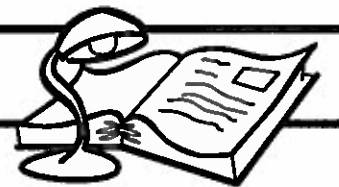


## Study Guide



### Chapter 10, Section 4

For use with textbook pages 353–358

## THE REBIRTH OF REFORM

### KEY TERMS AND NAMES

**Henry George** a journalist who criticized the effects of industrialization (page 354)

**Lester Frank Ward** a writer who challenged the ideas of Social Darwinism (page 354)

**Edward Bellamy** a writer whose ideas were a form of socialism (page 355)

**naturalism** a new style of writing that suggested that some people failed in life because of circumstances beyond their control (page 355)

**Jane Addams** reformer who established settlement houses (page 357)

**settlement house** residences in poor neighborhoods in which middle-class people lived and helped poor people (page 357)

**Americanization** the process of becoming knowledgeable about American culture (page 357)

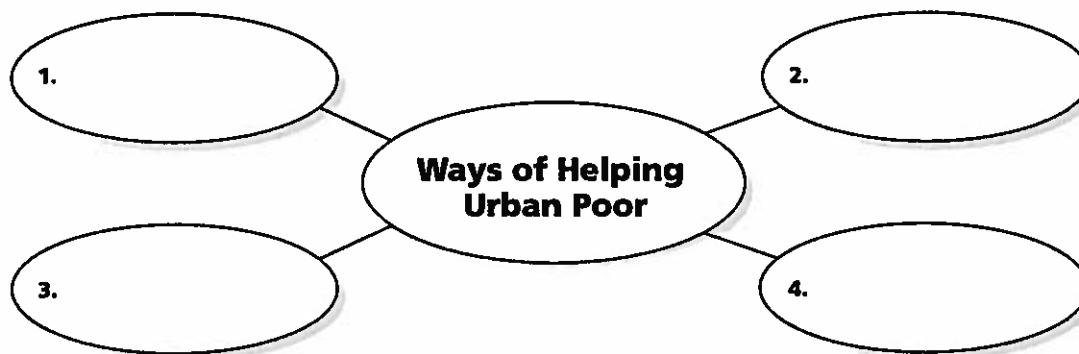
### DRAWING FROM EXPERIENCE

What kinds of services does your community provide to help people in need? In what ways can you help needy people in your community?

The last section discussed the changes in thinking and leisure activities that took place in the United States in the late 1800s. This section discusses the reforms that some people worked for to solve the problems of the urban poor.

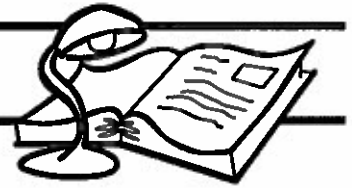
### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. In the late 1800s, many people attempted to improve the lives of the poor living in the nation's cities. List the movements and the organizations that tried to improve urban society.



# Study Guide

## Chapter 10, Section 4 (continued)



### READ TO LEARN

- **Social Criticism** (page 353)

Many people in the United States in the late 1800s began to disagree with the ideas of individualism. They believed that many of the nation's problems could be solved only if Americans and the government had a role in regulating the economy and helping people who were needy.

In 1879 **Henry George**, a journalist, published *Progress and Poverty*. In it he wrote about the widening gap between the wealthy and the poor. He believed that the answer to the problem was land. George argued that people could become wealthy by waiting for land prices to increase. He believed that a tax on the land should replace all other taxes. He believed that it would help make society more equal. It would also give the government more money to help the poor. Although most people did not agree with George's economic theory, he was one of the first to challenge the ideas of Social Darwinism and laissez-faire economics.

**Lester Frank Ward** also challenged the ideas of Social Darwinism. He argued that human beings were not like animals in that they had the ability to think ahead and make plans to get what they wanted. His ideas became known as Reform Darwinism. He believed people succeeded because they were able to cooperate, not because they were able to compete. He believed competition was wasteful. Ward believed that government and not competition in the marketplace could regulate the economy and cure poverty. Many people came to believe that the government should be more active in trying to solve society's problems.

**Edward Bellamy** published a book in 1888 that described life in the year 2000 as a perfect society. His ideas were a form of socialism and helped to shape reformers' beliefs.

5. What did Lester Ward believe could solve society's problems?

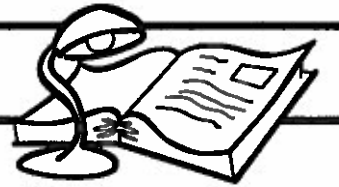
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- **Naturalism in Literature** (page 355)

A new style of writing known as **naturalism** became popular as a result of many of the criticisms of industrial society. Naturalists challenged the ideas of Social Darwinism that people controlled their lives and made the choices to improve it. Naturalists believed that some people were not successful because they had circumstances they could not control. Among the most famous naturalist writers were Stephen Crane, Frank Norris, Jack London, and Theodore Dreiser.

# Study Guide



## Chapter 10, Section 4 (continued)

6. According to naturalists, why were some people not successful in life?

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### • Helping the Urban Poor (page 355)

Many people who criticized industrial society worked for reform. The Social Gospel movement tried to improve conditions in cities based on ideas in the Bible regarding charity and justice. Many supporters of the Social Gospel movement believed that competition caused many people to behave badly. The movement resulted in many churches providing social programs to help people.

The Salvation Army provided help and religious counseling to poor people in the cities. The Young Men's Christian Association (YMCA) tried to help the urban poor by setting up Bible studies, citizenship activities, and group activities. YMCAs quickly spread throughout the country. The facilities included gyms, swimming pools, and low-cost hotel rooms that were available on a temporary basis for those who needed them.

Some reformers believed it was their duty as Christians to improve conditions for the poor. One such reformer was **Jane Addams**. She started **settlement houses** in poor city neighborhoods. Middle-class residents lived there and helped poor people, who were mostly immigrants. Addams started Hull House in Chicago. She inspired other people, such as Lillian Wald, to establish settlement houses across the country.

7. How did the YMCA try to help poor people in the cities?

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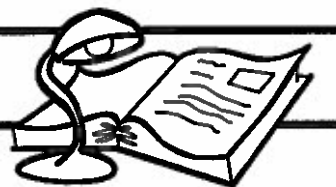
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### • Public Education (page 357)

The new industries that developed in the late 1800s needed workers who were trained and educated. As a result, the United States began to focus more on building schools in the late 1800s.

# Study Guide

## Chapter 10, Section 4 (continued)



The number of public schools increased greatly after the Civil War. Public schools were especially important for immigrant children. It was there that they became Americanized, or knowledgeable about American culture. This **Americanization**, however, sometimes caused problems for immigrant children. Many parents worried that their children would forget their own cultural traditions. Some parents took their children out of the public schools. Other parents took their children out because they needed them to work to help the family survive.

