

Life at the Turn of the Twentieth Century:

Section 3

MAIN IDEA

A new wave of immigrants came to America in the late 1800s and settled in rapidly changing cities where political corruption was common and minorities faced discrimination.






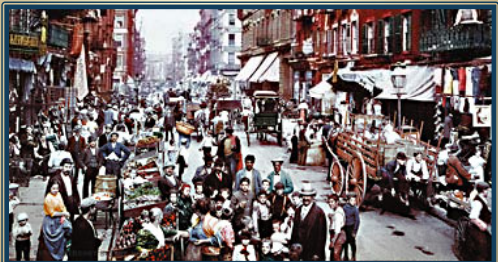
Figure 18. Scene in the Russian-Jewish section of Philadelphia, 1890. Courtesy American Jewish Archives, Cincinnati, Ohio.

OGT Terms

- City=Urban
- Country=Rural

Essential Question: What was it like to move to the United States at the turn of the century?



Italian immigrants pose for a photograph on New York City's Mulberry Street in 1900.

III. Life at the Turn of the Century

A. New Immigrants

(p 157) Where did most of the new wave of immigrants come from?

➤ ANSWER: southern and eastern Europe





III. Life at the Turn of the Century

A. New Immigrants


2. Coming to America

(p 157) Who were the new immigrants of the late 1800s, and what challenges did they face?

- ANSWER:
- Most were from southern and eastern Europe;
- a few from East Asia;
- faced discrimination;
- many took low-wage jobs
- and lived in crowded tenements



Tenements: run down apartment buildings that were crowded and unhealthy



Immigrant/Emigrant

- He emigrated from Russia to the United States.
- He immigrated to the United States from Russia.
- In Russia, he's an emigrant.
- In the United States, he's an immigrant.

Reasons for Migration to the U.S.

Push—reasons Europeans wanted to leave Europe, especially Southern and Eastern Europe	Pull—reasons Europeans wanted to come to the United States:
crop failures	available land to farm
extreme poverty	available jobs
oppressive governments	allowed to have a voice in government
persecution of religious beliefs	a government that gave them more personal freedoms such as: religious freedom, speech, press, etc

OGT EXAMPLE: 09 Question 10

- Identify four factors (social, political, economic and/or environmental) that contributed to the migration of large numbers of people from Europe to the United States in the late 19th century.
- Write your answer in the Answer Document. (4 points)

ANSWER

- Push—reasons Europeans wanted to leave Europe, especially Southern and Eastern Europe: crop failures, extreme poverty, oppressive governments, persecution of religious beliefs
- Pull—reasons Europeans wanted to come to the United States: available jobs; available land to farm; allowed to have a voice in government; a government that gave them more personal freedoms such as: religious freedom, speech, press, etc;

III. Life at the Turn of the Century

A. New Immigrants

2. Reactions to Immigrants

(p 158) What was the Chinese Exclusion Act?

- ANSWER:
- federal law banning Chinese immigration for ten years and preventing Chinese from becoming citizens

A cartoon shows Uncle Sam trying to keep Chinese immigrants out using the Chinese Exclusion Act of 1888. (Image courtesy Library of Congress)

III. Life at the Turn of the Century

A. New Immigrants

2. Reactions to Immigrants

(p 158) Define: nativists:

- Answer: native born Americans who resented immigrants

These characters represent wealthy "old immigrants" opposed to new immigrants.

The clothing and items carried by this immigrant are typical of a poor person from Eastern Europe.

These characters represent wealthy "old immigrants" opposed to new immigrants.

The clothing and items carried by this immigrant are typical of a poor person from Eastern Europe.

- Interpreting Political Cartoons What do the shadow figures look like? Making Inferences: Was the artist a nativist? What point is the cartoonist trying to make?
- Answer: immigrants; no; the cartoonist is trying to show that the nativists were once immigrants themselves.

III. Life at the Turn of the Century

A. New Immigrants
2. Reactions to Immigrants

(p 158) Why did nativists oppose immigration?

- ANSWER:
- They felt threatened because they thought immigrants contributed to rising crime rates and took jobs from native-born American Workers.

III. Life at the Turn of the Century

A. New Immigrants
2. Reactions to Immigrants
a. Americanization

Recent immigrants often attended Americanization classes held in the factory after their work shifts were completed. [YMCA Industrial Service.]

What is the difference between immigrants becoming Americanized to that of the Native Americans becoming Americanized?

- ANSWER:
- Immigrants volunteered to be Americanized
- Native Americans were physically forced to become Americanized.

Information you need to know for OGT concerning growth of cities during Industrialization Era

- As immigration into the United States increased, many immigrants arrived in major ports on the East Coast and settled close to these places of entry. In addition to this increase in population, people were moving towards urban areas in search of work because of new farming technology that required fewer farm workers. Industrialization resulted in large numbers of factories being built in urban areas. All of these changes resulted in cities developing, or the geographic process of urbanization.

