Why It Matters

As you study Unit 7, you will learn how new technology and industries thrust the United States into the modern era. America’s role in two world wars during the twentieth century made the nation a superpower. Today, the United States continues as a leading nation that strives to meet challenges at home and abroad.

Primary Sources Library

See pages 604–605 for primary source readings to accompany Unit 7.

Use the American history

Primary Source Document Library

CD-ROM for primary sources about Modern America.
“America, at its best, is compassionate.”

—President George W. Bush, 2001 Inaugural Address
Why It Matters

Growth has been a constant part of the American experience. Beginning as a small cluster of colonies on the Atlantic coast, the nation expanded beyond the Mississippi River to the Pacific Ocean. As it became powerful, the United States moved beyond its territorial limits in search of new markets and colonies. The United States also began to take a major role in shaping world affairs.

The Impact Today

The nation’s responsibilities as an international power demand open attitudes to new ideas. Americans adjust to these ideas in ways that assure the future of a free and democratic society.

The American Republic to 1877 Video The chapter 18 video, “The Builders of Our Railroads,” examines the life and hardships that immigrants faced as workers on the railroads.
New York City, East Side 1900  New arrivals crowded into America’s cities and brought with them the cultural heritage of their homelands.

1901  •  President McKinley assassinated
• Albert Einstein announces theory of relativity

1915

1917  •  U.S. enters World War I
• World War I begins

1919  •  Treaty of Versailles signed
• Alexander Fleming discovers penicillin

1920  •  Nineteenth Amendment grants woman suffrage

1927  •  Charles Lindbergh flies across Atlantic

1930

**FOLDABLES**

**Study Organizer**

Organizing Information Study Foldable

The content of Chapter 18 covers a large time span and many important events in American history. To help you understand a large amount of information, you must first organize it. Make this foldable to help you.

**Step 1** Mark the midpoint of a side edge of one sheet of paper. Then fold the outside edges in to touch at the midpoint.

**Step 2** Fold in half from side to side.

**Step 3** Open and cut along the inside fold lines to form four tabs. Label your foldable as shown.

Cut along the fold lines on both sides.

**Reading and Writing** As you read the chapter, write down key ideas under each appropriate tab.
Main Idea
Following the Civil War, settlers began to move west, which led to conflict with Native Americans.

Key Terms
boomtown, transcontinental, vaqueros, reservation

Reading Strategy
Organizing Information  As you read the section, re-create the diagram below and describe the significance of each of the following.

<table>
<thead>
<tr>
<th>Event</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promontory Point</td>
<td></td>
</tr>
<tr>
<td>Homestead Act</td>
<td></td>
</tr>
<tr>
<td>Farmers’ Alliance</td>
<td></td>
</tr>
</tbody>
</table>

Read to Learn
• why settlers moved west.
• why settlers came into conflict with Native Americans.

Section Theme
Geography and History  Railroads led the way west and opened the Great Plains to settlement.

Guide to Reading

Preview of Events

1869  First transcontinental railroad completed
1876  Battle of Little Bighorn
1890  Populist Party organized
1896  McKinley elected president

AN American Story

“We'll cross the bold Missouri, and we'll steer for the West,
And we'll take the road we think is the shortest and the best,
We'll travel over plains where the wind is blowing bleak,
And the sandy wastes shall echo with—Hurrah for Pikes Peak.”
—“The Gold Seekers’ Song”

Miners sang this hopeful song in 1859 as they headed for Pikes Peak, Colorado, where gold had been discovered.

There remained one last frontier for Americans to settle—the Trans-Mississippi West. This area lay between the Mississippi River and the Sierra Nevada Mountains and included the Great Plains, the Rocky Mountains, and the Great Basin. The first white settlers were fur traders who had started moving into the West in the early 1800s. By the time of the Civil War, however, mineral discoveries had drawn another type of pioneer to the West—the miner. Soon, the whole region was a mining frontier.
Settling the West

Miners, ranchers, and farmers settled on the Great Plains, despite resistance from Native Americans. With the closing of this last frontier, the United States fulfilled the dream of Manifest Destiny.

The Mining Boom

In 1858, prospectors found gold in Colorado and Nevada. The gold strikes created boom-towns—towns that grew up almost overnight near mining sites—as thousands of prospectors headed to the region. The miners soon found other metals as well, including copper, lead, and zinc.

The discovery of valuable minerals helped bring the railroads west. Gold, silver, and other ore had little value unless it could be shipped east to factories. Miners also needed food and supplies. Wagons and stagecoaches could not move goods fast enough, but railroads could.

Railroad construction was often supported by large government subsidies—loans and land grants from the government. The first task facing the railroads was to build a transcontinental rail line—one that would span the continent and connect the Atlantic and Pacific coasts. The Union Pacific Company began laying track westward from Nebraska, while the Central Pacific worked eastward from California. On May 10, 1869, the two sets of tracks met at Promontory Point, Utah. The railroads brought a wave of new settlers to the West—ranchers and farmers.

The Cattle Kingdom

When the Spanish settled the Southwest, they brought with them a breed of cattle called long-horns that gradually spread across Texas. At the same time, the Civil War had caused a shortage of beef in the east, driving prices up. To get the cattle to market, the Texas ranchers organized cattle drives—herding hundreds of thousands of cattle north to the railroad.

The sudden increase in the longhorns’ value set off what became known as the Long Drive—the herding of cattle 1,000 miles or more to meet the railroads. In the late 1860s, the Chisholm Trail extended from San Antonio, Texas, to Abilene, Kansas. The Goodnight-Loving Trail, named for ranchers Charlie Goodnight and Oliver Loving, swung west through New Mexico Territory and then turned north. During the peak years of the “Cattle Kingdom,” from the late 1860s to the mid-1880s, the trails carried millions of cattle north:

"At the end of the trail, cattle crowded the stockyards. Railroad cities—Omaha, Abilene, Kansas City, Chicago—flourished during the 20-year heyday of cattle driving."

