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| 9 | 9 | 9 | 9 | 9 | 9 | 9 |

INDUSTRIALIZATION, IMMIGRATION & URBANIZATION

U.S. History – Learning Target Track Sheet

Unit 1: Industrialism, immigration & Urbanization

Big Idea Question: What problems and solutions were created with new inventions of the early 20th century?

| <u>Learning Target</u> | <u>Vocabulary</u> |
|------------------------|-------------------|
| Check #1: I can... | |
| Check #2: I can... | |
| Check #1: I can... | |

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can describe Industrial Revolution Era businesses and business models

What are the changes in daily life?

What are the changes in America?

How does a tariff work?

What changes occur in industry?

Robber Baron vs. Captain of Industry – Who are they? What is the difference?

Define

- Corporations
- Monopoly
- Trusts

What is the difference between a corporation and a monopoly?

What important pieces of government legislation?

How do Darwinism and Laissez Faire Capitalism work?

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

ROBBER BARON / CAPTAIN INDUSTRY BIO BRIEFS

John D. Rockefeller built a massive fortune in the oil industry often using practices of buying out competitors and making deals with railroad companies. The Supreme Court, in 1911, dissolved the Standard Oil's monopoly. The decision was based on the 1890 Sherman Anti-Trust Act. The press damaged Rockefeller's reputation and the public did not like him. He also owned iron mines and timberland. He owned investments in manufacturing, transportation, and other industries. By the time he died Rockefeller had given away over \$500 million to charities and other philanthropic organizations including the Rockefeller Institute for Medical Research, the University of Chicago and other religious institutions. African American education was also a top priority for him.

J.P. Morgan was a forceful and influential member of the financial world. He believed that competition would bring about economic stability. He directed a series of consolidations in the railroad and other industries that eventually led to big-time corporations that included US Steel and General Electric. Morgan expanded into other areas such as shipping, coal mines, insurance and communications. He even provided financial backing for the US government in the form of a bond. He was investigated by the US House of Representatives and denied charges of undue influence of the country's industries and financial institutions. He was an enthusiastic art collector and left much of his collection to the Metropolitan Museum of Art. He also donated to charities, churches, hospitals and schools.

Andrew Carnegie, known as a self-made man, was brilliant in his business, Carnegie Steel Company. The company revolutionized steel production and Carnegie built plants around the country that made steel production easier and faster. He owned exactly what he needed for all step of the process: raw materials, ships and railroads and coalfields. Unfortunately, the workers and labor unions found him to be cold, indifferent and unsympathetic to their concerns. In 1892 the company tried to lower wages at a plant in Pennsylvania the employees objected and started what is known as the Homestead Strike of 1892. In 1901 he sold his business to JP Morgan and gave his time and money to philanthropy. He gave \$5 million to the New York Public Library and established the Carnegie Institute of Technology now known as Carnegie-Mellon University.

Jay Gould was a railroad entrepreneur. He was determined to control the railroad and expand it to Chicago. His competitor was Cornelius Vanderbilt. This competition became known as the "Erie war" and Gould used illegal tactics such as issuing worthless stock and trying to bribe politicians to legalize his actions. He eventually took over the railway, expanded it and increased the debt. The railroad went out of business because of financial problems. He then took control of the Wabash railroad that carried wheat. His scheming led to pushing up the price of gold thus encouraging foreign merchants to buy more wheat. He began to buy gold on the free market but the US Treasury realized what Gould was doing and started selling gold. This dropped the price of gold on the market, sending the price of stocks down and he lost a fortune. He recovered by buying stocks when their prices were low and selling them when the market improved. He continued to control railroads and added two elements to his wealth. One was the Manhattan Elevated Railroad of New York and the second was the Western Union Telegraph Company. He left his fortune to his son.

James J. Hill recognized as a transportation pioneer began his career with the steamboat. He learned the business of buying, selling, and transporting goods during the Civil War. After the war he went to work for the St. Paul & Pacific Railroad, then started a business to supply it with coal for fuel. He became a wealthy man from this business but decided to build a railroad system through the Red River Valley. His vision was to make the entire region prosperous. He purchased took over the bankrupt St. Paul & Pacific and he turned out to be the nation's best railroad manager. By the end of the 1880s he set his desires on making the railway to the Pacific. Critics called this "Hill's Folly" but he took his road through the Marias Pass. On his way to the Pacific he renamed his railroad the Great Northern Railway Company. In January 1893 he reached Puget Sound. His folly

ROBBER BARON / CAPTAIN INDUSTRY BIO BRIEFS

became a fortune. Immigrants could travel on his railway for \$10 if they would settle on the route. This created settlements and towns and helped the region's economic development. He later consolidated his railway with others. He passed the presidency of the Great Northern to his son but remained active. His influence is remembered in farming, education and the arts.

