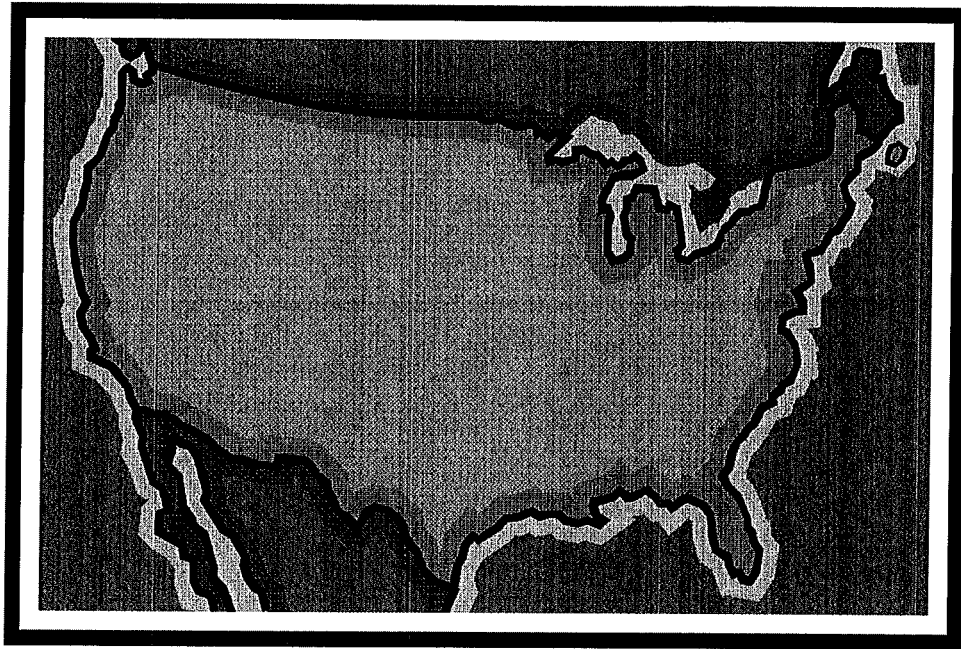


# **US History**



## **Chapter 16: Life at the Turn of the Century 1877-1917**

**Section 1: Science and Urban Life**

**Section 2: Education and Culture**

**Section 3: Segregation and Discrimination**

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



# Chapter 16: Life at the Turn of the Century, 1877-1917

## Section 1: Science and Urban Life

Louis Sullivan \_\_\_\_\_

Daniel Burnham \_\_\_\_\_

