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

Vendors sell an assortment of fruits and vegetables.

1880
Brazil becomes a republic. Barnum & Bailey circus opens in London.

1882
Congress passes the Chinese Exclusion Act.

1888
Electric trolleys are set up in Richmond, Virginia.

1889
Jane Addams founds Hull House.

1889
The first electric elevator is installed.

1892
Immigration center opens on Ellis Island.

1893
Columbian Exposition opens in Chicago.

1893
Karl Benz invents the modern automobile.
It is 1900, and you have decided to leave your native country. After a long and difficult voyage, you arrive in the United States. Now you need to find a new home and a job. You have to create a new life in a strange land.

How will you make a home in your new country?

What Do You Think?

• What caused you to leave your native country?
• What problems did you face on your voyage?
• What do you hope to find in the United States?

Visit the Chapter 21 links for more information about the changing American society.
CHAPTER 21

Reading Strategy: Categorizing Information

What Do You Know?
What do you think about when you hear the term immigration? Why do people move to different countries? What kinds of challenges might immigrants face in their new country?

Think About
• what you know about immigration from the experience of your family
• what would make you want to move away from your home
• your responses to the Interact with History about making a home in a new country (see page 607)

What Do You Want to Know?
What questions do you have about American life around 1900? Write them in your notebook before you read the chapter.

Categorizing Information
To help you make sense of what you read, learn to categorize. Categorizing means sorting information into groups. The chart below will help you take notes and categorize the changes in American life that occurred during the late 19th and early 20th centuries.

Taking Notes

CALIFORNIA STANDARDS
Reading 2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
Cities Grow and Change

**ONE AMERICAN’S STORY**
Carl Jensen came to the United States from Denmark in 1906. Like most of the millions of immigrants who came to America around the turn of the century, he immediately began to look for work.

**A VOICE FROM THE PAST**
I wandered in search of work . . . waiting through rain and sleet and snow with gangs of longshoremen [dockworkers] to reach the boss before he finished picking the men he wanted . . . Strong men crushed each other to the ground in their passion for work.

*Carl Jensen, quoted in A Sunday Between Wars*

At the turn of the century, the promise of work drew millions of people like Carl Jensen from around the world to American cities. In this section, you will read about the rapid growth of American cities.

**Industrialization Expands Cities**
The Industrial Revolution, which had been changing how people worked, also changed where people worked. Since colonial days, most Americans had lived and worked in rural areas. But in the late 1800s, that began to change as more and more people moved to cities to find jobs.

Industries were drawn to cities because cities offered good transportation and plentiful workers. Increasing numbers of factory jobs appeared in America’s cities, followed by more workers to fill those jobs. The growth of cities that resulted from these changes is called *urbanization*.

Many of the people who moved to American cities were immigrants like Carl Jensen. People also migrated from America’s farms to the cities. Once there, even workers with few skills could usually find steady work.
Technology Changes City Life

New technologies helped cities absorb the millions of people who flocked there. For example, new technologies made possible the construction of skyscrapers, buildings that looked tall enough to scrape the sky. Skyscrapers helped cities grow and made modern city life possible.

The elevator was a key invention for constructing tall buildings that could hold greater numbers of people. Before the 1860s, buildings rarely rose higher than four stories because it was hard for people to climb to the top. In 1889, the Otis Elevator Company installed the first electric elevator. Now buildings could be more than a few stories tall because people no longer had to walk up to the higher floors. As a result, buildings could hold more people.

The use of steel also helped to increase the height of buildings. In 1885, the Home Insurance Building in Chicago boasted an iron and steel skeleton that could hold the immense weight of the skyscraper’s floors and walls. The building climbed to ten stories. Skyscrapers changed city skylines forever.

The Streetcar City

As electricity helped change the way people traveled inside buildings, it also changed how people traveled around cities. Before industrialization, people walked or used horse-drawn vehicles to travel over land. But by 1900, electric streetcars in American cities were carrying more than 5 billion passengers a year. Streetcars and trains changed the walking city into the streetcar city.
In 1888, Richmond, Virginia, became the first American city to have a transportation system powered by electricity. Other cities soon installed their own electric streetcars. The streetcars could quickly carry people to work and play all over the city. Some cities, such as Chicago, moved their electric streetcars above the street level, creating elevated, or “el,” lines. Other cities, like New York, placed their city rail lines in underground tunnels, making subways.

The streetcar city spread outward from the city’s center in ways the walking city never could. The ability to live farther away from work helped new suburbs to develop around cities. Some people in the suburbs wanted to become part of the city they bordered. That way they also could be served by the city’s transportation system. Largely due to public transportation, cities expanded. For example, in 1889, Chicago annexed several suburbs and more than doubled its population as well as its area.

**Urban Disasters and Slums**

The concentration of people in cities increased the danger of disasters because people and buildings were packed closely together. For example, in 1906, a powerful earthquake rocked San Francisco. The tremors caused large fires to tear through the city. The central business district was destroyed. About 700 people died, and nearly $400 million in property was damaged. But natural disasters were not the only source of danger for the people of the cities. Poverty and disease also threatened their lives.

As people flocked to cities, overcrowding became a serious problem. It was especially serious for families who could not afford to buy a house. Such families usually lived in rented apartments or tenements. A **tenement** is an apartment house that is usually run-down and overcrowded.

Old buildings, landlord neglect, poor design, and little government control led to dangerous conditions in many tenements. Poor families who could not afford to rent a place of their own often needed to move in with other families. This resulted in severely overcrowded tenements. Inadequate garbage pick-up also caused problems. Tenants sometimes dumped their garbage into the narrow air shafts between tenements. There was little fresh air, and the smell was awful.

Many tenements had no running water. Residents had to collect water...
from a faucet on the street. The water could be heated for bathing. But it was often unsafe for drinking. Sewage flowed in open gutters and threatened to spread disease among tenement dwellers.

