11.1 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

California Standards

This factory in Springfield, Massachusetts, filled tracks all over the world with railroad cars. It was one factory that supplied the growing United States with everything from steam engines and freight trains to trolley cars.

Interpreting Visuals  What opportunities does such a large-scale industry represent?


In the 60 years following the Civil War, the United States became the world's leading industrial nation. New inventions drove a Second Industrial Revolution, in which new systems of transportation and communication transformed American life. Economic opportunity drew millions of immigrants, and the United States expanded its territories westward.
1876
Battle of Little Bighorn ends in the death of Custer and his troops.

1880
Crop failures and a troubled economy push millions of Italians to emigrate.

1889
Thousands lay claim to land during the Oklahoma Land Rush.

1890

1900

1901
Oil strike occurs at Spindletop Hill in Texas.

1901
Queen Victoria of Great Britain dies.

1910
Angel Island immigration station opens in San Francisco Bay.

1910
British colonies in southern Africa unite as Union of South Africa.

1875
Industrial revolution causes 1 million to crowd Berlin.

1917
Congress approves a literacy test for immigrants.
As Native Americans gradually lost their battle for their lands in the West, settlers brought in new enterprises—mining, ranching, and farming.

Reading Focus
1. How did changing government policies lead to conflicts with Native Americans in the West?
2. How did mining and ranching influence the development of the West?
3. What opportunities and challenges did farmers face on the Great Plains?

Key Terms and People
- Sand Creek Massacre
- Battle of the Little Bighorn
- Sitting Bull
- George Armstrong Custer
- Wounded Knee Massacre
- Chief Joseph
- Geronimo
- Dawes Act
- Chisholm Trail
- Homestead Act

The Ghost Dance

What would you do to save your culture? By the 1890s Native American cultures were dying. People had lost their homes and their way of making a living. The Sioux, especially, were starving. In despair, many Indians turned to traditional religion and a prophet who gave them hope.

The prophet was Wovoka, also called Jack Wilson, a shaman of the Northern Paiute in Nevada. He was believed to have the power to heal and to bring rain. Working for white farmers, Wovoka learned the beliefs of several Christian sects, including the Presbyterians, Mormons, and Shakers. In 1889 during a solar eclipse, he had a vision. In his dream, he spoke with God in heaven, where he saw many who had died. He was told to bring the Indians a message and a special sacred dance. Most accounts say that his message told people not to steal or lie or go to war. People were to perform the Ghost Dance five nights in a row. Wovoka promised that a messiah, a savior, would save them.

The Ghost Dance movement spread widely in the central Plains. In their visions, dancers saw the great buffalo herds returning and settlers leaving the West. But while the Ghost Dance offered many Indians hope, when it reached the Sioux it led to a tragedy at Wounded Knee.

Conflicts with Native Americans

The Ghost Dance was an expression of deepest grief about the loss of Native Americans' ways of life. As white settlers began streaming into the West, Native Americans and white settlers clashed over control of the land. U.S. government actions compounded the tensions.

The Sioux, Blackfoot, and Cheyenne of the northern Plains and the Kiowa and Comanche of the southern Plains thrived thanks to the abundance of wild buffalo, their main source of food and clothing. The Plains Indians traveled the great grasslands on horseback, following the migrations of the buffalo. They did not believe that land should be bought and sold.

Most white settlers were farmers or town dwellers. They believed that land should be divided and claims given to people to farm or establish businesses. If Native Americans would not settle down in one place, many settlers believed, then their lands were available for the taking.
Government policy  In the mid-1800s the U.S. government’s Indian policy underwent a major change. Previously the army had forcibly removed Native Americans from the East and relocated them farther west. But by the 1850s growing numbers of white settlers wanted to move into those western lands as well.

So instead of pushing the Native Americans farther westward, the government began seizing their land and sending them to reservations. The goal was to break the power of the Plains Indians and open up their lands for settlement. Americans generally agreed with this new policy.

For Plains Indians, being confined to these reservations threatened their buffalo-centered way of life. The vast buffalo herds that had supported them for countless generations were now being driven to extinction as more settlers moved west.

The Indian Wars  Tensions between Plains Indians, settlers, and the U.S. Army grew into a long period of violence known as the Indian Wars. Settlers often broke treaties. Many army commanders believed that the Indians must simply be wiped out.

• Sand Creek Massacre (1864) The U.S. Army had persuaded a group of Cheyenne to stop raiding farms and return to their Colorado reservation peacefully. But then army troops attacked, killing about 150 people, and burned the camp. Congress condemned the actions but did not punish the commander.

• Battle of the Little Bighorn (1876) To stop raids on settlers in Sioux territory, the government ordered all Sioux to leave. Instead, led by Sitting Bull, thousands of Sioux, Cheyenne, and Arapaho gathered near the Little Bighorn River. There a young cavalry officer, George Armstrong Custer, led a headlong attack...
**Academic Vocabulary**

traditional dealing with inherited customs

**Daily Life**

To this day Wounded Knee remains a symbol of injustice toward Native Americans.

**Resistance ends in the West** In 1877 the government ordered the Nez Percé to move to a smaller reservation in Idaho. On the way, a few angry young men killed several white settlers. The Nez Percé and their leader, Chief Joseph, fled toward Canada with the army in pursuit. When they finally had to surrender, the chief said: “My heart is sick and sad. From where the sun now stands, I will fight no more forever.”

Meanwhile, in the Southwest, the government had moved the Apache to a reservation in Arizona. The Apache leader Geronimo fled the reservation and led raids on the Arizona-Mexico border for years. He and his followers were captured one last time in September 1886 and held as prisoners of war.

**Reservation Life** One goal in creating Indian reservations was the policy of Americanization. Officials wanted Indians to abandon traditional culture and identity and to live like white Americans. The Bureau of Indian Affairs, the federal agency that managed Native American reservations, set up government schools for Indian children, often far from their homes. Students had to speak English and could not wear traditional clothing.

The Dawes Act (1887) broke up some reservations and divided the land among individuals. But often the government sold the best land and gave the rest to the Indians. Even when Indians received good land, many could not afford the supplies needed for farming.

**Making Inferences** Why did the government adopt a policy of Americanization?

**Hydraulic Mining**

Large-scale operations used high-pressure hoses to loosen dirt. Hydraulic mining was banned in 1884 because of its negative effects on the environment.

