

Unit 10 Closed Captions

10.1 New Immigration

Section 1

00:00:00 TEACHER: Hey there, welcome to today's lesson. Take a look at this picture-- it shows immigrants coming to America. So they're traveling through Ellis Island, which is a place that you'll learn more about later in the lesson. Today, we're talking about why immigrants

00:00:13 came to the United States. This lesson will take you to the late 1800s, where there was a new surge of immigrants. Let's get started by learning about a particular immigrant.

Section 2

00:00:00 TEACHER: During the 1800s, the US experienced rapid growth. But how did the US grow during this time exactly? Well, one reason was due to westward expansion. Westward expansion is when the lands were cleaned, purchased, and won by the US. And then, of course, they were opened for settlement. But this is important to know that it was predominantly

00:00:22 by white settlers. See, American Indians were there already, but through treaties or battles, the US claimed the land and then encouraged Americans to move there. So the promise of free or cheap land tempted Americans in the east, as well as foreigners to move west. But along with westward expansion,

00:00:41 industrialization went right hand-in-hand with this. So there was a need for raw materials, transportation, and communication. There was an availability of jobs in factories and on railroads due to the expansion of railroads as well as the invention of the telegraph, which, of course, spurred production in factories back in the east.

00:00:59 And some of the people looking to take advantage of some of these opportunities in the US were immigrants specifically from Europe and Asia. So from the late 1800s to the early 1900s, more than 12 million immigrants came to the United States. And then by 1930, more than 27 million people had migrated to the US. In this lesson, we'll talk more about why they came

00:01:22 and what their specific experiences were.

Section 4

00:00:00 TEACHER: As you learn more about what it was like for immigrants to come to America, you will be able to explain what push and pull factors are and how they affect migration. You'll also describe the immigration experience, including the challenges immigrants faced after arrival. And then finally, we'll compare and contrast the new immigrants of the 1880s with the old immigrants who

00:00:23 had dominated migration prior to that time. Let's get started.

10.2 The Immigrant Experience

Section 1

00:00:00 TEACHER: In the warm up, you thought a little bit about your own experience as you adjusted to new situations. Well, we all know that adjusting to a new situation isn't easy, and your lesson question is about the same thing. Let's read it together. What challenges did new immigrants face as they adjusted to life in the United States?

00:00:19 So how could you answer this question? Well, we need to start by breaking it down first. First, you need to know how immigrants adapted to America. And then, you need to know about some of the resistance that they faced. Finally, it's helpful to have examples to understand this experience. But first, we're going to start at the beginning.

00:00:39 How did immigrants adapt?

Section 2

00:00:00 TEACHER: All right, first, let's talk a little bit about culture. Culture is the shared beliefs, values, and ways of life as a group. It includes the way that people dress and what they eat and the languages that they speak. Everyone is part of a culture. And for immigrants who were coming to the United States,

00:00:18 it wasn't easy to keep their old culture while adapting to new culture here in the United States. Let's take a look at these photos for a minute. These are wedding photos from all different types of cultures. Take a look at the wedding dress. Take a look at the way that the groom is dressed, the way that the bride is dressed.

00:00:36 You can see that many cultures have many different ways of dressing and doing things.

Section 4

00:00:00 TEACHER: So as you've just learned, moving to a different country with a different culture is a lot to adapt to. So what were some of the reasons that so many immigrants came in the late 1800s and the early 1900s to the United States? Well, many immigrants came to the United States because of the promise of economic opportunity. They wanted a chance to make money, to have a job so that

00:00:23 they could live a more comfortable life than what they'd had before in their home country. The United States was also a place where everyone was free to practice religion. Some people, such as the Jews of Eastern Europe, moved to the United States to find religious freedom and escape from being mistreated or persecuted. Now many of these new immigrants moved into the

00:00:44 large cities. They ended up working in very hard jobs. And in many cases, they had very little education and very few skills. So they worked in mills. They worked in factories. Or they worked in assembly plants. And many of these jobs for physically demanding and

00:01:00 actually very dangerous. And despite difficult jobs and lots of cultural changes to adapt to, immigrants did try to make the United States their home. Often, they tried to live around others from their same culture, their same country, forming what we call enclave neighborhoods in the US. Now an enclave is a distinct group that lives or works

00:01:23 together within a larger community. In New York City, for example, many Jewish immigrants settled in one part of the city, the Lower East side. While Italian immigrants formed a Little Italy in a different part of the city. Now enclave neighborhoods help immigrants adjust to America. Living among others who share their culture helped these immigrants to feel more at home and

00:01:47 to feel more supported. It allowed them to maintain ties with their home cultures. And it helped them to keep their traditions. Now within these neighborhoods, immigrants could attend religious service in their home language. They could find familiar foods. And they could continue customs and rituals from their home country.

00:02:07 Now although living in an immigrant neighborhood had many advantages, living conditions were often very difficult. So let's take a look at an example. Let's look at New York City. By 1910, 2/3 of the population of New York lived in tenements. Tenement homes were very crowded apartments and they

00:02:26 had a lot of problems that came along with them. Tenement buildings were so close together that natural light couldn't get into the rooms. And because interior rooms had no windows, they also didn't get fresh air. They didn't have ventilation. They had very poor ventilation, actually. And apartments were very overcrowded.

00:02:45 They were stuffed beyond capacity with more than a dozen people sometimes living in one single room. Tenement apartment also had no plumbing, no indoor plumbing, meaning no sinks, no toilets, no baths or showers. And this often lead to very unhealthy living conditions. Let's take a quick look here at this picture before you. You can see there's a tenement building back here. This building here.

00:03:12 And you can see all the garbage and trash just being a laid out in front of the street. It was a very unfavorable place to live at that time for many immigrants.

Section 7

00:00:00 TEACHER: Let's go back to our lesson question. What challenges did new immigrants face as they adjusted to life in the United States? Well, so far you've learned about some of the major challenges that immigrants faced as they tried to adapt to their new lives in America. And you learned about many immigrants and how they were having to adapt to new culture and new lifestyles and very

00:00:21 difficult living conditions in enclaves and tenements. Well, now immigrants faced resistance while they adapted. And not all Americans were happy to see all of this new immigration happening. Now you should know about the resistance that immigrants faced. This was another major challenge for them, and you're going to learn about it next.

Section 8

00:00:00 TEACHER: So you've learned about how difficult it was for immigrants to adjust to a new culture and a new living situation. But discrimination or unfair treatment was also, sadly, a major problem for them. Outside of their neighborhoods, or outside of their enclaves, immigrants often faced very unfriendly communities.