Life on the Trail

Cattle driving was hard work. Cowhands rode in the saddle up to 15 hours every day, in driving rain, dust storms, and blazing sun. The life was lonely, too. Cowhands saw few outsiders. Many cowhands were veterans of the Confederate army. Some, like Nat Love, were African Americans who moved west in search of a better life after the Civil War. Others were Hispanics. In fact, the tradition of cattle herding began with Hispanic ranch hands in the Spanish Southwest. These vaqueros developed many of the skills—riding, roping, and branding—that cowhands used on the drives.

Nat Love was one of many African Americans who rode the cattle trails.
The Cattle Kingdom Ends

The open-range cattle industry collapsed even more quickly than it had risen. Too many animals on open ranges resulted in overgrazing, depriving both livestock and wild animals of food. Overproduction drove prices down, and shepherders and farmers competed with ranchers for land. Finally, two severe winters in the mid- and late-1880s killed thousands of animals. The cattle industry survived, but the day of large herds on the open range ended. From then on, ranchers raised herds on fenced-in ranches. With the end of the Cattle Kingdom, another group of settlers arrived on the Plains—the farmers.

Farmers Settle the Plains

The early pioneers who reached the Great Plains did not believe they could farm the dry, treeless area. In the late 1860s, however, farmers began settling there and planting crops. In a short time, the Plains changed from “wilderness” to farmland. In 1872 a Nebraska settler wrote,

“One year ago this was a vast houseless, uninhabitable prairie. . . . Today I can see more than thirty dwellings from my door.”

Several factors brought settlers to the Plains. The railroads made the journey west easier and cheaper. Above-average rainfall made the Plains better suited to farming. New laws offered free land.

In 1862 Congress passed the Homestead Act, which gave 160 free acres of land to any settler who paid a filing fee and lived on the land for 5 years.

Homesteading lured thousands of new settlers to the Great Plains. Some were immigrants who had begun the process of becoming American citizens and were eligible to file for land. Others were women. Although married women could not claim land, single women and widows had the same rights as men—and they took advantage of the Homestead Act to acquire property.

To survive on the Plains, the farmers—known as sodbusters—had to find new ways of doing things. Lacking wood, they cut sod into bricks to build houses. They used windmills to pump water and barbed wire to fence in their property.

The Oklahoma Land Rush

The last part of the Plains to be settled was the Oklahoma Territory, which Congress had designated as “Indian Territory” in the 1830s. After years of pressure from land dealers and white settlers, the federal government opened Oklahoma to homesteaders in 1889. Settlement had changed the Plains dramatically. No one felt these changes more keenly than the Native Americans who had lived on the Plains for centuries.

On the Great Plains Living on the Plains meant settlers had to build houses that did not require lumber on this treeless land. A Plains family’s first home was usually made of sod.
Native American Struggles

Many Native American groups lived on the Plains. The buffalo that roamed there provided most of the essentials the Plains peoples needed for daily living. As railroads, miners, ranchers, and farmers spread west, however, vast numbers of buffalo were slaughtered.

The federal government recommended moving the Native Americans to reservations. Reservations were tracts of land set aside for Native Americans. Many refused to accept the reservation policy. Some clashed with settlers. Soon, fighting began between the United States Army and various Native American groups.

Little Bighorn

The Sioux received lands in the Black Hills of South Dakota. Yet soon crews and settlers discovered gold in the Black Hills, and miners swarmed onto the reservation.

The government reduced the size of most reservations or moved the Native Americans to lands less desirable. The Sioux decided they should not have to honor government policy when whites did not. Sitting Bull and Crazy Horse led their people off the reservation. Near the Little Bighorn River in southern Montana Territory, they joined forces with several thousand other Sioux and Cheyenne.
In June 1876 Lieutenant Colonel George Custer and more than 200 troops sent to round up the Sioux faced an unexpected group of several thousand. In the battle, the Native Americans killed Custer and all of his troops. The Sioux and Cheyenne won the battle, but within months government soldiers had forced them to surrender.

**The Nez Perce and the Apache**

In the 1870s other Native American people beside the Sioux and Cheyenne resisted the move to reservations. One of these was the Nez Perce of eastern Oregon. In 1877 the government ordered the Nez Perce to move to a smaller reservation in Idaho. The Nez Perce attempted to flee, led by Chief Joseph. They evaded capture for nearly two months before surrendering to United States troops just 40 miles from the Canadian border. In advising his people to give up, Chief Joseph said:

"...I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever."

The government forced the Nez Perce onto an Oklahoma reservation instead of resettling them in their native Northwest. Unused to the climate and terrain, many of them died.

A group of Apache, led by Geronimo, became the last Native American nation to resist. By the time the Americans captured Geronimo in 1886, American troops had confined every Native American nation to reservations.

**Wounded Knee**

One final episode of Native American resistance took place in the Dakota Territory. In December 1890 United States soldiers tried to disarm a large band of Plains Native Americans gathered at Wounded Knee on the Pine Ridge Reservation in South Dakota. The result was a massacre in which more than 200 Native Americans and 25 soldiers lost their lives. Wounded Knee marked the end of armed conflict between the United States government and Native Americans.

**New Policies**

During the 1880s the plight of Native Americans led to calls for more humane policies. Sentiment for reform grew with the publication of Helen Hunt Jackson’s book, *A Century of Dishonor*. Jackson wrote about the broken treaties and mistreatment Native Americans endured at the hands of the government and settlers.

Congress changed government policy in the Dawes Act in 1887. The act proposed to break up the reservations and to end individual identification with a tribal group. Each Native American would receive a plot of reservation land. The goal was to encourage the Native American people to become farmers. Eventually, they would become American citizens. Native American children would be sent to white-run boarding schools. Some of the reservation lands would be sold to support this schooling.

Over the next 50 years, the government divided up the reservations. Speculators acquired most of the valuable land. With Native American resistance at an end, nothing remained to stop white settlers. In 1890 the census report stated that the Trans-Mississippi West was so broken up by acres of settlement that a frontier line could no longer be identified. The last frontier, and with it the Old West, had disappeared.