**Mining and Ranching**

After the California gold rush, each new gold or silver strike inspired a new rush to the West. In 1859 prospectors found silver in the Carson River valley in Nevada Territory. This rich mine, the Comstock Lode, yielded about $500 million worth of silver in the next 20 years.

The last major gold strike came in 1896 along the Klondike River in the remote Yukon Territory on the Canada-Alaska border. Over the next year, some 100,000 Americans made the treacherous journey to the Klondike.

**Mining Communities** Most prospectors were men, though some families and single women also came. They came from the United States and other countries. Mining camps were usually just groups of tents or shacks. Some camps grew into towns with dirt streets, wooden sidewalks, stores, and saloons. As more families arrived, towns turned into thriving communities with churches, schools, and newspapers. A few of these communities grew into major cities, such as Denver, Colorado.
Mining as a business  At first, individual prospectors worked the mines with hand tools. Some found gold by simple methods such as panning—washing gold out of loose sand or gravel. When the surface deposits of gold ran out, machinery was needed. By the 1880s mining was dominated by large companies.

Most miners then went to work for mining companies instead of hoping to strike it rich on their own. They dug mine shafts, built tunnels, and drilled out the ore. It was dangerous, with an constant threat of cave-ins, explosions, and flooded mines. In some places miners tried to organize unions to negotiate for better working conditions, but mining companies resisted.

Ranching on the Plains  In the decades after the Civil War, a new business came to dominate the economy of the Plains—cattle ranching. The first cattle ranchers in the West were the Spanish, who brought cattle from Spain in the 1500s. The Spanish, and later the Mexicans, became skilled at raising cattle in a harsh environment. They interbred Spanish and English cattle to develop a new breed—the Texas longhorn—that thrived on the Plains. Longhorns were hardy, did not need much water, and could live on grass alone.

The Spanish also brought sheep ranching to the Plains. In the Southwest, Navajos and Pueblos took up raising sheep. Sheep ranching expanded after the Civil War as New England mills increased their demand for raw wool. However, cattle ranchers believed that sheep destroyed the grasslands by eating the roots. Conflicts between sheep owners and cattle owners became violent as they competed for grazing land on the open range.

Cattle drives  After the Civil War, the East’s demand for beef grew as city populations expanded. By 1866 a steer worth about $4 in Texas sold for $40 in the East. So ranchers hired cowboys to drive a herd of cattle to a railroad town, where they would be shipped to meat-packing centers such as Chicago.
Several major cattle trails ran from Texas cattle country to rail centers in the North. One of the most important of these trails was the **Chisholm Trail**, which began in San Antonio and ended in Kansas.

Cattle drives usually lasted three months. Cowboys gently urged the cattle along the trail for 10 or 12 miles a day. Pushing the herd faster could cause a stampede. About two-thirds of the cowboys were white teenage boys aged 12 to 18, but there were many African American and Hispanic cowboys and even a few women.

**Ranching as big business**  
Cattle owners often had trouble managing their herds on the open range. Then an inventor patented barbed wire, a fencing material made of twisted wire with sharp barbs. Ranchers enclosed their grazing land with barbed-wire fences.

Between 1882 and 1886, more than 400 cattle corporations, financed by outside investors, sprang up in Wyoming, Montana, Colorado, and New Mexico. Cattle ranching became big business. However, the enclosure of the open range led to conflicts between landless cattle owners and the ranchers and farmers who fenced their land.

**READING CHECK**  
Identifying Cause and Effect  
Why did sheep and cattle ranchers clash?

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**Farmers on the Great Plains**

An early visitor to the Great Plains called the region the Great American Desert, saying it was “unfit for cultivation.” But a few decades later, with encouragement from the government, people began pouring onto the Great Plains to build farms.

In 1862 Congress passed three acts to encourage settlement. The **Homestead Act** allowed any head of household over age 21 to claim 160 acres of land. Each homesteader was required to build a home on the land, make improvements, and farm the land for five years before receiving full ownership. Nearly 2 million people attempted to claim land under the Homestead Act.

Under the Pacific Railway Act, governments gave millions of acres to railroad companies to encourage them to build railroads and telegraph lines. The railroads used some of the land and sold the rest to settlers. To attract settlers, railroads ran newspaper ads in the East and in Europe, praising the wonders of the West.

Finally, a new law called the Morrill Act gave the states land to build colleges to teach “agriculture and the mechanic arts.” This was the first federal government assistance for higher education.

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**Oklahoma Land Rush**

Between 1889 and 1895, five land runs drew thousands of new settlers to Oklahoma. The largest land run occurred in 1893. Settlers claimed seven million acres of land in an area known as the Cherokee Outlet on September 16, 1893.

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**Around 100,000 settlers rushed to claim land in the Cherokee Outlet.**

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**Homesteaders await the trumpet calls, gunshots, and even cannon blasts that will signal the start of the land run.**
The Oklahoma Land Rush  As you read in a previous chapter, a number of Native American nations had been moved to Indian Territory (present-day Oklahoma). In 1879, however, a lobbyist discovered that some 2 million acres had not been assigned to any nation. A presidential order banned entry into Indian Territory, but settlers still tried to claim the land. Political pressure grew, and in 1889, it was opened to settlers.

On April 22, 1889, would-be settlers lined up on the Oklahoma border. At a signal, some 50,000 people rushed into the Oklahoma interior, staking claims on some 11,000 homesteads. Towns sprang up overnight, though not all settlers remained.

The new settlers  Most of the people moving West after the Civil War came because of certain push-pull factors. The push factors are the reasons they left their homes. The pull factors are the reasons they moved to the West.

- **White settlers**  White settlers came mainly from states in the Mississippi Valley, which had once been considered the frontier. They were mostly middle-class farmers or businesspeople, who could afford supplies and transportation.

- **African American settlers**  In the late 1870s African Americans began a massive migration West. Some left because of the discriminatory Black Codes and violence by groups such as the Ku Klux Klan. Rumors spread that the federal government would set Kansas aside for former slaves. While it was not true, some 15,000 African Americans moved there. They became known as Exodusters.

- **European settlers**  Economic opportunity attracted thousands of northern Europeans, especially land-poor Scandinavians and Germans. Irish who had come to work on the railroads settled on the Plains. Mennonites (a Protestant sect) from Russia brought their experience of farming on the steppes to the Great Plains.