Many people still did not have educational opportunities. Rural areas did not receive the same funds as urban schools. Many African Americans did not have equal educational opportunities. As a result, some started their own schools. Booker T. Washington was an important leader in this movement. He started the Tuskegee Institute in Alabama in 1881.

Schools helped prepare future workers for jobs that would get them out of poverty. Grammar schools stressed attendance, neatness, and efficiency. Vocational and technical schools taught skills that were needed in specific trades.

Colleges also increased in the late 1800s. This was partly due to the Morrill Land Grant Act. This law gave states federal land grants to start agricultural and mechanical colleges. Between 1870 and 1890, the number of students attending these colleges tripled.

Educational opportunities for women also expanded in the late 1800s. The start of private women's colleges resulted in an increase in the number of women attending colleges.

Free libraries also made education available to people living in cities. Andrew Carnegie was a major supporter of public libraries, donating millions of dollars to building them.

8. Why did attending public schools sometimes create problems for immigrant children?

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# Study Guide



## Chapter 11, Section 1

For use with textbook pages 364–369

### STALEMATE IN WASHINGTON

#### KEY TERMS AND NAMES

**patronage** system in which government jobs went to supporters of the winning party in an election (page 364)

**Stalwarts** politicians who opposed Hayes's plan of ending patronage (page 365)

**Pendleton Act** a law which set up a system for filling government jobs based on passing an examination (page 365)

**rebates** partial refunds (page 367)

**Interstate Commerce Commission** a commission created to regulate interstate trade (page 368)

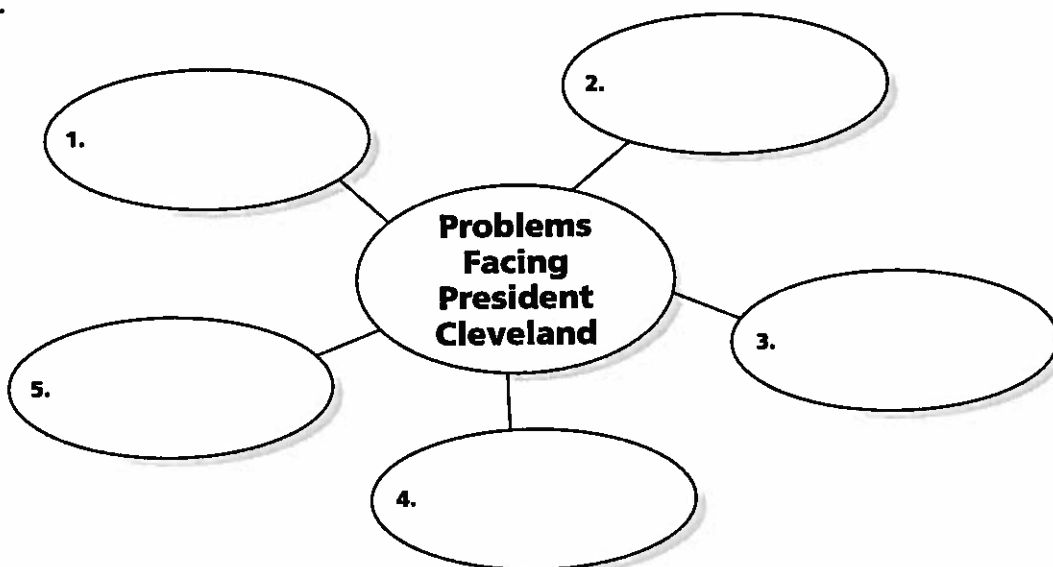
#### DRAWING FROM EXPERIENCE

What problems are facing the president of the United States today? How is the president addressing these problems?

In this section, you will learn about the political conflicts between Democrats and Republicans in the 1880s. You will also learn about the economic problems facing the nation at that time.

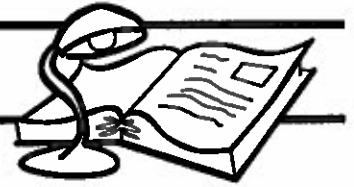
#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. President Grover Cleveland faced several problems during his administration. Identify the problems in the diagram.



# Study Guide

## Chapter 11, Section 1 (continued)



### READ TO LEARN

#### • A Campaign to Clean Up Politics (page 364)

Under the spoils system, or **patronage**, government jobs were given to those who supported the winning party in an election. When Rutherford B. Hayes became president, he tried to stop patronage. He appointed reformers to his cabinet and got rid of people who received their jobs through party bosses. Some Republicans, called **Stalwarts**, opposed Hayes's actions. They were angry with him because he ended Reconstruction, thereby letting Democrats regain control of the South. They called Hayes and other Republican reformers "Halfbreeds."

In the 1880 presidential election, the Republicans nominated James Garfield, a Halfbreed, for president and Chester Arthur, a Stalwart, for vice president. They won, but President Garfield was assassinated a few months into his presidency. He was killed by Charles Guiteau, a patronage job seeker, who was upset with Garfield's policy against patronage.

In response, Congress passed the **Pendleton Act** in 1883. This law allowed the president to decide which federal jobs would be filled according to rules set up by a Civil Service Commission. People applying for these jobs had to pass an exam. Once a person received the job, he or she could not be removed for political reasons. Although President Arthur was a Stalwart, he supported the Pendleton Act.

#### 6. How did Congress react to President Garfield's assassination?

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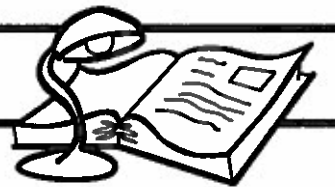
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#### • Two Parties, Neck and Neck (page 365)

In the 1870s and 1880s the Republican Party had support from the North and the Midwest. Former Union soldiers, Americans who were strongly patriotic, big business, and farmers on the Great Plains supported it. Because of its support for abolition, temperance, and other issues, the Republican Party was considered the party of reform.

The Democrats gained support from the South, where white voters were anti-Republican because of the Civil War and Reconstruction. They also had support from big cities, where large numbers of Catholics and immigrants lived.

# Study Guide



## Chapter 11, Section 1 *(continued)*

Between 1877 and 1896, the Democrats generally had more members in the House of Representatives, where each congressional district elected members directly. Republicans had more members in the Senate, because state legislatures chose senators and Republicans controlled a majority of state governments.

Most presidential elections during that time were very close. Twice during this time, a candidate lost the popular vote but won the election. Republicans won four of the six presidential elections between 1876 and 1896. However, the president had to deal with a House controlled by Democrats and a Senate controlled by Republicans who did not always agree with the president. In addition, at this time, local political bosses controlled the parties. With power divided almost equally between the two parties, Congress experienced deadlock on many issues.