00:00:20 They were subject to discrimination because of the places where they came from. This discrimination meant that immigrants were often excluded from many aspects of society. Some immigrants were forbidden to apply for certain jobs. Or they were paid less in the jobs

that they could find. They were often discriminated from applying for housing, or from having access to education.

00:00:42 Those were also restricted for some immigrant groups. Now some people organized groups to bully and intimidate the immigrants. One group that you may have heard of was what's picture here. This is the Ku Klux Klan. And they would become infamous for their attacks on African Americans in later years.

00:01:01 But in the early 1920s, they often violently attacked many immigrant groups. And these were all relatively common experiences for immigrants. Now this type of discrimination is called nativism. And nativism is the belief that immigrants are inferior to established or native born Americans.

00:01:23 In other words, it's the idea that established Americans are better than immigrants. Now how did these nativists show their feelings? Well some of the blamed the immigrants for city problems, such as overcrowding, poverty, crime and violent rates, and unemployment. They also felt that Americans should not have to compete with immigrants for work or for jobs.

00:01:47 And many of these feelings were brought on by personal fears. Now some nativist sentiment was rooted in cultural and religious beliefs. Nativists also believe that immigrants would destroy American culture with their differences. Many Americans feared that Catholic and Jewish immigrants would threaten American's primary religion by steering

00:02:09 Americans away from Protestant Christianity. They also feared that immigrants from Southern and Eastern Europe had an inferior culture, or a culture that was not as good, that would weaken America. And they also thought that immigrants would be unable to assimilate and become truly American, that they would instead try to replace American culture with their own.

00:02:33 So let's take a closer look at the impact that this nativist sentiment had on immigration. Well, as a result of efforts by nativists, the United States began making laws about immigration. Many changes in immigration policy took place in the late 1800s and the early 1900s. And here are some examples that you should know about. In 1882, the Chinese Exclusion Act was passed.

00:02:59 And this act banned most Chinese workers from entering the United States. This was the first time in history that the United States government had shut out a specific ethnic group. And the act stayed in place until 1943. In 1917, Congress passed the Immigration Act of

1917. And this act kept out some people from Southern and Eastern Europe.

00:03:25 It required immigrants to be able to read and to write to be able to gain access into the country. In 1921, the Emergency Quota Act limited the number of people who could immigrate from each country. And then in 1924, the Johnson-Reed Immigration Act made new limits for immigrants from Europe. The act made it harder for Southern and Eastern Europeans to come to the United States.

00:03:50 But it was much easier for Northern Europeans to do so.

Section 10

00:00:00 TEACHER: Immigration is still a major debate in America today. Not all Americans agree on how immigration should work, what rights new immigrants should have, and what a person should do to become a citizen. Please keep your eyes open and watch the news and see what's going on in our nation today.

Section 11

00:00:00 TEACHER: Now you've learned how many immigrants adapted, and you've learned about some of the resistance that they faced. Well, many Americans did not want them here in the United States. And to help you understand more about the immigrant experience and nativism, you're going to look at one group that faced many challenges--

00:00:18 Chinese immigrants in the 1800s.

Section 12

00:00:00 TEACHER: In the mid 1800s, Chinese immigrants to the United States called the West Coast Gold Mountain. They imagined that it was a place of riches, where they could strike it rich in a gold mine or they could find a job and send money back to their families in China. Now, many of these immigrants came from the Guangdong or Canton province in China. Let's take a look at why some of these immigrants came to

00:00:23 the United States. As with every group of immigrants, there were many reasons that Chinese people immigrated. During the 1850s, a large number of Chinese immigrants came to the United States for the following reasons. Many immigrants came because of the California

gold rush. They hoped to strike it rich. Immigrants also came to build railroads, especially the

00:00:45 Transcontinental Railroad. And they often hoped to find jobs in West Coast cities. Many of these immigrants were looking to send money home to their families who were still living in China. A lot of men came over on their own and then supported their families from a long distance. And by 1852, 25,000 Chinese immigrants had come to seek their fortunes on Gold Mountain.

00:01:10 Now, once Chinese immigrants arrived to the United States, many of the same patterns were followed as with European immigration. In West Coast cities, many Chinese immigrants settled in enclaves with other Chinese people. And they did this for the reasons that you learned about earlier. They wanted support and cultural reasons, and they

00:01:30 wanted to comfort one another. Now, these neighborhoods were often called Chinatowns. In fact, many of these neighborhoods are still around today. And you might have even visited one. In the 1800s, there was a Chinatown in San Francisco, Los Angeles, and Seattle.

Section 13

00:00:00 TEACHER: OK, so why was this a problem? These community were helping Chinese Americans to adapt, and to make it in America, right? Well many established Americans reacted very negatively to these communities. Chinatowns were often pretty different from other cities that they had been to before. And as a result, Americans felt like these Chinatown were

00:00:22 very much unlike other parts of the city. They felt that they were strange and unsettling. It was a whole part of the city where people often spoke a different language, or many variations of a different Chinese language. And it was a whole part of the city with a completely different culture. And this made Chinatown residents seem like outsiders.

00:00:43 Many also believed the Chinatowns were full of crime and violence, and the perception was that these Chinese American immigrants were all too willing to participate in these types of problems. So overall, many Americans on the west coast felt like these Chinatowns were a source of trouble in their cities, that it was a place that should be avoided, or gotten rid of all together.

00:01:06 As a result of these anti-Chinatown feelings, violent anti-Chinese riots would break out in these Chinatowns, and in many different cities in

the 1800s and early 1900s. And the crowds would attack Chinese immigrants. And they would just destroy parts of the Chinatowns during these riots. The Chinatowns weren't the only portion of life that was

00:01:29 under attack for Chinese immigrants. Many also resented Chinese laborers. They believed that it was unfair for Chinese workers to accept lower pay that gave Chinese workers an unfair advantage in an employers eye. They believed that it was unfair for Chinese workers to take jobs that other Americans should be entitled to. And they also believed that labor unions were

00:01:52 part of this, too. Often the labor unions would oppose the Chinese workers, and they would not allow them to join their labor union. Now as anti-Chinese sentiment grew, American citizens with anti-Chinese feelings started to ask Congress to exclude any more Chinese from entering the United States. And in 1882, Congress passed the Chinese Exclusion Act. Now exclusion is the act of keeping someone

00:02:21 or something out. And the act did exactly what the name says. It kept immigrants out. It banned new Chinese workers from entering the country for the next 10 years. It also made it possible for Chinese immigrants that were already here to actually become American citizens.