- **Chinese settlers**  By the 1880s some of the Chinese who had immigrated for the California gold rush or railroad jobs turned to farming. They helped establish California’s fruit industry. Because laws often barred Asians from owning land, many became farmworkers, not owners.

Challenges and solutions  Farming on the Plains presented new challenges and hardships.
Americans continue moving west in large numbers.

**EFFECTS**
- Traditional Native American ways of life are destroyed.
- Mining communities are established.
- Ranches are established, and the cattle industry booms.
- Farmers settle on the Plains.

The climate was harsh, with bitter cold weather, high winds, and snow. Summer weather was fiercely hot, and water was scarce. Many families had to depend on wells with pumps powered by windmills. In the Southwest, some settlers learned irrigation techniques from Hispanic and Native American farmers.

Wood for houses was in limited supply, so many settlers used the earth itself. At first they quickly built dugouts, which were shelters dug into the sides of hills. More comfortable were sod houses, homes built from blocks of tough prairie soil.

New machinery helped farmers meet the challenge of farming on the Great Plains. The new technology included a new plow with a sharper edge as well as combine harvesters that cut wheat, separated out the grains, and removed the husks.

Large companies started giant bonanza farms, which were like factories with expensive machinery, professional managers, and specialized workers. They were profitable in good growing years but too expensive to survive bad years.

In 1890 the U.S. Census Bureau issued a momentous report that declared the frontier closed. There had been so many new settlements that they had broken up the open land, meaning that there no longer was a frontier area to be settled.

In 1893 the historian Frederick Jackson Turner wrote an essay on the thesis that the existence of the frontier had given the United States a unique history. Historians debated Turner's idea for decades afterward.

### ACADEMIC VOCABULARY

**thesis** central idea

### Critical Thinking

4. **Identifying Cause and Effect** Make a chart like the one below and list the effects of each of the government policies listed.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americanization (BIA)</td>
<td></td>
</tr>
<tr>
<td>Homestead Act</td>
<td></td>
</tr>
<tr>
<td>Morrill Act</td>
<td></td>
</tr>
<tr>
<td>Oklahoma Land Rush</td>
<td></td>
</tr>
</tbody>
</table>

### Focus on Writing

5. **Narrative** As a homesteader who moved westward, write a letter to your family back East telling about your life on the Great Plains.
BEFORE YOU READ

MAIN IDEA
During the late 1800s, new technology and inventions led to the growth of industry, the rise of big business, and revolutions in transportation and communication.

READING FOCUS
1. How did industry and railroads lead to the Second Industrial Revolution?
2. How did entrepreneurs and public attitudes help the rise of big business in the late 1800s?
3. What conditions prompted workers to organize in the late 1800s?
4. What advances in transportation and communication were made in the late 1800s?

KEY TERMS AND PEOPLE
entrepreneur
capitalism
laissez-faire
social Darwinism
John D. Rockefeller
Andrew Carnegie
Cornelius Vanderbilt
George Pullman
Sherman Antitrust Act
Thomas Alva Edison

THE INSIDE STORY

How did oil fuel the Second Industrial Revolution? For years, people had found oil on the surface of coastal waters and lakes. In the mid-1800s people began to refine oil into kerosene to light lamps. In August 1859 in Pennsylvania, Edwin L. Drake drilled into the ground to try to extract oil. His crew hit a crevice deep in the rock, and oil seeped up. Drake had drilled the first commercial oil well. He was soon steadily pumping oil to the surface.

Wildcatters, or oil prospectors, went looking for oil in other places. In January 1901, some struck oil at Spindletop Hill near Beaumont, Texas. The discovery kicked off an oil boom in Texas. Spindletop produced more than 17 million barrels of oil in 1902, but its output soon declined.

The oil boom in Texas lasted less than 20 years but had long-term consequences. Many of the world's leading oil companies got their start at Spindletop. Later, they would refine crude oil into gasoline and other petroleum products, fueling a revolution in transportation and industry.

Oil Boom

[Image: Wooden derricks line Spindletop's Boiler Avenue in Texas in 1903.]

HSS 11.2.1 Know the effects of industrialization on living and working conditions.
HSS 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade and the development of cities.
HSS 11.2.6 Trace the economic development of the United States and its emergence as a major industrial power.
Industry and Railroads

The boom in the oil industry was only one part of what became known as the Second Industrial Revolution. During this period of time, new technology led production to skyrocket, particularly in the steel and oil industries. This increased production in turn created advances in technology and transportation, most notably the American railroad system.

Making steel In the 1850s a new method called the Bessemer process made steel-making faster and cheaper. In 1873 American steel mills turned out about 115,000 tons of steel. By 1910 output had soared to 24 million tons, making the United States the world's top producer of steel.

Steel helped transform the United States into a modern industrial economy. It was used to make railroad locomotives and rails, bigger bridges, and taller buildings. Factories equipped with steel machinery could turn out more manufactured goods. The low cost of steel also made it practical for everyday items such as nails and wire.

Railroads expand In the 1850s train tracks already crisscrossed the Northeast and reached into the Southeast and the Great Lakes area. Between 1865 and 1890 the number of miles of railroad track jumped nearly fivefold. The federal government helped by giving the railroads millions of acres of land. Cheap steel also helped the railroads expand.

Congress authorized two companies to build rail lines to the West Coast. For six and a half years, workers raced to complete the first transcontinental railroad—one that crossed the American continent.
the country. The Union Pacific laid tracks westward from Omaha. The work went fairly quickly because much of the land was prairie or gently rolling hills. Central Pacific workers laid track from the west, starting in Sacramento, California. These workers labored on tough terrain, crossing deserts and blasting tunnels through mountains on the California-Nevada border. They also faced Indian attacks.

On May 10, 1869, the two rail lines met at Promontory Summit in Utah Territory, linking east and west. Throughout the country, railroads expanded, creating a vast railroad network. Railroads promoted trade and provided jobs. The railroads also speeded up settlement of the West, cutting travel time from months to days. Wherever railroads were built, new towns sprang up.

