New Immigrants

US History

“Millions of immigrants entered the United States in the late 19th and early 20th centuries, lured by the promise of a better life. Some of these immigrants sought to escape difficult conditions – such as famine, land shortages, or religious or political persecution. Others, known as ‘birds of passage,’ intended to immigrate temporarily to earn money, and then return to their homelands. Between 1870 and 1920, approximately 20 million Europeans arrived in the United States. Before 1890, most immigrants came from countries in western and northern Europe. Beginning in the 1890s, however, increasing numbers came from southern and eastern Europe.

While waves of Europeans arrived on the shores of the East Coast, Chinese immigrants came to the West Coast in smaller numbers. Between 1851 and 1883, about 300,000 Chinese arrived. Many came to seek their fortunes after the discovery of gold in 1848 sparked the California gold rush. Chinese immigrants helped build the nation’s railroads, including the first transcontinental line. When the railroads were completed, they turned to farming, mining, and domestic service. However, Chinese immigration was sharply limited by a congressional act in 1882. In 1884, the Japanese government allowed Hawaiian planters to recruit Japanese workers, and a Japanese emigration boom began.

By the 1870s, almost all immigrants traveled by steamship. The trip across the Atlantic Ocean from Europe took approximately one week, while the Pacific crossing from Asia took nearly three weeks. Many immigrants traveled in steerage, the cheapest accommodations in a ship’s cargo holds. Rarely allowed on deck, immigrants were crowded together in the gloom, unable to exercise or catch a breath of fresh air. They often had to sleep in louse-infested bunks and share toilets with many other passengers. Under these conditions, disease spread quickly, and some immigrants died. For those who survived, the first glimpse of America could be breathtaking.

After initial moments of excitement, the immigrants faced the anxiety of not knowing whether they would be admitted to the United States. They had to pass inspection at immigration stations, such as the one at Castle Garden in New York, which was later moved to Ellis Island in New York Harbor. While European immigrants arriving on the East Coast passed through Ellis Island, Asians – primarily Chinese – arriving on the West Coast gained admission at Angel Island in San Francisco Bay.” ~ The Americans

1. Between 1890 and 1915, the majority of immigrants to the U.S. were labeled “new immigrants” because they were
   (1) considered physically and mentally superior to earlier immigrants
   (2) forced to settle in cities in the Midwest
   (3) from China, Japan, and other Asian countries
   (4) culturally different from most earlier immigrants

2. In the late 19th century, the pattern of United States immigration changed in that
   (1) Far fewer immigrants arrived in the United States than in previous years
   (2) Most immigrants chose to settle in the rural, farming regions of the western U.S.
   (3) Increasing numbers of immigrants came from eastern and southern Europe
   (4) Most immigrants were political refugees
<table>
<thead>
<tr>
<th>Factors for Immigration:</th>
<th>Shifting Patterns of Immigration:</th>
<th>Becoming Americanized:</th>
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<tbody>
<tr>
<td><strong>Push Factors:</strong></td>
<td>* Between 1608 – 1880, most immigrants came from</td>
<td>* Immigrants were</td>
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<tr>
<td>* Conditions in immigrants’ native lands often “pushed”</td>
<td>Northern Europe, especially Great Britain, Ireland,</td>
<td>“Americanized”</td>
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<tr>
<td>them to leave</td>
<td>and Germany</td>
<td>- learning American culture</td>
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<td>- Such as poverty or religious and political persecution</td>
<td>* Most were Protestant, though there were Irish</td>
<td>and English language was a</td>
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<td></td>
<td>Catholics</td>
<td>gradual process</td>
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<td></td>
<td>* Most spoke English</td>
<td></td>
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<tr>
<td><strong>Pull Factors:</strong></td>
<td>* The “New Immigrants” came</td>
<td>* Challenges</td>
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<tr>
<td>* Conditions in the U.S. attracted or “pulled” many</td>
<td>between 1880 and 1920</td>
<td>- Faced discrimination</td>
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<td>immigrants to come</td>
<td>- From Southern and Eastern</td>
<td>- Lived in ethnic ghettos</td>
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<td>- Such as political freedom, higher standards of living,</td>
<td>Europe, especially Poland, Italy, Austria-Hungary,</td>
<td>[Making it harder to become</td>
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<td>Greece, and Russia</td>
<td>acculturated or learning the</td>
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<td>adopted land]</td>
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<td>- Dressed differently than</td>
<td>- But immigrant children were</td>
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<td></td>
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<td></td>
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</tbody>
</table>

~ The Key to Understanding U.S. History and Government

1. What factors “pushed” individuals to become immigrants?

2. What factors “pulled” individuals to become immigrants?

3. Where did immigrants mostly come from between 1608 and 1880?

4. Describe these immigrants [the old immigrants].

5. Where did immigrants mostly come from between 1880 and 1920?

6. Describe these New Immigrants.

7. How did the New Immigrants differ from the Old Immigrants?

8. Describe the hardships that the New Immigrants faced.

9. Where were the New Immigrants processed when they arrived in the United States?
10. What does it mean to become “Americanized”?