A neighborhood with such overcrowded, dangerous housing was called a *slum*. The most famous example was New York City's Lower East Side. But every city had slums. Jacob Riis emigrated to New York from Denmark in 1870. His job as a police reporter took him to the city's worst slums. In 1890, he published *How the Other Half Lives*, which drew attention to the poor conditions in these neighborhoods.

### Reformers Attack Urban Problems

Many Americans were also disgusted by poverty and slums. Some people fought to reform, or create changes, that would solve these problems. They were known as urban reformers.

The social gospel movement provided one basis for these beliefs. The *social gospel* movement aimed to improve the lives of the poor. Led by Protestant ministers, the ideas of the movement were based on Christian values. The most important concerns of the social gospel movement were labor reforms, such as abolishing child labor. Some reformers inspired by the movement opened settlement houses. They helped the poor and immigrants improve their lives. Settlement houses offered services such as daycare, education, and health care to needy people in slum neighborhoods.

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### How Do You Participate in Your Community?

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

See the Citizenship Handbook, page 286.

For more about community service . . .
Many settlement house founders were educated middle-class women. **Jane Addams** founded Chicago’s **Hull House** in 1889 with Ellen Gates Starr. Hull House soon became a model for other settlement houses, including New York’s Henry Street Settlement House, which Lillian D. Wald established in 1889.

**Political Machines Run Cities**

Political machines were another type of organization that addressed the problems of the city. A **political machine** is an organization that influences enough votes to control a local government.

Political machines gained support by trading favors for votes. For example, machine bosses gave jobs or food to supporters. In return, supporters worked and voted for the machine. Political machines also did many illegal things. They broke rules to win elections. They accepted bribes to affect government actions.

The most famous political machine was **Tammany Hall** in New York City. It was led by William Marcy Tweed. Along with his greedy friends, “Boss” Tweed stole enormous amounts of money from the city.

Despite such corruption, political machines did a number of good things for cities. They built parks, sewers, schools, roads, and orphanages in many cities. In addition, machine politicians often helped immigrants get settled in the United States by helping them find jobs or homes. Many immigrants gratefully supported the political machine after this kind of help. In the next section, you will learn more about immigration.

**JANE ADDAMS**

1860–1935

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

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

**Why did Jane Addams found Hull House?**
The New Immigrants

Millions of immigrants—mostly from southern and eastern Europe—moved to the United States.

The new immigrants had an important role in shaping American culture in the 20th century.

new immigrants
Ellis Island
Angel Island
melting pot
assimilation
Chinese Exclusion Act

ONE AMERICAN’S STORY

In 1907, 10-year-old Edward Corsi left Italy to come to America. After two weeks at sea, he caught sight of the Statue of Liberty.

A VOICE FROM THE PAST

This symbol of America . . . inspired awe in the hopeful immigrants. Many older persons among us, burdened with a thousand memories of what they were leaving behind, had been openly weeping. . . . Now somehow steadied, I suppose, by the concreteness of the symbol of America’s freedom, they dried their tears.

Edward Corsi, In the Shadow of Liberty

In this section, you will learn about the immigrants who came to the United States around 1900 and their effect on the nation.

The New Immigrants

Until the 1890s, most immigrants to the United States had come from northern and western Europe. But after 1900, fewer northern Europeans immigrated, and more southern and eastern Europeans did. This later group of immigrants came to be known as the new immigrants. Southern Italy sent large numbers of immigrants. Many Jews from eastern Europe and Slavic peoples, such as Poles and Russians, also immigrated.

Ellis Island was the first stop for most immigrants from Europe. There, they were processed before they could enter the United States. First, they had to pass a physical examination. Those with serious health problems or diseases were sent home. Next, they were asked a series of questions: Name? Occupation? How much money do you have?

Slovenian immigrant Louis Adamic described the night he spent on Ellis Island. He and many other immigrants slept in a huge hall. Lacking a warm blanket, the young man “shivered, sleepless, all night, listening to snores” and dreams “in perhaps a dozen different languages.”
While European immigrants passed through Ellis Island on the East Coast, Asians landed at Angel Island in San Francisco Bay. In Angel Island’s filthy buildings, most Chinese immigrants were held for several weeks. One unhappy prisoner carved in the wall, “For what reason must I sit in jail? It is only because my country is weak and my family poor.”

Many Mexican immigrants entered the United States through Texas. Jesús [heh•SOOS] Garza recalled how simple his journey was. “I paid my $8, passed my examination, then changed my Mexican coins for American money and went to San Antonio, Texas.”

Settling in America

Immigrants settled where they could find jobs. Many found work in American factories. The immigrants contributed to the growth of cities such as New York, Boston, Philadelphia, Pittsburgh, and Chicago. About half of the new immigrants settled in four industrial states: Massachusetts, New York, Pennsylvania, and Illinois.

Once in America, newer immigrants looked for people from the same village in the old country to help them find jobs and housing. People with similar ethnic backgrounds often moved to the same neighborhoods. As a result, ethnic neighborhoods with names like “Little Italy” and “Chinatown” became common in American cities.

The immigrants living in these communities pooled money to build places of worship for their neighborhoods. They published newspapers in their native languages. They commonly supported political machines, often led by politicians who had also come from their country of origin. Such politicians could speak the native language and help new arrivals feel comfortable. Most importantly, politicians could help immigrants find jobs.

“I paid my $8, passed my examination, . . . and went to San Antonio.”

Jesús Garza
Immigrants took whatever jobs they could get. Many immigrants worked in Northern factories. As you read in Chapter 20, most factories offered low wages, long hours, and unsafe conditions. Many European immigrants who had settled in the East found jobs in sweatshops for about $10 a week. One observer of textile sweatshops noted, “The faces, hands, and arms to the elbows of everyone in the room are black with the color of the cloth on which they are working.”