Section 15

00:00:00 TEACHER: The Chinese Exclusion Act stopped immigration from China. But it did not stop anti-Asian feelings. Japanese immigrants became the next target and experienced segregation and discrimination. Between 1886 and 1911, hundreds of thousands of Japanese immigrants arrived into the United States. And many Americans saw the new arrivals as threats, just as

00:00:24 they had with the Chinese immigrants. In 1907, there was a Gentleman's Agreement between the United States and Japan that changed Japanese immigration. A Gentleman's Agreement is an agreement that is fairly informal. According to the agreement, San Francisco would stop segregating, or separating, Japanese students.

00:00:46 And at that time, San Francisco had schools that were only for white students. And Japanese students had to go to schools that were for Asians only. That happened because of anti-Japanese feelings that were happening in that city. Now, in return for desegregation, Japan would stop giving passports to Japanese citizens who planned

00:01:10 to immigrate to the United States. Now, although this agreement was meant to improve US and Japanese relations, it actually put a stop to most Japanese immigration, just like the Chinese Exclusion Act had done for Chinese immigration. Now, these limitations made it much more difficult for Japanese to immigrate to the United States until the act ended in 1924.

10.3 Urbanization in America

Section 1

00:00:00 TEACHER: In our warm-up, you learned more about the growth of cities, along with the advantages and disadvantages of some of this growth. Let's take a look at our lesson question. Why did cities grow in the late 1800s, and how did this growth affect city residents? Well, in this lesson, you're going to answer this question. And to answer it, you're going to need to learn even more

00:00:22 about why cities grew. And then you're going to need to learn about the problems that happened, such as poverty and overcrowding. And then, finally, we're going to learn how that these cities became divided by class. But first, let's start looking at why these cities started to grow so much-- the development of new industries and new types of opportunities.

Section 2

00:00:00 TEACHER: One of the most influential events on urbanization was the Second Industrial Revolution. Because of the Industrial Revolution, cities became centers of production and commerce. And this means that goods were produced, bought, and sold within the cities. New railroads brought raw materials to urban factories. Raw materials are the items that are used to make goods.

00:00:24 And then the railroads carried these finished goods to other city markets. New jobs brought thousands of people to the cities, either to work in a factories or to sell goods. Now, as the populations increased, so did the numbers the buildings. Buildings grew both upwards and outwards. The widespread use of steel allowed for the building of

00:00:46 skyscrapers, bridges, and elevators. And the result was widespread urban growth. All of these changes helped cities to grow very, very quickly.

Section 4

00:00:00 TEACHER: The increased growth of cities and new technologies brought a creation of new job opportunities. The second Industrial Revolution created new jobs in the service industries, industries that provided services rather than focused on making goods. Now banks and retail stores are examples of service industries. Other service industries are things like hotels, taxi

00:00:24 services, and medical clinics. These new services created new jobs. And many of these new positions paid better than those jobs that were working in factories. And higher salaries contributed to a growing middle class. The new job opportunities created a new economic class within the States.

00:00:45 Now somewhere nestled between the wealthy and the poor was an ever-growing urban middle class. Life was not easy for this class of workers. They put in long hours, and they worked six days a week. But the lives of the middle class were far better than the lives of the working poor. The new urban middle class worked in a range of professional jobs, such as clerks, doctors,

00:01:09 lawyers, and teachers. They lived in comfortable housing. And young unmarried women were able to work in these new service jobs until they were married, when, at that point they were expected to stay home and take care of the household.

Section 6

00:00:00 TEACHER: Cities were places of opportunity for many people. Many farmers and other rural people joined immigrants from other nations as they flocked in to American cities. Cities provided all types of opportunities. For example, more jobs and educational opportunities were available in cities. In cities there were also more cultural opportunities, such as public parks and museums.

00:00:25 And immigrants could also find groups of people from their home country living in the cities. And in the cities, these immigrants could gather together and they could support one another. All of these opportunities were for very attractive for people who were seeking change.

Section 8

00:00:00 TEACHER: Let's look back at our Lesson Question. Why did cities grow in the late 1800s, and how did this growth affect city residents? Well, you've see why cities started to grow in the 1800s. Increased railroads made access to the cities attractive for businesspeople and

workers. And people crowded into the cities looking for jobs and new cultural experiences.

00:00:22 Now let's take a look at the problems that were being created by the rapid growth of these cities. And two major problems that we're going to look at are poverty and overcrowding.

Section 9

00:00:00 TEACHER: Poverty and overcrowding were caused by many factors. The working poor were paid very low wages, and the rent was very high. They lived in slums, where more than 4,000 people might be housed in a single city block of buildings. And crime was very common in slums. They were called the "other half" of society, those were

00:00:21 poor and those who were desperate. They did not live in the same type of wealth and comfort as other citizens. An immigrant named Jacob Riis actually wrote about these people and their world in his book, *How the Other Half Lives*. This book made people in all social classes aware of these deplorable conditions.

Section 11

00:00:00 TEACHER: Now accompanying issues like poverty and overcrowding were the issues of safety and sanitation. The working poor usually lived in crowded apartment buildings called tenements. And tenements were very, very small. Tenements were unsafe for a few reasons. There were no building codes or laws that were protecting those tenants.

00:00:20 So the landlords could make their buildings very overcrowded. And these buildings were dirty. And they were often very difficult to escape in the event that a fire would break out. Now because the landlords did not collect the garbage, people dumped garbage out the window into the streets below. There was no indoor plumbing either.

00:00:39 So people dumped human waste out those same windows, as well. And as a result, disease would spread quickly. Life at home was very dangerous for the working poor. And the conditions at work could be even worse in some cases. Most urban poor workers toiled in small factories called

00:00:57 sweatshops. These were small factories with very poor working conditions. Like tenement buildings, these sweatshops had very poor ventilation and no sanitary systems. And accidents often occurred.

There were no laws that were requiring employers to provide their workers with safe working conditions.

00:01:18 Sweatshops required that their employees work very long hours, sometimes 10, 12, even 15 hours a day. And workers were paid very, very little, often less than even dollar a day.

Section 13

00:00:00 TEACHER: People crowded into the cities in the late 1800s. Overcrowding led to unsafe living conditions. Life for the poor was very dangerous and also very difficult. Their homes and their workplaces were unsafe, and garbage and human waste filled the streets. Now that you've learned about how the cities changed as a result of rapid growth, let's take a look and examine how

00:00:22 the urban class system developed.