11. What challenges did the New Immigrants face?

12. What is an ethnic ghetto?


14. Why were many adult immigrants not acculturated?

15. Define assimilated.

16. How were many immigrant children assimilated?

17. Of course, there is still immigration today. What are some factors that encourage immigration today? What challenges do immigrants face today?

1. Which statement about immigration to the United States during the 19th century is most valid?
   (1) Organized labor supported unlimited immigration.
   (2) Most immigrants to the United States were illegal aliens.
   (3) Industrial growth led to a demand for cheap immigrant labor.
   (4) Few immigrants came from Western Europe.

2. What was the experience of most of the “new immigrants” who arrived in the United States from southern and Eastern Europe in the late 1800s and early 1900s?
   (1) They lived in urban areas and most held low-paying jobs.
   (2) They obtained free land in the West and became farmers.
   (3) They became discouraged with America and returned to their homelands.
   (4) They were easily assimilated into mainstream American culture.

3. Between 1880 and 1920, the majority of the “new” immigrants to the United States came from
   (1) northern and western Europe
   (2) southern and eastern Europe
   (3) Canada and Latin America
   (4) China and Southeast Asia

4. During the late 1800s and early 1900s, where did most of the immigrants to the United States settle?
   (1) urban centers of the Northeast
   (2) plantations of the New South
   (3) mining areas of the Far West
   (4) farming regions of the Great Plains

5. The “new immigrants” faced
   (A) Acceptance in American society
   (B) Only deportation to ensure they would never enter American society
   (C) Discrimination due to cultural differences
   (D) Jim Crow segregation in the North
What did Congressman Burnett want?

What is a literacy test and how did it apply to immigrants?

What is the “Land of the Free” flag ironic or happening in the opposite way to what is stated?

Explain the meaning of the political cartoon.

“Many native-born Americans thought of their country as a melting pot, a mixture of people of different cultures and races who blended together by abandoning their native languages and customs. Many new immigrants, however, did not wish to give up their cultural identities. As immigration increased, strong anti-immigrant feelings emerged. One response to the growth in immigration was nativism, or overt favoritism toward native-born Americans. Nativism gave rise to anti-immigrant groups and led to a demand for immigration restrictions.” – The Americans

Define “melting pot” and nativism:
The New Immigrants, 1880 – 1920

Do Now: Primary Source [nps.gov]
Interviewee: MORRIS ABRAHAM SCHNEIDER
Date of Birth: May 3, 1910
Date of Interview: November 17, 1991
Interviewer: Paul E. Sigrist, Jr.
Immigrated from Poland in 1920 at age 10
Ellis Island Collection: EI-116

Schneider:
When we got on the Rotterdam, we had a field day. One, I was never on ship before and it was absolutely, I was awed by it. It was overwhelming. All the people and boarding the ship, it was all a brand new experience. We left Rotterdam, we set sail and about a half hour after the ship started my sister got very sea sick. It took us fourteen days to cross the Atlantic and in the entire crossing, she was in steerage, and the only time she came up for a breath of fresh air was just about a half hour before we saw the Statue of Liberty. Now the experience of the ship, being young was an adventure in that particular situation, because we were on the lowest level of the ship. We couldn’t go aboard. Some kids were more adventurous. My brother and I, we would sneak aboard, we were always chased. And we saw some people who traveled maybe in first or second class and we looked upon them as royalty, but we were confined primarily to steerage [a section of inferior accommodations in a passenger ship].

Steerage was one huge place. It was the lowest deck. The stench [the smell], it was the summer, in August, the humidity, the heat, having no air conditioning, having cooling facilities, it was very hot, compounded by the fact that there must have been anywhere from two to three hundred people in that huge cavernous area. The body smells, the body odors, the lack of sanitation, the lack of any kind of facilities, washing, there was no such thing as washing or bathing. The stench, the vermin, it was rat infested. But, being children, I guess, had its advantages, in this case because we always tried to get out of there. We tried to go, get out of the steerage, get out of the babble of voices, get out of the heat and the stench and get on the main deck. We all were permitted to stay there for a little while but we were constantly chased. But the crossing went for us, for me in particular, went very quickly.

Questions:
1- What was Schneider’s reaction to the ship upon seeing it?
2- Why did Schneider have this reaction?
3- How many days did it take cross the Atlantic?
4- Define steerage.
5- Describe conditions in steerage.
### Analyze the following chart:

<table>
<thead>
<tr>
<th>Factors for Immigration:</th>
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</table>
| **Push Factors:**       | * Between 1608 – 1880, most immigrants came from Northern Europe, especially Great Britain, Ireland, and Germany*  
  a) These immigrants were mostly Protestant, excluding the large numbers of Irish Catholics  
  b) These immigrants spoke English | * The New Immigrants faced great hardships in making the passage to America  
  a) They traveled in steamships in cheap compartments, often with their life’s belongings in a single bag  
  b) On arrival, they were processed at the vast government center at Ellis Island in New York harbor  
  c) If they had tuberculosis or other diseases, they were sent back  
  d) Becoming “Americanized” – learning to act, speak and behave like other Americans – was a gradual process |
| * Conditions in immigrants’ native lands often “pushed” them to leave*  
  * Immigrants escaped conditions of poverty or religious and political persecution | [Image 1x2 to 611x790] |
| **Pull Factors:**       | * The “New Immigrants” came between 1880 and 1920  
  a) They came from Southern and Eastern Europe, especially Poland, Italy, Austria-Hungary, Greece, and Russia  
  b) They were Catholic and Jewish  
  c) They were poor, spoke no English, and dressed differently from Northern Europeans  
  d) Asian immigrants also arrived  
  e) These immigration was quickly limited by new laws | [Image 1x2 to 611x790] |
| * Conditions in the U.S. also attracted or “pulled” many immigrants to come  
  * Greater political freedom, higher standards of living, availability of jobs in America  
  ~ The Key to Understanding U.S. History and Government | [Image 1x2 to 611x790] |

