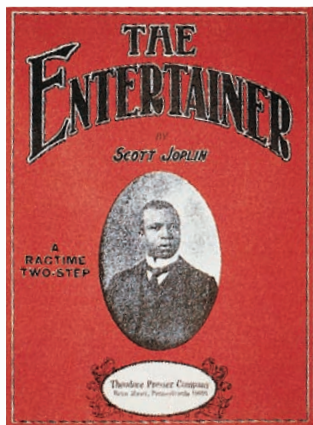
## Scott Joplin

Scott Joplin, “King of Ragtime,” studied piano as a child in Texas. Later, he traveled throughout the Midwest and performed at a variety of venues, including the Chicago Columbian Exposition in 1893. After continuing his musical training at George R. Smith College for Negroes in Missouri, Joplin began composing. He became famous for original works such as “Maple Leaf Rag” and “The Entertainer.” Scott Joplin spent his final years in New York City, working mainly on a three-act opera called *Treemonisha*.



## THE SILVER SCREEN

The first films, one-reel, ten-minute sequences, consisted mostly of vaudeville skits or faked newsreels. In 1903, the first modern film—an eight-minute silent feature called *The Great Train Robbery*—debuted in five-cent theaters called nickelodeons. By showing a film as often as 16 times a day, entrepreneurs could generate greater profits than by a costly stage production. By 1907, an estimated 3,000 nickelodeons dotted the country.



## RAGTIME MUSIC

A blend of African-American spirituals and European musical forms, ragtime originated in the 1880s in the saloons of the South. African-American pianist and composer Scott Joplin's ragtime compositions made him famous in the first decade of the 1900s. Ragtime led later to jazz, rhythm and blues, and rock 'n' roll. These forms of popular American culture spread worldwide, creating new dances and fashions that emulated the image of “loud, loose, American rebel.”

## THINKING CRITICALLY: ANSWERS

**CONNECT TO HISTORY** New technologies allowed for more leisure time. Leisure activities gained popularity. Theater and entertainment industries drew large audiences. Participation in spectator sports grew. Enrollment in colleges and universities rose.

## CONNECT TO TODAY

## Rubric

A time line should . . .

- be presented in chronological order
- be clearly labeled and detail key achievements, events, and persons related to their subject
- demonstrate students' understanding of the developments in music, theater, film, or sports in the late 1800s and early 1900s



**TERMS AND NAMES**

1. Louis Sullivan, p. 277
2. Orville and Wilbur Wright, p. 279
3. Booker T. Washington, p. 285
4. W. E. B. Du Bois, p. 285
5. Niagara Movement, p. 285
6. Ida B. Wells, p. 286
7. Jim Crow laws, p. 287
8. *Plessy v. Ferguson*, p. 287
9. debt peonage, p. 289
10. rural free delivery, p. 297

**MAIN IDEAS**

1. Bridges and trains helped cities to grow outward; skyscrapers helped cities grow upward.
2. Printing and paper became less expensive; photography became widespread; airplanes carried people and mail across the nation.
3. The population of school-age children increased; immigrant children enrolled in school; and reformers focused on educational programs.
4. Some did not want their children Americanized; others had religious objections.
5. The Supreme Court legalized segregation in *Plessy v. Ferguson* and created a “separate-but-equal” doctrine; it would take many decades to overturn this legislation.
6. Mexicans worked in mining, agriculture, railroad construction, and irrigation projects—helping to make the desert “bloom.”
7. Popular leisure activities included bicycling, spectator sports, amusement parks, theatre, the circus, and reading fiction.
8. Advertising, shopping centers, department stores, and mail-order catalogs changed the way Americans shopped.



**TERMS & NAMES**

For each term or name, write a sentence explaining its connection to late 19th-century American life.

- |                              |                              |
|------------------------------|------------------------------|
| 1. Louis Sullivan            | 6. Ida B. Wells              |
| 2. Orville and Wilbur Wright | 7. Jim Crow laws             |
| 3. Booker T. Washington      | 8. <i>Plessy v. Ferguson</i> |
| 4. W. E. B. Du Bois          | 9. debt peonage              |
| 5. Niagara Movement          | 10. rural free delivery      |

**MAIN IDEAS**

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

**Science and Urban Life** (pages 276–281)

1. How did new technology promote urban growth around the turn of the century?
2. In what ways did methods of communication improve in the late 19th and early 20th centuries?