Railroads led to the adoption of standard time. Until then, people kept time according to the position of the sun. When it was noon in Chicago, it was 12:07 p.m. in Indianapolis and 12:31 p.m. in Pittsburgh. Michigan had at least 27 different local times. Running a railroad, though, required accurate timekeeping. A New York school principal proposed dividing the earth into time zones. All communities within a single time zone would set their clocks alike. Railroad officials enthusiastically embraced this idea. In 1918 Congress adopted standard time for the nation.

Making Inferences How did the railroads help westward expansion?

The Rise of Big Business

Big business prospered in the late 1800s because of entrepreneurs—risk takers who started new ventures within the economic system called free enterprise or capitalism, in which most businesses are privately owned. Under laissez-faire capitalism (French for “allow to do” or “leave alone”), companies operated without government interference.

There were huge inequalities under capitalism, but some people explained them by a philosophy known as social Darwinism. In studying nature, British scientist Charles Darwin had concluded that members of a species compete for survival. Stronger members adapt to the environment and thrive while weaker ones gradually die out in a process called natural selection. Social Darwinists believed that natural selection also applied to society. Stronger people, businesses, and nations would prosper. Weaker ones would fail.

New business organization In response to changes in industry, a new type of business organization developed. The corporation is a business with the legal status of an individual. Corporations are owned by people who buy stock, or shares, in the company. A board of directors makes decisions; corporate officers run day-to-day operations.

Corporate organization had advantages. To expand, a corporation can raise money by selling stock. Stockholders can lose only the amount of money they have invested in the business. Finally, a corporation can continue to exist after its founders leave.

Competition in the 1800s was fierce. To gain dominance, some competing companies merged to form a trust. A board of trustees ran the companies like a single corporation. When a trust gained complete control over an industry—such as sugar—it held a monopoly. It had no competition and could raise prices or lower quality at will.

Industrial tycoons As businesses grew ever larger, some corporate leaders amassed staggering fortunes. Historians refer to this time period as the Gilded Age.

John D. Rockefeller's company, Standard Oil, started as an oil refinery. To increase profits, he used vertical integration—acquiring companies that supplied the oil business, such as pipelines and railroad cars. He also practiced horizontal integration by taking over other refineries. By 1875 Standard Oil refined half of all the oil in the United States. Rockefeller gave away huge amounts of his wealth to colleges and other good causes.

Andrew Carnegie was a poor boy from Scotland who came to the United States when he was 12. He worked for the Pennsylvania Railroad, began to invest, then founded his own company and rose to the top of the steel business. By 1899 the Carnegie Steel Company dominated the American steel industry. In 1901 Carnegie sold the company to banker J. P. Morgan for $480 million and retired. He devoted his time and fortune to building public libraries and financing education.
William Graham Sumner was the leading proponent of social Darwinism in the United States.

"If... men were willing to set to work with energy and courage... all might live in plenty and prosperity. But if they insist on remaining in the slums of great cities... there is no device... which can prevent them from falling victims to poverty and misery or from succumbing in the competition of life to those who have greater command of capital."

William Graham Sumner, c. 1885

Cornelius Vanderbilt began investing in railroads during the Civil War. Soon his holdings stretched west to Michigan and north to Canada. Vanderbilt also gave money to education. George Pullman made his fortune by designing and building sleeper cars that made long-distance rail travel more comfortable. In 1881 he built a company town near Chicago for his employees. The town of Pullman had comfortable homes, shops, a church, and a library, but the company controlled many aspects of life.

Some Americans viewed the tycoons of the late 1800s as robber barons, destroying competitors with tough tactics. Others, however, saw them as captains of industry, using their business skills to strengthen the economy.

Mass marketing Retail merchants were also looking for new ways to maximize their profits. They turned to new forms of marketing—including clever brand names and advertising aimed at women.

In the cities, the department store made shopping easier. Instead of going from store to store, shoppers could find many different goods under one roof in separate departments for clothing, cookware, and so on. In rural areas, people could now purchase a huge variety of goods—from shoes to entire houses—from the catalogs sent out by mail-order companies.

Workers Organize

In the laissez-faire climate of the late 1800s, the government had little concern for workers. Many industrial workers were scraping by on less than $500 per year. Meanwhile, the rich were very, very rich. By 1890 an estimated 10 percent of the population held 75 percent of the nation's wealth.

The government grew uneasy about the power of corporations. In 1890 Congress passed the Sherman Antitrust Act, which made it illegal to form trusts that interfered with free trade. The act was ineffective, however, since the government prosecuted only a few companies.
The American workforce Many factory workers were European immigrants; others were rural Americans who came to the cities for work. African Americans generally held lower-paying jobs as laborers or household help.

Many industrial workers were children. By 1900 about one in six children ages 10 to 15 held a job outside the home. Workers often worked 12 to 16 hours a day, six days a week, in unhealthy conditions. They had no paid vacation, no sick leave, and no compensation for workplace injuries, which were common.

By the late 1800s working conditions were so bad that more workers began to organize. By banding together, organized labor hoped to pressure employers into giving better pay and safer workplaces. The first effective group was the Knights of Labor, founded in Philadelphia in 1869. Under the leadership of Terence V. Powderly, the Knights accepted unskilled workers, women, African Americans, and even employers. The Knights campaigned for an eight-hour workday, the end of child labor, and equal pay for equal work. At first, the union preferred boycotts and negotiation to strikes. But strikes soon became a common tactic.

- The Great Railroad Strike The first major rail strike came in 1877. Protest ing against cuts in wages, workers for two railroads blocked the movement of trains. Strikes spread, stopping most freight traffic for over a week. Clashes between strikers and militia led to numerous deaths. Mob violence in Pittsburgh caused millions of dollars in damage. The army finally ended the Great Railroad Strike.

- The Haymarket Riot In 1886 there were about 1,500 different strikes over wage cuts, some involving violent clashes with employers and police. In Chicago, crowds gathered in Haymarket Square to protest police action. Someone threw a bomb, and people panicked. Before the riot ended, 11 people were dead and more than 100 injured.

People immediately blamed foreign-born unionists for the violence. Police eventually charged eight men—all with foreign-sounding names—with conspiracy and murder. With little evidence, all eight were convicted and sentenced to death. Four of the men were hanged, and one killed himself in prison. The others were later pardoned.

Setbacks for organized labor Employers then struck back. They forced employees to sign documents saying they would not join unions. They blacklisted troublemakers. But unions kept on organizing. In 1886 a group of workers led by Samuel Gompers formed the American Federation of Labor (AFL). The AFL won wage increases and shorter workweeks.

