CHAPTER NINETEEN
THE INCORPORATION OF AMERICA, 1865–1900

CHAPTER OVERVIEW
This chapter covers the industrialization of America from 1865 to 1900. This transformation was based on the railroads, which in turn encouraged other industries as well as the development of large-scale corporations. Labor unions organized on a national level to counter the size and power of the employers but with mixed results. America also continued to urbanize with rapid growth of the cities unplanned and residential patterns reflecting social class divisions. The South tried to participate in the growth as the New South but generally reinforced old patterns. Gospels of wealth and work reinforced differences between the rising middle class and the factory workers but leisure time activities such as sports added to national identity.

CHAPTER OBJECTIVES
After reading the chapter and following the study suggestions given, students should be able to:

1. Describe the rapid industrialization and large-scale business organizations that characterized the economy as well as the gospel of wealth ideology that supported it.
2. Discuss the effects that dramatic economic change had on labor and labor organizations.
3. Outline the explosive growth of the cities as the economy expanded including the various problems that developed from concentration of the population.
4. Explain the concept of the New South and why it did not materialize except in the Piedmont communities.
5. Summarize the interests and issues in society and culture in the Gilded Age.
6. Discuss how new leisure time helped build a greater sense of national identity and at the same time created more conflicts over control of parks and recreation areas.
7. Summarize how the industrialization and urbanization of America affected community and use Chicago, Illinois as a specific example of these changes.
8. Making Connections: Chapters Eighteen and Nineteen: How did the conquest of the West prepare the way for the industrial age?

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: Packingtown, Chicago, Illinois: What was Packingtown and how is it an example of the changes in community in industrialized America? What local institution bridged different ethnic groups? How was Packingtown connected to the economy of the nation? What allowed the meatpacking monopoly to develop?

THE RISE OF INDUSTRY, THE TRIUMPH OF BUSINESS: What was the extent of the rise of industry and the triumph of business?

A Revolution in Technology: What was the revolution in technology? How did Thomas Alva Edison typify the revolution? What business was the major force behind economic
growth and the first big business for the United States? What were the changes in the
geographic centers of manufacturing, flour milling, agricultural equipment and wiring?
What others would be added? What were the statistics of industrial growth?

**Mechanization Takes Command:** How did mechanized production affect all aspects of
productivity? What other types of factors were important? What fuel was most significant?
Where did the production line idea originate? What industries were affected by mecha-
nized continuous production?

**The Expanding Market for Goods:** How was the expanding market developed? Who were
the significant mail order houses, chain stores, department stores and advertising that were
part of sales and distribution?

**Integration, Combination, and Merger:** What were the major methods of growth in busi-
ness? Which individuals and/or companies were major examples of each? What were the
causes of this large scale of operation?

**The Gospel of Wealth:** What were the basic tenets of the gospel of wealth? How did Jay
Gould and Andrew Carnegie illustrate different aspects of this gospel? What was the
notion of social Darwinism and who seemed to fulfill its lessons the best?

**LABOR IN THE AGE OF BIG BUSINESS:** How did labor and labor organizations respond to
the enormous change of scale in business? What was the gospel of work? How did the gospel
of work compare to the gospel of wealth?

**The Changing Status of Labor:** How did the work force change? What were the statistics
of change? Where did the people come from to fill the need for labor in new industries?
What did a 1910 report on twenty-one industries show? How did the accelerating growth
of industry shape the pool of wageworkers? How were the following workers affected:
craft workers, women, African Americans, Chinese? What hazards were in the workplace?
What boom and bust cycles occurred and how did that affect workers? What major depres-
sions and minor recessions occurred? In 1883, how many industrial workers lived below
the poverty line?

**Mobilization Against the Wage System:** How did labor mobilize against the wage
system? What types of views were reflected in the different organizations? How did
Sylvis’s National Labor Union compare to Powderly’s Knights of Labor? What were the
eight-hour leagues and what did they accomplish? What was the Haymarket Square inci-
dent and how did that affect labor organizations?

**The American Federation of Labor:** What was the American Federation of Labor and
what differentiated it from the earlier NLU or Knights? What groups did the AFL concen-
trate on organizing? How successful were they?

**THE INDUSTRIAL CITY:** How did the new industrialization compare to the older manufac-
turing before the Civil War? What were the successes and problems of the industrial city?
Where did most manufacturing take place?

**Populating the City:** How fast did the population grow in the cities and what types of
groups made up the total? How many Americans lived in cities by 1890? Did all immi-
grants intend to stay in America? Which immigrant groups had the most experience with
urban life? Where did different ethnic groups settle?