Cornelius Vanderbilt, by the age of 16, was operating his own business of ferrying freight and passengers in New York City. He expanded to the Hudson River and soon controlled coastal trade along the entire coast of New England. He also ran a steamship line from New York to California. In the early 1860s he started withdrawing capital from steamships and investing in railroads. By 1867 Vanderbilt owned the New York Central and Harlem railroads. Soon he had connected Chicago to New York City. In business dealings Vanderbilt was ruthless and made many enemies. He made everyone around him miserable. He even disowned all of his sons except for William who was just like his father. When he died his estate was worth more than \$100,000,000 and he gave \$95,000,000 to William. His daughters and wife only got \$500,000. He did leave \$1,000,000 to Vanderbilt University and \$50,000 to the Church of the Strangers in New York City.

Leland Stanford, well-known as one of the "Big Four" who built California's Central Pacific Railroad. He moved to California from New York to be with his brothers that were successful in business. He began to make substantial amounts of money selling equipment to miners. He also became involved in politics, finally being elected governor in 1861. He kept California loyal to the Union in the Civil War. He never tried to separate business from politics and used his political influence when joining with Mark Hopkins, Collis Huntington and Charles Crocker to build the eastbound section of the transcontinental railroad. He secured massive state investment and land grants for the project. After his term of governor ended he became president of the Central Pacific and a major stakeholder in the Southern Pacific and many of the construction companies that built the railroads. He lived a lavish life including vineyards and a horse-raising ranch near Palo Alto. When his son died at age 15 it prompted him to establish and finance Stanford University in his memory. He was appointed the United States Senate where he served without merit until he died in 1893.

Henry Frick, at an early age, became aware of the potential value of coking coal deposits for the growing steel industry. With financial help from his family he began buying coal lands and building coke ovens. This proved to be highly successful and his wealth grew. He continued to buy more and more. Andrew Carnegie, who needed the coke for his steel company contacted Frick. He offered Frick 11% of his stock interest and then purchased a controlling interest in the Frick Coke Company. All was good until the Homestead Strike of 1892. It ended up chilling his relationship with Carnegie, put a damper over his career and almost cost it his life. Frick had proposed to lower the piecework wage and the union workers struck his plant. Strikebreakers were called in and a battle began. Many were killed and wounded. Frick was condemned throughout the nation for starting this violence. Soon after he restrained an assassin who shot him twice and he kept working. This made him into a hero. The company flourished but the relationship between the two men ended when they quarreled. Carnegie forced Frick's resignation and then refused to fulfill his obligation of the partnership agreement. They never spoke again. Frick left a fortune of about \$50 million, most of it donated for public and philanthropic purposes.

Assigned Labor Strike: _____

| | |
|---|--|
| What problems did the workers have? | |
| What problems did the owners/management have? | |
| What actions did the workers take? | |
| What actions did the owners/managers take? | |
| What lesson(s) should we learn from this incident? What is its significance? | |

Labor Unions:

1. Knights of Labor
2. American Federation of Labor
3. IWW (Industrial Workers of the World)

| Strike | Cause → | Effect |
|------------------------|----------------|---------------|
| The Haymarket Affair | | |
| Homestead Steel Strike | | |
| Pullman Strike | | |

America Story of Us Episode 7: Cities

1. The Statue of Liberty was donated from _____ to celebrate the 100 year anniversary of the signing of the Declaration of Independence.
2. What was the problem that New York City faced with the Statue of Liberty?
3. How does Joseph Pulitzer solve the problem?
4. In all there are a staggering _____ donations.
5. What other iconic symbol has the same designer as the Statue of Liberty (not in the U.S.)?
6. It takes the Statue of Liberty _____ years to oxidize and turn green.
7. The Statue of Liberty was a functioning lighthouse until what year?
8. All immigrants pass by the Statue of Liberty as they make their way to the immigration process station at _____ Island.
9. Over _____ million Americans can trace their roots to someone who was processed at Ellis Island.
10. Immigration trends: _____, _____, and _____ to big cities. _____ to the Midwest; _____ to the farms.
11. Today there are more Italians in _____ than in Rome.
12. Between 1880 and 1930 over _____ million immigrants came to the United States.
13. What expensive ingredient was needed for the cities to expand upward?
14. What industry did Andrew Carnegie gain his wealth in?
15. Where did Carnegie build the biggest steel plant in the world?
16. Because of the Bessemer Process the price of steel plummeted _____%.
17. This time period of extreme wealth by a fraction of Americans was known as the _____ age.
18. What are some items that are produced using steel?
19. What is meant by "Walking the steel"?

20. Why are beginning workers on the skyscrapers called "Snakes"?
21. How much do workers on the skyscrapers make per day?
22. _____ out of 5 roughnecks either are disabled or die on the job.
23. What invention allowed buildings to be built higher than 5 stories?
24. What improvements are made to crime fighting and law enforcement during this era?
25. What contributions can be traced to crime photographer Jacob Ritz?
26. What are Wearing's sanitation crew called?
27. What did Edison use to light his lightbulbs?
28. By 1902 there are _____ million lightbulbs in use.
29. By 1900 nearly _____ million women were working in U.S. cities.
30. What happened at the Triangle Shirtwaist Factory in 1911?