While European immigrants settled mostly in the East and Midwest, Asian immigrants settled mostly in the West. Many Chinese immigrants worked on the railroad. Others settled in Western cities where they set up businesses such as restaurants and stores. Large numbers of Japanese immigrants first came to Hawaii in 1885 to work on sugar plantations. Others settled on the mainland, where they fished, farmed, and worked in mines.

Immigrants from Mexico came to the Southwest. Mexican immigration increased after 1910 when revolution in that country forced people to flee. Growers and ranchers in California and Texas used the cheap labor Mexican immigrants offered. Owners of copper mines in Arizona hired Mexicans as well.

**Immigrants Take Tough Jobs**

Becoming Americans

Some Americans have described the United States as a melting pot, or a place where cultures blend. The new immigrants blended into American society as earlier immigrants had. This process of blending into society is called assimilation. Most new immigrants were eager to assimilate. To do so, they studied English and how to be American citizens.

Many workers began to assimilate at work. Employers and labor unions both tried to “Americanize” immigrant workers by offering classes in citizenship and English. A Lithuanian worker explained that his labor union helped him learn to “read and speak and enjoy life like an American.” He then became an interpreter for the union to help other Lithuanians become Americans.
At the same time the immigrants were learning about America, they were also changing America. Immigrants did not give up their cultures right away. Bits and pieces of immigrant languages, foods, and music worked their way into the rest of American culture.

Despite their efforts to assimilate, immigrants faced prejudice from native-born Americans. Many Protestants feared the arrival of Catholics and Jews. Other native-born Americans thought immigrants would not fit into democratic society because they would be controlled by political machines. Such prejudices led some native-born Americans to push for restrictions to reduce the numbers of new immigrants coming to America.

**Restrictions on Immigration**

Many native-born Americans also feared they would have to compete with immigrants for jobs. Immigrants were desperate for jobs and would often take work for lower wages in worse conditions than other Americans. Some Americans worried that there would not be enough jobs for everyone. These fears led to an upsurge in nativist opposition to immigration. In 1882, Congress began to pass laws to restrict immigration. They placed taxes on new immigrants and banned specific groups, such as beggars and people with diseases. Nonwhites faced deeper prejudice than European immigrants, and Asians faced some of the worst. In 1882, Congress passed the **Chinese Exclusion Act**. It banned Chinese immigration for ten years.

The Chinese Exclusion Act was not the only example of prejudice in America around 1900. As you will read in the next section, racial discrimination was common throughout the United States.
In 1903, eight-year-old Moon Shadow makes the long journey from China to join his father in San Francisco. After living for a time in Chinatown, the two move into a white neighborhood where Moon Shadow’s father takes a job as a handyman working for Miss Whitlaw, who runs a boarding house for elderly people. Moon Shadow makes friends with Miss Whitlaw’s niece Robin. In April of 1906, their world is turned upside down. As Moon Shadow goes outside to fetch water from the pump, an earthquake hits San Francisco, endangering rich and poor, young and old, American and immigrant alike.

The morning was filled with that soft, gentle twilight of spring, when everything is filled with soft, dreamy colors and shapes; so when the earthquake hit, I did not believe it at first. It seemed like a nightmare where everything you take to be the rock-hard, solid basis for reality becomes unreal.

Wood and stone and brick and the very earth became fluidlike. The pail beneath the pump jumped and rattled like a spider dancing on a hot stove. The ground deliberately seemed to slide right out from under me. I landed on my back hard enough to drive the wind from my lungs. The whole world had become unglued. Our stable and Miss Whitlaw’s house and the tenements to either side heaved and bobbed up and down, riding the ground like ships on a heavy sea. Down the alley mouth, I could see the cobblestone street undulate and twist like a red-backed snake.

From inside our stable, I could hear the cups and plates begin to rattle on their shelves, and the equipment on Father’s work table clattered and rumbled ominously. Suddenly the door banged open and Father stumbled out with his clothes all in a bundle. “It’s an earthquake, I think,” he shouted. He had washed his hair the night before and had not had time to twist it into a queue, so it hung down his back long and black.

He looked around in the back yard. It was such a wide, open space that we were fairly safe there. Certainly more safe than in the frame doorway of our stable. He got into his pants and shirt and then his socks and boots.

“No one is doing this?” I asked him.

“Maybe. Maybe not.” Father had sat down to stuff his feet into his boots. “Time to wonder about that later. Now you wait here.”

He started to get to his feet when the second tremor shook and he fell forward flat on his face. I heard the city bells ringing. They were rung by no human hand—the earthquake had just shaken them in their steeples. The second tremor was worse than the first. From all over came an immense wall of noise: of metal tearing, of bricks crashing, of wood breaking free from wood nails, and all. Everywhere, what man had built came undone. I was looking at a tenement house to our right and it just seemed to shudder and then collapse. One moment there were solid wooden walls and the next moment it had fallen with the cracking of wood and the tinkling of glass and the screams of people inside.

1. undulate: to move like a wave.
2. ominously: threateningly.
3. queue: a long braid of hair hanging down the back.
Mercifully, for a moment, it was lost to view in the cloud of dust that rose up. The debris surged against Miss Whitlaw’s fence and toppled it over with a creak and a groan and a crash. I saw an arm sticking up from the mound of rubble and the hand was twisted at an impossible angle from the wrist. Coughing, Father pulled at my arm. “Stay here now,” he ordered and started for Miss Whitlaw’s.

I turned. Her house was still standing, but the tenement house to the left had partially collapsed; the wall on our side and part of the front and back had just fallen down, revealing the apartments within: the laundry hanging from lines, the old brass beds, and a few lucky if astonished people just looking out dazedly on what had once been walls. I could see Jack sitting up in bed with his two brothers. His mother and father were standing by the bed holding on to Maisie. Their whole family crowded into a tiny two-room apartment. Then they were gone, disappearing in a cloud of dust and debris as the walls and floor collapsed. Father held me as I cried.

