



### The Economy Shifts

The old  (farming) economy became more  (factory focused).

### Mass Production

Mass production is a system of  in which  quickly produce large amounts of a product.

- It decreased the need for  workers.
- It began in the  industry.

### Economic Growth

workers became  important.

Wages .

The  of making goods declined.

Goods could be  farther.

The result was that America's economy grew .



### Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the reasons the United States became more

after the .

- Identify the effects of the growth of America's  on

business and settlement.

- Explain the demographic changes that resulted from

.



**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

<p>Bessemer process</p>	<p>a <input type="text"/> of making <input type="text"/> that appeared in the mid-<input type="text"/></p>
<p>mass production</p>	<p>the system of <input type="text"/> in which <input type="text"/> rapidly produce large <input type="text"/> of a product</p>
<p>corporation</p>	<p>the most <input type="text"/> form of business organization, in which a <input type="text"/> has separate <input type="text"/> rights and <input type="text"/> from its <input type="text"/> ; typically <input type="text"/> in a corporation is characterized by the issuance of shares of easily transferable <input type="text"/></p>

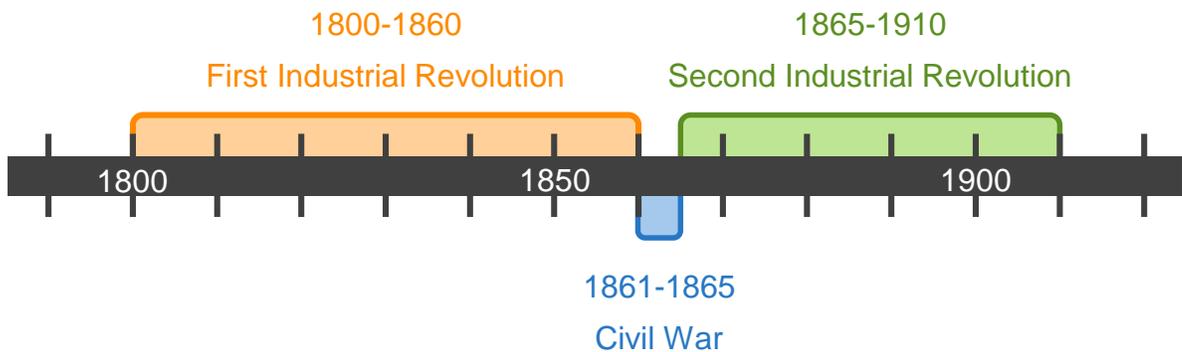
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Lesson Question

2

**A Time Line of Two Industrial Revolutions**

Circle the event on the time line that divided the first from the second Industrial Revolution.



**Causes of the Second Industrial Revolution**

- Development of new
- New ways of doing
- Expansion of

Slide

2

### New Technologies

New technologies and  helped to drive industrialization.

- process – method of  production
- New
- 
- New  technology

### Technology Today

#### Real-World Connection

Do you ever wonder how new technologies of the second Industrial Revolution changed life for people living in the late 1800s and the early 1900s?

Think about what the  revolution of the  century has done to change your life.

- Today, people communicate on small, pocket-sized .
- They can use those telephones to access the .
- They can send a message in a matter of .

The digital revolution's technology has affected nearly every  and most of the  in the United States and throughout the entire world.

## Instruction

Slide

4

**New Business Models**

[ ]—businesses owned by [ ]—were formed.

- [ ] is determined by the sale of [ ], or shares in the business.

- Owners are not [ ] responsible if a company goes [ ].

1860:

[ ] corporations created

+ \$ [ ] billion worth of products

1900:

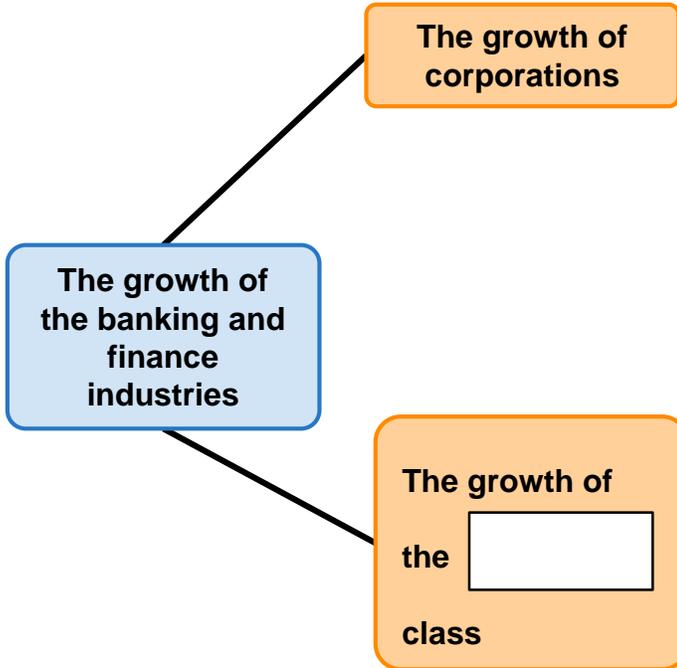
[ ] corporations created

+ \$ [ ] billion worth of products

Slide

4

**Banking and Finance**



- Corporations sold stock to  so they could raise money to expand.

- Some corporations bought out their .

- More jobs were created in offices and .

- Some workers made more money.

**J. P. Morgan (1837–1913)**

- Was a powerful corporate  and

- Organized huge corporate

- Used his wealth to help the  system and the

US  during hard economic times

Slide

7

### Railroads Link the Nation

The  Railroad was completed in .

- People could travel from New York to San Francisco in eight .
- could be shipped more quickly and for less .
- The price of goods  increasing the size of .

### Railroad Mileage Increases

The Transcontinental Railroad represented only a small part of the  that was added to the nation's railroad  after the Civil War.

*Circle the US region that had the largest amount of railroad mileage in 1890.*

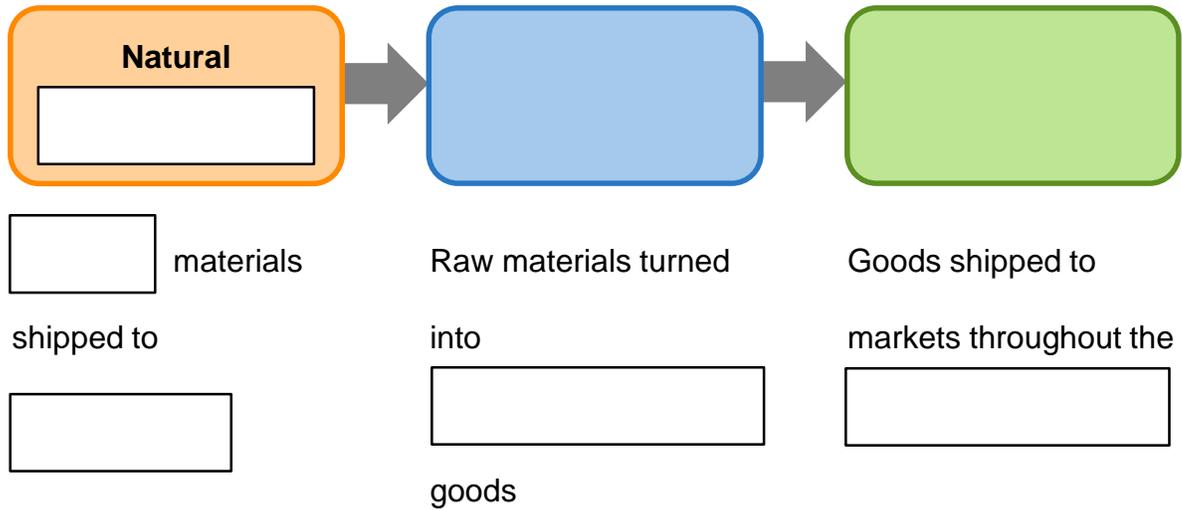
	1850	1860	1870	1880	1890
New England	2,507	3,660	4,494	5,982	6,831
Middle states	3,202	6,705	10,964	15,872	21,536
Southern states	2,036	8,838	11,192	14,778	29,209
Western states and territories	1,276	11,400	24,587	52,589	62,394
Pacific states and territories		23	1,677	4,080	9,804
<b>Total</b>	<b>9,021</b>	<b>30,626</b>	<b>52,914</b>	<b>93,301</b>	<b>129,774</b>

Slide

7

### Raw Materials to Finished Products

Having more railroads made it easier for Americans to  and  products.



### Population Impact of Railway Expansion

Railroads also encouraged people to move .

- White  forced American  off their lands.
- Railroads opened the West to an increase in cattle  and .

Slide

7

**Environmental Impact of Railway Expansion**

Railroads changed the  in the West.

- damaged the environment.
- Forests were destroyed for  and railroad tracks cut through forests.
- , which Plains Indians depended upon, were overhunted.

10

**Economic Growth**

In the late 1800s, the economy grew  than at any time in US history.

From 1880 to 1900:

- the production of  and  increased more than 800 percent.
- the value of  goods increased very quickly.
- the United States passed United Kingdom to become the world's  producer of  goods.

Slide

10

### A Growing Population

Another important effect of industrialization was the growth of the American

One cause of this was increased .

At the end of the Civil War, the population of the United States was

million. By 1900, the population was more than  million.

12

### Immigration

More than  million people immigrated to the United States between 1870 and 1916.

- Many came for  in factories, in mines, or on construction projects.
- Many settled in growing .

Slide

12

**Urbanization**

[ ] means that [ ] are growing.

Cities [ ] as they became new centers of [ ] .

- People moved from the [ ] to the city during the

Gilded Age. Usually they were looking for [ ] .

- [ ] , businesses, and [ ] were

located in urban centers.

## Summary

## A New Revolution

?

**Lesson  
Question**

How did the shift from an agrarian to an industrial economy affect American society?