In a labor dispute in 1892, at the Carnegie Steel Company in Homestead, Pennsylvania, workers seized the plant. Private guards hired by the company tried to take control, and a 14-hour battle left 16 people dead. The Homestead strike seriously hurt the steelworkers' union.

Other unions suffered setbacks, too. In 1893 the Pullman Company laid off a third of its employees and severely cut the wages of the rest. Eugene V. Debs, head of the American Railway Union, urged his members not to work on trains that included Pullman cars. The government ordered the union to call off the strike because it interfered with delivering the U.S. mail. Federal troops moved in, and the Pullman strike collapsed. Workers who had taken part were fired or blacklisted. The late 1800s remained the era of big business.

Identifying the Main Idea Why did factory workers organize unions?

The Growth of Unions, 1880–1910

- Total nationwide union membership
- American Federation of Labor membership
- Knights of Labor membership

1886 Haymarket Riot

Sources: Growth of American Trade Unions, 1880–1923; Ebb and Flow of Trade Unionism

What happened to union membership following the Haymarket Riot? What union was created following the riot?

Advances in Transportation and Communication

Railroads made long-distance travel easier, but Americans also needed ways to travel locally. Growth of cities led to developments in mass transit—public transportation systems that carry large numbers of people along established routes. At the same time, Americans invented ways to communicate over long distances.

A transportation revolution Important advances in transportation during the Second Industrial Revolution included:

• Streetcars Horse-drawn passenger vehicles were the earliest mass transit. By the 1830s, horsecars, or streetcars, were rolling along rails in the street. In cities with steep hills, such as San Francisco, cable cars were built, which latched onto a moving cable underground. By 1900 most cities had electric streetcars, or trolleys, powered by overhead electrical wires.

• Subways As American cities grew, street traffic became a serious problem, especially in urban centers such as Boston and New York. The city of Boston found a solution—the subway. Boston opened the first subway line in the United States in 1897; the New York subway opened in 1904.

• Automobiles While mass transit was growing, inventors were also experimenting with vehicles for personal use. A German engineer invented the internal combustion engine, and soon inventors were trying to use it in a “horseless carriage.” In 1893 Charles and Frank Duryea built the first practical American motorcar. The early automobiles were for the wealthy few who could afford them.

• Airplanes For centuries human beings had dreamed of flying. Two American brothers were the first to build a successful airplane. On December 17, 1903, Orville and Wilbur Wright flew their tiny airplane at Kitty Hawk, North Carolina.

A communications revolution Inventors also changed the way Americans communicated in the 1800s.

• Telegraph In 1837 Samuel F. B. Morse patented his method for sending messages instantly over wires with electricity. Telegraph operators tapped out patterns of long and short signals—now called Morse code—that stood for letters of the alphabet. After the Civil War, the telegraph grew with the railroads. Telegraph wires were strung on poles along the railroad tracks. Train stations had telegraph offices. The telegraph became the fastest way to send messages.

The First Flight

Brothers Orville and Wilbur Wright developed the first successful motorized aircraft in 1903, opening up the skies to travel.
• **Telephone** Though two inventors devised ways to transmit voices by electricity, Alexander Graham Bell patented his design first, in 1876. By 1900 there were more than a million telephones in offices and households.

• **Typewriter** Many inventors tried to create a writing machine. Christopher Latham Sholes, a Milwaukee printer, developed the first practical typewriter in 1867. He later improved it by designing the keyboard that is still standard for computers today. The typewriter could produce legible documents very quickly. Businesses began to hire women as typists, opening up new job opportunities for many American women.

**Thomas Edison** One of America's most amazing inventors was Thomas Alva Edison. In 1876 Edison opened his own research laboratory in Menlo Park, New Jersey. He hired assistants with scientific and technical expertise, encouraging them to think creatively and work hard. Edison spent hours testing ideas. He and his team soon invented the first phonograph and a telephone transmitter. Edison became known as the Wizard of Menlo Park.

Edison was the first to come up with a safe electric lightbulb that could light homes and street lamps. He then undertook a new venture—bringing an electricity network to New York City. In 1882 he installed a lighting system powered by his own electric power plant. Similar electric power plants were built all over the country. Edison and his team later invented a motion picture camera and projector. In all, Edison had more than 1,000 U.S. patents.

**Identifying the Main Idea**
How did technology change communication in the late 1800s?

**REVIEWING IDEAS, TERMS, AND PEOPLE**

1. a. **Describe** How did new steel-making technology help American industry grow?
   b. **Explain** What was the importance of oil to the Industrial Revolution?
   c. **Develop** What would be the long-term effects of the transcontinental railroad?

2. a. **Recall** What was laissez-faire capitalism?
   b. **Analyze** What was innovative about the department store?
   c. **Predict** Why would business leaders welcome the philosophy of social Darwinism?

3. a. **Identify** Explain the significance of the Knights of Labor, Samuel Gompers, and Eugene V. Debs.
   b. **Analyze** What groups of people worked in factories during the late 1800s?

4. a. **Recall** What types of mass transit were used in the 1800s?
   b. **Make Inferences** Why did railroads and the telegraph expand together?

5. **Comparing and Contrasting** Copy the chart below and analyze the similarities and differences between streetcars and private automobiles.

6. **Expository** As an admirer of the inventor Thomas Edison, write a letter explaining why you would like to work in his research laboratory.
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.

**Main Idea**

**Reading Focus**

1. Who were the new immigrants of the late 1800s, and what challenges did they face?
2. What was urban life like at the turn of the twentieth century?
3. How did political scandals lead to reform in the late 1800s?
4. What types of segregation and discrimination did African Americans and other minorities encounter?

**Key Terms and People**

- Ellis Island
- Americanization
- tenement
- settlement house
- Jane Addams
- social gospel
- Populist Party
- Jim Crow laws
- lynching
- Booker T. Washington
- W. E. B. Du Bois

**The Inside Story**

What was it like to move to the United States at the turn of the century? For many years, immigrants had been moving to the United States in search of new homes and better lives. At the turn of the twentieth century, a new wave of immigration to the United States was well underway. Between 1880 and 1910, millions of immigrants came to America, mostly from southern and eastern Europe. In American cities they built tight-knit communities that reflected the communities they had left in Europe.