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**Reading Check**

Identifying Who led the Nez Perce on their journey of escape?
Farmers in Protest

After the Civil War, farming expanded in the West and South. The supply of crops grew faster than the demand for them, however, and prices fell steadily. At the same time, farmers’ expenses—for transporting their goods, for seed, and for equipment—remained high.

Organizing

Farmers blamed their troubles on the high shipping rates of the railroads. To solve their problems, farmers formed self-help groups, such as the Farmers’ Alliance. In 1890, members of the Alliance established the Populist Party.

The Party urged the federal government to help keep prices for farmers’ crops high. It also called on government to nationalize, or take over, public transportation and communication. Populists hoped that nationalization would finally end the railroads’ high rates.

Most important, the Populists demanded that the government expand the money supply by permitting silver to become, along with gold, the basis for money. America maintained the gold standard in which each paper dollar was redeemable in gold. To make sure it had enough gold, the government limited the amount of paper money. This limited the amount of money available. Meanwhile, the population increased. As each dollar gained in value, farmers earned less as prices dropped and the value of their debts increased.

Election of 1896

In the presidential election of 1896, the major issue was whether the government should accept silver for making coins. The Democrats nominated William Jennings Bryan, a strong supporter of silver. The Republicans nominated William McKinley, a strong supporter of gold. The Populists also endorsed Bryan, but the Democrat lost. Big business backed the Republican McKinley, as did factory workers. Urban America now had more political strength than rural America. America was changing from a farming nation to an industrial nation.

Reading Check  Describing What actions did the Populist Party want government to take regarding the railroad industry?
Invention and Industry

Main Idea
During the late 1800s, the United States experienced tremendous industrial growth.

Key Terms
horizontal integration, trust, monopoly, vertical integration, collective bargaining, settlement house

Reading Strategy
Organizing Information As you read the section, re-create the diagram below and explain the importance of these individuals.

<table>
<thead>
<tr>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Edison</td>
</tr>
<tr>
<td>Samuel Gompers</td>
</tr>
<tr>
<td>Jane Addams</td>
</tr>
</tbody>
</table>

Read to Learn
- how American cities and industries had changed at the turn of the century.
- what challenges immigrants to the United States faced.

Section Theme
Science and Technology New inventions promoted economic growth.

Preview of Events

1880

1879
Thomas Edison develops first practical lightbulb

1886
American Federation of Labor forms

1889
Jane Addams founds Hull House

1900

1910
Wright brothers fly at Kitty Hawk

AN American Story

Rugged construction gangs labored on the Union Pacific and other railways during the transportation boom of the late 1800s. A favorite song was:

Well, every morning at seven
      o’clock
There were 20 tarriers [drillers]
      a-workin’ at the rock,
And the boss comes round and he says “Kape still!”
And come down heavy on the cast iron drill,

And drill, ye tarriers, drill!!
Drill, ye tarriers, drill!
For it’s work all day for sugar in your tay,
Down behind of the railway and,
Drill, ye tarriers, drill!
And blast!
And fire!

Even as settlers moved west to farm the last American frontier, farmers in other parts of the country moved to the cities. They took jobs in the new urban industries that recent inventions made possible. The United States was changing from a rural nation into a modern, industrial nation.
The Growth of Industry

The nation’s rich farmlands, great forests, and mighty rivers helped the early colonists develop a strong agricultural economy. As the nation grew, Americans developed resources of a different kind. In addition to talented inventors, they had eager investors, willing workers, and a pro-business government. These new resources made the expansion of American industry possible.

Geography

Rich Natural Resources

The United States also possessed other necessary ingredients for industry—plenty of natural resources. Large deposits of coal lay in western Pennsylvania, the Mississippi Valley, and Appalachia. The shores of Lake Superior held major supplies of iron ore. Mines in western states contained gold, silver, lead, zinc, and copper.

These minerals formed the base of heavy industry in the United States. A heavy industry produces materials such as iron or steel. Out of these materials, Americans built railroads, bridges, skyscrapers, and machinery for the factories that transformed the nation. By the late 1800s, the United States had become the world’s number one manufacturing nation.

Railroads Lead the Way

During the Civil War, trains carried troops, weapons, and supplies to the front. After the war, railroads became a driving force behind America’s economic growth. Railroad construction increased the demand for iron, steel, coal, timber, and other goods, which created thousands of new jobs for Americans.

The railroads allowed American industry to expand into the West. They moved rural people to the cities and brought homesteaders to the Plains. They united the nation’s regions and helped bring American society together.

American Inventions

During the late 1800s, an invention boom spurred the growth of industry. The government granted many patents—licenses protecting people’s rights to make, sell, or use their inventions.

Two discoveries revolutionized the iron and steel industries. The first was the use of coke (soft coal with the impurities removed). Coke was an excellent fuel for iron-smelting blast furnaces. The second was the Bessemer Process, discovered independently by William Kelly and Henry Bessemer. The process used blasts of cold air to burn off impurities from heated iron. Because steel could now be made cheaply, steel production soared.

Cheap, durable steel then became the basis for other industrial advances. Train rails made of steel lasted much longer than iron rails. Steel beams supported bigger, heavier bridges and buildings. Steel was used for making new machinery and many other products.

Americans also developed new sources of power. Thomas Alva Edison led others in building the first large power plant to furnish elec-

Their first flight at Kitty Hawk, North Carolina, encouraged the Wright brothers to continue their experiments. Soon, they would have a practical aircraft and the world would have a new form of transportation.
tricity to entire cities. By the turn of the century, electric power lit homes and offices and ran streetcars, elevators, and factories.

**Communications**

Important inventions appeared in communications. The telegraph had already brought rapid changes before the Civil War. Then in 1866, Cyrus Field laid a transatlantic telegraph cable. Now a message sent to someone in Europe arrived in minutes instead of weeks. The telephone was developed by Alexander Graham Bell, a young teacher of the deaf, who filed for a patent in 1876. A few years later, the American Bell Telephone Company was established.

Experiments were beginning in radio communication as well. In 1895 Italian inventor Guglielmo Marconi transmitted the first messages, and, by 1902, radio messages were being sent for thousands of miles.