Coming to America: Ellis Island and New York City

Many of the city's islands once served important social functions and some still do. As the city grew in population northward up the island of Manhattan, along with it came the pesky social problems that tend to afflict any budding metropolis. Under such circumstances, these islands became "cordon sanitaires" in the words of writer Phillip Lopate, "where the criminal, the insane, the syphilitic, the tubercular, the orphaned, the destitute . . . were quarantined."^[1]

The most famous of these small islands is Ellis Island, originally little more than a three-acre bank of sand and mud that barely kept its head above high tide. By 1891, it would become the site of the federal government's new immigration inspection station. Immigration inspection had become federalized, taking the power away from state governments.

Americans had recently become concerned with the "quality" of immigrants arriving in the country. This coincided with a dramatic shift in immigration away from northern and western Europeans toward southern and eastern Europeans. "Lunatics and Idiots Shipped from Europe" and "The World's Dumping Ground," screamed newspaper headlines. Alabama congressman William C. Oates summed up the growing belief in the undesirability of new immigrants:

A house to house visit to Mulberry street [the city's burgeoning Little Italy], in New York, will satisfy any one that there are thousands of people in this country who should never have been allowed to land here. . . . Many of the Russian Jews who inhabit other streets in New York, and other cities, are of no better class than the Italians just referred to.^[2]

The 1891 Immigration Act would set the course of American immigration policy for the next thirty years. It expanded the types of "undesirable" immigrants, so that Ellis Island officials would be on the lookout for "idiots, insane persons, paupers or persons likely to become public charges, persons suffering from a loathsome or a dangerous disease, persons who have been convicted of a felony or other infamous crime or misdemeanor involving moral turpitude, polygamists." In the coming decades, the list would grow longer.

The system of immigration inspection and regulation at Ellis Island was designed to provide the nation with a "proper sieve" that would separate "desirable" from "undesirable" immigrants. This was a bit of a compromise, a middle-ground position between those who upheld the laissez-faire notion that the country should be open to all immigrants (at least white European ones) and those who argued for tighter restrictions.

The sifting process at Ellis Island, improved throughout the years, meant strict scrutiny of new arrivals. Inspectors and doctors were looking for physical problems such as poor eyesight, bad backs, trachoma, or other potentially contagious diseases. Inspectors kept an eye open for suspected prostitutes, anarchists, and those "likely to become a public charge." To enforce the nation's expanding immigration laws, a fairly sophisticated bureaucratic system was created at Ellis Island to interpret and execute those laws.

Roughly 20 percent of immigrants passing through Ellis Island were set aside for further inspection, while the rest passed through Ellis Island without incident. Overall, only about 2 percent of immigrants were excluded from entering the country and sent back to Europe. Part of the reason for such a low figure was that steamship companies had an economic incentive not to bring immigrants who might run afoul of immigration laws, since the companies were forced to pay the costs of returning these rejected migrants back to Europe. In 1905 alone, it was estimated that steamship companies at Bremen had refused to sell tickets to some 8,000 potential Americans.

Ellis Island's connection with New York City was natural. Some three-quarters of all immigrants to America in the late nineteenth and early twentieth centuries came through the port of New York, and many of them ended up staying in the city's crowded tenement districts. Such conditions provided fodder for immigration restrictionists such as Ellis Island commissioner William Williams. Immigrants from southern and eastern Europe, Williams wrote in one of his annual reports, "have very low standards of living, possess filthy habits, and are of an ignorance which passes belief. Types of the classes referred to representing various alien races and nationalities may be observed in some of the tenement districts of Elizabeth, Orchard, Rivington, and East Houston Streets."^[3]

Yet those same New York neighborhoods also produced numerous immigrant aid associations designed to help immigrants with their transition into their new homeland. In addition, these organizations provided help in challenging restrictive interpretations of the law at Ellis Island as well as decisions to exclude individual immigrants.

One New Yorker best embodied the conflicting attitudes toward immigrants: the patrician Theodore Roosevelt. Early in his public career, Roosevelt complained about the “evil effects of unrestricted immigration” and supported a literacy test for newcomers. One of his closest friends, Massachusetts senator Henry Cabot Lodge, was the nation’s leading restrictionist. Yet because of his New York City roots, Roosevelt kept in steady contact with the city’s ethnic and religious leaders, always solicitous of their opinions. As president, Roosevelt’s motto on the subject was: “We can not have too much immigration of the right kind, and we should have none at all of the wrong kind.”^[4]

Eventually, the regulation of immigration at stations like Ellis Island gave way to stricter measures. The quotas of the 1920s not only severely restricted immigration in numbers, especially for those from southern and eastern Europe, but also moved the primary responsibility for immigration inspection to American consulates abroad. Ellis Island found its role in processing immigrants gradually lessened. It served more as a detention center, housing suspected Nazi and fascist sympathizers during World War II and suspected Communists and other radicals awaiting deportation in the early Cold War years. By 1954, an increasingly irrelevant Ellis Island closed its doors.