Frederick Law Olmsted \_\_\_\_\_

Orville and Wilbur Wright \_\_\_\_\_

George Eastman \_\_\_\_\_

AIRPLANES

Brooklyn Bridge

Print Revolution

George Eastman

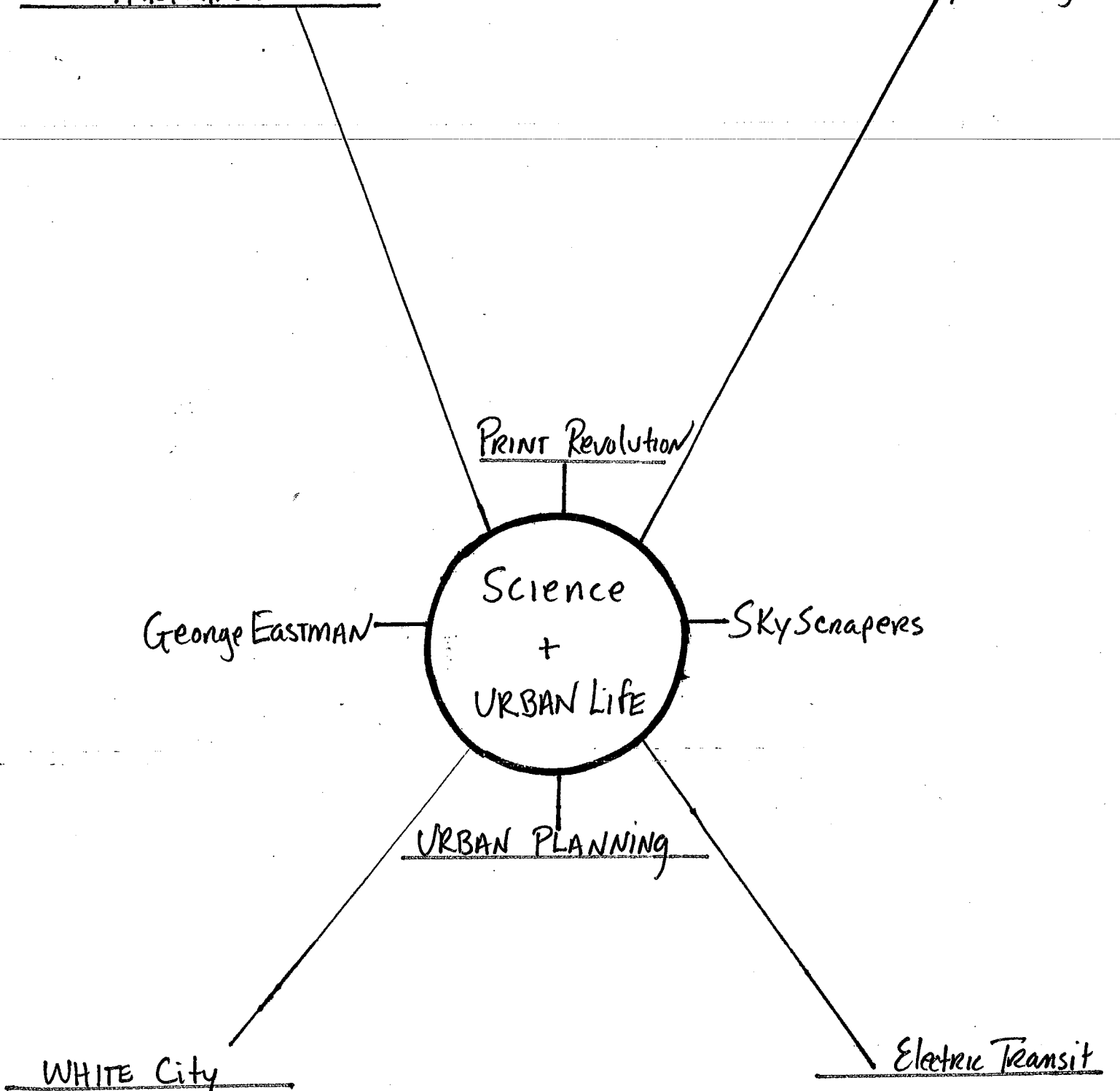
Science  
+  
URBAN Life

SkyScrappers

URBAN PLANNING

WHITE City

Electric Transit



## Section 2: Education and Culture

Booker T. Washington \_\_\_\_\_

Tuskegee Normal and Industrial Institute \_\_\_\_\_

W. E. B. Du Bois \_\_\_\_\_

Niagara Movement \_\_\_\_\_