**The Urban Landscape:** How was the urban landscape developed? What effects did social
class have on the structures of cities? How did mass transportation affect cities?
**The City and the Environment:** How did technological changes in cities affect the environment? What variety of environmental problems did cities face? How successful were they in dealing with them?

**THE NEW SOUTH:** What was the idea of the New South and how successful was it? How did the South compare to the North in the industrial boom? What types of things held the South back?

**Industrialization:** What advantages did the South have for industrialization? What was Henry Woodfin Grady’s vision of a “New South?” What problems between North and South are illustrated by the Birmingham steel industry and the cotton mills? What were the extractive industries of the South?

**Southern Labor:** How did Reconstruction and its demise affect southern labor? How were various groups of laborers affected? How did organized labor fare in the South? How did southern wages and traditions affect working?

**Transformation of Piedmont Communities:** Where were the Piedmont communities and how were they transformed by the New South? What type of community was found in a company town or mill village? What were customs of incorporation?

**CULTURE AND SOCIETY IN THE GILDED AGE:** How did culture and society develop in the Gilded Age? What differences were there in levels of wealth? Who coined the time period as “Gilded Age?”

**Conspicuous Consumption:** What was “conspicuous consumption” and who coined the phrase? What are some examples? What was significant about Newport as well as New York’s Waldorf-Astoria hotel? What changes took place in the arts?

**Gentility and the Middle Class:** What was the new middle class that developed? How did they attempt to establish social status? How did changes in household technology affect women’s roles? What was “culture” to the middle class? What items established status? What changes occurred for middle class children?

**Life in the Streets:** What was life like for new immigrants and working class people in general? What is the common element of the terms Malbuerica, Ama Reka, and Dollerica? What types of communities did newcomers seek? Where were many forced to reside? How were working class women and children affected? What markets were created by the buying power of the working class?

**CULTURES IN CONFLICT, CULTURE IN COMMON:** What cultures were in conflict? What common culture was being developed?

**Education:** What caused the rapid expansion of education? What level was considered free by the end of the nineteenth century? What areas of education expanded and what groups did they serve? How did education differ based on gender, race and/or social class?

**Leisure and Public Space:** What class differences were apparent on the question of control of public space and the leisure pursuits to be followed in them? What is the Forest Park/Tandy Park issue in St. Louis an example of?

**National Pastimes:** What types of activities became popular pastimes for young people of both middle and working classes?

**CONCLUSION:** How had industrialization and urbanization opened new worlds for rich and poor alike? What class problems remained?
KEY TERMS/VOCABULARY
Identify the following terms:

1. knifemen
2. feedlots
3. Centennial Exposition of 1876
4. Alexander Graham Bell
5. Thomas Alva Edison
6. “drummers”
7. mail order
8. chain stores
9. department stores
10. vertical/horizontal combination
11. Gustavus Swift
12. James Duke
13. John D. Rockefeller
14. Sherman Antitrust Act
15. gospel of wealth
16. Jay Gould
17. Andrew Carnegie
18. social Darwinism
19. Horatio Alger
20. George McNeil
21. Frederick Winslow Taylor
22. outwork
23. Chinese Exclusion Act
24. National Labor Union
25. Knights of Labor
26. Haymarket Square
27. ladies assemblies
28. Leonora Barry
29. Samuel Gompers
30. Labor Day
31. new immigrants
32. dumbbell
33. Fifth Avenue
34. Frederick Law Olmsted
35. Louis H. Sullivan
36. American Renaissance
37. John Roebling
38. suburbs
39. buffer zones
40. “New South”
41. Birmingham Steel Industry
42. Red Shirts
43. Ellison Smyth
44. convict labor
45. good roads movement
46. Piedmont communities
47. “Gilded Age”
48. conspicuous consumption
49. Newport
50. Waldorf-Astoria Hotel
51. “Diamond Jim” Brady
52. H. H. Richardson
53. household technology
54. Harriet Spofford
55. Chautauqua
56. gospel of exercise
57. The Brownie Book
58. St Nicholas
59. barrios
60. Young Men’s and Young Women’s Christian Associations
61. Tin Pan Alley
62. ragtime
63. Coney Island
64. kindergarten
65. Morrill Act
66. Johns Hopkins
67. Vassar
68. normal schools
69. Women’s Educational and Industrial Union
70. Fisk
71. Booker T. Washington
72. Tuskegee
73. Forest Park/Tandy Park
74. blue laws
75. Scott Joplin
76. vaudeville
77. national pastime
78. Knickerbockers
79. National League
80. Albert Spaulding
81. Negro Leagues
82. Brotherhood of Professional Baseball Players
83. home team