The decline and abandonment of Ellis Island paralleled the postwar prosperity that led many second- and third-generation Americans to shed much of their ethnic baggage as they assimilated into society, rose into the middle class, and moved to the suburbs. Thanks to quota restrictions, immigration was at historic lows. By 1960, only 5.4 percent of Americans were foreign-born. The deterioration and neglect of Ellis Island in the 1960s and 1970s also mirrored the declining fortunes of New York City and other urban centers as the process of suburbanization continued to drain the city of people and resources.

Immigration is once again a hot-button issue and New York City has re-emerged as a major immigrant center. Nearly 40 percent of city residents are foreign-born. Today’s immigrants do not have an Ellis Island experience, but instead enter the country through airports and across the nation’s land borders. Yet Americans are still confronting issues such as how many immigrants we should receive and what kinds of restrictions, if any, there should be.

Ellis Island still looms in the American imagination. The once-dreary bureaucratic outpost has been transformed into a popular tourist attraction and replaced Plymouth Rock in the American iconography as the site of the nation’s mythic founding. It has been estimated that some 40 percent of Americans have at least one ancestor who passed through Ellis Island.

But even the rehabilitation of Ellis Island has not been without controversy. Some worry that the idea of America as a “nation of immigrants,” embodied by the rebirth of Ellis Island and its newfound role as a national shrine, leaves out Americans who did not come to America voluntarily or who were already here before European settlement. Other critics of the “shrinification” of Ellis Island worry that the celebration of Ellis Island and those immigrants who passed through it can end up glorifying older immigrants and unfairly comparing them to newer immigrants.

Take the case of eighty-three-year-old Sophie Wolf, who came to America from Germany in 1923. On a 1980 visit to Ellis Island, she told a reporter: “We should not let anyone in. When we came, the rules were you could not be a burden to the state. There were no schools where you could learn the language.” Clearly for Wolf and others, the new immigrants of the 1980s and beyond were inferior to those of her day. They believed that modern immigrants were treated more leniently and received more help from the government.

At first glance, Wolf seems to validate some of the concerns with the shrinification of Ellis Island. Yet when she continued with her thoughts about Mexican, Vietnamese, and Cuban immigrants, she seemed to shift her views. “But you’ve got to give people a chance,” she said. “You can’t send them back.”^[5] Her dual response nicely captures a nuanced version of Ellis Island memory.

As America deals with the challenges of our latest wave of mass immigration, it will do so without Ellis Island, the immigrant processing center. But Ellis Island as myth, as a memory place, still has an important hold on the American imagination, and future generations will grapple with both its historical meaning and its relevance to contemporary, multicultural America.

United States Naturalization Test

1. What is the supreme law of the land?
2. What does the Constitution do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
5. What do we call the first ten amendments to the Constitution?
6. What is one right or freedom from the First Amendment?*
7. How many amendments does the Constitution have?
8. What did the Declaration of Independence do?
9. What are two rights in the Declaration of Independence?
10. What is freedom of religion?
11. What is the economic system in the United States?*
12. What is the “rule of law”?
13. Name one branch or part of the government.*
14. What stops one branch of government from becoming too powerful?
15. Who is in charge of the executive branch?
16. Who makes federal laws?
17. What are the two parts of the U.S. Congress?*
18. How many U.S. Senators are there?
19. We elect a U.S. Senator for how many years?
20. Who is one of your state’s U.S. Senators now?*
21. The House of Representatives has how many voting members?
22. We elect a U.S. Representative for how many years?
23. Name your U.S. Representative.

24. Who does a U.S. Senator represent?
25. Why do some states have more Representatives than other states?
26. We elect a President for how many years?
27. In what month do we vote for President?*
28. What is the name of the President of the United States now?*
29. What is the name of the Vice President of the United States now?
30. If the President can no longer serve, who becomes President?
31. If both the President and the Vice President can no longer serve, who becomes President?
32. Who is the Commander in Chief of the military?
33. Who signs bills to become laws?
34. Who vetoes bills?
35. What does the President's Cabinet do?
36. What are two Cabinet-level positions?
37. What does the judicial branch do?
38. What is the highest court in the United States?
39. How many justices are on the Supreme Court?
40. Who is the Chief Justice of the United States now?
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
42. Under our Constitution, some powers belong to the states. What is one power of the states?
43. Who is the Governor of your state now?
44. What is the capital of your state?*
45. What are the two major political parties in the United States?*

Era:

Date:

Name:

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can explain how the growth of cities and growing number of immigrants during the early 20th century led to major problems for Americans.