**Transportation**

Two other inventions began a transportation revolution in the United States—the automobile and the airplane. In the early 1900s, Henry Ford developed a gasoline-powered automobile that could be built cheaply using an assembly line. In 1903, Orville and Wilbur Wright built and tested the first successful engine-powered aircraft at Kitty Hawk, North Carolina. Their success marked the beginning of the modern aircraft industry.

**Economics**

**An Age of Big Business**

With the economy growing, many railroads and other businesses looked for ways to expand. To do so, they needed to raise capital, or money, to buy equipment and hire workers. One way a company could raise capital was by becoming a corporation—a company that sold shares, or stock, of its business.

One major industry that grew rapidly during this era was the oil industry. In 1870, John D. Rockefeller organized the Standard Oil Company. To build Standard Oil, Rockefeller used horizontal integration—the combining of competing companies into one corporation. Rockefeller also increased his control of the oil industry by forming a trust—a group of companies managed by the same board of directors. Using a trust enabled Rockefeller to create a monopoly—almost total control of an industry by one company.

The steel industry also became a huge business in the late 1800s. The leading figure in the early steel industry was Andrew Carnegie. His company became powerful through vertical integration—acquiring companies that provided the materials he needed. Carnegie bought coal and iron mines, warehouses, ships, and railroads to gain control of all parts of the steel-making process.

**Industrial Workers**

Industrial growth in the late 1800s created new jobs and raised the standard of living for many workers. Laborers, however, worked 10 to 12 hours a day, six days a week. Factories and mines were often noisy, polluted, and unsafe.

Dissatisfied workers organized into groups, called labor unions, to demand better pay and working conditions. In 1869, America’s first large industrial union, called the Knights of Labor, was organized and grew to more than 700,000 members. After some of its members were accused of using violence, the Knights lost members and influence in the 1890s.

In 1886, a group of unions joined together to form the American Federation of Labor (AFL). The AFL represented skilled workers. Its first leader was Samuel Gompers. The AFL pushed
for higher wages, better working conditions, and the right to bargain collectively. In collective bargaining, unions represent workers in bargaining with management.

Many workers used strikes to achieve their goals. They refused to do their jobs until their employers agreed to certain demands. In 1877 a national railroad strike became the first of many violent confrontations between workers and employers. Few strikes succeed between 1865 and 1900, however. Employers usually hired other workers or waited until the strikers ran out of money and returned to work. Most Americans viewed labor unions in a negative manner and government authorities usually sided with employers against strikers.

By the end of the 1800s most workers found themselves with less political power and control of the workplace. Meanwhile, the big businesses managed to protect their interests and wealth.

Identifying Who developed the telephone?

The Growing Cities

As people moved to the cities to take factory jobs, they transformed America from a rural country into an urban nation. The cities also grew because of the arrival of new immigrants.

The New Immigrants

After the Civil War, many immigrants arrived from southern and eastern Europe. Others came from China, Japan, and Mexico. When they arrived they were processed at government reception centers. The two most famous were Ellis Island in New York Harbor, and Angel Island in San Francisco Bay.

Most immigrants settled in cities and looked for factory work. People of the same ethnic group—with the same language and customs—tended to form communities. Neighborhoods of Jewish, Italian, Polish, Chinese, and other groups developed in large cities.
Immigrants Face Discrimination

Not all Americans welcomed newcomers to their country. The immigrants’ languages and customs seemed strange to some Americans and aroused distrust and discrimination.

Many Americans wondered if immigrants could ever be assimilated into American life. Some people, especially workers, blamed immigrants for low wages. Employers found that immigrants would accept lower wages than native Americans. Others resented the different cultures and religions of the many immigrants.

In the late 1800s hostility grew toward many of the new racial and ethnic groups coming into the country. Immigrants became easy targets of hostility for Americans disturbed by the rapid social changes.

Life in the Cities

Cities were exciting places that offered jobs, stores, and entertainment. However, there was also substandard housing and desperate poverty. The gap between the rich and the poor was staggering.

Tenement Life

People poured into the cities faster than housing could be built. The poor often lived in tenements—huge apartment buildings—with as many as four people living in each of the small, dark rooms. The rapid growth of cities produced other serious problems as well, including disease, crime, and poor sanitation.

The Middle Class and the Upper Class

The cities also had a growing middle class. The middle class included the families of professional people such as doctors, lawyers, and ministers. An increasing number of managers and salaried office clerks also became part of the middle class.

The middle class enjoyed a comfortable life. Many families began moving from cities to the suburbs, residential areas that sprang up outside of city centers.

At the top of the economic and social ladder stood the very rich. Wealthy people lived very differently than did most Americans. They built enormous mansions in the cities and huge estates in the country. The term “Gilded Age”—‘gilded’ refers to something covered with a thin layer of gold—became associated with America of the late 1800s. The Gilded Age suggested both the extravagant wealth of the time and the terrible poverty that lay underneath.

Cities in Crisis

The rapid growth of the cities produced serious problems. Terrible overcrowding in tenement districts created sanitation and health problems. Garbage accumulated in city streets. Filth created a breeding ground for disease.

The poverty in the cities also led to crime. Orphans and homeless children sometimes resorted to picking pockets and other crimes. Gangs roaming the poor neighborhoods committed more serious crimes.

Seeking Solutions

Religious groups, such as the Salvation Army, set up soup kitchens to feed the hungry and opened shelters for the homeless. The poor also received help from settlement houses.
These houses provided education, medical care, playgrounds, nurseries, and libraries to the poor. One famous settlement house was Hull House in Chicago, founded by Jane Addams in 1889. Addams explained:

“We were ready to perform the humblest neighborhood services. We were asked to wash the newborn babies, and to prepare the dead for burial, to nurse the sick, and to ‘mind the children.’”

A Danish immigrant named Jacob Riis shocked many Americans with his photographs of the horrible living conditions in New York. He challenged his readers to renew the face of the cities.

During the 1880s and 1890s, many reformers accepted Riis’s challenge. They campaigned for clean water and better sewage systems. They demanded better ventilation, plumbing in all new buildings, and mandatory vaccinations. These improvements meant that fewer people died of diseases like typhoid and smallpox.