**7.** Why did Republicans generally have more members in the Senate than the Democrats did?

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### • **Democrats Reclaim the White House** *(page 366)*

In the 1884 presidential elections, Democrats nominated Grover Cleveland of New York. He had opposed Tammany Hall, the corrupt Democratic machine in New York City. The Republicans nominated James G. Blaine, a chairman of the Maine committee of the Republican Party. The campaigns focused on the moral character of the candidates.

Some Republican reformers were unhappy with Blaine as the Republican candidate. They left the party and supported Cleveland. These reformers became known as Mugwumps. Cleveland won the election.

**8.** Who were the Mugwumps?

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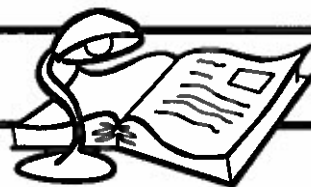
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# Study Guide



## Chapter 11, Section 1 (continued)

### • A President Besieged by Problems (page 367)

President Cleveland faced many problems. When he was elected, he faced crowds of supporters who wanted to be rewarded with government jobs for their support. Mugwumps, on the other hand, expected him to increase the number of federal jobs to be covered under the civil service system. Cleveland chose a middle ground.

Unrest among the nation's workers grew. Many strikes occurred, sometimes resulting in violence between the strikers and police. Americans were upset with the power of big business, particularly with the railroads. Some large corporations, such as Standard Oil, were able to negotiate **rebates**, or partial refunds, and lower their rates because of the large volume of goods they shipped. Those who did not ship large volumes had to pay much higher rates.

Many Americans, particularly farmers and owners of small businesses, believed railroads were gouging their customers. Many states had passed laws that regulated railroad freight rates. However, in 1886 the Supreme Court ruled that the state of Illinois could not regulate the rates that the Wabash Railroad charged. It ruled that only the federal government could regulate interstate trade. Congress responded in 1887 by passing the Interstate Commerce Act, which created the **Interstate Commerce Commission**. The law was the first to regulate interstate trade. It limited railroad rates, forbade rebates to high-volume users, and made it illegal to charge higher rates for shorter hauls. The commission, however, was not effective in regulating the railroads because it had to rely on the courts to enforce the rulings.

Tariffs were another issue facing the president. Many Democrats thought that Congress should cut tariffs because the taxes raised the cost of manufactured goods. Many people believed that tariffs were no longer necessary to protect the nation's manufacturing because large American companies were now able to compete internationally. Democrats in the House passed tariff reductions. The Senate, however, rejected the bill in support of a high protective tariff.

#### 9. How did Democrats and Republicans differ on the issue of tariffs?

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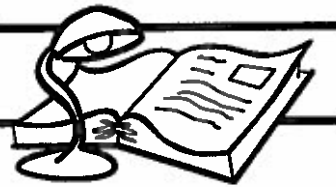
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# Study Guide



## Chapter 11, Section 1 (continued)

### • Republicans Regain Power (page 368)

The Republicans nominated Benjamin Harrison for president in 1888. He received large contributions from big businesses, which benefited from higher tariffs. Cleveland and the Democrats campaigned against high tariffs. Harrison lost the popular vote but won the electoral vote. After the election, Republicans controlled both the House and the Senate.

The Republicans addressed the tariff issue by passing the McKinley Tariff. This bill cut tobacco taxes and tariff rates on raw sugar while increasing rates on items such as textiles. The bill lowered federal revenue. The nation's budget surplus became a deficit.

To curb the power of trusts, Congress passed the Sherman Antitrust Act of 1890. However, the courts saw nothing in the law that would require big companies to change the way they did business. By the election of 1890, many people began to believe that the two political parties could not solve the nation's problems.

#### 10. What was the effect of the Sherman Antitrust Act?

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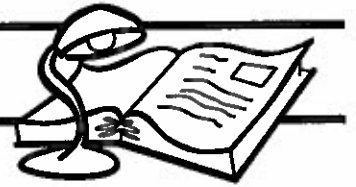
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# Study Guide



## Chapter 11, Section 2

For use with textbook pages 372–379

### POPULISM

#### KEY TERMS AND NAMES

- populism** the movement to increase farmers' political power and to work for legislation in their interest (page 372)
- greenback** paper currency that could not be exchanged for gold or silver coins (page 373)
- inflation** a decline in the value of money (page 373)
- deflation** an increase in the value of money and a decrease in the level of prices (page 373)
- Grange** the first national farmers' organization (page 374)
- cooperatives** marketing organizations that worked for the benefit of their members (page 374)
- People's Party** party formed by members of the Farmers' Alliance (page 375)
- graduated income tax** a tax that taxed higher earnings more heavily (page 376)
- goldbugs** Democrats who believed that the American currency should be based only on gold (page 378)
- silverites** Democrats who believed coining silver in unlimited quantities would solve the nation's economic crisis (page 378)
- William Jennings Bryan** Democratic candidate in 1896 and a strong supporter of silver (page 378)

#### DRAWING FROM EXPERIENCE

Have you ever visited a farm or know someone who owns one? What kind of work is done on a farm? What kind of problems do you think farmers face?

The last section described the conflicts between the Democrats and the Republicans. This section discusses why a new political party started in the 1890s.

#### ORGANIZING YOUR THOUGHTS

Use the diagram on the next page to help you take notes. Many farmers, frustrated with the lack of support for their issues from the two major political parties, supported the new People's Party. List the issues the People's Party ran on in the 1892 election.

# Study Guide

## Chapter 11, Section 2 (continued)



### People's Party Issues in 1892 Election

1.	2.	3.

#### READ TO LEARN

##### • Unrest in Rural America (page 372)

**Populism** was the movement to increase farmers' political power and to work to pass laws in their interest. Shortly after the Civil War, technology helped farmers produce more crops. The increase in crops led to lower prices. At the same time, high tariffs increased the price of manufactured goods farmers needed. This made it harder for farmers to sell their products overseas. Farmers also felt that they were being treated unfairly by both the banks from which they obtained their loans and from the railroads.

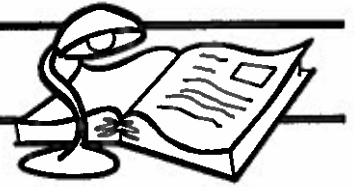
The farmers were concerned about the nation's money supply. To pay for the war, the United States had increased its money supply by issuing millions of dollars in **greenbacks**—paper currency that could not be exchanged for gold or silver coins. This increase in money supply without an increase in goods for sale led to **inflation**—a decline in the value of money. As the paper money lost its value, the prices of goods soared.

After the war, the United States had three types of currency—greenbacks, gold and silver coins, and bank notes backed by government bonds. The government stopped printing greenbacks to get inflation under control. It began paying off its bonds. Congress also decided to stop making silver into coins. As a result, the government did not have a large enough money supply to meet the needs of the economy. As the economy grew, **deflation**—or an increase in the value of money and a decrease in prices—began.