Immigration:

The Modern City:

Life as an Immigrant:

Tenement Homes, Ghettos:

Political Bosses & Corruption:

Immigration Destination:



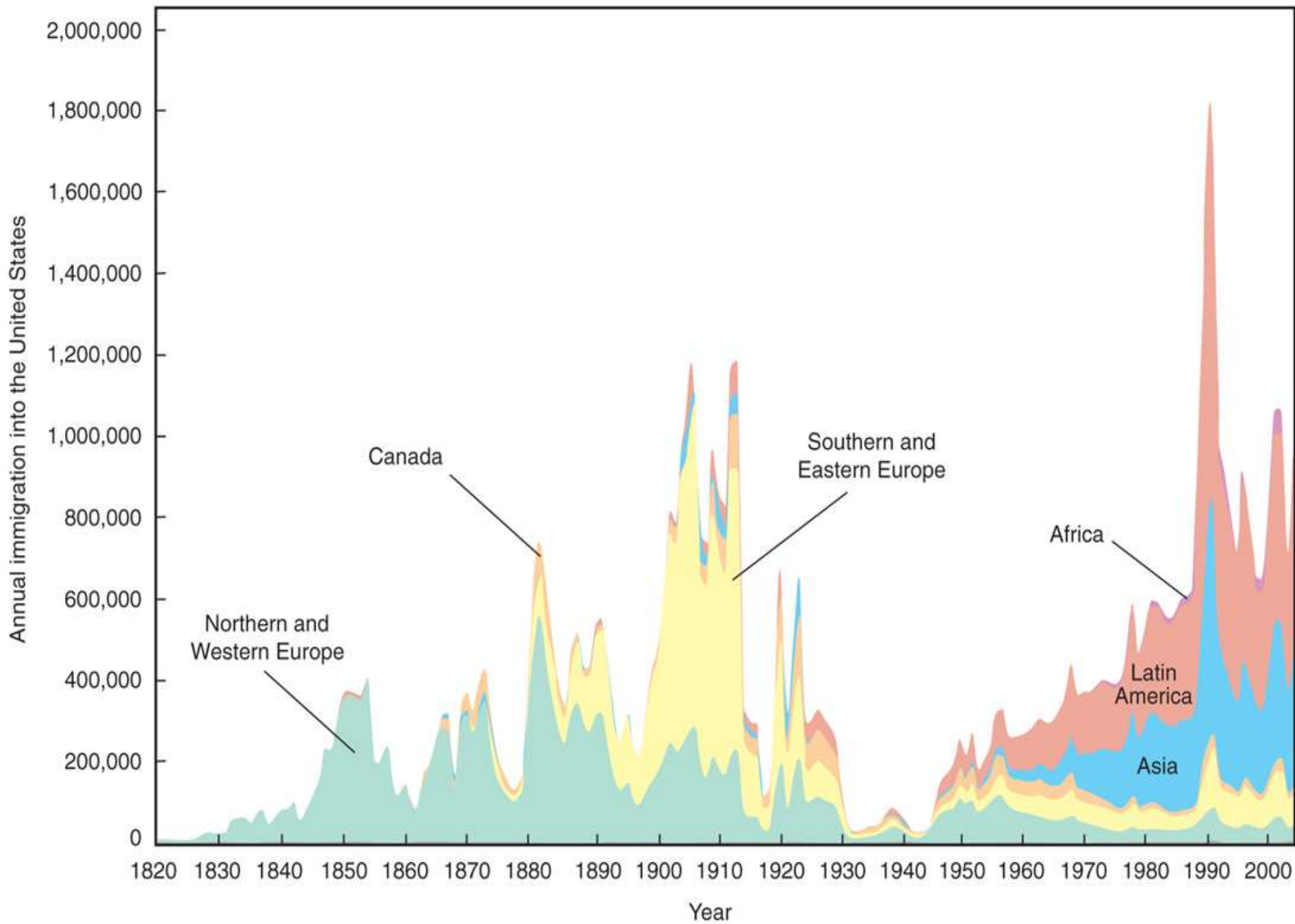
Immigration Laws:

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

America: The Story of Us Boom: Episode 8

1. What natural resource is discovered beneath Texas dirt? What do men call it?
2. Beneath the Hamill's feet lay oil reserves that were worth how much today?
3. How much do the Hamills get for every foot they drill?
4. How many people die in oil explosions each year?
5. What is the thicker liquid that the Hamills get from the nearby cattle?
6. The men were hoping for 50 barrels a day, but the well ended up producing how much a day?
7. The price of oil plummets from \$2.00 a barrel to _____ .
8. What is the revolutionary process that Henry Ford uses to make cars more efficiently?
9. What do all the people do when they want to brake when Roscoe Sheller takes people out to drive?
10. What sign is put up in California that is still there today?
11. William Mulholland finally reaches a place called _____ Valley where he found water for the city of L.A.
12. How many men died building the aqueduct that brought water to Los Angeles?
13. What did local farmers try to do to the aqueduct because it ruined their farmland?
14. What was it called when 1.5 million African-Americans moved from the south to the north?
15. How much did Henry Ford pay his workers per day whether they were white or black?
16. What ultimately happened to the boy on the raft in Lake Michigan in Chicago?
17. In 1920, for the first time more Americans live in _____ areas than _____ .