**Education**

Most Americans in 1865 had attended school for an average of only four years. Government and business leaders and reformers believed that for the nation to progress, the people needed more schooling. Toward the end of the 1800s, education became more widely available to Americans.

By 1914 nearly every state required children to have at least some schooling. More than 80 percent of all children between the ages of 5 and 17 were enrolled in elementary and secondary schools.

**A Changing American Culture**

Many Americans began to enjoy increasing amounts of leisure time. The large crowds in the cities increased the popularity of spectator sports—including baseball, football, basketball, and boxing. People also flocked to nickelodeon theaters, which charged 5 cents to see a movie.

New types of music and literature developed at the turn of the century. Band music, jazz, and ragtime became popular. Writers such as Mark Twain, Stephen Crane, and Jack London produced stories that described the real lives of people at the time. More and more people began to read newspapers and magazines.

**Reading Check**

Describing What did settlement houses provide?
Reform at Home, Expansion Abroad

Main Idea
Progressive reform affected many areas of life and the United States took a more active role in international affairs.

Key Terms
muckraker, suffragist, imperialism, yellow journalism

Guide to Reading

Reading Strategy
Organizing Information As you read the section, re-create the diagram below and describe these amendments and laws.

<table>
<thead>
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<th>Contributions</th>
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<tbody>
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<tr>
<td>Nineteenth Amendment</td>
</tr>
<tr>
<td>Sherman Antitrust Act</td>
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</table>

Read to Learn
- how the Progressive movement changed America.
- why the United States sought to expand overseas.

Section Theme
Groups and Institutions Progressive reformers worked to extend voting rights, improve working conditions, and promote temperance.

Preview of Events

- **1890**
  - Sherman Antitrust Act passed
- **1900**
  - W.E.B. Du Bois helps found the NAACP
- **1910**
- **1920**
  - Nineteenth Amendment gives women the right to vote

AN American Story

Newspaper reporter Jacob Riis shocked Americans in 1890 with his book *How the Other Half Lives*. With words and powerful photographs, Riis vividly portrayed immigrant life in New York City’s crowded tenements. Said Riis: “We used to go in the small hours of the morning into the worst tenements to count noses and see if the law against overcrowding was violated and the sights I saw gripped my heart until I felt that I must tell of them, or burst.”

The reform spirit gained strength during the late 1800s and flourished during the early 1900s. Some reformers believed that rapid social and economic change had resulted in a disordered and corrupt society. These reformers, called progressives, believed that the efforts of individuals and government could make society better and more fair. As progressive leaders reached positions of power in government, they passed laws affecting government employees, business practices and public health. These progressive laws form the basis for modern ideas of the role of government.
The Progressive Movement

Progressives believed that urban problems were caused by corruption. Political machines—powerful organizations linked to political parties—controlled many cities. Political bosses gained votes for their parties by doing favors for people. Although some did help people, many bosses were dishonest. To break the power of political bosses, reformers founded groups that worked to make city governments more honest and efficient.

Cities troubled by poor management or corruption tried new forms of government. After the tidal wave of a hurricane devastated Galveston, Texas, in 1900, the task of rebuilding the city overwhelmed the mayor and city council. Galveston’s citizens persuaded the state legislature to approve a new charter that placed the city government in the hands of five commissioners. The new commission efficiently rebuilt the city. By 1917 commissions governed nearly 400 cities.

Controlling Business

Progressives also believed that government had to keep large combinations of companies from becoming too powerful. In 1890, Congress passed the Sherman Antitrust Act, making it illegal for companies to limit competition. During the 1890s, the government rarely used the Sherman Act to curb business. Instead, it applied the act against labor unions, claiming that union strikes interfered with trade. Not until the early 1900s did the government win cases against trusts with the Sherman Act.

Reformers also called for regulations on railroad rates. In 1887 Congress passed the Interstate Commerce Act, which required railroads to charge “reasonable and just” rates. The act also created the Interstate Commerce Commission (ICC) to supervise the railroad industry and, later, the trucking industry.

The New Reformers

Some journalists, nicknamed muckrakers, helped progressives by exposing injustices. Magazine writer Lincoln Steffens was one of the most effective muckrakers. Steffens exposed corrupt political machines in New York, Chicago, and other cities. His articles strengthened the demand for urban reform.

Another writer, Ida Tarbell, described the unfair practices of the oil trust. Her articles led to public pressure for more government control over big business.

In his novel The Jungle (1906), Upton Sinclair described the horrors of the meatpacking industry. His shocking descriptions of unhealthful practices in meatpacking spurred Congress to pass the Meat Inspection Act and the Pure Food and Drug Act.

Expanding Democracy

In the early 1900s, progressives backed a number of reforms to expand the people’s direct control of the government. Oregon took the lead in giving voters more power. The reforms included a direct primary election, and the initiative, the referendum, and the recall.

The initiative allowed citizens to place a measure or issue on the ballot in a state election. The referendum gave voters the opportunity to accept or reject measures that the state legislature enacted. The recall enabled voters to remove...
unsatisfactory elected officials from their jobs. These reforms were called the Oregon system. Other western states soon adopted the reforms.

Progressives also changed the way United States senators are elected. The Constitution had given state legislatures the responsibility, but party bosses and business interests often controlled the process. The Seventeenth Amendment provided for the direct election of senators. Ratified in 1913, the amendment gave the people a voice in selecting their representatives.

**Citizenship**

**The Fight for Suffrage**

Women at the Seneca Falls Convention in 1848 had called for the right to vote. After the Civil War, Congress passed the Fifteenth Amendment, giving voting rights to freed men—but not to women. Some leading abolitionists became suffragists—men and women who fought for woman suffrage, or women’s right to vote.

Suffragists won their first victories in the West. Wyoming led the nation in giving women the vote. Between 1910 and 1913, five other states adopted woman suffrage. In the meantime suffragists continued their struggle to win the vote everywhere.

In 1919 the Senate voted in favor of the Nineteenth Amendment, which allowed woman suffrage. The amendment was ratified in 1920, in time for women to vote in that year’s presidential election. For the first time, American women were able to participate in the election of their national leaders.