OGT EXAMPLE: 09 Question 40

Consider the following changes that occurred in the United States in the late 19th century:

- Increases in immigration
- Widespread industrialization
- Improvements in agricultural technology

What was one result of these developments during this time period?

ANSWER:

- the growth of large cities

B. Urban Life in America

OGT EXAMPLE: 05 Question 39

Consider the following changes that occurred in the United States in the late 19th century:

- improvements in agricultural production;
- increases in immigration from Europe;
- advancements in networks of railroad and streetcar lines;

These changes led to the

ANSWER:

- rapid growth of urban areas.

III. Life at the Turn of the Century

B. Urban Life in America

(p 158) Explain how new steel construction techniques make urban buildings different.

ANSWER: Using an internal steel structure to support the building, it could be taller; therefore taller buildings created greater population density in urban areas

DENSITY=CONCENTRATION

OGT EXAMPLE: 05 Question 14

In the late 19th and early 20th centuries, improvements in steel technology allowed architects to design buildings taller than had previously been possible. As a result, skyscrapers began to be built in cities such as New York and Chicago.

- What was the result of this new technology on population patterns in the United States in the first half of the 20th century?
- **ANSWER:**
• **greater population density in urban areas**

DENSITY=CONCENTRATION

III. Life at the Turn of the Century

B. Urban Life in America
(pp 158-159) How did cities change in the late 1800s?

ANSWER:

- buildings grew taller;
- cities more crowded;
- new city parks;
- settlement house movement began

III. Life at the Turn of the Century

B. Urban Life in America
1. How Different Classes Lived

(p 159) What was urban life like at the turn of century?

- **ANSWER:**
- **Wealthy upper class:** flaunted wealth;
- **Middle class:** professional organizations began to set standards for certain occupations; **had time and money for leisure activities**
- **Poor class:** lived in tenements, were paid low wages.

Wealthy Class

Middle Class

Working Poor Class

(159) How different classes live: Create a chart with three columns. Fill in the chart with details about the lives of the wealthy class, the middle class, and the working class.

The wealthy	The middle class	The poor working class
Most made their money in industry and business.	urban middle class was made up of corporate employees such as accountants and managers, and professionals	Most people in the cities lived in poverty.
showed off their wealth in many ways, especially in their homes	such as teachers, engineers, lawyers, and doctors	Wages were low, and housing shortages meant that many people lived in crowded tenements
built houses resembling medieval castles and Italian Renaissance palaces	1870s and 1880s, professional organizations began to set standards for certain occupations such as medicine, education, and the law. Had time and money for leisure activities	Tenement life was unhealthy. Buildings did not have sufficient light or ventilation—few windows overlooked streets and alleys filled with trash and sewage. No indoor plumbing

Positive and negative effects of the Industrial Revolution on Society

Societal Changes	Impact on Society	
	Positive	Negative
Growth of the Middle Class	<input checked="" type="checkbox"/>	
Increased availability of consumer goods	<input checked="" type="checkbox"/>	
Improved transportation systems	<input checked="" type="checkbox"/>	
Increased levels of immigration	<input checked="" type="checkbox"/>	
Unsanitary, overcrowded urban housing conditions		<input checked="" type="checkbox"/>
Growth of corporations: created monopolies/trusts—eliminated competition		<input checked="" type="checkbox"/>
Longer working hours—unsafe working conditions—child labor		<input checked="" type="checkbox"/>
Increased labor union activity	<input checked="" type="checkbox"/>	

III. Life at the Turn of the Century

B. Urban Life in America
2. The Settlement House Movement


(p 159) How did the social gospel idea influence the rise of settlement houses?

Christian Association: Russian class learning to speak English: "My Country 'Tis of Thee"

ANSWER: The social gospel taught that faith without good works was useless, and that Christians had a duty to help the less fortunate and solve social problems such as poverty.

III. Life at the Turn of the Century

C. Political Scandal and Reform




- This cartoon from the era depicts Tweed leaning on the ballot box with a sign that reads "In counting there is strength," referring to the questionable counting procedures that plagued New York politics at this time.

III. Life at the Turn of the Century

C. Political Scandal and Reform

(159) Define: political machine




- ANSWER:** an organization of professional politicians. Political machines made cities run better, but they were often corrupt.

III. Life at the Turn of the Century

C. Political Scandal and Reform

(159) Define: machine bosses




- ANSWER:** won support by giving people jobs or helping their families. In return, they expected votes.
- They also won elections by fraudulent means and used their positions to gain money, demanding bribes in exchange for city contracts.