STUDY SKILLS ACTIVITIES

1. Cooperative Learning: Create a Newspaper. After students read Chapter Nineteen and the appropriate essays from the Documents Set, divide students into five groups. Assign each group one of the following topics to be depicted the newspapers: 1) Pro-labor, 2) Big Business, 3) Politics/Political Bosses, 4) Immigrants/Social Workers, and 5) Sports and Leisure. Give each group an 8 1/2” x 14” sheet of paper. Have students fold the paper like newspaper; students will have four pages for their newspapers. They must include a political cartoon, an editorial, classified ads, obituaries, two advertisements. The advertisements may be from a local department store, mail order business, etc. Assessment will be based on historical accuracy, creativity, visual impact, and group cooperation.
2. Political Cartoon Analysis: Locate the political cartoon in Chapter Nineteen entitled The Two Philanthropists. Make copies of Analyzing a Political Cartoon (p. 263) and have students critically analyze the cartoon.

3. Graphic Organizer: Use the Graphic Organizer (p. 264) or another type of organizer to brainstorm with students. Suggested topics are: leisure time, nineteenth-century art or architecture. Students may need to read Chapter Nineteen again to make a list of leisure-time activities of the nineteenth century. Then compare those to leisure-time activities of the twenty-first century. How have leisure-time activities in America changed? How have they remained the same? Compare and contrast urban architecture. What are the differences? What types of technology and inventions aided the changes in the two periods?

4. Writing Skills: Review the prompt at the end of Chapter Nineteen. The questions requires students to narrow the essay to three of the following groups: A) Workers B) Middle class C) The New South D) Urban populations

NOTE TO TEACHERS: Once again students will have to play sociologist and historian under the same hat. The rapid speed of the Industrial Revolution that followed the Civil War brought profound changes to all levels of American society. Your students should assess how those changes impacted the three groups they have selected and construct an essay which presents their observations. Remind them to stay away from expression of opinions that are not based upon cold, hard facts. Continue to stress strong thesis statements, good use of outside information, and facts from the documents. Review the essay checklist provided at the beginning of the Instructor’s Resource Manual.

   a. How did the “old immigration” of the 1840s and 1850s differ from the “new immigration” that began in the 1880s?
   b. Assess this statement: The United States in the Gilded Age was a materialistic society, sterile in all forms of artistic expression. (Students might discuss literature and the arts, including architecture.)
Analyzing a Political Cartoon

Political cartoons are frequently used on the Advanced Placement United States History Exam. By now you have used several in your document-based essays. Some political cartoons are humorous. Most contain symbols that are easily recognizable while other cartoons must be studied and researched. Locate the political cartoon in Chapter Nineteen titled *The Two Philanthropists*, and then answer the following questions.

1. Who is the cartoonist?
2. When was the cartoon published?
3. What words do you find in the cartoon?
4. Which two industries are represented in the cartoon?
5. Who is “tied” to the pole?
6. Who does he represent?
7. Name the two philanthropists in the cartoon?
8. Define philanthropist.
9. What is the cartoonist’s opinion of these men?
10. Which philanthropist is to the left as you view the cartoon?
MAP SKILLS/Critical Viewing Activities

1. *Patterns of Industry, 1900*
   a. Where was industrial manufacturing concentrated in 1900?
   b. What states were the major sources of materials such as iron ore and coal?

2. *Population of Foreign Birth by Region, 1880?*
   a. Where did the majority of European immigrants settle in this period?
   b. Which area was affected the least?
   c. In what areas do you find French Canadians, Cubans, and Mexicans in 1880?

3. Locate in Chapter Nineteen the graph *U.S. Economy, 1873–1900*
   a. According to the graph what were the three contributors to economic booms in the latter part of the nineteenth century?
   b. Between 1873 and 1900 when was the greatest economic boom? The lowest economic depression?

4. Locate in Chapter Nineteen the lithograph of *Montgomery Ward & Co.*
   a. What type of urban architecture is the building?
   b. What inventions enabled architects and engineers to build multi-storied buildings?
   c. In your opinion, why is the building detail different at the ground level and plain on the upper stories? Refer to the picture of Chicago at the beginning of the chapter to make comparisons.

Reading Quiz

1. If you were a skilled worker in Packingtown, you were MOST likely to be
   a. Lithuanian.   c. German or Irish.
   b. Scandinavian. d. Russian or Polish.