Miss Whitlaw came out onto her porch in her nightdress and a shawl. She pulled the shawl tighter about her shoulders. "Are you all right?"

“Yes,” Father said, patting me on the back. “Aren’t we, Moon Shadow?”

“Yes.” I wiped my eyes on my sleeves. “Is everyone okay inside?” Father asked Miss Whitlaw.

She nodded. We joined her on the porch and walked with her into her house. Robin was sitting on the stairs that led up to the second floor. She huddled up, looking no longer like the noisy, boisterous4 girl I knew. The front door was open before her. She must have gone outside to look. “Just about the whole street’s gone.”

From up the stairs we could hear the querulous5 old voices of the boarders demanding to know what had happened. Miss Whitlaw shouted up the stairs, “Everything’s all right.” “Are you sure?” Father asked quietly.

Miss Whitlaw laughed. “From top to bottom. Papa always built well. He said he wanted a house that could hold a herd of thundering elephants—that was what he always called Mama’s folks. He never liked them much.”

“It’s gone,” Robin repeated. “Just about the whole street’s gone.” “Oh, really now.” Miss Whitlaw walked past Robin. We followed her out the front door to the front porch. Robin was right.

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4. boisterous: loud, noisy.
5. querulous: complaining.

San Franciscans watch the destruction caused by the 1906 earthquake and the resulting fire.

CONNECT TO HISTORY
1. Finding Main Ideas How does the earthquake affect the neighborhood that Moon Shadow lives in?


CONNECT TO TODAY
2. Researching What happened in San Francisco after the quake? Did it affect the immigrants differently than others?

For more about the San Francisco earthquake . . .
Segmentation and Discrimination

**Main Idea**
Racial discrimination ran through American society in the late 19th and early 20th centuries.

**Why It Matters Now**
Modern American society continues to face the problems caused by racism and discrimination.

**Terms & Names**
- racial discrimination
- Jim Crow
- segregation
- Plessy v. Ferguson
- Booker T. Washington
- W. E. B. Du Bois
- NAACP
- Ida B. Wells

**California Standards**
- 8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- 8.11.3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
- 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- 8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

**African American's Story**

African-American sisters Bessie and Sadie Delany grew up in North Carolina in the early 20th century. Almost 100 years later, they described their first taste of racial discrimination, different treatment on the basis of race.

**A Voice from the Past**
We were about five and seven years old. . . . Mama and Papa used to take us to Pullen Park . . . and that particular day, the trolley driver told us to go to the back. We children objected loudly, because we always liked to sit in the front. . . . But Mama and Papa just gently told us to hush and took us to the back.

Sarah L. Delany and A. Elizabeth Delany, *Having Our Say*

As you will read in this section, racial discrimination was common throughout the United States.

**Racism Causes Discrimination**
As you read in earlier chapters, racist attitudes had been developing in America since the introduction of slavery. The low social rank held by slaves led many whites to believe that whites were superior to blacks. Most whites held similar attitudes toward Asians, Native Americans, and Latin Americans. Even most scientists of the day believed that whites were superior to nonwhites. However, no scientists believe this today.

Such attitudes led whites to discriminate against nonwhites across the country. The most obvious example of racial discrimination was in the South. Southern blacks had their first taste of political power during Reconstruction. (See Chapter 18.) But when Reconstruction ended in 1877, Southern states began to restrict African Americans’ rights.
Segregation Expands in the South

One way for whites to weaken African-American political power was to restrict their voting rights. For example, Southern states passed laws that set up literacy, or reading, tests and poll taxes to prevent African Americans from voting. White officials made sure that blacks failed literacy tests by giving unfair exams. For example, white officials sometimes gave blacks tests written in Latin. Poll taxes kept many blacks from voting because they didn’t have enough cash to pay the tax.

Such laws threatened to prevent poor whites from voting, too. To keep them from losing the vote, several Southern states added grandfather clauses to their constitutions. Grandfather clauses stated that a man could vote if he or an ancestor, such as a grandfather, had been eligible to vote before 1867. Before that date, most African Americans, free or enslaved, did not have the right to vote. Whites could use the grandfather clause to protect their voting rights. Blacks could not.

In addition to voting restrictions, African Americans faced Jim Crow laws. Jim Crow laws were extensions of the “black codes” of Reconstruction meant to enforce segregation, or separation, of white and black people in public places. As a result, separate schools, trolley seats, and restrooms were common throughout the South.

Plessy v. Ferguson

African Americans resisted segregation, but they had little power to stop it. In 1892, Homer Plessy, an African American, sued a railroad company, arguing that segregated seating violated his Fourteenth Amendment right to “equal protection of the laws.”

In 1896, the case of Plessy v. Ferguson reached the Supreme Court. The Court ruled against Plessy. It argued that “separate but equal” facilities did not violate the Fourteenth Amendment. This decision allowed Southern states to maintain segregated institutions.

But the separate facilities were not equal. White-controlled governments and companies allowed the facilities for African Americans to decay. African Americans would have to organize to fight for equality.
African Americans Organize

Booker T. Washington was an early leader in the effort to achieve equality. He had been born into slavery. But after the Civil War, he became a teacher. In 1881, he founded the Tuskegee Institute in Alabama to help African Americans learn trades and gain economic strength. Washington hired talented teachers and scholars, such as George Washington Carver.

To gain white support for Tuskegee, Washington did not openly challenge segregation. As he said in an 1895 speech in Atlanta, in “purely social matters” whites and blacks “can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

However, some blacks disagreed with Washington’s views. W. E. B. Du Bois (doo•BOYS) encouraged African Americans to reject segregation.

