Chapter 14
Objectives

- Compare the “new immigration” of the late 1800s to earlier immigration.

- Explain the push and pull factors leading immigrants to America.

- Describe the challenges that immigrants faced in traveling to America.

- Analyze how immigrants adapted to American life while trying to maintain familiar cultural practices.
Terms and People

• “new” immigrant – Southern and Eastern European immigrant who arrived in the United States in a great wave between 1880 and 1920

• steerage – third-class accommodations on a steamship, which were usually overcrowded and dirty

• Ellis Island – island in New York Harbor that served as an immigration station for millions of immigrants arriving to the United States

• Angel Island – immigrant processing station that opened in San Francisco Bay in 1910
Terms and People (continued)

- **Americanization** – belief that assimilating immigrants into American society would make them more loyal citizens

- **“melting pot”** – society in which people of different nationalities assimilate to form one culture

- **nativism** – belief that native-born white Americans are superior to newcomers

- **Chinese Exclusion Act** – 1882 law that prohibited immigration by Chinese laborers
Why did immigrants come to the United States, and what impact did they have upon society?

Immigrants came to the U.S. for religious and political freedom, for economic opportunities, and to escape wars.

Immigrants adopted parts of American culture, and Americans adopted parts of immigrant cultures.
The foreign-born population of the U.S. nearly doubled between 1870 and 1900.

- In the 1840s and 1950s, **German and Irish Catholics** had immigrated to the United States.
- Despite differences, their children were often able to **blend into American society**.
- But starting in 1870, some people feared **“new” immigrants** would destroy American culture.
### Old Immigrants and “New” Immigrants

<table>
<thead>
<tr>
<th>Old Immigrants (pre-1870s)</th>
<th>“New” Immigrants (post-1870s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Were mainly Protestants from Northern and Western Europe</td>
<td>• Were mainly Catholics or Jews from Southern and Eastern Europe</td>
</tr>
<tr>
<td>• Came as families to settle on farms with family members or friends</td>
<td>• Sometimes came alone, usually to settle in cities</td>
</tr>
<tr>
<td>• Had money, a skill or trade, or an education</td>
<td>• Were often poor and unskilled</td>
</tr>
</tbody>
</table>
Immigrants to the United States from Southern and Eastern Europe made up 70 percent of all immigrants after 1900, up from 1 percent at midcentury.
**Push factors** for immigration are those that push people from their homes, while **pull factors** are those that attract them to a new place.

<table>
<thead>
<tr>
<th>Push Factors</th>
<th>Pull Factors</th>
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</thead>
<tbody>
<tr>
<td>Farmers were pressured by land reform and low prices.</td>
<td>The U.S. offered plentiful land, employment, and opportunity.</td>
</tr>
<tr>
<td>Revolution and war disrupted economies and left political refugees.</td>
<td>Many &quot;chain immigrants&quot; already had family in the U.S.</td>
</tr>
<tr>
<td>Religious persecution forced many to flee violence.</td>
<td>Immigrants could find religious and political freedom in America.</td>
</tr>
</tbody>
</table>
Coming to America was often a tough decision. Immigrants usually brought only what they could carry and traveled by steamship in steerage.
When the immigrants arrived after their long journeys, they were processed at stations such as **Ellis Island** in New York Harbor.

There, officers conducted **legal and medical inspections**. Only 2 percent were denied entry into the U.S.

Chinese and other Asian immigrants crossing the Pacific were processed at **Angel Island** in San Francisco Bay. **Many Chinese were turned away.**
Some Chinese immigrants were detained at Angel Island for weeks or months in poor conditions.

They waited to see if they would be allowed to stay in the U.S.
Once in America, immigrants had to find a home and work. They also had to learn English and new customs. Many stayed in cities and took jobs in factories. They lived in ethnic neighborhoods called ghettos.

Large cities such as New York and Chicago had huge immigrant populations by 1890.
Immigrants had some help coping with their new surroundings.

• Settlement houses ran **Americanization** programs to help recent immigrants **learn English and adopt American dress and diet.**

• Immigrants formed **fraternal associations** – based on ethnic or religious identity – which provided **social services and financial assistance.**
Many believed that American society was a "melting pot" where white people of different nationalities blended to create a single culture.

This model excluded Asian immigrants, who became targets of social and legal discrimination.
Despite the hopes of settlement workers, immigrants often held on to their traditions.

They established their own **fraternal lodges, schools, and religious institutions such as churches.**

Immigrants’ children, however, **became more Americanized.**
Immigrants often dealt with **nativism** and hostility from native-born white Americans.

Religious differences and competition for jobs and housing led to divisions and prejudices.
In 1882, Congress started to restrict immigration to the United States.

- The **Chinese Exclusion Act** prohibited immigration by Chinese laborers, limited the rights of Chinese immigrants in the U.S., and forbade the naturalization of Chinese residents.

- Congress passed another law that prohibited the immigration of anyone who was *a criminal, immoral, a pauper, or likely to need public assistance.*
Immigrants transformed American society.