2. Which one of the following was NOT one of the elements that bound the Packingtown community to the national economic network?
   a. Chicago was a gateway city or destination point for raw materials and export of products.
   b. Chicago meat packer magnates exemplified monopoly capitalism.
   c. Huge factories had efficient production schedules.
   d. The most successful organized labor groups were there.

3. Thomas Alva Edison’s laboratory in Menlo Park, New Jersey was one of the first to be devoted to
   a. improving worker efficiency.   c. solving environmental problems.
   b. industrial research.   d. fighting diseases.

4. While there were many new inventions, the basis of industrial growth in the decades after the Civil War was
   a. mining.   c. the railroad.
   b. meat-packing.   d. textile manufacturing.
5. During the economic boom of the mid-to-late 1800s, the geographic center of manufactur-
ing kept moving
   a. north.   c. east.
   b. south.   d. west.

6. The United Fruit Company was to vertical integration as THIS company was to horizontal
   combination:
   a. U.S. Steel   c. Standard Oil
   b. Sears and Roebuck   d. American Tobacco

7. Vertical integration is to the control of production of a product as horizontal combination
   is to control of
   a. the market for a product.   c. the boards and financiers.
   b. the labor force.   d. all raw materials.

8. Ironically, the Sherman Antitrust Act was interpreted by the courts to inhibit growth of
   THIS GROUP rather than the industrial giants it was meant to control:
   a. city political machines   c. research labs
   b. trade unions   d. banks

9. Which one of the following would be LEAST likely to espouse the “gospel of wealth”?
   a. Russell Conwell   c. Andrew Carnegie
   b. George McNeil   d. Jay Gould

10. In 1883, a year of “minor” recession, this percentage of industrial workers in America
    lived below the poverty line:
    a. ten   c. forty
    b. twenty-five   d. fifty

11. Which one of the following unions had the LEAST in common with the other three?
    b. Eight Hour League   d. Knights of Labor

12. The violence in the Haymarket Square incident was an example of
    a. the turmoil in the urban ghettos.
    b. racial tensions between African Americans and new European immigrants.
    c. hostilities that broke out in large crowds at sporting events.
    d. hostility to labor union organizing.

13. By 1890 what fraction of Americans were city dwellers?
    a. one-fifth   c. one-third
    b. one-fourth   d. one-half

14. The new style of spending of the rich was labeled THIS by sociologist Thorstein Veblen:
    a. customs of incorporation   c. the Gilded Age
    b. conspicuous consumption   d. gospel of wealth

15. When the owners of fancy hotels and gambling houses realized that entertainment for the
    masses could pay, they opened a/an
    a. baseball stadium.   c. vaudeville theater.
    b. race track.   d. amusement park.
16. Which one of the following is NOT correctly matched to their accomplishment(s)?
   a. Louis Sullivan/skyscraper architect
   b. Booker T. Washington/Tuskegee founder and educator
   c. Henry W. Grady/New South editor
   d. John Roebling/baseball and sports entrepreneur

CHRONOLOGY AND MAP QUESTIONS:

17. Which one of the following events did not occur in 1882?
   a. Nineteenth century immigration to the United States peaks at 1.2 million.
   b. The Sherman Antitrust Act is passed.
   c. Congress passes the Chinese Exclusion Act.
   d. Standard Oil Trust is founded.

18. Severe depressions occurred in
   a. 1873 and 1893.  c. 1881 and 1891.
   b. 1870 and 1890.  d. 1866 and 1896.

19. In 1900 patterns of industry, you would find the MOST coal mining in these states:
   a. Washington, Oregon, Idaho, and Nevada
   b. Illinois, Ohio, Kentucky, Michigan, and Iowa
   c. Utah, Colorado, New Mexico and Arizona
   d. Alabama, Georgia, South and North Carolina

20. Very few of the immigrants in the 1880s went to this region of the United States:
   a. the South  c. the Northeast
   b. the Pacific Coast  d. the Southwest

SHORT ESSAY:

21. Who were the winners and the losers of the “Incorporation of America?”
22. The unionization movement harmed whom?
23. Why did immigrants tend to cluster with people of similar ethnic backgrounds?
24. What elements of American life brought different ethnic groups together?

EXTENDED ESSAY:

25. Describe how the “Gospel of Wealth” could be used as a justification for “Conspicuous Consumption.”
26. Why does it seem reasonable that enthusiasm for sports and other forms of entertainment would have become so great during the “Gilded Age?”
27. Compare and contrast Rockefeller’s and Carnegie’s rise to commercial dominance in their respective fields.