### Questions:

1. What is the difference between “Push” and “Pull” immigration?

2. What conditions “pushed” individuals to become immigrants?

3. What conditions “pulled” individuals to become immigrants?

4. Where did immigrants mostly come from between 1608 and 1880?
5- Describe these immigrants [the old immigrants].

6- Where did immigrants mostly come from between 1880 and 1920?

7- Describe these New Immigrants.

8- How did the New Immigrants differ from the Old Immigrants?

9- Describe the hardships that the New Immigrants faced.

10- Where were the New Immigrants processed when they arrived in the United States?

11- Why were the New Immigrants sometimes sent back?

12- Define “Americanized.”

13- What challenges did the New Immigrants face?

14- What is an ethnic ghetto?

15- Define acculturated.

16- Why were many adult immigrants not acculturated?

17- Define assimilated.

18- How were many immigrant children assimilated?

19- Of course, there is still immigration today. What are some factors that encourage immigration today? What challenges to immigrants face today?
1. Which statement about immigration to the United States during the 19th century is most valid?
   (1) Organized labor supported unlimited immigration.
   (2) Most immigrants to the United States were illegal aliens.
   (3) Industrial growth led to a demand for cheap immigrant labor.
   (4) Few immigrants came from Western Europe.

2. “America’s strength lies in its diversity. Many immigrant groups have joined the mainstream of American life, while maintaining their languages, religions, and traditions. This has made the United States a strong nation.”

   The author of this statement could best be described as a supporter of
   (1) nativism
   (2) ethnocentrism
   (3) cultural pluralism
   (4) limited social mobility

3. In the late 19th century, the pattern of United States immigration changed in that
   (1) far fewer immigrants arrived in the United States than in previous years
   (2) most immigrants chose to settle in the rural, farming regions of the western United States
   (3) increasing numbers of immigrants came from eastern and southern Europe
   (4) most immigrants were political refugees

4. What was the experience of most of the “new immigrants” who arrived in the United States from southern and Eastern Europe in the late 1800s and early 1900s?
   (1) They lived in urban areas and most held lowpaying jobs.
   (2) They obtained free land in the West and became farmers.
   (3) They became discouraged with America and returned to their homelands.
   (4) They were easily assimilated into mainstream American culture.

5. Between 1890 and 1915, the majority of immigrants to the United States were labeled “new immigrants” because they were
   (1) considered physically and mentally superior to earlier immigrants
   (2) forced to settle in the cities of the Midwest
   (3) from China, Japan, and other Asian countries
   (4) culturally different from most earlier immigrants

6. Between 1880 and 1920, the majority of the “new” immigrants to the United States came from
   (1) northern and western Europe
   (2) southern and eastern Europe
   (3) Canada and Latin America
   (4) China and Southeast Asia

7. During the late 1800s and early 1900s, where did most of the immigrants to the United States settle?
   (1) urban centers of the Northeast
   (2) plantations of the New South
   (3) mining areas of the Far West
   (4) farming regions of the Great Plains
THE AMERICAN WALL, AS CONGRESSMAN BURNEIT WOULD BUILD IT.

UNCLE SAM: You're welcome in—if you can climb it!

Explain the meaning of the image:

________________________________________________________________________

What do you think the Congressman feared?

________________________________________________________________________

Why were some Americans threatened by the "New Immigrants"?

________________________________________________________________________

Many years have passed since the arrival of the "New Immigrants" and it is interesting to reflect on what happened to their children and grandchildren. Were the descendants acculturated; assimilated?

________________________________________________________________________
A Puck magazine cartoon of 1880 expressed the American's image of his country's immigration policies. A decade later Puck expressed the view of citizens who urged severe restrictions on immigration. Explain the meaning of the political cartoon.

Explain the meaning of the political cartoon:

Why did attitudes regarding immigration change?
Nativists

US History

“One response to the growth in immigration was nativism, or overt favoritism toward native-born Americans. Nativism gave rise to anti-immigrant groups and led to a demand for immigration restrictions. Many nativists believed that Anglo-Saxons – the Germanic ancestors of the English – were superior to other ethnic groups. These nativists did not object to immigrants from the ‘right’ countries. Prescott F. Hall, a founder in 1894 of the Immigration Restriction League, identified desirable immigrants as ‘British, German, and Scandinavian stock, historically free, energetic, progressive.’ Nativists thought that problems were caused by immigrants from the ‘wrong’ countries – ‘Slav, Latin, and Asiatic races, historically down-trodden…and stagnant.’ Nativists sometimes objected more to immigrants’ religious beliefs than to their ethnic backgrounds. Many native-born Americans were Protestants and thought that Roman Catholic and Jewish immigrants would undermine the democratic institutions established by the country’s Protestant founders.