III. Life at the Turn of the Century

C. Political Scandal and Reform

(159) Explain the significance of Tammany Hall.



- ANSWER:** It was a notorious New York City machine. Its political boss, William Marcy Tweed, was eventually convicted of fraud and sent to prison.


"Tammany Hall, located on West 14th Street in New York City, ca. 1914. Tammany Hall was the meeting place for, and popular name of, the Democratic Party political machine that dominated much of New York City's political life until 1933." [Library of Congress]

III. Life at the Turn of the Century

C. Political Scandal and Reform

1. Scandal in the Government

(p 160) What was purpose of the Pendleton Civil Service Act?




- ANSWER:** It was to ensure that federal promotions were based on merit, not political connections.

III. Life at the Turn of the Century

C. Political Scandal and Reform

2. Farmers' Reform Movements

(p 160) Explain why farmers organized themselves in the late 1800s.




- ANSWER:** Indebted farmers wanted to improve their economic situation.

III. Life at the Turn of the Century

C. Political Scandal and Reform
2. Farmers' Reform Movements

(160) Define: Interstate Commerce Act in 1887

- **ANSWER: The farmers wanted reasonable railroad rates.** It was the first time that the federal government had passed a law to regulate an industry.




III. Life at the Turn of the Century

C. Political Scandal and Reform
3. Silver versus Gold

Reasons for the formation of the Populist Party:

- Money backed by *gold* reduced the amount of money in circulation and hurt farmers. Farmers wanted money to be backed by silver.
- Alliance members, farmers, labor leaders, and reformers wanted to impact government policies.
- Railroad monopolies were charging unfair railroad rates to farmers. Merchants, banks, and railroads were getting richer, but farmers were in debt.




III. Life at the Turn of the Century

C. Political Scandal and Reform
3. Silver versus Gold

(160-161) What were the goals of the Populist Party?

- **ANSWER:** bank regulation, government ownership of railroads, and free coinage of silver




III. Life at the Turn of the Century

C. Political Scandal and Reform
3. Silver versus Gold

(p 160) Why did farmers want currency backed by silver?

- **ANSWER:** So there would be more money in circulation. (More money in circulation means there is more money to borrow.)




III. Life at the Turn of the Century

C. Political Scandal and Reform
4. The Election of 1896

(161) Explain the role free silver played in the election of 1896.

- **ANSWER: Bryan made it a campaign issue, gaining Populist support and terrifying businessmen, who then gave money to the Republican Party.**

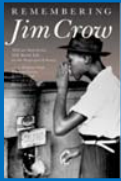


Bryan wanted the United States to use silver to back the dollar at a value that would inflate the prices farmers received for their crops, easing their debt burden. This position was known as the Free Silver Movement.

III. Life at the Turn of the Century

D. Segregation and Discrimination
1. Legalized discrimination

- Some white southerners were **determined to prevent African Americans from using the right to vote.**
- Tactics included making voters pay a **poll tax** and pass a **literacy test.**
- Most African Americans were **too poor to pay the tax** and had been **denied the education** to pass a literacy test.
- Southern state legislatures also passed laws—known as **Jim Crow laws**—to create and enforce segregation in public places. (The name Jim Crow came from a character in a minstrel song.)
- The first, passed in Tennessee in 1881, required separate railway cars for African Americans and whites.
- By the 1890s southern states had segregated many public places, including schools.


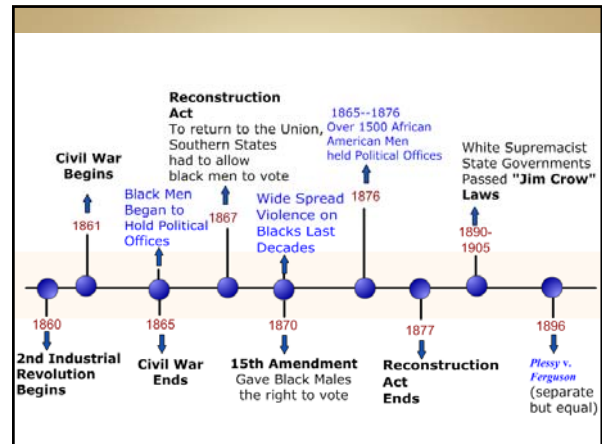


III. Life at the Turn of the Century

D. Segregation and Discrimination
 1. Legalized discrimination

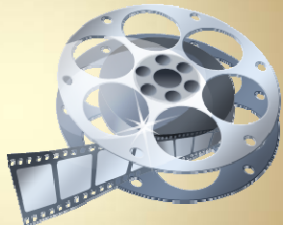
(161) What were Jim Crow laws?