**Voting Rights for Women, 1919**

By 1919 a total of 15 states allowed women to vote in all elections.

1. **Place** What state was the first to grant women equal suffrage?

2. **Comparing** What was the status of woman suffrage in your state by 1919?
A Progressive in the White House

The wave of progressive reform that began to sweep across the United States eventually reached the level of presidential politics. The first progressive president was Republican Theodore Roosevelt, who took office after President McKinley was assassinated. Beginning in 1902, Roosevelt began to take action against companies that had violated the Sherman Antitrust Act. His administration sued trusts in the railroad, beef, tobacco, and oil industries. Roosevelt also believed strongly in the need for conservation—the protection and preservation of natural resources.

Reform Continues

Roosevelt’s successor, William Howard Taft, continued many of Roosevelt’s policies. Woodrow Wilson, who became president after Taft, introduced his own progressive reforms. He convinced Congress to create the Federal Reserve—a system of 12 regional banks supported by a central board based in Washington. Wilson also established the Federal Trade Commission to investigate corporations for unfair trade practices.

Prejudice and Discrimination

Despite progressive reforms, many Americans still faced discrimination—unequal treatment because of their race, religion, ethnic background, or place of birth. Some Americans faced discrimination because of their religion. Many Americans feared that Catholic immigrants threatened the American way of life.

Many Jewish immigrants came to America to escape prejudice in their homelands. Some found the same anti-Semitic attitudes in the United States. Landlords, employers, and schools discriminated against Jews.

Discrimination was also based on race. In California and other western states, Asians struggled against prejudice and resentment. White Americans claimed that Chinese immigrants, who worked for lower wages, were taking away jobs. Legislation limited the rights of immigrants from Japan as well as China.

“Is there no redress, no peace, no justice in this land for us? Tell the world the facts.”

—Ida B. Wells

African Americans Seek Justice

African Americans faced discrimination in both the North and the South. Although officially free, African Americans were denied basic rights and restricted to second-class citizenship. In 1896, the Supreme Court, in Plessy v. Ferguson, legalized segregation, which recognized the legality of “separate but equal” facilities.

African Americans rose to the challenge of achieving equality. Booker T. Washington founded the Tuskegee Institute to teach African Americans technical skills to help them escape poverty. Ida B. Wells, editor of an African American newspaper, began a crusade to end lynching.

W.E.B. Du Bois was one of the most important African American leaders of the time. Du Bois urged African Americans to fight for civil rights. Under no circumstances, he said, should they accept segregation. Du Bois helped found the National Association for the Advancement of Colored People (NAACP) in 1909. This interracial group has remained at the forefront of efforts to gain legal and economic equality for African Americans.

Mexican Americans Work Together

Immigrants from Mexico had long come to the United States as laborers, especially in the West and Southwest. Between 1900 and 1914,
Chapter 18: Reshaping the Nation

The Spanish-American War

Overseas Expansion

By 1890, the United States spanned the continent from the Atlantic to the Pacific. Americans now began to look west across the Pacific for new frontiers. They wanted to expand America’s trade and power.

Expanding Horizons

Americans knew that they faced competition from other nations overseas. The late 1800s and early 1900s were an age of imperialism—a time when powerful European nations, as well as Japan, created large empires. The search for markets and raw materials in Asia and Africa drove imperialism.

Imperialism convinced many Americans that if the United States wanted to keep its economy growing, it too had to expand its power overseas. Some Americans also had a sense of mission. They wanted to share Christianity and Western civilization with the people of Asia.

Many American settlers in Hawaii set up sugarcane plantations and began selling sugar to the United States. In the early 1890s, they...
decided that Hawaii should join the United States so that they would not have to pay tariffs on their exports. In 1893, the sugar planters overthrew the Hawaiian queen, and five years later the United States annexed Hawaii.

**The Spanish-American War**

The people of Cuba had lived under Spanish rule for centuries. In 1895, Cubans, led by José Martí, began a war of independence against Spain. Many Americans sympathized with the Cubans. American support was intensified by yellow journalism—sensational, biased, and often false reporting by many of the nation’s leading newspapers.

In early 1898, President McKinley sent the battleship *Maine* to protect Americans living in Cuba. On February 15, 1898, the *Maine* exploded, killing 266 people. American papers blamed the Spanish. On April 25, 1898, Congress declared war on Spain.

The opening of the Spanish-American War found the United States unprepared to fight. In 1898 the U.S. Army had only 28,000 soldiers. To correct the situation, Congress approved the addition of over 30,000 soldiers to the regular, or permanent, army and authorized a large volunteer force. Among the volunteers was a cavalry unit called the “Rough Riders,” led by Colonel Leonard Wood and his second in command, Lieutenant Theodore Roosevelt.

The first battle of the Spanish-American War happened thousands of miles away in the Spanish colony of the Philippines. In May 1898 shortly after war was declared, Commodore George Dewey sailed his fleet into Manila. With his command, “You may fire when ready, Mr. Gridley,” the onslaught began. When the firing was over, the Spanish fleet was destroyed. Not a single American vessel was lost.

At the time Dewey did not have the support needed for a land attack. He decided to block Manila until help arrived. In July support troops arrived in the Philippines. American forces, backed by Filipino rebels under General Emilio Aguinaldo, captured Manila in August.

Meanwhile, the rest of the Spanish fleet was blockaded in Santiago Harbor in the Caribbean. By the end of June, American forces, including the Rough Riders, had landed in Cuba and were pushing toward the city of Santiago. After fierce fighting, American troops won at El Caney and San Juan Hill. The Spanish surrendered.
Main Idea
The United States entered World War I and helped the Allies win.

Key Terms
nationalism, propaganda, reparations, Prohibition

Reading Strategy
Organizing Information As you read the section, re-create the diagram below and list events that prompted the United States to enter the war.

Guide to Reading

Read to Learn
• what role the United States played in World War I.
• how the nation changed during the 1920s.

Section Theme
Global Connections The entry of the United States into the war eventually led to Germany’s surrender.