Nativism also found a foothold in the labor movement, particularly in the West, where native-born workers feared that jobs would go to Chinese immigrants, who would accept lower wages. The depression of 1873 intensified anti-Chinese sentiment in California. Work was scarce, and labor groups exerted political pressure on the government to restrict Asian immigration. The founder of the Workingmen’s Party, Denis Kearney, headed the anti-Chinese movement in California. He made hundreds of speeches throughout the state, each ending with the message, ‘The Chinese must go!’

In 1882, Congress slammed the door on Chinese immigration for ten years by passing the Chinese Exclusion Act. This act banned entry to all Chinese except students, teachers, merchants, tourists, and government officials. In 1892, Congress extended the law for another ten years. In 1902, Chinese immigration was restricted indefinitely; the law was not repealed until 1943. The fears that had led to anti-Chinese agitation were extended to Japanese and other Asian people in the early 1900s. In 1906, the local board of education in San Francisco segregated Japanese children by putting them in separate schools. When Japan raised an angry protest at this treatment of its emigrants, President Theodore Roosevelt worked out a deal. Under the Gentlemen’s Agreement of 1907-1908, Japan’s government agreed to limit emigration of unskilled workers to the United States in exchange for the repeal of the San Francisco segregation order.” ~ The Americans

1. The Chinese Exclusion Act
(1) Allowed the development of ethnic ghettos for immigrants
(2) Was the first law to prevent immigrants from practicing their religions
(3) Excluded an immigrant group from working in certain parts of the country
(4) Was the first law to prevent an ethnic group from entering the United States

2. With which of the following statements would a nativist agree?
(1) “Immigrants should seek economic opportunities in the United States.”
(2) “Immigrants improve the nation.”
(3) “Immigrants need to assimilate.”
(4) “Immigrants steal jobs from Americans, people born in this country.”
<table>
<thead>
<tr>
<th>Cultural Pluralism Versus the Melting Pot:</th>
<th>Nativism:</th>
<th>Immigration Restrictions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* &quot;Melting Pot&quot;</td>
<td>* Anti-immigrant attitude</td>
<td>a) At times, Congress responded to nativist sentiments with the passage of restrictive legislation.</td>
</tr>
<tr>
<td>- a mixture of people of different cultures and races who blend together by abandoning their native languages and customs</td>
<td>* The Ku Klux Klan was a racist organization that originated as primarily an anti-black organization during the Civil War era and resurfaced as an anti-Semitic, anti-Catholic, and anti-immigrant group in the 20th century</td>
<td>* The Chinese Exclusion Act (1882) – restricted Chinese immigration for a 10-year period</td>
</tr>
<tr>
<td>* &quot;Cultural Pluralism&quot;</td>
<td></td>
<td>* Gentleman’s Agreement (1907) – Japan persuaded to deny passports to those who wanted to emigrate</td>
</tr>
<tr>
<td>- The idea that different ethnic groups become Americanized but also maintain a degree of their cultural heritage.</td>
<td></td>
<td>* Literacy Test (1917) – Immigrant required to pass literacy test in either English or another language</td>
</tr>
<tr>
<td>~ U.S. History and Government</td>
<td></td>
<td>* Immigration Act of 1921 – Quotas were established to limit the number of immigrants from countries deemed undesirable</td>
</tr>
</tbody>
</table>

1- Explain the concept of the "melting pot."

2- Define "cultural pluralism".

4- Define nativism.

5- What did nativists fear?

6- What is the Ku Klux Klan?

7- How did representatives in Congress sometimes respond to nativist concerns?

8- What was the Chinese Exclusion Act?

9- What was the Gentleman’s Agreement?

10- What was the Literacy Test?

11- Does nativism still exist in the United States? Explain your answer.
An Anti-Catholic cartoon by Thomas Nast (1871)

Identify the images that reflect the Anti-Catholic bias of the cartoonist:

1. Which expression most accurately illustrates the concept of nativism?
   (1) “Help Wanted – Irish Need Not Apply”
   (2) “Go West, young man.”
   (3) “America – first in war and peace”
   (4) “The only thing we have to fear, is fear itself.”

2. Between 1880 and 1920, the majority of the “new” immigrants to the United States came from
   (1) northern and western Europe
   (2) southern and eastern Europe
   (3) Canada and Latin America
   (4) China and Southeast Asia

3. The Gentlemen’s Agreement, literacy tests, and the quota system were all attempts by Congress to restrict
   (1) immigration
   (2) property ownership
   (3) voting rights
   (4) access to public education

4. Between 1890 and 1915, the majority of immigrants to the U.S. were labeled “new immigrants” because they were
   (1) considered physically and mentally superior to earlier immigrants
   (2) forced to settle in the cities of the Midwest
   (3) from China, Japan, and other Asian countries
   (4) culturally different from most earlier immigrants
Speaker A: “Our nation has grown and prospered from the ideas and labor of immigrants. The nation has been enriched by immigrants from different nations who brought new ideas and lifestyles, which have become part of American culture.”