- ANSWER: laws that created and enforced segregation

Plessy v. Ferguson

- Watch text book video



Oppression in the United States

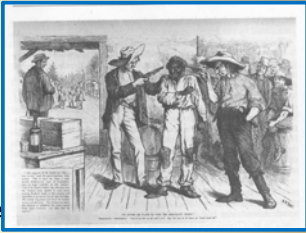
African Americans	<p>Jim Crow Laws (southern discrimination laws)</p> <p>De facto laws (northern discrimination practices that were a fact but not written down as laws)</p>	<p>1909: N.A.A.C.P formed to fight against discrimination/segregation</p> <p>1950s-1960s Civil Rights Movement</p> <p>Supreme Court Decision: 1954 <i>Brown v. Bd. Of Education</i></p> <p>Passage of Civil Rights Laws: Example- <i>Voting Rights Act 1965</i></p>
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III. Life at the Turn of the Century

D. Segregation and Discrimination
 1. Legalized discrimination

(161) Why were poll taxes and literacy tests for voters unfair to African Americans?

- ANSWER: Most were too poor to pay the tax and had been denied the education to pass a literacy test.




"Of course he wants to vote the Democratic ticket!"
 Harper's 1876, reprinted in *Plessy v. Ferguson: A Brief History with Documents*, ed. Brook Thomas (1997)

(161) How would Plessy v. Ferguson affect future attempts to end racial discrimination?

- ANSWER: The supreme court case set strong precedent for segregation. It would take decades and other Supreme Court cases to end the case.
- In the case of *Plessy v. Ferguson* (1896), the Court upheld segregation. It ruled that "separate but equal" facilities did not violate the Fourteenth Amendment. The *Plessy* decision allowed legalized segregation for nearly 60 years.
- In 1954, the Supreme Court case *Brown vs. Board of Education* called for an end to segregation in U.S. institutions of learning.



The "separate but equal" doctrine was applied to the 14th Amendment. 14th amendment provides a broad definition of citizenship



(161) Define: lynching

D. Segregation and Discrimination
1. Legalized discrimination

- **ANSWER:** the murder of an individual by a group or mob. Although all races were lynched, most lynching victims were African American.





III. Life at the Turn of the Century


D. Segregation and Discrimination
1. Legalized discrimination

(161) What types of segregation and discrimination did African Americans and other minorities encounter?


- **ANSWER:** separate public facilities and schools; denied the right to vote; strict rules of behavior toward whites; lynchings



An all Black School



An all White School

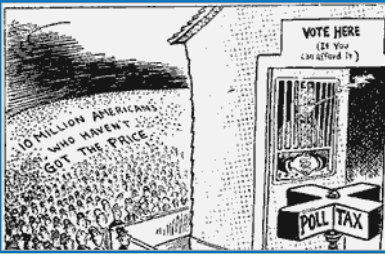



III. Life at the Turn of the Century

D. Segregation and Discrimination
1. Legalized discrimination

(161-162) What was the intent of the southern legislators toward African American voters?

- **ANSWER:** They wanted to prevent them from voting or gaining any political power.


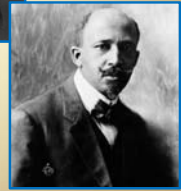




III. Life at the Turn of the Century

D. Segregation and Discrimination
2. Opposing discrimination

(p 162) Explain the differing approaches to fighting racism between W.E.B. Du Bois and Booker T. Washington.

- **ANSWER:** Booker T Washington believed that African Americans had to accept segregation for the moment. He believed they could improve their situation best through acquiring farming and vocational skills.
- W.E.B. Du Bois believed that African Americans should strive for full rights immediately.





III. Life at the Turn of the Century

D. Segregation and Discrimination
2. Opposing discrimination

(p 162) Explain the differing approaches to fighting racism between W.E.B. Du Bois and Booker T. Washington.

- W.E.B. Du Bois believed that African Americans should strive for full rights immediately.
- He was a co-founder of the **NAACP**, an organization that desired to end legalized discrimination based on race.

Hispanic Americans	Asian Americans	Native Americans	African Americans
encountered strong anti-Mexican feelings	lived in segregated neighborhoods	had to endure the government's Americanization policy	encountered Jim Crow laws in South and de facto laws in North
Most Mexicans were farmers, but there were not enough farm jobs to go around.	Many landlords would not rent to Asian tenants	Living on reservations gave them few economic opportunities	lived in segregated neighborhoods
often had to take menial jobs for little pay-could not leave a job until they paid debts they owed their employer	laws limited or prevented Asian immigration	Many Indians did not have American citizenship until the passage of the Indian Citizenship Act of 1924	often had to take menial jobs for little pay
trapped in their jobs by a system brought from Mexico called debt peonage	early 1900s, California legislators passed laws prohibiting marriages between whites and Asian		