Preview of Events

1914
World War I begins

1917
United States enters war

1920
Prohibition begins

AN American Story

The swift chain of events that led to war in Europe in 1914 stunned Americans. Most agreed with Jeannette Rankin—the first woman to serve in the U.S. Congress, at a time when women could not even vote in most states—that “You can no more win a war than you can win an earthquake.” Most Americans wanted the country to stay out of other countries’ affairs. They saw no good reason to get involved in a conflict that they believed grew out of national pride and greed. As time went on, however, the United States found it more and more difficult to remain neutral.

The people of the time called the conflict the World War, or the Great War, because they believed that never again would there be another like it. The conflict, which began in Europe, soon spread. Although the United States tried to remain neutral, it was drawn into the conflict. Over the next few years, nearly 30 nations were at war. The main campaigns were fought in Europe, but armies also fought in the Middle East, Africa, and China, and navies clashed worldwide.
World War

The tensions that led to World War I went back many years. The conflicts grew as European nations pursued dreams of empire, built up their armies, and formed alliances.

War Erupts in Europe

Nationalism—a feeling of intense loyalty to one’s country or group—caused much of the tension in Europe. Because of nationalism, Britain and Germany raced to build the largest navy. To protect themselves, European nations began to form alliances—defense agreements among nations.

In June 1914, a Serbian terrorist named Gavrilo Princip assassinated Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire. Austria-Hungary blamed Serbia’s government for the attack, and declared war on Serbia.

At this point, the alliance system brought about a world war. Russia decided to help Serbia, which caused Austria-Hungary’s ally Germany to declare war on Russia as well as on Russia’s ally France. Germany then invaded Belgium, so Britain, which had promised to protect Belgium, declared war on Germany.

The “Great War” had begun. On the one side were the Allied Powers—Great Britain, France, and Russia. On the other side were the Central Powers—Germany, Austria-Hungary, and the Ottoman (Turkish) Empire. Japan and Italy joined the Allies as well.

The British and French stopped the German attack on France at the Battle of the Marne. For the next three years, the two sides faced each other across an elaborate network of trenches. The war had reached a stalemate.

America Enters the War

When World War I began, President Wilson declared the United States to be neutral. To gain the support of Americans, both the Allies and the Central Powers used propaganda—information designed to influence opinion. As the war went on, Americans began to side with the Allies. At the same time, American trade with the Allies soared.

To stop the American assistance to the Allies, Germany began using submarines, known as U-boats, to sink cargo ships headed to Britain. In May 1915, a U-boat sank the passenger ship Lusitania, killing more than 1,000 people, including 128 Americans. After Wilson denounced the attack, Germany promised to warn neutral ships before attacking.
In 1917, Germany broke its promise and ordered its U-boats to attack without warning. In mid-March, U-boats sank three American ships. President Wilson asked Congress to declare war on Germany on April 2, 1917.

**Americans Join the Allies**

Shortly after declaring war, Congress passed the *Selective Service Act*, establishing a military draft. By the end of the war, about 3 million American men had been drafted, and another 2 million had volunteered. More than 300,000 African Americans joined the military.

As America prepared to enter the war, Russia withdrew. In November 1917, the Bolsheviks—a group of Communists led by Vladimir Lenin—overthrew Russia’s government. In March 1918, they signed a treaty ending the war with Germany. Shortly afterward, the Germans launched a massive offensive in France. Their goal was to smash the British and the French armies before the Americans could fully mass their strength. As a result, shortly after the Americans were assigned their first divisional area north of Paris at Cantigny, the German army was about 40 miles from Paris.

**American Troops in Battle**

At Cantigny about 4,000 soldiers of the First Division made the first American offensive action of the war. After a bitter battle, these troops won the first victory ever by Americans fighting in Europe.

In June 1918, American divisions were ordered to the Marne River. The objective was to recapture Belleau Wood. For 24 hours a day for the next two weeks, U.S. marines fought their way through the forest. The Americans finally took the forest—but at a cost of thousands of casualties.

The Germans launched a massive offensive at Château-Thierry along the Marne in July. Together the Americans and the French fought back the Germans, breaking their offensive strength, and for the first time, the Allies held the upper hand.

In late September, the United States First Army under the command of General John J. Pershing, attacked German military forces along the Meuse River and Argonne Forest in northeastern France. Victory at the battle of Meuse-Argonne, after 47 days of heavy fighting, caused the German lines to crumble.

*Much of World War I was fought from trenches where soldiers spent weeks at a time.*
With their troops in retreat, German military leaders realized they had little chance of winning the war. On October 4, 1918, the German government appealed for an armistice. An armistice is an agreement to end the fighting. On November 11, 1918, an armistice based on Allied demands was signed by both sides. The fighting was over, and plans began to build a lasting peace.

Searching for Peace
In January 1919, President Wilson and other world leaders met in Paris to negotiate a treaty ending the war. The Treaty of Versailles, as it was known, set up the League of Nations—an international organization to preserve the peace. It required Germany to make reparations—or payments—for the damage it had caused. The treaty also created new nations including Czechoslovakia, Yugoslavia, and Poland.

When Wilson presented the Treaty of Versailles to the Senate for ratification, Republicans argued that the League of Nations would limit America’s independence. The Senate rejected the treaty. The United States never did join the League of Nations.

Reading Check Describing What happened in April 1917?

The 1920s
Tired of war and world responsibilities, Americans were ready to seek enjoyment. It was a time of new pastimes and new heroes. Crossword puzzles and the Chinese game of Mah Jongg became national obsessions. Athletes like baseball’s Babe Ruth and golf’s Bobby Jones became larger-than-life heroes. Americans gloried in the feat of Charles Lindbergh, who completed the first nonstop solo flight across the Atlantic.

A Time of Turmoil
Labor and management had put aside their differences during the war years. A sense of patriotism, high wages, and wartime laws helped keep conflict to a minimum. Once the war was over, conflict flared anew. The war-stimulated economy cooled down, and veterans...
found they had to compete for a declining number of jobs. Workers in general wanted to preserve and, if possible, hike the wages paid during the war. When management refused to cooperate many workers resorted to their chief bargaining tool—the strike. Although strikes had been in use in America since the 1870s, those which took place after World War I were numerous and violent. In 1919 alone there were more than 3,600 strikes involving millions of workers.