Section 14

00:00:00 TEACHER: It was easy to see a growing racial divide develop as these cities continued to grow. This took shape in the form of segregation. And segregation is the separation of people by race, class, or culture. Segregation became very common in large cities. The rich and the poor lived in separate parts of the city. And segregation also happened as immigrant and ethnic groups

00:00:24 formed their own communities. For example, most large American cities developed an area called a Chinatown, with a large concentration of Chinese residents, stores, and restaurants. Now as technology progressed and transportation improved, the new inner city became a central living location for the working poor. And before the Industrial Revolution, the wealthiest

00:00:50 residents also lived in the inner city. The inner city contained the oldest and the most well established neighborhoods. Trains brought goods into depots into the inner city, and factories were built a round these depots. Poor workers came to live near the factories that they worked at. And this image shows you one of those neighborhoods, where

00:01:11 people are drying their laundry on long clotheslines stretched across railroad tracks. Now the wealthier residents began to leave. And they started to populate the outskirts of the city. Wealthy residents could use the new types of transportation inventions, and they could travel in and out of the city. So the wealthy was able to live in the nicer part of

00:01:36 town, out on the outskirts. And they could take the train or an automobile into the city and go to work. And then they could leave, and go home at the end of the day. But as more people moved from the city centers, cities began to improve methods of transportation to help citizens move through larger cities more quickly. Wealthy residents began to use new types of transportation,

00:01:57 like street cars, subways, and trams. And these forms of transportation changed where people could afford to live.

10.4 The Progressive Era

Section 1

00:00:00 TEACHER: So we just touched on the fact that many problems were created by the rapid industrialization of the 19th century. We'll discuss the reforms that were created to solve many of these problems as we answer the lesson question, to what extent did reformers create changes in American business, society,

00:00:18 and government? We'll start by discussing business reforms during the Progressive Era.

Section 2

00:00:00 TEACHER: Industrialization led to problems in business and labor. Business leaders created monopolies--or trusts--to control entire industries. Trusts are large groups of similar industries. For example, Andrew Carnegie's US Steel Corporation or John D. Rockefeller's Standard Oil Trust.

00:00:20 Factories and mines had dangerous working conditions. 263 miners died in a coal mine disaster in New Mexico in 1913. And lastly, child labor was a common problem--like the children in this photograph here. In 1900, almost 1/5 of all American workers were under the age of 16. This meant fewer opportunities for education.

00:00:47 Many people began to believe that some big companies had become just too powerful. You see, when there's a monopoly, companies can set prices at whatever they want because there's no competition. Let's take a look at this image here. It depicts the Standard Oil Company as an octopus--choking off the competition down here,

00:01:10 controlling Congress and the Supreme Court here, and with its last tentacle, reaching even for the White House. So to fix this problem, Congress, in 1890, passed the Sherman Antitrust Act to dismantle

illegal trusts. The law was created to restore competition in business.
Ida Tarbell exposed business corruption

00:01:36 during the Progressive Era. As a child, she faced poverty because of a corrupt business scheme by John D. Rockefeller. She worked as an investigative journalist for the popular McClure's Magazine. It was one of those popular magazines in America, and it was widely read by the middle class. For that magazine, she wrote a 19-part series

00:01:58 attacking Rockefeller's Standard Oil Company. Her father warned her against writing the articles against Standard Oil, fearing retribution from the powerful company, but McClure's readership grew tremendously after the publication of her articles. Ida Tarbell was referred to as a muckraker. A muckraker is someone who digs up the dirt or rakes up the muck about corrupt government

00:02:24 or businesses.

Section 4

00:00:00 TEACHER: Labor unions were formed to help workers express their demands to employers. Their demands often included shorter workdays, higher wages, and better working conditions, as this advertisement depicts here. The National Labor Union and the Knights of Labor were the first large scale unions in the United States

00:00:20 in the mid-1800s. Opposition to labor unions came from many groups. For example, companies could fire union organizers. The government often sided with business owners during strikes. For example, the courts or even the US Army were used to break up strikes and boycotts. Strike breakers were hired to replace striking workers. Sometimes violence broke out between the strikers

00:00:49 and the replacement workers. And lastly, unskilled immigrant workers offered cheap labor that could replace union workers. Samuel Gompers founded the American Federation of Labor, or AFL, in 1886. The AFL was made up of skilled workers and smaller unions. Skilled workers had more bargaining power than unskilled workers.

00:01:17 They were not as easily replaced. The AFL focused on winning higher wages and better working conditions. They avoided politics and legislation because they wanted to keep the mission of the union as they called it, pure and simple. They reached three million members by 1924. The AFL tried to force employers to take part

00:01:40 in collective bargaining. Collective bargaining is a process where the owners and workers sit down together and work out their differences.

Section 6

- 00:00:00 TEACHER: The Progressive movement was successful in getting more rights and better conditions for workers. Many unions won eight-hour workdays through strikes. In addition, Congress established the Department of Labor to oversee these issues. Now there were few federal laws passed
- 00:00:19 to improve working conditions or hours. Instead, many local and state governments made changes as a result of the Progressive movement. An example of local changes that protected workers came after the Triangle Shirtwaist Factory fire pictured in this photo here. The fire is an example of a tragedy that brought changes in workplace safety
- 00:00:43 during the Progressive era. 146 people, mostly young, immigrant women, died in the fire, because there were no fire escapes. After the tragedy, New York created committees and passed legislation to improve safety in the workplace. The Progressive movement did not end child labor. But many advances were made.
- 00:01:07 The National Committee, excuse me, the National Child Labor Committee was formed. The leaders of the National Child Labor Committee included famous progressive reformers like Florence Kelly and Jane Addams. They hired Lewis Hine to take photographs of child labor to raise awareness like this photo here. The caption Hine included says, Furman Owens, 12 years old,
- 00:01:33 can't read, doesn't know ABCs. "Yes, I want to learn," he said. "But I can't when I work all the time." Owens had been working in the mill since he was eight years old. By 1900, excuse me, by 1920, many states had passed laws prohibiting child labor. Child labor, as a result, decreased by 50%
- 00:01:55 from 1910 to 1920. By the start of World War I in 1914, most states also required children under 14 years old to attend school. Progressive business reforms had mixed results. Let's look at successes. National antitrust laws broke up some trusts. For example, the Standard Oil Company of John D Rockefeller
- 00:02:20 was broken up into over 30 separate companies in 1911. The national movement led to state laws improving workplace safety and hours. And the growth of labor unions allowed workers to negotiate better pay with businesses. However, there were some areas of failure. For example, big businesses continued to have a lot of power.
- 00:02:44 National child labor laws were declared unconstitutional. And workers continually had to rely on strikes to have their demands met.