Speaker B: “United States industries are competing with established European manufacturers. To prosper, American industries need the vast supply of unskilled labor that is provided by immigrants.”

Speaker C: “Immigrants are taking jobs at low wages without regard for long hours and workers’ safety. American workers must unite to end this unfair competition.”

Speaker D: “Immigrants arrive in American cities poor and frightened. They are helped to find jobs or housing. These newcomers should show their gratitude at voting time.”

5. Which speaker is most clearly expressing the melting pot theory?
(1) A  
(2) B  
(3) C  
(4) D

6. Speaker D is expressing an opinion most like that of a
(1) labor union member
(2) religious leader
(3) factory owner
(4) political party boss

7. The data in the chart support the idea that the immigration laws of 1921 and 1924 were primarily designed to

<table>
<thead>
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<tbody>
<tr>
<td>Immigrants from</td>
</tr>
<tr>
<td>northern and</td>
</tr>
<tr>
<td>western Europe</td>
</tr>
<tr>
<td>Average annual flow, 1907-1914</td>
</tr>
<tr>
<td>170,000</td>
</tr>
<tr>
<td>Quotas under Act of 1921</td>
</tr>
<tr>
<td>155,000</td>
</tr>
<tr>
<td>Quotas under Act of 1924</td>
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<tr>
<td>150,000</td>
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Source: Thomas A. Bailey et al., The American Pagent: D.C. Heath and Co., 1999 (adapted)

(1) stop illegal entry into the country  
(2) admit skilled workers  
(3) encourage immigration from southern Europe  
(4) reduce immigration from specific regions

8. Which of the following is true of the Chinese Exclusion Act?
(1) It decreased Chinese immigration  
(2) It resulted in segregated classrooms.  
(3) It was agreed to by Chinese immigrants and the United States.  
(4) It prohibited Chinese Americans from working in industrial jobs.

How does this late 19th century political cartoon reveal the attitudes of nativists towards the Chinese?
Reading: Jacob Riis

"Jacob Riis, a police reporter whose work appeared in several New York newspapers, documented the living and working conditions of the poor. Through articles, books, photography, and lantern-slide lectures, Riis served as a mediator between working-class, middle-class, and upper-class citizens.

Riis argued for better housing, adequate lighting and sanitation, and the construction of city parks and playgrounds. He portrayed middle-class and upper-class citizens as benefactors and encouraged them to take an active role in defining and shaping their communities. Riis believed that charitable citizens would help the poor when they saw for themselves how ‘the other half’ lived."

~ Virginia.edu

Jacob Riis, *Five Cents Lodging, Bayard Street*, c. 1889

Identify as three images in the photograph that reveal the hardships and sufferings of the poor:

1-

2-

3-

Do you believe that it is the responsibility of government to alleviate poverty? Explain your answer.
Primary Source Reading: Presentation Speech by Halvdan Koht, member of the Nobel Committee, on December 10, 1931, to Jane Addams

Note: (Laura) Jane Addams (September 6, 1860-May 21, 1935) won worldwide recognition in the first third of the twentieth century as a pioneer social worker in America, as a feminist, and as an internationalist.

The Speech:

...In honoring Jane Addams, we also pay tribute to the work which women can do for peace and fraternity among nations. The old concept implied that woman was the source of nearly all sin and strife on earth. Popular tradition and poetry would also have it that women were frequently the cause of the wars waged by kings and nations. I know of only one legend to the contrary, the story of the Sabine women who threw themselves between their Roman fathers and brothers and their Sabine husbands.

In modern times the poets, starting with Goethe, Ibsen, and Bjørnson, have seen women in a different light; in their eyes women reflect the highest and purest moral standards of society. And no man has placed greater faith in the work of women for the cause of peace than did Bjørnson. It is this new position acquired by women in the society of our time, their new independence in relation to men, that gave us reason to anticipate that they would constitute a new force in the work for peace. Bjørnson seemed to see women as bringing «the spirit of calm to the tumult of battle», with the prayer that love should prevail over the passion to kill, and to believe that when women obtained power in society and in the state, the very spirit of war must die.

We must nevertheless acknowledge that women have not altogether fulfilled the hopes we have placed in them. They have allowed too much scope to the old morality of men, the morality of war. In practical politics we have seen too little of that love, that warm maternal feeling which renders murder and war so hateful to every woman. But fortunately we have seen something of this feminine will which revolts against war. Whenever women have organized, they have always included the cause of peace in their program. And Jane Addams combines all the best feminine qualities which will help us to develop peace on earth.

Twice in my life, once more than twenty years ago and now again this year, I have had the pleasure of visiting the institution where she has been carrying on her lifework. In the poorest districts of Chicago, among Polish, Italian, Mexican, and other immigrants, she has established and maintained the vast social organization centered in Hull-House. Here young and old alike, in fact all who ask, receive a helping hand whether they wish to educate themselves or to find work. When you meet Miss Addams here — be it in meeting room, workroom, or dining room — you immediately become poignantly aware that she has built a home and in it is a mother to one and all. She is not one to talk much, but her quiet, greathearted personality inspires confidence and creates an atmosphere of goodwill which instinctively brings out the best in everyone."

