

Unit 3 Continued...

3 Stages of Unit 3:

3A: Immigration (people!)

*Family History Interviews

3B: Industrialization (money!)

*Robber Barons & the Wealth Gap

3C: Urbanization (cities!!)

INTRO FAMILY
INTERVIEW
PROJECT

TODAY WE WILL:

- 1) Explain the benefits of learning about our family history and brainstorm questions to learn more about our own family histories.

Stories that Bind Us

Read the article for the framing question:

Why should we learn about our family history?

<https://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html>

TIMELINE for UNIT 3

Your Family Interview Project is due on **Wednesday, December 18th** (4th & 5th) and **Thursday, Dec 19th** (6th).

Your **Unit 3 quiz** and your **notebook check** will ALSO be on **Wednesday, December 18th** (4th & 5th) and **Thursday, Dec 19th** (6th).

Your Unit 3 test will be answering multiple choice & short essay questions and **open note**.

Please note that if you are going to be absent on Wednesday or Thursday, you will need to arrange to turn in your project and take the test with me BEFORE break.

Unit 3: Industrialization and Urbanization...

THE GILDED AGE

<https://opb.pbslearningmedia.org/resource/amex30ga-soc-definingera/defining-the-era-the-gilded-age/>

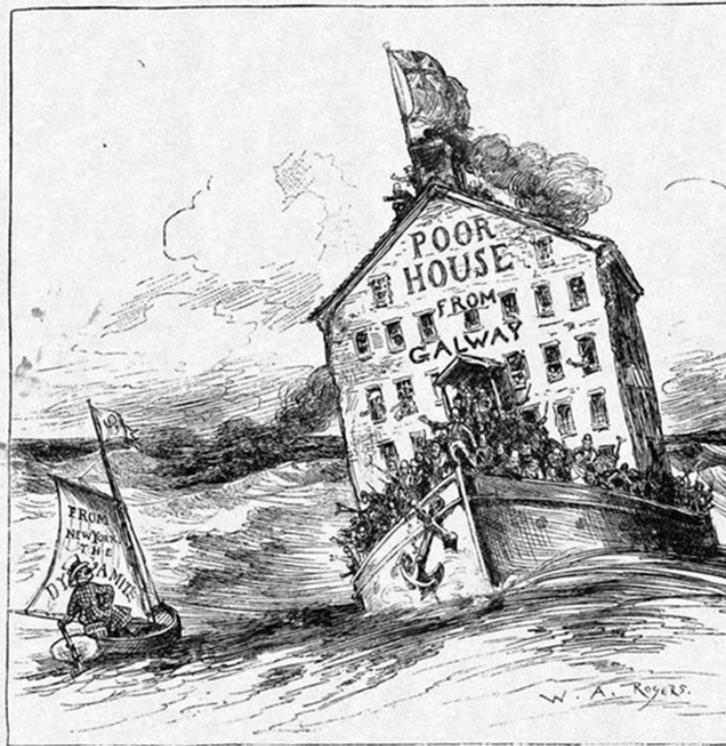
BUT FIRST: Let's Look Back at our Case Studies...

They've arrived. So now what?

IRISH Immigrants

RUSSIAN Immigrants

CHINESE Immigrants



THE BALANCE OF TRADE WITH GREAT BRITAIN SEEMS TO BE STILL AGAINST US.
650 Paupers arrived at Boston in the Steamship *Nestoria*, April 15th, from Galway, Ireland, shipped by the British Government.



THE IRISH DECLARATION OF INDEPENDENCE THAT WE ARE ALL FAMILIAR WITH.

WANTED—A MIDDLE-AGED PROTEST-
ant woman, to do general housework. Must be a
good washer and ironer and under's and plain cooking. No
Irish need apply. Enquire at 106 Sands street, at the base-
ment door.