**Expanding Public Education**

(pages 282–285)

3. How did late 19th century public schools change?
4. Why did some immigrants oppose sending their children to public schools?

**Segregation and Discrimination**

(pages 286–289)

5. Analyze the effects of the *Plessy v. Ferguson* Supreme Court decision.
6. How did Mexicans help make the Southwest prosperous in the late 19th century?

**Dawn of Mass Culture** (pages 292–297)

7. What leisure activities flourished at the turn of the 20th century?
8. What innovations in retail methods changed the way Americans shopped during this time period?

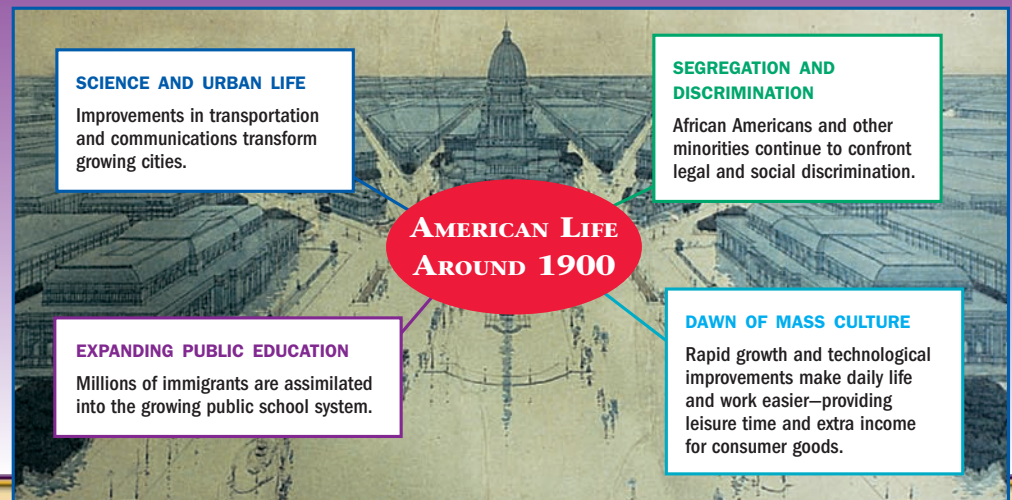
**CRITICAL THINKING**

1. **USING YOUR NOTES** Create a table similar to the one shown, listing at least six important trends at the turn of the century, along with a major impact of each.

Trend	Impact
1.	
2.	
3.	
4.	
5.	
6.	

2. **DRAWING CONCLUSIONS** How had changes in technology affected urban life by the turn of the 20th century?
3. **INTERPRETING GRAPHS** Look at the graph of Expanding Education/Increasing Literacy on page 283. Which year reported the greatest gain in the literacy rate? What do you think were the implications on society of a more literate population?

**VISUAL SUMMARY LIFE AT THE TURN OF THE 20TH CENTURY**



**CRITICAL THINKING**

**1. Using Your Notes**

**Trends and Impacts:** Engineering innovation—urban expansion  
New technology—increased leisure time and activities  
Public education—literacy; reforms  
Jim Crow—segregation; restricted freedom and civil rights of African Americans  
*Plessy v. Ferguson*—legalized segregation

Printing, paper, photography—mass culture

**2. Drawing Conclusions** New technologies made urban expansion possible. Leisure time increased, as did the popularity of leisure activities. Improved printing, paper, and photography led to the widespread availability of newspapers, catalogs, and print advertisements. A mass culture was born.

**3. Interpreting Graphs** Greatest gain in literacy rate was in 1890. Literacy gave more American citizens the tools to participate in the social, political, and cultural aspects of American society.