The farmers were particularly affected by deflation. They had to borrow money for seeds and supplies. With money in short supply, interest rates increased. This increased the amount of money that farmers owed. The falling prices due to deflation meant that farmers sold their crops for less. However, they still had to make the same loan payments. Farmers blamed the Eastern bankers for their condition. They believed that the bankers pressured Congress to reduce the money supply. Some farmers wanted the government to print more greenbacks to increase the money supply. Those who lived in the West, where silver mines were located, wanted the government to mint silver coins. Many farmers believed that the only way they could convince the government was to organize.

# Study Guide

## Chapter 11, Section 2 (continued)



The first national farm organization was the Patrons of Husbandry. It was better known as the **Grange**. In 1873 the nation faced a recession and farm income fell drastically. Many farmers joined the Grange to get help.

The Grangers pressured state legislatures to regulate the railroads to reduce rates. Others joined the Greenback Party, which wanted the government to print more greenbacks to increase the money supply. Grangers also pooled their resources and created **cooperatives**, which were marketing organizations that worked for the benefit of their members. Farmers could not charge more for their crops because there were so many farmers in competition. So when they joined a cooperative, farmers pooled their crops and held them off the market in order to force the price up. A cooperative could also work for better shipping rates from railroads.

The Grangers' strategies were not successful. The Greenback Party failed to get much support because many Americans did not believe that paper money could hold its value. The Grange's cooperatives failed because they were too small to influence prices. Also, Eastern businesses refused to deal with them because they believed that they were too much like unions.

### 4. Why did farmers organize the Grange?

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### • The Farmers' Alliance (page 374)

By the late 1880s, a new organization known as the Farmers' Alliance began to form. The Alliance was strong in the South and on the Great Plains. The Alliance organized large cooperatives called exchanges in hopes of increasing farm prices while making loans to farmers at low interest rates. These exchanges had some success.

However, overall the cooperatives failed. Many loaned too much money that was never repaid. They also were too small to affect world prices for farm goods. Soon, conflict started among members of the Alliance. Alliance members in the West wanted to form a new party and push for political reforms. They formed the **People's Party**, also known as the Populists. The party nominated candidates to run for Congress and the state legislature.

Most Southern members of the Alliance did not want to form a third party. They wanted the Democrats to keep control of the South. Instead, they wanted to produce a list of demands and promise to vote for candidates who supported the demands. They also introduced the subtreasury plan. Under

# Study Guide



## Chapter 11, Section 2 (continued)

the plan, the government would set up warehouses called subtreasuries. Farmers would store their crops there, and the government would provide loans to the farmers at low interest rates. The members believed that storing the crops would allow farmers to keep their crops off the market in large enough quantities to force prices up.

5. What was the purpose of the subtreasury plan?

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### • The Rise of Populism (page 375)

In 1890 the Farmers' Alliance met in Ocala, Florida, and set up the Ocala Demands. The demands were to help farmers decide whom to vote for in 1890. The demands called for the adoption of the subtreasury plan, the free coinage of silver, an end to tariffs and the national bank, regulation of the railroads, and direct election of senators instead of by state legislatures.

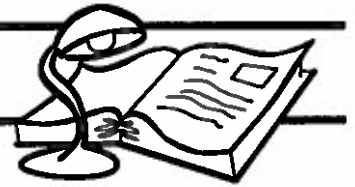
Both the Southern and Western plans of the Alliance had worked. In the South, many Democratic governors and state legislators who were elected promised to support the demands of the Alliance. In the West, the People's Party took control of some state legislatures and some were elected to the House of Representatives and to the Senate.

Many southern members of the Alliance soon realized that they could not count on Democrats to work for their programs. Many broke with the Democrats and joined the People's Party. The party held its first national convention in Omaha, Nebraska, in July 1892. It nominated James B. Weaver to run for president. The Populists wanted the government to coin silver to increase the money supply. It wanted a **graduated income tax**, one that taxed higher earnings more heavily. The Populists also believed that the government should take a greater role in regulating big business. Although the Populists supported many of the positions that labor unions had, most urban workers continued to support the Democratic Party.

The Democratic Party nominated Grover Cleveland as their presidential candidate. He won easily. However, James Weaver did very well, winning four states and 22 electoral votes.

In 1893 the United States entered a serious economic crisis. Many railroad companies had expanded too quickly and were unable to repay their loans. They declared bankruptcy. The stock market crashed, and banks closed. By 1894 the economy was in a depression. As the nation's economy worsened, many foreign investors started cashing in their U.S. government bonds for gold. This left the government with a very small gold reserve. Gold was also

# Study Guide



## Chapter 11, Section 2 (continued)

being lost every time people exchanged silver for gold under the Sherman Silver Purchase Act. As a result, in 1893, President Cleveland asked Congress to repeal that law. His actions split the Democrats into two groups. The **gold-bugs** believed the American currency should be based only on gold. The **silverites** believed coining silver in unlimited quantities would solve the nation's economic problems.

6. Why did many members of the Southern Farmers' Alliance break with the Democratic Party?

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### • The Election of 1896 (page 378)

In the 1896 presidential election, the Republicans supported a gold standard. The Populists hoped that pro-silver Democrats would vote for Populists. However, the Democrats nominated **William Jennings Bryan**, a supporter of silver, as their candidate. As a result, the Populists decided to support Bryan instead of nominating their own candidate.

Bryan was a forceful speaker. He ran an energetic campaign, traveling thousands of miles and making hundreds of speeches. Republicans knew that Bryan would be difficult to beat in the West and the South. They knew that they had to win in the Northeast and in the Midwest. They nominated William McKinley. Most urban workers and business leaders supported the Republicans. McKinley won the election.

In 1896 gold was discovered in Alaska and in Canada's Yukon Territory. This helped to increase the money supply without turning to silver. Credit became easier to get and the farmers' situation improved. In 1900 the United States officially adopted a gold-based currency when it passed the Gold Standard Act.

When the silver issue died out, the Populists lost much of their energy. They had not been successful in helping the farmers or in regulating big business. However, some of the reforms that they wanted, such as the graduated income tax, came later.