In 1900 New York City’s Mulberry Street, shown below, was home to a large population of Italian immigrants. At the turn of the century, it was common for families from the same town in Italy to move to the same street in an American city. These new Italian American communities maintained many of the same cultural traditions they had back home in Italy. Although immigrant groups faced difficult living conditions, families joined together to help one another. Mulberry Street remains part of New York City’s Little Italy neighborhood today.

**A Snapshot of 1900**
New Immigrants

The United States has been called a nation of immigrants. Of all the groups who made America, only Native Americans have not come from somewhere else. Between 1800 and 1880, more than 10 million immigrants came to the United States. These “old immigrants” were mainly from northern and western Europe. Chinese immigrants also arrived for the Gold Rush or to work on the railroads.

Between 1880 and 1910, however, a new wave of immigration brought some 18 million newcomers to America. Most came from places in southern and eastern Europe, including Greece, Italy, Poland, and Russia. Because of severe immigration laws, smaller numbers came from East Asia.

These “new immigrants” made America more diverse in ethnicity and religion. They included people of Roman Catholic, Greek Orthodox, Russian Orthodox, and Jewish faiths. By 1910 nearly one out of every seven Americans was foreign-born.

Coming to America People came to America in search of a better life, but they left their homelands for various reasons. Jews in particular fled Russia and eastern Europe to escape religious persecution. Emigrants left southern and eastern Europe because of desperate poverty and little economic opportunity.

The U.S. government opened an immigration station in 1892 on Ellis Island in New York Harbor. Over the next 62 years, some 12 million Europeans passed through Ellis Island.

After 1910 newcomers from Asia passed through Angel Island, an immigration station in San Francisco Bay. Because of discriminatory laws, many Chinese immigrants were held in prison-like conditions for weeks or months, awaiting a ruling on whether they could stay.

While many immigrants found a better life in the United States, they also met hardships. Many lived in crowded tenements and took low-paying, unskilled jobs. Many settled near others from their homeland, who spoke their language and shared their culture.
Early Skyscrapers

The Reliance Building  To people in Chicago in the 1890s, the Reliance Building almost appeared to defy gravity. Supported by a steel skeleton, the light and airy exterior was made almost entirely of windows. The Reliance Building, and others like it, ushered in a new era of urban construction—the era of the skyscraper.

Reactions to immigrants  Some native-born Americans, known as nativists, saw immigrants as a threat. Nativists blamed immigrants for increases in crime and poverty and said they took American jobs.

On the West Coast, prejudice was directed against Asians. California had restrictions against Chinese holding jobs or even living in certain places. On the federal level, Congress passed the Chinese Exclusion Act in 1882. It banned immigration for 10 years, with a few exceptions, and barred Chinese immigrants from becoming citizens. In 1906 San Francisco required Japanese students to attend separate schools from white students, although the policy was later dropped.

Some nativists called for all immigrants to pass a literacy test, an exam to determine whether they could read in English or their native language. Congress approved a literacy test bill over President Woodrow Wilson’s veto.

Other native-born Americans, driven by a mixture of fear and charity, wanted to help the new immigrants assimilate, or blend in, to American society. This process became known as Americanization. Schools and voluntary organizations taught immigrants English literacy skills and subjects needed for citizenship, such as American history and government. Many immigrants from southern and eastern Europe gained valuable skills. However, the process often involved a loss of cultural heritage.

Why did nativists oppose immigration?
Urban Life in America

Before industrialization, American cities were compact, with buildings only a few stories high. People could walk to workplaces, schools, shops, and churches. In the late 1800s cities changed dramatically. As buildable space grew limited, architects began to build up. Strong steel frames let them design taller buildings. The mechanized elevator, invented by Elisha Otis, made taller buildings practical.

As cities grew more crowded, some people worried that urban areas would no longer have any green space. Specialists in the new field of urban planning looked at the use of space in cities. Landscape architects such as Frederick Law Olmsted designed city parks such as Central Park in New York City.

How different classes lived Lifestyles and opportunities varied tremendously with status in society.

• The wealthy Most wealthy people of the late 1800s had made their money in industry and business. They showed off their wealth in many ways, especially in their homes. On New York City's stylish Fifth Avenue, they built houses resembling medieval castles and Italian Renaissance palaces.

• The middle class The urban middle class was made up of corporate employees such as accountants and managers, and professionals such as teachers, engineers, lawyers, and doctors. During the 1870s and 1880s, professional organizations began to set standards for certain occupations such as medicine, education, and the law.

• The working class Most people in the cities lived in poverty. Wages were low, and housing shortages meant that many people lived in crowded tenements, or rundown apartment buildings. Tenements were usually within walking distance of the factories, stockyards, and ports where many poor urban dwellers worked. Tenement life was unhealthy. Buildings did not have sufficient light or ventilation. The few windows overlooked streets and alleys filled with trash and sewage. With no indoor plumbing, women and children had to haul water from an outdoor water pump. In addition, many working-class women held jobs outside the home.

The settlement house movement A reform movement in Great Britain inspired some Americans to try a new approach to helping people overcome poverty. In 1883 London reformers founded the first settlement house, a place where volunteers offered immigrants services such as English-language and job-training courses. They also provided social activities such as clubs and sports.

One of the first American settlement houses was Hull House in Chicago, founded by Jane Addams and Ellen Gates Starr in 1889. In New York City, Lillian Wald founded the Henry Street Settlement. In Richmond, Virginia, Janie Porter Barrett began the Locust Street Social Settlement, the first for African Americans. By 1910 U.S. cities had 400 settlement houses.

Most settlement-house workers were college-educated women. Many believed in the concept of social gospel, the idea that faith should be expressed through good works. These people believed churches had a moral duty to help solve social problems.

Reading Check Summarizing How did cities change in the late 1800s?

Political Scandal and Reform

By the late 1800s many American cities had problems such as crime, bad housing, and poor sanitation. In some cities, control of local government passed to a political machine, which was an organization of professional politicians. Political machines made cities run better, but they were often corrupt.

Machine bosses 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.