✓

**Answer**

Slide

2

**Review: : Industrialization**

Many factors helped to lead to  in America.

- Development of new
- New business models, such as the
- Growth of the  and  industries
- Increased  mileage

Slide

2

**Review: Railroads**

When railroads , this caused many changes.

- More  became available at smaller .
- Settlers were able to move , pushing American  from their lands.
- The  was damaged by the  and .

**Review: Other Effects of Industrialization**

Industrialization resulted in many changes to American , including:

- growth.
- growth.
- increased .
- the growth of .



# Summary

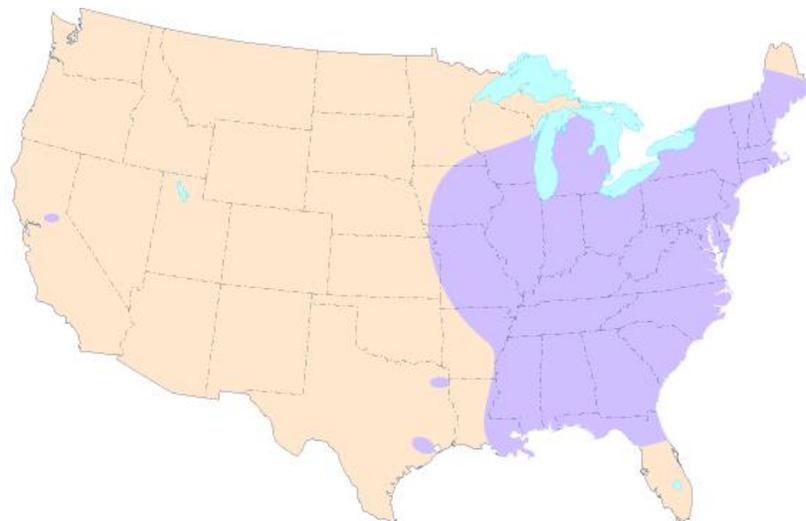
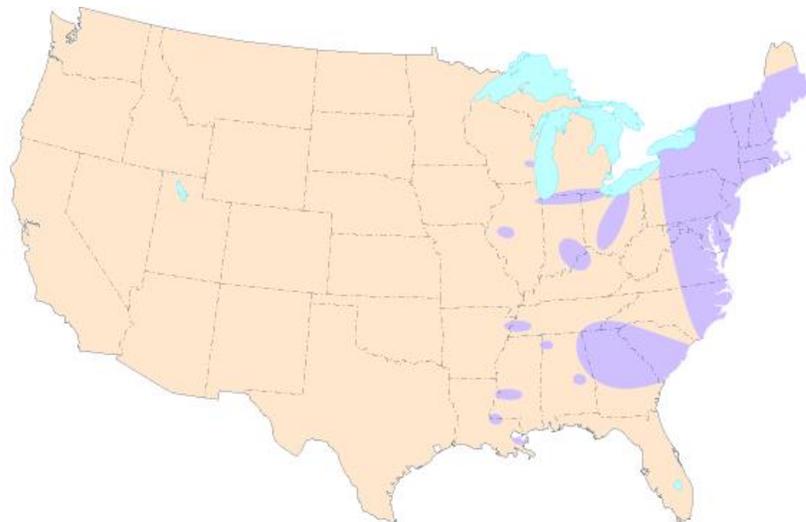
## A New Revolution

*Use this space to write any questions or thoughts about this lesson.*



### Growth of US Railroads, 1850–1890

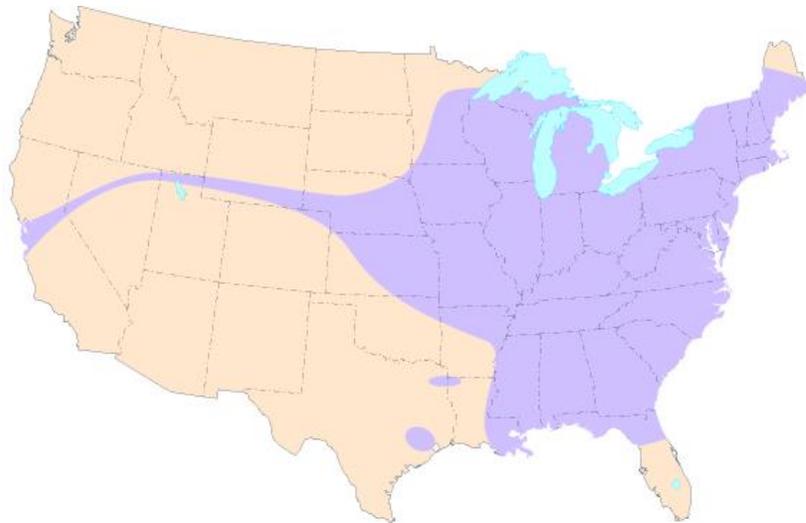
Each map shows the extent of railroad coverage in the United States for the years 1850 to 1890. For each map, identify the year indicated.

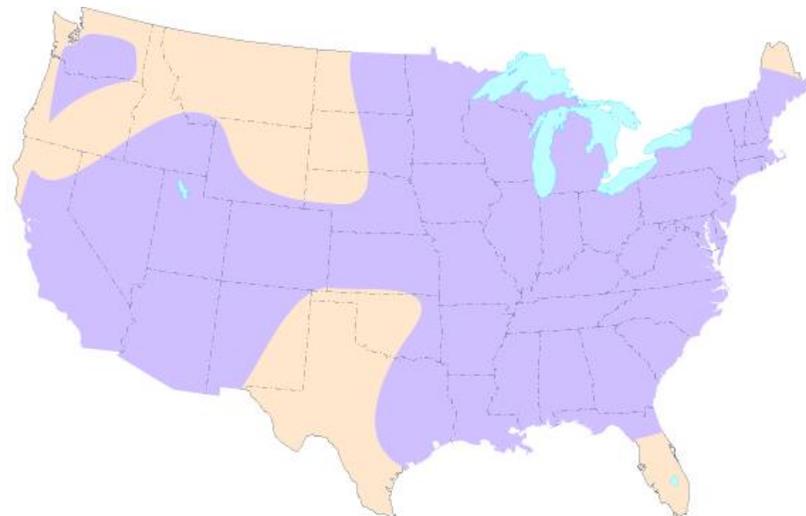




**Growth of US Railroads, 1850–1890**

*Each map shows the extent of railroad coverage in the United States for the years 1850 to 1890. For each map, identify the year indicated.*

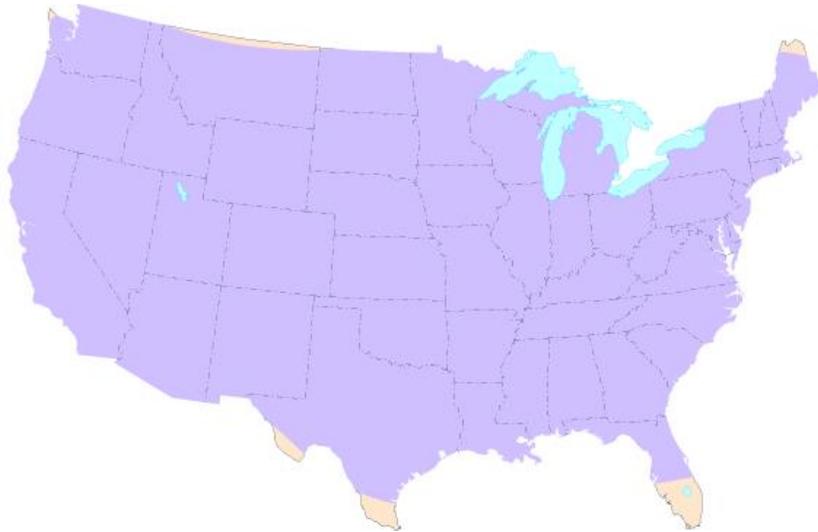






### Growth of US Railroads, 1850–1890

Each map shows the extent of railroad coverage in the United States for the years 1850 to 1890. For each map, identify the year indicated.



### Lesson Objectives

By the end of this lesson, you should be able to:

- Identify examples of advancements and inventions that increased the , , and  of railroads
- Explain how the expansion of rail networks led to the growth of , such as steel, coal, and meatpacking



**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

standardization	the removal of <input data-bbox="878 642 1175 720" type="text"/> ; the establishment of <input data-bbox="701 739 972 816" type="text"/>
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?

Lesson Question

Slide

1

**Bringing Standardization to Railroads**

In the early 1800s, no  existed to compare  in different regions.

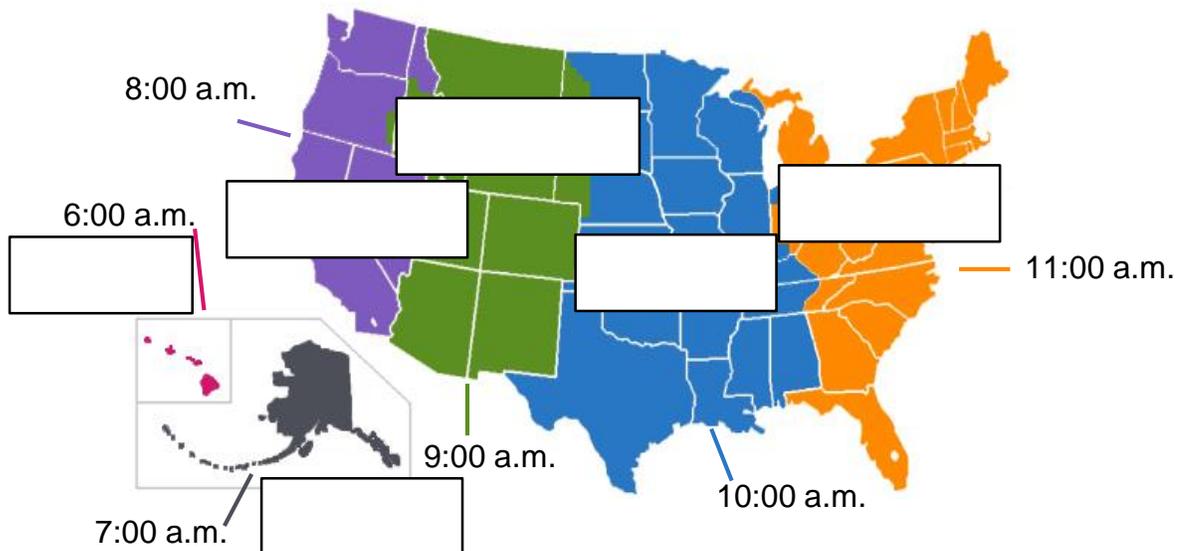
- All time was measured .
- Each company used its own .