7. From what parts of the country did Bryan and McKinley gain support during the 1896 presidential election?

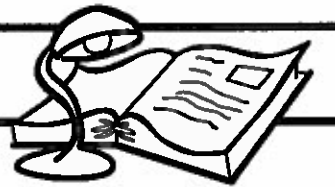
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# Study Guide



## Chapter 11, Section 3

For use with textbook pages 380–384

### THE RISE OF SEGREGATION

#### KEY TERMS AND NAMES

**sharecroppers** landless farmers who had to give landlords large portions of their crops to cover rent and supplies (page 381)

**poll tax** a fee required to register to vote (page 382)

**grandfather clause** a clause that allowed people to vote if their ancestors had voted in 1867 (page 382)

**segregation** separation of the races (page 382)

**Jim Crow laws** laws that enforced segregation (page 382)

**lynching** an execution without proper court proceedings (page 383)

**Ida B. Wells** African American woman who started a crusade against lynching (page 383)

**W.E.B. Du Bois** African American leader who believed that African Americans could obtain full equality only by demanding their rights (page 384)

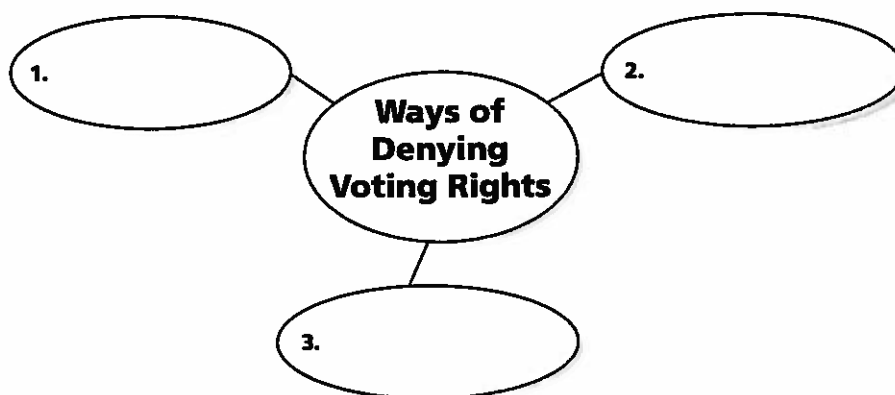
#### DRAWING FROM EXPERIENCE

What is racism? Can you name prominent Americans who have spoken out against racism? What was their message?

The last section discussed the organization of farmers into a new political party. This section discusses the discrimination that African Americans faced in the late 1800s.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Southern states went around the Fifteenth Amendment to prevent African Americans from voting. List and describe the methods they used.



# Study Guide



## Chapter 11, Section 3 (continued)

### READ TO LEARN

#### • Resistance and Repression (page 380)

After Reconstruction, many African Americans in the South lived in conditions that were similar to slavery. Although they were technically free, many could not escape poverty. Most African Americans were **sharecroppers**, or landless farmers who had to hand over a large part of their crops to the landlord to pay for rent and supplies. Because they were always in debt, many African Americans left farming to look for jobs or to claim homesteads in the West.

In 1879 thousands of African Americans migrated from the South to Kansas. They became known as Exodusters. Some African Americans did not move but joined with poor white farmers in the Farmers' Alliance. In 1886 a group of African Americans formed their own organization called the Colored Farmers' National Alliance. This organization worked to help its members set up cooperatives. Many members joined the Populist Party when it formed in 1891. They hoped that by joining poor whites with poor African Americans, they could challenge the Democrats in the South.

The Democrats feared that if enough poor whites left the party and joined the African American Populists, that combination might become unbeatable. As a result, the Democrats began to appeal to racism. They warned whites that joining African Americans in the Populist Party would bring back "Black Republican" rule like that during Reconstruction. Democrats were also making it more difficult for African Americans to vote.

#### 4. How did Democrats try to prevent poor whites from joining the African American Populists?

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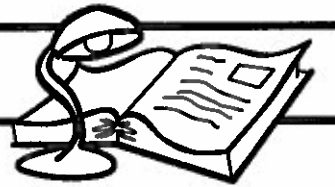
#### • Disfranchising African Americans (page 382)

The Fifteenth Amendment said that states could not deny people the right to vote because of race or color. It did not, however, say that states could not require that citizens had to know how to read and write or had to own property in order to vote. Southern states began to use this loophole to prevent African Americans from voting.

Some Southern states began requiring that all citizens pay a \$2 poll tax. Most poor African Americans could not afford to do so and were, therefore, not allowed to vote. Some states required that voters had to prove that they could read and write. Because the literacy rate for those who had grown up



# Study Guide



## Chapter 11, Section 3 (continued)

under slavery was less than 20 percent, many failed the test. Some African Americans who did know how to read and write failed because they were deliberately given complicated passages that few could understand. As a result of these restrictions, the number of African Americans registered to vote fell dramatically between 1890 and 1900.

Election officials did not apply these laws as strictly to poor whites. Some states gave whites a break by introducing a **grandfather clause**. This allowed any man to vote if he had an ancestor who voted in 1867. The clause made almost all former enslaved Africans ineligible to vote.

5. What was the effect of the voting restrictions that were placed on African Americans in the South?

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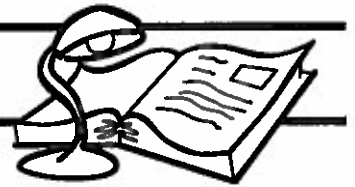
### • Legalizing Segregation (page 382)

African Americans faced discrimination in the North as well as in the South. They were often not allowed in public places used by whites. In the South, laws enforced **segregation**, or separation of the races. These laws were known as **Jim Crow laws**. The Civil Rights Act of 1875 prohibited keeping people out of public places and prohibited racial discrimination when selecting jurors. Whites challenged the law in both the North and the South. In 1883 the Supreme Court ruled that the Fourteenth Amendment said that no *state* could deny people equal protection under the laws. The Court said that private places and organizations could practice segregation.

After the ruling, Southern states passed laws that enforced segregation in all public places. Southern whites and African Americans could no longer ride in the same railroad cars or drink from the same drinking fountains. Restrooms and hotels were segregated. In 1892 an African American named Homer Plessy was arrested for riding in a railroad car that was designated for whites only. He challenged the law as being unconstitutional. Judge John H. Ferguson rejected that argument. In 1896 the Supreme Court ruled in *Plessy v. Ferguson* that the Louisiana law was constitutional. The ruling supported the idea of "separate but equal" facilities for African Americans. However, although facilities for African Americans were separate, they were almost always inferior to those for whites.

# Study Guide

## Chapter 11, Section 3 (continued)



In addition to the Jim Crow laws, African Americans faced mob violence from whites. The incidences of **lynchings**—executions without proper court proceedings—by mobs increased. More than 80 percent of the lynchings happened in the South and most of the victims were African Americans.

6. What was the effect of the Supreme Court's ruling in *Plessy v. Ferguson*?

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### • The African American Response (page 383)

In the 1890s, **Ida B. Wells**, an African American woman from Tennessee, started a campaign against lynching. She worked to get courts to bring those accused of violence against African Americans to trial and to punish them after they were convicted.

Booker T. Washington believed that the way to stop discrimination was for African Americans to concentrate on economic goals rather than on political ones. He believed that African Americans should postpone the fight for civil rights and focus on education and vocations to prepare themselves economically for equality.