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

Violence in the South and North

Besides discrimination, African Americans in the South also faced violence. The Ku Klux Klan, which first appeared during Reconstruction, used violence to keep blacks from challenging segregation. More than 2,500 African Americans were lynched between 1885 and 1900.

Ida B. Wells, an African-American journalist from Memphis, led the fight against lynching. After three of her friends were lynched in 1892, she mounted an antilynching campaign in her newspaper. When whites called for Wells herself to be lynched, she moved to Chicago. But she continued her work against lynching. (See Interactive Primary Sources, page 624.)

Like Wells, many blacks moved north to escape discrimination. Public facilities there were not segregated by law. But Northern whites still discriminated against blacks. Blacks could not get housing in white neighborhoods and usually were denied good jobs. Anti-black feelings among whites sometimes led to violence. In 1908, whites in Springfield, Illinois, attacked blacks who had moved there. The whites lynched two blacks within a half mile of Abraham Lincoln’s home.
Racism in the West

Chinese immigrants who came to the West in the 1800s also faced severe discrimination as part of the new wave of nativism against recent immigrants. Chinese laborers received lower wages than whites for the same work. Sometimes, Chinese workers faced violence. In 1885, white workers in Rock Springs, Wyoming, refused to work in the same mine as Chinese workers. The whites stormed through the Chinese part of town, shooting Chinese people and burning buildings. During the attack, 28 Chinese people were killed and 15 were wounded.

At the same time, Mexicans and African Americans who came to the American Southwest were forced into peonage (PEE•uh•nihj). In this system of labor, people are forced to work until they have paid off debts. Congress outlawed peonage in 1867, but some workers were still forced to work to repay debts. In 1911, the U.S. Supreme Court declared such labor to be the same as peonage. As a result, the Court struck down such forms of labor as a violation of the Thirteenth Amendment.

Despite the problems caused by racism, many Americans had new opportunities to enjoy their lives at the turn of the century. In the next section, you will learn about changes in people’s daily lives.

Background
The Thirteenth Amendment banned “involuntary servitude”—another term for slavery.
While I was thus carrying on the work of my newspaper . . . there came the lynching in Memphis which changed the whole course of my life. . . .

Thomas Moss, Calvin McDowell, and Henry Stewart owned and operated a grocery store. . . . There was already a grocery owned and operated by a white man who hitherto had had a monopoly on the trade of this thickly populated colored suburb. Thomas's grocery changed all that, and he and his associates were made to feel that they were not welcome by the white grocer. . . .

About ten o'clock that [one Saturday] night, . . . shots rang out in the back room of the store. The men stationed there had seen several white men stealing through the rear door and fired on them without a moment's pause. Three of these men were wounded, and others fled and gave the alarm.

Sunday morning's paper came out with lurid headlines telling how officers of the law had been wounded while in the discharge of their duties. . . . The same newspaper told of the arrest and jailing of the proprietor of the store and many of the colored people. . . .

On Tuesday following, . . . a body of picked [white] men was admitted to the jail. . . . This mob took out of their cells Thomas Moss, Calvin McDowell, and Henry Stewart. . . . They were loaded on a switch engine of the railroad which ran back of the jail, carried a mile north of the city limits, and horribly shot to death.

Although stunned by the events of that hectic week, the Free Speech [Wells's newspaper] felt that it must carry on. Its [lead article] for that week said:

The city of Memphis has demonstrated that neither character nor standing avails the Negro if he dares to protect himself against the white man or become his rival. There is nothing we can do about the lynching now, as we are out-numbered and without arms. The white mob could help itself to ammunition without pay, but the order was rigidly enforced against the selling of guns to Negroes. There is therefore only one thing left that we can do; save our money and leave a town which will neither protect our lives and property, nor give us a fair trial in the courts, but takes us out and murders us in cold blood when accused by white persons.

CALIFORNIA STANDARDS

REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Reading 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

A CLOSER LOOK

ECONOMIC COMPETITION

Moss, McDowell, and Stewart were African Americans who opened a grocery store near a white-owned store in a black neighborhood.

1. Why might the opening of the black-owned grocery store lead to problems?

LYNCHINGS

There was a sharp increase in the number of lynchings in the United States in the 1890s. From 1891 to 1900, more than 1,100 African Americans were lynched.

2. Why do you think the number of lynchings increased in this period?

THE GREAT MIGRATION

Between 1890 and 1920, hundreds of thousands of African Americans left the South to escape racism. This movement is called the Great Migration.

3. Why does Wells’s newspaper advise African Americans to move away in the wake of the lynching?
Like Country Pretty Much

Setting the Stage  Kee Low was a Chinese immigrant. He had come to the United States in 1876. He was interviewed in 1924 as part of a project by scholars to create a “Survey of Race Relations.” This is an excerpt from that interview. In it, Kee Low tells his story. Despite the racism, he still “like country pretty much.” See Primary Source Explorer

I arrived in San Francisco in 1876, 49 years ago. Come to San Francisco when country one hundred years old. People treat Chinese rotten then. Don’t blame people much at that time. Chinese and European not educated as much then as today. More civilized today. People drive Chinese out of country. . .

I was living on the waterfront, and they told me to get out one day. Sunday morning, they come together and drive Chinese out. . . . They want to get us out to San Francisco, to go on steamer, and we stayed on the wharf all night, and they bring us little black coffee and little bread in morning. We pretty hungry. The last day, some of the citizens, Judge Greene, Judge Hanford, United States Attorney, nice fellow want to help us. . . . Judge Greene told the Chinese that those who wanted to stay and make good citizens could stay, and those who wanted to go could go. One half wanted to go, and one half wanted to stay. . .