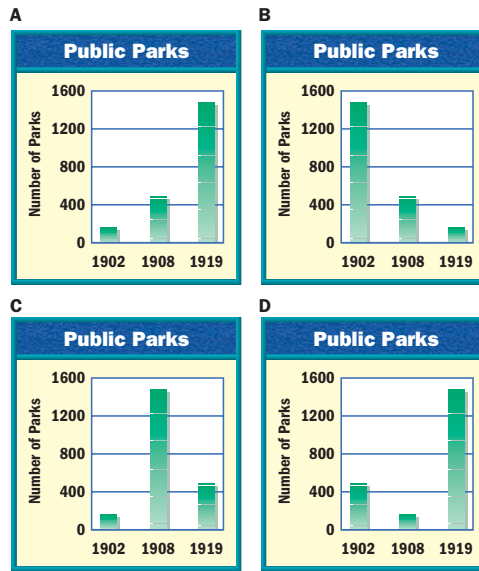
Use the quotation below and your knowledge of U.S. history to answer question 1.

**“We boast of the freedom enjoyed by our people above all other peoples. But it is difficult to reconcile that boast with a state of the law which, practically, puts the brand of servitude and degradation upon a large class of our fellow-citizens, our equals before the law.”**

—Justice John Marshall Harlan in the dissenting opinion in *Plessy v. Ferguson*

- Justice Harlan used this reasoning for what purpose?
  - to celebrate American democracy
  - to justify segregation
  - to denounce the “separate-but-equal” argument
  - to demonstrate that equality before the law is not practical
- Which of the following was *not* an outcome of expanding public education in the early 20th century?
  - the establishment of public high schools and colleges
  - the growth of equal education for all
  - a rise in the literacy rate
  - the founding of kindergartens

- The turn of the 20th century brought shorter work hours and more leisure time to many urban Americans. Which of the following bar graphs correctly reflects these factors?



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- Diagnostic tests
- Tutorials

INTERACT WITH HISTORY

myWriteSmart

Recall the issues that you recorded in *myNotebook* as you read the chapter. Now that you know more about the role of technology in people's lives, would you change any of your responses? Discuss your ideas with a small group. Then make a cause-and-effect chart about one technological innovation of the era and its lasting impact on society. Use *myWriteSmart* in your eBook to write a paragraph summarizing your group's discussion.

FOCUS ON WRITING

myWriteSmart

Imagine you are a newspaper editor in 1896. Write an editorial explaining what you think of the Supreme Court ruling in *Plessy v. Ferguson*. Be sure to address the “separate but equal” argument. Use *myWriteSmart* in your eBook to write your editorial.

MULTIMEDIA ACTIVITY

21<sup>ST</sup> CENTURY

Visit the links for Chapter Assessment to find out more about the World's Columbian Exposition held in Chicago in 1893. In a small group, make a list of the “famous firsts,” such as the first elevated railway, introduced at the exposition. Illustrate your list, adding pictures and informative captions, on a colorful poster for display in the classroom.

[hmhsocialstudies.com](http://hmhsocialstudies.com)

TEXAS TEST PRACTICE

- The correct answer is letter C. Harlan disagreed with the decision to uphold segregation. Letter A is not correct because Harlan was not celebrating democracy. Letter B is not correct because Harlan was not in favor of segregation. Letter D is not correct because Harlan believed in equality before the law.
- The correct answer is letter G. African Americans often not have access to educational opportunities. Letters F, H, and J all occurred.
- The correct answer is letter A. The graph shows an increase in the number of public parks from 1902 to 1919. Letters B, C, D do not show a steady increase in public parks.

UNIT PROJECT

ERAS AND CHARACTERISTICS WEBPAGES

The Unit Project is introduced on page 198 of the student text.

Tips for Teaching

- Have students review pages 194–197 to determine that this chapter's content fits within the “Industrialization and Urbanization” era.
- Redirect students' attention to pages 192–193 and encourage students to review the chapter with these characteristics in mind and to add appropriate characteristics and supporting materials to their webpages.

Rubric

Students' webpages should . . .

- present information clearly using engaging primary sources
- clearly identify major eras addressed in the unit, with one page for “Westward Expansion” and one page for “Industrialization and Urbanization”
- clearly identify defining characteristics of each era



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 152–169

INTERACT WITH HISTORY

myWriteSmart

Rubric

A cause-and-effect chart should . . .