Niagna Movement

Enculturation

Technology + Education

Tuskegee Normal + Industrial

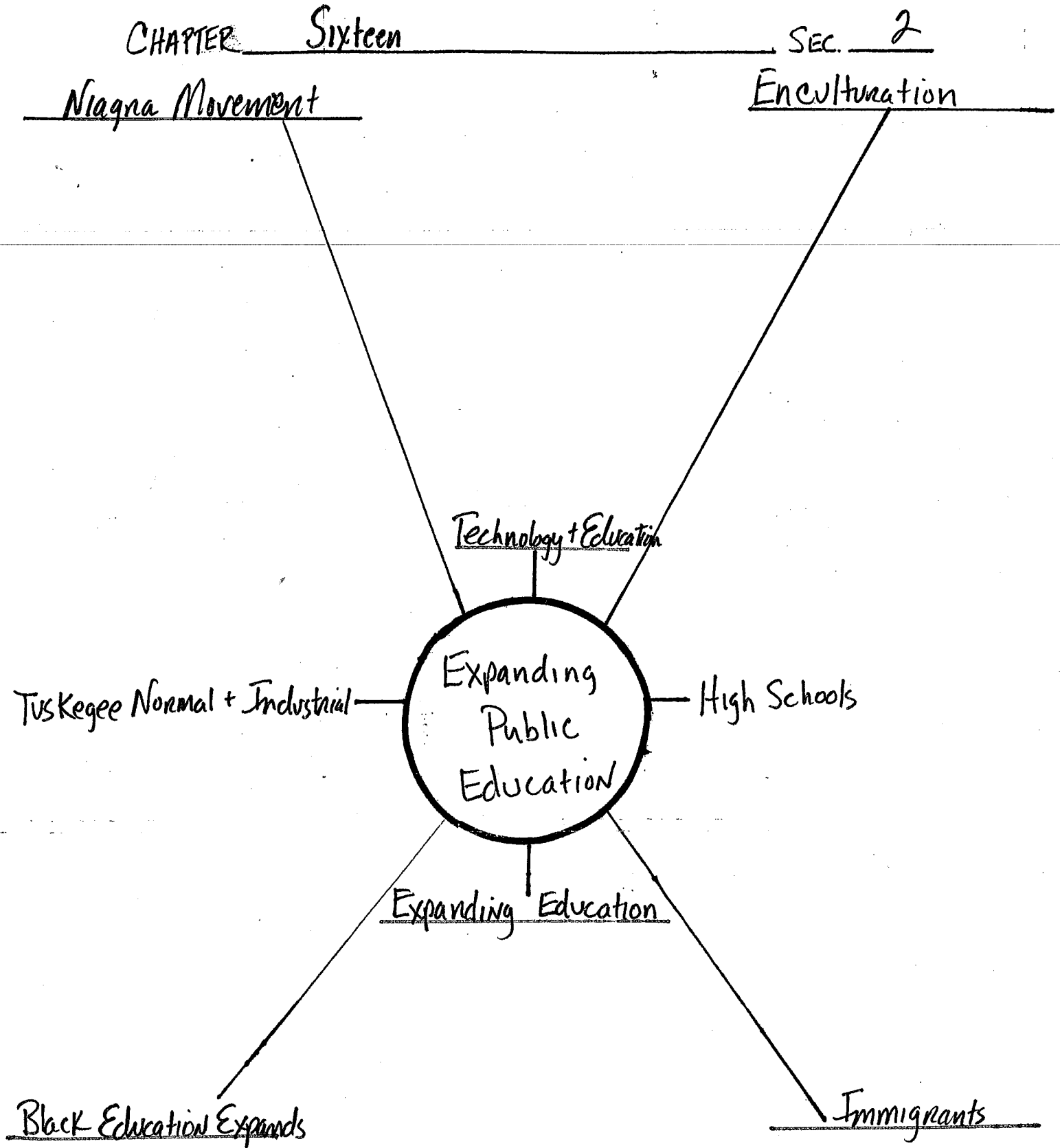
Expanding  
Public  
Education

High Schools

Expanding Education

Black Education Expands

Immigrants



### Section 3: Segregation and Discrimination

Ida B. Wells \_\_\_\_\_

poll tax \_\_\_\_\_

grandfather clause \_\_\_\_\_

segregation \_\_\_\_\_

Jim Crow laws \_\_\_\_\_

*Plessy v. Ferguson* \_\_\_\_\_

debt peonage \_\_\_\_\_