18. What did Billy Sunday think was ruining society?
19. What did the 18th Amendment do in America?
20. Even the President has a private _____ during prohibition.
21. What new national pastime was developed because of the supped up cars?
22. Who is the most notorious gangster in Chicago, Illinois?
23. Who do they believe was responsible for the St. Valentine's Day Massacre?
24. What was Al Capone found guilty of? How many years did he go to jail for?
25. What happens to prohibition on December 5, 1933?



IMMIGRATION CASE STUDY

You and your group will research, create and present a PowerPoint regarding trends in US Population during a chosen 10-year span of history. The idea is that your group can demonstrate the ability to explain cause and effect relationships between events in history and population trends. The template for you is below. Follow this and the rubric as you complete your PowerPoint.

Slide 1:

Introduce the years you are assigned and discuss the trends on the graph.

Slides 2-5:

Discuss the historical context of America and the geographical regions during this time period. (What was going on in those areas at this time?)

Slides 6-8:

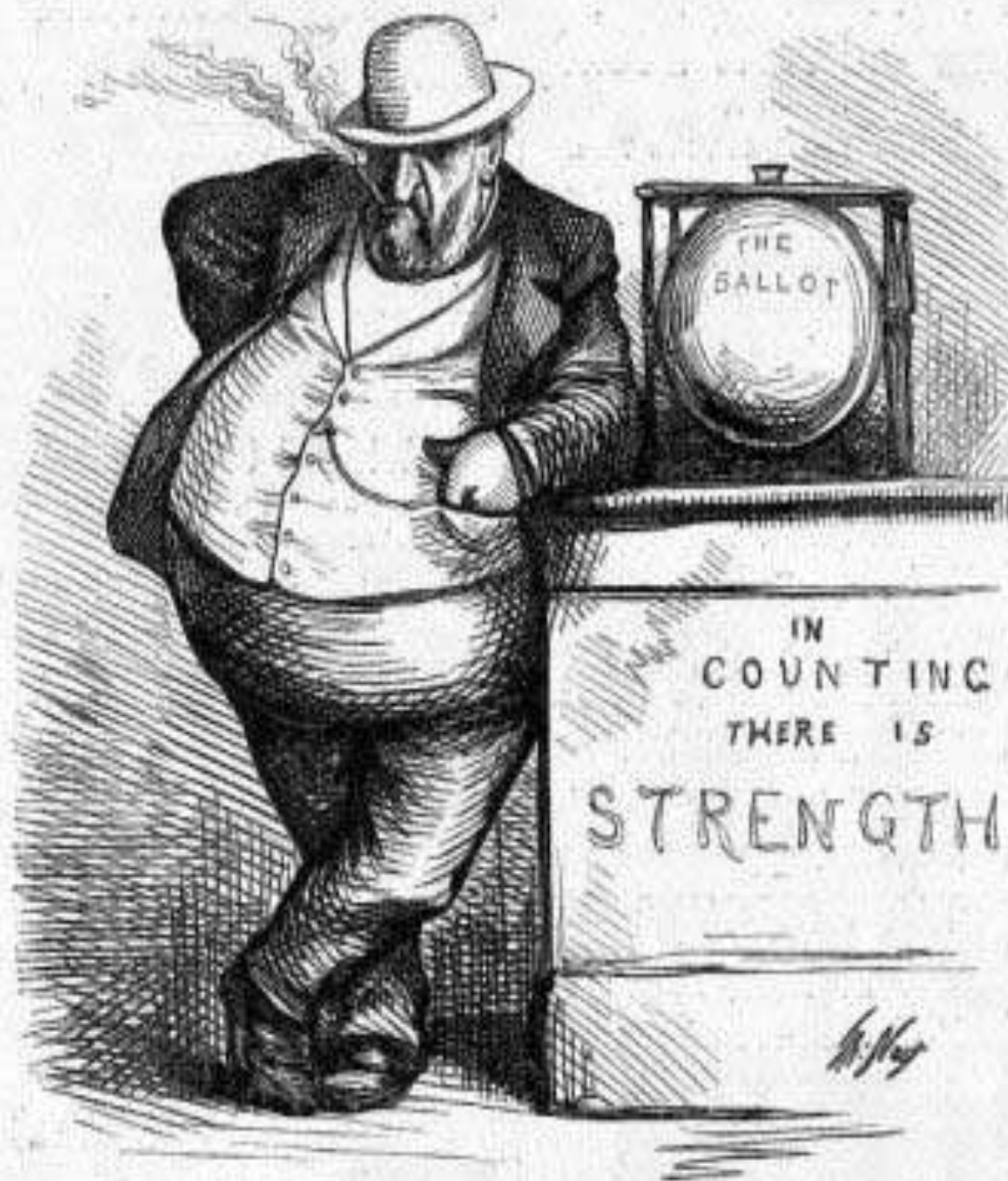
Analyze reasons why the people moving were living in these certain areas. (Why did people move to the areas in which they did?)

Slides 9-10:

Summarize the big picture; tie it all together. (Push / Pull factors, historical background, etc.)