Railroads needed

- The removal of differences

2

**Standardizing Time**



were created to help coordinate train .

Slide

2

### Standardizing Railways

#### TRACK GAUGE

Standardized  meant that many companies could use the same .

4

### Trains became safer . . .

- 1869 – Air
- 1873 – Knuckle

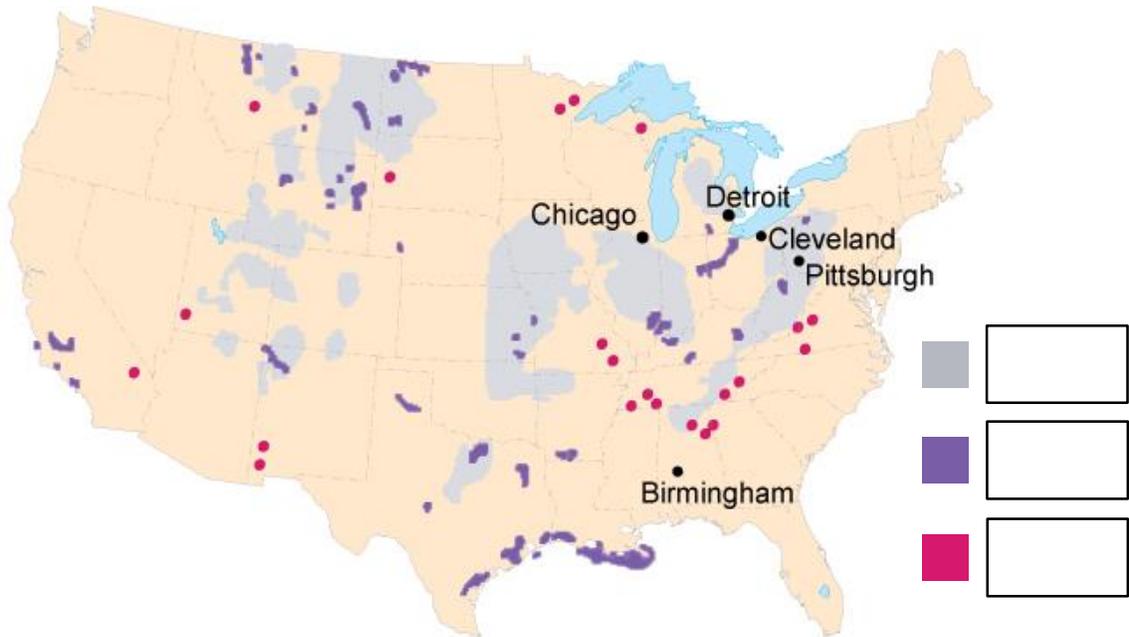
### . . . and more versatile.

- 1865 –  Car
- 1877 –  Car

Slide

7

**Transporting Raw Materials**



Railroad  helped Americans access .

8

**Railroads drove demand for resources**

The railroads needed:

- for ties
- and  rails and cars
- to fuel locomotives

The more , the more resources.

The more railroads, the more resources .

# Instruction

## New American Industries

Slide

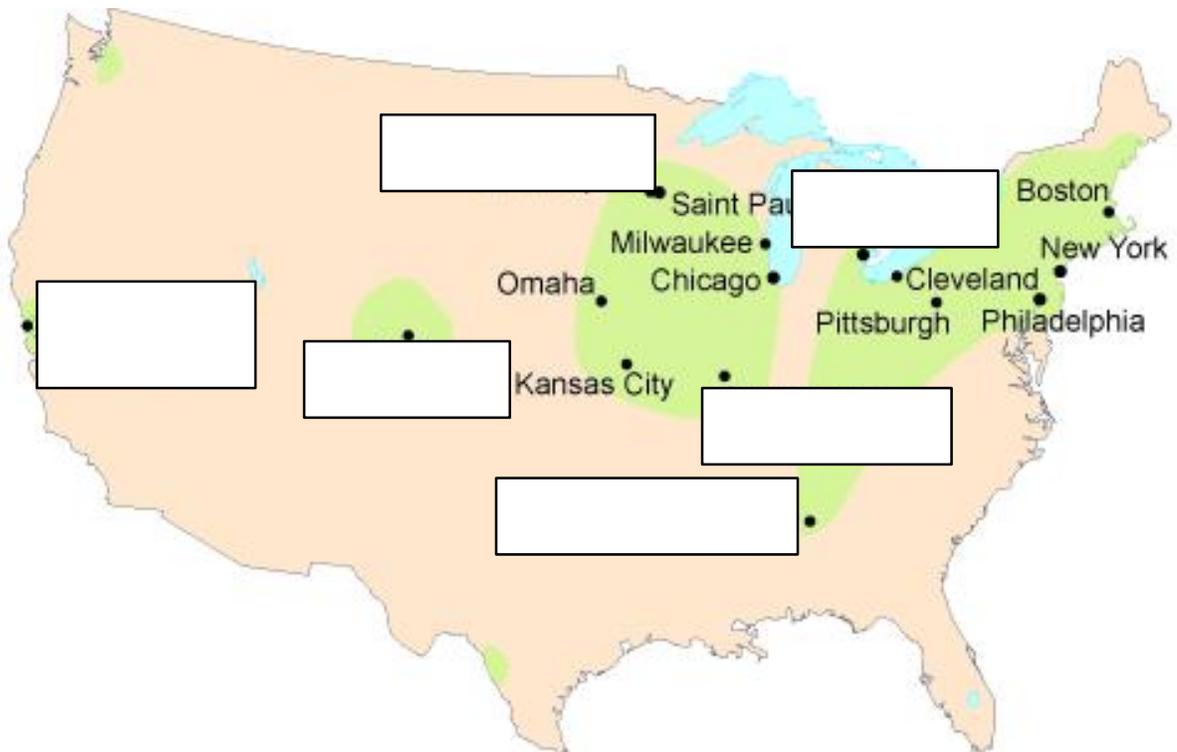
9

### Accessing Raw Materials

- became a major resource in the United States in the 1800s.
- provided heat, powered factories,  locomotives, and generated .
- ore was carried by rail to mills, where it could be  or used to make steel.

11

### New Industrial Centers



Cities became  centers that processed raw

.

Slide

12

### Iron Becomes Steel and Builds a New World

- Inventors like  developed processes to remove  from iron and steel.
- Steel  began to be used in construction.

### The Impact of Steel

Steel was used for:

- railroad
- 
- buildings
- 

Steel shaped American  and became important to

.

Slide

12

**World Steel Production in 1900**

Country	Production (in metric tons)	% of World Production
	10,351,485	36.0
<input type="text"/> and Luxembourg	6,645,962	23.1
	5,131,036	17.9
Other countries	6,598,211	23.0
<b>World Total</b>	<b>28,726,694</b>	<b>100.0</b>

15

**Railroads and Land in the West**

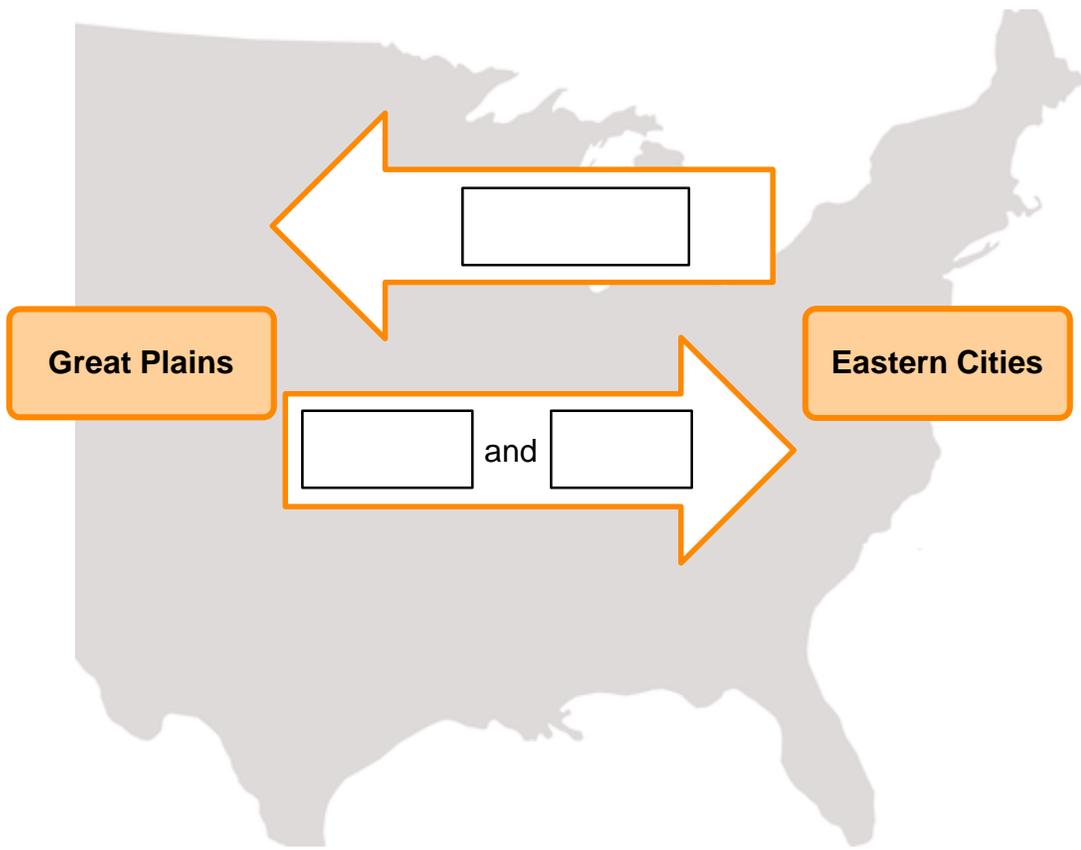
The  gave land to the railroads.