1- What is the presenter’s point of view regarding women?

2- What does the presenter reveal about Jane Addams?
The Gilded Age, Robber Barons, and Reform

Do Now:
“Mark Twain called the late 19th century the ‘Gilded Age.’ By this, he meant that the period was glittering on the surface but corrupt underneath. In the popular view, the late 19th century was a period of greed...Robber Barons...scandal-plagued politics, and vulgar display.

It is easy to caricature the Gilded Age as an era of corruption, conspicuous consumption, and unfettered capitalism. But it is more useful to think of this as modern America’s formative period, when an agrarian society of small producers were transformed into an urban society dominated by industrial corporations.

The late 19th century saw the creation of a modern industrial economy. A national transportation and communication network was created, the corporation became the dominant form of business organization, and a managerial revolution transformed business operations.

...[But] the Gilded Age was also an era of reform. The Civil Service Act sought to curb government corruption by requiring applicants for certain governmental jobs to take a competitive examination. The Interstate Commerce Act sought to end discrimination by railroads against small shippers and the Sherman Antitrust Act outlawed business monopolies.

These were turbulent years that saw labor violence, rising racial tension, militancy among farmers, and discontent among the unemployed. Burdened by heavy debts and falling farm prices, many farmers joined the Populist Party, which called for an increase in the amount of money in circulation, government assistance to help farmers repay loans, tariff reductions, and a graduated income tax.”

~ uh.edu

Questions:

1- Why did Mark Twain call the late 19th century “the Gilded Age”?

2- According to the author of this text, what might it be more useful to think of the late 19th century as?

3- What are some of the significant changes that occurred in the nation’s infrastructure and in business during the late 19th century?

4- Identify three important reforms during the Gilded Age and briefly explain each one:

5- Why was the Gilded Age also a turbulent time?
### Analyze the following chart:

<table>
<thead>
<tr>
<th>Robber Barons:</th>
<th>Significant Industrialists:</th>
<th>Reforms:</th>
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</table>
| 1- Because of the lavish lifestyle of those who became rich from industry, the period from 1865 to 1900 became known as the Gilded Age | **Andrew Carnegie:**  
1- Worked his way up from a penniless immigrant to become one of America’s richest and most powerful men  
2- His steel mills undercut all competition  
3- His workers put in 12-hour shifts at very low wages  
4- He crushed any attempts by his workers to unionize  
5- He spent much of his later life giving away his fortune to support education, libraries, medical research, and world peace | **Government leaders**  
strongly believed in free market capitalism but as some abuses of big business were so glaring, Congress began to regulate business. |
| 2- Business entrepreneurs began to exercise a dominant influence on American life | **John D. Rockefeller:**  
1- He formed Standard Oil Company in 1870  
2- He forced railroad companies to give him special, secret rates for shipping oil, while charging competitors higher prices  
3- By 1900, he controlled almost 90% of all oil refining in the nation  
4- Like Carnegie, he gave millions to education and science | **Interstate Commerce Act**  
(1887):  
1- Prohibited unfair practices by railroads such as charging more for shorter routes  
2- A special regulatory commission, the Interstate Commerce Commission, was established to enforce the act |
| 3- Some observers thought of these entrepreneurs as captains of industry because they helped forge the modern industrial economy | | **Sherman Antitrust Act**  
(1890):  
1- Was passed to check the spread of monopolies  
2- It made unfair monopoly practices illegal  
3- The act marked a significant change in the attitude of Congress towards the abuses of big business |  

### Questions:

1- Why was the period from 1865 to 1900 referred to as the Gilded Age?

2- Why did some observers view certain successful entrepreneurs as “captains of industry”??
3- How were these industrialists able to lower the prices of many goods?

4- Why did some observers refer to these captains of industry as “robber barons”?

5- Who was Andrew Carnegie?

6- What did his steel mills do?

7- Provide examples of his treatment of workers:

8- However, Andrew Carnegie was a philanthropist (engaged in charitable activities). Provide examples of his philanthropy:

9- Who was John D. Rockefeller?

10- How was John D. Rockefeller similar to Andrew Carnegie?

11- What is a monopoly?

12- How do monopolies affect the market?

13- How do monopolies affect consumers?

14- Why were reforms needed in the realm of the economy?

15- What was the Interstate Commerce Act?

16- What was the Sherman Antitrust Act?