Here are a few resources for you to use to better help you complete this assignment:

- http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?_r=0
- www.census.gov



"THAT'S WHAT'S THE MATTER."

BOSS TWEED. "As long as I count the Votes, what are you going to do about it? say?"

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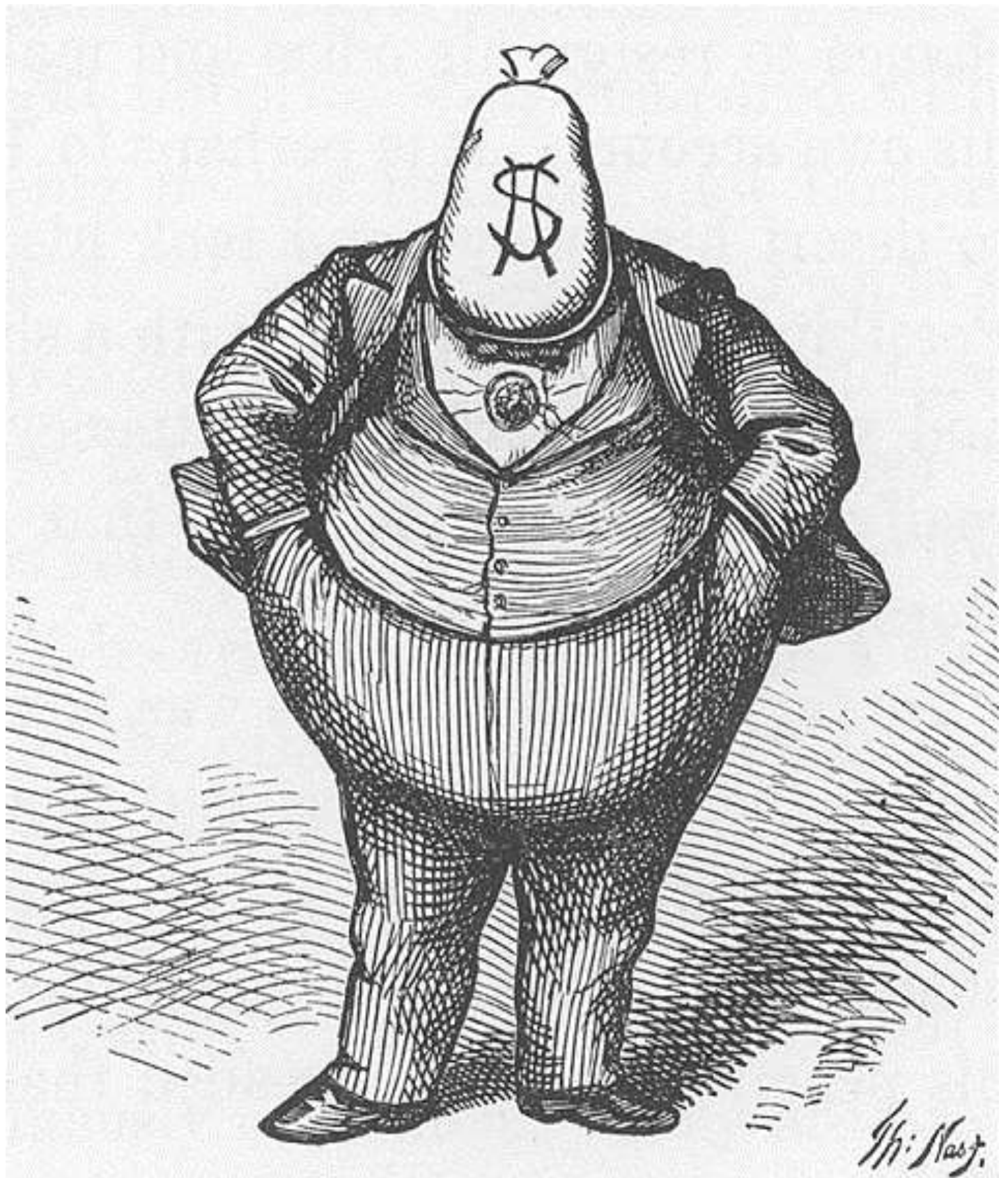


WHO STOLE THE PEOPLE'S MONEY? - DO TELL US.