National Reclamation Act

After Reconstruction

Chinese Exclusion Act

North Discriminates

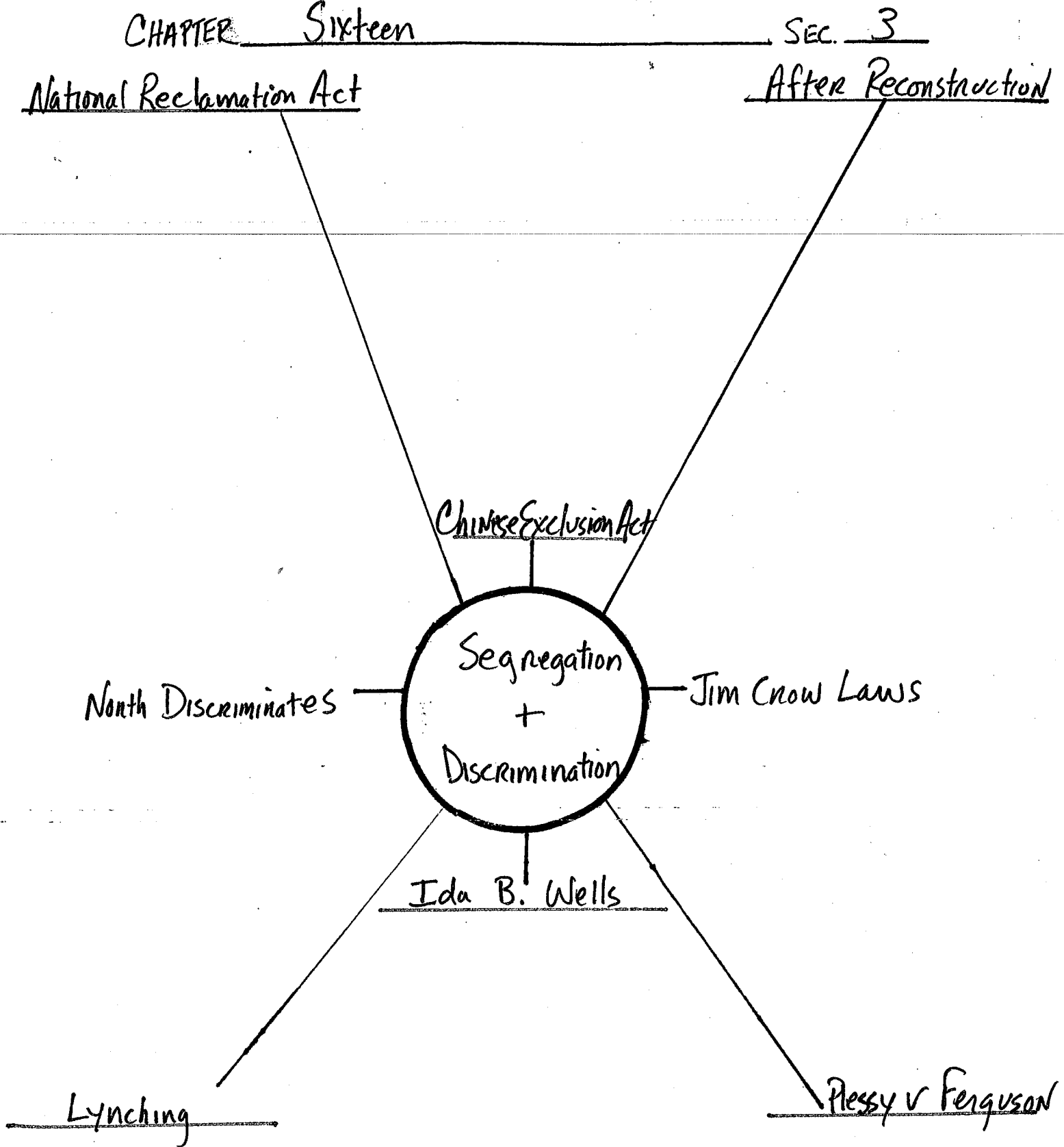
Segregation  
+  
Discrimination

Jim Crow Laws

Ida B. Wells

Lynching

Plessy v Ferguson





**Case 6: Civil Rights Cases (1883)****Private Discrimination**

**THE ISSUE** Under the Constitution, can Congress pass a law preventing private businesses from discriminating against people because of their race or color?

