

blacksmithing, tin-roofing, stone-cutting) or the tools used in such occupations (e.g., the mallet, the ice-saw, the blast-furnace).

ACTIVITY

Students should list occupations that have arisen since 1900, when Walt Whitman wrote these poems.

Primary Source

Standard Oil Cartoon

WHAT DID YOU LEARN?

1. An octopus, with its eight arms, can grab and squeeze several different victims at once. The cartoonist believed that Standard Oil was like a giant octopus in its effort to control the oil industry.
2. The octopus is grabbing the statehouse and the Capitol building, and reaching for the White House. The cartoonist is trying to alert readers of Rockefeller’s attempts to influence the U.S. government.
3. The artist wanted people to be aware of how large and powerful, and potentially dangerous, Standard Oil had become as it crushed its competition. The artist likely wanted the government to stop Standard Oil from monopolizing the oil industry.

Perspectives of Andrew Carnegie and Samuel Gompers

WHAT DID YOU LEARN?

Passage 1

1. Benefits include material development, luxuries, improved conditions, progress and the good of the human race from the accumulation of wealth.

Passage 2

1. Gompers wants a reduction in the hours that workers are forced to work each day.

MAKE A COMPARISON

1. Carnegie states that, under capitalism, the ablest people accumulate wealth and prosper. Gompers contradicts this by pointing out that workers who are forced to work for long hours each day do not

have the opportunity to better themselves and gain more wealth.

2. Carnegie was a successful business leader and thus embraced an idea that gave a positive explanation for how the rich acquired their wealth. Gompers, as a labor spokesman, focused his attention on the plight of the workers. He promoted wage increases and shorter work weeks to improve the lives of the workers.

History and Geography

Reading a Time Zone Map

MAP ACTIVITY

1. Students should use a colored pen or highlighter to shade the time zone that is farthest east. In the key that students create, they should use the same color to indicate the Eastern Time Zone.
2. Students should use a different color to shade the time zone immediately west of the Eastern Time Zone and use the same color in the key to indicate the Central Time Zone.
3. Students should use a different color to shade the time zone immediately west of the Central Time Zone and use the same color in the key to indicate the Mountain Time Zone.
4. Students should use a different color to shade the time zone immediately west of the Mountain Time Zone and use the same color in the key to indicate the Pacific Time Zone.

ANALYZING MAPS

1. Pacific
2. Central
3. Eastern
4. 4:00 p.m.
5. Traveling east, it becomes one hour later as each time zone is crossed.

Economics and History

The American Labor Force

WHAT DID YOU LEARN?

1. In 1910 the largest number of people

- worked in agriculture (11,770,000). In 1920 the largest number of people worked in manufacturing (11,190,000).
- The number of agricultural workers increased by the greatest amount between 1870 and 1880. The number of manufacturing workers increased by the greatest amount between 1910 and 1920.
 - In 1900 agricultural workers accounted for 40.2 percent of the U.S. labor force. In 1900 manufacturing workers accounted for 20.3 percent of the U.S. labor force.
 - The number of workers in manufacturing jobs first exceeded the number of workers in agricultural jobs between 1910 and 1920.
 - The total number of workers increased between 1830 and 1920, indicating that the U.S. population rose substantially during those years. The number of manufacturing workers increased faster than the number of agricultural workers in the late 1800s and early 1900. By 1920 manufacturing workers outnumbered agricultural workers. This indicates that America was becoming more industrial at this time.

Social Studies Skills

Interpreting Literature as Historical Evidence

APPLY THE SKILL

- Rebecca Harding Davis; The iron mills produce a dirty, depressing place to live.
- "[Smoke] rolls sullenly in slow folds from the great chimneys of the iron-foundries, and settles down in black, slimy pools on the muddy streets." "The river, dull and tawny-colored . . . drags itself sluggishly along, tired of the heavy weight of boats and coal-barges." "I look on the slow stream of human life creeping past, night and morning, to the mills. Masses of men, with dull, besotted faces bent to the ground."
- to show the depressing conditions of life in iron mill communities; it is meant to

both inform and evoke an emotional response

- They can learn about a reformer who was trying to improve life in the mills and may have exaggerated conditions as a way to raise awareness about this issue.

Writing for the SAT

Innovation

Student essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

- a risk taker who uses his or her money and talents to launch new ventures
- a list of people perceived as troublemakers who would not be hired in particular companies or industries
- public transportation systems that carry large numbers of people and make fixed stops along established routes
- oil prospectors
- an economic system in which private businesses run most industries

COMPREHENSION AND CRITICAL THINKING

- natural selection
- transcontinental railroad
- Haymarket Riot
- Thomas Edison
- vertical integration

REVIEWING THEMES

- Answers will vary, but students might say that the Bessemer process relates to technology and innovation because it was a new technique for manufacturing steel.
- Answers will vary, but students might say that the telegraph relates to technology and innovation because it provided a new way to communicate over long distances.
- Answers will vary, but students might say that subway relates to technology and innovation because it offered a way to ease congestion on crowded city streets.