Railroads used land in three ways:

- Using land to build
- Selling land to  and
- Building  to help

Slide

15

**Railroads and Farmers****New Food Industries**

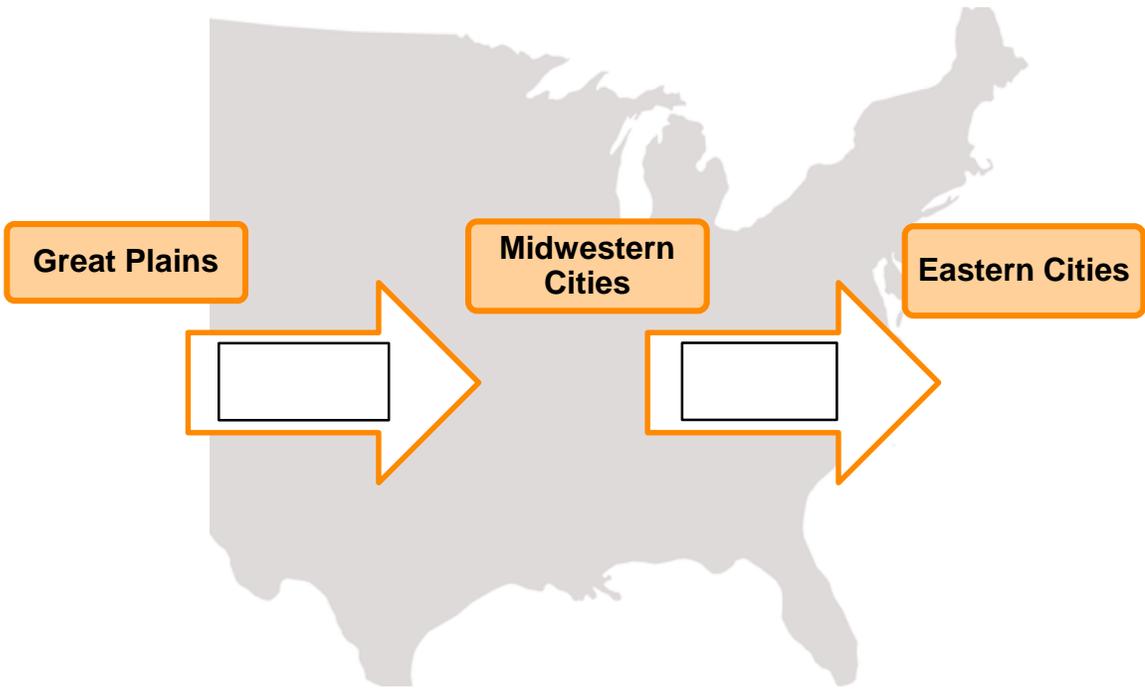
Railroads brought grain to  and carried flour to .

For example, the owners of Minnesota's  flour mills helped build the region's .

Slide

15

### Railroads and Ranchers



### Meatpacking and Growing Cities

Railroads brought cattle to  in growing cities.

- 
- 
- 
- 

cars then carried fresh meat across the country.

## Summary

## New American Industries

?

**Lesson  
Question**

How did the development of railroads lead to the growth of other industries in the United States?

✓

**Answer**

Slide

2

**Review: The Railroad Develops and Changes**

The growth of the railroads led to .

- Standard  zones and

Inventions made railroads .

- Air  and knuckle

Railroads became more .

- cars and  cars

Slide

2

**Review: Railroads and Heavy Industries**

Railroads helped to transport  to cities.

- 
- 
- 

New  centers were built to  raw materials.

Railroads required new , driving up demand.

**Review: Railroads and Food Industries**

Agriculture and farming

- Helping farmers and settlers move
- Transporting  to major cities to be

Stockyards and meatpacking

- Bringing  to processing plants
- Using  cars to carry meat to cities



# Summary

## New American Industries

*Use this space to write any questions or thoughts about this lesson.*



**Monopolies and Trusts**

Throughout US history, companies have tried to get rid of competition by creating monopolies and trusts.

Monopolies	Trusts
<ul style="list-style-type: none"> <li>A monopoly happens when <input type="text"/> company has <input type="text"/> or <input type="text"/> ownership of a product or service.</li> </ul>	<ul style="list-style-type: none"> <li>A trust is a <input type="text"/> that is formed by a legal agreement.</li> <li>A trust tries to <input type="text"/> in its particular industry.</li> </ul>



**Lesson Objectives**

By the end of this lesson, you should be able to:

- Explain how  built a monopoly.
- Describe how  built a monopoly.
- Explain how monopolies and trusts  competition in the Gilded Age.

W  
2K**Words to Know**

*Write the letter of the definition next to the matching word as you work through the lesson. You may use the glossary to help you.*

\_\_\_\_\_ coke

\_\_\_\_\_ entrepreneur

\_\_\_\_\_ horizontal integration

\_\_\_\_\_ laissez-faire

\_\_\_\_\_ monopoly

\_\_\_\_\_ trust

\_\_\_\_\_ vertical integration

- A. a person who sets up a business or businesses, taking on financial risks in the hope of profit
- B. a large company or business combination that gains (or attempts to gain) control of a market
- C. the exclusive possession or control of the supply of or trade in a commodity or service
- D. a coal by-product that is used as fuel
- E. the doctrine that government should not interfere in commercial affairs beyond what is necessary to keep the peace and protect property rights
- F. a monopoly in which a single company controls the raw materials and factories that produce a product
- G. a monopoly in which one company attempts to take complete control of a single stage of production or a single industry

?

Lesson  
Question

Slide

2

**Andrew Carnegie (1835–1919)**

- Emigrated from Scotland at age thirteen
- Worked for the , where he learned about business and management
- Began  in businesses in 1856
- Started his own bridge construction and  companies after the Civil War

**Carnegie Creates a Monopoly**

Learned of Bessemer process

1875

Opened his first 

1881

Invested in a  companyCoke is a  that is used as .

Slide

2

**Carnegie Creates a Monopoly**

1883

Bought

1889

Bought

1892

Formed

**Carnegie's Monopoly**

Carnegie Steel was created in 1892 by  Carnegie's many companies.

It was an example of  because it controlled the:

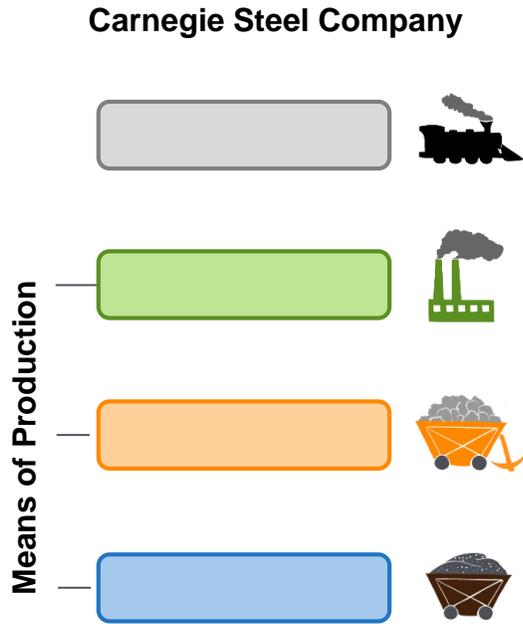
- .
- .
- of the product.

This produced steel at a  cost.

Slide

2

**Carnegie's Monopoly**



4

**Carnegie's Impact on the Steel Industry**

By 1900, Carnegie's company controlled  of US steel output.

- Drove steel prices  ; forced others
- Bought creative competitors

In 1901, Carnegie sold his company for \$480 million.

Slide

7

**John D. Rockefeller (1839–1937)**

- Was a child , a person who sets up his
- Got his first job at age 16
- Started his first business at age 19
- Opened his first  at age 24

**Rockefeller Assembles a Trust**

1863

Excelsior Works

1866

1870

Slide

7

**Rockefeller Assembles a Trust**

1872

1880

Control of  of US oil refining

1882

**The Standard Oil Trust**

Rockefeller's trust was established in 1882.

- Included , , rail lines, tank cars, and delivery networks.
- Owned or controlled  of the oil refineries in the United States.
- Controlled a  of production or distribution—a practice called

Slide

11

### Monopolies and Competition

Many Americans did not like monopolies.

Americans believed that monopolies:

- led to  competition.
- could result in  prices for consumers.
- controlled the  and  of workers.

Americans demanded  action.

### Why Weren't Monopolies Illegal?

Until the 1890s, government policy was , a “hands-off” approach to business.

- The government thought that a laissez-faire approach was best for economic .
- laws were passed controlling business practices during the Gilded Age.
- Laws generally helped , not .

Slide

11

**Monopolies and Trusts Grew****LOOK AHEAD**

Monopolies continued to grow .

They could continue to avoid competition.

This created:

- for monopolies.
- for Americans buying their products.

Americans would continue to  monopolies in the future.

## Summary

## Trusts and Big Business

**Lesson  
Question**

During the Gilded Age, how did companies create monopolies?