**WHAT'S AT STAKE**

Whether Americans can be discriminated against in their daily life.

**FACTS AND BACKGROUND**

After the Civil War (1861–1865), Congress passed the Civil Rights Act of 1875. The Act made it a crime to deny to anyone the “full and equal enjoyment” of railways and other transportation. It also required that all people be treated equally in hotels, theaters, and other places of public amusement. The law applied to people of every race and color, regardless of any previous condition of *servitude* [slavery]. Under the Act, privately owned businesses could not discriminate, either.

Some private business owners did not obey the law. They discriminated against African Americans. The U.S. Supreme Court combined and heard five such cases and issued one decision.

**THE DECISION**

The eight-member majority struck down the law. Justice Joseph P. Bradley wrote the opinion. In the Court's view, the 14th Amendment (which outlawed discrimination by a state) did not authorize the Act. “Individual invasion of individual rights is not the subject-matter of the amendment,” Bradley wrote. “The wrongful act of an individual . . . is simply a private wrong.” Congress could pass a law prohibiting a state from violating individual rights. It could not pass a law prohibiting private individuals or businesses from discriminating.

Bradley then turned to whether the 13th Amendment (which outlawed slavery) authorized the Act. Wasn't private discrimination against former slaves a *badge* [mark] of slavery? The Court said that it was not. Bradley's opinion added that such a broad reading of the 13th Amendment would make a freed former slave “the special favorite of the laws.”

**THE DISSENT**

Justice John Marshall Harlan was the only dissenter. He said the majority was wrong. To Harlan, the 13th Amendment should be read broadly to give Congress the power to ensure the rights of freed people. Harlan said that

private discrimination was a “badge of slavery” that Congress had a right to outlaw under the 13th Amendment. “It is not the words of the [amendment] but the internal sense of it that makes the law,” he wrote. “The letter of the law is the body; the sense and reason of the law is the soul.”

### THE IMPACT OF THE DECISION

The decision helped usher in the “Jim Crow” era of discrimination against African Americans. (During the Jim Crow era, roughly the 1880s to the 1950s, African Americans, Hispanics, and Native Americans were segregated and suffered discrimination.) The justices said that *states* could outlaw discrimination, and some did eventually. But many states did not act. Businesses were free to discriminate. Not until the Civil Rights Act of 1964 did a federal law outlaw private discrimination.

### HARLAN: THE GREAT DISSENTER

Justice John Marshall Harlan was a Kentuckian who had owned slaves. However, on the Court he became a great defender of equal treatment for all races. He wrote his blistering dissent in the *Civil Rights Cases* with the same pen and inkwell that Chief Justice Taney had used to write the *Dred Scott* decision. (Taney argued that African Americans had no rights. Harlan believed they had equal rights.) In *Plessy v. Ferguson* (1896) he was again the only dissenter.

### QUESTION

1. What do you think Justice Harlan meant by “The letter of the law is the body; the sense and reason of the law is the soul”?

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2. Do you think the amendment outlawing slavery also outlaws discrimination? Why or why not?

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### ONLINE EXTRA

Read the online case of *Heart of Atlanta Motel v. United States*. In it, the U. S. Supreme Court ruled on whether the Civil Rights Act of 1964 was constitutional. What did the Court decide? What was its reasoning? What provision of the Constitution did the Court base its decision on?

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## *Plessy v. Ferguson (1896)*

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### **Vocabulary**

**affirm** To agree or support, as when a higher court agrees with the earlier decision of a lower court.

**"Jim Crow" laws** State laws introduced in the South after reconstruction to give official support to segregation.

### **Reviewing the Case**

On June 7, 1892, Homer Plessy purchased a first-class ticket for a train of the East Louisiana Railway, traveling from New Orleans to Covington, Louisiana. Plessy was of mixed Caucasian and African descent, having had one black great-grandparent. Although Plessy looked white, he was considered black under state law. Plessy took a seat in a car reserved exclusively for white passengers but was told by the conductor that he would have to move to the car for African Americans. Plessy refused to move. The conductor then called local police, who removed Plessy from the train and put him in jail.