- be a two-column chart with appropriate headings and labels
- list significant technological innovations from the turn of the 20th century
- accurately define and list the impact of each innovation

FOCUS ON WRITING

myWriteSmart

Rubric

The editorial should . . .

- elaborate a main idea with appropriate supporting evidence
- present a clear point of view
- use vivid and engaging language

MULTIMEDIA ACTIVITY

Rubrics

A poster should . . .

- include pictures, illustrations, headlines, cartoons, or other visual aids
- highlight the theme of “famous firsts” at the 1893 Exposition
- reflect the contributions and research of the whole group



## END-OF-CHAPTER SKILL ACTIVITY

### OBJECTIVES

- To evaluate the validity of a source
- To identify the context of the source
- To consider aspects such as language, point of view, and frame of reference when evaluating the source

## Instruct

Share these tips with students as they read the passage.

1. When looking at online sources, consider if the source is trustworthy. Reliable internet sources generally are created by a credible author, often with the backing of an educational institution or government agency.
2. Consider where the information was obtained. Reliable sources have content that is well-researched and free from bias, and include citations.
3. Differentiate between facts and opinions in a source. If the author frequently uses words such as “I think” and “I believe,” dig deeper to determine the bias that the author may have when discussing the topic.

### End-of-Chapter Skill Activity

## Evaluating Sources

### DEFINING THE SKILL

Historians must constantly evaluate sources to determine their credibility. When you **evaluate sources**, you examine them critically to assess their validity based on language, corroboration with other sources, and information about the author. **Credible sources** help historians produce an accurate and reliable historical account. Historians use several criteria for evaluating sources, including the author; the context of where, when, and why a source was created; the level of bias; and the distance of the author from the event.

### UNDERSTANDING THE SKILL

**STRATEGY: EVALUATE A SOURCE** The following is an excerpt of a speech by Booker T. Washington. The speech shows the emotion, point of view, and bias of the author. Examine the language, facts, and author when evaluating the source.

Address by ❶ Booker T. Washington, Principal, Tuskegee Normal and Industrial Institute, Tuskegee, Alabama

❷ *This speech was given in front of a primarily white audience during a time when racial relations in the South were strained and social and economic opportunities for African Americans were limited.*

“One third of the population of the South is of the Negro race. No enterprise seeking the material, civil or moral welfare of this section can disregard this element of our population and reach the highest success. . . .

To those of my race who depend on bettering their condition in a foreign land, or who underestimate the importance of cultivating friendly relations with the southern white man who is their next door neighbor, I would say cast down your bucket where you are, cast it down in making friends in every manly way of the people of all races whom we are surrounded. . . . ❸ No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin and not at the top. Nor should we permit our grievances to overshadow our opportunities.

To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted, I would repeat what I say to my own race. ‘Cast down your bucket where you are.’ Cast it down among the 8,000,000 Negroes whose habits you know, whose loyalty and love you have tested in days when to have proved treacherous meant the ruin of your firesides. . . . Casting down your bucket among my people, helping and encouraging them as you are doing on these grounds, and to education of head, hand, and heart, you will find that they will buy your surplus land, make blossom the waste places in your fields, and run your factories. While doing this you can be sure in the future, as you have been in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding and unresentful people that the world has seen. . . . ❹ In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.

❺ —Address at the Opening of the Atlanta Exposition, September 18, 1895

- ❶ **Identify and learn the background of the author of the source.** Quotations almost always include the name of the speaker or writer. This title also gives context information.
- ❷ **Consider when, in relation to the event, the source was created.** Sources tend to be more reliable if the author was close in time and place to a given event. Is the source a primary source written by someone who witnessed or was involved in a historical event or a secondary source produced by someone who was not actually there? Why was this speech created and where was it given?
- ❸ **Look at the language the author uses.** What does this tell you about the author’s point of view or frame of reference? What bias does it show?
- ❹ **Consider if the information can be corroborated and determine the usefulness of the source.** Identify facts that can be confirmed or disproved by another source. Alternate sources can confirm where and when this speech was given, but the content is largely based on Washington’s opinions.