There were so many around the streets that they had to have somebody to protect these people. Some of the hobos tried to make them go back to the wharf, but volunteers tried to keep these fellows away. They commenced shooting and kill one of them. So Chinese people get excited when gun begin to sound, so they throw shoes, blankets and everything and run. I was uptown myself. I didn’t intend to go. I ran outside to see what happened because I was so excited. . . . Call up one or two friends of mine and tell them get killed, and we better get out of the way. We run out in woods. Build fire. Pretty cold. I told friends, we got to protect ourselves. We got to get out of here.

1. wharf: landing place for ships.
2. hobos: homeless people.
3. commenced: began.

Interactive Primary Sources Assessment

1. Main Ideas
   a. What do the accounts of Wells and Low have in common? (REP4)
   b. How did the officers of the law behave differently in the report by Low than in the one by Wells? (REP4)
   c. What conclusions do Wells and Low come to about how someone should respond to discrimination? (REP4)

2. Critical Thinking
   a. What did the officers of the law do differently in the report by Low than in the one by Wells? Why? (REP4)
   b. Why do you think Asian-Americans stayed in the United States despite discrimination?

A CLOSER LOOK

RACIST ATTITUDES
Some people believe that racism is caused by ignorance.

4. Why does Kee Low believe that discrimination against the Chinese was worse in the 1870s than in the 1920s?

REASONS TO STAY
Despite the violence that they faced for having Asian ancestry, half of the Chinese with Kee Low wanted to stay in the United States.

5. Why do you think Asian-Americans stayed in the United States despite discrimination?
Chapter 21

ONE AMERICAN’S STORY

Mary Ellen Chase dreaded her first day of teaching, but she did her best to control the class.

A VOICE FROM THE PAST

I stormed up and down. . . . This pathetic pretense of courage, aided by the mad flourishing of my razor strop, brought forth . . . the expression of respectful fear on the faces of the young giants.

Mary Ellen Chase, quoted in The Good Old Days—They Were Terrible!

In this section, you will learn how education helped create an American mass culture—a common culture experienced by large numbers of people.

Education and Publishing Grow

Immigration caused enormous growth in American schools. To teach citizenship and English to immigrants, new city and state laws required children to attend school. Between 1880 and 1920, the number of children attending school more than doubled. To serve the growing number of students, the number of public high schools increased from 2,526 in 1890 to 14,326 in 1920.

The growth of education increased American literacy. Reading became more popular. Americans read large numbers of novels. Dime novels were especially popular. They sold for ten cents each and told exciting tales of romance and adventure, often set in the West or on the high seas.

Americans also read more newspapers. Tough competition pushed newspaper publishers to try all sorts of gimmicks to outsell their rivals. For example, Joseph Pulitzer, owner of the New York World, and

**Main Idea**

Industrialization and new technologies created a mass culture in the United States.

**Why It Matters Now**

Modern American mass culture had its beginnings during this period.

**Terms & Names**

- Mass culture
- Joseph Pulitzer
- William Randolph Hearst
- Department store
- Mail-order catalog
- Leisure
- Vaudeville
- Ragtime
Background
By 1898, each of these newspapers sold more than a million copies a day.

William Randolph Hearst, owner of the New York Morning Journal, were fierce competitors. They filled the pages of their papers with spectacular stories. They also added special features, such as comics and sports.

Modern Advertising and New Products
Newspapers had a wide influence on American life, including the rise of modern advertising. Advertisers used images of celebrities in newspapers and magazines to tempt people to buy products. They advertised everything from cereal to jewelry to soap. Some ads played on people's fears. For example, advertisers might scare a young woman concerned about her appearance into buying a particular brand of face cream. Advertising was effective in turning brand names into household words.

Advertisements also helped people learn about new products. At the turn of the century, new inventions, such as the electric washing machine, promised to help people do their household chores more easily. Because women did most of these chores as well as most of the shopping, manufacturers marketed these new devices to women.

One of the places people could buy these—and many other—goods was in department stores. Department stores sold everything from clothing to furniture to hardware. The Chicago businessman Marshall Field discovered as a sales clerk that he could increase his sales by paying close attention to each woman customer. Field opened his own department store in downtown Chicago with the motto, “Give the lady what she wants.”

People who did not live near a department store could order goods through the mail. Companies like Montgomery Ward and Sears Roebuck sent catalogs to customers. These mail-order catalogs included pictures and descriptions of merchandise. People could place their orders by mail, and the company would deliver the product. Richard Sears claimed that he sold 10,000 items a minute.

In 1896, the post office made it easier for people to receive goods through the mail by establishing a new delivery system. Rural free delivery brought packages directly to homes in rural areas. Now people in these areas could get the same goods as people in the cities.

Urban Parks and World's Fairs
Advertising and shopping were not the only daily activities changing at this time. Leisure, or free time, activities also changed. In cities, new parks provided people with entertainment. The increasing number of people working in factories and offices liked going to parks to get some sunshine and fresh air. Parks helped bring grass and trees back into city landscapes.
Central Park in New York City is the nation’s best-known urban park. Opened in 1876, Central Park looked like the country. Trees and shrubs dotted its gently rolling landscape. Winding walkways let city dwellers imagine they were strolling in the woods. People could also ride bicycles and play sports in the park.

In addition to urban parks, amusement parks provided a place people could go for fun. The most famous amusement park was Coney Island in New York City. Completed in 1904, Coney Island had shops, food vendors, and exciting rides like roller coasters. One immigrant woman said Coney Island “is just like what I see when I dream of heaven!”

World’s fairs provided another wildly popular form of entertainment for Americans. Between 1876 and 1916, several U.S. cities, including Philadelphia, Chicago, St. Louis, and San Francisco, hosted world’s fairs. The fairs were designed to show off American technology. The 1876 fair in Philadelphia displayed Alexander Graham Bell’s newly invented telephone. Millions of people attended these fairs. Nearly 10 million attended the Philadelphia fair alone. Visitors were drawn to foods, shows, and amusements. The historian Thomas Schlereth described the giant wheel built by George Ferris at the 1893 Chicago fair.