• They fueled industrial growth.
• They helped build the railroads and worked in factories, mills, and mines.
• Their traditions became part of American culture.
• Increasingly, they became active in labor unions and politics, and they demanded reforms.
Section Review

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Section 2
Objectives

- Analyze the causes of urban growth in the late 1800s.

- Explain how technology improved city life.

- Evaluate how city dwellers solved the problems caused by rapid urban growth.
Terms and People

- **urbanization** – expansion of cities accompanied by an increase in the number of people living in them

- **rural-to-urban migrant** – a person who moves from an agricultural area to a city

- **skyscraper** – very tall building built with modern materials like steel

- **Elisha Otis** – developer of a safety elevator that made skyscrapers more practical
Terms and People (continued)

- **mass transit** – public transportation systems that carry large numbers of people
- **suburb** – residential area surrounding a city
- **Frederick Law Olmsted** – a landscape engineer who designed Central Park in New York City, and parks in other major U.S. cities
- **tenement** – multistory building divided into apartments to squeeze in as many families as possible
What challenges did city dwellers face, and how did they meet them?

City dwellers faced the noise, dirt, and crime of the cities, the hardships of factory work, and the overcrowded, dangerous conditions of tenements.

Governments and city planners tried to alleviate dangerous conditions and make cities better, safer places to live.
In 1860, most Americans lived in rural areas, with only 16 percent living in towns or cities with a population of at least 8,000.

By 1900, 32 percent – or 15 million Americans – lived in cities with populations of more than 50,000.

This period was the beginning of an upsurge in American urbanization that brought changes to the country.
America’s major cities were manufacturing and transportation centers connected by railway lines.

The cities were clustered in the Northeast, on the Pacific Coast, and along the waterways of the Midwest.
Life was hard in the cities, but most people preferred them to the country.

- Workers’ children could attend city schools.
- Churches, theaters, social clubs, and museums offered companionship and entertainment.
- Most city workers were able to enjoy a higher standard of living, and some moved into the growing middle class.
Many **rural-to-urban migrants** moved to cities in the 1890s.

| Immigrants, Farmers, and Migrants from the Rural West | • They were attracted by **land and economic opportunities**.  
|                                                   | • It was hard for farmers to work on **rigid schedules in crowded factories**, but factories paid wages in cash. |
| African Americans                                 | • The majority of African Americans stayed in southern cities.  
|                                                   | • But African American migrants to northern and western cities **paved the way for a much larger migration after World War I**. |
As cities swelled in size, American innovators developed new technologies to improve living conditions.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>skyscrapers</td>
<td>They were steel-frame buildings 10 stories or taller, built because there was no room left on the ground to expand.</td>
</tr>
<tr>
<td>safety elevators</td>
<td>Invented by Elisha Otis, they made taller buildings practical.</td>
</tr>
<tr>
<td>central heating systems</td>
<td>Made to carry heat to all parts of a building.</td>
</tr>
</tbody>
</table>
Mass transit reshaped the nation’s cities.

- In 1888, Richmond, Virginia started using streetcars powered by overhead electric cables.
- Within a decade, every major city followed.
- Electric streetcars were quieter, cleaner, and more efficient than coal-driven commuter trains or horse-drawn trolleys.
Traffic congestion often kept streetcars from running on schedule.

In 1897, Boston solved this problem by building the nation’s first subway system, and New York City followed suit in 1904.

Mass transit made it possible for middle- and upper-class people to move to the suburbs.
As cities grew, planners began to use zoning to designate certain parts of the city for certain functions.

Cities set aside space for heavy industry, financial institutions, homes, and public spaces such as libraries and government buildings.

But parks were also important in cities, and Frederick Law Olmsted designed many well-known ones, such as New York City’s Central Park.
Some poor workers lived in **tenements**, which usually were **unhealthy and dangerous** because they had few windows and little sanitation.

Many neighborhoods became overcrowded.
At this time, cities had filthy, unpaved streets and sanitation problems, conditions perfect for breeding epidemics.

- To solve these problems, governments and city planners tried to regulate housing, sanitation, sewers, and public health.
- They began to take water from clean reservoirs and to use water filtration systems.
Cities responded to the threats of fire and crime with professional fire fighting teams, uniformed city police forces, and new electric streetlights.

However, the police were unable to overcome the challenge of conflicts between different racial groups, classes, and neighborhoods.
Section Review

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Section 3
Objectives

• Explain how new types of stores and marketing changed American life.

• Analyze the ways in which Americans developed a mass culture.

• Describe the new forms of popular entertainment in the late 1800s.
Terms and People

• **Mark Twain** – a satirical novelist who wrote about American life in the late 1800s

• **Gilded Age** – term coined by Mark Twain to describe the post-Reconstruction era which was characterized by a façade of prosperity

• **conspicuous consumerism** – purchasing of goods and services to impress others

• **mass culture** – similar consumption patterns as a result of the spread of transportation, communication, and advertising
Terms and People (continued)

- **Joseph Pulitzer** – an immigrant who became a publisher of sensationalistic newspapers
- **William Randolph Hearst** – a competitor of Pulitzer’s who also published sensationalistic newspapers
- **Horatio Alger** – a novelist who wrote about characters who succeeded through hard work
- **vaudeville** – type of show, including dancing, singing, and comedy sketches, that became popular in the late 19th century
What luxuries did cities offer to the middle class?