**Answer**

Slide

2

**Review: Captains of Industry: Andrew Carnegie**

- Built his empire in the  industry
- Controlled  and aspect of steel production
- Sold his empire and became one of the  in US history

Summary

Trusts and Big Business

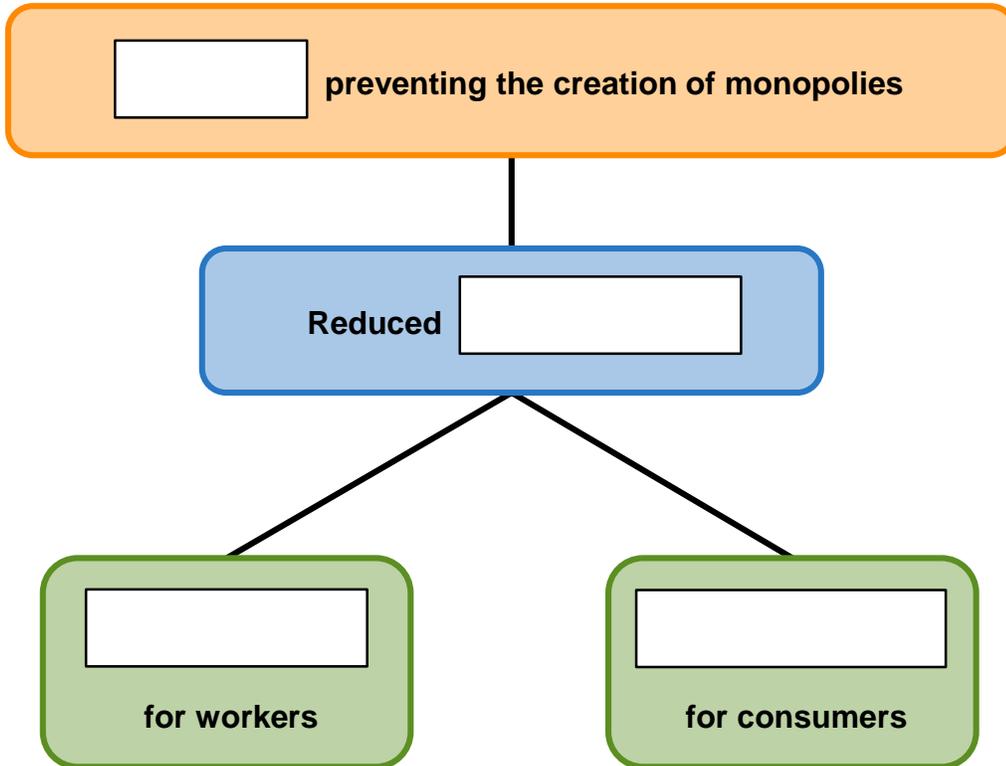
Slide

2

**Review: Captains of Industry: John D. Rockefeller**

- Built his empire in the  industry
- Structured his company, , as a
- Controlled  of US , which eventually led to the establishment of an oil

**Review: Impact of Laissez-Faire Government**





# Summary

## Trusts and Big Business

*Use this space to write any questions or thoughts about this lesson.*



### Change Is on Its Way!

The  were developing. This is a very important development.

As they grew and  and improved, they radically changed Americans' lives.

There was room for improvement in all kinds of other areas, as well—especially in areas like  and .

### Making It Easier to Build Things

: pieces of the same size and shape that could be substituted for one another

- Easy to
- Easy to  on
- Products last  with them
- produced

Interchangeable parts and  were very important changes that were taking place during this time. They made it possible to manufacture more  for many more .

# Warm-Up | Technology and Society in the Industrial Age



## Making Life Easier for Everyone

helped to make new inventions popular.

New inventions helped  the way Americans lived.



## Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the influence of  's inventions on culture and society.
- Describe the advancements made in  and  during the Industrial Age.
- Analyze how new  changed life during the Industrial Age.



## Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

interchangeable parts	the pieces of the <input type="text"/> size and shape that could be <input type="text"/> for one another
commute	to <input type="text"/> from one place to another <input type="text"/>

# Instruction | Technology and Society in the Industrial Age

?

## Lesson Question

Slide

2

### Sending a Message from New York City to San Francisco

1840s—Overland  carriage: about 180 days

1869—Transcontinental  : 7 days

### The Telegraph

The telegraph was invented by Samuel  and first used in 1844.

It allowed messages to be sent instantly over  using a signal .

The telegraph was used by:

- the .
- owners.
- average Americans.

Beginning in 1871, people could even transfer  using the telegraph.

changed forever.

# Instruction | Technology and Society in the Industrial Age

Slide

2

## Morse Code and the Telegraph

Telegraph messages used Morse code.

- The code is made of a series of long and short  and .
- Only experienced  could understand it.
- Morse code is still used today.

## Granville Woods (1856–1910)

- Was an engineer and
- Created the  telegraph in 1887
- Built the telegraph as a method for using telegraphs on  trains
- Used the telegraph to help trains avoid  and run on

Slide

4

### The Next Big Change: The Telephone

The telephone was a major improvement over the .

- Allowed instant communication through .
- Was invented by Alexander Graham  in 1876
- Was originally meant to help the  communicate

The basic  is still used today.

### The Telephone Goes Global

1877: First telephone

1877: First telephone

1914: First  telephone line

# Instruction | Technology and Society in the Industrial Age

Slide

4

## The Evolution of the Telephone

### REAL-WORLD CONNECTION

Compared to the first telephones, today's phones are:

- 
- 
- digital.
- able to serve other

The telephone is the most widely  communication device in the world.

7

## Getting around in the Early 1800s

Moving from place to place in cities happened on , by ,  
or by .

Each way of traveling was:

- 
- limited.
-

Slide

7

**Commuting**

To  is to travel from one place to another regularly.

1830s: -drawn trolley

1890s: Elevated

1890s:

9

**The Invention of the Automobile**

Inventors had a new goal: building a  that moved under its

power.

Advantages of the automobile were:

- transportation.
- to go where they wanted.
- .

The first -powered American automobile was made in 1893.

# Instruction | Technology and Society in the Industrial Age

Slide

9

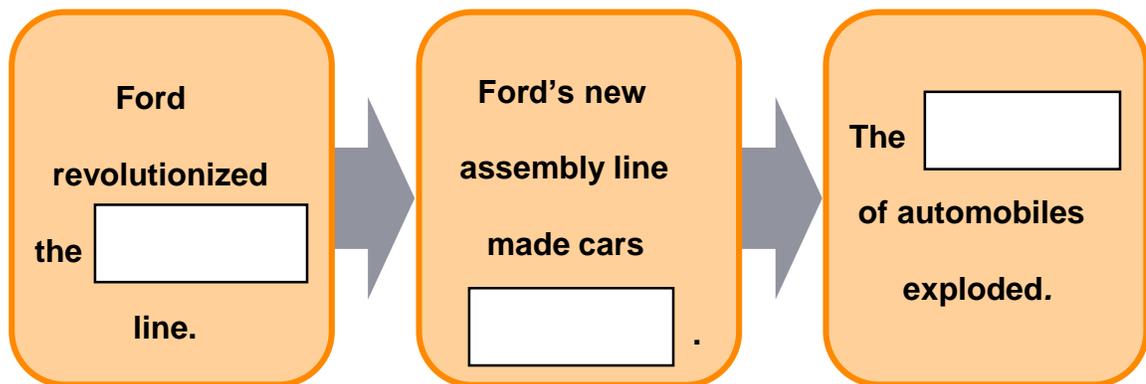
## Henry Ford (1863–1947)

- Was an auto producer and owner of  Motors
- Made a  car that everyone could afford

To make his car cheaper, Ford used:

- parts.
- production.
- fast-  assembly lines.

## How Ford Changed the Auto Industry



# Instruction | Technology and Society in the Industrial Age

Slide

9

## How Changes in Transportation Affected People

- More  of movement
- travel
- Faster  transit
- Fresher

11

## The Future of Transportation

### LOOK AHEAD

- Automobiles of every , , and color imaginable.
- -speed trains
- Huge

13

## Lifestyle

### Thomas Alva Edison (1847–1931)

- Was a self-taught
- Built his own  facilities in New Jersey
- Created more than 1,000
- Developed inventions that affect the lives of all Americans

# Instruction | Technology and Society in the Industrial Age

Slide

13

## Edison's Life-Changing Inventions

- Incandescent
- 
- -picture machine

15

## Madam C. J. Walker (1867–1919)

- Became one of the first female African American
- Had a struggle with hair loss that led her to experiment with   
treatments
- Specialized in making  for African American women
- Built a business

# Instruction | Technology and Society in the Industrial Age

Slide

15

## Innovations in Consumer Products

- How did people enjoy their leisure time? They took pictures with small, easy-to-use  . Innovations in  and chemistry made this possible.
- They could get some of their favorite foods and baking supplies from handy little  .
- Innovations using  led to appliances such as vacuums, toasters, and irons, and these tools made  easier and quicker, and they gave Americans more time for  activities.

## Advertising to Reach Consumers

Businesses reached out to consumers through  .

- 
- 
- Newspapers
- 

Americans became greater  .

## Summary

## Technology and Society in the Industrial Age

**Lesson  
Question**

How did technology change Americans' lives during the Industrial Age?

**Answer**

Slide

**2****Review: Innovations in Communication**

Communication changes allowed Americans to share , even across the country.

- Samuel Morse's  and code
- Granville Woods's later
- Alexander Graham Bell's

## Summary

## Technology and Society in the Industrial Age

Slide

2

**Review: Innovations in Transportation**

Transportation changes allowed people to move  in a  way.

- cars
- City transit:  trains and
- 

**Review: Changes in Everyday Life**

Consumer products helped Americans live more comfortably.