A VOICE FROM THE PAST

Chicago’s answer to Paris’s 1889 Eiffel Tower, Ferris’s 264-foot bicycle wheel in the sky dominated the landscape. With thirty-six cars, each larger than a Pullman coach and capable of holding 60 people, the wheel, when fully loaded, rotated 2,160 people in the air.

Thomas Schlereth, Victorian America

Spectator Sports

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

Baseball was the most popular sport. Summer games drew crowds of enthusiastic fans. By the 1890s, baseball had standardized rules and a published schedule of games. Racial discrimination kept African-American baseball players out of baseball’s American and National Leagues. In order to compete, African Americans formed their own teams.
in the Negro American League and the Negro National League.

**Going to the Show**

In addition to sports, other forms of live entertainment attracted large audiences. Vaudeville, for example, featured a mixture of song, dance, and comedy. A show would have a series of acts leading up to an exciting end, which advertisers billed as the “wow finish.”

New types of music also began to be heard. **Ragtime**, a blend of African-American songs and European musical forms, was an important new musical form. African-American composer Scott Joplin heard ragtime while he traveled through black communities from New Orleans to Chicago. Joplin’s “Maple Leaf Rag,” published in 1899, became a hit in the first decade of the 20th century.

Early in the 20th century, movies began to compete with live entertainment. The first movies were silent and were added as the final feature of a vaudeville show. Soon storefront theaters appeared that showed only movies. After 1905, these movie theaters were called nickelodeons because they charged just a nickel for admission.

Movies, music, sports, and advertising contributed to shaping modern American mass culture. People across the nation experienced many of these things. In the next chapter, you will learn about different nationwide changes—the reform movements of the Progressive era.
Chapter 21 ASSESSMENT

TERMS & NAMES
Briefly explain the significance of each of the following.
1. urbanization
2. Jane Addams
3. political machine
4. Ellis Island
5. assimilation
6. Jim Crow
7. Plessy v. Ferguson
8. W. E. B. Du Bois
9. Joseph Pulitzer
10. leisure

REVIEW QUESTIONS
Cities Grow and Change (pages 609–613)
1. How did public transportation change city life? (HI2)
2. What dangers did urban overcrowding pose to tenement dwellers? (H11)
3. How did big-city political machines keep their power? (H11)

The New Immigrants (pages 614–619)
4. Where did most American immigrants come from around 1900? (CST3)
5. How did immigrants enter the United States? (HI1)
6. Why have some people described the United States as a melting pot? (H11)

Segregation and Discrimination (pages 620–625)
7. Why was Plessy v. Ferguson an important Supreme Court decision? (H11)
8. What did African-American leaders do to fight discrimination? (H11)

Society and Mass Culture (pages 626–629)
9. What is mass culture? (HI1)
10. How did city parks improve city life? (HI2)

CRITICAL THINKING
1. USING YOUR NOTES: CATEGORIZING INFORMATION
   Using your completed chart, answer the questions below: (CST1)
   a. What changes did increased immigration cause?
   b. How did the growing popularity of spectator sports and movies help bring about mass culture?
   c. Which changes helped immigrants assimilate into American life?

2. ANALYZING LEADERSHIP
   Think about the actions of Booker T. Washington and W. E. B. Du Bois. What approach did each take against discrimination? Whose approach do you think was the most likely to be effective? (H11)

3. THEME: DIVERSITY AND UNITY
   How do you think the emergence of mass culture around 1900 affected immigrants and nonwhites? (HI1)

4. APPLYING CITIZENSHIP SKILLS
   What kinds of things prevented African Americans and immigrants from having full citizenship? How did they attempt to participate in American politics? (HI1)

Have your ideas about how you’ll make a home in the United States changed after reading the chapter? Explain.

VISUAL SUMMARY

Changes in American Life (8.12)

Cities Grow and Change
Industrialization caused American cities to grow.

The New Immigrants
Large numbers of immigrants, especially from southern and eastern Europe, came to the United States.

American Life Around 1900

Segregation and Discrimination
Racial and ethnic minorities faced discrimination across the country.

Society and Mass Culture
New leisure activities and mass culture emerged at this time.
**STANDARDS-BASED ASSESSMENT**

Use the graph and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

### Growth of Cities, 1880–1910

1. Which city’s population increased by the greatest amount between 1880 and 1910? (8.12.5)
   - A. Boston
   - B. Chicago
   - C. New York
   - D. Philadelphia

2. For which city is no 1880 population information provided? (8.12.5)
   - A. Chicago
   - B. Detroit
   - C. Los Angeles
   - D. New York

**PRIMARY SOURCE**

This quotation from teacher Mary Ellen Chase is about how she controlled a classroom. Use the quotation and your knowledge of U.S. history to answer question 3.

*I stormed up and down... This pathetic pretense of courage, aided by the mad flourishing of my razor strop, brought forth... the expression of respectful fear on the faces of the young giants.*

Mary Ellen Chase, quoted in *The Good Old Days—They Were Terrible!*

3. Based on this passage, which of the following best states Mary Ellen Chase’s view of what was important in a classroom? (8.12.5)
   - A. fear and punishment
   - B. large classrooms
   - C. a physically-strong teacher
   - D. respect and discipline

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**

   Write a guide for new immigrants coming to the United States at the beginning of the 20th century. (H11)
   - Include information about life in the cities, job opportunities, discrimination, and leisure activities.
   - Include icons or other illustrations where possible as an aid to people who are just learning English.