WANTED—A SITUATION, BY A RESPECT-



HELP WANTED
NO IRISH NEED APPLY

Immigrant Experiences in U.S. (Late 1800s/Early 1900s)

Arrival: Often met with promises of a place to stay, jobs, etc. (but for a price!)

Political Machine: informal political group designed to gain and keep power

- ❑ In exchange for votes, political machines and party bosses would provide jobs, housing, food, heat, police protection, etc. Most famous political machine was Tammany Hall in NY led by William “Boss” Tweed

Many early immigrants lived and worked close to each other: Safety and power in numbers, religion, language, etc. Created neighborhoods. Lived in cramped tenements.

Met with Anti-Immigrant Sentiment:

- Anti-Irish/Anti-Catholic Sentiment for Irish Immigrants
 - Catholic v. Protestant (lasted even when Kennedy (a Catholic!) ran for President)
 - Know-Nothing Party
- Anti Semitism for Russian Immigrants
- Blatant racism for Chinese Immigrants

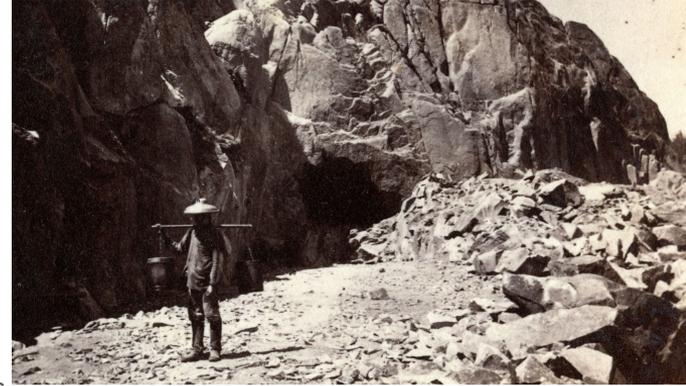
Jobs in garment industry for many Russian immigrants. Irish immigrants found menial, dangerous jobs.

Many immigrants started to support labor unions, workers rights.



Chinese Immigrant Experience In America

- ❑ Fleeing political trouble, famine, natural disasters, etc. many Chinese (mostly men) came to America
- ❑ Lots of labor jobs:
 - ❑ Gold Rush
 - ❑ Transcontinental Railroad
- ❑ Chinese Railroad Laborers
 - ❑ Central Pacific hired thousands of workers from China
 - ❑ Worked longer hours than white workers and paid same or less
 - ❑ White workers didn't have to pay for food, lodging, tools
 - ❑ 50-150 Chinese workers died constructing the transcontinental railroad
- ❑ Chinese Exclusion Act
 - ❑ 1882 Congress passed this act which suspended immigration of all Chinese laborers for 10 years and required all Chinese people entering or leaving the US to carry paperwork
 - ❑ First law in US to broadly restrict immigration based on national origin
 - ❑ Students, teachers, merchants, diplomats exempted



July 23, 1892

CHINESE?

NO! NO! NO!

Come to 10th and A Streets at 7:30
Monday evening and express your
opinion on the Chinese question.

SHALL WE HAVE

CHINESE

NO! NO! NO!

Image courtesy of the
Washington State Historical Society, Tacoma



Unit 3: Industrialization and Urbanization...

THE GILDED AGE

<https://opb.pbslearningmedia.org/resource/amex30ga-soc-definingera/defining-the-era-the-gilded-age/>

GILDED AGE



- 1873, Mark Twain wrote a book about rich industrialists corrupt politicians called the Gilded Age.
- Something “gilded” looks gold but only on the outside. (SICK BURN!!!)



