**CHAPTER 18**

**The Industrial Age: North, South, and West**

**Learning Outcomes**

* 1. Describe the urbanization and immigration in the North during the second half of the nineteenth century, and how those two factors shaped the region’s social relations, including its disparities of wealth.

**Objectives**

1. Describe the growth of cities in the latter part of the 1800s, both in regard to population and to their physical structural changes.

2. Describe life in America’s cities, including the development of suburbs.

3. Discuss the types of entertainment that became popular during this era.

4. Examine the origins of the late nineteenth century European immigrants and explain how their experiences in America differed from those of earlier immigrants.

* 1. Evaluate the accuracy of the term *New South* in describing the post-Civil War South, and discuss ways in which the term was and was not appropriate.

**Objectives**

1. Evaluate the successes and failures of southern industries after the Civil War, examining railroads, iron production, and cotton textiles.

2. Describe the harsh segregation that developed in the South after slavery ended by examining the actions of whites in the general society and also laws that backed up that segregation.

3. Explain what was meant by the “Lost Cause,” and describe the ways in which southern literature fostered that myth.

4. Describe the ways in which African Americans developed their cultural life, and assess the importance of education and religion to their successes.

* 1. Describe the development of the American West that took place during the second half of the nineteenth century, addressing both industrialization and the general defeat of Native American tribes on the plains.

**Objectives**

1. Describe the movement of white Americans into the West, focusing on new types of farming, the growth of rail lines, the cattle industry, and mining. Evaluate the importance of each of these things to the final settlement and early urbanization of the West.

2. Discuss and analyze the methods used by white Americans to subjugate the Plains Indians and how Americans dealt with the issue of too many Chinese immigrants in the West.

* 1. Discuss the problems that confronted America’s farmers in the North, South, and West, during the late 1800s, and describe how their attempts to solve those problems led to the formation of a new political party.

**Objectives**

1. Describe the major problems facing America’s farmers in the last half of the nineteenth century and explain how deflation contributed to the situation.

2. Explain the reasons for the Grange movement, describe how the Grange evolved into the Farmers’ Alliance, and trace the political movement of the farmers who comprised these organizations.

3. Trace the rise and fall of the Populists and the People’s Party, assessing their relative strength up to the 1896 election and their decline afterward.

**Chapter Summary**

Industrialization contributed to the growing urbanization of the American people. As cities expanded in size and population, the increase in substandard housing led to unsafe and unhealthy conditions. While the poor dwelled in fever-ridden tenements, the rich flaunted their wealth in extravagant parties and mansions. Taking advantage of new transportation systems allowed the middle class to escape to the suburbs. New forms of entertainment, including amusement parks and professional athletic teams, distracted them from the rigors of daily life.

The influx of millions of new immigrants from southern and eastern Europe expanded urban populations and challenged the notion of what it meant to be an American. Most of these new residents stayed in the first city they entered, creating new ethnically organized neighborhoods. Men, women, and children toiled long days at the bottom of the industrial hierarchy. Despite their struggle, immigrants also had their share of triumphs. And, in time, these immigrants and their offspring became Americanized while slowly losing aspects of their ethnic identities.

A great many southerners *wanted* a “New South,” and in some ways the South did change. After the devastation of the Civil War, new industries in the South, including railroads and iron production, increased along with major increases in tobacco, cotton, and textiles factories. However, industrialization did not take hold and the few jobs available in the factories were reserved for whites. The lack of large, industrialized cites and low wages stemmed any large-scale immigration as seen in the North.

The system of racial segregation, also known as Jim Crow, separated the races in the South. Whites also employed violence to control African Americans; lynchings and nighttime raids by domestic terrorists became commonplace. Blacks across the nation wavered between an accommodationist response and a resistant response to Jim Crow. Southern whites accepted the myth that their Confederate cause was the righteous choice. As white southerners variously confronted the impact of the Civil War and the meaning of the region’s race relations, African Americans found ways to support their struggle for freedom and independence. Blacks took advantage of new, if limited, educational opportunities; they began founding new schools while also creating a network of churches across the South.