2. **COOPERATIVE LEARNING**

   Work with a few of your classmates to research city parks built in the late 1800s and design your own park. Include sports fields, areas for rest, places for nature and wildlife, and buildings for food and rest-rooms. Divide responsibilities for researching and designing the park. (REP4)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

Racial discrimination has been a tragic feature of American history. Conduct research to create a museum exhibit about discrimination and civil rights. (REP4)

- Use the Internet to locate primary sources such as newspaper articles or autobiographies.
- Look for information on racial or ethnic groups that faced discrimination, as well as biographies of important civil rights leaders. Then prepare a presentation for your class that illustrates how beliefs and practices have changed.

For more about racial discrimination...
Create an Exhibit

In 1904 the Louisiana Purchase Exposition, better known as the St. Louis World’s Fair, opened to great fanfare. The event celebrated the 100th anniversary of the U.S. purchase of the Louisiana Territory from France in 1803. Taking five years to plan and opening a year late, the fair focused on education and American technology. The automobile was among the most notable attractions at the fair. People from 63 countries and 43 states gathered in St. Louis.

**ACTIVITY** Create an exhibit that reflects some aspect of technology at the end of the 19th century. Then make a classroom fair. Write an article about it and give a speech describing your favorite exhibit.

**TOOLBOX**

Each group will need:
- bifold (type of poster board that folds open)
- poster board
- drawing paper
- markers
- scissors
- pencils
- glue
- cardboard

**STEP BY STEP**

1. **Form groups.** Each group should consist of three or four students. During the workshop, each group will be expected to:
   - research technology and inventions just prior to 1904
   - design and create an exhibit for a classroom fair
   - write a news report about the fair
   - give a speech in praise of a favorite exhibit at the fair

2. **Research the fair.** Using this chapter, books on the St. Louis fair, or the Internet, find out what kinds of exhibits were displayed. Also research the technology and inventions of the time. Some themes of the fair’s massive exhibit halls are listed below. Pick one theme on which to focus. Then brainstorm ideas for your exhibit and choose the best one.

<table>
<thead>
<tr>
<th>World’s Fair Themes</th>
<th>transportation</th>
<th>education</th>
<th>technology</th>
<th>the arts</th>
</tr>
</thead>
</table>

The New York-to-St. Louis Automobile Parade arrives at the St. Louis World’s Fair.
Design your exhibit. Think about what your group wants to create. Using drawing paper, sketch a design of the exhibit in pencil. Next to your sketch, list all the items you’ll need for the exhibit. Assign each person in your group certain items to bring for the next class period.

Lay out your display. Use the images and text you found to visually organize the three-panel display. Vary the size of the images, type-size of the text, and include color to make your layout clear and interesting. Remember to create a title.

Create a mini St. Louis fair. Along with the other groups, arrange the exhibits around the classroom. Walk around the room and look at the other groups’ exhibits. Discuss with other groups how you created your exhibit.

WRITE AND SPEAK

Write a newspaper article. Cover the fair as a journalist from another city. Write an article about the classroom fair, describing the atmosphere as well as the exhibits. Then give a speech in praise of the outstanding exhibit of the fair.
Technical Writing:
A Transforming Innovation

PURPOSE: To write a technical document on an invention or organization that transformed the nation

AUDIENCE: Your classmates

The many transformations you read about in Unit 6 came about because people worked tirelessly to solve problems. Inventors and manufacturers worked on new industrial methods, such as the Bessemer steel process. Business owners and workers found new ways to get along. Transportation experts designed railway systems that connected the country. These people all shared their knowledge in technical documents, writing that conveys information about a system, product, or organization.

By the early 1900s, the Wright brothers had designed a gasoline-powered airplane that would transform the nation and the world.

Organization & Focus

Your assignment is to write a technical document on an invention, system, or organization developed between 1860 and 1900 that transformed American life. For example, you could write a detailed description on how to operate a sewing machine for new seamstresses. Or you could write a description of the bylaws, or rules, of a labor union for new workers.

IDENTIFYING PURPOSE AND AUDIENCE Your purpose is to identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. Your audience is your classmates.

CHOOSING A TOPIC Skim chapters 20 and 21, paying special attention to the Terms & Names and Review Questions in the chapter assessments. Look for a technology, invention, or organization that transformed the nation. Perhaps you would like to explain how a telephone works or tell how to build a skyscraper. Maybe you want to describe the new labor laws of the AFL. Take notes on two or three subjects that interest you. When you have finished, review your notes and make your choice.

FINDING DETAILS The kinds of details you need for your technical document include steps in a process and a discussion of how parts relate to a whole. The information in this textbook can get you started, but you will need to do research to gather enough information to write a good technical document.
Research & Technology

Use the Internet and library sources to find information on your subject. Remember that you will need to find information on the tool, system, or organization you have selected shortly after it was invented or developed. Search key words such as telephone, invention to find information in the appropriate time period.

OUTLINING AND DRAFTING  After you have gathered the information you need, divide it into manageable chunks for your reader. Too much technical information at once is hard to absorb. You might want to break the information down into steps as shown below.

Step 1  Describe the parts of the telephone.
Step 2  Explain how to operate a telephone.
Step 3  Briefly tell how the telephone works.
Step 4  Conclude by saying how the telephone will transform American life.

Use headings and different font sizes to break up the text. Include diagrams or other graphics to illustrate the steps of an activity or process. Also, be sure to define technical terms that may be unfamiliar to your readers.

Evaluation & Revision

Ask a classmate to review your document and to jot down any questions he or she might have about the information or detailed steps it contains. Try to answer those questions as you revise your document.

Publish & Present

Design a cover for your technical document and present the information to your classmates. Discuss how the innovation transformed American life.
Modern America Emerges
“Woman must not depend upon the protection of man, but must be taught to protect herself.”

—Susan B. Anthony

Suffragists marched in Washington, D.C., in 1914 in support of a constitutional amendment giving women the right to vote.