**The Red Scare**

Many Americans believed there was a strong tie between union activism and radicalism. The belief helped fuel a movement to fight radicalism in the United States. Known as the Red Scare, the movement began with a general concern with communism. Communism is a theory that advocates the elimination of private property. It is also a totalitarian system of government in which a single party controls the citizens.

The fears many Americans felt also led to an increase in nativism—or anti-immigrant feelings. World War I had dramatically slowed the huge flow of immigration that had begun in the 1880s. After the war ended, heavy immigration resumed. Many Americans saw the newcomers as a threat to their jobs and their security.

**Prohibition**

In 1920, Prohibition began. This was a total ban on the manufacture, sale, and transportation of alcohol. People began making and selling alcohol illegally, however. Prohibition also contributed to the rise of organized crime. Prohibition was finally repealed in 1933 with the passage of the Twenty-first Amendment.

**A Booming Economy**

With the end of World War I and the start of the 1920s came another industrial revolution. As energy poured into industry, goods poured out. Among the products that gained popularity in the 1920s were telephones, vacuum cleaners, refrigerators, and canned goods. While these items and others like them made it possible for Americans to spend less time on household chores and more time on recreation another product had an even greater impact. The product was the automobile.

The automobile industry revolutionized American society. The industry used so much steel, glass, wood, gas, and rubber that it provided jobs for millions of workers. It transformed American buying habits, making installment buying a way of life. It promoted highway construction and travel.

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**SECTION 4 ASSESSMENT**

**Checking for Understanding**

1. **Key Terms** Write headlines for events during World War I using each of the following terms: nationalism, propaganda, reparations.
2. **Reviewing Facts** What did the Selective Service Act do?
3. **Global Connections** What was the Treaty of Versailles? Why did the U.S. Senate reject it?

**Critical Thinking**

4. **Analyzing Information** Why did the United States experience an economic boom in the early 1920s?
5. **Organizing Information** Re-create the diagram below and describe how nationalism led to war.

**Analyzing Visuals**

6. **Geography Skills** Examine the map showing European borders following World War I on page 549. Which of the following was not a new nation—Poland, Latvia, or Bulgaria?

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**Descriptive Writing** Make a list of three to five adjectives that you think describe the mood of the nation during World War I. Draw or paint these adjectives on poster board in a way that expresses the words’ meanings.
Building a Database

Why Learn This Skill?
Have you ever collected baseball cards or catalogued the CDs in your collection? Have you ever kept a list of the names and addresses of your friends and relatives? If you have collected information and kept some sort of list or file, then you have created a database.

Learning the Skill
An electronic database is a collection of facts that are stored in files on the computer. The information is organized in fields.

A database can be organized and reorganized in any way that is useful to you. By using a database management system (DBMS)—special software developed for record keeping—you can easily add, delete, change, or update information. You give commands to the computer telling it what to do with the information and it follows your commands. When you want to retrieve information, the computer searches through the files, finds the information, and displays it on the screen.

Practicing the Skill
Theodore Roosevelt is one of the presidents discussed in this chapter. Follow these steps to build a database of the political and cultural events that took place during his presidency.

1. Find information about the events during this period from encyclopedias, histories, and the Internet. Determine what facts you want to include in your database.
2. Follow instructions in the DBMS you are using to set up fields. Then enter each item of data into its assigned field.
3. Determine how you want to organize the facts in the database—chronologically by the date of the event, or alphabetically by the name of the event.
4. Follow the instructions in your computer program to place the information in order of importance.
5. Check that the information in your database is all correct. If necessary, add, delete, or change information or fields.

Applying the Skill
Building a Database Bring current newspapers to class. Using the steps just described, build a database of political figures mentioned in the newspapers. For example, you may wish to build a database of national leaders or government officials in your community. Explain to a partner why the database is organized the way it is and how it might be used in this class.
Reviewing Key Terms
On a sheet of paper, define the following terms.

1. transcontinental
2. reservation
3. collective bargaining
4. suffragist
5. imperialism
6. nationalism
7. propaganda
8. Prohibition

Reviewing Key Facts

9. What are boomtowns?
10. When was the transcontinental rail line completed?
11. What did the Populist Party call for government to do?
12. Why does a corporation sell shares of its business?
13. What industry did Andrew Carnegie lead? How did his company become so powerful?
14. What are political machines?
15. Why did Booker T. Washington start the Tuskegee Institute?
16. Where was the Spanish-American War fought?
17. When did the United States enter World War I?
18. What amendment to the Constitution granted women the right to vote?

Critical Thinking

19. **Making Inferences** Another name for the Populist Party was the People’s Party. Why do you think the Populists considered themselves to be a party of the people?

20. **Evaluating** Which of the inventions described in the chapter do you think brought about the most dramatic change in people’s lives? Explain.

21. **Drawing Conclusions** Why do you think the right to vote was important to women?

22. **Analyzing Themes: Culture and Traditions**
Re-create the diagram below and describe two ways you think immigrants try to preserve their cultural heritage.
28. **Community Service** Working in groups of three, interview one of your community’s officials to learn how you can begin taking an active role in the community. Members of your group may wish to volunteer for some sort of community service, then perform the service and report your experiences to your classmates.

29. **History and Economics** Today many Native Americans still live on reservations. Some reservations have developed their own businesses and industries to help make them more self-sufficient. With a partner, research to find information about a reservation in the United States today. Write a report describing one of the major businesses on that reservation.

30. **Portfolio Writing Activity** Research the life of one of the men or women from the chapter. Prepare a one-page biography of that person and share it with the class.

### Standardized Test Practice

**Directions:** Choose the best answer to the following question.

People in the late 1800s took advantage of the open grasslands of the West to develop which of these industries?

- A. Banking
- B. Manufacturing
- C. Ranching
- D. Mining

**Test-Taking Tip**

The important words in this question are *open grasslands.* Banking and manufacturing do not need open grasslands, so you can easily eliminate answers A and B.