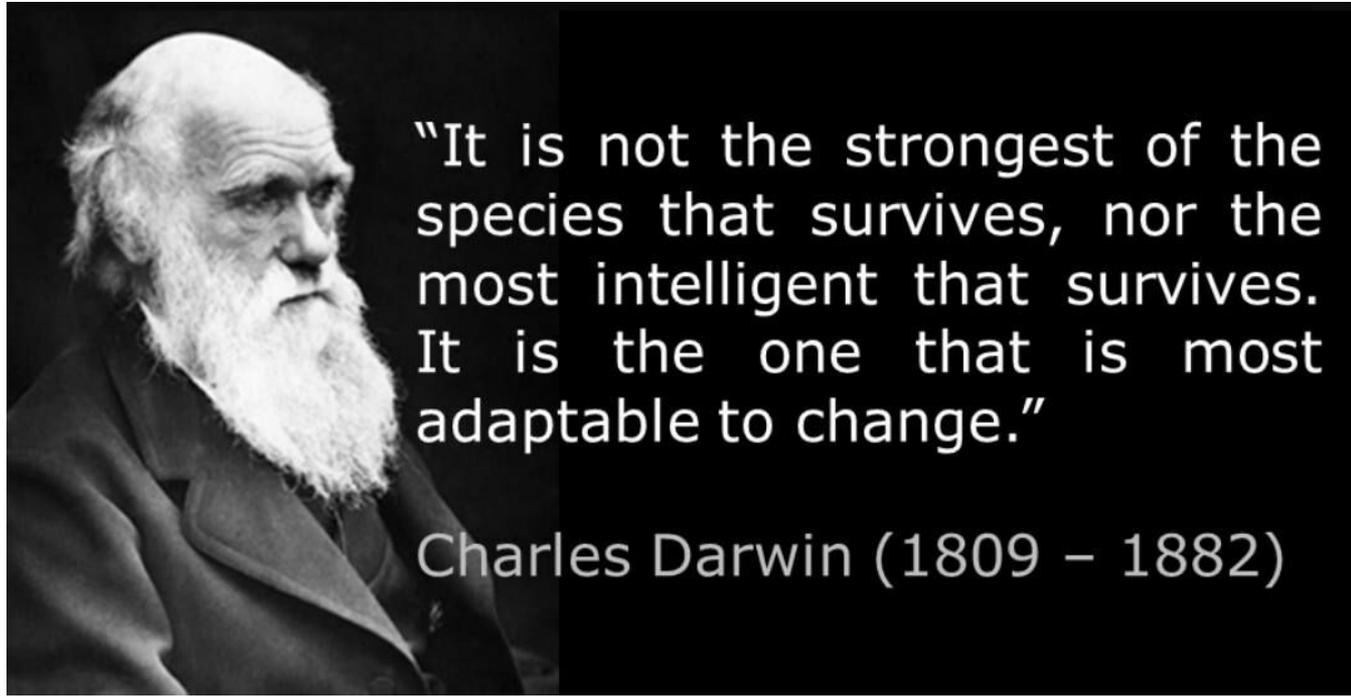
OBJECTIVE TODAY:

Define Robber Barons and Captains of Industry.

Compare and contrast Rockefeller and Carnegie and evaluate the role of wealth in a democracy.

DO NOW: How do you feel the wealthy should distribute their wealth? Should they get to keep it all themselves? Should they have a responsibility to give back to society? Explain.

Wealth and Democracy



"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change."

Charles Darwin (1809 – 1882)

Industrialization

- Represents a huge era of change
 - Socially, Economically, Politically, and Culturally
- Industry of steel, iron, oil made some men **LOADED!**
- First glimpses into “American Dream”
 - Anyone can make it!
 - Rags to Riches...

Capitalism

An economic and political system in which a country's trade and industry are controlled by **private owners for profit**, rather than by the state.

SOCIAL DARWINISM

- Late 19th Century idea that applied biological concepts of natural selection and survival of the fittest to explain poverty and the gap between the rich and the poor.



Social Darwinism

Based on Charles Darwin's theory of biological evolution, a process which he called *Natural selection*.