During the last part of the 19th century, a new *middle class lifestyle* gained popularity and influence in America.

Though some disliked the values of this era, the shared American culture created then would persist for the next century.
In his 1873 novel, *The Gilded Age*, novelist Mark Twain satirically depicted American society as gilded, or having a rotten core covered with gold paint.

Most Americans were not as cynical, but Twain’s label stuck, and historians call the late 19th century the **Gilded Age**.
Industrialization and urbanization changed the lives of American workers, as more people began to work for wages rather than for themselves on farms.

More people had more money, and more products were available.

For many, this led to a culture of conspicuous consumerism.
By the 1870s, many big cities had department stores, which turned shopping into a form of entertainment for middle-class men and women.

Department stores attracted customers with wide-spread advertising and a variety of high-quality goods at fair prices.
People began to measure success by what they could buy, and they equated purchasing power with a higher standard of living.

In this period, the cost of living decreased because manufactured products and new technology cost less.

Better sanitation and medical care contributed to a longer life expectancy.
Change in the Gilded Age

<table>
<thead>
<tr>
<th>Changes for Women</th>
<th>Changes for Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store bought clothing, prepackaged foods, and indoor plumbing made some tasks easier.</td>
<td>Public transportation allowed families to live farther from the cities.</td>
</tr>
<tr>
<td>Rising expectations of cleanliness and more complicated meals made some tasks harder.</td>
<td>Men often had to commute long distances to work.</td>
</tr>
<tr>
<td>Many women had to work outside the home to achieve a middle-class lifestyle.</td>
<td>Men worked hard, but the American culture taught that hard work would pay off.</td>
</tr>
</tbody>
</table>
One of the effects of the spread of transportation, communication, and advertising was that Americans became more alike in their consumption patterns.

- Rich and poor wore the same clothing styles.
- People bought the same kinds of products.
- This phenomenon is known as mass culture.
The newspapers of the Gilded Age both reflected and helped create mass culture.

Between 1870 and 1900, the number of newspapers increased from about 600 to more than 1,600.

Ethnic and special-interest publishers catered to the array of urban dwellers, especially immigrants.
Joseph Pulitzer believed that the job of a newspaper was to inform people and to stir up controversy. His papers were sensationalistic.

The sensationalistic newspapers of William Randolph Hearst competed with Pulitzer’s papers for readers.
During the Gilded Age, literature and art that explored harsh realities was popular.

- **Stephen Crane** wrote about New York slums.
- **Horatio Alger** wrote about characters who succeeded through hard work.
- **Robert Henri** and others developed a style of painting known as the **Ashcan School**, which depicted the squalor of New York slums.
Public education expanded rapidly, as grade-school education became compulsory, more teenagers began attending high schools, and kindergartens opened.

As a result, the literacy rate climbed to nearly 90 percent by 1900.
Schools began to do a better job of preparing people for careers.

- Schools taught skills that workers needed in budding industries.
- Teachers attended training schools, and reformers such as John Dewey introduced new teaching methods.
- Universities began to provide specialized training for urban careers such as social work.
### Education for All

<table>
<thead>
<tr>
<th>Immigrants</th>
<th>• Schools taught immigrants English and helped Americanize them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>• A few careers were open to women.</td>
</tr>
<tr>
<td></td>
<td>• There was an upsurge in women’s colleges, and many state universities began to accept women.</td>
</tr>
<tr>
<td>African Americans</td>
<td>• Limited access to white institutions led to a growth in schools and colleges for African Americans.</td>
</tr>
</tbody>
</table>
During the Gilded Age, new kinds of entertainment emerged.

<table>
<thead>
<tr>
<th>Amusement Parks</th>
<th>• Coney Island and similar parks offered roller coasters and other rides.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Events</td>
<td>• Buffalo Bill’s Wild West Show toured America.</td>
</tr>
<tr>
<td></td>
<td>• Chautauquas offered storytelling, bands, singers, and lectures on politics and morals.</td>
</tr>
<tr>
<td>Fun in the City</td>
<td>• <strong>Vaudeville</strong> shows were a mixture of musical drama, songs, and comedy.</td>
</tr>
<tr>
<td></td>
<td>• Nickelodeons introduced <strong>motion pictures</strong>.</td>
</tr>
<tr>
<td></td>
<td>• Ragtime bands played in <strong>music halls</strong>.</td>
</tr>
</tbody>
</table>
Baseball, America’s national sport, became extremely popular during the Gilded Age, although after 1887 it was segregated.

Horse and bicycle racing, boxing, football, and basketball also became popular spectator sports.
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