- and the lightbulb
- and motion-picture machine
- goods
-

# Summary

## Technology and Society in the Industrial Age

*Use this space to write any questions or thoughts about this lesson.*



**Worker's Lives During the Gilded Age**

- Mass production replaced old methods of .
- Many workers did repetitive tasks for long hours under  conditions.
- Men, women, and  did factory work.

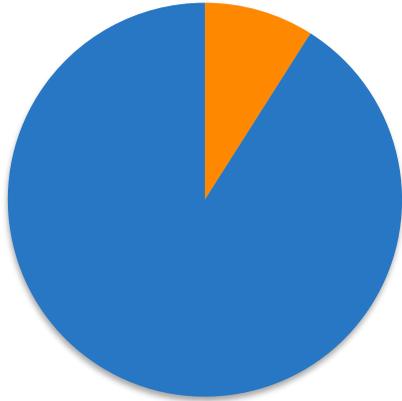
**The Economic Divide**

How workers lived in cities	How the wealthy lived
<p>Streets are dirty and <input type="text"/>.</p> <p>Dozens of <input type="text"/> live together in one building.</p> <p>They lived in cities to be close to their <input type="text"/> in factories.</p>	<p>Streets are <input type="text"/> and not crowded.</p> <p>One family lives in one <input type="text"/>.</p>



### The Income Gap

Fill in the correct percentage of the population for each income group.



- Earning above \$1,200 a year or  of the population
- Earning below \$1,200 a year or  of the population



### Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the working  typically found in American factories during the industrial era.
- Explain the impact of  with respect to women, children, and families.
- Explain the principles of  production.
- Describe the excesses of the Gilded Age and the growing economic  between the wealthy industrialists and the average American worker.

W  
2K**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

mass production	the system of manufacturing in which <input type="text"/> rapidly produce large <input type="text"/> of a product
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?

Lesson  
Questions

Slide

2

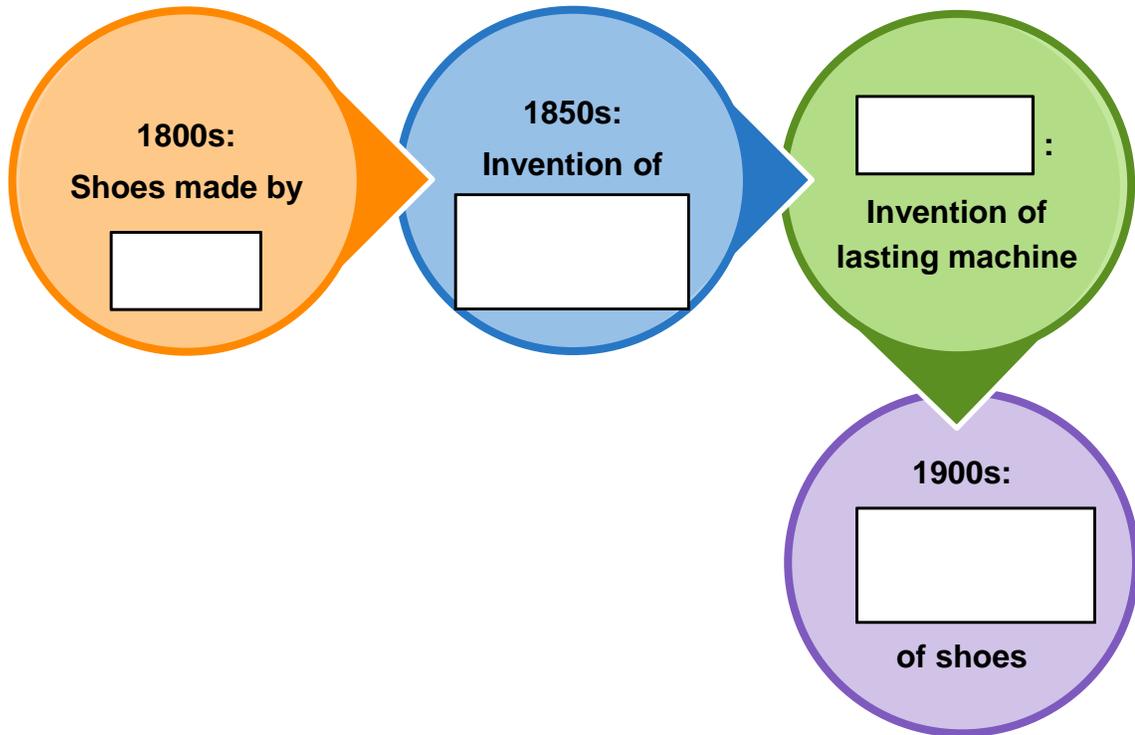
**Mass Production**

Mass production is a system of  that uses machines to produce large amounts of a product quickly.

- Mass production increased in the .
- Before mass production, many products were made by hand.
- After mass production, many products could be made .

Slide

2

**Shoemaking: From Handmade to Mass Produced***Fill in the missing information.***Jan Matzeliger (1852–1889)**

- Was an influential  in the textile industry
- from Dutch Guiana, in South America
- Worked in a  factory after arriving in America
- Designed the , which attached soles to shoes
- Patented his invention in 1883

# Instruction | A Worker's Life

Slide

2

## Effects of Mass Production

New machines  skilled workers.

workers were hired to tend machines.

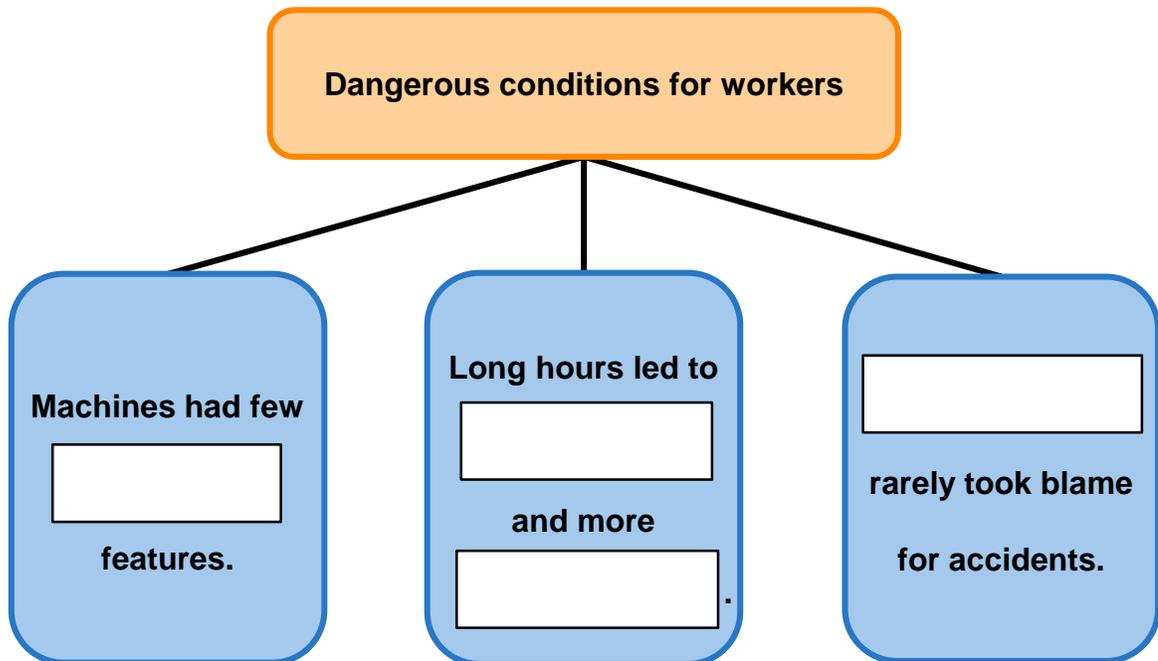
- Were  than skilled workers
- Were given less
- Were  replaceable

Manufacturing costs , production increased, and  went down.

4

## Working Conditions

Fill in the missing information.

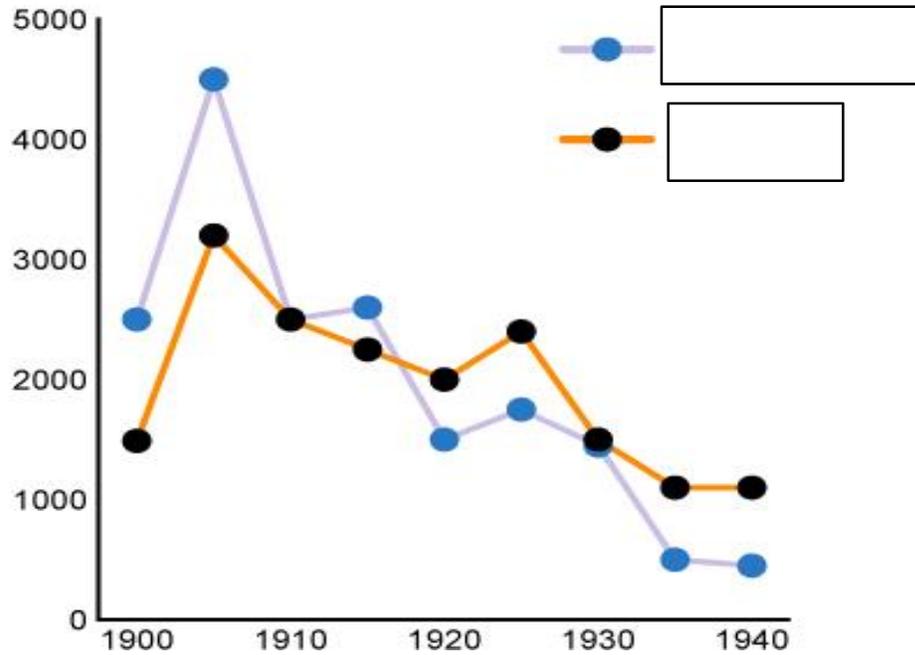


Slide

4

### Coal Mine and Railroad Fatalities

Fill in the missing information.