- **Members of a species must compete for limited resources and for survival**
 - The resources of an environment are limited. Creatures produce more offspring than can possibly survive..
- **Some traits are useful for survival; other traits are not.**
- **The fittest survive**
 - Organisms that have useful traits reproduce in greater numbers. Their offspring inherit the traits. Organisms with unfavorable traits eventually die off..

New vision of Success: Rags to Riches

- Hard-working, virtuous people could be successful
- **Individuals are responsible for their own success, and are to blame for their own failures.**
- Riches were a sign of God's favor, therefore the poor must be lazy or inferior who deserved their lot in life.

Social Darwinism and Laissez-Faire Economics (Hands-Off Approach)

- Late 1800's, businesses operated largely **without government regulation** known as laissez-faire.
- **Laissez-faire: Literally means “let it be”**
 - **The belief that government should play a very limited role in business.**
 - If government does not interfere, strongest businesses will survive.
 - primarily developed by Adam Smith; government should promote free trade and a free market.

Framing Questions:

What responsibility do wealthy Americans have to the rest of society?

What should wealth look like in a democracy?

Monopoly

- When one business has total control over a certain industry

Vertical Integration

Purchase of Companies
at All Levels of Production



Horizontal Integration

Purchase of Competing
Companies in Same Industry



Vertical Integration

- Amazon buying bookstores
- Netflix making their own films



NETFLIX
originals

The image shows the Netflix Originals logo. The word "NETFLIX" is written in a large, bold, red, sans-serif font. Below it, the word "originals" is written in a smaller, white, lowercase, sans-serif font. The background is solid black.

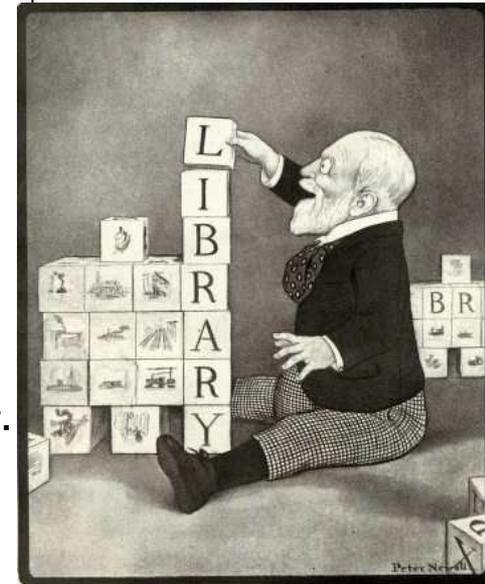
The wealthy elite of the late 19th century consisted of industrialists who amassed their fortunes as robber barons and captains of industry. Both can be defined as business tycoons, but there was a significant difference in the way that they made their fortunes.

ROBBER BARON:

The term “robber baron” dates back to the Middle Ages. Robber barons typically employed ruthless and often questionable methods such as using predatory practices to eliminate their competition and develop a monopoly in their industry. Often, they had little empathy for workers.

CAPTAIN OF INDUSTRY:

Captains of industry were often philanthropists. They made their wealth in a way that would benefit society, such as providing more jobs or increasing productivity.



Captains of Industry vs. Robber Barons

Captain of Industry

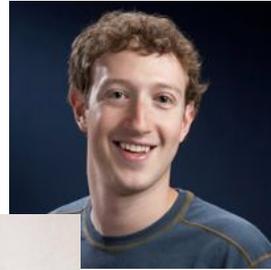
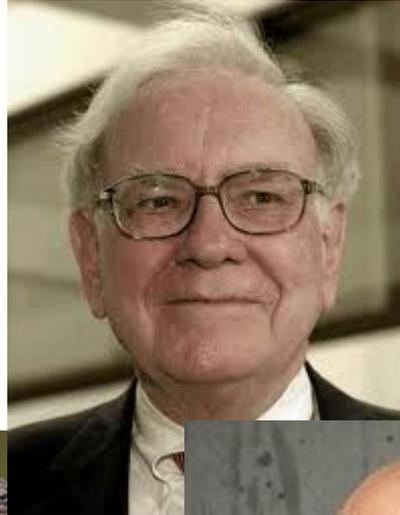
- Increases availability of goods by building factories
- Raises productivity
- Expands markets
- Creates more jobs
- Funds many of the nation's public institutions: practices philanthropy- (giving generously to charitable causes)