Industrialization reached the West, expanding industries while depriving Native Americans of any vestiges of autonomy. The main concerns of those in the West during the late nineteenth century were getting soil to produce crops and keeping Indians and immigrants at bay. Both individual farmers, who were mostly spurred on by the Homestead Act, and new industrial farms blossomed. Railroads served an essential function of shipping these products, along with beef and mining products, to the East. African Americans seeking land, northerners seeking to avoid the industrialization of their cities, and new immigrants all came west.

Farming, mining, and cattle were the lifeblood of the West, and that blood flowed through towns and cities. New cities dotted the western landscape; none had a more meteoric expansion than Chicago. It developed meatpacking plants to turn cattle into cash and a stock market where speculators could bet on that year’s yield. Within a few short years, cities like Dodge City, Kansas, transitioned from a fur-trading post to a cattle town to a stockyard city.

Progress came at the expense of the Plains Indians whose lifestyles and sacred lands were lost forever. The U.S. engaged in despicable acts of violence and sneaky applications of federal laws to steal Indian territory. Forced to endure horrendous conditions of starvation and deprivation, the Sioux Nation made one last act of resistance, the Ghost Dance, before being brutally put down by the U.S. Army. The “Wild West” of cowboy-and-Indian lore was gone.

In addition to subjugating the Plains Indians, white Americans in the West also targeted another population—the Chinese. Accounts of their lives suggest that most white Americans initially saw them as hardworking people, but as the number of Chinese immigrants increased, many white Americans challenged their right to be in the United States. In response to Californians’ demands, Congress passed the Chinese Exclusion Act in 1882, which aimed at stopping any new immigration from China.

Farmers banded together in the Populist movement in an attempt to thwart the pro-business policies of federal, state, and local governments. Food producers across the country faced hefty railroad fines and deflation; southern farmers faced the additional burden of the debt-inducing sharecropping system. After the emergence of the Grange Movement and Farmers’ Alliances, the Populists turned to politics. By the 1892 election, the Populists were a national movement, pushing, in particular, for the remonitization of silver. They reached their peak of power in the 1896 election, getting William Jennings Bryan nominated as the Democratic candidate for president. Soon, the influence of the Populists began to wane as economic conditions improved and further divisions were drawn between black and white farmers in the South.

**Chapter Outline**

I. The North

A. Urbanization

1. Tenement Life

2. Wealthy Neighborhoods

3. Suburbs

4. Entertainments

B. Immigration

1. The Immigrant Experience

2. Ethnicity, Assimilation, and the American Dream

II. The “New South”

A. Southern Industries

1. Railroads

2. Iron Production

3. Cotton and Textiles

4. Tobacco

5. Industrial Failures

B. Southern Urbanization

C. Segregation in the New South

1. Racial Disenfranchisement

2. Jim Crow Segregation

3. *Plessy* v. *Ferguson*

4. Lynching

5. African American Responses

D. Society and Culture in the Postwar South

1. The Myth of the Lost Cause

2. African American Cultural Life

3. Black Literacy and Educational Institutions

4. Religious Life

III. The Industrializing West

A. Expansive Farming

1. The Homestead Act

2. Industrial Farming

3. Bonanza Farms

B. Industry in the West

1. The Railroads

2. The Cattle Industry

3. The Mining Industry

C. Western Cities

D. Outsiders in the Industrializing West

1. Subjugating the Plains Indians

2. The Dawes Act

3. Dire Circumstances

4. Last Attempts at Resistance

5. The Chinese Exclusion Act

IV. The Populists

A. Problems Confronting Farmers

1. Deflation

B. Farmers Unite

1. Emergence of the Grange Movement

2. Rise of the Farmers’ Alliance

3. The Turn to Politics

C. Populism

1. A National Movement

2. The Presidential Election of 1896

3. The Vanishing of the Populists

V. Looking Ahead…

**Suggested Lecture Topics**

1. 25 Million Immigrants! What Were Their Lives Like?