7

### Family Work and Mass Production

- Before industrialization, families  to create products.
- After industrialization, family work was  often by  work.
- Families, including , began to work in factories.

Slide

7

**Children Who Worked: Child Labor**

- In 1900, approximately  children had factory jobs.
- prevented children from working in factories.
- Factory owners could pay children .
- Children worked for  hours in  conditions.

**Children with No Childhood**

Child workers had few ways to change their circumstances.

- No
- No time for
- Long work hours
- Demanding  labor

Most remained  workers all of their lives.

Slide

7

**The Keating-Owen Child Labor Act of 1916**

This law tried to solve the problem of .

It  the sale of products from any:

- that employed children under age 14.
- that employed children under age 16.
- that employed children under age 16 to work  or more than 8 hours a day.

This law was  by the Supreme Court.

9

**Child Workers Today****REAL-WORLD CONNECTION**

Children in  nations often work to support their families.

The United Nations sponsors a World Day

each year on June 12.

Slide

12

**Women and Mass Production**

Many  also worked long hours outside the home.

- Factories

- 

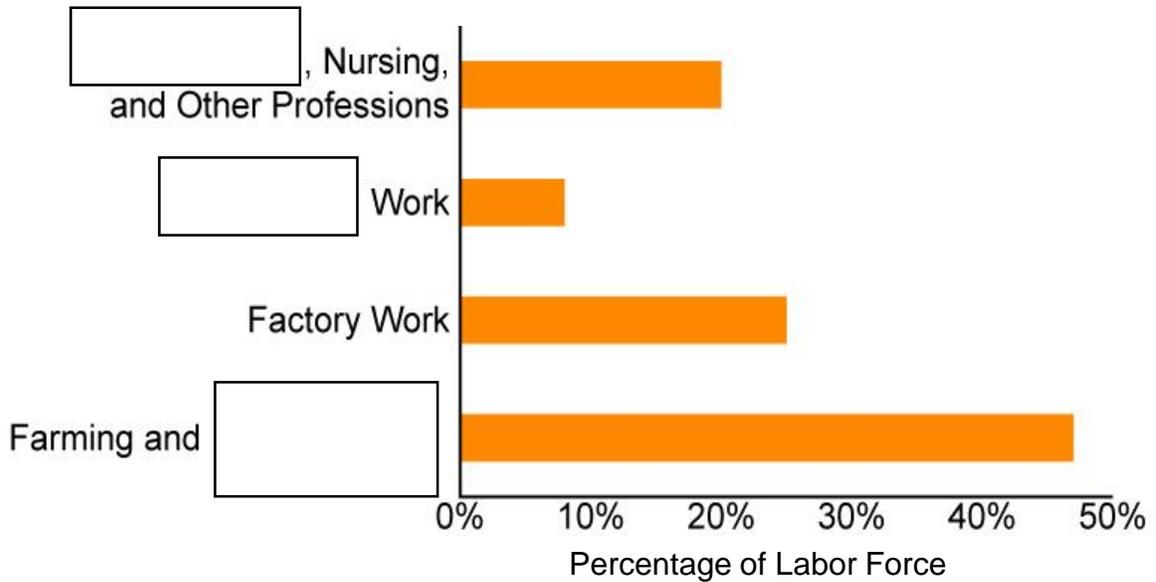
- 

Many women worked  to support their families.

They were still responsible for  tasks.

**Women's Professions in 1900**

*Fill in the missing information.*



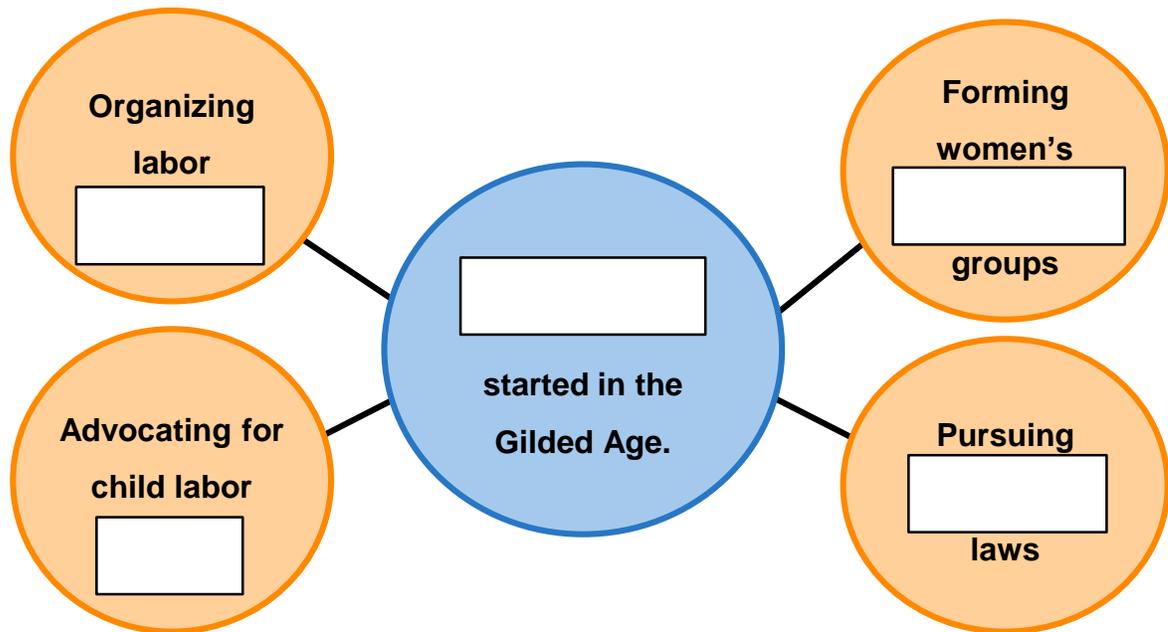
Slide

14

### Social Changes in the Gilded Age

LOOK AHEAD

*Fill in the missing information.*



## Summary

## A Worker's Life

**Lesson  
Question**

How did industrialization affect the lives of workers and their families?



**Answer:**

Slide

**2**

**Review: Mass Production and Working Conditions**

- changed the workplace.
- New inventions replaced  workers with  workers.
- Most unskilled factory workers worked  in  conditions.

## Summary

## A Worker's Life

Slide

2

**Review: Women, Children, and Families**

- Families began to work in factories as machinery  jobs at .
- Children worked long hours in dangerous conditions.
- No federal  stopped factory owners from hiring children.
- Women also worked in challenging jobs outside the home.

*Use this space to write any questions or thoughts about this lesson.*



### Conditions for Unskilled Workers

Long working hours:

- workdays
- Little or no

Dangerous work conditions:

- Dust, fibers, and chemicals
- machinery



### Lesson Objectives

By the end of this lesson, you should be able to:

- Identify goals of labor  during the 1800s.
- Identify examples of  and  tactics that slowed unions' growth and stopped unions' effectiveness.
- Describe the events of the 1894 Pullman , and explain its effects on the  movement.

W  
2K**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

	the forced removal from a country
	a strategic work stoppage designed to put pressure on an employer
	a strike that was not approved by a union
	a movement in which a group refuses to buy from or use the services of a particular company in order to achieve a goal
	the strategies used to stop unions from growing
	the negotiations by union leaders on behalf of a group of workers
	an organization of workers dedicated to advancing the common interests of its members



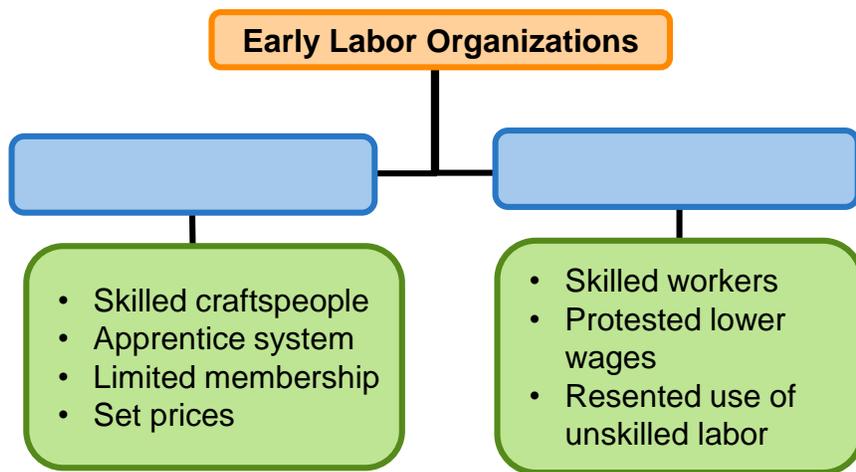
Lesson Question

Slide

2

**The Rise of Organized Labor**

Fill in the names of the two types of early labor groups.



**Labor Unions**

Labor union—An  of workers dedicated to advancing the common interests of its members.

Early labor unions

- Usually formed within a single field or industry
- Often  to a certain factory or type of business
- Often  their , and excluded immigrants, women, African Americans

Slide

2

### Goals of Labor Unions

Unions had consistent [ ] :

- A [ ] workday
- [ ] pay
- [ ] workplaces

Unions used [ ] to negotiate.

- Negotiations by union leaders on behalf of a group of workers

4

### Local Unions Go on Strike

A [ ] is a strategic work stoppage designed to put pressure on an employer.

The [ ] organized one of the earliest strikes in the country.

- Protested [ ]
- State examined conditions
- [ ] for future strikes

Slide

4

### The American Federation of Labor (AFL)

The **American Federation of Labor**, established in 1886, brought together skilled workers from many different industries.

- Led by Samuel Gompers
- Focused on , safety, and the  to organize
- Admitted only  workers
- Was well-organized

### Samuel Gompers (1850–1924)

Was the first and longest-serving president of the AFL

Made the AFL the  and most influential labor organization in the world.