Section 8

- 00:00:00 TEACHER: Business reforms in the late 1800s included calls for child labor laws, increased wages, and improved working conditions. But business reforms weren't the only changes needed during the Progressive Era. Next, we'll focus on social reforms as we try to answer the lesson question.
- 00:00:17 To what extent did reformers create changes in American business, society, and government?

Section 9

- 00:00:00 TEACHER: Many social problems grew as a result of a rapid industrialization, especially in large cities with many factories. For example, poverty, lack of education, new immigration, and alcoholism were major issues that were addressed by progressive reformers. Progressive Era reformers, led by a man named John Dewey,
- 00:00:22 sought to expand educational opportunities. The students in this photo are present in the classroom and hard at work, but that wasn't the case everywhere. Many school-aged children were absent or truant from school. So as a result, many states passed laws requiring schooling. And truancy laws were enforced. School enrollment, as a result, increased from 50% to 64%
- 00:00:51 from 1900 to 1920. Now, as you can see this was a major increase, but as the statistics show, many children were still not going to school. Many Americans also believed that alcohol was behind many of the social problems in the country. The Woman's Christian Temperance Union formed to discourage alcohol consumption.
- 00:01:14 Let's define some of these terms. Temperance refers to abstaining from alcohol, whereas prohibition seeks to prohibit alcohol from society entirely. Let's analyze this image of it. This is a political cartoon that shows prohibition and temperance advocates pictured as women warriors wearing armor and carrying axes.
- 00:01:37 They're using the axes to destroy barrels of alcohol. We've got beer and whiskey here. The woman in the front carries a shield that is based on the US flag, which suggests that these prohibition advocates had patriotic motivations. Now, it's also important to note here that women gained more social and political status as workers
- 00:01:59 during World War I, while many men were off fighting during the last year of the war. After being formed in the aftermath of the Civil War, the Woman's Christian Temperance Union became more vocal in the

years following World War I, including about other women's issues, such as voting rights. In 1920, the 18th Amendment, which prohibited alcohol in the United States, took effect.

00:02:23 The prohibition movement was a victory for some progressive reformers, but it also led to new crimes. Bootleg alcohol and organized crime emerged.

Section 11

00:00:00 TEACHER: The Industrial Revolution attracted many poor immigrants to major US cities. Cities like New York and Chicago became overcrowded. Many immigrants lived in tenements and slums. Tenements are small, cramped housing units built for workers living near large industrial areas. Slums is a word that describes the resulting

00:00:24 overcrowded neighborhood, like the one in this image here of Mulberry Street in New York City around the turn of the century. These conditions caused health issues, including disease. To combat this, some states passed laws to improve ventilation and plumbing in tenements. For example, the New York State Tenement House Act of 1901 meant that all new buildings had to have outward-facing windows,

00:00:52 open courtyards, ventilation systems, toilets, and fire safeguards. Let me introduce you right now to one of the most accomplished and remarkable women at the turn of the century. Jane Addams was a champion for the urban poor. She was interested in improving communities and life

00:01:11 for the urban poor. She established Hull House, a settlement house, in Chicago. Many of the people served by settlement houses were immigrants, and these houses helped them to assimilate to American society. They provided classes and services in hygiene, art, health, basic education, and other areas. Hull House became a model for other settlement houses

00:01:35 around the country. Jane Addams also served on Chicago's board of education, and through her efforts earned the Nobel Peace Prize in 1931. Jacob Riis exposed the living conditions of New York City's urban poor. He used the new invention of flash photography to document the lives of poor immigrants. Riis, a Danish immigrant, was considered a muckraker.

00:02:04 Let's write out that word that we learned before. He's considered a muckraker because his book illustrated the inhumane living conditions in urban slums. Look at one of his photos here. Using that new

invention of flash photography, Riis was able to capture the poor immigrants living in their cramped rooms. We've got 1, 2, 3, 4, 5, 6 people living in this room that

00:02:31 also appears to be a kitchen. Their faces are often startled and natural, not posed like most previous photographs. His book led city and state governments to pass laws improving living conditions in tenements.

Section 13

00:00:00 TEACHER: Industrialization also threatened America's natural beauty and resources. John Muir founded the Sierra Club, a conservationist organization. The Sierra Club was--and still is today--the leading natural conservation organization in America. President Teddy Roosevelt, who's pictured right here

00:00:20 with John Muir at Yosemite National Park, supported conservation and increased the number of national parks. For example, Crater Lake National Park, Grand Canyon National Park, and he added land to Yosemite National Park. Progressive social reformers had both successes and failures.

00:00:41 Let's look at successes. An increase in education for immigrants and the poor. They also achieved the prohibition of alcohol. There were big improvements in living conditions, and, as we just mentioned, more protections for national parks. However, there were also some failures. Poverty continued to be a major problem in urban centers, and new crimes as a result of prohibition of alcohol arose.

00:01:10 For example, bootleg--or illegal--alcohol consumption continued and also brought the rise of organized crime in the 1920s.

Section 15

00:00:00 TEACHER: During the late 1800s, social reformers addressed several major issues, including poverty, lack of education, new immigration, and alcoholism. We've now examined business and social reforms in attempting to answer the lesson question. To what extent did reformers create change in American business, society, and government?

00:00:22 Finally, let's examine political reforms during the Progressive Era.

Section 16

00:00:00 TEACHER: Corruption in government was a major problem during the industrial era. Powerful politicians used their influence to gain profit

and secure votes. Many feared that legislatures could be influenced by big business and, therefore, could not be fully trusted.

00:00:18 Voters also could not directly choose their own US senators. You see, when the US Constitution was written, it was determined that state legislatures would choose the two senators from each state. And lastly, voters could not directly vote on issues. In most states, the state legislature had all of the power to make the laws.

00:00:42 Progressive reformers sought to protect voting rights. The secret ballot was meant to ensure that voters could not be pressured by local city party bosses who controlled local politics. The most infamous example of this is Boss Tweed of Tammany Hall in New York City--pictured in this political cartoon. It suggests that the local party boss

00:01:07 controls the local election. When it says "In counting, there is strength." To address this problem, many cities adopted the city manager model to put professionals in charge of local government. Under the city manager model, a professional manager is hired to run each department of the city and report to the city council.