Plessy's arrest and imprisonment were based on an 1890 act of the Louisiana legislature. The law required separate railroad cars for "the white and colored races." It said that all railway companies carrying passengers in Louisiana must provide "equal but separate accommodations" for the different races, either by having at least two cars on the train or by dividing a single car with a partition.

No one was to be allowed to occupy a coach other than the one assigned to him or her by train officials. Any passenger who insisted on going into the wrong coach or compartment could be fined \$25 or put in jail for up to twenty days.

Plessy pleaded not guilty to the charges against him but was convicted. He appealed to the state supreme court on the grounds that the law was unconstitutional because it conflicted with both the Thirteenth and Fourteenth Amendments. The state supreme court, however, **affirmed** the decision of the trial court. Plessy then asked the U. S. Supreme Court to review the case. The issue be-

fore the Court: Does the Louisiana statute establishing separate railroad cars or sections for black and white passengers violate the Thirteenth and Fourteenth Amendments and exceed the lawful police powers of the state?

The Supreme Court ruled by a 7-1 vote to affirm the decisions of the lower courts against Plessy. Justice Henry Brown wrote the majority opinion. The only dissenting vote was Justice John Marshall Harlan, who often voted to uphold black civil rights in cases of this era. (Harlan was the grandfather of Justice John Marshall Harlan who served on the Court from 1955 to 1971.) One justice did not hear the case or participate in the decision.

In the majority opinion, the Court ruled that the Thirteenth Amendment (which was not the main point of Plessy's case) did not apply because the restriction on seating in no way established any condition of "involuntary servitude." More importantly, the Court ruled that the Louisiana law did not violate the Fourteenth Amendment because it did not restrict blacks any differently from whites. Each race merely had to use its assigned, separate accommodations on the railways. The justices also believed that states had the right and power to follow established social customs and traditions in restricting the mixing of the races in transportation, schools, and other situations.

Justice Brown, referring to the Fourteenth Amendment, wrote for the majority:

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

ority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power.

Justice John Marshall Harlan, however, saw the intent of the Fourteenth Amendment differently. He wrote in his eloquent dissenting opinion:

... in 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 is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.

... 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 effects of the *Plessy* decision were far-reaching. It firmly established the doctrine of "separate but equal" as the law of the land. It legitimized the segregation begun under the southern "**Jim Crow**" laws and extended the legality of those laws nationwide. "Separate but equal" remained an accepted

principle for some 50 years, until the civil rights movement gained strength in the 1950's and 1960's. When it was finally overturned in 1954 (*Brown v. Board of Education*), the Court referred to this decision and to Justice Harlan's powerful dissent in which he said:

The arbitrary separation of citizens, on the basis of race, while they are on a public highway [the railroad], 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.

If evils result from the commingling of the two races upon public highways established for the benefit of all, they will be infinitely less than those that will surely come from state legislation regulating the enjoyment of civil rights upon the basis of race. We boast of the freedom enjoyed by our people above all other peoples. But it is difficult to reconcile that boast with a state of the law which, practically, puts the brand of servitude and degradation upon a large class of our fellow citizens, our equals before the law. The thin disguise of "equal" accommodations for passengers in railroad coaches will not mislead anyone, or atone for the wrong this day done.

Name \_\_\_\_\_ Date \_\_\_\_\_

## ***Plessy v. Ferguson (1896)***

### ***Elements of the Case***

**Directions:** Fill in the appropriate information for each of the following elements of this case.

1. State the issue before the Supreme Court in this case.

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2. What facts of the case were presented to the Court?

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3. What was the decision of the Court? What was the rationale behind it?

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4. What was the effect of the decision?

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Name \_\_\_\_\_

*Plessy v. Ferguson* (cont.)

### ***Evaluation of the Case***

**Directions:** Use your own judgment to evaluate the justices' decision and state your opinion of that decision.

1. Compare the statements of Justices Brown and Harlan. With which did you agree? Explain.

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2. What do you think Justice Harlan meant when he said that Americans would find it difficult to boast about being the freest people on earth? Do you think this is still true today?