Other African Americans, such as **W.E.B. Du Bois**, challenged Washington's ideas. Du Bois pointed out that the civil rights of African Americans continued to be taken away even after they had educational and vocational training. He believed that the only way African Americans could achieve full equality was by demanding their rights, particularly voting rights.

7. How did the views of Booker T. Washington and W.E.B. Du Bois regarding the best way to solve discrimination differ?

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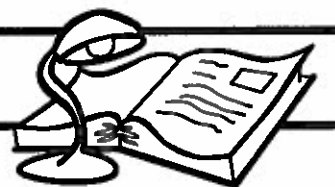
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# Study Guide



## Chapter 12, Section 1

For use with textbook pages 392–397

### THE IMPERIALIST VISION

#### KEY TERMS AND NAMES

**imperialism** the economic and political domination of a strong nation over other weaker nations (page 393)

**protectorate** territory in which an imperial power allowed the local rulers to stay in control while protecting them from rebellion and invasion (page 393)

**Anglo-Saxonism** the idea that English-speaking nations had superior character, ideas, and systems of government and were destined to control other nations (page 393)

**Matthew C. Perry** naval officer sent by the United States to negotiate a trade treaty with Japan (page 394)

**Queen Liliuokalani** ruler of Hawaii in the 1890s (page 395)

**Pan-Americanism** the idea that the United States and Latin American nations could work together to support peace and to increase trade (page 396)

**Alfred T. Mahan** an officer in the U.S. Navy who pushed for the need for the United States to have a large navy (page 397)

**Henry Cabot Lodge** senator who pushed for the construction of a new navy (page 397)

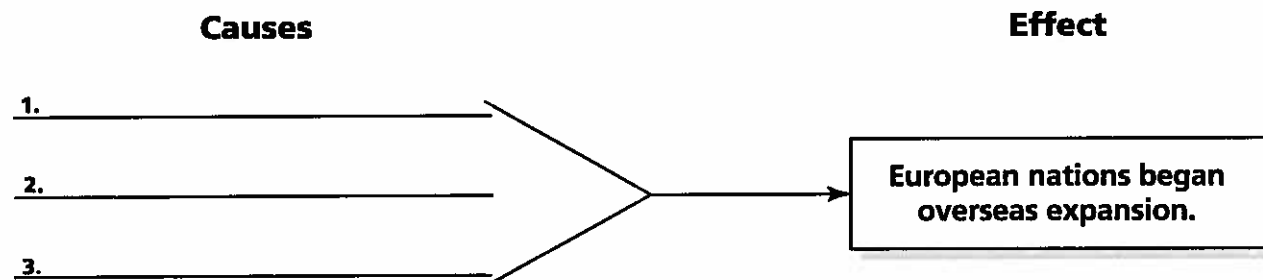
#### DRAWING FROM EXPERIENCE

Think of all the products you use every day. Are all the products made in the United States? What products are made in other parts of the world?

In this section, you will learn how and why the United States became an imperial power.

#### ORGANIZING YOUR THOUGHTS

Use the cause-and-effect diagram below to help you take notes. European nations in the late 1800s began expanding overseas. List the causes for this expansion.



# Study Guide

## Chapter 12, Section 1 (continued)



### READ TO LEARN

#### • Building Support for Imperialism (page 392)

In the 1880s, many Americans wanted to make the United States a world power. At the time, several European nations were expanding overseas. This expansion became known as **imperialism**. It is the economic and political domination of a strong nation over other weaker nations.

The Europeans began expanding for several reasons. By the late 1800s, high tariffs had helped to reduce trade between industrial countries. This led these countries to look overseas for markets for their products. The possibilities for investment in Europe had slowed. Most of the industries that needed to be built already had been. As a result, Europeans began investing in industries in other countries, especially in Africa and Asia. To protect their investments in these territories, the European countries began exercising control there. Some areas became colonies, while other areas became **protectorates**. In a protectorate, the imperial power allowed the local rulers to stay in control and protected them against rebellion or invasion. However, in exchange for the protection, the local rulers had to follow advice from Europeans on how to govern.

The United States also became interested in expanding overseas. Before the late 1800s, the United States expanded by settling more territory in North America. With most of the frontier settled by the late 1800s, many Americans looked to develop overseas markets.

Many Americans used the ideas of Social Darwinism—that the strongest nations would survive—to defend overseas expansion. Some took the idea even further, stating that English-speaking nations had superior character and systems of government and were therefore destined to control other nations. This idea became known as **Anglo-Saxonism**.

#### 4. Why did Americans become interested in expanding overseas in the late 1800s?

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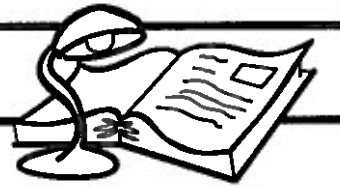
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#### • Expansion in the Pacific (page 394)

In the 1800s, many Americans began looking to expand across the Pacific Ocean. Business leaders wanted to trade with Japan and China. Japan's leaders believed that contact with the West would destroy Japanese culture. As a result, they allowed their nation to trade only with the Chinese and the Dutch.

# Study Guide



## Chapter 12, Section 1 (continued)

In 1852 President Franklin Pierce decided to force Japan to trade with the United States. He sent Commodore **Matthew C. Perry** to take a naval expedition to negotiate a treaty with Japan. Perry entered the Japanese waters with four American warships. The Japanese were impressed by American technology and power. They realized that they could not compete against modern Western technology. As a result, the Japanese opened two ports to American trade. They also decided to Westernize their country by starting their own industrial revolution. By the 1890s, the Japanese set out to build their own empire in Asia.

In addition to being interested in China and Japan, Americans became interested in Hawaii. At first, missionaries settled there. Then American whaling ships operating in the North Pacific began using Hawaii as a base. Americans soon discovered that the soil and climate of Hawaii were suitable for growing sugarcane. By the mid-1800s, many sugarcane plantations had been started there. In 1875 the United States signed a treaty that exempted Hawaiian sugar from tariffs. This led to a boom in the Hawaiian sugar industry and wealth for the planters. In 1887 the planters pressured the Hawaiian king into signing a constitution that would limit the king's power but increase the planters' power. This angered the Hawaiian people.

When Congress passed the McKinley Tariff in 1890, it eliminated all taxes on sugar. However, it also gave subsidies to sugar producers in the United States. This meant that Hawaiian sugar was now more expensive than American sugar. This caused the sales of Hawaiian sugar to decrease and the Hawaiian economy to weaken.

In 1891 **Queen Liliuokalani** became the Hawaiian queen. She disliked the influence that Americans were gaining in Hawaii, and tried to create a new constitution that reestablished her authority as a ruler of the Hawaiian people. The planters responded by overthrowing the government and forcing the queen to give up her power. They then set up their own government and asked the United States to annex the islands.