00:01:30 This was meant to limit the growth of powerful party mayors.

Section 18

00:00:00 TEACHER: Constitutional amendments during the Progressive Era changed the national government. The 16th Amendment gave Congress the power to tax income. The 17th Amendment allowed voters to directly choose their US senators. See, prior to the passage of the 17th Amendment in 1913,

00:00:20 each state legislature chose the two senators who would represent their state. They were not chosen directly by the people. The 17th Amendment continued the movement of extending democracy to the voters. It was feared that big businesses could bribe politicians, so progressives wanted direct control over who their senators were.

00:00:42 In this image, we see the governor, and later a senator, from Wisconsin named Robert La Follette. He was a leading progressive who introduced the concepts of initiative, referendum, and recall in his state. It became known as the Wisconsin Idea and was a model for other progressive states. The three major changes occurred in many states,

00:01:07 mostly in the West, but also in New York and New Jersey, and they were meant to increase direct democracy. Initiative, this allows voters to bypass their state legislature by placing proposed laws on a voting

ballot. Referendum, voters can decide if a proposed bill should become law. And recall, voters have the power to remove an elected official from office.

00:01:35 How did the Progressive Era affect women's rights? Well, women had been fighting for nearly a century to gain the right to vote. Women took part in organized suffrage parades, boycotts, and hunger strikes. In this 1913 photo, the National American Woman Suffrage Association organized a large suffrage parade in Washington, DC, the day before Woodrow Wilson's inauguration.

00:02:01 After decades of protests and organizing, women were granted the right to vote through the 19th Amendment in 1920.

Section 20

00:00:00 TEACHER: Let's now examine the outcomes of Progressive political reforms. There were some major successes. For example, the secret ballot protected against bribery. The 17th and 19th Amendments granted more voting rights. And lastly, direct democracy initiatives, like initiatives, referendums, and recalls,

00:00:21 increased voter participation in local, state, and national governments. However, there were some failures as well. Local party leaders continued to exert a lot of political influence. And big businesses continued to have some influence over politicians.

10.5 Imperialism and the Spanish American War

Section 1

00:00:00 TEACHER: So far you've learned about what imperialism is. And you know that during the late 1800s, this was a major trend affecting the entire world. In this lesson, you're going to learn about American imperialism, and how the US expanded its influence during this era. First, we'll talk about the reasons

00:00:18 why American imperialism happened. Then we'll talk about two examples: the Spanish-American War and the building of the Panama Canal.

Section 2

00:00:00 TEACHER: By the late 1800s, the US was one of the world's leading economic powers. Look at this chart. United States GDP doubled

between the end of the Civil War and 1900. GDP is the value of all the goods and services produced in a country.

00:00:17 By 1900, the United States was producing about 20% of all of the world's manufactured goods. This was due to the effects of the second Industrial Revolution. The nation was a leader in industrial production, but it faced competition from European powers. Many thought that the US needed to expand its influence on the world stage to protect its growing economy.

00:00:41 And they believed that pursuing imperialism would help protect American interests. One way that Americans supported imperialism was by supporting US efforts to acquire territories overseas. This cartoon shows a woman named Columbia, often used to represent the US. Notice her hat, which she's styling. It's actually a ship.

00:01:06 And notice the word expansion written in the smoke. Americans wanted to be a world power, expanding its influence in Asia and Latin America. They also wanted to protect US economic interests. Acquiring territory would support these goals. Imperialism had other benefits as well. First, imperialism would also support American industry. Industrialization increased demand

00:01:35 for raw materials not available or difficult to find in the US, including sugar, rubber, and palm oil. These goods had to be acquired elsewhere. And secondly, imperialism would open up new markets to trade finished goods with other countries. Many American leaders also wanted the US to pursue a strong military. You see, conquering or purchasing lands

00:02:01 around the world would allow the US to build naval bases in far-flung locations, allowing them to resupply ships and protect trade.

Section 4

00:00:00 TEACHER: During the late 1800s, the US began to expand its borders beyond the area where the lower 48 states are today. The first place US territory expanded to was Alaska, which the US purchased from Russia in 1867. Alaska proved to be rich in natural resources, including oil and gold.

00:00:22 The territory then became a state in 1959. In the 1890s, the US expanded again by taking control of Hawaii. Hawaii was home to vast sugar plantations owned by American companies. These planters eventually supported the overthrow of the Hawaiian queen in 1893, with more future support from American forces.

00:00:49 After the US annexed Hawaii in 1898, the United States built a naval base at Pearl Harbor in 1901, which was an opportunity to extend its power over the seas in the Pacific. Hawaii also became a state in 1959.

Section 6

00:00:00 TEACHER: Now that we've talked about why American imperialism happened, it's important for us to point something out. Many Americans disagreed about whether imperialism was right for the US. Let's look at arguments in favor of imperialism. There were the economic benefits of access to new markets

00:00:19 and protecting trade. Some people argued that in addition to imperialism being good for the US, it was also good for the conquered people, because it brought them new technology. For example, the US brought railroads, telephones, and other new technologies to people in Alaska and Hawaii. But then, there were arguments against imperialism.

00:00:41 For many, it raised moral questions about whether it was right for the United States to conquer other people. Others also believed that it weakened democracy in other countries. Now, this is still a debate today. What is America's place in the world? How should the US approach dealing with other countries?

00:01:00 Is it a good thing for us to exert our influence or is it a bad thing to build too much power and control? Keep this debate in mind. As you continue to study US history, you will see that it will keep coming up time and time again in the future.

Section 7

00:00:00 TEACHER: Now we've talked about some of the reasons for the growth of American imperialism. That's an important thing to understand in order to be able to start answering our lesson question, how did the United States expand its influence during the late 1800s and early 1900s? Now let's dig into some examples of how this expansion happened.

00:00:22 First, let's talk about the Spanish-American War.

Section 8

00:00:00 TEACHER: During the 1800s, Spanish influence declined in the Americas while the United States' influence was increasing. Cuba and Puerto Rico were the only remaining territories of the Spanish empire

in 1898. But in that year, Cuba declared its independence from Spain. Cuba had strong economic ties to the United States.