17- How did these Acts affect free market capitalism?
1. The Federal Trade Commission, the Interstate Commerce Commission, and the Federal Communications Commission are similar in that each (1) represents the interests of big business (2) is specifically provided for in the United States Constitution (3) has the power to formulate and enforce regulations (4) must get approval from the states to carry out national laws

2. After the Civil War, one way business leaders tried to eliminate competition was by (1) forming monopolies or trusts (2) developing overseas markets (3) increasing the prices of their products (4) paying high wages to their workers

3. During the latter half of the 19th century, many business organizations in the United States combined into large corporations because (1) income levels for workers would be improved (2) government intervention in economic affairs would decline (3) efficiency in production methods could be increased (4) economic possibilities outside the United States could be explored

4. Which term best describes United States economic policy during the era of the rise of big business (1865-1900)? (1) laissez-faire capitalism (2) mercantilism (3) Marxism (4) welfare-state capitalism

5. Many reformers who opposed the laissez-faire attitude of the late 19th century argued that (1) the National Government should not interfere in the activities of big business ...big business (2) national wealth could best be assured by the accumulation of gold (3) the idea of rugged individualism is vital to the nation’s economic growth (4) government should protect society through the regulation of business

6. In response to the demands of farmers and small business owners, Congress enacted laws in the late 19th century that (1) supported the organization of farm cooperatives (2) regulated the activities of railroads and trusts (3) provided direct payments to farmers to help them buy modern machinery (4) dropped tariff rates to the lowest point in the century

7. A negative effect of holding companies, mergers, and pools on the United States during the late 19th century was that these combinations (1) encouraged the Federal Government to spend more than its income (2) reduced the need for labor unions (3) decreased competition between businesses (4) ended United States participation in inter-national trade
"History repeats itself—the robber barons of the Middle Ages and the robber barons of today."

This nineteenth century cartoon depicts wealthy industrialists as "robber barons" - an allusion to the feudal lords of the Middle Ages who charged extravagant fees to travelers who passed through their lands. This perspective was based on the assumption that the enormous wealth of industrial leaders such as Andrew Carnegie, J.P. Morgan and John D. Rockefeller was gained through the exploitation of their workers and their influence on elected officials. ~ eyewitnesstohistory.com

What do these images reveal about big business in the Gilded Age?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What is the meaning of the images?

Source: Joseph J. Keppler, 1890, (adapted)
# Plessy, Washington, and DuBois

**US History**

**Do Now:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1- Plessy, a racially mixed man, sat in a railroad car where only whites were permitted.</td>
<td>1- Booker T. Washington was born into slavery in 1856.</td>
<td>1- W.E.B. DuBois was the first African American to obtain a Ph.D. from Harvard University and became a notable historian and writer.</td>
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<tr>
<td>2- He was arrested for violating a state law that provided “separate but equal” facilities for non-whites.</td>
<td>2- In 1881, he founded the Tuskegee Institute in Alabama.</td>
<td>2- Unlike Booker T. Washington, DuBois urged the next generation of African Americans to move in a new direction.</td>
</tr>
<tr>
<td>3- Plessy said this law violated his “equal protection” rights under the 14th Amendment.</td>
<td>3- In 19011, he wrote Up From Slavery, an autobiography.</td>
<td>3- DuBois believed African Americans should agitate for full social and political equality immediately and not rest content with an inferior social and economic status.</td>
</tr>
<tr>
<td>4- The Supreme Court held that so long as a state provided “equal” facilities, it could legally separate African Americans from whites.</td>
<td>4- Washington believed that African Americans should first concentrate their efforts on trying to achieve economic independence before seeking full social equality.</td>
<td>4- In his writings, DuBois encouraged African Americans not to define themselves as whites saw them, but to take pride in their dual heritages – as both Africans and Americans.</td>
</tr>
<tr>
<td>5- The decision allowed the continuation of “separate but equal” facilities – resulting in whites and African Americans attending different schools, using different water fountains, and bathing in different public beaches.</td>
<td>5- He believed economic prosperity could best be achieved by vocational training and practical, job-related education.</td>
<td>5- In 1909, he helped form the National Association for the Advancement of Colored People (N.A.A.C.P.) – to win rights through the courts.</td>
</tr>
</tbody>
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1- Who was Plessy and why was he arrested?
2- What Amendment did Plessy state was being violated? Why?

3- What did the Supreme Court rule at the time?

4- What did the Court’s decision allow?

5- Who was Booker T. Washington and what was significant about his early years?

6- What book did Booker T. Washington write?

7- What did Booker T. Washington found?

8- What did Booker T. Washington believe African Americans should focus on first?

9- How did Booker T. Washington believe economic prosperity could be achieved?

10- Who was W.E.B. DuBois and why was he significant?

11- What did W.E.B. DuBois believe?

12- How did the ideas of W.E.B. DuBois differ from the ideas of Booker T. Washington?

13- How did W.E.B. DuBois encourage African Americans to see themselves?

14- What organization did W.E.B. DuBois help found?

15- Given the circumstances at the time, who would you have agreed with: Booker T. Washington or W.E.B. Dubois? Why?

16- What is most surprising about the information presented in the chart? Why?
Multiple-Choice Questions:

1. The Supreme Court decision in *Plessy v. Ferguson* (1896) affected African Americans by
   (1) granting voting rights
   (2) expanding civil rights
   (3) upholding racial segregation
   (4) guaranteeing equal wages

2. Which statement best describes how the status of African Americans in the South changed soon after the end of Reconstruction in 1877?
   (1) The Supreme Court consistently supported civil rights for African Americans.
   (2) Poll taxes and literacy tests were eliminated for African Americans.
   (3) Increasing numbers of African Americans were elected to public office.
   (4) African Americans faced increasing discrimination and segregation.