2. The City: A place of misery or opportunity?

3. A New South? Jim Crow, *Plessy v. Ferguson*, and Racial Disfranchisement

4. Range Wars in the West: Farmers vs. Ranchers

5. Ghost Dance of the Plains Indians

6. Mary Elizabeth Lease, Populist Speaker: “Raise Less Corn and More Hell!”

7. Rhetoric and Reaction: William Jennings Bryan and the Election of 1896

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| **The Reasons Why…** |
| (18-1b). There were at least four reasons for the rise in immigration during these years:  a. European population growth  b. Urban crowding in Europe  c. Antisemitism  d. Economic opportunities  Students will readily embrace religious persecution in Europe and the economic opportunities in the United States as the reason for the immigration wave around the turn of the century. It is helpful to point to some of what historians called “push factors” that explain European *emigration* rather than just immigration to the United States. Point out that many European immigrants also returned home—as much as 20 percent of Italian immigrants did not stay. And it’s useful to highlight that the “America Fever” of 1870 to 1900 was part of a global migration stream that moved displaced rural people to where the jobs were: largely to industrializing cities in Europe and North and South America, but also Australia, and New Zealand—whereas the U.S. attracted the largest numbers of immigrants. |
| (18-2c). There were at least four reasons why southerners created the racially segregated system known as Jim Crow during the decades after the Civil War:  a. History of slavery  b. Science  c. Economics  d. Politics  For students to better understand the Jim Crow laws, ask them to visit websites and gather information on how this law impacted the living and economic conditions of African Americans during the time. Students could write a report of their findings and share this with the rest of the class. [Students should visit at least six different websites to gather their information and report their findings.] |

**Research Topics—Projects and Papers**

Students might choose to complete a project to be presented in class or to write a more traditional research paper. Or the instructors could decide what they want the students to do. Below are a few topics that are relevant to this chapter. Instructors may, of course, choose to develop their own topics.

1. Gather information on some of the earliest baseball games: Search the Internet for memorabilia from the first World Series in 1901. Find news clippings that covered the series, and compare the way the series was played to the way it is done today. This should make for a lively class discussion.

2. Railroads in the South: Prepare a chart showing the number of miles of railroads in the South for every five-year period from 1860 to 1900. On the same chart, in a different color, place the same information for the North.

3. Research Theodore Roosevelt’s experience as a cattle rancher in the West: Write a “first-person” account, as Roosevelt explains to his daughter Alice, of how he spent the first few years of his life and what brought him back to Washington.

4. The Populists: This party had a specific agenda that was detailed in the Ocala Demands. Find that list and prepare a project that lists the demands. Using columns, put a check beside each item that was eventually enacted into law and also the year that took place. Write a paragraph assessing the impact of the Populists on American social, economic, and political life.

5. William Jennings Bryan and the 1896 Presidential Race: Locate Bryan’s “Cross of Gold” speech. Pull three quotes from the speech that seem to show exactly what his campaign was about.

6. Examine the issue of disenfranchisement of African Americans in the South after Reconstruction ended: Divide the class into several groups, and give each group one method of disenfranchisement to research and report on in class discussions. [Some methods used, to get you started: poll taxes, literacy tests, the eight box rule, the grandfather clause, and, of course, intimidation.]

**Additional www Resources**

“The History of Baseball.” Unknown: a well-done student website

<http://www.thepeoplehistory.com/baseballhistory.html>

“Selected Images of Ellis Island and Immigration, ca. 1880–1920.” Prints and Photographs Reading Room, Library of Congress.

<http://www.loc.gov/rr/print/list/070_immi.html>

“No Irish Need Apply.” Richard J. Jensen, an examination of the levels of discrimination against the Irish

<http://tigger.uic.edu/~rjensen/no-irish.htm>

Gibson, Robert A. “The Negro Holocaust: Lynching and Race Riots in the United States, 1880–1950,” Yale—New Haven Teacher’s Institute.

<http://www.yale.edu/ynhti/curriculum/units/1979/2/79.02.04.x.html>

“Lynching: A Legacy of Terror:” The National Great Blacks in Wax Museum.

<http://www.greatblacksinwax.org/Exhibits/lynching.htm>

“Teaching with Documents: The Homestead Act of 1862,” Educators and Students page, The National Archives.

<http://www.archives.gov/education/lessons/homestead-act/>

“The Battle of Little Bighorn,” Little Bighorn Battlefield National Monument. National Park Service.

<http://www.nps.gov/libi/historyculture/the-battle-of-the-little-bighorn.htm>

“Grange Library,” Winona Grange #271, Est. 1895. Tualatin Community College, Tualatin, Oregon.

<http://www.winonagrange271.org/Download.html>