The most notorious political machine was Tammany Hall in New York City. William Marcy Tweed, known as Boss Tweed, became head of Tammany Hall in 1863. He used his position to make himself and his friends, the Tweed Ring, very rich. Tweed's power seemed unbreakable until 1871, when his corruption was made public. He was convicted of fraud and sent to prison.
Farmers joined organizations such as the Grange and the Farmers’ Alliances to protect their economic interests. The Farmer Alliances formed the Populist Party in 1892 to further their impact on government policy.

**Scandal in the government** Political corruption extended all the way to the nation’s capital. Civil War hero Ulysses S. Grant became president in 1869, but scandals marred his presidency. One such scandal involved the Crédit Mobilier, a company set up by the Union Pacific Railroad. It was actually a scheme to funnel federal railroad money to Crédit Mobilier stockholders, who included members of Congress and the vice president.

Attempts at reform split the Republican Party. In 1880 the Republicans chose a reformer, Ohio senator James A. Garfield, as their candidate. But four months into his term, Garfield was assassinated. His successor, Chester A. Arthur, surprised many people by supporting government reforms. In 1883 he helped secure passage of the Pendleton Civil Service Act, which required that promotions be based on merit, not political connections.

**Farmers’ reform movements** Times were desperate for farmers in the late 1800s. Crop prices were falling. Merchants, banks, and railroads were getting richer, but farmers were in debt. They organized to help themselves. The first major group of farmers was the Order of Patrons of Husbandry, known as the National Grange. Its first political goal was to persuade state legislatures to regulate railroad rates. Railroads challenged these laws in court. The Supreme Court first upheld the laws but later ruled that the federal government, not the states, could regulate traffic across state lines. This led Congress to pass the Interstate Commerce Act in 1887, which called for reasonable railroad rates. It was the first time that the federal government had passed a law to regulate an industry.

**Silver versus gold** Another farmers’ group, the Farmers’ Alliance, formed in the 1870s. The Alliance wanted the government to print more paper money. It believed that farmers could charge more for farm goods if there were more money in circulation.

Paper money was originally redeemable for either gold or silver. Then in 1873 Congress put the U.S. dollar on the gold standard, meaning that a dollar could be redeemed only for gold in the U.S. Treasury. That reduced the amount of money in circulation and hurt farmers. Farmers wanted money to be backed by silver.

Farmers’ Alliance policies gained support, and its leaders decided to form a national political party. The People’s Party, usually called the Populist Party, was a coalition of Alliance members, farmers, labor leaders, and reformers. It lasted only a few years, but its stand against powerful interests influenced later politicians.
It called for bank regulation, government ownership of railroads, and free (unlimited) coinage of silver.

Soon after the 1892 election, a major railroad company failed, triggering the Panic of 1893. Stock prices fell, and millions lost their jobs. This depression had many causes. President Cleveland blamed the Sherman Silver Purchase Act, which required the government to purchase silver with paper money redeemable in either gold or silver.

**The election of 1896** Silver was still an issue in the 1896 election. The Republicans nominated Ohio governor William McKinley, who supported the gold standard. Democrats chose William Jennings Bryan. In a famous speech, Bryan defended the free coinage of silver. He concluded dramatically: “... we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold!”

The “cross of gold” speech won Populist support for Bryan. Terrified business leaders contributed millions of dollars to the Republican campaign, and McKinley won the election.

**Segregation and Discrimination**

After Reconstruction ended, Southern legislatures passed laws that restricted the rights of African Americans. However, the prejudice that led to such laws existed nationwide.

**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.

In 1890 the Louisiana legislature passed a law requiring African Americans to ride in separate railway cars from whites. Homer Plessy, an African American man, sat in a whites-only train compartment to test the law. He was arrested, and his case finally went to the U.S. Supreme Court.

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. Justice John Marshall Harlan disagreed, saying, “Our Constitution is color-blind, and neither knows nor tolerates classes among citizens.” But the *Plessy* decision allowed legalized segregation for nearly 60 years.

In addition to legalized discrimination, many strict rules of behavior were understood to govern the social and business interactions of white and black Americans. In every encounter, African Americans were supposed to confirm their lower status in society. If they did not do this, the consequences could be serious, even deadly.

The worst outcome of this discrimination was *lynching*—murder of an individual by a group or mob. Between 1882 and 1892, nearly 900 African Americans lost their lives to lynch
mobs. Lynchings could be sparked by even the most minor offenses, or perceived offenses. They declined after 1892 but continued into the early 1900s.

**Opposing discrimination** Two different approaches to fighting racism emerged. Born into slavery, 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. He founded the Tuskegee Institute to teach African Americans practical skills.

On the other hand, W. E. B. Du Bois believed that African Americans should strive for full rights immediately. Du Bois helped found the Niagara Movement in 1905 to fight for equal rights. Members of the Niagara Movement later founded the National Association for the Advancement of Colored People (NAACP).

**Other groups face discrimination** Hispanic Americans, Asian Americans, and Native Americans also experienced discrimination.

- **Hispanic Americans** Many Mexican immigrants encountered strong anti-Mexican feelings. Most Mexicans were farmers, but there were not enough farm jobs to go around. Spanish-speaking people often had to take menial jobs for little pay. Many were trapped in their jobs by a system brought from Mexico called debt peonage. They could not leave a job until they paid debts they owed their employer. Debt peonage was made illegal in 1911.

- **Asian Americans** In some places, Chinese and Japanese Americans lived in segregated neighborhoods. Many landlords would not rent to Asian tenants. Other laws limited or prevented Asian immigration. In the early 1900s, California legislators passed laws prohibiting marriages between whites and Asian Americans.

- **Native Americans** Native Americans had to endure the government’s Americanization policy, which tried to stamp out their traditional cultures. Living on reservations gave them few economic opportunities. Many Native Americans did not even have American citizenship until the passage of the Indian Citizenship Act of 1924.

**Identifying the Main Idea** What was the intent of southern legislators toward African American voters?

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**SECTION 3 ASSESSMENT**

### Reviewing Ideas, Terms, and People

1. **Recall** Who were the new immigrants, and where did most come from?
2. **Identify** What part did each of these people play in the changing cities? Elisha Otis, Frederick Law Olmsted, Jane Addams, Lillian Wald
3. **Develop** Briefly identify each of these political figures: William Marcy Tweed, Ulysses S. Grant, William McKinley, William Jennings Bryan

### Critical Thinking

1. **Identify** Identify each of these tactics and explain how they prevented African Americans from voting: poll tax, literacy test.
2. **Contrast** How did Booker T. Washington and W. E. B. Du Bois differ in their views of the best way to combat discrimination?
3. **Evaluate** In what ways was the discrimination against Native Americans different from that faced by Hispanic Americans and Asian Americans?