Robber Baron

- Drains the country of its natural resources.
- Corrupts public officials to interpret laws in their favor.
- Drives competitors to ruin
- Pays poor wages
- Forces workers to toil under dangerous and unhealthy conditions

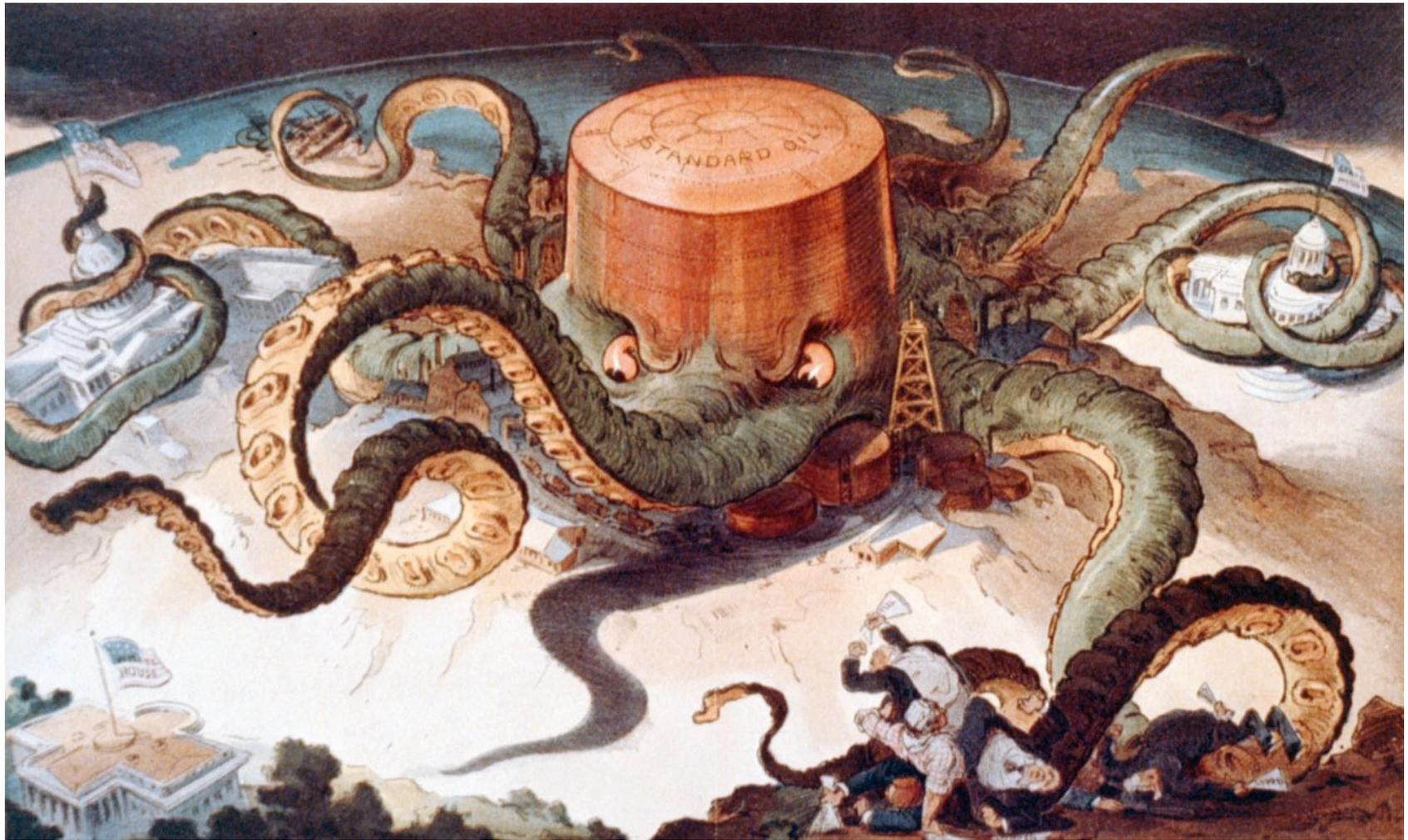


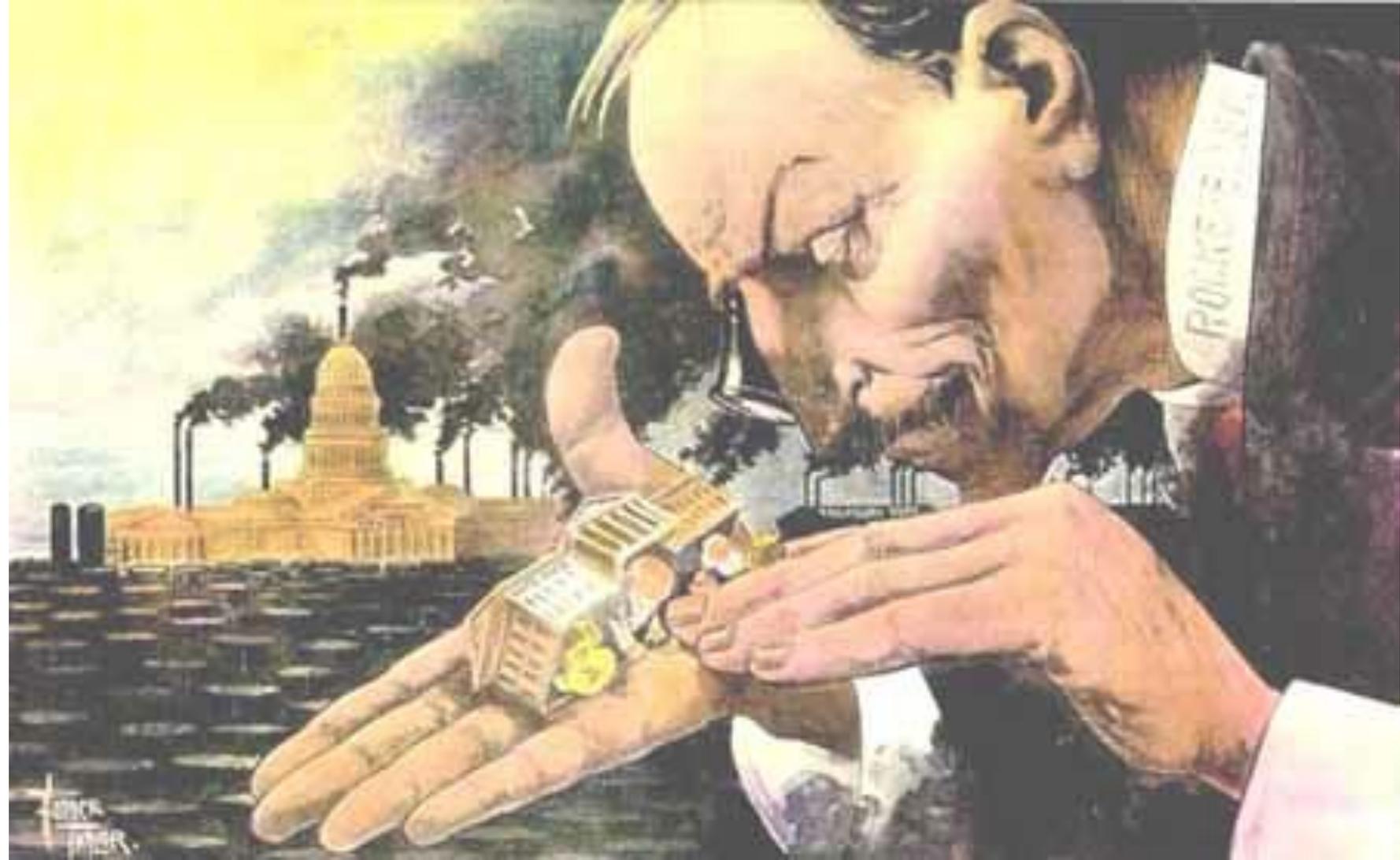
The Modern American Entrepreneur





THE BOSSES OF THE SENATE.



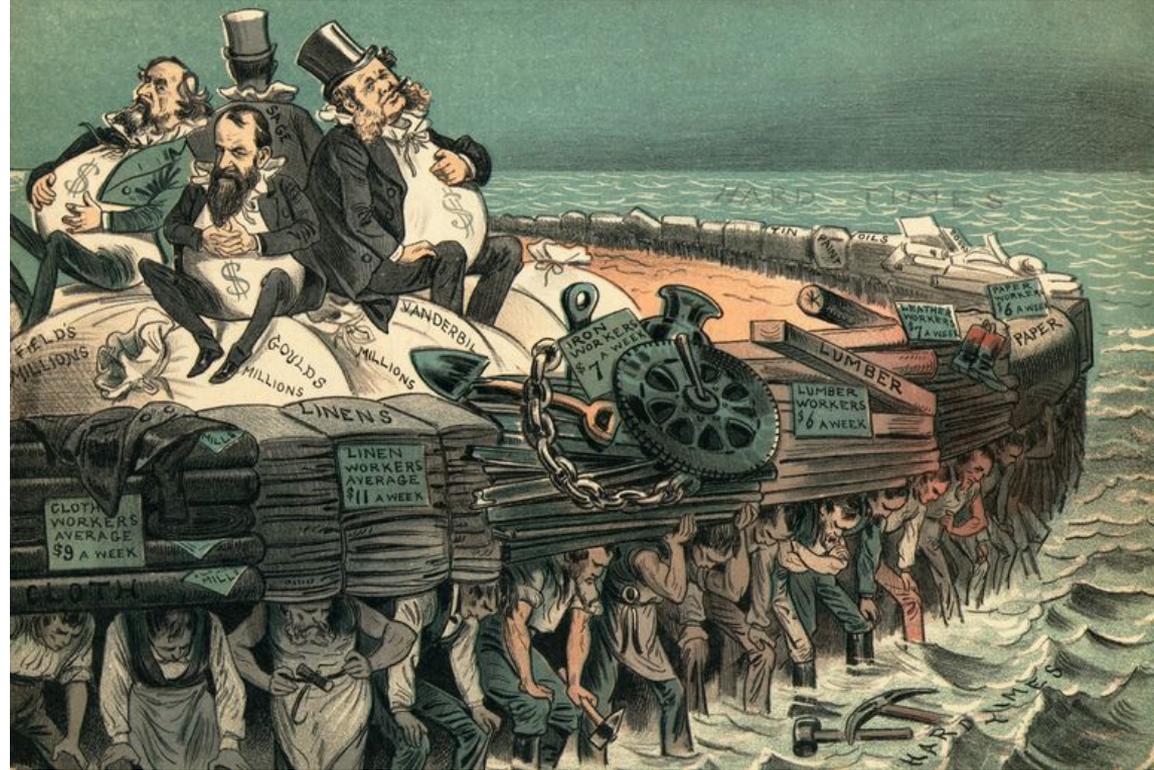


Robber Barons vs. Captains of Industry

FOOD FOR THOUGHT:

What if an action is illegal but leads to a positive end?

What if a legal action ends with many workers or consumers suffering?



ROBBER BARON or a CAPTAIN OF INDUSTRY?