301 SK1

### DIFFERENTIATING INSTRUCTION

#### Understanding Vocabulary

**ELPS** 1F, 2C, 2D, 3D, 4C, 4E

Use linguistic accommodation to help students understand the following terms and concepts. Have beginning ELLs pronounce the terms. Have intermediate ELLs draw and label the terms. Have advanced ELLs create a complete sentence that uses two of the terms. Have advanced high ELLs explain how the terms are related.

#### Defining the Skill

**credibility:** the ability to be believed  
**bias:** a preference or inclination either in favor of or against a person, group, or thing

#### Passage

**Negro:** term used in the past to refer to an African American  
**moral welfare:** the well-being of human behavior and character  
**dignity:** worthiness of respect or esteem

**treacherous:** dangerous  
**Exposition:** a public show that details artistic or industrial developments

#### Chart

**prejudice:** irrational dislike or suspicion of a particular group  
**discrimination:** treating people differently because they belong to a particular category or class, such as race or gender  
**agricultural:** having to do with farming

### STUDENTS ACQUIRING ENGLISH/ESL

**STRATEGY: MAKE A CHART** Summarize the information from the source in a chart.

Source	Address at the Opening of the Atlanta Exposition, September 18, 1895
Author	Booker T. Washington, Principal, Tuskegee Normal and Industrial Institute, Tuskegee, Alabama
Historical Context	Prejudice and legal discrimination were rampant in the South. Washington looked for solutions to problems with racial relations that both sides might support.
Language	<ul style="list-style-type: none"> <li>• urged African Americans to value agricultural and industrial work</li> <li>• asked whites to provide such opportunities to African Americans</li> <li>• believed African Americans should accept segregation for the moment</li> </ul>
Corroboration of Facts	The date, location, and speech itself can be confirmed by other sources. The content of the speech is filled with unconfirmed opinions and ideas, not facts.
Usefulness of Source	It is a valuable source to provide insight into Washington and his views on race relations but should be combined with other sources for a complete picture of race relations during the period.

### APPLYING THE SKILL

Turn to Chapter 8, pages 290–291 and read the “Historic Decisions of the Supreme Court” feature. Reread the quote by Justice Henry B. Brown and evaluate it to determine if it is a credible source. Follow the steps above and make a chart to organize your information.

- 1. Identify and learn the background of the author of the source.**  
Who was Henry B. Brown? What do you know about the author?
- 2. Consider when, in relation to the event, the source was created.**  
What is the historical context for this source? What other national events may have influenced the justices on the Supreme Court? When, where, and why was the source created?
- 3. Look at the language the author uses.**  
What do words and phrases such as *undoubtedly* and *it could not have been intended* tell you about the author’s point of view or frame of reference? What bias does it show?
- 4. Consider if the information can be corroborated and determine the usefulness of the source.**  
What source could confirm or disprove the facts or ideas about this Supreme Court case? How useful is this source? Does it have any limitations? If so, what?

301 SK2

## Applying the Skill: Answers

- Henry B. Brown was a U.S. Supreme Court justice. We know he was chosen to be on the highest court in the country and probably had many years of judicial experience.
- The source was created when the verdict for the case was read in 1896. At this time, segregation laws still caused unequal and unfair treatment to African-American citizens. Brown made this statement in an effort to explain the majority opinion at the time. It is not explicitly stated, but you could assume it was made in Washington, D.C., at the U.S. Supreme Court.
- This language shows how strongly the author feels about his interpretation of the Fourteenth Amendment and that separate but equal distinctions by race would not necessarily lead to an inferior status for African Americans.
- Viewpoints from other justices in the majority and newspaper articles from the period may confirm or disprove Brown’s thoughts on the case. This source is useful in that it provides insight into the opinions of the majority of the Supreme Court justices about segregation at the time. It is limited in that it only contains a portion of the ruling. More information from the ruling might help you learn more about the usefulness of the source.

Students’ charts should reflect the information above.

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES

**TEKS 29E** evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context