**5. Sequencing** Copy the chart below and record the sequence of events from the passage of the first Jim Crow law in Tennessee to the Supreme Court decision in *Plessy v. Ferguson*.

**6. Persuasive** As someone wanting to open a settlement house, write a speech explaining your reasons why it is needed.
Reviewing Key Terms and People

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. The law that divided reservation land among individual Native Americans
2. A cattle trail that went from San Antonio, Texas, to rail centers in Kansas
3. The law that allowed any head of household over age 21 to claim 160 acres of land
4. The term for companies operating without government interference
5. System in which most businesses are privately owned
6. Belief that stronger people, businesses, and nations would prosper, while weaker ones would fail
7. Law that made it illegal to form trusts that would interfere with free trade
8. Immigration station opened in New York Harbor in 1892
9. The idea that faith should be expressed through good works
10. Party that called for bank regulation, government ownership of railroads, and unlimited coinage of silver
11. Laws created to enforce segregation

Comprehension and Critical Thinking

SECTION 1 (pp. 142–147) HSS 11.2.2, 11.2.3, 11.2.5
12. a. Describe What did the Pacific Railway Act and the Morrill Act do?  
b. Make Inferences Why was the government interested in helping railroads expand westward?  
c. Evaluate What effect did the expansion of railroads have on the West?

SECTION 2 (pp. 148–155) HSS 11.2.1, 11.2.2, 11.2.6
13. a. Describe What was the Haymarket Riot?  
b. Make Generalizations What were working conditions like for factory workers? What goals did union organizers have?  
c. Evaluate Why do you think employers and government officials were generally unsympathetic to the labor movement in the late 1800s?

SECTION 3 (pp. 156–162) HSS 11.2.3, 11.2.7, 11.2.8, 11.3.4
14. a. Identify What was the gold standard?  
b. Analyze Information Why did farmers oppose the gold standard?  
c. Evaluate Why do you think the issue of the free coinage of silver was too weak to produce a Populist victory in 1896?

Using the Internet

15. During the gold and silver rushes of the late 1800s, people often abandoned mining towns as soon as the minerals were gone. Using the keyword above, do research to learn about ghost towns of the West. Then create a report that tells the story of one town, from its founding to its decline.

Critical Reading HSS 11.2.2; ELA R2.4

Read the passage in Section 1 that begins with the heading "The Oklahoma Land Rush." Then answer the question that follows.

16. Why was land made available to settlers in 1889?  
A The federal government had purchased the land from Native Americans.  
B The Homestead Act made the land available.  
C The government gave in to political pressure from settlers to open the unassigned lands.  
D Railroad companies sold the land to pay for expansion of the railroads.

FOCUS ON WRITING ELA W1.1

Expository Writing Expository writing gives information, explains why or how, or defines a process. To practice expository writing, complete the assignment below.

Writing Topic The settlement of the West

17. Based on what you have read in this chapter, write a paragraph that explains how Americans settled the West in the late 1800s.
YEAT 1
IN BRIEF
Below is a chapter-by-chapter summary of the main ideas covered in Unit 1.

CHAPTER 1
Beginnings of America
Beginnings-1763
MAIN IDEA Native Americans were the first to inhabit the Americas. Later, Europeans built American colonies, including the thirteen colonies that would eventually become the United States.
SECTION 1 Native Americans inhabited the Americas for thousands of years before the arrival of Europeans. Then, in the 1400s, an age of exploration began in Europe, which led to European sailors traveling to Asia, Africa, and the Americas.
SECTION 2 Spain was the first European nation to claim land in the Americas. By 1733, Great Britain claimed thirteen colonies in North America.
SECTION 3 Life in the colonies was shaped by the policies enforced by Great Britain and the economies that emerged in the various regions. Territory struggles eventually led to the French and Indian War.

CHAPTER 2
Forming a New Nation
1763-1815
MAIN IDEA The United States fought and won its independence and created a new government based on the ideals of democracy.
SECTION 1 Angered by a series of new British laws, the colonists fought the Revolutionary War and eventually gained independence from Great Britain.
SECTION 2 American leaders drafted the Constitution, which remains the central document of American government today.
SECTION 3 In its early years, the United States faced many challenges, including the emergence of political parties and military conflicts.

CHAPTER 3
Developing a National Identity
1815-1860
MAIN IDEA A new American identity emerged through religious revivals, reform movements, and territorial expansion. Meanwhile, differences between North and South continued to grow.
SECTION 1 The outcome of the War of 1812 filled Americans with a sense of national pride. Yet sectional divisions over economic issues and slavery also grew.
SECTION 2 The mid-1800s were a time of great reform in the United States. Inspired by religion, Americans worked to make improvements in American society.
SECTION 3 As more Americans moved West, the United States expanded its borders. By 1850 the nation stretched from the Atlantic Ocean to the Pacific.

CHAPTER 4
The Union in Crisis
1850-1877
MAIN IDEA The tensions between the states erupted into the Civil War. After the war, Reconstruction attempted to rebuild the South.
SECTION 1 Despite efforts to find compromises between the North and the South over slavery, southern states eventually seceded from the Union and created the Confederate States of America.
SECTION 2 The Civil War pitted the North against the South in the bloodiest war the United States had yet seen. The Union defeated the Confederacy in 1865.
SECTION 3 Reconstruction of the South following the Civil War went through many phases and brought many changes to the region.

CHAPTER 5
An Industrial Nation
1860-1920
MAIN IDEA The years after the Civil War were characterized by industrialization, urbanization, and a new wave of immigration.
SECTION 1 In the late 1800s, Americans moved West in increasing numbers. They established mining, ranching, and farming operations, but in the process, they also destroyed the traditional way of life of the Native Americans they encountered.
SECTION 2 In the late 1800s, many innovations in business and industry occurred. Business leaders made vast sums of money, but ordinary workers continued to work and live under difficult conditions.
SECTION 3 In the late 1800s, waves of immigrants were arriving from southern and eastern Europe. Discrimination was a daily reality for many Americans. Meanwhile the government was plagued by corruption, although reformers began to make efforts toward change.