00:00:23 The US was a more important trading partner than Spain even though Spain ruled Cuba. About 90% of Cuba's exports went to the United States and about half of Cuba's imports came from the US. In addition, many American companies owned property in Cuba, including most of the island's sugar plantations. So many Americans wanted the US to support Cuba in its fight

00:00:49 for independence. Although Americans were divided about the war, the USS Maine incident convinced most to join with Cuba against Spain. So what happened? President McKinley sent this ship, called the Maine, to Havana, Cuba. The Maine mysteriously exploded in Havana's harbor,

00:01:10 killing 260 American sailors. And immediately, journalists and leaders accused Spain of destroying the ship. Yellow journalism is the use of shocking or exaggerated information to attract readers. After the Maine incident, American journalists used these techniques to encourage Americans to support a war with Spain.

00:01:36 Take a look at this headline right here. It says, "Destruction of the War Ship Maine was the Work of an Enemy." Americans would react to this information with outrage. A reward also implies that a crime had been committed, even though at the time no one knew exactly what happened. So this is what yellow journalists did. They wrote sensational headlines.

00:02:02 They relied on unnamed sources, and they printed rumors as if they were facts. With the support of many Americans, the United States declared war on Spain in April 1898. Soldiers and volunteers prepared to invade Cuba from Tampa, Florida. In this image here we see Teddy Roosevelt, who was a colonel in a regiment called the Rough Riders, which

00:02:29 fought in Cuba. Few soldiers were killed in combat, though thousands actually died from diseases, especially yellow fever. The US won the Spanish-American War quickly. After the war, representatives of the US and Spain met in Paris to form a treaty.

00:02:50 Here are lands the US received. Cuba and the Philippines, these two countries became independent soon after the war. Guam and Puerto Rico, these are still US territories today.

Section 10

00:00:00 TEACHER: You've now seen one big example of American expansion. Now, in order to answer our lesson question, you need to see another. Let's talk about how the US expanded its influence in Latin America and globally by building the Panama canal.

Section 11

00:00:00 TEACHER: Remember Teddy Roosevelt, who you saw when we were discussing the Spanish-American War? His leadership helped the US build the canal. Teddy Roosevelt served as president from 1901 to 1909. He also supported progressive reforms. Progressivism was an era in the early 1900s where people sought

00:00:20 to root out corruption from government, decrease the power of corporations, and increase rights, safety, and wages for workers. Teddy Roosevelt was a colonel in that Spanish-American War, which made him a war hero that launched him into the White House. As president, he wanted the US to take a more active role around the world.

00:00:43 Roosevelt's foreign policy was summed up by an African saying that he liked to quote, "Speak softly and carry a big stick; you will go far." He believed that the US had to show that it was strong. To make the United States a world power, Roosevelt built up its naval forces and became aggressive about influencing Latin American nations.

00:01:05 Roosevelt supported the idea of building a canal in Panama as a way for the United States to expand its power and influence. Building a canal would have some practical benefits. First, it would shorten the amount of time it took to travel from the Atlantic to the Pacific. Take a look at the map.

00:01:26 A trip that would normally require 13,000 miles of travel would now only require 5,200 miles of travel. This canal would also increase trade. By building and controlling the canal, the US would be able to gain more influence in Latin America and around the world. In 1903, the United States agreed to a treaty with Panama to control the canal zone.

00:01:54 The United States operated that canal until 1999. By operating the canal, the US could control trade through it, and this canal became one of the world's most important trade routes, giving the US a great deal of power. Let's talk for a moment about how the canal was built. Engineers and workers building the canal faced major construction challenges. First, there were rugged mountains to cross.

00:02:22 Take a look at this photo here. Workers are slowly creating an artificial valley where the canal would travel. There was also hot and humid tropical rainforest climates, flooding rivers, and diseases like malaria

- 00:02:48 and yellow fever. These diseases had stopped canal building efforts in Panama in the past. Being able to conquer and manage these diseases was a huge accomplishment. And discovering a way to combat the disease during the Spanish-American War was an extremely important reason for the United States' success. The canal was completed in 1914. The Panama Canal made the trip from the West Coast of the United States to the East Coast and to Europe much shorter.
- 00:03:11 Today, the Panama Canal is one of the most important shipping routes in the world. Over the years, new projects expanded the canal to allow for even larger ships to pass through. Each year it's used by about 14,000 ships carrying over 300 million tons of cargo.

10.6 Historical Research and Study: The USS Maine

Section 1

- 00:00:00 TEACHER: Our lesson question is, how has our understanding of the thinking of the USS Maine changed over time? To begin answering this question, we first have to ask ourselves, what kinds of questions do historians ask? To figure this out, let's practice creating research questions.

Section 2

- 00:00:00 TEACHER: Historians ask questions to help them figure out what really happened in the past. For example, what actually happened and how did past events change the future? A good research question will address the who-- who was involved? Who did we blame?
- 00:00:20 What? What happened? When did this occur? When did the USS Maine sink? Where did it happen? We know it sunk off the harbor of a harbor in Havana, Cuba. And why-- we really want to figure out why this ship sunk.
- 00:00:35 What caused the explosion? So good questions are relevant to the topic at hand. They make sense. They're focused on a specific goal, and they're feasible to study. Here are some examples. If we're looking at this diagram of the USS Maine, we might ask ourselves, what parts of
- 00:00:54 the ship were damaged? This can help us determine exactly where the explosion occurred. Who created this diagram? Who had knowledge of the way that the USS Maine was constructed? And what can this diagram tell us about the parts of the ship that were vulnerable?

00:01:10 These are all examples of good research questions. You wouldn't ask, why didn't the USS trust Spain, if we're examining this diagram. That wouldn't tell us anything about what caused the explosion or why the USS Maine sunk. That would be a bad research question. So remember that when you're creating your own research questions.

Section 4

00:00:00 TEACHER: Our lesson question today is, how has our understanding of the sinking of the USS Maine changed over time? To begin answering this, we first learned how to create research questions. Now, let's practice interpreting evidence. In other words, what should I consider as I try to

00:00:18 discover the facts?

Section 5

00:00:00 TEACHER: Historians need to interpret evidence in order to understand the facts. Our interpretations are based on evidence that we have gathered. This evidence could be artifacts, photos, journals, letters, or even other documents. When we have this evidence, we need to remember that people

00:00:20 have different accounts of what happened in the past. So historians need to consider the source of the evidence. Take this picture, for example. If we're examining this as evidence as to what happened with the sinking of the USS Maine, we need to think to ourselves, how do we know that this image is accurate? Was the author or the painter there witnessing the event, or did they hear second-hand information?

00:00:44 That's what we mean when we say, consider the source of the information. So when you're evaluating evidence, ask yourself, did the person witness the event or are they hearing about it from others? Obviously, someone who was witnessing the event is going to have more reliable information than someone who's just hearing about it from another person.