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3. Do you think that the long acceptance of "separate but equal" promoted the development of a "class system" in this country? Was "separate" ever really "equal"? Explain.

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## Section 4: The Dawn of Mass Culture

Joseph Pulitzer \_\_\_\_\_

William Randolph Hearst \_\_\_\_\_

Ashcan school \_\_\_\_\_

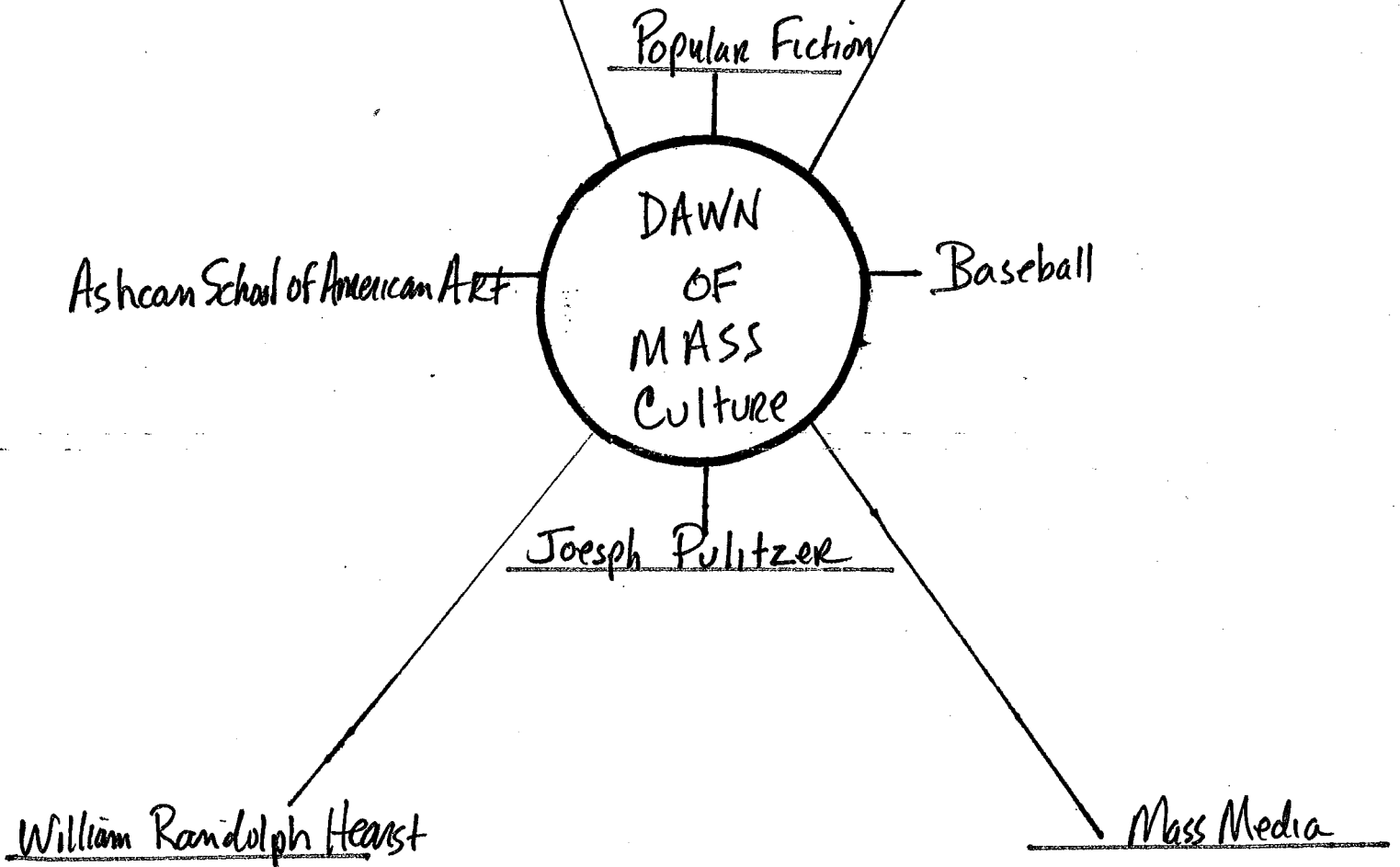
Mark Twain \_\_\_\_\_

rural free delivery (RFD) \_\_\_\_\_

New Ways Selling GoodsLeisurePopular Fiction

Ashcan School of American Art

Baseball

DAWN  
OF  
MASS  
CultureJoseph PulitzerWilliam Randolph HearstMass Media



**Glossary****CHAPTER 16 Life at the Turn of the 20th Century****accommodate** To provide for**belittle** To make someone feel small and unimportant**curriculum** All of the courses of studies offered by a school**discrimination** To judge someone differently based on certain factors, including race**elegant** Refined and graceful; tasteful**exaggerated** That which goes beyond the truth or reality**pulp** The soft inner contents of the stem of a plant**quadrupled** Increased by four times**recreational** Having to do with activities away from work, play**sensational** Intended to stir curiosity or interest**violation** The act of breaking a law or regulation**AFTER YOU READ****Terms and Names****A. Write the letter of the term that best answers the question.**

- a. Booker T. Washington
- b. George Eastman
- c. Joseph Pulitzer
- d. segregation
- e. Louis Sullivan
- f. W. E. B. Du Bois

- \_\_\_\_\_ 1. Who invented the Kodak camera?
- \_\_\_\_\_ 2. Who is the architect who built an early skyscraper in St. Louis?
- \_\_\_\_\_ 3. Who is the African American who founded Tuskegee Normal and Industrial Institute in an effort to enable African Americans to teach and to do agricultural or mechanical work?
- \_\_\_\_\_ 4. Which term refers to the system of separating people on the basis of race?
- \_\_\_\_\_ 5. Who is the newspaper owner who introduced a large Sunday edition featuring comics, sports coverage, and women's news?