3. The Supreme Court decision in the case of *Plessy v. Ferguson* (1896) affected civil rights in the United States by
   (1) ruling that segregated public schools were unconstitutional
   (2) rejecting the legal basis of Jim Crow laws
   (3) approving racial segregation in public facilities
   (4) strengthening the protections of the 14th amendment

4. The formation of the National Association for the Advancement of Colored People (NAACP) and the Anti-Defamation League (ADL) was primarily a response to
   (1) racism and prejudice
   (2) nationalism and patriotism
   (3) abolition and temperance

5. One idea that both Booker T. Washington and W. E. B. Du Bois supported is that
   (1) African Americans should have increased civil rights
   (2) vocational training was the best approach to education
   (3) immigration was responsible for racial segregation
   (4) Jim Crow laws were needed to help African Americans

6. In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming
   (1) conductors on the Underground Railroad
   (2) workers in Northern factories
   (3) sharecroppers on Southern farms
   (4) gold miners in California

7. The Supreme Court decision in *Plessy v. Ferguson* (1896) had a major impact on the lives of African Americans because it ruled that
   (1) segregation was illegal in educational institutions
   (2) voting was a right guaranteed by the Constitution
   (3) separate but equal public facilities were legal
   (4) military occupation of the South was Unconstitutional

8. Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of
   (1) the 14th and 15th amendments
   (2) the Freedmen’s Bureau
   (3) Black Codes
   (4) tenant farming and sharecropping
Primary Source:  
Plessy v. Ferguson, 163 U.S. 537 (1896)

"In Plessy v. Ferguson the Supreme Court held that the state of Louisiana did not violate the Fourteenth Amendment by establishing and enforcing a policy of racial segregation in its railway system. Justice John Marshall Harlan wrote a memorable dissent to that decision."


Judge Harlan’s dissent

...It was said in argument that the statute of Louisiana does not discriminate against either race but prescribes a rule applicable alike to white and colored citizens. But this argument does not meet the difficulty. Everyone knows that the statues in question had its origin in the purpose, not so much to exclude white persons from railroad cars occupied by blacks, as to exclude colored people from coaches occupied by or assigned to white persons. Railroad corporations of Louisiana did not make discrimination among whites in the matter of accommodation for travellers. The thing to accomplish was, under the guise of giving equal accommodations for whites and blacks, to compel the latter to keep to themselves while travelling in railroad passenger coaches. No one would be so wanting in candor as to assert the contrary. The fundamental objection, therefore, to the statues is that it interferes with the personal freedom of citizens....If a white man and a black man choose to occupy the same public conveyance on a public highway, it is their right to do so, and no government, proceeding alone on grounds of race, can prevent it without infringing the personal liberty of each....

The white race deems itself to be the dominant race in this country. And so it is, in prestige, in achievements, in education, in wealth, and in power. So, I doubt not, it will continue to be for all time, if it remains true to its great heritage and holds fast to the principles of constitutional liberty. But in the view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution in color-blind and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved...

The arbitrary separation of citizens, on the basis of race, while they are on a public highway, is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds."

Questions:

1- What does Judge Harlan believe is the basis for Louisiana’s segregation?
2- What is the fundamental objection to the Louisiana statue?

3- What does Judge Harlan mean when he writes that the Constitution is color-blind?

4- What is Judge Harlan’s conclusion about “the arbitrary separation of citizens”?

5- Explain your position on this issue.

Analyze the following image:

Questions:

1- What does this image reveal about Jim Crow segregation?

2- How does this image support Judge Harlan’s dissent?

3- Can separate ever be equal? Explain your answer.

4- Identify Americans who challenged segregation:
A Professor’s Perspective on Teaching about Jim Crow Segregation:
"Displaying photos of segregated water fountains utterly fails to convey how Jim Crow’s long reign shaped life for generations of African American and white Southerners. Whether in neighborhood stores or on public sidewalks, segregation established an intricate set of rules to govern every kind of interracial contact that were reinforced by its repeated daily humiliations. Laws and practices that assigned African American laborers the most menial and lowest-paying jobs and kept them out of labor unions ensured their economic subordination.

White newspapers stirred fears of black criminality and white police often arrested black people for the most minor infractions. As the primary source from the Cleveland Advocate in 1918 suggests, all-white juries and white judges punished African Americans more severely than whites, even when whites had committed the greater crime...More broadly, Southern courts sentenced a disproportionate number of African Americans to chain gangs and prison.

Segregation literally rendered African American life less valuable than white life. Black Southerners had higher mortality rates, for example, because they lived in areas where white officials did not invest in improving sanitation and because the lack of public spending on health services for black people typically meant fewer hospitals and treatment options. An untold number of black adults and black children died as a result."
~ Katherine Mellen Charron [Associate Professor of History at North Carolina State University]; teachinghistory.org

Questions:

1- Why does Professor Charron believe that “displaying photographs of segregated water fountains utterly fail to convey how Jim Crow’s long reign shaped life for generations of African Americans”?

2- What examples does Professor Charron provide that demonstrate the oppression of African Americans under Jim Crow segregation?

3- How does this reading passage increase your understanding of Jim Crow segregation?

4- What then might be a more effective way to teach the effects of Jim Crow segregation on African Americans? Explain your answer.