00:01:04 Is the person an expert about the topic they are discussing or researching? And does the person have personal bias that influences their account. For example, a slave holder might have a different view on slavery than a person who was enslaved. So these are all things that you need to consider when you're evaluating evidence.

00:01:23 And finally, remember that information about the author of a source can help you determine the person's point of view. Why do we need to know this? Well, point of view can help a historian decide if the source

is reliable. If the source is not reliable, you probably don't want to take information from that source too seriously.

00:01:42 You need to double-check that information, look for other more reliable sources. Historians should also be mindful of their own point of view and their own biases when they're making conclusions about historical events. So keep this in mind when you're doing your research.

Section 7

00:00:00 TEACHER: As you're evaluating evidence, it's important to understand why the event happened in the first place. But keep in mind that historians understand that not every event or change happens intentionally. Sometimes events can happen purely by chance, without a larger goal. Other times, humans can overlook evidence.

00:00:21 This is called oversight, and that can cause them to make bad choices. Or humans can make mistakes in judgment. That's where we get the term human error. We're not always perfect. Interpretations of historical events sometimes change. This happens as we uncover new evidence, or as new technology helps us to study old evidence.

00:00:46 And using new technology, or new information, we can correct oversight and errors. So for example, we might be able to look at this old photograph of the wreckage of the USS Maine, and using new technology, or new information, come to new conclusions about what happened during the sinking and the explosion. We also need to consider evidence from a

00:01:08 new point of view. This helps us develop a better understanding of past ideas and feelings, and it brings new evidence to the table. Take this newspaper, for example. It was pretty shortly after the USS Maine sunk. It says, Maine explosion caused by bomb or torpedo. If you were just reading that at face value, what would you think about the sinking?

00:01:29 Sounds kind of like an attack. But if you bring more knowledge, if you have a better understanding of maybe what caused the explosion, or what else was going on at the time., How would your interpretation of the newspaper headline change? You might read a little more carefully. So now let's review about what you've learned so far.

Section 9

00:00:00 TEACHER: So far, we've learned how to create research questions and interpret evidence. Now, let's ask ourselves what have we learned about why the USS Maine sunk, so we can understand how

interpretations change. This will help us answer our lesson question of how has our understanding of the thinking of the USS Maine changed over time?

Section 10

00:00:00 TEACHER: In 1898, the USS Maine sunk. Many Americans initially believed that the Maine had been sunk intentionally by Spain. Take a look at this image. It was not done by an eyewitness to the explosion. In fact, it was made by a company who was making commemorative pictures, or prints.

00:00:21 Do you think this would be very reliable? Probably not, because the person that did it was not actually there witnessing the event. However, it does show the American reactions to the event, how we felt about it. Look at these bodies flying in the air. We saw this, and probably rightfully so, as a big tragedy.

00:00:41 But the important thing to remember here is that many people felt like it was intentional. So, this picture just kind of fuels the fire and makes people view Spain in a very unfavorable light. In addition to that, you have yellow journalism. This is a tactic that's used by journalists to increase sales. And when the USS Maine sunk, yellow journalism fueled this

00:01:05 idea that it had been done intentionally. Yellow journalism uses very little actual research. Instead, they focus on eye catching headlines like, Spanish Treachery, or Destruction of Warship Maine was Work of an Enemy. They also exaggerate and use sensational language. Maine Explosion Caused by Bomb or Torpedo. These are eye catching headlines and they sell a lot

00:01:32 of papers, but they exaggerate the truth or may overlook important details. So, in 1898, President McKinley ordered an investigation into the cause of the explosion. You can see here people talking about what actually happened. A lot of Naval officers questioned witnesses and survivors.

00:01:57 This may seem like a reliable source, but are Naval officers experts in explosions or the way the ship was constructed? No. So, they may not have a very good idea of what actually happened. Then they heard testimony of divers who inspected the wreckage and determined that a mine caused the ship's magazine to explode.

00:02:18 So, what the investigation found was that they did not determine that Spain was actually involved in the explosion, however, they didn't

offer any evidence to the contrary, and they did lead the American public to believe that the explosion was intentional. So, the belief that the explosion was intentional and that it had been done on purpose led Americans to war later on.

Section 12

00:00:00 TEACHER: A second investigation into the sinking of the USS Maine was conducted in 1910 and 1911. This time it was conducted by engineers, who would have more expertise into how the ship was constructed. They determined that an outside explosion caused the ship to sink. So investigators in the study in 1910 and 1911 pretty much

00:00:24 agreed with most of the conclusions of the first investigation in 1898. In fact, the only thing that they really disagreed on was the location of the explosion. These engineers felt like it had happened more towards the rear of the ship. But in the 1970s, US Navy Rear Admiral Rickover was not convinced that it was an outside explosion that had

00:00:45 sunk the ship, so he asked naval historians to look at the event again. Here's USS Navy Rear Admiral Rickover. He assembled a team of experts, and they reviewed photographs, witness statements, and other evidence. So you can see how they're examining old evidence, but from a new perspective, a new point of view.

00:01:06 They determined that the explosion was actually internal, so their findings differed from the earlier investigations. And then in 1998, the National Geographic commissioned a new study. They were able to use advanced computer modeling. This technology wasn't available in the early 1900s, or even in the 1970s, and this modeling simulated the

00:01:30 explosion, so it was able to reconstruct the USS Maine and give us a better idea of what might have happened. The findings of this study stated that the mine was the most probable explanation for the explosion. So again, we're going back to this earlier idea that there was a mine that caused this explosion. But still, some experts disagree with the new findings, so there is a divide.

00:01:54 Now let's see if you understand the studies, and how interpretations have changed over time.

Section 14

00:00:00 TEACHER: Historiography is the study of the development of historical understanding. As new evidence is uncovered, the understanding of historical events often changes. New sources and

evidence can alter conclusions that we had about the past. And new technologies can allow historians to study evidence

00:00:21 in new ways. Let's look at a timeline that shows the historiography of the Maine explosion. You can see that the Maine explosion occurred in 1898, and the next investigation was done in 1911, which confirmed the initial findings of the investigation in 1898. Then in 1976, we have the Rickover investigation that gives us a new conclusion, that there was an internal

00:00:46 cause that was to blame for the explosion. And finally then in 1990, you have the National Geographic study that returns to the mine being the primary cause. So you can see how the story of the explosion in the USS Maine has changed over time.