**B. If the statement is true, write "true" on the line. If it is false, make it true by changing the underlined word or words and placing the new word on the line.**

- \_\_\_\_\_ 1. Elevator and steel supports helped to make skyscrapers possible.
- \_\_\_\_\_ 2. Booker T. Washington became the first African American to earn a Ph.D.
- \_\_\_\_\_ 3. Jim Crow laws were added to the constitutions of several Southern states to allow white people who could not pass a literacy test or pay a poll tax to vote anyway.
- \_\_\_\_\_ 4. In Plessy v. Ferguson, the Supreme Court ruled in favor of the separation of the races in public facilities.
- \_\_\_\_\_ 5. Montgomery Ward and Sears Roebuck created what became known as "five-and-dime stores."

**AFTER YOU READ (cont.) CHAPTER 16 Life at the Turn of the 20th Century****Main Ideas**

1. How did the methods of communications improve around the turn of the 20th century?

2. How did college and high school change around the turn of the century?

3. How were the works of Thomas Eakins and Mark Twain similar?

4. How did Southern states restrict African Americans politically? Socially?

5. What leisure activities flourished in the late 19th and early 20th centuries?

**Thinking Critically**

Answer the following questions on a separate sheet of paper.

1. Why might someone argue that the federal government played a key role in making African Americans second-class citizens?
2. Consider how you spend your leisure time. Explain how it is similar as well as different from how people spent it at the turn of the 20th century.

US History Chp 16 essay test.

Choose one

1. At the turn of the century, what policies and practices kept African Americans in the South from realizing their full political and social rights? Include:
  - a. voting rights
  - b. segregation
  - c. role of the federal government
  - d. court cases
  
2. Describe the chief characteristics of the educational system at the turn of the 20<sup>th</sup> century, including important changes that were taking place. Include:
  - a. elementary and high schools
  - b. higher education
  - c. the education of African Americans