5. How did American planters react to Queen Liliuokalani's attempt to reestablish her authority?

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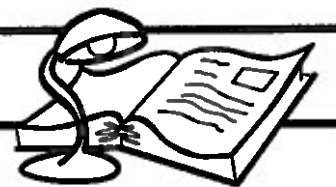
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# Study Guide



## Chapter 12, Section 1 (continued)

### • Trade and Diplomacy in Latin America (page 395)

The United States also wanted to increase the sale of its products to Latin America. They wanted Europeans to see the United States as the dominant power in Latin America. In 1889 the United States invited the Latin American nations to a conference in Washington, D.C., to discuss ways in which the nations could work together to increase trade. The idea of working together became known as **Pan-Americanism**. The nations in the conference agreed to create an organization that worked to promote cooperation among the nations of the Western Hemisphere.

6. Why did the United States invite Latin American nations to a conference?

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### • Building a Modern Navy (page 396)

In the late 1800s, the United States began taking a more assertive role in foreign affairs. The nation was more willing to risk war to defend its interests overseas. Many people, particularly Captain **Alfred T. Mahan**, believed that the United States needed a powerful navy. Mahan believed that a nation needed a large navy to protect its merchant ships and to defend its right to trade with other countries. Mahan also believed that building a large navy made it necessary for the United States to get territory for naval bases overseas.

In Congress, two senators, including **Henry Cabot Lodge**, pushed to build a strong navy. By the late 1890s, the United States was on its way to becoming one of the world's big naval powers.

7. What did Captain Alfred T. Mahan believe?

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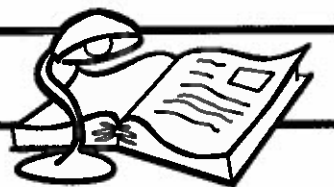
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# Study Guide



## Chapter 12, Section 2

For use with textbook pages 399–405

## THE SPANISH-AMERICAN WAR

### KEY TERMS AND NAMES

- José Martí** leader of Cuban rebels fighting for independence from Spain (page 400)
- William Randolph Hearst** publisher of the *New York Journal*, whose sensational reporting led to U.S. support of Cuba (page 400)
- Joseph Pulitzer** publisher of the *New York World*, whose sensational reporting led to U.S. support of Cuba (page 400)
- yellow journalism** sensationalist reporting in which writers often exaggerate or make up stories to attract readers (page 400)
- jingoism** an attitude of aggressive nationalism (page 401)
- Theodore Roosevelt** one of the leaders of the Rough Riders (page 401)
- Platt Amendment** an amendment added to the Cuban constitution that ensured that Cuba would remain tied to the United States (page 405)

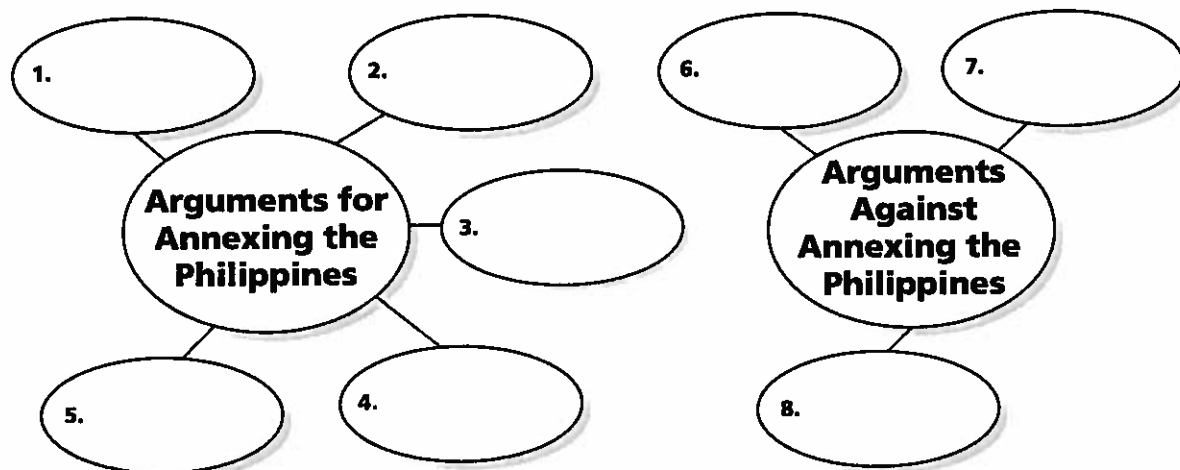
### DRAWING FROM EXPERIENCE

What do you know about Cuba? What relationship does the United States have with Cuba today?

The last section explained the reasons the United States began expanding overseas. This section discusses the Spanish-American War and the results of the war.

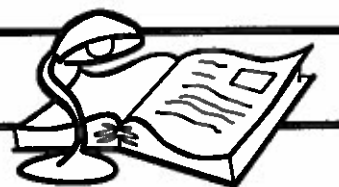
### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. After the Spanish-American War, the U.S. had to decide what to do with the Philippines. Describe the arguments for and against annexing the Philippines.



# Study Guide

## Chapter 12, Section 2 (continued)



### READ TO LEARN

#### • The Coming of War (page 399)

On February 1898 the U.S.S. *Maine* blew up in the harbor in Havana, Cuba. No one is sure why it happened. Some experts believe that the ship's ammunition supply accidentally blew up. Others think a mine had exploded near the ship and had set off the ammunition. Many Americans blamed the explosion on Spain.

At the time, Cuba was fighting for independence from Spain. In 1878 the rebellion collapsed. Many rebels, including **José Martí**, fled to the United States. Martí lived in New York City and brought together many other Cuban exiles living in the United States. They raised money to buy weapons. They also trained their troops to prepare an invasion of Cuba.

By the 1890s, the United States and Cuba had become linked economically. The United States imported sugar from Cuba. Americans had invested millions of dollars in Cuba's railroads and sugar plantations. However, when the United States placed a tariff on imported sugar, the sale of Cuban sugar in the United States fell. The Cuban economy was devastated. Martí and his followers started a rebellion in February 1895. They took control of eastern Cuba and declared Cuba independent.

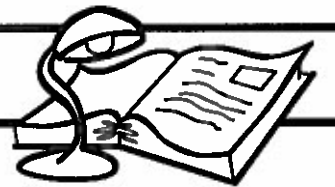
At first the United States government stayed neutral. However, many Americans supported the Cuban rebels. Americans were especially influenced by the gruesome stories of Spanish brutality that they read about in the newspapers. The *New York Journal*, published by **William Randolph Hearst**, and the *New York World*, published by **Joseph Pulitzer**, reported outrageous stories of how the Spanish were treating the Cubans. This sensational reporting of exaggerated and sometimes untrue stories written to attract readers became known as **yellow journalism**.