Activity 1: Carnegie v. Rockefeller

Activity 2: Modern day entrepreneur



Sweatshops/Steel Mills/Factories

In 19th century United States

- Very poor working conditions in factories
 - Dangerous, long hours, low wages
 - Children worked
 - *The Jungle*, a book written by Upton Sinclair exposed conditions of meat-packing industry in Chicago
 - Led to Meat Inspection Act
 - "I aimed at the public's heart, and by accident I hit it in the stomach."
 - Triangle Shirtwaist Factory fire, NY, 1911
 - Led to workplace safety reform
- Living conditions in cities were crowded, unsanitary, and dangerous (urban slums)
 - Jacob Riis, a Danish Immigrant, described and photographed these living conditions in NY
 - Published book called, *How the Other Half Lives* (1890)
 - People were horrified by these conditions!

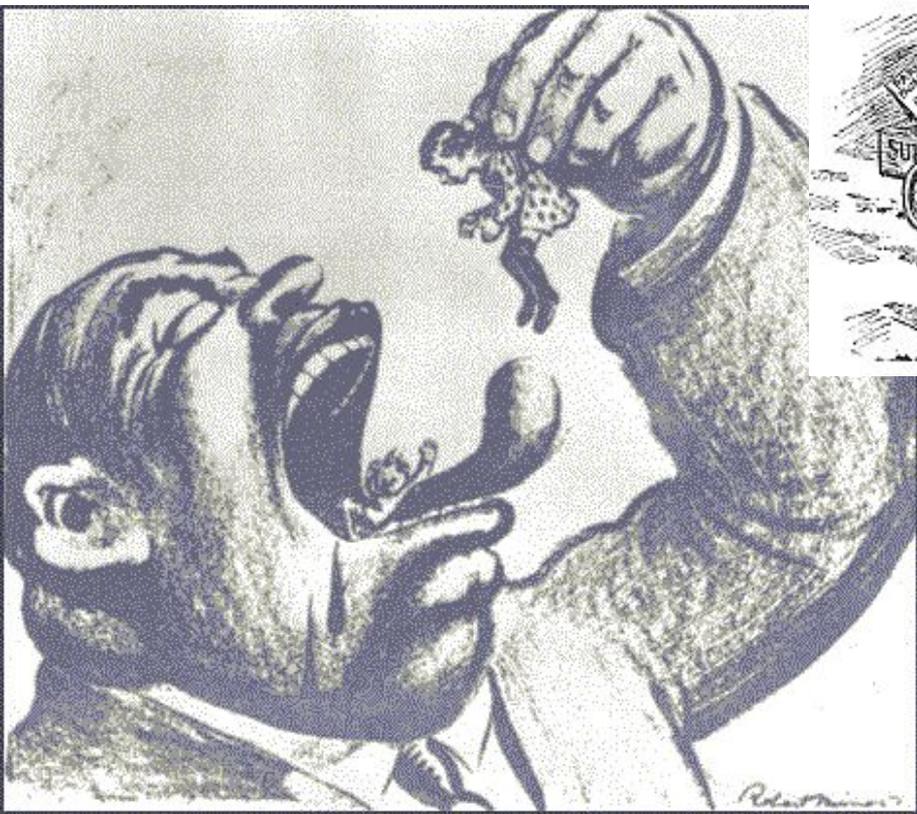


In his report "Child Labor in the Cotton Mills of Mississippi" (1911), Hines noted that he had taken pictures of "most of the youngest workers," as well as older workers under sixteen who worked **60 hours a week** instead of 63 1/2, "reduced hours" compared to adults.



Hine's colleague, Edward F. Brown, in his report "Child Labor in the Gulf Coast" (1913), identified 26 children from ages 7 to 14 (including, for example, six 10-year-olds and five 12-year-olds) working at one oyster factory at 4:45 a.m.









JACOB RIIS: HOW THE OTHER HALF LIVES