'T WAS HIM



CAN THE LAW REACH HIM?—THE DWARF AND THE GIANT THIEF



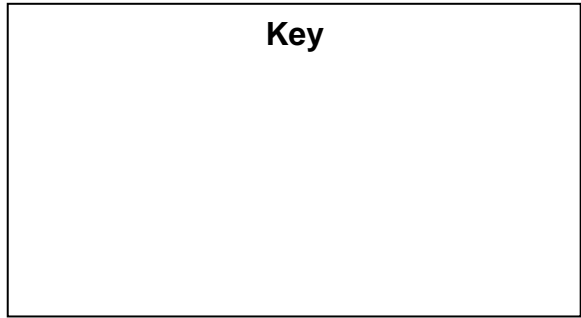
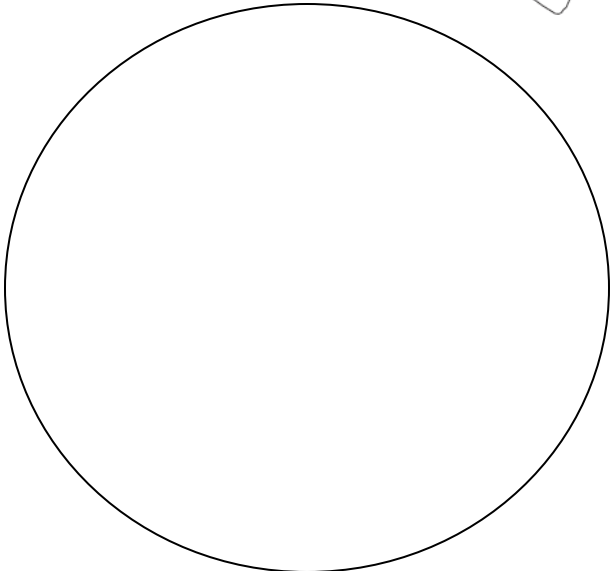
THE "BRAINS"

Creating Maps

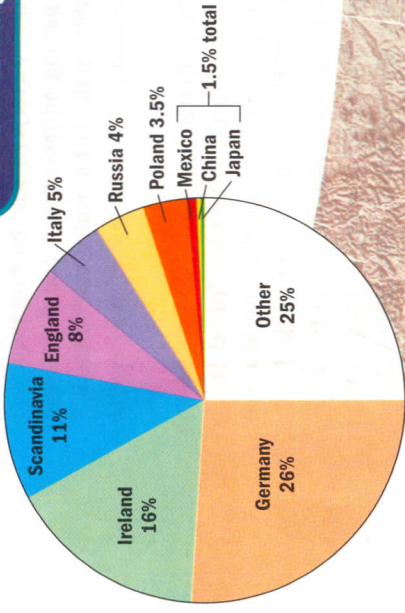
U.S. Immigration Patterns, as of 1900

Directions: Using the map on page 255 and in the packet, create a map in the space below if the United States around 1900 that depicts the following information:

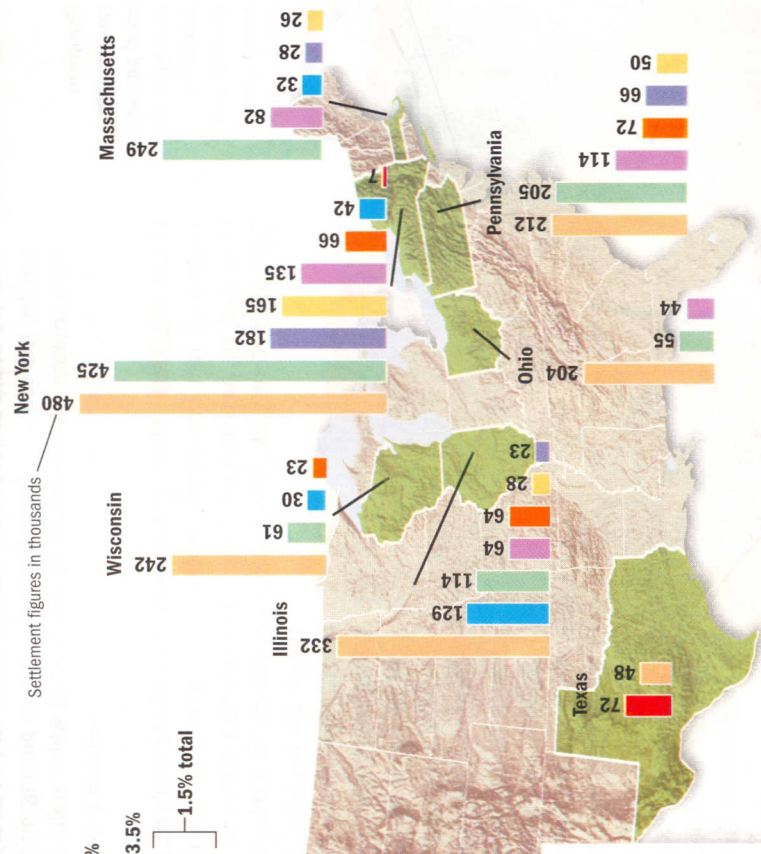
- The locations of Ellis Island, Angel Island and Galveston Island
- The states with immigrant populations of:
 - 99,999 and less
 - 100,000 or greater
 - 200,000 or greater
 - 300,000 or greater
 - 400,000 or greater
 - 700,000 or greater
 - 1,000,000 or greater
- Depict the information in a way that is clear and easy to understand
- Include a key explaining all colors, symbols, or shading
- Be sure to include the pie chart of immigrant group



U.S. Immigration Patterns, as of 1900



Settlement figures in thousands



GEOGRAPHY SKILLBUILDER

- 1. Movement** Where did the greatest number of Italian immigrants settle?
- 2. Movement** From which country did the smallest percentage of immigrants come?