Believed unions could achieve  by:

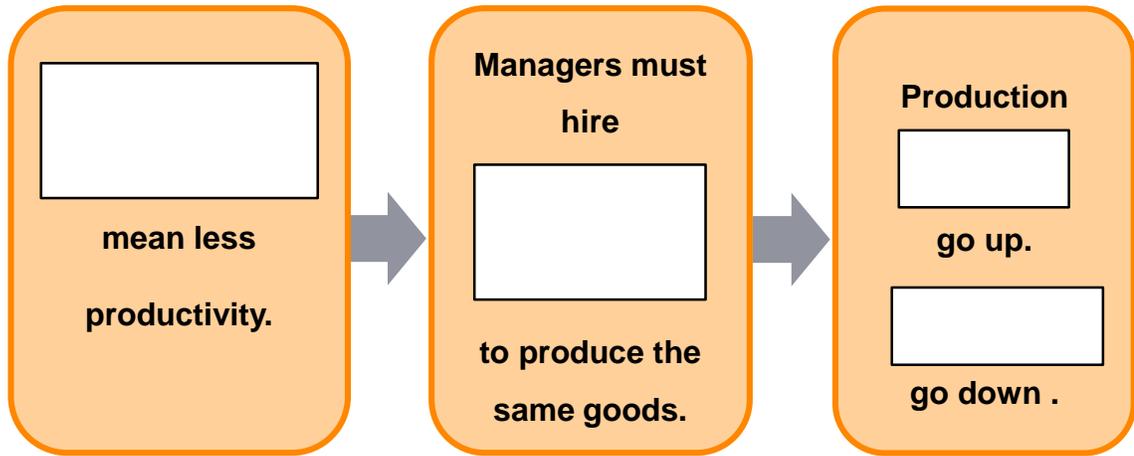
- improving  conditions.
- maintaining political .

Slide

7

### Growing Unions Mean Growing Costs

Fill in the missing information.

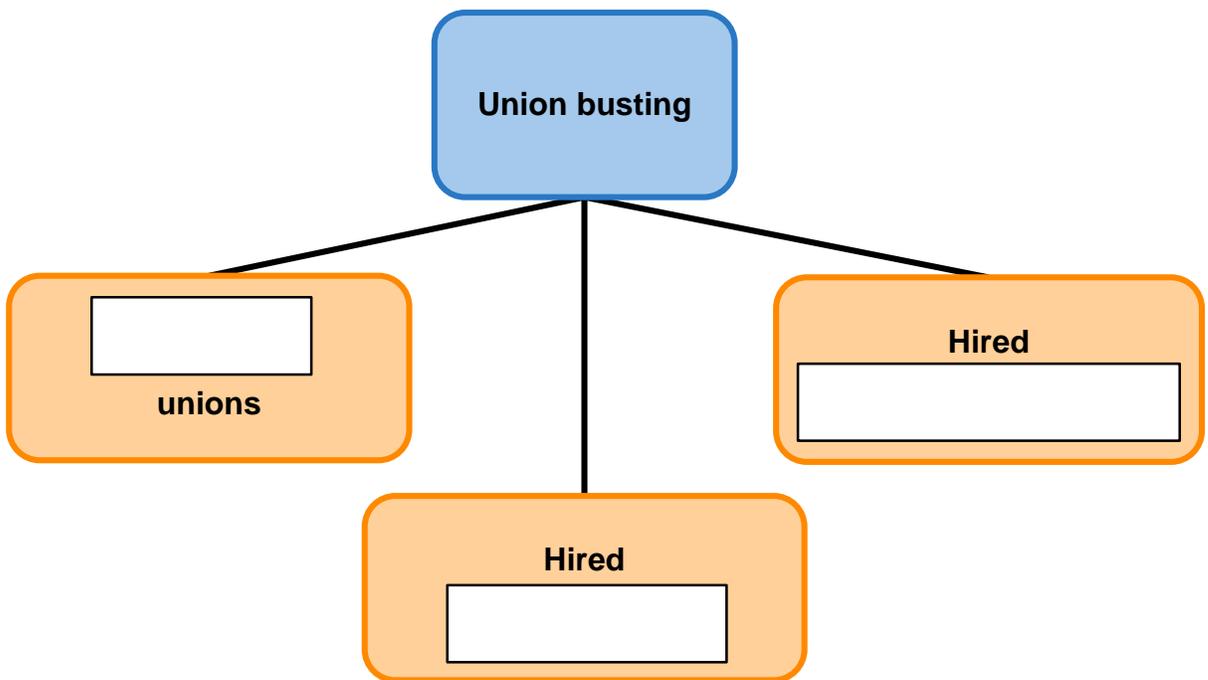


Companies started  : strategies used to stop unions from growing

9

### Union Busting Strategies

Fill in the missing information.



Slide

11

**Government Tactics Against Unions**

The government was sometimes called in to [ ] union activity.

- [ ] were brought in to break up strikes when they became violent.
- Strikers could be [ ] if they were found to be breaking the law.

13

**Case Study: The Pullman Strike (1894)**

The Pullman Car Company built [ ] for trains.

- A recession caused [ ] and [ ].
- Rents and food prices in the [ ] stayed the same.
- Workers started a [ ], a strike that was not approved by a union.

Slide

15

**Case Study: The Pullman Strike (1894)**

The American Railway Union asked the American public to

Pullman train cars.

A boycott is a voluntary  to use or buy something, usually in protest.

- People refused to  them.

The strike became .

- Travel and shipping were .
- ended the strike.

**Eugene V. Debs (1855–1926)**

- Began his career as a labor
- Was the founder of  Union
- Was sentenced to  for role in leading the Pullman strike
- Went on to a long career as a union leader

Slide

15

**Effects of the Pullman Strike**

Neither side won a complete victory.

- Union leader Eugene  was sentenced to six months in prison.
- Pullman agreed to  workers if they resigned from the union.
- Pullman  than if it had agreed to the workers' original demands.
- Companies began getting  to disrupt union activities.

## Summary

## Labor and Unrest

?

**Lesson  
Question**

How successful were labor unions in achieving their goals in the 1800s?

✓

**Answer**

Slide

2

**Review: Labor Unions' Goals**

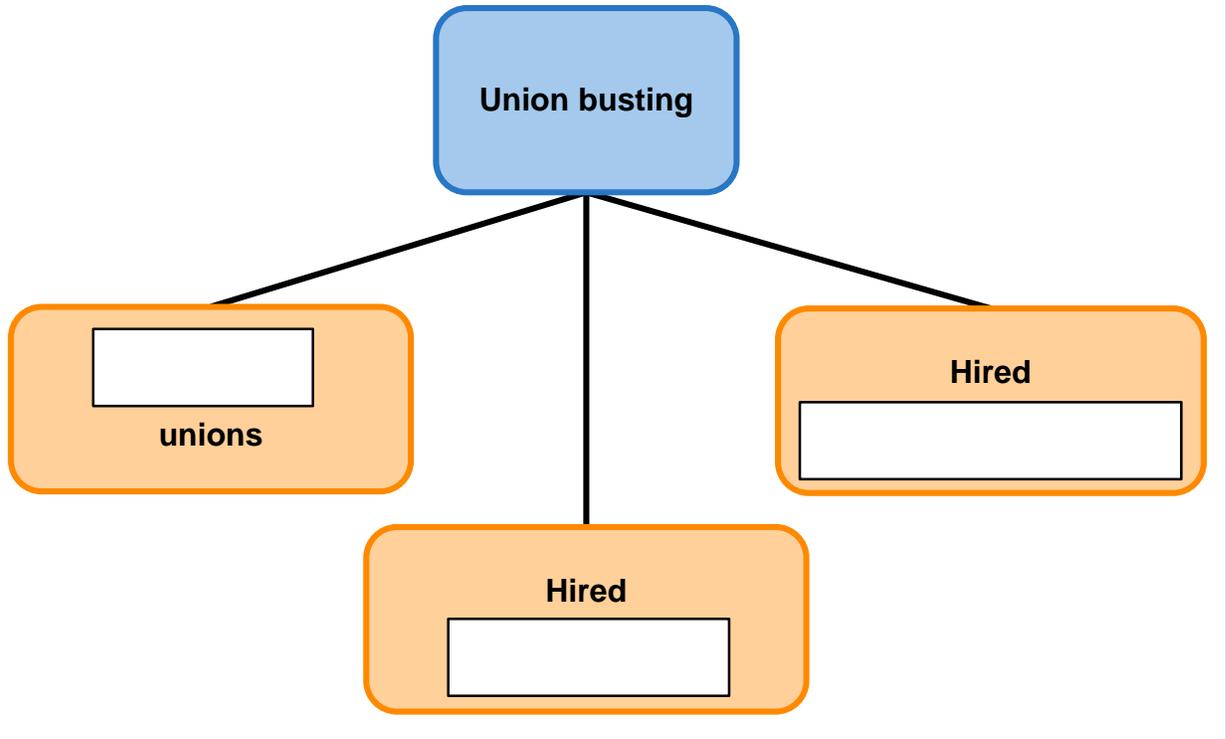
- Workers formed labor unions to fight against poor .
- Unions used  and  to persuade employers to meet their demands.
- The American Federation of Labor (AFL) became one of the nation's most  labor unions.

Slide

2

**Review: Companies' Response**

Fill in the missing information.



**Review: The Government's Response**

Government also tried to break up unions.

- Federal [ ] called in to break up [ ]
- [ ] for participating in strikes

Slide

2

**Review: Case Study: The Pullman Strike**

- Striking workers were joined by the  American Railway Union.
- Because of  and , the government helped break up the strike.
- Eugene V. Debs was , and returning workers had to .
- Companies used the  to stop unions for years afterward.

*Use this space to write any questions or thoughts about this lesson.*