Although many stories were exaggerated, the Cubans did suffer under the Spanish. Cuban rebels carried out raids, burning plantations and sugar mills and destroying railroads. They knew that many Americans invested in the plantations and the railroads. They hoped that destroying this property would lead the United States to intervene in the war. The governor of Cuba, who was appointed by Spain, wanted to prevent Cuban villagers from helping the rebels. So he placed hundreds of thousands of villagers—men, women, and children—into reconcentration camps. Thousands died of starvation and disease in these camps. When Americans heard about this brutality, they called for American intervention on behalf of the Cubans.

President McKinley did not want the United States to get involved. He asked Spain if the United States could help negotiate an end to the problem. The Spanish government responded by removing the Spanish governor. They offered Cuba self-rule but only if it remained part of the Spanish empire. The Cubans refused, because they wanted full independence.



# Study Guide



## Chapter 12, Section 2 (continued)

In January 1898, people loyal to Spain rioted in Havana. President McKinley was worried that American citizens there might be attacked, so he sent the battleship *Maine* to Havana in case the Americans had to be evacuated. In February 1898, the *New York Journal* published a private letter that the Spanish ambassador to the United States had sent. The letter described McKinley as being weak. Many Americans were angry about the insult. Then the *Maine* exploded, and Americans quickly blamed Spain. Many young members of the president's political party held attitudes of aggressive nationalism, or **jingoism**. They pressured the president to declare war on Spain, which he did on April 11, 1898. On April 19, Congress declared Cuba independent. It demanded that Spain withdraw from Cuba and gave the president the authority to use armed forces. Spain then declared war on the United States.

9. How did American newspapers contribute to Americans' feelings against Spain?

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### • A War on Two Fronts (pages 401–403)

Spain was not prepared for war. However, the United States Navy was ready for war. A navy fleet blockaded Cuba. Another fleet in the Pacific was ordered to attack the Spanish fleet in the Philippines to prevent the fleet from attacking the United States. Under the command of Commodore George Dewey, the navy quickly overwhelmed the Spanish warships. Surprised by the quick victory, the U.S. army sent about 20,000 troops to the Philippines.

In the meantime, Filipinos were staging a rebellion against Spanish rule in the Philippines. The rebellion was led by Emilio Aguinaldo. At first Aguinaldo believed that the American troops would help him. However, he soon became suspicious of the Americans. The Americans quickly took Manila, the capital of the Philippines, from the Spanish. However, they refused to let the rebel troops into the city. They also refused to recognize Aguinaldo's rebel government. Hostility between the rebels and the Americans grew.

The U.S. army was not as ready for war as the navy was. The army did not have the resources necessary to train the volunteers. Training camps had unsanitary conditions, and many Americans died from disease. On June 14, 1898, about 17,000 soldiers landed in Cuba, in the city of Santiago. In addition to the troops, a volunteer cavalry regiment from the United States advanced into Santiago. They were a group of cowboys, miners, and law officers known as the "Rough Riders." Their commander was Leonard Wood, and the second

# Study Guide

## Chapter 12, Section 2 (continued)



in command was **Theodore Roosevelt**. He had resigned from the government to join the cavalry.

The Rough Riders and the army troops defeated the Spanish in two battles. The victories panicked the Spanish commander in Santiago, who ordered the Spanish fleet in the harbor to leave. As the ships left the harbor, the American warships attacked them and sank every ship. The Spanish occupying Santiago surrendered. Soon American troops occupied the Spanish colony of Puerto Rico. On August 12, 1898, Spain and the United States agreed to a cease-fire.

**10.** Why did hostilities develop between Emilio Aguinaldo and the United States?

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### • An American Empire is Born (page 403)

After the war, Cuba obtained its freedom, and the United States annexed Guam and Puerto Rico. The question that remained was what to do with the Philippines. Some Americans pushed for annexing the Philippines. They believed that the Philippines would have economic and military benefits. They would also give the United States a naval base in Asia and a market for American goods. Some people believed it was America's duty to teach "less civilized" people how to live properly.

Some Americans opposed annexation. Some thought it would be too expensive to keep an empire. Others believed that cheap Filipino labor would drive down wages. Some believed that imperialism went against American principles.

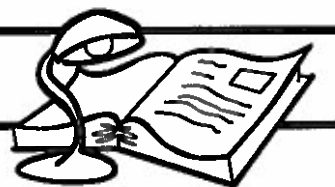
The United States and Spain signed the Treaty of Paris on December 10, 1898. Under the treaty, Cuba became independent and the United States got Puerto Rico and Guam. The United States also agreed to pay \$20 million to annex the Philippines. The United States now became an imperial power.

Aguinaldo viewed the annexation of the Philippines as an aggressive act. He ordered his troops to attack the American soldiers stationed in the Philippines. To fight the guerrillas, the United States army did some of the same things that the Spanish did in Cuba. They set up reconcentration camps to separate the guerrillas from the people who supported them. Thousands of Filipinos died in these camps.

In the meantime, William Howard Taft, the first U.S. civilian governor of the islands, tried to win over the people by introducing reforms. New bridges, railroads, and telegraph lines helped the economy. The United States helped

# Study Guide

## Chapter 12, Section 2 (continued)



set up a public school system. New health care policies helped eliminate certain diseases. These reforms helped to decrease the Filipino hostility towards the United States. Filipino resistance ended by April 1902. Over the years, the United States gave the Filipinos more control in governing their own country. It finally granted independence to the Philippines in 1946.

The United States had to figure out how to govern Puerto Rico. At first Congress made Puerto Rico an unincorporated territory. This meant that Puerto Ricans were not citizens and had no constitutional rights. It also meant that Congress could pass whatever laws it wanted for Puerto Rico.

Congress gradually gave Puerto Rico some self-government. Puerto Ricans were made citizens of the United States in 1917. In 1947 the island was given the right to elect its own governor. The debate over whether Puerto Rico should become a state, an independent country, or remain a Commonwealth of the United States continues today.

After the Spanish-American War, the United States set up a military government in Cuba. Many Americans did not support giving Cuba its independence. They believed that Cubans would not be able to govern themselves. Others believed that if it became independent, Cuba would be taken over by some other imperial power. President McKinley supported Cuban independence. However, he made sure that Cuba would remain tied to the United States. He allowed the Cubans to set up a new constitution, but he set up conditions. These conditions became known as the **Platt Amendment**. It said that Cuba could not make any treaty with another nation that would weaken its independence. Cuba could not allow a foreign power to get territory in Cuba. Cuba had to let the United States lease naval stations in Cuba. Cuba's debts had to stay low so that foreign countries would not try to invade it to get their payments. The United States had the right to intervene to protect Cuban independence.

The Cubans opposed the Platt Amendment. However, they did not want the United States to keep its military government there. So they added the amendment to their constitution. The Platt Amendment had in actuality made Cuba a protectorate of the United States.

**11.** Why did the Cubans agree to include the Platt Amendment in their constitution?

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